FACULTY DEVELOPMENT PRACTICES SUPPORTING STUDENTS WITH DISABILITIES: MONOLOGUES FROM A UNIVERSITY CASE STUDY

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ABSTRACT

This qualitative, arts-based research [ABR] opens dialogue and contributes to the limited literature on Canadian faculty development practices supporting students with disabilities. The project explores best practices and challenges by focusing on Toronto's York University. The methodological design takes a hybrid form, braiding case study with ABR monologues. Data sources include faculty development materials, reflective memos/journals, and thirteen qualitative interviews (January-March 2016). Seven interviews were conducted with university leaders who have expertise in faculty development and disability practices; six interviewees were university educators (tenure/tenure track) at different career stages. Findings include a unique pan-university environmental scan of faculty development offerings around disability. Key challenges for faculty development are highlighted, as well as the perspectives and lived experiences of faculty. Five initial recommendations are offered to move forward the discussion on faculty development and disability at York University specifically, and for Post-Secondary Education, broadly.

DEDICATION

For
my family:
Mama Belarie,
Papa Marty,
Noah and Sariana,
Bubbie Ruthie and Sabba Gurion,
who
teach me
everyday
to treat
each and every person
with kindness
and compassion
and to
love fiercely.

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LIST OF ACRONYMS

Acronym	Full Form
AAPR	Academic & Administrative Program Review *See http://vpap.info.yorku.ca/aap/ for more information.
ABR	Arts Based Research
ABER	Arts Based Educational Research
AMPD	Faculty of Arts, Media, Performance and Design
AODA	Accessibility for Ontarians with Disabilities Act
CADSPPE	Canadian Association of Disability Service Providers in Post-Secondary Education
CDS	Centre for Disability Services
CHR	Centre for Human Rights
CLAs	Contractually Limited Appointments
The Code/Code	Ontario Human Rights Code
COU	Council of Ontario Universities
CUPE	Canadian Union of Public Employees
DS	Disability Services
FES	Faculty of Environmental Studies
GPD	Graduate Program Director
HE	Higher Education
HEQCO	Higher Education Quality Council of Ontario
IASR	Integrated Accessibility Standards Regulation
IIRP	Institutional Integrated Resource Plan *See http://goo.gl/O3WAUU for more information

IQAP	Institutional Quality Assurance Process * At York this is called YUQAP (York University Quality Assurance Process)
LAPS	Faculty of Liberal Arts and Professional Studies
LD	Learning Disability
LDs	Learning Disabilities
LDS	Learning Disability Services
LDAO	Learning Disability Association of Ontario
LOTF	Learning Opportunities Task Force
MHD	Mental Health Disability
MHDs	Mental Health Disabilities
MHDS	Mental Health Disability Services
MTCU	Ministry of Training Colleges and Universities
OCUFA	Ontario Confederation of University Faculty Associations
OHRC	Ontario Human Rights Commission
OIPA	Office of Institutional Planning
OSCR	Office for Student Conflict Resolution
QUCQA	Ontario Universities Council of Quality Assurance
PSE	Post-Secondary Education
PSMDs	Physical, Sensory, Medical Disabilities
PSMDS	Physical, Sensory, Medical Disability Services
QA	Quality Assurance
SoTL	Scholarship of Teaching and Learning
T.As	Teaching Assistants

TC	Teaching Commons
T&L	Teaching & Learning
UD	Universal Design
UDI	Universal Design for Instruction
UDL	Universal Design for Learning
UPD	Undergraduate Program Director
UPIAS	Union of Physically Impaired Against Segregation
YUFA	York University Faculty Association

List of Monologues

Chapter 1: Introduction

My Professor Told Me

Samahra Zatzman, the researcher, and writer of this document sets the stage:

My Professor told me
I couldn't
be a
teacher
because apparently
if you can't
add numbers in your head,
without a calculator
you are not fit to teach.
Wish that Prof. could have
SEEN me teach
--calculator in hand--
my 5th grade students
about poetry,
the fall of Rome,
and yes even
fractions.

My Professor told me that
the use of a computer is not permitted during lectures,
unless you are a student with a disability
who requires accommodation.
Really?!
Wish that Prof.
--full of good intentions--
had understood that policy was
ILLEGAL;
forcing me to either not be accommodated
or by a few clicks of keyboard keys
to disclose my disability to the entire lecture hall.
200 students.

My Professor told me that
having a
Learning Disability,
means I should be
good at creating costumes,

since sewing is “hands on”, sewing is “active”.
Wish that Prof. had gotten the
MEMO
that no two people are alike…
That there are different kinds of Learning Disabilities...
“…that generalizations ignore individual
differences” (Popovic & Green, 2010, p.200)...
that just because it was a “hands on” course
didn’t mean ignoring inclusive course design:
like multiple modes of representation, slides,
instead of only talking,
walking us through step by step,
which could have actually helped everyone.

My Professor told me
I could
become a Professor;
that I was a
creative researcher;
that I could “make soup from stone”
that I was hard working;
that I could.
Wish I would always remember those words,
for all the times I sit, daunted by a struggle,
or suffocated by stigma, or just my own mind,
to help me see my
“disability not as a weakness, but as diversity,
difference that adds value both within an educational institution
and in the community at large” (Bat Hayim & Wilchesky, 2003, p.41).

My Professors told me a lot of things.
The good, bad, and ugly.
I don’t take every word to heart.
BUT.
Their attitudes, ideas, perceptions,
knowledge of laws, rights, and responsibilities,
the accommodation process,
their flexibility of approach,
and their abilities to teach inclusively,
MATTERED.
Faculty impact.

Introduction

Rising numbers of students with disabilities (Human Resources Canada, 2009) are standing on the post-secondary doorstep wanting more access to university education, but are faculty being provided with the knowledge, resources, and strategies to keep up with this growing demand? I am a university-educated student with a learning disability [LD] and an educator with a passion for post-secondary education. I know from my own lived teaching and learning experiences the importance of helping faculty develop a better understanding of the pedagogical, legal, and administrative processes for teaching students with disabilities.

My research explores Ontario university faculty's level of preparedness for teaching students with disabilities and further examines the call for increased faculty development (e.g.: CADSPPE, 1999; Hill 1996; Logan, 2009; LOTF, 2002; Prince, 2013). While recent provincial legislation requiring universities to "train" educators to adapt their instruction, programs, and courses to become more accessible is an important step forward (Section 16, IASR, 2011, under the A.O.D.A, 2005), my work uncovers the limitations of the law, since how this faculty development should be delivered, and which content should be highlighted are not mandated. Thus, in Ontario, we are left with a directive for increased faculty development, yet no mandate or recommended standards in content and delivery.

Little research has investigated the Canadian university context to determine best practices for faculty development for teaching students with disabilities. The complexity of researching the Canadian post-secondary system is amplified by the fact that each province has their own jurisdiction over education, including applicable human rights codes, mandates, funding models, and policies (Shanahan & Jones, 2007). Therefore, the legislative and policy context is different in each province.

In order to document current practices, and with the hope of impacting Ontario university culture with respect to disability, this qualitative, arts-based educational research project focuses on York University as an exploratory case study to begin to map the field. One of the central purposes of this thesis is to present an environmental scan of faculty development offerings, policies and programs around disability and to attempt to identify current best practices and challenges for faculty development at York University. My research addresses in-

person development sessions, as well as resource materials, websites and other documents used to better prepare, educate and raise faculty awareness about accessibility, legal rights and responsibilities, and the teaching of students with disabilities. I employ a social model of disability framework: using a lens of "disability as a social response to difference" (Crow, 1995, p.32) through which to consider **my central research questions:**

- **What are the current environmental offerings, best practices, and obstacles in faculty development for supporting students with disabilities?**
- **What gaps in knowledge, frustrations, and challenges do faculty themselves face in supporting students with disabilities?**

To begin to examine and answer these questions, I have gathered data from three sources: (1) informant interviews with senior administrators such as associate deans or program chairs of faculties and/or leaders in the university in the area of supporting students with disabilities or supporting faculty in regard to issues of disability and human rights, (2) qualitative semi-structured interviews with university faculty at different stages in their careers; and (3) analysis of York University faculty development websites and guidebooks around disability and inclusive teaching. Using this post-secondary data, I have produced this research/creation document which braids traditional academic research with scripted research-based theatre monologues (e.g., Barone & Eisner, 2012).

This thesis is meant to serve as a provocation around best practices, issues, and challenges for faculty development for teaching students with disabilities in the university. Arts-based research [ABR] can help "evoke or provoke understandings that traditional research formats cannot provide" (Irwin, et. al, 2006, p.1225), offering an important form of knowledge mobilization, and opening dialogue with all stakeholders. In so doing, I can begin to address the significant gap in the Canadian literature on faculty development practices for teaching students with disabilities.

The Social Model of Disability: A Theoretical Framework

The social model of disability serves as a foundational framework for my research, which understands disability "as a social response to difference" (Crow, 1995, p.32). In other words, I adopt a vision of disability that moves away from "a preoccupation with people's impairments to a focus on the causes of exclusion… and disabling barriers [in society]"

(Goodley, 2011, p.11). Professor Tom Shakespeare (2010), explains further how the social model

> seeks to change how we understand the rights and problems of people with disabilities… In the social model, disability is defined as a social creation- a relationship between people with impairment and a disabling society, whereas the medical or individual model defines disability in terms of individual deficit" (p.268).

By shifting the focus away from only the limitations of a person's body and brain, to the barriers and attitudes that exist in society, disability can therefore be understood as "a culturally and historically specific phenomenon, not a universal and unchanging essence" (Shakespeare, 2010, p.268).

Even the very term "social model of disability", coined by activist and scholar Mike Oliver in the early 1980s (Goodley, 2011; Oliver, 2009; Shakespeare, 2010), has specific cultural and historical roots. The social model has foundations emerging out of a slew of action and scholarship in Britain, most influentially the work of the Union of Physically Impaired Against Segregation [UPIAS]. Formed by Paul Hunt in 1971, UPIAS aimed "to replace segregated facilities with opportunities for people with impairments to participate fully in society, to live independently, to undertake productive work, and to have full control over their own lives" (Shakespeare, 2010, p.226). The goal was to highlight barriers in society that acted to oppress people with disabilities. In fact, UPIAS defined disability not in regard to being able or unable, but rather as "the disadvantage or restriction of activity caused by a contemporary social organization which takes little or no account of people who have physical impairments" (UPIAS, 1976, P.20). In 1981, the British Council of Organizations of Disabled people, "set up a coalition of disabled-led groups who all shared the UPIAS approach to disability" (Shakespeare, 2010, p.226). This coalition effectively broadened the scope of the social model beyond those with physical impairments, to those who had other lived experiences including those with LDs and mental health disabilities [MHDs].

An increased understanding of "the complexity of the lived experience of disability" (Shakespeare, 2010, p.270) has also been a recent development within a social model perspective. While the social model traditionally emphasizes the distinction between disability (seen as social exclusion) and impairment (seen as physical limitation) (e.g.: Barnes

& Mercer, 2004; Goodley, 2011; Oliver, 2009; Shakespeare, 2010)[1], a bevy of critiques and debates (e.g., Crow, 1995; French, 1993; Shakespeare & Watson, 2002; Williams, 1999, etc.), has led to more nuanced understandings. For example, Shakespeare understands the distinction between impairment and disability as "crude" (p.270), but maintains that there is still value to the social model, albeit his argument that it is somewhat out-dated. As well, Liz Crow (1992) in her article *Including all of our lives: Renewing the social model of disability*, asserts the need for a social model perspective that does not forget about each individual person's experience with impairment while still focusing on societal barriers. This is essentially the notion that in everyday life, it is very hard to distinguish between the impact of impairment and the impact of social barriers, which can sometimes render the separation between different models or conceptions of disability as unrealistic or inaccurate.

However, having a specific framework or model is still vital, for as Oliver (2004) explains, "models are ways of translating ideas into practice" (p.19). Models of disability are important because they provide philosophical underpinnings to legislation, shape how we think about disability and frame how we undertake research, policy making, and teaching and learning, both within the university and beyond. In fact, Goodley (2011) understands models of disability not as the end all and be all, but rather as representing "particular knowledge positions" (p.11). I therefore adopt the social model as my "knowledge position" or framework for my study, as I seek to directly improve the lives of students with disabilities by analyzing the education and development of the faculty who work with them. My social model knowledge position, in the vein of scholars such as Liz Crow (1995), does not forget about the importance of each individual personal experience with impairment. Therefore, I do include mention of specific categories of disabilities or impairments which are within the scope of my study, yet keep a central focus on societal barriers.

My study is intimately tied to the social model of disability, as social model thinking seeks to "mandate barrier removal [in society]…" (Shakespeare, 2010, p.268). I propose that the suggested lack of preparedness of some Ontario university faculty in the literature (CADSPPE, 1999; Hill 1996; Logan, 2009; LOTF, 2002; Prince, 2013) and reflected through

[1] Goodley (2011) defined impairment as "a form of biological, cognitive, sensory, or psychological difference that is defined often with a medical context" and disability as "an act of exclusion: people are disabled by contemporary society" (p.8).

recent disability legislation (A.O.D.A, 2005), can facilitate or present barriers to student learning and success in the university. Given this underlying assumption, my project seeks to remove barriers by opening dialogue about best practices in faculty development for teaching students with disabilities to improve faculty awareness and education.[2]

A Question of Language: Student with a disability vs. disabled student

Directly related to theory, is the question of language. Before I began my research, the question of language, of what terminology to use in my writing of this paper, did not even cross my mind. I had always just assumed I would write '*student with a disability*' and that the term '*disabled*' was offensive, something I had often been taught. However, the more I read about the social model of disability and theories of disability, the more my reading began to challenge my assumptions about language; the question of language shot out at me: a roadblock, a stump in my progress forward. I read how scholars such as Tom Shakespeare (2010) critique the terminology of "people with disabilities", calling it an "approach that seek[s] to count the numbers of people with impairment, or to reduce the complex problems of disabled people to issues of medical prevention, cure or rehabilitation" (p.268). My personal beliefs about the 'proper' language to use when talking about disability were confronted when I read Simi Linton's article "Reassigning Meaning" (1997) about how terminology that places the person before the disability, is "bringing to light language that reinforces the dominant culture's views of disability" (p.223).

At first I was flabbergasted. Even from a young age I had not really wanted to be labelled, defined, or seen by my learning differences, always attempting to over-compensate so no one would realize I had difficulty, for example, reading the face of an analog clock. Given my personal experience, it was initially hard for me to understand why some scholars were advocating for the term 'disabled', and why someone would want to be defined only or firstly by their disability. But my pre-thesis self did not understand that the question of language and terminology when approaching disability studies is one that is complex,

[2] While I have chosen to frame my study through a social model of disability lens, it is important to note that scholars understand there to be a number of models of disability that are closely aligned with the social model, and that can be considered as if a "family of social explanations of disability" (Shakespeare, 2010, p.266; Goodley, 2011). This "family", includes the relational model (Gustavsson et al, 2005; Goodley, 2011) and the minority model (Davis, 2002; Goodley, 2011).

fraught, and heavily debated. Dan Goodley in his book *Disability Studies: An Interdisciplinary Introduction* (2011), briefly addresses how disability terminology "morphs and changes" (p.9) based on the country and viewpoint. Thus, in the U.K., the preferred terminology is "disabled person", known as 'identity first' language; in North America, the preference is for "person with a disability", known as 'people first language'. Advocates for identity-first language believe that disability should be viewed as a core part of identity, and not something that should be felt badly about or separated out. In contrast, proponents of people-first language hold that a person, regardless of whether or not they have a disability, is a unique individual and places the person first, and disability is conceived as something that a person has, but not what makes them who they are. Examples of the differences in the use of language by those who champion identity-first language vs. those who espouse person- first language can be seen in *Table 1 (*below).

Table 1

Identity-First Language	Person-First Language
Disabled Student	Student with a disability
Autistic student/Autistic	Student with autism
Learning disabled student	Student with a learning disability

My research therefore helped me to reconcile why some of the disability scholars I read were advocating for the term 'disabled'. [3] I now understand that there is validity and importance to both *identity-first* and *person-first* terminology. While many disability organizations, including York University's Critical Disability Studies program, give credence to the multiplicity of language around disability by alternating between *identity- first* and *people-first terminology*, I learned that in everyday life, the choice of what

[3] Canadian disabilitystudies scholar Tanya Titchkosky's (2001) assertion that 'people-first language' is the most pervasive representation or way of how to name disability in Canada, helps to contextualize how it is possible that I had never heard of identity-first language and in fact, was taught in schools from a young age to not use terms such as 'disabled'.

language to use is also often dependent onthe choice and preference of the individual.[4] Since I personally still prefer and identify as a person with a disability or a learning difference, and not as 'disabled', as the author of this thesis, I have chosen to only incorporate person-first language throughout (unless sharing a direct quote that utilizes identity-first terminology), which also helps to mitigate any confusion while reading. Yet, it is important for me to acknowledge the debates around language, and the 'symbolic power' of language (Bourdieu, 1991). [5] In fact, Canadian disability studies scholar Tanya Titchkosky in her article *A Rose by any Other Name? People First Language in Canadian Society* (2001) highlights this notion of the invisible power of language and advocates that having different disability terminology is important as it can stop one formulation of language from asserting a hegemonic power over people with disabilities. I have learned in the writing of this thesis that the important thing is, regardless of "whatever the preferred terminology, all disability studies scholars share an interest in appropriating language that does not demean, is culturally sensitive, and recognizes the humanity of disabled people before disability or impairment labels" (Goodley, 2011, P.9); this is precisely what I have strived to do within this paper.

Scope and Parameters of the Research

My research explores practices, gaps, issues, successes, and challenges around helping faculty to work with and teach their students with disabilities at the university level in Ontario, Canada, and specifically in regard to the case at York University. Given the breadth of the terms 'faculty; and 'disabilities', it is important to outline the parameters of my research by defining to whom specifically I am referring when speaking about 'faculty' and the students with 'disabilities' whom they teach. Although, as I describe in detail

[4] A quick glance at York University's Critical Disability Studies program website shows the use of terms such as 'person with a disability', and 'disabled' interchangeably (see http://cds.gradstudies.yorku.ca/). The same terminology decision can be found in other organizations, including *DisabledWorld* (2016), an online news website and community about disability, which explains the use of both identity-first and people-first terminology in detail (see http://www.disabled-world.com/definitions/disability-disabled.php). It is also worth noting that some terminology is widely refuted in general, including "The Disabled", "handicapped", "crippled" and "afflicted."

[5] Bourdieu (1991) discusses how language is not an obvious physical force, but a more invisible or symbolic kind of power, as it is something that is used regularly in life, and that controls and shapes what we say (and even how we act), but it not recognized as being a power, which therefore gives language even greater power and legitimacy.

below, for the purposes of my research study I define the scope of my research by focusing on tenured and tenured stream faculty, and not contract faculty, my focus in no way intends to ignore or diminish the significant work of contract faculty.

'Faculty':

At York University, faculty or instructors can include tenured faculty (both 'research stream' which includes professors and associate professors, and 'alternate stream', also known as teaching stream, which includes lecturers and associate lecturers), tenure track faculty (assistant professors and assistant lecturers), full-time contractually limited appointments [CLAs], and contract faculty (part-time faculty who are not paid on a salary, but rather are paid per course, assignment, or job). I spent a good deal of time considering all the different types of university faculty at York as potential candidates for my research interviews. I had originally hoped to include contract faculty in my study because a large percentage of teaching at York seems to be done by contract faculty.[6] However, I realized that the question of contract faculty was in actuality so complex and large in scope that it would require a thesis all its own to properly address the part-time context. I therefore decided that including this population of university faculty into this study was simply not feasible.

A prime example that highlights why I believe the subject of contract faculty and faculty development around disability would require its own research project, is that while tenured and tenure-track faculty are a part of the same union --the York University Faculty Association [YUFA] [7] -- contract faculty are members of an entirely different union, the Canadian Union of Public Employees [CUPE] 3903, Unit 2[8], and therefore, are subject to a

[6] Three of my key-informant interview participants estimated that contract faculty at York are responsible for more than 50% of the teaching load, with estimated statistics ranging from 54-55% of the load (Personal Interviews, January-March 2016). This statistic was also confirmed by a phone conversation with a representative of the union for contract faculty (CUPE 3903).

[7] According to the YUFA website, "The York University Faculty Association is the professional association and certified bargaining agent for approximately 1500 faculty, librarians and postdoctoral visitors at York University". See http://www.yufa.ca for more information.

[8] CUPE 3903 Unit 2 represents approximately 1021 contract faculty. The CUPE 3903 website explains that Unit 2 members are those who "have a teaching contract…and are not full-time graduate students". The kinds of "teaching contracts" are widespread and diverse, everything from course directors who teach and manage full courses to music tutors, etc. For more information please see http://3903.cupe.ca/about/our-members/ or the CUPE 3903 Unit 2 contract faculty website http://contractfaculty.apps01.yorku.ca/ or the York University Factbook (2015) http://www.yorku.ca/factbook/factbook/index.php?year=2015%20-%202016.

different collective agreement and rules and conceptions around 'training' and development. As well, the very term 'contract faculty', in the York context, includes a large variety of instructors which also highlights some of the challenges in exploring contract faculty, in addition to full-time faculty. In fact, the York University Factbook (2015), an information resource put out yearly by the Office of Institutional Planning and Analysis [OIPA], lists as many as thirteen different types of contract faculty, which is clearly a minimum or sample number, as a note at the bottom in bold print indicates that "not all types of assignments have been included" (p.248).

Another large piece of my rationale for not including contract faculty for the purposes of my thesis is that there are so many other issues and contexts specifically pertaining to contract faculty, most especially the issue of precarious academic work (Field, et.al, 2014). The reality of precarious work creates particular pressures for part-time faculty when it comes to the question of faculty development. As one York University administrator I interviewed in February 2016 explained:

> All faculty have pressures…but those folks *really* have pressures…Imean they may have three or four courses that they are doing, and all at different universities and so they are only here to teach and then they leave, so they are not part of the community as much as other faculty members might be. And there is tremendous pressure…they are not sure whether they are going to have a job the following year, or if the course they are currently teaching is going to be given to some folks who are newer. They are not guaranteed work also because there may not be enough teaching for them to do, so there is tremendous time and financial pressure. So, it's particularly difficult when you have contract faculty who are not on a salary, which pays for all kinds of things, like a sabbatical which allows you to pursue professional development and research…they don't have any of that! And you have a large, large group of them here [at York]. A large group…and they are not paid to take training. They are only paid to teach their course. And they -- many of them -- I don't want to paint them with a big brush, many of them just don't have the time to come for training or do anything online, so… it's hard for them to understand or develop their knowledge around teaching strategies, or accommodation, or accessibility, or anything really, not only even around disability, because they are focused on just getting by…it's a workload issue…and its not to say that they are not good people and that they are not good teachers. Some of them are TERRIFIC teachers. Some of the BEST teachers might be in that group, but, the pressures are very heavy. *(Confidential Key Informant Interview, York University, February 2, 2016).*

This administrator very clearly highlights some of the different considerations and issues that are involved specifically around faculty development for contract faculty and how involved and complex the question of contract faculty is in general. Finally, In addition to not including contract faculty amongst the scope/population of faculty I explore for my research, I also do not include any graduate student instructors, such as Teaching Assistants [T.As], nor do I include post-doctoral researchers or CLAs, despite these two group being represented by YUFA. While Post-Doctoral researchers and CLAs are members of YUFA, I have not included them in the scope of my study due to a) their more "probationary" status (even the York University Factbook (2015) measures their numbers separately from other YUFA tenured and tenure track faculty (p.188)); and b) because none of my informants or cold- solicitations to the different faculties yielded a response from either of these types of "faculty" members. Thus, when I use the term 'faculty' throughout my thesis, I am referencing only full-time tenured and tenure-stream faculty at different stages of their career.[9]

'Disabilities':

I had originally conceptualized the design of my thesis project to focus only on practices, challenges, and successes for helping university faculty work with their students with LDs,[10] yet with the understanding that the findings of my research study would have similarities and cross-applications for *all* students with disabilities. My rationale to begin with only this specific population of students with disabilities was three-fold: 1. To help narrow the scope and make this project manageable. 2. Studies which indicated that students with LDs are the largest population of students with disabilities on Ontario university campuses and that faculty are often less familiar with students who have 'invisible disabilities'[11] (e.g. Logan, 2009; McCloy & DeClou, 2013; Tsgaris & Muirhead, 2012) 3. My

[9] As of October 2015 there were 1362 full time faculty (including both Professors (research stream and Lecturer (teaching stream) (York University Factbook, 2015, p.183). As mentioned in the body of my thesis, this number does not include Post-Doctoral Researchers or CLAs, who are categorized under a different page in the Factbook under the title: "Academic Faculty-Tenured/Probationary and Contractually limited" (p.188).

[10] Learning disabilities are defined by the Learning Disability Association of Ontario [LDAO] as a term referring to "a variety of disorders that affect the acquisition, retention, understanding, organization or use of verbal and/or nonverbal information. These disorders result from impairments in one or more psychological processes related to learning, in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities…Frequently learning disabilities co-exist with other conditions, including attentional, behavioural and emotional disorders, sensory impairments or other medical conditions" (LDAO, 2011, p.3).

[11] "Invisible" in the sense that it is not obvious or identifiable that a person has a disability just from looking at them (see Prince, 2013; Spencer & Romero, 2008; Logan, 2009).

own experience and familiarity with LDs, given I myself am a person with a learning difference. However, as my research got underway, and I began to solicit and interview faculty members for interviews, I quickly realized that I would have to broaden my scope to consider, albeit very generally, all students with disabilities who attend university.

My decision to broaden the scope of my focus to all students with disabilities stems directly from the very nature of how the disability accommodation process works at Ontario universities, and in particular at York University. Specifically, students inform the faculty member about their need for disability accommodation and provide them with a letter that outlines their academic needs and limitations (see Appendix A for sample letter).[12] However, students do not have to disclose the nature, or type of their disability, nor their specific diagnosis to their professors or instructors. A faculty member would therefore only know the kind of disability a student has (whether it be an LD or a different disability), if the student CHOSE to disclose this information to them. While many students, myself included, often do disclose the specifics of their disabilities to faculty because it can help with understanding and meeting needs, in many cases students do not disclose, and so faculty simply would not know what exact, for lack of better word, 'category' or 'type' of disability a student has. Thus, when interviewing faculty, it was imperative to talk about their experiences working with *all* students with disabilities broadly, not just students with LDs (although there were times when specific information or stories were shared).[13]

The interview process also led me to broaden the scope of my thesis to include students with disabilities in general and not just those with LDs, because I discovered from several interview participants that students with LDs are no longer the largest growing population of students with disabilities at York University. When I began my research, part

[12] The *accommodation letter* is provided only to students with a diagnosed disability and who are registered with one of the disability services on campus. York disability services is comprised of several separate but connected units, including Learning Disability Services [LDS], Physical, Sensory, Medical Disability Services [PMSDS] and Mental Health Disability Services [MHDS]. Students with multiple disabilities register with the unit that can best meet their academic needs. Students are instructed to give a letter from the Disability Office to the professor of each course in which they are enrolled. It is important to note that the accommodation letter also does not indicate with which service (PSMDS, Mental Health, or Learning) a student is registered with. Faculty would only know this information if a student chose to disclose to them the nature of their own disability (See York University Faculty Resource guide for more information).

[13] For more information about York Universities accommodation polices for students with disabilities, please view the Senate Policy on Academic Accommodations: http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/

of my rationale to focus only on students with LDs was based on findings, such as those from the 2012-2013 study *Disability in Ontario: Postsecondary education participation rates, student experience and labour market outcomes*, conducted by Higher Education Quality Council of Ontario [HEQCO] scholars Ursula McCloy and Lindsay DeClou. Their study indicated that the most common type of disability on Ontario University campuses was LDs. However, in talking to administrators working with the most current experience on the ground, I quickly learned that it is now actually students with mental health disabilities [MHDs][14] who present the largest rising area of need on campus *(Confidential Personal Interviews, ranging from February 2 to March 12, 2016).*

For all these reasons, the scope of my thesis has come to include the breadth of students with disabilities who traditionally attend universities in Ontario[15], including students with learning disabilities [LDs], students with mental health disabilities [MHDs], and students with physical, medical, and sensory disabilities [PSMDs][16], as well as students who have multiple disabilities, and students who do not have a disability, but may be perceived to have a disability. The Ontario Human Rights Code [Code][17] acknowledges that there is a "subjective component based on perception of disability" and the idea that even the

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[14] Mental health disabilities are considered by the Canadian Mental Health Agency of Ontario to be a variety of recognized diagnosable illnesses, just like physical illnesses, that can result in the significant impairment of an individual's cognitive, affective or relational abilities. Mental health conditions "can result from biological, developmental and/or psychosocial factors". See: http://wmhp.cmhaontario.ca/workplace-mental-health-core-concepts-issues/what-is-mental-health-and-mental-illness#_ftn2

[15] While there have been rare occurrences of students with developmental disabilities attending courses at Ontario universities (Israelite, 2011), this is not commonplace. I therefore do not include students with developmental (also known as intellectual) disabilities within the scope of my paper.

[16] According to the Ontario Human Rights Commission's [OHRC] *Policy and guidelines on disability and the duty to accommodate*, Claus 2.1, physical, sensory, and medical disabilities include "any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device." See http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate/2-what-disability. Students with medical needs could also include those students with environmental sensitivities, and other conditions.

[17] The Ontario Human Rights Code defines "disability" through an "equality-based framework..includ[ing] a socio-political dimension that emphasizes human dignity, respect and the right to equality". The Code sees disability as covering "a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. The Code protects people from discrimination and harassment because of past, present and perceived disabilities". For more information see http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate/2-what- disability

perception of having a disability can lead to unfair treatment (OHRC, 2000/2009, Section 2.1, p.6). The fact that the Code focuses "on the *effects* of the distinction, preference or exclusion experienced by the person and not on proof of physical limitations or the presence of an ailment" (Section 2.2, p.5), highlights the stigma, stereotypes, and prejudice that exist in society around "ability", and how "a great deal of discrimination faced by persons with disabilities is underpinned by social constructs of "normality" which in turn tend to reinforce obstacles to integration rather than encourage ways to ensure full participation…. " (pp.5-6). Finally, despite my referencing of specific kinds of disabilities, it is important to reiterate that the naming of categories of disability is simply to suggest the wide variety of impairments that students at Ontario Universities may have. Therefore, when I offer the phrase '*students with disabilities*', my understanding of the types of students with disabilities who attend university in Ontario is broad and not exhaustive and is meant to signal students with a wide variety of differences, needs, backgrounds, perspectives, and experiences.

Forms of Representation: Research and Creation in this Thesis

My inquiry exploring faculty development practices for working with students with disabilities at York University takes a hybrid form, braiding research-informed or research-based scripted theatre (Barone & Eisner, 2012; Dupuis, et. al, 2011; Goldstein, et.al, 2014; Keen & Todres, 2007), with more traditional academic representations of research (e.g.: referred journal articles, theses, etc.). This braiding of academic and arts based forms is not uncommon in Arts Based Research [ABR] methodologies. I situate my work following ABR scholars such as Ludecke (2014), Prendergast (2009; 2014), and Gallagher (2014). Ludecke works with performed-script; Prendergast poetry; and Gallagher narratives of schooling. Each scholar weaves the academic and artistic into one fluid text. The elements of poetry, script, or storytelling woven into each of these works are not used merely as examples to illustrate an academic point, but more importantly, they serve as provocations for further analysis within the research.

I envision the structure of my thesis to reflect a "porous methodology" (Gallagher, 2007, p.55), one that weaves together academic writing (including the traditional elements of an academic thesis, such as the literature review) and scripted research-informed theatre monologues. Research-informed theatre utilizes theatrical forms to document, explore, and

analyze research (Beliveau, 2014; Dupuis, et. al, 2011; ; Irwin, et. al, 2006; Keen & Todres, 2007; Knowles & Cole, 2008; Leavy, 2009). It is a method which "provide[s] researchers with particularly rich ways to collect, analyze, and share research" (Goldstein, et. al, 2014, p.675).

As is evidenced by the opening of my thesis, I have crafted a collection of scripted research-informed theatre monologues. The monologues are threaded throughout the text, with at least one monologue woven into each of the six chapters of this thesis. The monologues are designed not to represent a whole play or piece, but rather as fragments of experience. Much more depth and detail in regards to an analysis of ABR and how the monologues were shaped and structured can be found in the methods sections of this thesis. However, in general, it is important to know that each monologue is positioned as a form of analysis in itself, and serves as a framing device or provocation, with the goal of helping to move the representation of the research beyond that of traditional text−based inquiries. My approach highlights "the complex discourses possible within arts [research which can] generate a new system of exchange where arts−based educational research unfolds as a provocative mode of inquiry" (Irwin, et. al, 2006, p.1225). My intention has therefore been to create a document that will provoke dialogue around best practices, issues, and challenges for faculty development for teaching students with disabilities in the university. The intended audience are university stakeholders, including faculty, administrators, students, and their families, as well as government officials and policy makers.

Chapter 2: Literature Review

In this chapter, I present a review of the relevant literature that informs my study. First, I explore the research that documents and explains the level of faculty preparedness at Ontario universities for teaching their students with disabilities. Subsequently, I survey the best practices in faculty development supporting students with disabilities from other jurisdictions, for example in the U.K/U.S.A. I also investigate issues and challenges around faculty development. Finally, I conclude by summarizing how the reviewed literature informs my study.

The level of preparedness of Ontario university faculty for teaching their students with disabilities

> **It was written there clearly in the course outline:** *The use of a computer or other technological device is not permitted during lectures, unless you are a student with a disability who requires accommodation. As the university provides services for students with disabilities (including physical, sensory, medical, learning, and mental health disabilities), students needing accommodation related to teaching and evaluation methods/materials and who require the use of a computer or other technological device should make an appointment with me as soon as possible.*

I read this course outline note and cringed inwardly. All I could think was: *Oh-great, so I can use my computer, but in return the entire lecture hall of some 200 students will know that I have a "learning disability"? Really?!* My professor had good intentions. While he was clearly making an effort to accommodate[18] his students, he failed to realize that he was

[18] All faculty members in Ontario universities have a legal '***Duty to Accommodate'***; to provide academic accommodations in order to remove barriers faced by students with disabilities under provisions of the Ontario Human Rights Code. The OHRC's *Policy and Guidelines on Disability and the Duty to Accommodate* (2000) maintains that Accommodation is "a fundamental and integral part of the right to equal treatment" (p.5) and lists principles or standards that accompany this duty to accommodate. These standards include: **Principle 4.1.1 Respect for Dignity-** accommodating students with disabilities in the manner that most respects their dignity, to the point of undue hardship" (p.6, p.10). **Principle 4.1.2 Individualized accommodation**, - here, the policy presents the idea that "there is no set formula for accommodation – each person has unique needs and it is important to consult with the person involved" (p.6, p.10). Lastly, **Principle 4.1.3 Integration and Full Participation**- raises the need for taking responsibility and showing willingness to explore solutions as a key part of treating people respectfully and with dignity" (p.6). Principle 4.1.3 demands "design by inclusion" (p.11), "removing barriers…and accommodating any remaining needs" (p.12). The suggestion is that

putting into place a practice which would force students to disclose their disability to classmates. This practice is problematic because it goes against a student's right to choose whether or not to disclose his or her disability and ignores the responsibility of the educator to keep disclosed information, and the request for reasonable accommodation, private (OHRC, 2009).

Unfortunately, this case is just one of many examples highlighting John Logan's revelation in *Learning Disabilities: A Guide for Faculty at Ontario Universities* (2009), that despite a history of disability policies in Ontario universities [19], many faculty lack an understanding of disabilities and the underlying rationale for accommodation. Consequently, faculty are often ill-prepared to effectively design instruction and accommodations for students (p.1). While Logan chalks up his conclusions about Ontario faculty to "anecdotal evidence" (p.6), he is, in actuality, backed up by Canadian sources that attest to the general low level of university faculty preparedness for teaching their students with disabilities. This research has focused on interviewing students with disabilities, and in each study, results indicated that some professors lacked sensitivity and many did not really understand student needs or accommodations, which became a barrier that affected the students' success in university, including both access to and completion of their degrees (Duquette, 2000; Erten, 2011; Hill, 1996; Reed, et al., 2003; Tsagris & Muirhead, 2012).

Data from the final report of the Learning Opportunities Task Force [LOTF] [20] (2002), an Ontario Ministry of Training, Colleges, and Universities (as it was known then)[21] funded initiative of pilot projects at various Ontario universities, which ran from 1997-2002

"voluntary compliance may avoid complaints under the *Code*, as well as save the time and expense needed to defend against them" (p.6).

[19] By the early 1990s, over 65% of Canadian universities had developed policies for students with disabilities. By 1997, this number rose to 75% (Cox & Walsh, 1998). As of 2003, every single publically funded university in Ontario had policies and increasingly well-developed student services regarding their students with disabilities (Bat Hayim & Wilchesky, 2003). Thus, Ontario universities do indeed have effective procedures for implementing academic accommodations for students with disabilities. For more about the various laws in Ontario that have shaped and supported these policies, see Bat Hayim & Wilchesky, 2003.

[20] The **LOTF** had a two-pronged goal of improving the transition of students with specific LDs from Secondary to Postsecondary Education (PSE) and also to enhance the services and supports that students with LDs receive within PSE institutions, so that they can more successfully complete their studies and graduate. (See LOTF, 2002 for more information).

[21] As of June 13, 2016, the Ministry of Training, Colleges and Universities name has been changed to the Ministry of Advanced Education and Skills Development. For more information see https://www.ontario.ca/page/ministry-advanced-education-and-skills-development

and focused on students with learning disabilities [LDs], also supports Logan's conclusions that there is a lack of preparedness of university faculty for teaching their students with disabilities. While the findings of the LOTF report highlighted a willingness of many Ontario university faculty to learn[22], it also resulted in the open acknowledgement that some professors "are uncomfortable with their level of knowledge of how a disability is diagnosed; the reasons behind certain accommodation requests; and their own rights and responsibilities." (p.7)

This discovery is supported by the wider North American literature which acknowledges that unfortunately, there continues to be cases of faculty who are reluctant to accept the rationale for accommodations or whom are resistant to providing accommodations (Duquette, 2000; Hill, 1996; Logan, 2009; LOTF, 2002; Prince 2013); however, the majority of faculty are characterized as having open attitudes and a willingness to provide accommodations, yet they are held back due to a range of factors including: their lack of knowledge and awareness regarding different kinds of disabilities, reasonable accommodation, how to make accommodations, and also their lack of familiarity with the law, and resources and support services offered on their university campuses (Debrand & Salzberg, 2005; Leyser, et. al, 2003; Park, et al., 2012; Prince, 2013; Salzberg, 2003; Salzberg, et al., 2002; Scott & Gregg, 2002; Shaw & Scott, 2003; Tsagris & Muirhead, 2012; Yager, 2008).

Logan (2009) discerns that the limited awareness and preparedness of Ontario university faculty is due to the "lack of formal instruction the majority of faculty receive on this topic." (p.1) Logan therefore demands that "Ontario universities must raise the level of awareness among faculty members about LDs and the legal and moral requirements to provide academic accommodation." (p.6) While Logan identifies key issues and some next steps for Ontario universities, he does not provide recommendations for *how* universities might raise the level of awareness nor does he provide any insight into *what kinds* of faculty

[22] It is important to note that while the majority of faculty in the LOTF report are willing and supportive of the rights of students with LDs, the report also revealed that there continues to be a small number of faculty at institutions all over the province who "adamantly opposed the provision of academic accommodations…citi[ing] their right to academic freedom and freedom of speech to question the existence of LDs…and justified their denial of requested accommodations to these students in the guise of fairness to all" (LOTF, 2002, p.7).

development practices might provide the most "effective communication strategy" (p.6) for educating and helping university faculty to teach their students with disabilities.

This theme of recommending increased faculty "training" [23] or development, without elucidating the *how* or best practices for the Ontario context, was also evident in the Canadian Association of Disability Service Providers in Postsecondary Education [CADSPPE] report (1999) and in the LOTF final report (2002). While CADSPPE's recommended list of standard key service components (1999) included raising faculty/staff awareness, they provided only very broad strokes of what the content for the recommended "*disability training*" should be, and they did not advise as to best practices for providing the faculty development.

Additionally, although all the LOTF funded pilot projects (1997-2002) offered Professional Development Programs for faculty on campus, the initiatives were generally seen in evaluation as "less effective than both the pilot institutions and LOTF had originally hoped" (p.29). Yet, specific data about the nature of these "less effective" faculty development activities was not provided. Thus, while the LOTF recommended that "innovative faculty practices be put in place for faculty orientation and development at all Ontario colleges and universities in order to raise awareness about the needs and legal right to accommodation of students with [disabilities] and the universities obligation to meet these needs" (p.38), they did not recommend *what* these innovative practices should be.

It is critical to note that this identified need in the literature for increased faculty development is now officially backed by recent legislation in Ontario. Section 16 of The Integrated Accessibility Standards Regulation [IASR] (2011), one of several standards passed into law under The Accessibility for Ontarians with Disabilities Act [AODA] (2005), requires universities in the province to "provide educators with accessibility awareness training related to accessible program or course delivery and instruction" (IASR, 2011, Section 16a),

[23] The term ***training*** in the Ontarian context appears, anecdotally, to be a fraught one. I was cautioned by several faculty and the main Education research librarian at York University to refrain from using the word *training* in my writing and research, as there is apparently a great deal of negativity/repulsion from faculty to this language when discussing the educating of faculty in regards to (dis)ability. Instead I (mostly) use the preferred term of **faculty development**, even though in much of the literature and in the language of the Accessibility for Ontarians with Disabilities Act (2005) they are synonymous. This raises questions about language and meaning, for example: what is the difference between training (which connotes preparing or teaching) and developing (which connotes growth) a faculty member to teach their students with disabilities? Is this perhaps part of an ethos that is ensconced in a class battle of university (intellectual engagement) vs. colleges (training)? This question of language and terminology would be important to investigate further.

with universities obligated to comply beginning January 1, 2013. While the IASR is just one of several standards under the AODA --and the first legislation of its kind in Canada to establish the requirement of organizations to "pro-actively remove barriers [24] to create more inclusive environments, including those within universities" (Prince, 2013, p.6)-- it is a particularly crucial piece of legislation for universities due to its recognition of the role faculty can play in ensuring accessibility for all students with disabilities.

This legislation speaks to the significant need in Ontario to provide increased faculty development opportunities for postsecondary educators on both the law, as well as, on accessible curriculum and course design, so that we are creating inclusive classroom and teaching spaces at our universities that "will benefit the entire student population, including students with identified disabilities and those without" (Prince, 2013, p.2). It also functions to extend the idea of accessibility beyond physical access to buildings or admission to universities, and to include

> the user friendliness of a particular course or activity, the overall course curriculum or the academic program design, the approachability a faculty and staff, the ready availability of teaching or learning support and various modes of communication, and the ease of accessing and understanding information materials (Prince, 2013, p.2).

Table 2

Medical Model	Social Model
Disability is a deficiency or abnormality	Disability is a difference
Being disabled is negative	Being disabled, in itself, is neutral
Disability resides in the individual	Disability derives from interaction between individual and society
The remedy for disability-related problems is cure or normalization of the individual	The remedy for disability-related problems is a change in the interaction between the individual and society
The agent of remedy is the professional who affects the arrangements between the individual and society	The agent of remedy can be the individual, an advocate, or anyone who affects the arrangements between the individual and society

Source: Gill, C. (1994) *Two Models of Disability* . Chicago Institute of Disability. University of Chicago.

In this public policy commitment to accessibility for people with disabilities, there is an "implicit application of the social model of disability" (Hurst, 2009, p.91). The social model of disability has therefore clearly had an impact on recent legal developments in Ontario with the AODA, which refutes the more traditional medical model of disability (see *Table 2* for a comparative model) that sees the person with the disability as the one responsible for accommodating to the present existing environment (Prince, 2013).

[24] The AODA (2005) is meant to remove barriers in five key areas: customer service, information and communications, employment, transportation, and buildings and public spaces, with the goal of making a fully accessible Ontario by 2025.

Instead, the AODA, with its focus on removing barriers, supports the understanding of disability as a societal construct (Oliver, 2009), where the onus of responsibility is shifted from the individual and their supposed limitations onto society itself.

The AODA legislation is clearly a wonderful and important step towards greater access and accessibility for students with disabilities, and particularly for the necessary pressure it places on universities to adopt a social model of disability perspective: to raise awareness and better prepare faculty to work with and teach their students with disabilities. Yet, just as the right for students with disabilities in Ontario to *reasonable accommodation*[25] is mandated by law (OHRC, 2000), even while the kinds of post-secondary education [PSE] services for students with disabilities are not mandated (Bat Hayim & Wilchesky, 2003), so too the requirement of universities in the province to "provide educators with accessibility awareness training related to accessible program or course delivery and instruction" (IASR, 2011, section 16a) is also now a legal mandate. However, *how* this faculty development should be run or delivered, and *which* content should be highlighted under the notion of accessible program or course delivery and instruction, are not mandated. In fact, the vagueness and lack of meaningful enforcement standards of the AODA led Professors Michelle Flaherty and Alain Roussy to write *A Failed Game Changer: Post-secondary Education and the Accessibility for Ontarians with Disabilities Act* (2014). In their article, they bemoan the AODA as not living up to its potential to enact real and effective change in the context of the PSE sector, stating that "the *AODA* and its current standards add little to existing obligations of institutions in the education sector" (p.19) and that "Post-Secondary institutions should not be left to guess at how general principles apply to them." (p.30)

[25] The right to "**Reasonable Accommodation**", sometimes also referred to as "Appropriate Accommodation" is outlined in great detail in the OHRC's *Policy and Guidelines on Disability and the Duty to Accommodate* (2000, pp. 12-33). In fact, the accommodation process for post-secondary students with disabilities is so complex, that the OHRC wrote their own article or guideline paper on the subject. What constitutes reasonable measures will vary with the circumstances of the case. That is, different types of disabilities require different accommodations and each student must be assessed on an individual basis in the context of the particular course and its academic requirements. York University's Faculty Resource Guide (p.8), provides an in-depth break down of the accommodation process and what reasonable accommodation can look like in the York University context. See http://facultyawareness.info.yorku.ca/files/2012/10/yorkfacultyresourceguide3.pdf

Reactions (to the AODA Training)

I. I have to do this

Julia, Untenured Faculty Member

I get emails about
disability issues
from the University
sometimes…
For example,
last year
I got this email…..
I actually have it saved still,
flagged in my inbox as a
"to do".
I only opened it because it said
"requirement".
[*pause*].
Here it is.
[*clears throat to start reading email*].

> From: "York University" <info@yorku.ca>
> To: <facultymember@yorku.ca
> Date: 2014/12/19 04:29 PM
> Subject: AODA requirement for all faculty and staff
>
> "Please find below a link to the Accessibility for Ontarians with Disabilities Act Integrated Standard Brochure which has been developed to fulfill York University's obligation to provide training to all faculty and staff on the requirements of the Integrated Standard and the Ontario Human Rights Code as it relates to persons withdisabilities".

"It's a
mouth-full….. [*continues reading*]

> "We urge everyone to take a few minutes to review the brochure and familiarize yourself with the requirements in it. They are important for making York University fully accessible to persons with disabilities. The brochure is available on the Required Training Page -- look for Access-Ability at York."

…….. So. I skimmed
that brochure.
I remember thinking:
is that it?
Does reading this
brochure
mean I have
fulfilled my
"requirement"?
That I am
"trained"?
It's kind
of laughable really.
[Pause]
but the online module part?
I found it really...
long.
It may not have been.
I probably opened it
thinking
"I could do this really quickly,
and it wasn't something that could be
done
quickly".
And it kept getting
lower
and
lower
in my list of priorities,
because I think I got it in the fall,
which is such a busy time...
but I don't know...
I just remember
thinking:
I have to do this,
I have to do this.
Um...
so, while
I think something
like that is really
important and
helpful,
it was sort of
deployed at the
wrong time,
and without enough

information
on my end,
about
how do I allocate the
time
to do this?
Because there are
competing priorities
competing demands.
Especially
pre-tenure.
Of trying to
publish.
Of trying to
TEACH effectively.
Learn from all the
mistakes
I'm making [*laughs*],
but also
engaging in
service
to the University,
you know?
I find it tricky.
Um, the copyright stuff
was also kind of
overlapping
around that time too…
like all this stuff is
happening at once,
and I thought
how am I going to find the
time
to do this?

II. Nuances

Aiko, Teaching Stream Faculty Member

AODA….
tell me what that
means again?
[*pause*].
Right [*Laughs*].
Accessibility for Ontarians
with Disabilities Act.
Right.

Ok…so yes,
I remember doing it
and thinking
it was a bit of a process
to go through it.…
I mean,
it was well-crafted,
but it
belaboured
a lot of points,
and yes,
so, maybe
reading this was also
a little
repetitious
from my point of view.
As for my
colleagues
reactions?
I certainly heard some people say
"that was interesting",
and others say
"you've got to be kidding!"
Did any of them
learn a lot out if it?
They probably learned some,
but I am going to come back
and say to you
that until they need to
use
what they learned,
a lot of it probably
won't
stick.
I appreciate the fact that
The AODA
has to be
mandatory,
and I'm certainly
not arguing that it shouldn't be,
I am just going to say
that its
effectiveness
will only be tested when
a student
with a disability

sits
in front of them.
And then,
the first thing they will do
for sure
is not to go back to the
brochure
or to their online experience
with a module or website,
they are going to go to their
chair
or Undergraduate Program Director,
or if they know someone in
disability services
they will latch on there.
See,
the thing is,
when you learn something,
you can't just read it
once.
Anyone who studies English,
knows you can't just read a
Shakespearean play
once
and know all the
nuances.
As well,
you cannot read up on the
planet Mars
once,
and think that you know all the
nuances.
The same thing applies to
learning about disability related to the
AODA
or anything else for that matter.
The first 24-48 hours from taking the online course?
you may still be quite
proficient
and maybe for the first week.
But after that?
No.
I mean....
You won’t have the
nuances.
I don't want to

burst
anyone's
bubble *[laughs*].

III. Output

Edward, A different Untenured Faculty Member

The A.O.D.A?
I think I did mine...
Yeah I think I did it...
it was fine,
and it
did actually
refresh my memory
on a lot of things.
But when you have these
online tutorials,
whatever it is,
there are times when I
feel like
it's a little
condescending.
It's a little
slow.
And you are thinking
"wow".
But then,
it made me realize
how little,
maybe,
people
actually
know…
that it would take you to the
very very
basics
of something as simple as
DIGINITY.
Um...
that takes me by surprise,
and I go
oh, ok,
I thought…
I thought
people knew this,
that you should treat
every human

with dignity,
but then you know,
I sit on committees with
[*whispers*]
other
faculty members,
and I realize,
that this is not
true.
Unfortunately
this is something that you
still have to
learn
in many faculties.
...and you know,
they should actually
make us do this at least every
two years.
I am not sure if it has to be repeated
or not,
or if your obligation is met from
the one time.
I'm not sure if they know
how and if they are reaching faculty
and if that is being tracked.
And you know what?
I don't even know what the results were!
That's another thing!
They should tell us the results.
Us academics,
we do like to know what these
surveys produce.
What is the output?

V. A House Still Under Construction

Seba, Department Head and Professor

We have been dealing with
AODA
types of issues
for some 20 years-
long before
the AODA came into
existence.
And you know,
a good example is

websites.
We recognized 20 years ago
the importance of
accessible websites,
and despite York's
stated interest
and intentions
on the matter
of accessible websites,
they weren't accessible,
it's as simple as that.
And they never
enforced
accessibility guidelines,
even though we told them
over
and
over
again:
"it's not hard,
it's not difficult,
it's important".....
NOTHING HAPPENED.
The AODA legislation
was the
only reason
accessible websites
really became a thing,
and came into
existence.
And York
wasn't
the only one.
You could go to
any institution,
and it was
the same issue,
because
they just...
they just
did not want to deal with it!
They knew that
one day soon
they were going to have to,
but only on
that day

were they going to do it.
So same thing here
with faculty
members
and their
knowledge
of disability
and their
ability
to teach
inclusively.
Faculty members are just
not
going to
engage
this topic,
until they
have to.
[*pause*].
There is a move to require
stronger
AODA standards
for educational institutions.
That would be helpful.
I think that the AODA
should have been
strong
in terms of
faculty training.
What the AODA
ended up saying
in terms of
faculty
was that you could
get a brochure
or the customer service training module
and that was supposed to be
sufficient…
Isn't that sad?
Yeah
It's
very
sad,
but
that's
the

AODA…
or you could look
online to find resources for
your own training
(like the *Accessible Campus* website)
which were developed
in response to
the AODA
for faculty…
but we know that's
not
training.
And,
with faculty-
I think there are
only a few people
who have
ill-will
towards
students with disabilities.
I think
most people,
most faculty members,
don't have
ill-will towards
students with disabilities,
I think it is just a matter of
feeling terribly
burdened.
I mean,
you can get somebody with
100 students in their class,
and so they may have
--in the that one class--
some 30 or 40 students with disabilities…
just in that one class.
I don't know how they do it!
So,
the AODA
"is like a house
that is
still
under
construction.
It has a good foundation
and a decent structure,

but it needs
much more
interior work…
to make it functional" (Flaherty & Roussy, 2014, p.19).
It wasn't made
strong enough,
and it doesn't have enough
teeth
for enforcement,
especially in
an educational setting.

Summary of the Problem

In Ontario we are presented with a variety of sources either arguing for or legally mandating increased faculty development with respect to the teaching of students with disabilities (CADSPPE, 1999; LOTF, 2002; Logan, 2009, IASR, 2011; Prince, 2013); yet only a broad outline of *what* content should be covered, and no clear direction orguidance as to the best practices of *how* the faculty development should be delivered. In fact, while studies have been done examining best practices in faculty development or initial listing of standards or curriculum for teaching students with disabilities in the U.S.A (e.g., Debrand & Salzberg, 2005; Leyser, et al., 2003; Park, et al., 2012; Yager, 2008), or in the U.K (e.g., Hurst, 2009, 1998; Padden & Ellis, 2015), for example, little research has investigated the Canadian university context specifically. The complexity of researching the Canadian post- secondary system is amplified by the fact that each province has their own jurisdiction on education, including applicable human rights codes, mandates, funding models and policies (Shanahan & Jones, 2007), which could account for why few scholarly Canadian sources even touch on the subject. In order to open dialogue around faculty development/disability in Canada, and specifically the Ontario context, and to lay groundwork for exploring the specific case at York University, the following section offers a literature review of current best practices from multinational sources.

Determining Best Practices in Faculty Development

Given the clear need for developing and implementing "professional development and technical assistance activities designed to provide faculty in institutions of higher education [with the] skills and supports needed to help students with disabilities tosucceed"

(Shaw & Scott, 2003, p.1), the best practices of faculty development are important to explore. A review of the literature reveals that best practices can be categorized into three areas: the best practices or considerations as to what **content** should be covered in faculty development sessions; best practices in terms of how faculty development should be **delivered**; and also the best practices in the **length of time** faculty development sessions should last.

Best Practices in Content

While legal mandates, compliance requirements, the accommodation process, the underlying rationale for accommodation, and university policies and procedures have characteristically been seen as the most critical information to focus on in regards to faculty development in order to fill in the clear gaps in faculty knowledge, the majority of scholars have argued that a move beyond the general and broad based content being provided in faculty development programs is required (e.g., Hurst 2009; Park et. al, 2012; Salzberg, et. al, 2002; Shaw & Scott, 2002,). In fact, even in his early work, *Disability awareness-raising and disability awareness-training in higher education in the United Kingdom (1998),* Professor Alan Hurst suggested that what is actually needed is two components: (1) basic teacher training for higher education, that centers on best practices for inclusive teaching and learning in PSE and (2) specialist training about disability, faculty responsibilities, and the law, with more frequent sessions scheduled, especially following changes in legislation(p.177).

Hurst's recommendations are clearly evident in recent American and Israeli literature, as well. The advice is that faculty development programs must provide information about legislation that applies to students with disabilities in PSE, faculty rights and responsibilities, the accommodation process, practical techniques for the classroom, issues of disclosure and confidentially, and to raise awareness of support services on campus, such as assistive technology lab or Centres for Disability; however they maintain that these topics need to be expanded on or that additional beneficial topics or alternate units should also be offered (Debrand & Salzberg, 2005; Leyser, et al., 2003; Park, et al., 2012; Salzberg, 2003; Salzberg, et al., 2002; Scott & Gregg, 2000; Shaw & Scott 2002;
Spencer & Romero, 2008; Yager 2008).

Further, examples of best practices for expanded faculty development content included: models of reasonable instruction and common course related accommodations; how to create accommodations both for instruction and for testing; web accessibility; and addressing common faculty related problems and concerns, such as how to maintain academic integrity. Addressing ethical issues, increasing faculty knowledge about specific disabilities/ characteristics of disabilities (rather than the traditional blanket-approach focusing on students with all kinds of disabilities in general) and helping faculty to develop inclusive teaching and learning practices, in particular through using Universal Design for Learning [UDL] [26] (also known as Universal Design for Instruction [UDI] or simply Universal Design [UD]) to develop accessible instruction, content and course design were also seen to be of crucial importance.

UDL "involves the application of broad based principles of inclusiveness and accessibility at every stage of a process, whether that process is designing a building, creating a transit system, or teaching a course…in order to meet the needs of diverse individuals, including those with disabilities" (Yager, 2008, p.128). The key principles of UDL or UDI in PSE as related to accessible instruction and course design are:

1. *Equitable Use* (designing or teaching a course in a way that is open to people with diverse abilities, e.g.: assignments and assessments that would allow students to demonstrate understanding in a variety of ways, for example through a combination of oral and written activities) (Burgstahler & Cory, 2008, p.7).

2. *Flexibility in Use* (designing a course in a way that accommodates a large range of individual preferences and abilities, e.g.: lots of choice provided in readings, or in how to access classroom resources (for example, digital versions of readings, as well as print versions) (Burgstahler & Cory, 2008, pp. 7-8).

3. *Simple and Intuitive Use* (providing instruction that is understandable, regardless of students' experience or skill, e.g.:, providing effective prompting and frequent feedback before, during, and after tasks) (Burgstahler & Cory, 2008, p9).

4. *Perceptible Information* (necessary course information is communicated

[26] For the history of UDL see pp.6-9, in Burgstahler and Cory's *Universal design in higher education: from principles to practice* (2008).

effectively regardless of students' abilities, e.g.: using different modes of presentation when lecturing, for example visual, verbal, and tactile) (Burgstahler & Cory, 2008, pp.10-11).

5. *Tolerance for error* (instruction considers the differences in individual student learning pace and skills, e.g.: a professor structuring a long-term, or larger course assignment so that students have the option to turn in sections of a paper or project separately for feedback and to help them to organize their time towards the final product) (Burgstahler & Cory, 2008, p.12).

6. *Low Physical Effort* (assessments are designed to minimize physical effort (unless essential to course requirements), in order to place more emphasis on learning itself, e.g.: allowing students to use a word processor for writing on an exam) (Burgstahler & Cory, 2008, pp.13-14).

7. *Size and space for approach and use* (instruction is designed to consider the most appropriate size and space to use, regardless of the students' body, size, mobility, communication needs, etc., e.g.: using a circular seating arrangement so students can see the faces of all speakers during a seminar discussion) (Burgstahler & Cory, 2008, pp.14-15).

8. *Instructional climate* (instruction is designed to be welcoming and inclusive, with high expectations for all, e.g.: including a statement in the course syllabus encouraging the need to respect diversity in the classroom, and inviting students with any special learning or medical needs to discuss them with the instructor) (Spencer & Romano, 2008,pp.135-136).

9. *Community of Learners* (classroom environment designed to promote the development of a community of learners between students and also between students and faculty, e.g.: through creating class study groups, or fostering personal connection with students) (Spencer & Romano, 2008, p.136).

The growing advocacy for UDL to be seen as a critical component of faculty development regarding students with disabilities is especially significant in order to build "a [university] in which Universal Design is a part of teaching and professional practice rather than accommodations as an emergency add on or after thought" (Yager, 2008, p.129). Essentially, the notion is that through considering the needs of all learners when designing and delivering instruction, learning can be maximized for students of all backgrounds and learner preferences, through differentiating instruction (e.g., using multiple teaching strategies, that appeal to a diverse array of learning styles), often reducing the need for an

after-the-fact request for accommodation (Shaw & Scott, 2003).

Although it is important to note that UDL is not a '*one size fits all'* approach, and students with disabilities will still have individual needs and accommodations that may need to be implemented outside the boundaries of what an educator might have done vis a vis applying UDL principles, I have seen first-hand, through my experience as a Special Education elementary school resource teacher, that UDL really is an effective starting approach for meeting the needs of diverse learners.

As a teacher, UDL was part and parcel of my lesson planning and instruction and was considered a key component of '*good first teaching'*. I saw time and time again how the strategies I applied under the principles of UDL (for example, something as simple as reframing information into a graphic organizer, or putting information on a website that students could refer back to), were not only beneficial for my students with disabilities, but rather for *all* students (I have lost count of the number of times a classroom teacher asked me if they could use something I made for my small group of students with disabilities, for their *entire* classroom). In the context of PSE, UDL is *also* seen as "good teaching: it helps instructors to think of students as individuals and promotes planning for learners with different strengths and abilities" (Yager, 2008, p.138).

Best Practices in Delivery

Consistent approaches for best practices in the delivery of faculty development programs that address students with disabilities emerge across the literature. In general, faculty '*in-service'* or in person sessions through each university's respective Centre for Teaching and Learning or Centre for Disability Services, supported by a faculty manual (both web based and printed) and online units, are seen as the most efficient and effective tools for creating lasting impact on faculty practice. These 'in-service sessions' should ideally be offered in two formats: (a) general *'one-off'* sessions seen as most impactful for raising the awareness and sensitivity level of faculty, supported by written supplementary material or online units (whether in hard copy or online) and (b) recurring small group interactive/hands on workshops that are critical for allowing more specific or deeper engagement, with the opportunity for individual one on one follow-up sessions, in order to assist faculty in being able to respond to and work with individual student needs (Debrand & Salzberg, 2005; Hill, 1996; Hurst, 1998; Park, et. al, 2012; Scott & Gregg, 2000; Shaw &

Scott, 2003; Spencer & Romero, 2008).

The literature documents a variety of recommended delivery formats or instructional strategies for these sessions, running the gamut from providing question and answer opportunities, using expert speakers, interacting with disability services staff, and using case studies, to having faculty partner with colleagues who have first-hand experience of working with students with disabilities, hearing from students with disabilities, and using electronic formats such as web-based modules. Providing faculty the opportunity to meet with or hear from students or a panel of students with disabilities and creating opportunities for faculty to dialogue are particularly important methods (Debrand & Salzberg 2005; Erten, 2011; Hurst, 1998; Park, et. al, 2012; Scott & Gregg, 2000; Spencer & Romero, 2008). This speaks to the importance of giving voice to students with disabilities within the context of faculty development, and also how faculty or 'peer to peer' dialogue is

> one of the most effective ways of embracing change and getting people to be more comfortable with the ideas of adopting and advancing accessibility and inclusion for students with disabilities… and the benefits wonderful, because it isn't just about disability, it's about making the entire culture of the university more aware, accessible, inclusive, [and promotes] values of equality and citizenship (COU, *An educator's introduction to the AODA*, 2013).

The fact that there are many different recommended practices appears to be the very point. The literature seems to collectively advocate for the need to develop materials in a variety of customizable formats, with "multiple and varied forms of outreach" (Shaw & Scott, 2003, p.3). This includes both face to face *and* web-based development programs as an alternative for faculty who might not be able to attend live workshops; small group *and* large group formats; ongoing events *and* one-time events; and even all kinds of session types, from the traditional model of sessions held at Centres of Teaching and Learning, to those held for specific departments or faculty, to professional development workshops put on as a part of an academic conference, to an expert speaker series, to a Disability awareness week involving the diverse voices of both students and faculty on campus, to actual certification programs, such as summer institutes and the development of specialist courses and qualifications (e.g., Debrand & Salzberg, 2005; Hurst, 1998; Park, et. al, 2012; Scott & Gregg, 2000; Yager, 2008).

Essentially, the best practice really is a variety of practices and the offering of "multiple forums, in which faculty can interact, share experiences, express frustrations, and ultimately become more willing to examine their own teaching practices through a new lens" (Spencer & Romano, 2008, p.156). This is the idea that no matter the method or model, in general, the most important factor is that faculty development "programs have to be as flexible as possible so that…the content and delivery [can be] tailor[ed] to [the specific needs, preferences, and available resources of each] institution of higher education and for specific groups of faculty" (Debrand & Salzberg, 2005, p.50), which vary widely (Salzberg, et. al, 2002, p.118).

Professor Susan Yager, in her article *Small Victories: Faculty Development and Universal Design* (2008), also reminds faculty developers that best practice needs to involve self-reflection and self-questioning in order to ensure that they themselves are adhering to UDL principles when designing and implementing faculty development programs, especially ones that are teaching faculty the very principles of UDL, lest they be "like the cobbler whose [own] children went shoeless" (p.133).

Best Practices in Time

As with delivery and content, offering variety in the days, times, and length of faculty development sessions around teaching students with disabilities, is seen as general best practice. For example, faculty development sessions should be offered at diverse times of the day or week in order to allow for a large range of individual preferences and needs (Hurst, 2009; Yager, 2008), with online materials of course being made available for download at all times. Additionally, not only should faculty development sessions/workshops be offered at various times and days of the week, but they should also correspond with the university calendar and the annual cycle of events, e.g.: offering specific sessions, such as a faculty development program on kinds of accommodations and the accommodation process, in August, just prior to the start of the new year/term, and more generalized sessions about disability, accessibility, and faculty responsibilities, that can act as a kind of refresher session during the busier times of the term (Hill, 1996; Hurst, 1998).

For Centres of Teaching and Learning that offer faculty development workshops, the best practice is to fit any one session of a program within a sixty to ninety minute period

(Debrand & Salzberg, 2005; Hurst, 1998; Scott & Gregg, 2000). However, other kinds of faculty development formats do not come with a specific best practice in time length, and can vary, for example, from a full three hours course that offers specialist qualifications (Hurst, 1998), to a half day department specific workshop (Hurst, 2009), to a three day summer institute which can provide more in depth coverage to help faculty fill in the gaps in their knowledge (Park, et al, 2012). Again, regardless of format or duration, the central best practice is to provide a good deal of choice so as to offer as many access opportunities for faculty to the important content as possible. By consistently

> applying principles of both good teaching and universal design, and modeling inclusive practices [in the design, scheduling, and delivery of faculty development], faculty development centres…teaching and learning centres, can play a significant role in educating faculty, building faculty awareness, [and] celebrating incremental change (Yager, 2008, p.127).

Issues and challenges for faculty development

One of the primary goals of faculty development programs which focus on students with disabilities is to "maintain high levels of awareness amongst faculty involved in higher education" (Hurst, 1998, p.181). It is therefore important to consider some of the issues that provide challenges or can impede the ability of faculty to become aware and better prepared to teach their students with disabilities, by examining the wider literature, and subsequently the specific York University context. It will be my objective in this study to see if the patterns reflected in this literature reviewed below on low attendance rates, experience and demographics, and institutional and financial barriers, are also evident in the York University context.

Low attendance rates of faculty at development sessions

Further complicating the need for increased faculty development, is the evidence of difficulties in getting faculty to attend development sessions, and a characteristically low response rate in the American and British research (Hurst, 2009; Leyser, et. al., 2003; Salzberg, et. al., 2002). Time and faculty workload pressures (including teaching, researching, writing, serving on university committees, etc.) are considered the most significant impediments to faculty attendance at development sessions, workshops, presentations, or seminars (Hurst, 2009; Leyser, et al. 2003). Professors Sally Scott and Stan

Shaw, in their article *New Directions in Faculty Development* (2003) also cite changing expectations and increasing demands on faculty (see *Table 3*) especially with respect to "evolving responsibilities in ensuring an accessible university environment", as a primary reason for low faculty attendance at development sessions (p.3). The following table, used with permission from Professors Scott and Shaw, visualizes some examples of increasing faculty responsibilities in relation to accessibility in PSE.

Table 3

Evolving Faculty Roles and Responsibilities in Assuring Equal Educational Access for University Students with Disabilities	
I. Serve as an institutional representative and assist in fulfilling the legal mandate for campus accessibility.	
• Follow policies and procedures of the institution in relation to disability access	• Be an informed participant in institutional structures that consider disability issues such as disability advisory boards, academic standards committees, and policy development structures.
• Maintain academic standards and academic integrity for program and course requirements	• Refer students for services in appropriate support offices
II. Participate in the design of inclusive classrooms and decision making about individual student accommodation requests.	
• Maintain academic standards of content and pedagogical practice in the classroom	• Make academic adjustments, including designing instruction that considers student learning and access needs
• Participate in discussion of appropriate accommodations that allow students equal educational access	• Permit reasonable accommodation allowing for student experimentation

Taken from Shaw, S., & Scott, S. (2003). New directions in Faculty Development. *Journal of Postsecondary Education and Disability, 17 (1), 3-9.* Table was adapted from "Meeting the evolving education needs of faculty in providing access for college students with LD," by S. Scott & N. Gregg, 2000, *Journal of Learning Disabilities*, *33*(2), 158-167. Table used with permission of the authors.

Additionally, there is little to no research to my knowledge about faculty development offerings that may exist beyond teaching and learning centers, for example through Human Rights Centre's and/or at faculty or departmental levels and also about the efficacy and use of online or print faculty development resource guides and materials. I therefore will undertake an environmental scan to identify York University faculty development offerings

from every corner. I will also seek to determine if faculty at York hold the perception of a stigma around attending faculty development sessions and if they too, as reflected in some of the literature, prefer receiving development information through print or web materials only (Leyser, et al., 2003).

The differences in faculty demographics and experience

Faculty experience with and length of time teaching --and teaching students with disabilities in particular-- varies greatly, as does their demographic backgrounds (age, gender, life experience, areas of research/disciplines, personal attitudes and opinions about disability, as well as differences in nationality and cultural/societal understandings) (Burgstahler & Cory, 2003; Hill, 1996; Leyser, et al., 2003). However, these factors are not specifically taken into account in terms of the design and delivery of faculty development programs. It is clear that faculty development practices would benefit from addressing the differing needs and backgrounds of faculty. This is supported in the literature by the recommendation that faculty development practices should begin to better recognize the different career stages of faculty, for example new faculty vs. tenured faculty, and should also develop content/topics and delivery formats that cater to the unique features, questions, problems and challenges that arise out of specific academic disciplines (Shaw & Scott, 2003; Yager, 2008), for example, helping faculty to address the unique needs of students in professional schools/Faculties of Education in regards to practicum training. With this in mind, my study will seek to determine whether or not faculty demographics and experience levels are taken into account in the faculty development at York. As well, in order to give credence to the fact that differences exist amongst faculty of different demographic backgrounds, genders, and experience levels, I have interviewed faculty across a range of disciplines, demographic, gender, and experience levels.

Institutional and financial barriers

Research shows that the level of institutional support for faculty development programs around students with disabilities and inclusive teaching practices matters (Hurst, 2009; Leyser, et al., 2003; Yager, 2008). Hurst provides examples of two UK universities, the first of which prioritized staff and faculty development in terms of their understanding

of LDs and inclusive educational practices (for example through making some *in person* development compulsory and funding allocations); and the other university which did not (2009, p.177). He demonstrates how differences in the ways in which national (or provincial) policies are played out at any one university can significantly impact the university culture, including institutional priorities. While both universities were technically following the letter of the law around faculty development and 'disability training', the first university, simply by making faculty development/support for faculty around their teaching of students with disabilities an institutional priority, made a huge difference (for the better) in the response of students to their sense of being heard and supported by faculty, and in faculty's feelings of being prepared to teach them (p.178).

Professional development around helping faculty to work with their students with disabilities therefore requires not only effective institutional support (in the form of funding, policies, and diversity of program options), but also many levels of institutional engagement (Romero & Spencer, 2008). To achieve this, recommendations in the literature focus on universities fostering and building a collaborative approach to creating and delivering faculty development programs around disability. Across institutional levels, the collaborative approach should include partnerships and regular communication between faculty members and T.As, and between disability services staff and faculty, and broadening out to include partnerships between departments, faculties, and offices (e.g., The Office of the Dean of Students), and even cross-university collaborations (Hurst 2009, 1998; Shaw & Scott, 2003; Yager, 2008). Although collaboration between students and faculty is also a crucial form of partnership, curiously, this was not mentioned in the reviewed literature.

Even in the case of universities which prioritize faculty development programs and inclusive teaching practices, limitations in budget and resources can present significant challenges. Universities are increasingly "faced with providing quality service that is appropriate for the individual student and cost effective, as well as adhering to legal mandates" (Scott & Shaw, p.2), and I would argue that the same challenge exists in providing support for faculty in their teaching of students with disabilities and their understanding of the applicable legislation. Financial barriers can cause issues with faculty obtaining the kind of support, technical assistance, technology, and other resources (and

receiving them in a timely fashion as opposed to be being bogged down by huge wait-times) that "they need [in order] to fully actualize the strategies they acquired" from development sessions into their classrooms (Park, et al., 2013, P.382).

In Ontario, with our system of publically funded education (Shanahan & Jones, 2007), the issue of financial support is tied to the amount of dollars available for PSE and the amounts allocated --or not -- specifically for increasing inclusion and access/retention of students with disabilities through faculty development; funding subject to the whims and priorities of the political party in power (Bat Hayim & Wilchesky, 2003), as well as institutional priorities, given the high degree of university institutional autonomy. This raises questions about the costs of inclusion (Hurst, 2009) and how, unfortunately, since the 1990s, the increasing trend as lawyer and professor Greg. M. Dickinson says, has been "how much rights can we afford?" (as cited in Bat Hayim & Wilchesky, 2003, p.39). In general, my study will seek to explore some of the ways in which York University does and does not prioritize and support faculty development for teaching students with disabilities and what, if any financial barriers exist in the York University context.

Finally, it is important to note that in Ontario, this question of institutional priorities and support is further impacted by an underlying wider university culture that historically prioritizes research over teaching (Grabove et. al, 2012). Unlike in the U.K, where development for PSE faculty and instructors has been mandatory since 1997 and can include (depending on the university) a mandatory inclusive education component around working with students with disabilities (Gosling, 2009; Grabove, et. al, 2010; Hurst, 2009), in Ontario no specific faculty development around teaching students with disabilities (beyond the very basic requirements of Section 16, of the IASR in the AODA, as previously discussed) is mandated. In fact, despite increasing "calls for a renewed focus on teaching and learning quality" (Grabove, et. al, 2010, p. 3), very minimal development around teaching in general (and not just teaching students with disabilities) is actually required or mandated. These tensions are something I have attempted to begin to explore in my own study of faculty development practices around working with students with disabilities at York University.

The Elephant in The Room

Jacob, York University Faculty Member and Administrator

I shouldn't say
I've never thought of it…
I'm sure there are
lots of times
I thought that
mandating
professional development
around
disability
would be nice to do,
but,
mandating
anything
to faculty
is very very
difficult…

At the university
we throw the term
academic freedom[27]
around a lot.
Academic freedom
is supposed to
protect faculty,
allowing us to
express our opinions

[27] A**cademic freedom** is defined by *Universities Canada* (2011) as "the freedom to teach and conduct research in an academic environment…in teaching, academic freedom is fundamental to the protection of the rights of the teacher to teach and of the student to learn… [it] includes the right to freely communicate knowledge and the results of research and scholarship" (see http://www.univcan.ca/media-room/media- releases/statement-on-academic-freedom/). Poskitt &Wojda (2015) further define academic freedom as "the right of university and college faculty to teach without infringements on classroom content and methods, subject to responsibility to students, colleagues, and the orderly administration of the institution…the limits of academic freedom will often be laid out in employer policies and collective agreements" (p.103). Gilligan- Hackett & Murray (2015), add that it extends to both research and teaching and that there has been debate over the extent of academic freedom, for example, whether or not it pertains to faculty service work (p.177). Davis (2015) explains how "the concept of academic freedom defies easy definition, and as a result, is subject to abuse when invoked improperly or applied to inappropriate situations (p.200)." Despite there being "no legislative basis for academic freedom…it is an expectation of many faculty" (Davis, 2015, p.200) and so in practice "generally, courts and arbitrators defer to the academic community when determining the scope of academic freedom" (Gilligan-Hackett & Murray, 2015, p.176). While academic freedom is much discussed, no source explicitly discusses it in relation to the question of faculty development.

without
losing
our jobs,
but
sometimes it's used
to say
"you can't tell me
what I need to
do...
you can't tell me
what I need to
learn…
in order to be a
faculty member."
Academic freedom
is really important
and the
heart
of the university.
I am not querying the need for
academic freedom.
What I
question
is the
interpretation
of it.
So,
Academic Freedom
to me,
is a mechanism,
a security
to ensure that
academics
are free
to research
and teach
in a way that is not
influenced by
politics
or economics,
or
any
kind of other,
you know,
external force…
but

here I think it's
interpreted as
"it's my
freedom
to do whatever I want,
including when it comes to
professional development--
not even my program director,
not even my dean,
can tell me what
training
I need."

But the problem...
The genesis of the question…
The
Elephant
In
the
Room,
is actually
NOT
mandatory
or
not mandatory
development
around
disability
for faculty.
It's:
are faculty trained to be
teachers?
It's a question of
teaching.
what I can say is that
when people
are given a job
to
teach
at the university,
THERE IS
NO
TEACHER TRAINING.
University
Faculty
are generally
chosen

based on
their
research,
their scholarship,
not on the basis
of their
teaching.

You know,
you get a three day
workshop
with the teaching commons
when you are a
new faculty member…
They do good work
And they
had to
fight hard
Even just for that…
but that's like
"here's your book",
and maybe
"think about that and think about this...
Ok! here you go! Off you go!"
There's
NO
mandatory
teacher training.
If there was more
incentive,
motivation
to do more
than the bottom,
more than the least…
but there really isn't;
you don't get any...
I don't get paid
any more
to sit with my student
for an extra hour,
So that means
you have to be a person
that that's what you're about.
And I know that I have colleagues
that that's what their about:

students first.
I know that.
But I also know
that there are others,
where you know that that's not the case;
their focus is on being a good
researcher
not a teacher,
and there is no
incentive to become that way…

Presumably,
in an ideal world,
faculty are going to do the right thing
where they are going to create
the most
inclusive
classroom
possible,
where
everybody
has an
opportunity
to learn,
and that means
accessibility.
But how do you do that?
And how you do that is a
SKILL…

If
teaching
were more highly
valued
at the university
by administrators;
if
there was something around
how people were
promoted
and became assistant or associate professors;
and we started to say
teaching matters,
undergraduate teaching matters,
and part of that
teaching
included having an

accessible
and
inclusive
classroom...
then we might
start
to see more
real
change.
But,
there has to be some sort of carrot I guess,
some kind of,
incentive,
unfortunately,
for people to actually
engage in
professional development
opportunities....
I do think…
I do think
incentive
has to be there-
and incentive
has to be something
important
and related to
progress made
as you move
through the ranks
of academia.
So again,
somehow
teaching
has to be important,
and
I don't think it is
right now.

Conclusion

The fact that some faculty development for teaching students with disabilities is now compulsory by Section 16 of the IASR (2011) is undoubtedly an important beginning for creating a more aware and knowledgeable faculty cohort in Ontario, but as I have demonstrated in this literature review, there are limitations to the law, much that is not mandated, and many lingering questions. There is a clear need in the literature to continue

to "develop and improve the attitude, knowledge, and skills of postsecondary faculty in the context of educating and supporting their students with disabilities" (Park, et. al, 2012, p.378). More research (case studies, interviews, etc.), is needed in order to get a complete picture of what is actually being done in current Ontario universities for helping faculty to work with and teach their students with disabilities.

Since "faculty support and training must keep pace with the dynamic and evolving context of higher education… data-driven approaches on [faculty development] initiatives are needed to keep pace with the ever-changing landscape in higher education" (Shaw & Scott, 2003, p.4). Though written in an American context, Shaw and Scott's analysis holds true for the Ontarian context, as well. Here in Ontario, we need to get a better sense of the different faculty development practices around helping faculty to work with and teach their students with disabilities, beyond the anecdotal. We also need to hear the voices of faculty in order to determine the effectiveness of current practices and to enable the development of new approaches and innovations in order to equip Ontario faculty with a better sense of self-efficacy in working with their students with disabilities. Therefore, this exploratory study is meant to help initiate the conversation around best practices, issues, and challenges for faculty development for teaching students with disabilities and to contribute to the limited research on faculty development for teaching students with disabilities currently available in Ontario, focusing on York University as a case study.

Chapter 3: Methodology

The research design for my thesis draws upon a mixed qualitative methods approach; both case study (e.g., Bassey,1999; Hammersley & Gomm, 2000; Stake, 2005; Yin, 2003) and arts based research (ABR) (e.g., Barone & Eisner, 2012; Norris, 2009; Irwin, et.al, 2006; Leavy, 2009) provided a framework for my investigation. I sought to determine: a) **What are the current environmental offerings, best practices, and obstacles in faculty development for supporting students with disabilities?** and b) **What gaps in knowledge, frustrations, and challenges do faculty themselves face in working with students with disabilities?** In general, my goal for this thesis was to explore and document what is happening university-wide at York with respect to the development of faculty working with their students with disabilities and to augment that exploration with the voices of faculty.

In order to unpack my methods and process for designing and implementing my study, I begin this methodology chapter by discussing my research participants and setting, including why I chose York University as the location for my case study. I then outline my data gathering procedures. Next, I feature a discussion of my data analysis procedures, including how the ABR components of this thesis were constructed. I conclude with an exploration of how the case study and ABR components of my study are woven together.

Research participants and setting

All of my research took place at York University's Keele Campus in Toronto, Ontario, Canada. I have chosen to name York University as the location of the case study in order to acknowledge that the institutional context matters, even while I hope to be able to eventually extend the study to other Ontario universities, and to think about what the specific case of York University might mean for the greater Ontarian context. The choice of York University as the initial case study site from which to begin to explore faculty development practices in Ontario around disability was two-fold:

1. **Practicality and Access**: As a current York University student, I knew that having York as my case study location would allow me greater ease of access, both in terms of making connections to find interview participants, and also physically being able to be on the site and to meet directly with people who work on campus.

2. **York University's strong history of supporting students with disabilities**: Services for students with disabilities (then catering primarily to students with physical disabilities) --the first of its kind in Ontario -- started at York University in the 1970s, thanks to the activism of advocate, educator, author, artist, and speaker Judy Snow.[28] As well, Ontario's first LD Program opened at York University in 1985 (Bat Hayim & Wilchesky, 2003).[29] Given this history of being on the forefront of the development and implementation of disability services in Ontario, York is therefore the perfect site for this study marking current policy and practices in the development of faculty around disability.

I began my research process at York by collecting and documenting the resources offered to York University faculty for teaching their students with disabilities, including, but not limited to faculty guidebooks, websites for faculty, and online modules (see Table 7, in Chapter 4: Findings, for a chart that visualized my gathering and scan of what is available for faculty at York University). At this initial stage, I also talked to professionals working at York informally in order to clarify my reading of some of the documents I was examining and to ascertain what in-person supports were offered.

Finally, in order to actually get a deeper sense of what is happening at York University, I undertook twelve interviews (with thirteen participants) from January-March 2016 (see Table 4 below for a visual overview of research participants). Of the twelve interviews, six were semi-structured qualitative key informant interviews (Marshall, 1996), and the other six were in- depth semi-structured, qualitative interviews with university educators (all tenure or tenure track) at different stages of their careers. All interview participants were invited to take part in the study via email. Ten of the interviews were in-person, one was over skype, and one

[28] Information obtained from Confidential Personal Interview at York University, February 5, 2016. See also Judy Snow's obituary http://bit.ly/1JrAqwk.

[29] In 1985, there were approximately ten students with LDs at York University. Part of the impetus for the creation of a separate LD program was that students were being serviced by what was then known as the Centre for Handicapped Students (now outdated and offensive terminology), and they expressed a discomfort at being associated with an office they saw as working for students with physical disabilities. This evolution and history of funding is why York is one of very few institutions in Canada who has separate units servicing students with disabilities. Today, York's three separate, but connected units which collaborate and service students with disabilities on campus. These include: Physical, Sensory, Medical Disability Services [PSMDS]; Learning Disability Services [LDS]; and Mental Health Disability Services [MHDS]. While interview participants mentioned that there are both pros and cons to having separate units, what this model allows is "for some specializing in terms of the staff and going into depth of understanding particular types of disabilities" (Confidential Personal Key Informant Interview, February 2, 2016).

was conducted through email correspondence. Eleven of the interviews were one-on-one, and one interview was with two participants who felt it best to be interviewed together. Participants' number of years experience working at York University ranged from two to thirty-one! Ten of the interview participants were female, and three were male. While I was hoping for more gender parity, and worried about this, gender was not a specific area of analysis or criteria for my study. Essentially, since my method of solicitation was largely the snowball technique (referrals of who might be available and willing to be interviewed), I was subject to the recommendations I was receiving, which happened to be mostly women. While it might be an interesting future line of research to explore why the majority of both key informants and faculty members willing and available to discuss faculty development and disability were women, this is not the focus of my current study.

It is worth noting that I had originally planned to conduct ten interviews in total (five with key informants and five with faculty members). However, as mentioned, I ended up conducting a total of twelve interviews (six with key informants and six with faculty). The extra interviews speak to how the interview process was not as smooth as I had hoped it would be. It was hard to solicit faculty and informant participation. I originally sent out solicitation emails person by person and kept track of information on both key informants and faculty (including career level and discipline) in an Excel spread sheet so when an interview was arranged, I could focus on finding a new participant to interview who was from a different centre, department, faculty, discipline or career level than previous participants. While this worked in the beginning, I was eventually unable to solicit enough interviews, fast enough, so I ended up sending multiple solicitation emails out at a time. Therefore, I ended up confirming two extra interviews than I had sought, but I said yes anyway, as I did not want to turn away anyone who had responded positively.

Key Informant Interviews

The six key informant interviews (with seven participants) took place with administrators, directors, or professionals from different centres, units, and advisory committees across York, to get a sense of the kinds of faculty development practices and supports being offered university-wide, as well as, where possible at the faculty or departmental level (e.g., with a Dean or Associate Dean). Participants had the choice to be named or to remain anonymous, ensuring that there would be no mention of identifying features. All participants chose to remain anonymous.

I was very aware throughout this process how difficult it could be to maintain anonymity of certain positions and the careful writing that has been required so participants cannot be identified.

In general, my key informant participants were selected based on their reputation and background with faculty development and/or disability, or if they could give insight on what was happening at a faculty or departmental level, rather than university-wide. The majority of my participants were working on a university-wide level. Some participants were administrators whom I had previously met and then contacted for an interview, while others were cold- contacted. It is worth noting that some of my key informants held multiple roles at the university, and were also faculty members themselves who still taught classes. Therefore, at times, the division between being a key informant and faculty member was not always so clear-cut, and I consequently ended up asking one of my informants some of the questions I asked to faculty. While I acknowledge that data I collected from key informants could have some bias, as administrators might have mostly just wanted to highlight the positive aspects of their programs, I was surprised at how willing the majority of my key informant participants were to discuss gaps, frustrations, and challenges around faculty development and disability, in addition to successes! The key informants' voices were significant in helping me to get an on the ground glimpse at current best practices, issues, challenges, and frustrations in creating and delivering faculty development around disability at York University.

In-Depth Faculty Interviews

The six in-depth, semi-structured, qualitative interviews I conducted took place with university tenure-track educators from six different faculties at the university, including Science, Education, Health, Liberal Arts and Professional Studies [LA&PS], Environmental Studies [FES], and Arts, Media, Performance and Design [AMPD], with experiences across career levels and streams (both research and alternate).[30] The faculty members I interviewed included two

[30] York University has two tenure track, YUFA faculty streams that are parallel: research and alternate (also known as the teaching stream). The research stream is the traditional professorial route, where faculty responsibilities are shared across research, teaching, and service (although we know in practice, that research is often a prime focus). In contrast, the alternate or teaching stream is focused on teaching, outreach, and service, though teaching stream faculty do participate in their own research (although usually on their own time and dollar). To try and differentiate between the two streams, York officially labels research stream faculty as Professors, and alternate stream faculty as Lecturers. However, in practice, students tend to call all alternate stream educators Professors as well. It is also worth noting that the majority of York University YUFA faculty are research stream (Confidential Personal Faculty Interview, March 14, 2016).

untenured Assistant Professors and two Associate Professors, as well as one Lecturer and one Senior Lecturer. These participants have remained anonymous throughout this thesis through the removal of identifying features from descriptions. While it was important that I try to find professors from a variety of faculties and disciplines, I do not consider faculty members to represent their faculty or discipline. I took care and gave reminders in the interview process so participants would not feel pressured that they were representing their entire faculty; I tried to ensure that it was clear that their opinions are entirely their own and will not be taken to represent the voices of whatever department they are in, as a whole.

The criteria for participation for the in-depth semi-structured, qualitative interviews was simple: participants had to be a tenure or tenure-track faculty member, working at York University. Faculty members could be from any career level, background, experience, etc. However, I did set out to try and be strategic and to solicit faculty from different career levels, as well as from different disciplines or faculties, where possible, given the literature that faculty demographics can matter in the context of faculty development and disability.

I had originally attempted to obtain recommendations of university faculty to solicit for interviews from my key informants. However, this did not work out as well as I had hoped. While some of my key informants gave me names of faculty, others did not. Additionally, some of the key informants I had wanted to speak to were not available for an interview, so it took a while to find additional key informants. This meant that not all my key informant interviews took place prior to the faculty interviews. As well, I began to worry that it was not a good idea to get faculty names from my key informants, who were mostly administrators, for fear that the faculty they recommend might now lose their anonymity or feel pressured to respond to my interview request given the person who recommended them in the first place often held a place of power. To combat this ethical issue, I ended up asking key informants for not one, but a few potential faculty names from different career levels and disciplines who might be willing to speak with me. I did not tell key informants which of the referred faculty members I contacted or if the person said yes and ended up being interviewed. In fact, when one key informant saw me walking on campus one day and asked which of her faculty recommendations I was interviewing, I explained she was very helpful, but I couldn't let her know for confidentiality reasons! The informant was not angry, but pleased I would keep the final identities of my participants anonymous. When I did not receive as many recommendations from different disciplines and career levels as I would have hoped,

I also ended up asking fellow graduate students (particularly from other faculties) if they had any professors they thought would be open to participating in my study. The strictest confidentiality was also kept in this case, so that faculty members did not know they had been recommended by their graduate students, and graduate students did not know which of the faculty member's names they gave me I ended up interviewing. Although I eventually ended up getting four out of six faculty members through these referrals (snowball method), I did not hear back from very many of them at the start of my process, so I was quite worried for a time that I would not have enough participation in my study. Therefore, I created an ad to solicit faculty to be sent university-wide. However, I decided against using this ad in the end, because although I would have loved to have been able to hear more faculty voices, I had only had a short research time frame, and also figured I would have better luck finding faculty from a larger variety of disciplines and career levels if I researched and contacted faculty myself, rather than relying upon an open-call. This decision resulted in my perusing York University's list of faculty members and cold-contacting a large number of them. In the cases where I solicited faculty I had never met and did not have a recommendation, I chose the faculty members I contacted based on their level of experience and their discipline (e.g., I had trouble at the start finding someone from the sciences, and put a lot of effort into emailing professors from the Faculties of Science and Engineering).

Using all these 'methods' of solicitation, I was able to set up interviews with faculty members from six different disciplinary areas. In the end, despite the small sample size, the six voices of faculty I interviewed provide a snapshot of different perspectives and experiences from across the university. I acknowledge that those who were recommended or who agreed to participate might be biased or already have a higher level of knowledge and therefore may not provide an accurate depiction of different levels of knowledge amongst faculty. However, while I acknowledge the bias that my interview participants may have since they were the ones willing to be interviewed, I also believe that their voices are still important to begin opening the discussion on faculty development and disability in Ontario. I therefore maintain that the voices of faculty themselves -- in identifying gaps, success, and challenges for creating faculty development programs -- are crucial (Cousins, 2009).

Table 4: Summary of Research Participants

Type of Interview and Selection	*Participants*	*Rationale*
Key Informant Interviews *(Approx. 60 minutes)* →Recommended or Previously known OR →Cold-contacted	**6 Interviews with 7 participants** Participants were people who are in leadership or training positions and who are involved or knowledgeable in some way about policy or practice or faculty development around teaching and working with students with disabilities on campus.	*Interviews needed in order to get a sense of what faculty development practices are actually being carried out at York, and to hear what participants believe the best practices are or should be. *Interviews helped to provide background information on the larger context at York, and to learn what are actually the current practices around faculty development.
Semi-Structured Qualitative Interviews *(Approx. 1-1.5 hours)* →Snowball method: Faculty members selected based on recommendation from previous interviews with key informants and/or word of mouth from fellow graduate students →Cold-contact: Solicitation letters were also sent to faculty members across the university. One of the Faculty members solicited this way was previously known.	**6 Faculty Member Interviews:** 2 Assistant Professors (Untenured) 2 Associate Professors 1 Lecturer 1 Senior Lecturer ***The faculty members interviewed were appointed or cross-listed to:** -Faculty of Science -Liberal Arts and Professional Studies [LA&PS] -Faculty of Education -Arts, Media, Performance and Design [AMPD] -Faculty of Environmental Science [FES] -Faculty of Health **At least 5 of the faculty members also worked with Graduate or Professional Students and so were also associated with the Faculty of Graduate Studies (FGS). I did not receive a positive response to my interview request from any of the faculty I contacted in the faculties of Business, Law, or Engineering, so faculty members from these faculty are not included in my study.*	*Having faculty members from different career levels and from different disciplines provides richer variety of perspectives that has been great fodder for arts-based research/ exploration. *Small sample size of voices to keep things manageable *Provides interesting cross-section of perspectives and voices *Ensuring interviews with faculty at different career levels/ from different disciplines, allowed me to begin to explore the literature. * Literature maintains that best practices for faculty development around disability need to consider the discipline, and should be designed to focus on the needs of the specific career level, etc.

Data gathering procedures

Key case studies theorists Bassey (1999), Stake (2005), and Yin (2003), all advocate for the necessity of using multiple sources of evidence in case study research. Thus, I gathered data from a variety of sources including key informant, and semi-structured interviews, as well as collecting material from documents and my own reflective memos/journals. These variety of sources allowed me to 'triangulate the data', the

> process of using multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation….but acknowledging that no observations or interpretations are perfectly repeatable, triangulation serves also to clarify meaning by identifying different ways the case is being seen (Stake, 2005, p.454).

Using these multiple data sources allowed me to see the case at York University around faculty development and disability from different perspectives and helped me to "reduce the likelihood of misinterpretation" (Stake, 2005, p.453), by the very fact that I had multiple evidence from which to draw. Below I outline my three main data gathering procedures, which are all characteristic of qualitative research methods:

1) **Interviews**:

I designed open-ended interview questions targeted both for key informants (see Appendix C) and for the faculty members who participated in my research (see Appendix D). Prior to conducting interviews, I underwent a complete ethics process, including informed consent and sample questions (see Appendices B, C, and D). As discussed earlier, six of my interviews were conducted with key informants, participants who due to their positions and background at York University could provide both information about and insight into the faculty development practices on campus around the teaching of and working with students with disabilities. The six interviews with faculty members were semi-structured qualitative interviews that allowed me to begin to "develop in-depth accounts of experiences and perceptions of individuals" (Cousins, 2009, p.71), which was critical for me as a researcher in order to investigate the complexity of experiences and the different voices present. My research operates in the vein of Cousins (2009) who views semi-structured interviews as a "…'third space' where interviewer and interviewees work together to develop understandings" (p.73).

2) Document Gathering:

It was important for to me gather and source documents (including print and online material) produced by York University (e.g., faculty guidebooks, pamphlets, training modules, and websites) that could help me to map and analyze the field in regard to faculty development practices and supports for faculty around the teaching of their students with disabilities. My criteria for selecting documents to gather was very simple: to map all the supports and resources (in the form of websites, guidebooks, and other print or web resources) at York for faculty around working with and teaching their students with disabilities, including faculty professional development, but also resources beyond professional development, including information about human rights, the law, campus resources, policies, and protocols. This documentary evidence also proved vital to "corroborate and augment evidence from other sources" (Yin, 2003, p.87), in particular, from my interview data.

3) Reflective Memos/Journaling:

I kept regular memos[31] and/or creative and self-reflexive 'journal' entries documenting my process -- my ideas, reflections, and reactions, as I researched, interviewed, gathered data, and wrote (Creswell, 2012; Ortlipp, 2008) -- in order to ensure that my own bias and role in shaping the piece would evident within the work itself (Govan, et. al, 2007; Leavy, 2009; Pelias, 2004). Memo writing or journaling is also often considered key for case study data collection and analysis, as it allows for the inclusion of "speculative notes or ideas about the research" (Bassey, 1999, p.70). Therefore, these memos/journals were useful for recording data that was not as evident (like tone and body language in an interview or other observations), as well as to reflect, analyze and make connections between ideas and themes, and record my process. The memos were also useful as fodder for inclusion in my scripted monologues. This kind of writing is crucial as it helps to situate and acknowledge myself both as the one shaping the research.

Data analysis procedures

As noted earlier, I engaged with and analyzed the research data using a combination of case study and ABR approaches. This is evident in the very structuring of my thesis document,

[31] Creswell (2012) defines memos as "notes the researcher writes throughout the research process to elaborate on ideas about the data and the coded categories" (p.438).

which weaves together academic writing and scripted monologues. This mixture of qualitative methods not only characterizes the final structure of this thesis, but it also informs the entire data analysis procedure I undertook, as my procedures were also a mixture of more traditional qualitative case study methods, and ABR. In the section that follows, I discuss each data analysis approach in depth, including preparing for data analysis through the transcription of recorded interviews, case study analysis approaches, and ABR practices.

Preparing for Data Analysis: The Transcription Process

During interviews, I recorded participant responses using a digital recorder on my computer and I also took notes of ideas, quotes, or words that jumped out at me in the moment. Following the interview process, I listened to the recordings, and I also began the long process of creating verbatim transcriptions of the interviews, mostly using NVivo[32] qualitative research software that allowed me to slow down or speed up audio files, aiding in the transcription process. NVivo was also very helpful for organizing and analyzing my research data, as it allowed me to not only store completed interview transcripts, but also to upload memos/journals. Most importantly, NVivo aided in the coding and analysis process (discussed later in this chapter).

I was very aware throughout my transcription process how verbatim transcription can be an inadequate and limiting method. For example, while I could transcribe the words of real people, verbatim, it was also true that the transcriptions didn't allow for capturing the whole interview: in a transcript, you can't easily reflect voice intonations, tone, meaning, facial expression, gesture; all the non-verbal communication that brings speech and words alive and provides context for reading meaning and intention. Fusco (2008) explains how

> …the lived face to face conversation becomes fixated into transcripts. A transcript is a transgression, a transformation of one mode-oral discourse-into another narrative mode-written discourse. To *trans*cribe means to *trans*form, to change from one form into another. Attempts at verbatim interview transcriptions produce…artificial constructs that are adequate to neither the live oral conversation nor the formal style of written texts. …[It is also problematic to view the] taped interview as the "authentic original". if neither recorded voice nor the transcriptions are authentic originals, then should we be committed to representing either in their entirety"?(p.176).

[32] For more about NVivo visit http://www.qsrinternational.com/what-is-nvivo

I, too, wrestled with this question of whether to transcribe my interviews verbatim in their entirety. Like Fusco (2008), I worried about what it means "…to transcribe words into a fixed, stable text, one that contradicts our own most modern understandings of language's continual deferral" (p.176). I also acknowledged the weight of responsibility -- both exhilarating and a burden—in honouring and not misrepresenting my subjects' lived experiences and language if I did not use verbatim transcriptions. In the end, in order to balance both my responsibility to my interview participants and the theoretical and methodical issues inherent in verbatim transcription, I did create complete transcriptions of data gathered from my interviews, but I also took notes on gesture and body language, and I listened to the interview tapes several times in order to become very familiar with my participants' expressions, tone, viewpoints and narratives (Walford, 2001).

Qualitative Case Study Approaches

The term 'case study' can often be a nebulous one, or "fuzzy-edged", with diverse applications and a "range of meanings" across a variety of disciplines and fields (Hammersley & Gomm, 2000, p.2; see also Bassey, 1999; Chamberlin, et. al, 2004; Kemmis, 1980; Stake, 2000, 2005). In fact, the very definition and types of qualitative case studies are not agreed upon by scholars, and the term seems to "defy full specification" (Stake, 2005, p.44). For example, each case study researcher seems to propose their own set of types of case studies, including but not limited to Robert Yin (2003), who offers the idea of holistic case studies[33] and embedded case studies[34] (pp.44-43); Robert Stake (2005) who outlines intrinsic case studies[35] and instrumental case studies [36] (p.445); and Michael Bassey (1999), who suggests at least three types of educational case studies: Theory-Seeking/Theory-Testing Case Studies[37], Story-Telling/Picture- Drawing Case Studies[38], and Evaluative Case Studies[39] (p.58). To complicate matters, while

[33] Case studies, whether single (one case) or multiple (many cases), that have a single unit of analysis.
[34] Case studies, whether single (one case) or multiple (many cases), that have multiple units of analysis embedded within the case.
[35] A study that is undertaken… primarily because one wants better understanding of this particular case. The study is undertaken because of an intrinsic interest in, for example, this particular child, clinic, conference or curriculum" (Stake, 2005, p.445). The case could be single or collective (many cases).
[36] When a "particular case is examined mainly to provide insight into an issue or to redraw a generalization. The case is of secondary interest, it plays a supportive role, and it facilitates our understanding of something else…The case is still looked at in depth… But all because this helps us pursue the external interest" (Stake, 2005, p.445). This kind of case study could be extended to look at several cases.
[37] Defined by Bassey (1999) as "particular studies about general issues" (p.58).
[38] Case studies, whether about a single case, or many cases, that include "narrative stories and descriptive accounts of educational events, projects, programs, institutions or systems" (Bassey, 1999. p.58).

researchers such as Stake (2005) work to define and separate case study types, there is also the idea that these types can intermesh, cannot always be distinguished one from the other, do not fit neatly into categories, and work to form a "zone of combined purpose" (pp.445-447)!

Given the variety of competing case study types and the ambiguous nature of the term 'case study', I chose not to narrow down my research by defining it as a particular type of case study. Rather, my research uses a 'case study' methodology in the most general sense possible, based on a common principle of case studies that most theorists seem to agree upon: the notion, first espoused by Louis Smith (1978), that whatever else a case is or is not, it is always the study of the specific and is a 'bounded system' (Bassey, 1999; Chamberlain, et al., 2004; Hammersley & Gomm, 2000; Kemmis, 1980; Stake, 2005; Yin, 2003). Stake (2000) further explains that although case study methods can be used to study a general range of topics, a case study is still distinctive by

> giving great prominence to what is and what is not 'the case'-the boundaries are kept in focus. What is happening and deemed important within those boundaries is considered vital and usually determines what the study is about… (p.23).

Since my research goal was to try and draw a clearer picture of a specific bounded system: the case at York University with respect to the supports and development practices for faculty on working with and teaching their students with disabilities, as well as to hear from faculty themselves about their own frustrations, successes, needs, and challenges, adopting the term 'case study' in this most general of senses, allowed me the opportunity to select from amongst the gamut of case study analysis methods recommended by case study theorists and, to at once, incorporate ABR practices into my analysis and form.

It is important to note that the nebulous nature of case study extends to methods of case study analysis too, since "the case study has no specific methods of data analysis or collection which are unique to it as a method of enquiry" (Bassey, 1999, p.69). Stake (2005) therefore points out that all the usual methods common in qualitative data analysis are also common to case study research (p.453), and Bassey (1999) contends that case study researchers tend to use "whatever methods seem to them to be appropriate and practical" (p.69) although it, of course, all depends on the study. Below I list and explain the main case study associated qualitative data

[39] Case studies that involve "enquires into educational programs, systems, projects or events to determine their worthwhileness, as judged by analysis by researchers…" (Bassey, 1999, P.58).

analysis practices I used, including analyzing patterns and identifying themes, pattern-matching, and developing recommendations or 'working hypotheses' (Cronbach, 1975; Lincoln & Guba, 2000).

Analyzing patterns and identifying themes

After completing my transcription process, I "integrate[d] and sythensize[d] interview responses from throughout the interview[s]" (Patton, 2015, p.443). I began by comparing each individual interview in order to analyze patterns and identify themes (Bassey, 1999; Patton, 2015; Stake; 2005; Yin, 2003) that could speak to and begin to build the case of faculty development practices around working with students with disabilities at York University. I also looked at the documentary data I had gathered as part of the case, including faculty guidebooks and websites, and compared these to my interview data. The goal of my analysis was to "seek patterns of data to develop the issues" (Stake, 2005, p.459) in order to answer my research questions. Using the recommendation of Yin (2003), who advises the researcher to make a matrix of categories or themes, and then place evidence within those categories (p.111), I constructed a code book of potential categories and themes that I had noticed in my interview data (some of which only emerged during the coding process itself), and then used NVivo research software to help me store and code pieces of data within the different categories and themes. My code book (*Table 5*) shows how I divided my research data into themes and categories, as well as sub-themes and categories.

After I completed coding, I explored each coded section of data (my themes, categories, and issues) further to develop interpretations about the case, with the goal of drafting hypotheses and presenting findings. This involved re-reading both the data and my memos/journal notes, and "the careful testing of [analytical] statements (and making amendments where necessary) against the data" (Stake, 2005, p.70). I also found it helpful to consider alternative interpretations. A good example of this process is how I analyzed and answered my first question, which is essentially an enquiry into what is happening at York around faculty development and disability. I first coded (and sub-coded) all collected data that could help me to document, map, and determine the 'lay of the land' of what exists at York in regard to faculty development practices, supports, and offerings around disability (see *Table 7* in Chapter 4) under the code book heading "lay of the land". I then compared and tested the different kinds of coded data -- particularly in terms of what a person said-- with the documentary evidence. For example, several interview participants told me they were overwhelmed with the online offerings around disability and didn't always know where to go to get questions answered. I corroborated this with my document findings, where I

discovered there was a plethora of (quite text heavy) online faculty development websites on disability available to York Faculty, that, at times, can be unwieldy and hard to navigate. These two sources of data together allowed me to determine that there was indeed important information being offered to faculty, but it was perhaps not being communicated or shared in the most effective way. Afterward, I developed, organized, and presented my understanding of the case at York within a table format (to help make the data more visual). This list (*Table 7*) of faculty development offerings as York is a good example of my data analysis process as findings were synthesized from interviews, document analysis, and observations/memos.

Finally, since data analysis can be a difficult process of categorization that is essentially "condens[ing] [raw data] into meaningful statements" (Bassey, 1999, p.70), my process was greatly helped by taking both reflective and analytical memos or journal notes throughout, some poetic, some not, that helped me to think through, question, organize, and categorize my ideas. These memos/journals were each marked with the date and serve as a record of issues, questions, ideas or themes to be considered or explored further. NVivo research software also allowed me to link my "memos" directly back to the interview transcripts so there was fluid and physical connection between my emerging analytical ideas and reflections, and the data itself.

Table 5

Pattern-Matching

Critical to my data analysis process was my use of Yin's (2003) conception of "pattern-matching" (p.116) which considers how the case matches the literature. Essentially, I made an effort to compare my themes, categories, and findings about the case at York University back to my literature review in order to determine how my study fits in, confirms, or contradicts the literature. Helpful in this process was also considering Yin's (2003) suggestions for effective case study analysis, specifically the idea of ensuring my interpretations account for all evidence and that there are no loose ends.

Developing Recommendations and Addressing the Issue of Generalization

While the aim of many case studies is often to "draw, or provide a basis for drawing conclusions" (Hammersely & Gomm, 2000, p.5) related to the larger or wider context of what is being studied, many question whether this is even possible (Bassey, 1999; Donmoyer, 2000; Hammersley & Gomm, 2000; Lincoln & Guba, 2000; Simmons, 1996). Questions of generalizability are therefore much discussed in case study literature: for example, should and can case study research draw general conclusions? Given that the question of generalization is important to consider when analyzing a case, I position my findings and next steps not as final conclusions, but as recommendations or "working hypotheses", a concept first espoused by Lee Cronbach (1975, p.38), and further developed by Lincoln and Guba (2000, p.29). Cronbach (1975) argued that "when we give proper weight to local conditions, any generalization is a working hypothesis, not a conclusion" (pp.124-125). This is the idea that context is particularly important in case study research. Stake (2005), explains that

> the case to be studied is a complex entity located in a milieu or situation embedded in a number of contexts of backgrounds. Historical context is almost always of interest, but so are cultural and physical contexts…(p.449).

Presenting findings as recommendations; possibilities, but not conclusions therefore allows analytical findings to be drawn, but still always considers the uniqueness of a case, and even the specific historical trajectory of the case being studied.

Lincoln and Guba (2000) build upon Cronbach's working hypothesis notion by suggesting that case study inquiry does not have to choose between offering general or specific recommendations about the case studied, but rather exists as a "continuum" (p.38) between general and specific recommendations; that there is at least "transferability, if not generalization,

from one context to another" (p.39). Terms such as 'working hypothesis' and 'transferability' are meant to build in the idea that there are exceptions, that complexity exists, that context matters, and that "cautious formulations" (Hammersley, 2001, p.220) or recommendations about the case or future cases are necessary. Presenting my analysis as 'cautious' recommendations also invites the "opportunity for the research to become cumulative" (Bassey, 1999, p.52), for the study to be replicated or to be used to try and understand other cases, but to discuss new difficulties, and for future opportunities to amend analyses and recommendations to add new ideas, reflections, and conclusions (Bassey, 1999; Cronbach, 1975; Hammersly & Gomm, 2000).

Finally, it is important to note that Donmoyer (2000) suggests that the language we have for attempting to address the question of generalizability in qualitative case studies is not adequate (pp.55-57). He argues that terms such as 'transferability' and 'working hypothesis' are helpful, but "do not include experiential knowledge…" (p.56). My inclusion of ABR research methods therefore provides an important additional approach in my thesis, as ABR allows the addition of experiential knowledge, through monologues that share the experiences of real people and contexts.

Use of Arts Based Research Methods

Arts based research [ABR], or arts based educational research [ABER] is a term that was coined by Elliot Eisner at a Stanford University educational event in 1993. However, interest in "qualitative research guided by aesthetic features" (ix) and ABR practices emerged in the 1970s, with roots in educational practices, theories, and philosophies from earlier, such as in the work of John Dewey (1859-1952) and Maxine Greene (1917-2014) (Barone & Eisner, 2012; Irwin, et.al, 2006; Norris, 2009). ABR is positioned in the literature as a "complex and multifaceted concept" (Barone & Eisner, 2012, p.xii). This complexity arises from the fact that ABR is not one method, but rather an overarching term that actually connotes an array of methodologies and approaches all joined by the fact that they intersect arts based forms, approaches, structures and practices (from poetry to fiction to theatre to visual arts to autobiographical performance and more) into the research process (Barone & Eisner, 2012; Leavy, 2009; Cahnmann-Taylor & Siegesmund, 2008; Irwin, et. al, 2006; Norris 2009, etc.).[40] No matter the ABR method or approach utilized, all ABR can commonly be understood as processes of inquiry (Barone & Eisner, 2012; Goldstein, et. al, 2014; Irwin, et.al, 2006; Norris, 2009).

[40] Rita Irwin, Anita Sinner, Carl Leggo, Peter Gouzouasis, & Kit Grauer (2006) "…identify three pillars of arts-based practice – literary, visual, and performative…" (p.1223)

As previously discussed, the specific ABR methodology I have utilized involves the incorporation of research-informed theatre scripted monologues. In their article "Delineating a Spectrum of Research-Based Theatre" (2011), Beck, Belliveau, Lea, and Wager emphasize how research-informed theatre can take many forms ranging from professional theatrical productions to a scripted reading at a conference, to the creation of a text or script or pieces of a text or script all using a variety of theatrical forms (p.127). I have chosen to craft my scripted monologues in documentary theatre style. 'Documentary theatre' is an elusive term, closely tied up with the sub-genre term 'verbatim theatre'. Hartnoll and Found (2003) define documentary theatre as "theatre… based on fact, as documented in material such as records, films, newspapers, official reports, and transcripts of trials" (n.p), and Anderson and Wilkinson (2007) describe verbatim theatre as a method "where authentic story [is] the primary source of play material" (p.154). While some scholars attempt to divide documentary and verbatim theatre into separate entities, such a clear- cut division of form does not truly exist and the terms are themselves much debated and suggest a wide variety of styles, forms and creation processes that cannot be easily pegged down (e.g., Anderson & Wilkinson, 2007; Bottoms, 2000; Paget, 1987). Essentially, documentary theatre is a form which is artistically diverse[41], yet is always based on fact. In my case, the monologues I have created incorporate direct words, contexts, stories, and experiences from interview participants, the literature, and other data sources.

Since "the goal in research-informed theatre is to tell a story that is emerging from the data collected for the project" (Goldstein, et. al, 2014, p.677), the exact specifics of my aesthetic, theatrical and pedagogical design within this documentary research-informed theatre script format was not formulaic, but rather emergent, and developed further once my data collection was completed. This was often a hard process to sit through. On one hand, I itched to start writing and shaping the ABR pieces of my thesis. On the other hand, I knew I could not do the study justice if I crafted pieces that did not actually arise from the data. However, once I completed my transcriptions, I was indeed able to start the scripting process. It was just after the data collection process and transcribing that I decided to craft my monologues to follow in the

[41] That there are many different kinds of documentary theatre and many different ways to create documentary theatre is evident in how plays as diverse as The Capture of Miletus (492 B.C.E**),** One-Third of a Nation (1938), The Investigation (1965) The Vagina Monologues (1998), The Laramie Project (2002), Come Out Eli (2003), The Arab-Israeli Cookbook (2004), Talking to Terrorists (2005), The Dershowitz Protocol (2006), and Talk Thirty to Me (2010) can *all* be considered documentary scripts.

style of documentary theatre playwright and activist Anna Deavere Smith, whose plays such as *Fires in the Mirror: Crown Heights, Brooklyn and Other Identities* (1993), and *Twilight Los Angeles, 1992 -- On the road: A Search for American Character* (1994), uses monologues constructed from real interview data to grapple with issues.

Like Smith (1993;1994), my ABR monologues are written in verse, with text taken from interview transcripts. The monologues are separate, yet connected. They are designed to be taken on their own and can be read as if fragments, yet they can also serve as a collection of multiple voices and perspectives. However, most of my monologues are not a single participant's words, but rather a pastiche of participants' comments. Thus, while I draw from Anna Deavere Smith in that my monologues were shaped using the direct words of participants, they are often woven together from different participants, as if creating composite characters based on the words and ideas of thirteen different interview participants across faculties, departments, and centres at York University. For example, in Part I of the monologue *Reactions to the AODA Training (*Chapter 2*)*, titled "I have to do this", the majority of the text was shaped from an interview with one untenured professor. However, a couple of the lines were verbatim quotes said by a different professor who was expressing very similar responses in her interview. I also wove into this monologue documentary evidence: verbatim language from an email sent out to faculty about the AODA training. In this way, I created a monologue that was a composite of my interview participants, yet still using their own words plus the words in the documents I had gathered as a guide. This choice allowed me to both destabilize notions of a fixed text; **"...**to avoid reading people's testimonies as their last and definitive word on the topic" (Walford, 2001, p.91), and to also remain aware of being respectful of my interview participants, positioning them not as just facts or data, but as real, live, breathing people with lived experiences to be shared and honoured.

Additionally, while Smith's plays (1993;1994) provide information attached to each of her monologues, including the full real name of the person, and where and when each interview took place, I, chose not to identify my participants for confidentiality and research ethics reasons. In order to provide anonymity to my participants, I do not use real names of interview participants (other than myself), and instead I use pseudonyms. I do provide contextual information about the 'character' or speaker of each monologue, but it is quite limited (e.g., *untenured faculty member*). I realize that, at times, even something that seems as un-identifiable as recording the home faculty of a participant, could result in making that faculty member no longer anonymous,

especially in cases, for example, where a specific Faculty has very few untenured professors. This is why I only identify the discipline or home Faculty when it would not be very not obvious who the person is. Thus, to protect the anonymity of participants, and because the majority of monologues represent a meshing and shaping of the words of the different participants together, very little contextual information is provided as character description.

Anna Deavere Smith's example of fragmented, verse monologues, based on the words of interview participants, really worked well for my project; my monologues emerge from the data in such a complete way, that it actually allows the structure of my thesis to mirror my findings! The finding that has most resonated with me is in some ways the simplest: the need for more communication and dialogue about faculty development and disability in the York context, which can be extrapolated as well to the larger Ontarian, and Canadian contexts. The particular monologue form I have chosen, which functions both as fragments, and as a whole, shows how the conversation around faculty development and disability is only happening in small pockets or when you ask the right questions, as I have tried to do. The shaping of monologues therefore allows the opportunity for building a community of voices; to begin to create conversation where now only fragments exist. Methodologically, these monologues also open space for dialogue through the sharing of smaller, more engaging lived stories or perspectives, and they help to show the visceral, human side and impact of policy and practice.

Finally, it is important to note that research-informed theatre, instead of the traditional presentation of the author, playwright or essayist as "invisible within their texts", directly "position[s] [the creators] within the texts they produce", allowing direct engagement with "questions of reflexivity" (Skinner, 2003, p.527; see also Irwin, et.al, 2006). For me, arts based texts -- like the research-informed theatre monologues I have produced-- have always been a "…methodological call, writings that mark a different space; [that] collect in the body: an ache, a fist, a soup" (Pelias, 2004, p.11), and it is a process that has also helped me to make my position as the researcher, creator and designer of the work very clear. I have also been influenced by playwright and director Moises Kaufman and the Tektonic Theatre Project, known for their award winning *The Laramie Project* (2001), in which they advocate for creating a self-reflexive play. This is done by acknowledging the creators' role in the making of the piece; and reminding the audience within the piece that what they are seeing has been manipulated, shaped. I have

therefore chosen to directly situate myself within the text in monologue form. Three of the monologues interspersed throughout my thesis position me as a character and are my own voice, helping make it apparent that I have done the shaping. In fact, I start off my entire thesis with a monologue I wrote about myself, called *My Professor Told Me*. Any reader of this thesis --from nearly the first page—receives a clear indication of my own story, biases, and viewpoint, and that I am the creator and shaper of this thesis. As Bottoms (2000) suggests, "the inclusion of such material invites audiences to question the role and assumptions of the interviewer-actor- writer-director in making the piece, just as they are asked to scrutinize the words of their interviewees" (p.58).

Scripting as Analysis

The scripting of monologues has helped me interpret and analyze the data. Ludecke (2014) positions scripting as a method or process of data analysis, since it "involve[s] experimenting with ways of analyzing and presenting, or representing, the interview texts." (p.40). The scripting of monologues therefore became "a method of inquiry in itself", used to render the research not only in creative, more engaging ways, but also to tease out further themes, complications, challenges, and perspectives that are not as easily evoked in a traditional academic research paper. The scripting process helped me to sift through the mounds of data, and to distil down to key ideas and findings (see *Table 6* for a break down of my scripting process). Scripting essentially became a format for helping me to decide not only what data from my interviews to share, but also how to share it, synthesize it, and frame it. I had to consider issues such as: which format (monologue or academic essay) should be used to share which bits of information? What were key moments, stories, and perspectives that were more than just data, which needed monologue form to provoke dialogue, pose questions, or share experiences? What scripting allows that is different from solely academic writing, and quoting the participants is the ability to:

1. use the arts and creativity to shape analysis
2. to tell specific human stories while also sharing --monologue dependent-- disparate voices
3. limit a purely didactic telling. This is because part of the hope is that the monologues are read not as didactic texts, but rather, each monologue is offered as an experience or story that could be presented to illuminate themes and issues surrounding faculty development and disability and thereby help to open dialogue.

4. allow for the further merging of documentary material or literature review information with interview material. In a way, this allows for further triangulation of data (within monologue form)!
5. provide a safe space that does not result in a "finger-pointing" about any one person, faculty, or an institutions practice(s) around faculty development and disability, but rather to focus on starting a conversation about faculty stories and experiences, and a real attempt to begin to solve problems, and seek out solutions when issues are raised.

For example, I had begun to write academically about a theme I had noticed come up in a majority of my interviews: the lack of teacher training or education that university instructors receive in general, on disability or any other topic; many participants saw this, and identified the lack of incentive to pursue faculty development opportunities, as an underlying issue, as well. However, as I wrote, I got stuck. I realized that what I was writing was both necessary background information on one hand, and also a key finding on the other. This complexity led me to craft the monologue, *The Elephant in The Room* (Chapter 2). Unlike traditional academic writing, the monologue form allowed me to weave all the voices together succinctly, so that the final piece is all constructed from real words that my interview participants spoke, but it is not the words of one participant; it represents a compilation of similar words and ideas on one topic or theme, though a specific, real, lived experience lens. The monologue therefore allows me to not only provide background context on teaching in Ontario universities, but it also raises questions and suggests real human frustration, encapsulated, for example, in the last line of the monologue:

So again,
somehow
teaching
has to be important,
and
I don't think it is right now.

The monologue also serves to provoke the reader: I invite the reader to form queries themselves such as: Do I agree with the character? Is teaching important? Is it as important as research? Should it be as important? How do we make it more important? How can becoming better teachers help us to better work with all our students, including, and specifically, our students with disabilities? In this way, I could create a monologue that functions as literature review and analysis; background context and analytical question.

Table 6

Scripting Process: My Monologue Creation Steps

1. Coding

- I considered the creation of monologues in my coding process (discussed in the Case Study section, see *Table 5*).
- I identified potential monologue themes and organized sections of transcript text into these codes or categories.
- I looked for the most powerful stories, moments, and ideas from interviews and from other data.
- Due to the importance of including myself in the work, I also coded my own ideas, thoughts, and notes (from memos and from things I said in interviews). This code was called: ***Researcher Reactions.***

2. Further analysis of coded materials

- Each coded theme for a potential monologue resulted in pages (anywhere from 5 to 30 plus!) of text.
- This meant I had to go through each coded section and break it down further; narrowing down all collected interview text/data, so I could determine exactly what message, ideas, or story, I wanted to focus on in the particular piece I was scripting
- This process worked by asking myself:

  →What is meaningful?
  →What is 'story worthy'?
  →What should be shared/told as monologue and what as academic text? Why?
  →What best captures the different voices/perspectives of my interview participants?
  → What theme or idea seems interesting, ripe for future development?
  →What connections can be made in an original way?
  → What one image or idea really stood out for you? Why?

- This part of the process can be hard to understand for those not used to the creative process...it involves a gut sense as well to determine what sticks with you? What are the "velcro words and phrases" (Miller & Paola, 2012, p.200), from the interview that cannot be tossed aside?
- The choices made are not just about theme and content, but also about craft, meaning, and purpose. Thus, while some of the interview data was very useful and a key part of reporting findings, only that material which jumped out me, engaged me, and that told a story to me was included as a part of the monologues.

3. Shaping & editing

- Once I had a manageable size of interview transcripts coded on a particular theme or topic, I had to begin to shape the data down into documentary monologue form, specifically based on the style of Smith (1993; 1994).
- Verbatim words of interview participants or documentary text alone is not enough to give a monologue dramatic flavour and meaning and resonance, shaping is needed, to make the piece tell a story.
- Scripting is a concoction of writing, re-writing, shaping, and re-shaping; like a puzzle.
- The shaping process often (but not always) included layering different participant voices that all had a similar theme or message or point into one monologue, or to offer different perspectives and voices within different sections of a single monologue.
- Important to note my own personal background and training in the arts (I'm a trained theatre practioner with specializations in playwriting/dramaturgy, so I used this to bear on the shaping & editing of my monologues).

Stuck

Samahra, Graduate student and writer of this thesis

We're nearing the end of the interview
and I'm trying hard to see if there is a positive,
amongst all the challenges and obstacles
the key-informant is sharing.
The informant leans over and reminds me that
"not even 40 years ago you would have been sent to
vocational school…
you wouldn't
have been allowed
past the
gates
of this institution…
so the
positive
is that as a society we now
recognize
that people
learn differently [laughs],
like imagine that [sarcastic]."
[Pause].
Not even past the gates?
Vocational School?
I laugh,
But it's wooden.
I graduated Summa Cum Laude.
OF COUSE
I belong here.
But,
I know what the informant is saying is historically true.
I imagine
myself as a student
in 1976
and how
without a proper
understanding of how people learn
and the belief in access for all,
I would probably have never
been admitted to university.
So,
on one hand,
I feel lucky,
simply to have been born when I was born.
But,

I also carry
this scary
thought
-usually kept tucked far away-
that maybe
I really
don't
belong here
working on
my masters thesis,
because
it's taking me
a
long
time.
And I know
to my core
that this is a
lie.
I belong here:
I am a researcher,
writer,
creator,
deep thinker.
But,
I'm stuck.
My supervisor
tells me the
extra time
is usual for
anyone,
choosing the thesis option.
But,
I can't help it…
I feel compelled.
I want it to be
perfect,
and I almost want to
give up.
But.
I don't.
Each day,
I write more,
I read more,
I think more,
I create more,
like *this* monologue.

Because,
I'm learning that
sometimes,
it's
good
to be stuck.
I'm stuck on a story,
you see.
I'm stuck on a story
that needs to be told.
One that wouldn't
have been told
even just 40 years ago,
wouldn't have received funding.
Couldn't have.
I'm stuck on a story
that needs to be told.
I hope it continues to stick.

Conclusion: Connecting Case Study and ABR

As I wove together and worked with both case study and ABR methodologies, I was struck by the similarities and convergences between case study and ABR. In fact, some researchers such as Stake (2005) even go so far as to position case study as a form of "storytelling" (pp.456-457). However, Stake (2005) does qualify that

> reporting a case seldom takes the traditional form of telling a story…many sponsors of research and many a researcher want a report that looks like traditional social science, consisting of the statement of problem, to review of literature, data collection, analysis, and conclusions…[Yet] "a case can be portrayed in many ways (p.457).

My thesis format maintains aspects of this traditional social science or academic thesis reporting/writing, while the insertion of ABR methods --in particular documentary theatre scripted monologues-- allows me to pay homage to this almost intrinsic aspect of storytelling that Stake identifies within case study research. I consider ABR and case studies to be complementary methodologies that both:

A) **Invite readers/audiences into the text**– both ABR and case studies are considered as being able to "take us to places where most of us would not have an opportunity to go" (Donomyer, 2000, p.61; Leavy, 2009).

B) **Consider the "role of the researcher in the research"** (Kemmis, 1980, p.119). – both ABR

and case study highlight the more inventive aspects of the research process and the huge role the researcher plays in shaping the research. While this might be more obvious for ABR, Professor Stephen Kemmis (1980) illuminates the more imaginative aspects of case study research, as he holds that the "case study consists in the imagination of the case and the invention of the study" (p.119).

C) **Emphasize honouring research participants** – in a case study it is up to the "researcher to decide what the cases "own story" is, or at least what will be included in the report…[while also remaining] empathic and respectful of each person's realities" (Stake, 2005, p.456). This is much like the creation of documentary theatre and scripting, where the challenge is how to remain true to research participants' words and lived experience while still shaping and deciding what is "necessary for the understanding of the case" (Stake, 2005, p.456), or in this case, the understanding and development of the script.

By weaving case study academic writing and ABR monologues in both my analysis procedures and the very form and presentation of my thesis, I have attempted to illuminate my findings in a richer way (Dupuis, et. al, 2011; Keen & Todres, 2007; Knowles & Cole, 2008; Irwin, et.al, 2006). This hybrid qualitative case study and ABR approach has also allowed me as creator to "sculpt engaged, holistic, passionate research practices that bridge and not divide both the artist-self and researcher-self with the researcher and the audience and the researcher and the [educator]" (Pelias, 2004, p.2).

Chapter 4: Findings

In this chapter, I present my findings of the case at York University with respect to faculty development and disability. I map what York University is currently doing to support faculty through an environmental scan of supports and offerings for faculty working with their students with disability. I also outline both faculty and key informant perspectives on the gaps, frustrations, and obstacles faced by faculty at York University around faculty development and disability. An analysis and broader discussion of the findings follows in the subsequent chapter.

Eye-opener

Sondra, Assistant Professor

I remember him very clearly.
He was paralyzed from the neck down
and in a wheel chair,
ah,
he would have,
eh…
it looked like a pencil-
he would use it in his mouth,
but it was just for flipping pages.
I was brand new…
There was no teaching commons then,
I was just thrown into the classroom,
there was...
there was nothing....
there was just:
"*you are doing your research,*
you are good at it,
now go teach a course".
[PAUSE]
And I was born in the Islands,
so diversity was not an issue for me,
but I learned later
that a lot of my colleagues
who came to teach at York
their first question
very often was,

whispered:
"*well,*
how do you teach so many different kinds of people?
how do you stay politically correct?
And that was weird
because their questions were about
diversity,
and that freaked me out
because
I am from Toronto right?
Like,
I came here when I was 4 years old,
and I grew up in Toronto
and I didn't know anything
but
diversity.
And at first I thought,
it's odd
that my colleagues have no training in diversity.
But then I thought,
well what about the rest of us?
We have no training about people with different abilities.
So,
when I met Michael,
at first,
I wasn't sure…
do I say to him:
"*Do you want me to*
put the book in your knapsack?"
and I mean,
he had an extreme visible disability…
And I remember
being
afraid
to ask him
if I could offer help.
And it was interesting
because he
broke the ice
for me.
He said
"*oh,*
professor,

can you put this in my knapsack for me?",
and I thought,
oh G-d,
I was
just
thinking that.
It was the first class...
and,
he was so,
so cool about things,
that he had no problem asking students
"*oh*,
can you help me with this"
or
"*can you put this in my knapsack*?"
And I wanted to
respect
his dignity,
and I clearly could see how
independent
he was,
so,
I wish I had known how to
ASK him:
Do you need help?
I wish I had done that ....
that he didn't have to
ask me.
[*Pause*].
But maybe that was part of his independence,
was that he asked me,
right?

But,
yeah,
it troubled me that we had no training...
And even today,
when we have a lot more support,
I'm still troubled,
I mean,
what troubles me is that
faculty have to search
for policy and procedure…[*PAUSE*].

But,
Yeah,
Michael….
I still remember him.
I just remember,
just thinking to myself…
it was weird,
I thought:
oh G-d,
he's
better
than most of the students in my class.
And then I thought,
well wait a minute!,
why am I thinking
differently about him?
like,
why am I
SURPRISED
that he is one of my top students?
And I thought
wow!
You look at the
body
and you
forget that the
brain
is fully functioning.
So that was phenomenal for me.
and that was an eye-opener ...
it was like:
this guy is
paralyzed
from the neck down
and he is a
phenomenal student.
That was
MY
eye-opener.

The Case at York University Part I: Mapping The Field

A large goal of my thesis research is to achieve a better sense of what is actually happening at Ontario Universities with respect to developing faculty to support students with disabilities. As outlined in my literature review, a focus on faculty development practices supporting students with disabilities has not yet been documented in the Canadian context. Offering one particular case to start --the example of York University-- enabled me to highlight this investigation by mapping how faculty are currently being developed around disability at York. I compared and gathered data from a variety of sources including documents and websites, interviews with key informants and faculty, informal discussions, and observations from my reflective memos/journals.

The following images and table I have created are therefore not exhaustive; nevertheless, they provide a thorough accounting of the ways in which York University currently develops and supports faculty around the working with and teaching of their students with disabilities. *Image 1* visualizes the types or categories of support available at York University for helping faculty work with and teach their students with disabilities. *Image 2* visualizes the different centres through which that support is offered on campus or that have worked to develop guidelines or create information sources for faculty. Finally, *Table 7* actually traces the support offerings themselves. A companion to *Table 7* is *Image 3*, which is a screenshot of the whole collection of documents and online resources I have gathered, organized, and reviewed for my thesis using an interactive online tool called Dropmark. The images and tables also provide a good baseline in order to compare York University with the current best practices in the reviewed literature. In general, I try to capture all the ways in which faculty are currently supported and developed at York around disability/inclusive teaching, including their knowledge of law and policy across different areas of the university.

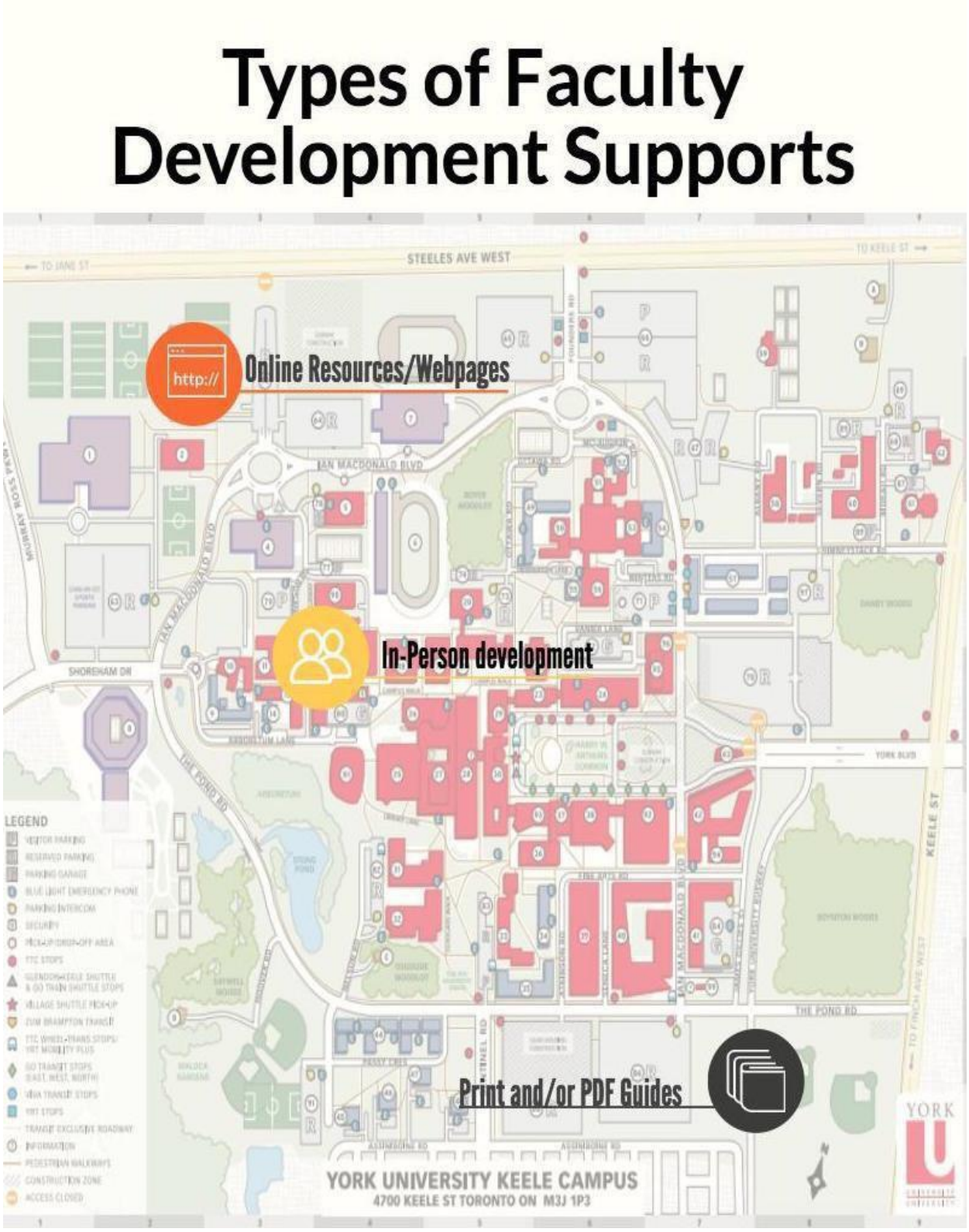
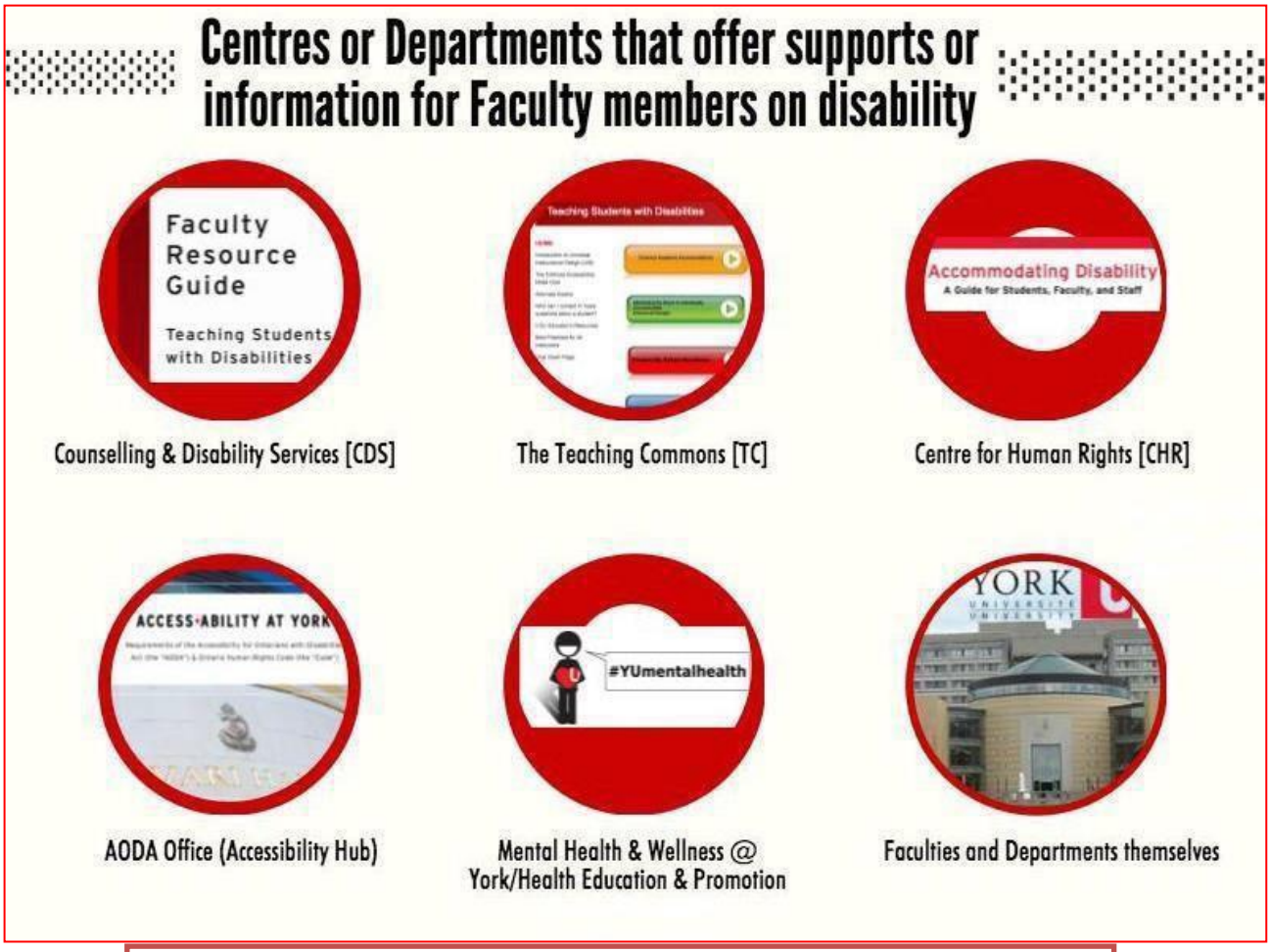

Types of Faculty Development Supports
STEELES AVE WEST
http://
Online Resources/Webpages
In-Person development
Print and/or PDF Guides
LEGEND
YORK UNIVERSITY KEELE CAMPUS
4700 KEELE ST TORONTO ON M3J 1P3

Image 1

Image 2



Collection of Disability Resources Developed for York Faculty Members (gathered using *Dropmark**)

Image 3–This image is a screenshot of an interactive online site I created to help organize and examine the documents discussed in *Table 7*. The collection was created using *Dropmark*, an online tool that allowed me to organize my links and documents into one visual collection.

Table 7a	**List of York University Offerings & Supports for Faculty on Disability**		
	Offerings	**Type of Resource/Support**	**Context**
General York University resources designed for faculty* **These resources have been created in collaboration with a variety of centres, people, programs, etc.*	Faculty Resource Guide: Teaching Students with Disabilities (2012)	PDF/Print Guide http://facultyawareness.info.yorku.ca/files/2012/10/yorkfacultyresourceguide3.pdf	Created through the collaboration of Access York (now Enable York), Assistant Vice-President Student Community Development, Associate Vice-President Academic, Centre for the Support of Teaching, Computing York University's Disability Services Offices and Students with Disabilities.
	Faculty Guidelines on Academic Accommodation (PDF: January, 2016, Online webpage: January, 2015)	PDF: http://szatzman.dropmark.com/341081/7773527 Online Resource/Webpage: http://teachingcommons.yorku.ca/resources-2/accommodations-and-inclusive-teaching/faculty-guidelines-on-academic-accommodations/	• Created in collaboration with Vice-Provost Academic Office, Counselling & Disability Services, Centre for Human Rights and The Teaching Commons. • PDF emailed out to all faculty along with email letter (2016) • Online version (dated 2015), can be navigated from each of the above collaborating centre's webpages
	Faculty Awareness Guide: Website for Teaching Students with Disabilities (October, 2013)	Website/Online Resource http://facultyawareness.blog.yorku.ca	• Created through a committee consisting of representatives from Teaching Commons, Disability Services, Access York & with participation from students with disabilities. • Current responsibility for updating and maintenance of this York website appears to be in limbo • Online version of the Resource Guide and Instructional Manual is meant to increase disability awareness among faculty members at York University. Topics include: UDL, understanding various types of disabilities, FAQs, best practices for instructors, etc.

Table 7b	Offerings	Type of Resource/Support	Context
General York resources Continued **These resources have been created by a variety of centres. people & programs*	The Educators Toolkit: Resource for Educators (First developed in 2013)	Website/Online Resource (A series of online videos and guides) http://www.accessiblecampus.ca/educators/	Developed in collaboration with COU [Council of Ontario Universities], University of Guelph, University of Toronto. York University and the Government of Ontario, Accessibility Directorate of Ontario Resources were designed to help Ontario universities meet their obligations under Section 16 of the IASR of the AODA, which is about training for Educators, and also to provide general support for creating more "accessible learning environments."
	Letter to all York University Instructors/Course Directors on Accommodation (January, 2016)	Emailed as PDF to all faculty (including contract faculty). Email was provided to me by a York University Faculty. PDF can be viewed at: *http:// szatzman.dropmark.com/341081/7773528*	Sent by the Office of the Vice-Provost Academic in collaboration with Disability Services [DS] and Centre for Human Rights [CHR] Lists resources for faculty including Teaching Commons
	Guidelines for Assessing & Responding to Students of Concern: Faculty and Staff (2016)	PDF/Print http://www.yorku.ca/vpstdnts/initiatives/pdf/OSCR- Handout-General-protocols.pdf	Guide to General Protocols for handling students of concern Developed by OSCR [Office of Student Conflict Resolution), and Centre for Disability Services Quick guide for what to do if a student is in crisis, or if it is a non- urgent issue that still requires support.

Table 7c	Offerings	Type of Resource	Context
The Teaching Commons [TC] http:// teachingcommons.yorku.ca	Inclusive Curriculum Design Workshop	In-Person http://teachingcommons.yorku.ca/ for-cds/workshops-and-courses-for-cds/ workshops/course-design-york/ - inclusive http://szatzman.dropmark.com/ 341081/7773524	• In collaboration with CHR & CDS • Course considers implications for inclusion and exclusion, taking into account issues of diversity, inequality and difference. Participants get practical advice on how to design and deliver curricula based on principles of Universal Design. • Outlines both the proactive steps to take when teaching to make it accessible to all learners and the more reactive steps regarding how to address accommodation requests. • Small group (5-10 people) • This workshop includes a component specifically about disability • Offered twice a year, 2-2.5 hours • Information about this workshop and others is provided online and attempts are made to publicize this at faculty councils, where possible.
	Other Workshops and Courses	In-Person http://teachingcommons.yorku.ca/for-cds/ workshops-and-courses-for-cds/	• While none of the other workshops or courses offered, such as on e-Learning, Supervising Graduate Students, Experiential Education or the intensive 3 day Instructional Skills course are specifically about disability or issues of inclusion, the TC has a philosophy of embedding inclusivity into all their in-person courses. • Example: in the e-Learning course, UDL is mentioned through a short discussion about compliance, including close-captioning, and how to provide options for students, including different modes of engaging with course material.
	By-Request Workshops, Presentations, and Consultations	In-Person, Individualized resource	• Workshops on specific topics, including accessible teaching, can be organized or adapted for any faculty, department, unit or group of 6 or more. • Information can be presented at different faculty councils • Individual faculty can also call or book an appointment to consult with a faculty developer as a result of coming to a workshop, or just because they would like some help with, for example, inclusive course design.

Table 7d	Offerings	Type of Resource	Context
Teaching Commons [TC] Resources for Faculty around Disability Continued http://teachingcommons.yorku.ca	Accommodations and Inclusive teaching Webpage	Online Website/Webpage http://teachingcommons.yorku.ca/resources-2/accommodations-and-inclusive-teaching/	• Offers numerous online links to resources and webpages on UDL, inclusive course design, dealing with students in crisis and accessibility. • Includes links to other York specific faculty development resources, including the Centre for Human Rights Training Sessions and Disability Services website. • Also includes links to laws such as the AODA and other faculty development online resources that are not York specific, such as through the University of Plymouth, etc.
	Inclusive Teaching Tips	PDF/Print Guides http://teachingcommons.yorku.ca/resources-2/ accommodations-and-inclusive-teaching/#Tip	Tips sheets cover a variety of topics including writing an accessible course syllabus, making accessible power point presentations, a general introduction to accessible education, etc.
	New Faculty Teaching & Learning Day: Identifying Your Teaching & Learning Support Needs Resource Fair	In-Person http://teachingcommons.yorku.ca/ wp-content/uploads/2013/05/Day-Two- Agenda-August-31-2016.pdf	• A half-day resource fair designed for all new faculty is the main way new university educators at York get introduced to the services and supports offered. This includes disability services, CHR, and TC. New faculty participate in a scavenger hunt of the different resources and also engage in discussion • While there is no specific instruction or development around disability, faculty do receive information of where they could go for more development supporting their students with disabilities.

Table 7e	Offerings	Type of Resource	Context
Disability Services [DS] ***Includes LD Services, MHD Services & PSMD Services*** *http:// cds.info.yorku .ca/ or http:// ds.info.yorku. ca/*	Consultations with Disability Counsellors or Disability Services in general	In-Person, Individualized resource	Faculty members are encouraged to contact Disability Services if they have questions or need support specifically about: • recommendations within the accommodation letters received • accommodating students without compromising the academic integrity of the program or course
	Identifying and Responding to Students in Crisis: A Guide for Faculty and Staff	PDF/Print Guide http://www.yorku.ca/vpstdnts/initiatives/pdf/Students_in_Crisis_Folder.pdf	• Created in collaboration with the Office of Student Community Relations • It is a detailed triage protocol. • It lists all the important contact information for different types of issues and describes what a crisis is, and is not. • It also has a guide to the "helping conversation", after hour emergency and contact numbers, etc. • Considered a comprehensive guide/cheat sheet for faculty to access.
	Letters from Counselling & Disability Services [CDS] Guide for Faculty (April 2016)	Online Webpage http://cds.info.yorku.ca/letters-to-faculty-from- cds/	Guideline for faculty on the role of CDS, and the types of letters they may receive from their students regarding accommodation and disability.
	Faculty Resources Webpage	Online Resource/Web Page http://ds.info.yorku.ca/faculty/	Features links for faculty to other resources, including to: FAQs, Identifying and Responding to Students in Distress, information about Letters from Counselling and Disability Services ("CDS"), Academic Accommodation Guidelines for Students with Disabilities, about Petition Process for Submissions from Students with Disabilities, and of course to the Faculty Resource Guide.
	MHDS Website Faculty Resource Page	Online Resource/Webpage http://mhds.info.yorku.ca/faculty-resources/	• Mental Health Disability Services [MHDS] has its own page of resources specifically for faculty. • Includes Frequently Asked Questions by Faculty specifically about MHDs and information for faculty on petitions submitted by students with mental health disabilities. There is also a link to the online faculty resource guide.
	Personal Counselling Services Resources for Faculty & Staff	Online Resource/Webpage http://pcs.info.yorku.ca/resources-for-	Includes consultation information: http://pcs.info.yorku.ca/consultation-in- person-over-the-phone/ and links to resources such as identifying and responding to students in distress

Table 7f	Offerings	Type of Resource	Context
Centre for Human Rights [CHR] http:// rights.info. yorku.ca/	Accommodating Disability: A Guide for Students, Faculty, and Staff (March, 2016)	PDF/Print Guide http://rights.info.yorku.ca/files/2016/04/Factsheet- Disability-FINAL.pdf	• Newly updated guide on Human Rights and the Accommodation process produced by CHR • Includes list of resources
	Training Sessions through CHR Education Services	In-Person http://rights.info.yorku.ca/ training/	• Pro-active training includes workshops on disability and accommodations. • Customizable workshops can be offered to faculties, departments, and units • What sessions look like will differ (e.g.: from presenting at a faculty meeting for 15 or 20 minutes with most of the time devoted to Q & As, to more formalized sessions that could be up to a 2 hour block). General sessions open to all faculty, staff, and graduate students regardless of department are offered once asemester. • **Mandatory training** on accommodations is provided for new academic administrators. • Often collaborates with Disability Services • **Forced or Mandatory training** for faculty can sometimes happen as a result of a violation as part of Human Rights Code case-resolution
	CHR Accessibility and Accommodation Resources	Webpage/ Online Resource http://rights.info.yorku.ca/	Provides series of links on York Accessibility Polices and Guidelines, access to many of the Guidebooks and Resources produced for York faculty on disability, York services around accessibility, as well as student groups, clubs, research centres, and off campus resources.
	Respect, Equity, Diversity and Inclusion (REDI) Tutorial	Online Training Session/ E- Module http://rights.info.yorku.ca/ redi/	• Online Moodle-based training course for all York staff, faculty and students. • Goal to "teach audiences how to better identify and prevent harassment and discrimination based on provincial human rights legislation and the University's human rights-related policies." • Approximately one hour long!
	Enable York Committee Events	In-Person (Events) http://rights.info.yorku.ca/ enable-york/	• "Enable York" (formerly Access York) is an independent advisory body on issues of accessibility at York. • Mandate is "to foster an inclusive environment for persons with disabilities and those encountering disabling circumstances at York University." • Hold events that provide development opportunities to York faculty and the general community, e.g.: Workshop on Disabling Barriers and Advocacy (March, 2016).

Table 7g	Offer	Type of Resource	Context
AODA Office http:// accessibilityhub.info.yorku.ca/ aoda-compliance/	Accessibility Hub	Website http:// accessibilityhub.info.yorku.ca	• Includes links to tools and resources: http://accessibilityhub.info.yorku.ca/tools-resources/ • Meant to function as the central, "one-stop-shop" resource for York's compliance to the AODA • Can download York's Accessibility Report (2014) as well as the Accessibility Plan for AODA compliance (2013-2018).
	Accessibility at York Brochure (December, 2014)	PDF/Print Brochure http:// szatzman.dropmark.com/ 341081/7773441	• York University AODA Integrated Standard Training Brochure (**Mandatory for Faculty**) • Outlines requirements of the "AODA" & Ontario Human Rights Code (the "Code"). http:// yfile.news.yorku.ca/2014/12/17/aoda-human-rights-training-brochure-is-now-available/
	AODA Customer Service Training Module	Online Module (only accessible to faculty = password protected)	Developed by Human Resource as **mandatory training** (approx. 1.5 hours) on the requirements of the Integrated Accessibility Standard of the AODA

Table 7h	Offerings	Type of Resource	Context
Mental Health Awareness @ York http:// mhw.info.yorku. ca/	Applied Suicide Intervention Skills Training (ASIST) Workshop	In-Person http:// mhw.info.yorku.ca/ training/	• Goal is to help faculty and staff "feel more comfortable, confident and competent in helping to prevent the immediate risk of suicide." • Includes "small group discussions and skills practice that are based upon adult learning principles" and teaches suicide first aid. • Faculty earn certification • Two full days, in-person, 8:30 am-4:30 pm
	More Feet on the Ground	Online Module/ Resource https:// yorku.morefeetonth egr ound.ca/en	• Adaptation for York context of an online training program developed by the Council of Ontario Universities (COU) in partnership with Brock University and the Ontario government's Mental Health Innovation Fund. • Meant to provide students, faculty and staff with a broad overview of mental health, including understanding mental health as a continuum, stigma, types of mental health conditions, etc. • Can earn a certificate of completion of all requirements
	Other Training Courses	In-Person http:// mhw.info.yorku.ca/ training/	• York University's Mental Health and Wellness strategy has multiple training courses to build the capacity of York community members in mental wellness including training and education. • These other training sessions are not particularly geared for faculty, although they are open to be taken by all York students, faculty, and staff • Courses include the 3 hour safeTALK which "prepares individuals to identify persons with thoughts of suicide and connect them to suicide first aid resources", and Mental Health 101 which aims to help participants "gain a better understanding of the mental health concerns facing York university students."

Table 7i	**Offerings**	**Type of Resource**	**Context**
Faculty or Department-specific Supports for helping faculty members to teach and work with their students with disabilities*	Strong variances depending on each individual faculty, department , unit, etc. *Note: It was difficult to gather this information, as not many Deans/or Associate Deans were available and willing to talk with me. Information is therefore also complied based on what faculty members mentioned about the processes in their own departments or faculties.	Generally in-person Faculty often also referred to online or print resources	• Most faculties do not offer official "development" at this level, and support is generally reactive, e.g., help working through and discussing any issues/questions/concerns that might arise when complaints are made by faculty members or students and when sending out mandatory AODA training, • Some faculties provide information around accommodation and disability to new faculty on a faculty specific teaching and learning day (with mandatory participation). • Some faculties provide Chairs and UPDs opportunities to discuss disability matters and concerns/issues/ questions that arise at their regular meetings. • Some faculties ask Chairs and UPDs to include disability discussion items at department meetings-- especially the first department meeting of the academic year--typically held at the beginning of September. Whether or not this happens is dependent on the individual Chair or UPD. • In general, faculty members are referred to the resources on the Disability Services and Teaching Commons website for more information • Few faculties and departments seem to bring in representatives from CHR or the Teaching Commons to run development sessions directly with faculty. Usually this happens because of the work of a passionate professor or administrator in the department, unit, or faculty. • On exception was the Faculty of Fine Arts (now renamed the School of Arts Performance and Design (AMPD). From 2004-2009, new roles were created in each Fine Arts department which were known as *disability point people* (there were seven in total, one for each department). These point people were both involved in proactive development, and also, if a faculty member in their department had a disability related issue, question, or concern they went to the point person first. This role was considered part of their service contribution. • AMPD's then Associate Dean arranged for the now disbanded Access York to come and deliver special sessions that were targeted to Fine Arts, so issues specific to the needs of that faculty were covered. A case study approach was used (a scenario or problem around disability was given, and point people had to troubleshoot together supported by Access York representatives (graduate students with disabilities and expert York faculty). • While the title of disability point person still exists, my informants were not sure if anything is still happening and if these titles are now just in name only….

Contextualizing the Map: Key informant Perspectives on Faculty Development Offerings

This environmental scan or mapping is a key finding as it represents the first comprehensive snapshot of offerings for York University faculty around disability. It highlights the breadth of resources offered, including from the Teaching Commons, and also, other centres. This collected data itself provides an extension of the literature reviewed (see Chapter 2), which primarily focuses on in-person faculty development sessions. This environmental mapping of the York context demonstrates how in-person development is just one way that faculty skills, knowledge and awareness are built, and that faculty development activities encompass a broad range of approaches for professional development.

To support the mapping of offerings, it was critical for me to also provide perspectives from those who develop and deliver these offerings. Image 4: Key Informant Perspectives on Faculty Development Offerings (see p.92), features a sampling of key informant perspectives on York University faculty development offerings, using quotes from key informant confidential interviews conducted from January to March 2016. The perspectives in *Image 4* share viewpoints about current faculty development offerings around disability at York and suggest both areas that are effective for faculty development around disability in the York Context, as well as areas of challenge and frustration. For example, *Image 4* quotes indicate that the content of faculty development sessions and materials, types of information offered (e.g., around disability, the law, accessibility), the quality of resources, and the efforts put into delivering development, are all areas which key informants feel successful in regard to faculty development and disability at the University. Yet, the quotes in *Image 4* each also suggest challenges and frustrations around faculty development and disability. These include the challenge of access to development opportunities and resources, struggles around awareness and communication of resources (notion of not enough people knowing what supports exist), frustrations around buy-in (e.g., if faculty are incorporating resources and opportunities), and frustrations around time pressures (e.g., development work only being done in "spare time", and not considered an essential part of some job responsibilities).

Key Informant Perspectives on Faculty Development Offerings

The online resources are excellent. They really are. Like the accessible education stuff from the Council of Ontario Universities, I really believe is excellent. I mean, I was a part of the advisory committee for that, so I was involved, and really...it was a collaborative effort, and it really is excellent, but how many people are using it? I don't know.

- Administrator and Faculty Member, York University

So I think that we provide a lot of clarity, and give faculty common ground, and some best practises, and some very CLEAR guidlines: what is legal and what is not, what is best practise and what is not. So I think we give really good information and resources and we also let them know we are there. And they follow up. They'll call us, they'll refer students, so...so I think those are two really good things that work. The issue is not content. The issue is access. And buy-in.

- Trainer, York University

There is some terrific stuff already available -it is just great. There is great information here about inclusive education, inclusive education course design, and more....so, it's not a lack of information. The information is there and it is there in lots of accessible formats....the issue is...is it a priority for people? and do they work in a culture and institution that supports making it a priority? That's the issue.

- Director, York University

Our committee used to try and put things on for faculty, and nobody would come, or the the people who would come were people who already knew a lot, and the ones who needed to learn, ah, often didn't come, so that's a real challenge. ...And it was very frustrating that there didn't really seem to be, unfortunately, that much faculty interest. And the other problem is that there are not very many resources put into [faculty development] , so you would be doing it in your "spare time"...and that was frustrating.

- Professor, York University

It is not an easy matter to persuade faculty members to attend a workshop and to engage in ongoing faculty development, so the most common approach is to remind instructors of their responsibilities and to make [online] information and resources available to them.

- Associate Dean, York University

Image 4

My mapping of faculty development offerings and the review of key informant perspectives therefore serves as evidence of the important on the ground efforts to reach and support faculty around their awareness and teaching of their students with disabilities. It also serves as a way to begin to identify what challenges exist, an exploration that will continue in greater depth in the following chapter, which features a discussion and analysis.

The Case at York University Part II: Gaps, Frustrations and Obstacles Faced by York University Faculty

In order to build and understand the case at York University around faculty development and disability, it was important for me to not only get a sense of what is being done to support faculty at York around disability (see *The Case at York Part I, p.83*), but to also hear directly from faculty member, themselves. It is clear from the literature that faculty are often unprepared for teaching their students with disabilities; yet, little of the available faculty development sources focus on faculty member's own voices and perspectives, particularly around their ideas, needs, gaps in knowledge, frustrations and obstacles. Given my small sample size of participants and their varied opinions and perspectives, I cannot suggest conclusive results as to whether or not faculty do or do not feel prepared for teaching their students with disabilities in the York context, or do or do not feel supported by the institution. However, what I can state conclusively is that the subject is a complex one. Most interesting to me was the fact that each of the six faculty members I interviewed cited frustrations, gaps, and obstacles that they felt impacted their ability to support and teach their students with disabilities. They also each expressed a desire for either more or continued support from the university on this topic, particularly at the local
--departmental or faculty-- level.

Thus, from my interviews, key areas of frustrations, gaps, and obstacles emerged, which all interviewed faculty felt impacted their ability to support or teach their students with disabilities. These areas included: the obstacle of time, frustrations with students who didn't take responsibility for their learning, or were in-flexible or not respectful, obstacles given only finite resources for personnel or equipment, gaps in knowledge of available resource and supports at York and how they work, frustration with the perceived attitudes of

some colleagues and students in regards to the accommodation process and people with disabilities, institutional priorities, for example around prioritizing research (as opposed to teaching), and the methods of communication of policies, procedures, and processes for regards to working with their students with disabilities. These thematic areas are discussed briefly below, and supported with sample data from faculty members (confidential faculty interviews, January-March 2016) that summarize or provide examples of each key area. Further discussion and analysis of these and other thematic areas will be addressed in the subsequent chapter (Chapter 5: Discussion and Analysis).

Time Pressures and Institutional Priorities

Time pressures are an inherent part of a professor's daily life as an academic. All faculty interview participants spoke about the constraints of time in each of their own specific contexts and about trying to balance classes, service, research, meetings, and a life. The impact of time pressures on faculty ability to support and/or teach their students with disabilities manifested in obvious ways, such as not having enough time to find or read through development materials or to attend professional development opportunities, but also, interestingly, in more concealed ways. For example, one Associate Professor (*Confidential Faculty Interview, February 12, 2016*), quoted below in *Image 5a*, elucidated the pressures to publish, and the mindset that can create in terms of thinking more about research and output than students and teaching.

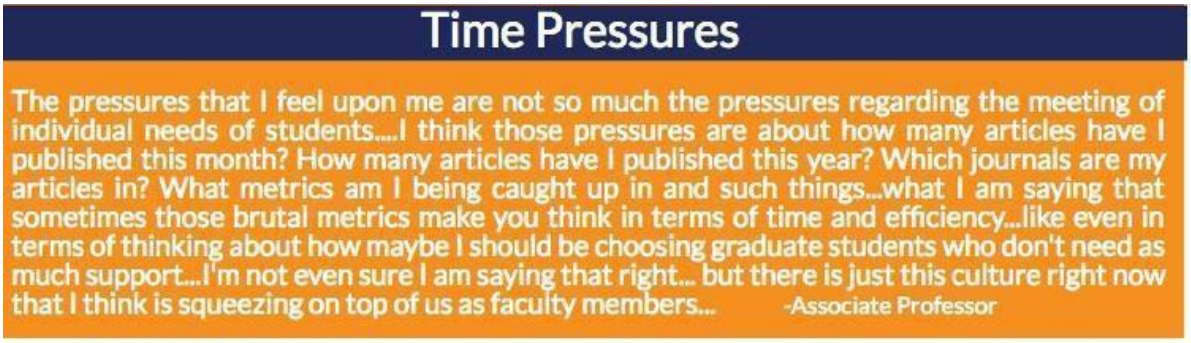


Image 5a

This professor suggests that such pressures can trickle down through perhaps impacting even the choice of graduate student whom one agrees to supervise and choosing only those who may require "less support" and thus less time commitments; time which could otherwise be spent on advancing their publication record. This comment that there is a

culture of pressures related to metrics and efficiency "squeezing on top of [faculty]" suggests a subliminal barrier to faculty development and hints at how the challenge of time pressures, at least from the faculty perspective, is more than about having enough time to pursue development or update courses using an UDL approach, it can perhaps even impact a faculty members perceptions of which students to work with and even how they may approach difference and diversity or in determining how high a priority it is, i.e., the perception that teaching, and making room for difference and diversity is important, but producing results in terms of metrics and effective research outcomes is more so).

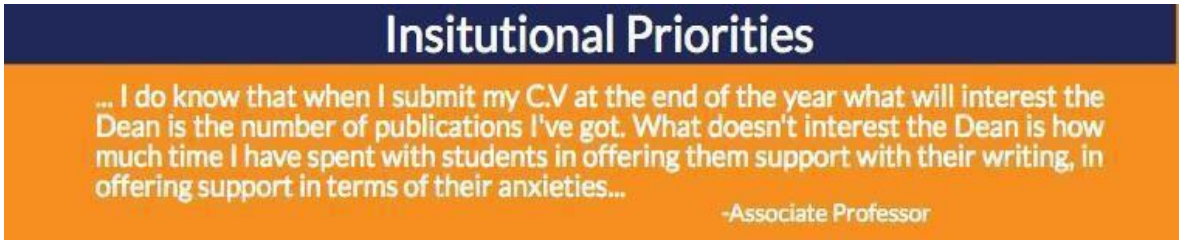


Image 5b

Directly related to the subject of time pressure is the perceived challenge of institutional priorities when it comes to teaching and learning. There was a general sense that teaching and learning activities matter less than research output. The implication of the professor's comment (*Image 5b*), is the feeling that time spent teaching students and working with students is not as valued as research output and efficiency in winning grants and publishing articles, which, as eluded to above, can impact, albeit perhaps more subliminally, an individual faculty member's approaches to inclusion and even choice of student to supervise. While the feeling that research was prioritized over teaching did not come up for the two teaching stream faculty interviewed, since they are not obligated to produce research according to the criteria of their contract, they too made reference to institutional priorities in regard to comments about the slow process of change around issues of accessibility (such as around accessible websites), and the perceived lack of institutional funding for resources or personnel when supporting students with disabilities (e.g., not enough crisis counsellors to support students in need and the long resulting wait time). Faculty comments in relation to both time pressures and institutional priorities suggests both obvious and hidden ways their understanding of and ability to support their students with disabilities can be impacted.

Knowledge of Resources and Finite Resources

Two other related themes brought up by interviewed faculty members which they felt impacted their development around disability, included a feeling of not always knowing what resources are already available to be accessed and also frustration with there being only finite resources for personnel or equipment**.** The quotes in *Image 5c*, below, highlight how interviewed faculty members acknowledge gaps in knowledge of available resources and supports at York around teaching and working with students with disabilities and how they are accessed or work. Even those faculty members who were more knowledgeable or felt they knew about different resources cited frustrations in not always understanding how supports or services worked (e.g., around notetaking services for students or how to get course materials close captioned) or in not always knowing best practices in regard to accommodations or inclusive teaching.

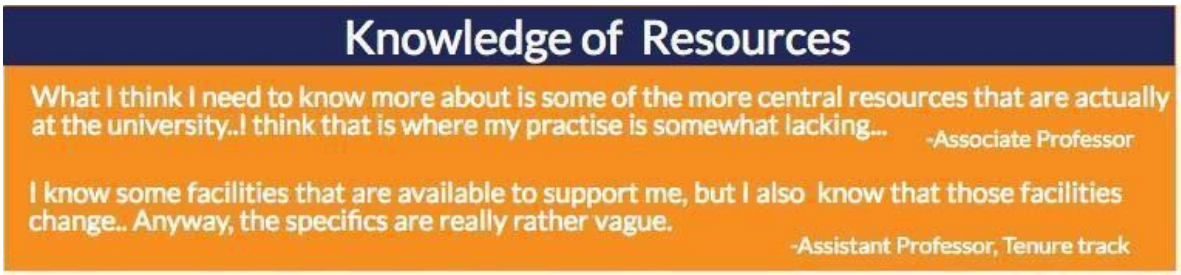


Image 5c

Additionally, *Image 5d* provides some quotes which capture faculty frustrations with limited resources for supporting students. This can cause difficulties in faculty being able to provide inclusive learning environments. For example, one professor explained that the finite resources in her context meant that the available resources (i.e., funding for hiring graduate student technicians for labs) were sometimes not sufficient to provide accommodations. In general, faculty reflected the wish that there were more opportunities for flexibility in solutions -- not simply being told students "need to be accommodated", without attention to the issues faculty might be facing or at least more dialogue about frustrations when there are limited resources.

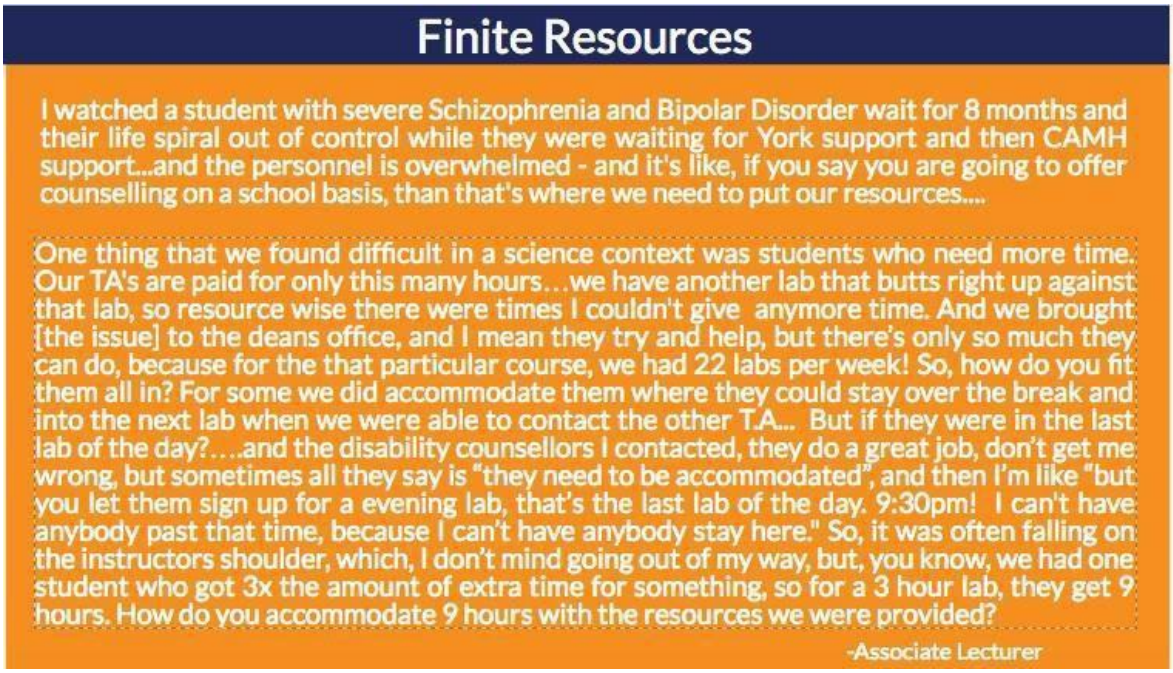


Image 5d

Communication of Policies, Procedures & Development Opportunities/Supports

The subject of how development opportunities and supports are communicated emerged repeatedly during the interviews with faculty members. The identified gap seemed to be not in terms of the kinds of development opportunities (although interviewed faculty members wished there was more on offer at the local departmental or faculty level), but rather in terms of being able to easily know about, find and access policies, procedures, and development opportunities/supports. While all interviewed faculty members discussed the issue of communication, the three examples quoted in *Image 5e*, below, emphasize some of the key frustrations around communication, including the need to hunt for resources; the uncertainty of what actionable steps might be undertaken in response to discovering useful information; a sense of overload of information, and faculty feeling, in general, like they do not know enough about what resources exist on campus that could help them, for example when integrating UDL into their courses, or when creating close captioned videos. These findings suggest that there are some ongoing challenges about how policies, procedures and processes with respect to working with students with disabilities are communicated.

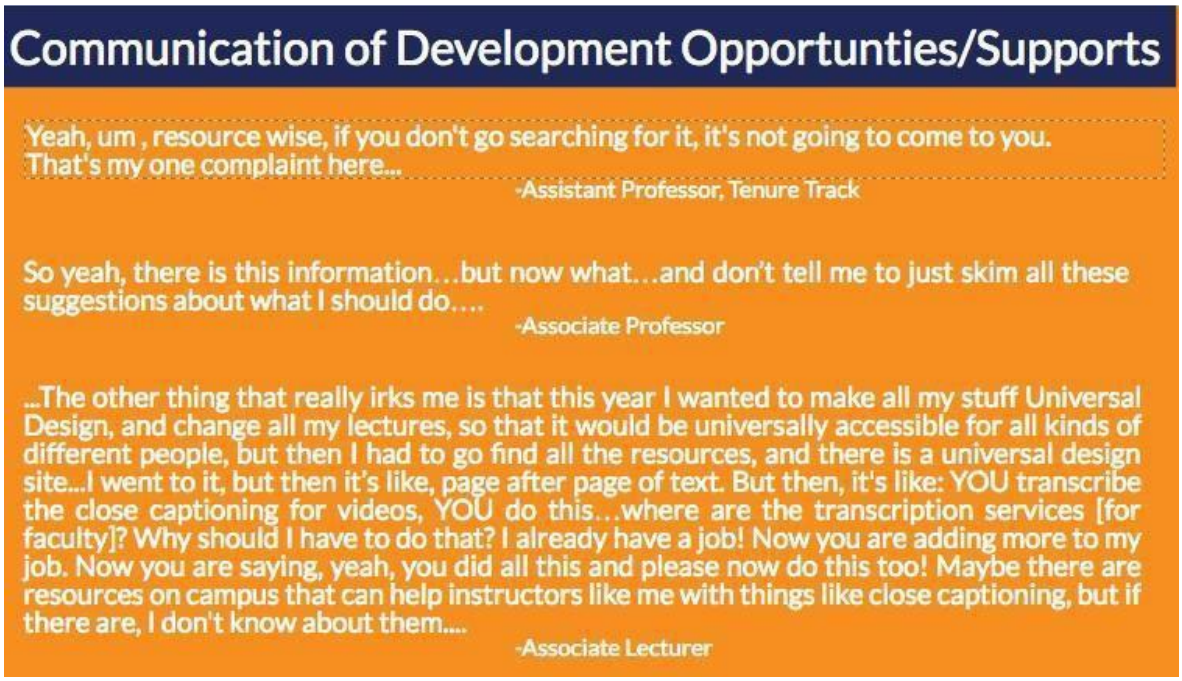


Image 5e

Students

Faculty frustration with students was also a common theme. Frustrations included faculty feeling that some students do not always not take responsibility for their learning or understand that they have responsibilities too (for example in requesting extra time in advance). Further, faculty expressed their sense that students sometimes showed a lack of flexibility or did not appear to be respectful. Many of the professors I spoke with (see *Image 5f* below) demonstrated a self-aware understanding indicating that both students as well as faculty can be inflexible or can frustrate one another. While I got the sense that many of these frustrations with students do generally extend to all students, not only those with disabilities (especially when professors commented on also being frustrated

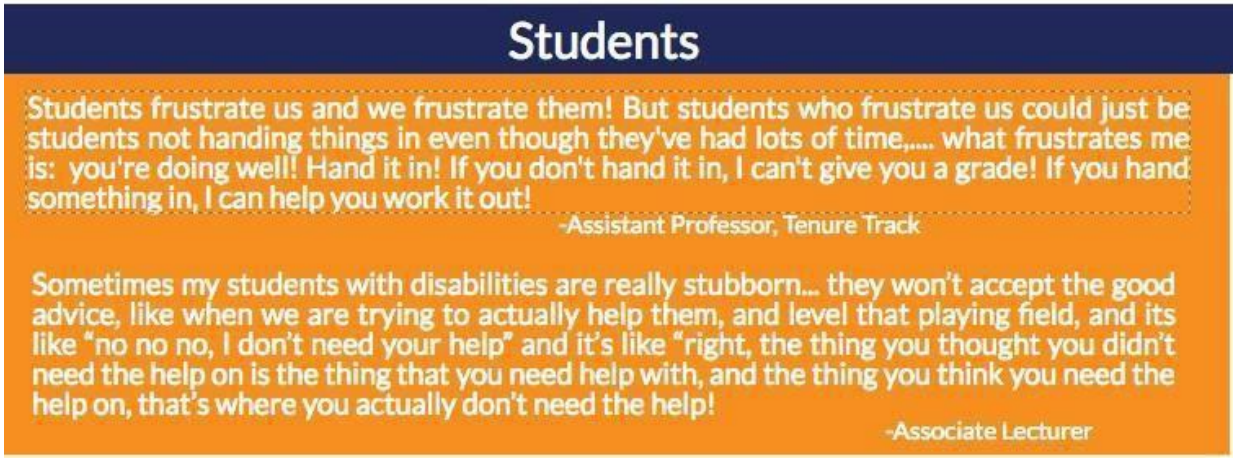


Image 5f

by students who did not have a diagnosis or did not yet have a diagnosis), three of the professors I spoke with were specifically frustrated by what they identified as a trait of 'stubbornness' that they saw as a common denominator between many of their students with disabilities (e.g., see the second quote in *Image 5f* above). This indicates the need for future research to deconstruct perceptions of "stubbornness" amongst faculty about their students with disabilities. In general, this theme addressing faculty frustrations in regard to some students is relevant to my discussion on faculty development and disability because it highlights the need to further explore faculty questions, assumptions, and perceptions of students with disabilities. Faculty members' comments about students also suggests a need to increase students' own ability to self-advocate and dialogue with their instructors, which though beyond the scope of this paper, is an important area to investigate further.

Awareness and Attitudes

One of the most fascinating emergent themes from faculty interviews was the perceived feeling of the lack of awareness of some colleagues and also students in regard to the accommodation process, inclusion, and disabilities. This extended to

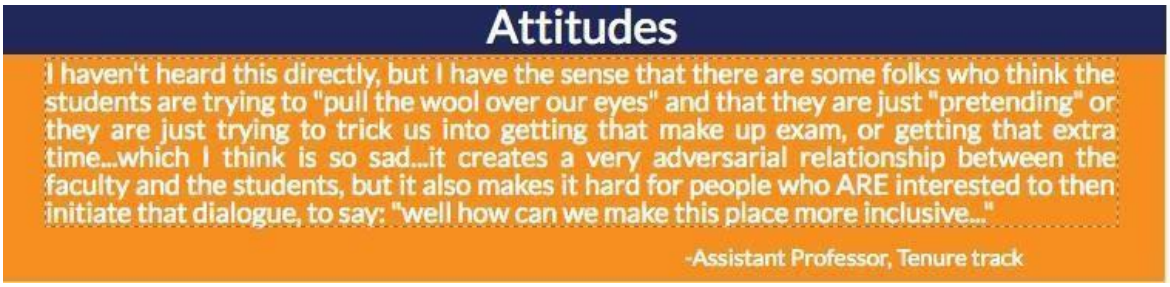


Image 5g

the perceived feeling that some faculty, and students too, sometimes had a more negative attitude, or lacked understanding. For example, the faculty member quoted in *Image 5g*, above, not only mentions the sense she has that some of the other instructors in her department feel that students with disabilities are just "pulling the wool over our eyes" in order to get the extra time to get ahead, but also that such attitudes can create a barrier to dialogue both between students and faculty, and also between faculty members, specifically when wanting to discuss how to increase inclusivity.

What makes this faculty member's comments particularly fascinating is that even just the *perception* that there were faculty and students who had negative attitudes or were not fully aware or understanding of disability presented obstacles to creating an inclusive culture. I do not position this theme as an attempt to blame; it is neither finger-pointing on my part, nor on the part of the faculty members who raised issues of attitude and awareness. This theme is relevant to a discussion of faculty development and disability because it raises questions about if and how development practices can raise awareness, oreven influence attitudes, both in terms of creating an inclusive culture and in identifying barriers to inclusion, questions which I analyze further in Chapter 6, and specifically in the monologue entitled "*A Tough One*".

Where to Start?

Julia, Untenured Faculty Member

Look,
I think I am doing ok,
in large part
because I have colleagues I am very close to here
who have decades working in higher education
and they have been at York for a long time too
so they also know what supports are available,
who to go to forquestions,
and stuff like that.
So,
I feel I can go to them
should I have any questions
about disability.
But,
having said that,
I also,
um,
feel at a
LOSS
too.
[*Pause*].
My PHD student
is suffering from
severeanxiety.
She had a break down

and I only found out
after the fact,
so then I think to myself:
What could I have done?
What could I have done differently?
Is it simply because I don't know her that well
that I didn't pick up on the signs?
I've always said to her:
"if you need anything,
you tell me."
But maybe,
that's the problem.
That the burden always falls back on the individual student.
Honestly,
I just,
I wouldn't even know where to start?
I
wouldn't
even
know
where
to
start...
It feels like such a big issue.
For me,
I acknowledge that Learning Disabilities is a really important
and very real challenge for students,
but on the faculty side,
for me,
mental health issues,
is the bigger issue.
At all levels,
undergraduate and graduate,
I feel
very
ill-equipped.
Very ill equipped.
The only thing I have managed to be able to say to people is:
"you can come talk to me anytime."
That's the best I could to do.
And I don't even think it's that great.
Cuz,
I am not even trained right?
I'm not trained in this.
And what would that training look like?
Psychologists go to school for how many years?

Like,
I...I...I'm not...
I can't be a psychologist,
so what is my role in all of this?
Like I said,
I'm not entirely clear…

In addition to the key areas of frustrations, gaps, and obstacles that I have identified above, it is also crucial to note that while the majority of interviewed faculty generally felt either comfortable or "ok" with their understanding of most types of disabilities and the accommodation process, four out of the six interviewed faculty members cited a large need for more understanding and support in general, and specifically around helping and working with their students with mental health needs. Since not all interviewed faculty mentioned this as a perceived gap, frustration, or obstacle, I did not include it in my list of the emergent areas of faculty gaps, frustrations, and obstacles (see *Image 5*: a, b, c, d, e, f, and g). However, addressing mental health issues is still something important to acknowledge as an area that needs to be explored in further research, because its reoccurrence in the data nevertheless indicates that there is still a knowledge gap for some faculty.

Comparing faculty gaps, frustrations, and obstacles with key-informants experience and understanding of faculty gaps, frustrations and obstacles

In order to provide a triangulated and more complete analysis of what gaps, frustrations, and obstacles are faced by York faculty in regard to their ability to support and teach their students with disabilities, I compared and synthesized faculty voices (*Image 6*) with what my key informants perceived as the gaps, frustrations, and obstacles for faculty (*Image 7*). Comparing *Images 6* and *7* below, one discovers that the main discrepancy is that while all key informants mentioned the level of knowledge about kinds of disabilities and accommodations as one of the main gaps they perceive for faculty, the faculty members I interviewed did not all state that they felt their level of knowledge about disabilities or accommodations to be a major gap. As well, it is interesting to note that key informants felt the level of awareness about disability posed an obstacle for faculty, although there was a strong feeling by many that a high percentage of faculty have good intentions, but a knowledge gap nevertheless. In contrast, the faculty I interviewed – who collectively represent a breadth of backgrounds and experience levels-- all displayed not only positive attitudes, but a relatively high degree of awareness.

However, the faculty members themselves narrated experiences with colleagues who exhibited attitudinal barriers, though there was also the feeling by some, that this resistance was more common to encounter with some senior or mid-level faculty and that "the vast majority of incoming faculty take disability issues in stride" (*Confidential Personal Interview with York University Senior Lecturer, March 7, 2016*).

Image 6: Gaps, Frustrations & Obstacles Faced by Faculty Members

Image 7: Key Informant Perspectives
on Gaps, Frustrations & Obstacles Faced by Faculty Members

One significant way to account for the discrepancy between the key informant perspective and the faculty perspective is to note the role that individualized factors play in differences of perception and in faculty preparedness, in general, for supporting students with disabilities at the university. Thus, the gaps, frustrations, and obstacles a faculty member may face, and which impacts their preparedness and development around disability, is dependent upon the individual faculty member and can vary dependent upon their individualized contexts and experiences. The discrepancy between the key informant perspective and the faculty perspective also highlights how my sample of faculty members all seem to share largely positive attitudes and keen desires to support and develop themselves (as evidenced by the fact that they agreed to speak with me), and suggests a higher level or self-perceived high or good level of knowledge about disabilities and the accommodation process, than perhaps the general population of faculty at York with whom the key informants have worked.

To further account for this discrepancy, I undertook a deeper analysis of my sample population of interview participants. What emerged was despite a broad range of backgrounds, career levels and experiences, the majority of interviewed faculty (five out of six interviewed faculty members) had some sort of experience with disability, including having prior experience teaching students with disabilities (particularly at the elementary or high school level before becoming a university instructor), having a disability themselves, having a family member, a child, or children with disabilities, having had researched disability or disability issues as part of some aspect of their research, or a combination of all of the above. It is also interesting to note that six out of seven key informant participants also had personal experience with disability or personal connection to a person with a disability. Thus, across both faculty members and key informants (some of whom are also faculty members themselves), eleven out of thirteen total interview participants had some sort of prior experience with disability. Several of these faculty and key informants also directly linked their prior personal experience with disability as having an impact on their perspective and understanding about disability. *Image 8*, below, features three examples taken from the personal interviews (conducted between January to March 2016), which speak to how faculty members, without a prompt, connected having a child or family member with a disability as having an impact on their perspective or practice as a university instructor.

Examples of Interview Participants Prior Experience with Disability

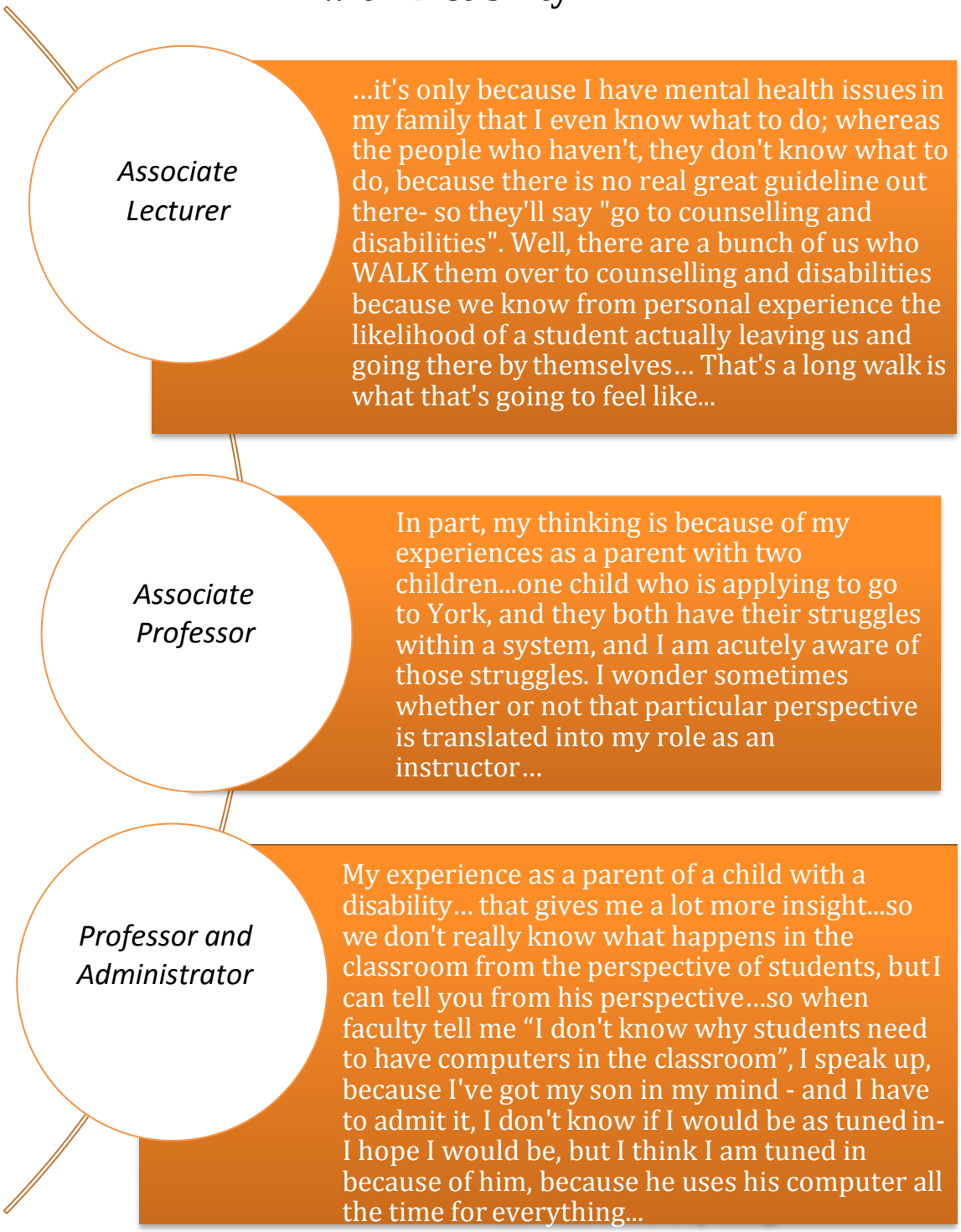


Image 8

The suggestion is that prior knowledge --for example having exposure and experience with disability-- is an important factor that can shape faculty members' approach, understanding, and attitude around disability. These findings highlight how helping university faculty gain personal experience and knowledge of disability, as well as insight into students with disabilities' experiences and perspectives can matter when it comes to helping support and develop faculty around disability. Yet, my findings also suggest that faculty development around disability continues to be a crucial area to discuss and provide, since even the most knowledgeable faculty, including those with personal experience with disability (like many of my interview participants) still cited significant gaps, obstacles, and frustrations that can impede working with and teaching their students with disabilities on campus. These findings also suggest that we need to hear more from faculty; we cannot simply assume what they do and do not know.

Crash Course

Sheila, Associate Professor

Last term,
I had a student in class
who,
I think he had,
I'm going to say
Asperger's.
Um...umm...
very obnoxious.
Very loud.
And he was like 6"3.
And I'm like 5 foot nothing.
And he went right up in my face.
He made me feel very...
vulnerable.
So much to the point
that I didn't even want to be in the same room as him.
And he was getting very very
aggressive.
And
I just didn't know what he was going to do.
And I thought:
I don't know what *I'm* going to do,
but it's very uncomfortable.
He co-ops the class,
we're trying to have a discussion

and he'll say something like…
you know,
like I hand out a video assignment
and he'll say:
"IT SAYS NOWHERE ON THE PAPER
THAT WE'RE SUPPOSED TO USE
A VIDEO CAMERA."
And I'm like [*quiet, calm voice*]:
"it is a video assignment
so that is the assumption."
And
it's becoming
a thing
and the other students are starting to get upset...
everything from rolling their eyes
to telling me they are very
uncomfortable.
And I said to myself:
[whispers] *I can't deal with this,*
he is driving me nuts.
But,
I have
never
had any
problems
with students before.
I never have problems with students,
but this was really getting to be bad.
So,
I went to talk to my Chair,
and I said,
"listen,
I have a situation...
and next week
he is going to have to come to my office
and I'm going to have to do a one-on-one test,
and I don't want to be in the room with him
alone by myself."
And he goes,
"well,
I've taught him for 5 years
and I've never had any issues with him."
I said
"you're a man...
that might have something to do with it."
[*uncomfortable laughter*] Right?

But he did back me
in the sense of,
he listened to me
what I had to say
and um,
he gave me some advice...
I still had to do my own thing
because his advice wasn't really working, [*laughs*]
but at least he was attempting to help.
And I think we do generally get support….
So then,
I realized I am just going to have to talk to him
MYSELF
and tell him he has to drop the class…
But,
I didn't want to tell him that.
But then he came to that on his own.
I got this email one day:
"I've decided to drop the class",
and I was like,
Thank you,
because I didn't have to tell him….
I don't mind accommodations,
but,
he was coming at it from….
ah...
this way [*makes a fist gesture*]...
he wasn't...
he wasn't even being respectful.
I'll give you some help,
but you are going to have to meet me half way.
You can't come hijack my class.
Right?
You know?
Yes.
[Pause].
And you know,
I had 5 students with disabilities actually in that class,
And one of the other guys didn't have any…
he didn't have any hands.
But he,
he did fine.
He had figured out how to
do what he needed to do,
and he just wrote with his
little nub there,

and did his thing.
And he ended up with an A…
So there were all these
different needs,
and in a class of 80.
But for me it was a great,
ah,
a great
crash course *[laughs]*
-All in one class!
All in one class!
And so I think it was the
biggest window
for me to see the
pitfalls and the challenges,
of how different students,
you know,
cope with these challenges that they have
everywhere from learning disabilities to injuries
and things like that.
So I feel like I became much more aware,
and much more empathetic,
but it was still frustrating at the end when,
you know,
not everybody could be successful.

Conclusion:

This chapter highlighted the main findings of my research process, particularly offering a unique environmental scan of the supports and offerings that exist for faculty at one Ontario university campus around disability. The inclusion of faculty perspectives adds an extra dimension to the research, including the lived experience of faculty members, to contribute to the depth of the mapping. When woven together, this environmental scan and the perspectives of both key informants and faculty members help to paint a picture of the areas of strength and areas of challenge for faculty development and disability in the York context, which will be analyzed in greater depth in the following chapter.

Chapter 5: Discussion & Analysis

This chapter features a discussion of the York University case, which includes a comparison of faculty development and disability practices and challenges at York with the best practices and challenges presented in the literature. I subsequently offer a brief look at how the social model of disability can help to further frame my analysis, in addition to my use of ABR. I conclude with suggesting some possible next steps or 'cautious' recommendations for faculty development at York specifically, and in Ontario, generally.

A tough one

Joy, Program Director and Faculty Member

My colleague
approached me
feeling like
this student was
taking
advantage;
feeling
overworked.
And she said [*sarcastically*]
"the Disability Centre
will just
accommodate
ANYONE
for any reason...
if they have,
um,
halitosis...
yeah,
someone
writes that they have
bad breath
and are afraid to come to class,
and then that gets written up as a disability!"
and I responded:
"In what world
would you
believe
that a
university
Disability Centre

would just give
anybody
accommodations?"
Because
that's the complaint,
that it's as if
anybody and everybody
who comes into
the Disability Office
is just going to get an accommodation letter…
NO!
That person didn't understand the process!
So,
if I know nothing about disability
then how will I really
understand
the process of being diagnosed
and what it means
when someone comes to me with an
accommodation request?
I know I have to accommodate,
and I may do it,
but that won't change
my attitude.
Yeah,
attitudes are a tough one.
You can't mandate attitude.
You can educate.
You can influence attitude,
but you
can't
mandate
it.

Discussion of the Case at York: Issues, Challenges and Next Steps for Faculty Development

My findings indicate that York University offers a great many excellent resources around faculty development and disability and that good work is being done. My findings also highlight that challenges which impact faculty development around disability still exist. My scan or mapping of York University's faculty development offerings around disability seems to suggest that current York practice is in line with best practices documented in the literature with respect to what content should be covered in faculty development sessions.

For example, York provides information on much of the recommended content in the literature, such as legal mandates, the accommodation process, university policies and procedures, and inclusive teaching practices, including UDL. Practice at York also aligns with the literature on the topic of time considerations for faculty development sessions, which contends that the design, scheduling, and length of faculty development must be inclusive. Examples include the abundance of online resources accessible at any time as well as in-person development opportunities that are offered on a variety of days and time lengths, and seem to be offered at cyclical times during the year.

In terms of the delivery of faculty development, in-person, online, and print forms of outreach are used. In–person development sessions at York (such as those offered through the CHR or the TC) are aligned with the literature that suggests best practices in delivery are really a variety of practices offering "multiple forums" (Spencer & Romano, 2008) for engaging faculty. For example, in-person sessions tend to be very interactive and utilize a UDL approach through offering faculty multiple means of representation, multiple means of expression, and multiple means of engagement. In contrast, online and print resources, which will be explored later in this chapter, though full of excellent content, were often quite text-heavy and often lacked multiple means of representation, expression, and engagement. As well, though opportunities exist for faculty to faculty dialogue in the York context and for faculty to hear from students --two of the methods marked as important in the literature in order to develop and reach faculty-- dialogue opportunities exist only in small pockets or for those who go looking for it, such as through the Teaching Commons, and opportunities to hear directly from students with disabilities are not widespread. Finally, it is worth noting that supports, resources, and development opportunities at the local faculty and departmental levels were difficult to gauge due to limited data, variances, and inconsistency. Yet, all interviewed faculty members requested more development opportunities and supports at local levels (particularly at the departmental level), suggesting that development at the local level would be particularly important to investigate further.

In general, there was a feeling amongst many of the participants I interviewed (both faculty and key informants) that York has come a long way and done good work in regard to its supporting of faculty around disabilities. One key informant who is both an administrator and faculty member at York explained that

> …the awareness level about the requirement to accommodate is way ahead of where we were…it's right into the fabric of the whole institution. So the fact that we are getting the letter about the accommodation process to faculty from the vice provost academic, that probably wouldn't have happened 20 years ago. Yes, now it is a right into the fabric of the whole institution… the fact that we have an AODA office and coordinator means that it is not only in the classroom, it means that awareness is at the Admissions level, it's in Student Financial Services. I mean that people's awareness level about disability and the need to accommodate and be accessible is like night and day from where we were 20 or 30 years ago. So that's fantastic! It means that we are starting now at a very different level… the idea that the majority of faculty today know they have to accommodate, that's a big deal! We weren't there before! We were having arguments about that before! We are not having those arguments [today]. I mean, the odd argument happens around academic integrity, but there were many many more arguments on a case-by-case basis before. We don't really have that anymore, because we have built an understanding that this isn't up for discussion. By and large, this institution accommodates students the way they should be accommodating students, so that's a wonderful success *(Confidential Key Informant Interview, York University, February 2, 2016).*

While this key informant makes it clear that developing faculty around disability at York is starting at a different level than in the past, my findings also highlight the fact that there are still feelings of frustration regarding faculty development around disability at York, from both faculty themselves, as well as key informants.[42] Thus, generally, the case at York University reflects the literature in terms of the kinds of issues and challenges that exist for faculty development that can impede the ability of faculty to become aware and better prepared to teach their students with disabilities. While patterns in the wider literature hold true for the York context, namely, low attendance rates at faculty development sessions, experience and demographics, and institutional and financial barriers, two other major areas that impact faculty development emerged from my findings – areas of concern which were not highlighted in the literature. These are the limitations of online and print resources and the challenge of communication. Each of these issues and challenges are discussed in detail in the sections below.

[42] In this analysis chapter, I distil down the themes and areas of concern for both faculty (time pressures, institutional priorities, knowledge of resources and finite resources, students, communication and awareness/attitudes) and key informants (issues around access, buy-in, awareness, communication, inflexibility, and time pressures) into the main challenge areas in the literature for faculty development and disability: low attendance rates, experience and demographics, and institutional and financial barriers, though my analysis, based on findings also includes two new areas: the limitation of online resources, and the challenge of communication.

Low attendance rates of faculty at development sessions

As in the literature, one of the largest impediments regarding faculty development at York is the low attendance rate of faculty at development sessions. All seven key informants I interviewed expressed their frustration in terms of the lack of faculty attendance at in-person development sessions. This lack of attendance is also supported by York University Annual Report data collected by both the Centre for Human Rights [CHR] (2015) and the Teaching Commons [TC] (2015) for the 2014-2015 School Year. While both centres report growing attendance and usage of resources (for example, the TC recorded a 65% increase in attendance from the 2013-2014 academic year to the 2014-2015 academic year), and great impact and success of programs (for example, the CHR trend analysis (p.12), highlights how the number of disability related complaints (the OHRC Code ground that receives the most complaints at York) has gone down as the number of consultations, enquiries and proactive initiatives of their education services has risen).[43] A desire for greater attendance at in-person courses and workshops and usage of consultation and enquiry services still abounds. Key informants expressed that some faculty members really did prioritize teaching and learning and sought out development on their own, yet the feeling remained that "we are getting more and more people [at development sessions], but it is still a drop in the ocean in terms of numbers" *(Confidential Key Informant Interview, January 25, 2016).*

Similar to the faculty development literature, all interviewed faculty cited time and workload pressures as a major obstacle to attending or pursuing development around supporting their students with disabilities. The low attendance rates of faculty at development sessions was further confirmed by the fact that only two out of the six faculty members I interviewed had taken a course or workshop with the CHR or TC, even though more expressed a desire to attend, if only they had time. While these two faculty members found in-person sessions with the TC or the CHR extremely helpful, even they queried why more faculty were not engaging in development. As one tenure-track, Assistant Professor commented:

[43] There were 14 less human rights disability related complaints in the 2014-2015 academic year (22 total), than in the 2011-2012 academic year (36 total). Conversely, there were 46 more consultations and enquiries in 2014-2015 (76 total) than in 2011-2012 (30 total), showing an increase in contact with case resolution and educational services teams at the CHR, and resulting in solutions being reached prior to a formally filed complaint.

> There was this wonderful course with the Teaching Commons on how to supervise graduate students for all faculty members, and when I got there, there were four of us. That's it. And I thought: *this is crazy, do you know how many people could use this?* ...So maybe, we need to call these courses a "refresher"; pretend you think they already know (*Confidential Personal Interview, March 4, 2016*).

What this professor alludes to is the idea that time and workload pressures are just one way to account for low attendance rates at development sessions. Given an environment where teaching and learning is not as prioritized as research, and where faculty are constantly pulled in multiple directions, the suggestion that more people may attend development sessions if they were marketed as "refreshers", rather than as learning, development, or training opportunities, is telling. It signals an environment where faculty are trained to be researchers after years of earning a Masters and PhD, but knowledge about how their students learn and effective teaching practices is assumed, despite the fact that teacher training around disability --or any other teaching and learning area for that matter-- is not mandatory and many university faculty members don't have training as educators. This professor's comment that marketing a Teaching Commons course as a "refresher" to make it more appealing to faculty, rather than calling it a professional development workshop, raises concern about what skills faculty assume they should already know about teaching in general, and inclusive teaching in particular, and also around how professional development around teaching and learning is perceived and valued.

I therefore argue that at York University, and perhaps at other PSE institutions in Ontario, a stigma seems to exist around attending faculty development sessions; as if attending a teaching development session amounts to admitting a lack of knowledge, 'weakness' or a problem. This culture of stigma does a disservice to faculty and their students with disabilities by creating the assumption that faculty should already know how to teach inclusively, even when they have never or only minimally received formal instruction -- a ludicrous notion when compared with the amount of training elementary and high school teachers receive on disability law, different kinds of disabilities, and inclusive teaching and learning practices, which has become a central part of teacher training.[44]

[44] Every pre-service teacher candidate at York University in the new two-year teacher education program must now take a course entitled: *Inclusion, Disabilities and Education*. This is a reflection of thenew amendments to Ontario Regulation 347/02: Accreditation of Teacher Education Programs, made in October 2013 by the

Throughout my research processes, I consistently wondered whether mandatory training or development around disability, and teaching instruction in general, is needed here in Ontario for PSE instructors. I had assumed that many people also felt this way, but my research findings surprised me. Out of the six key-informant interviews I conducted, half advocated for mandatory faculty development around disability, while the other half had a lot of concerns around mandatory faculty development around disability. *Image 9*: Key Informant Perspectives on Mandatory Faculty Development, features quotes summarizing each of the key-informant perspectives on the question of mandatory faculty development around disability. The perspectives can be divided into two camps: those that suggest faculty development around disability and teaching practices should mandatory, and those who support and want there to be faculty development in the university around disability and teaching and learning, but question the idea of mandating it.

What my research makes clear is that putting in place mandatory faculty development around disability is not a simple matter and there are clearly issues that need to be addressed around faculty development, regardless of whether the key-informants believed development should be mandatory or not; for example, improving faculty access to and buy in of development programs, begs the question of how to address both attitudes and structural issues in supporting professional development for faculty in Ontario and again, the value of PSE teacher training for faculty members in general, never mind specifically for preparing faculty members around supporting students with disabilities. What is not reflected in *Image 9*, but was also intriguing, was that all key informants suggested or mentioned that one area where mandatory development could be important to put into place, and most easily implemented, is for new, in-coming faculty, which would be a significant topic to explore for future research. While in an ideal world I still believe that development around inclusive education and disability should be made mandatory for post-secondary educators, just as it now is for elementary and secondary educators, given the complexity of mandating and the

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Ontario Ministry of Education. Pre-service teachers in Ontario must be provided with specific special education knowledge. Under 'pedagogical and instructional strategies knowledge', it specifically states that the program includes how to use learning and teaching theories and methods and differentiated instruction" (Correspondence with Demetra Saldaris, Director, Teaching Policy and Standards Branch, Ontario Ministry of Education, March 22, 2016).

KEY INFORMANT PERSPECTIVES ON MANDATORY FACULTY DEVELOPMENT

Image 9

nature of academic freedom, my recommendations later in this chapter focuses not on mandatory development, but rather on next steps of what can be done to support faculty teaching their students with disability in our current non-mandatory faculty development milieu.

Given an environment where faculty development is not mandated, time and workload pressures, as well as stigma and competing priorities could all account for why some faculty members in the literature seemed to prefer receiving development information through print or web materials only (Leyser, et al., 2003). However, the faculty I interviewed at York did not seem to conclusively prefer online or print materials. A common thread throughout my interviews with all six faculty members was the idea that they would like to attend more in-person sessions, but that they wished that there would be more offerings at the departmental level, rather than only through university-wide resources. In general, how faculty wanted to be supported was very individualized, leaving me with the sense that having multiple avenues for access, including in-person, online, and print resources was appreciated and necessary.

The limitation of online and print resources

Although the importance of and the need for different modalities for faculty development was very clear in the literature, including online and print, very little research existed discussing online and print resources, specifically. This is important to address given that my scan of offerings clearly demonstrates that there are far more online and print based offerings at York University than in-person offerings; and that Ontario Universities, like York, have primarily made the effort to comply with section 16 of the ISAR and to meet the need for increased faculty development through the creation of online content. The mapping of offerings I created (Table 9) in addition to interview participant comments, make it evident that York's online faculty development offerings around disability (e.g., modules, websites, and downloadable faculty manuals or brochures) are extensive, well- made, and full of important and useful content. Yet, some of the faculty members I interviewed (those who had actually accessed some of the print or online resources) commented that they found online or print resource information often text heavy and cumbersome. As one faculty member explained:

> There are lots of web resources but they are completely overwhelming and not

> targeted, and seemingly impossible to navigate….when I called for support, I was sent something ridiculous like thirty links and each one then had many more links…there were links within links within links! ….I didn't have time to go through it, and I didn't know which ones were good or relevant to my needs or context…in general, you need someone to curate the online resources for you! I wish I could have been sent just five curated links or websites or even better, for someone to tell me: try these five things to start. Something manageable and actionable. I also wanted the online resources to be more particular to my discipline, withperhaps interactive case studies as examples (*Confidential Faculty Interview, March 7, 2016*).

This professor's comments serve as just one example underlining how faculty who have utilized the online resources and/or downloaded the print manuals about teaching students with disabilities report frustration in their ability to navigate material, select material (overwhelming amounts of choices), and apply the material, especially in cases where they may not have familiarity or context. Time constraints to review and evaluate all the resources was also an issue.

My own scan of the online resources (see Table 9), reinforces faculty concerns. It took hours to gather all of the online and print offerings at York, because resources and links were spread out, duplicated on various sites (which could be both a benefit and a confusion) and sometimes difficult to find. At times, links were broken or in-active, the most current information and policies were missing, or the site directed me to outdated versions of webpages (for example, one website brought me to the 2011 version of the online resource *Guidelines for Accommodation*, while another York website had a link that opened to the updated 2016 version, which was, needless to say, confusing)!

The data raises questions about the effectiveness of online and print materials for faculty practice: can faculty absorb and learn from these materials in a way that can positively impact their attitudes and interactions with students with disabilities; the use of UDL principles in their course design; their knowledge of the laws; their responsibilities as related to accessibility issues, accommodations, and resources available on campus? Are the manuals and modules and websites as effective as in-person sessions or are they best used as supplementary materials? If best practice is to offer a variety of delivery modes in order to cater to an array of learning styles, personalities, and needs, why are the majority of

online development opportunities text-based?[45] Are these manuals, modules and websites perceived by faculty as positively impacting their practice or are they seen as just another thing they have to read; another policy; an additional burden to their already packed workload? Therefore, while the content may be fantastic, I wonder whether the current text-heavy approach to print and online materials is really sufficient or effective enough to provide faculty the support and awareness they need.

Since time and faculty workload pressures (including teaching, research, service) are considered the most significant impediments to faculty engagement with development resources (Hurst, 2009; Leyser, et al. 2003; Shaw & Scott, 2003), the fact that many of the faculty development online and print resources for faculty supporting their students with disabilities are almost entirely text based and do not provide multiple modes of representation or engagement (such as audio, video, images, etc.), are not interactive, and are difficult to find and navigate, makes it clear that updating and redesigning is needed in order to make these resources, particularly the *Faculty Resource Guide*, effective for its target audience.

As well, while online and print materials may be some of the main delivery modes through which faculty can receive teaching development around disability, I suggest that many of these offerings --except for the most basic fulfilling of the AODA mandatory module requirement and brochure-- are not actually being utilized by the majority of faculty. Two prime examples of comprehensive online development resources are The Council of Ontario University's [COU] *Educators' Accessibility Resource Toolkit* (2013), that was created in partnership with York University, as well as University of Guelph, University of Toronto, and the Government of Ontario's Accessibility Directorate and the York University *Faculty Awareness Blog & Resource Guide* (2013).

While the COU resource is meant to "provide common tools and resources to assist educators and universities in making their programs, courses and instruction more accessible, in response to goals and requirements of Section 16 of the IASR under the AODA" (n.p), only one of the five faculty members I interviewed had even heard of this

[45] I speculate that there are likely a multiplicity of reasons why most online resources are text-based, spanning from financial and time constraint issues (it is more affordable and less time consuming to upload a document or paste text online, rather than create an interactive site), to simply the need for resources to get up and online quickly when changes occur or when documents to support faculty, such as the *Faculty Resource Guide*, was first put online in the early 2000s *(Confidential key-informant interview, February 5, 2016)*.

resource, let alone accessed it. As well, only one of five faculty members had utilized the Faculty Awareness Blog (but that faculty member had also apparently been on the creation committee for the website)! While all seven of my key-informant participants had heard of both these resources, the four who were also faculty members at the university -- in addition to being current or former directors, administrators, committee chairs, or Associate Deans-- all had either helped create the resources, served in an advisory capacity for the creation of the resource, or had some insider knowledge; as such they cannot be considered "typical" faculty when it comes to knowledge of online resources. Clearly online tools like the *Accessibility Resource Toolkit* (2013) and the *Faculty Awareness Blog* website (2013) require more outreach strategies to faculty, and universities need to do more to raise awareness about the resources already available.

Finally, it is important to note that another challenge with some of York's online resources is the issue of who is responsible for updating and maintenance. A major example is the case of the *Faculty Awareness Blog* website (2013). During my research process, I realized that the responsibility for this website --which was a major and important undertaking when it was first created by a large committee of faculty, students, and administrators from across different departments, faculties and centres at York-- was now in limbo. Thus, while the content provided on York University's Faculty Awareness website is excellent and comprehensive, it was important to determine how this site could now get updated (since Access York has been disbanded[46]), as no one seemed to have definitive ownership or responsibility over it. As a result of a course project and thesis research I completed last summer, I attempted to help target ownership of the Faculty Resource website and I presented a plan for how to make the online resource more effective and relevant for faculty. However, this did not really move forward. I have realized in the

[46] Access York (originally called The Advisory Committee on the Handicapped and Learning Disabled) was founded in the mid-1980s by a group of dedicated individuals led by Dr. Harold Minden in the Psychology department, with Disability Services, who together were interested in finding ways to support students with disabilities. This broadened over the years to include all persons in the York Community with disabilities, but Access York always remained part of a student services portfolio under the VP Students office. Although the focus was still on students, there was a recognition that much of what could be done to improve aspects of the York community for students would benefit faculty and staff with disabilities as well, so Access York also created many faculty targeted initiatives. Access York disbanded in 2014 after a year of self- study in which it was recognized that it had become too large and unwieldy, and it seemed that a smaller group would possibly be more effective. As well, it was decided that the group should be under the auspices of the portfolio of the CHR rather than VP Students. Thus, a new, much smaller group was formed in winter 2015 called Enable York which is still active today (for terms of reference see http://rights.info.yorku.ca/enable-york/).

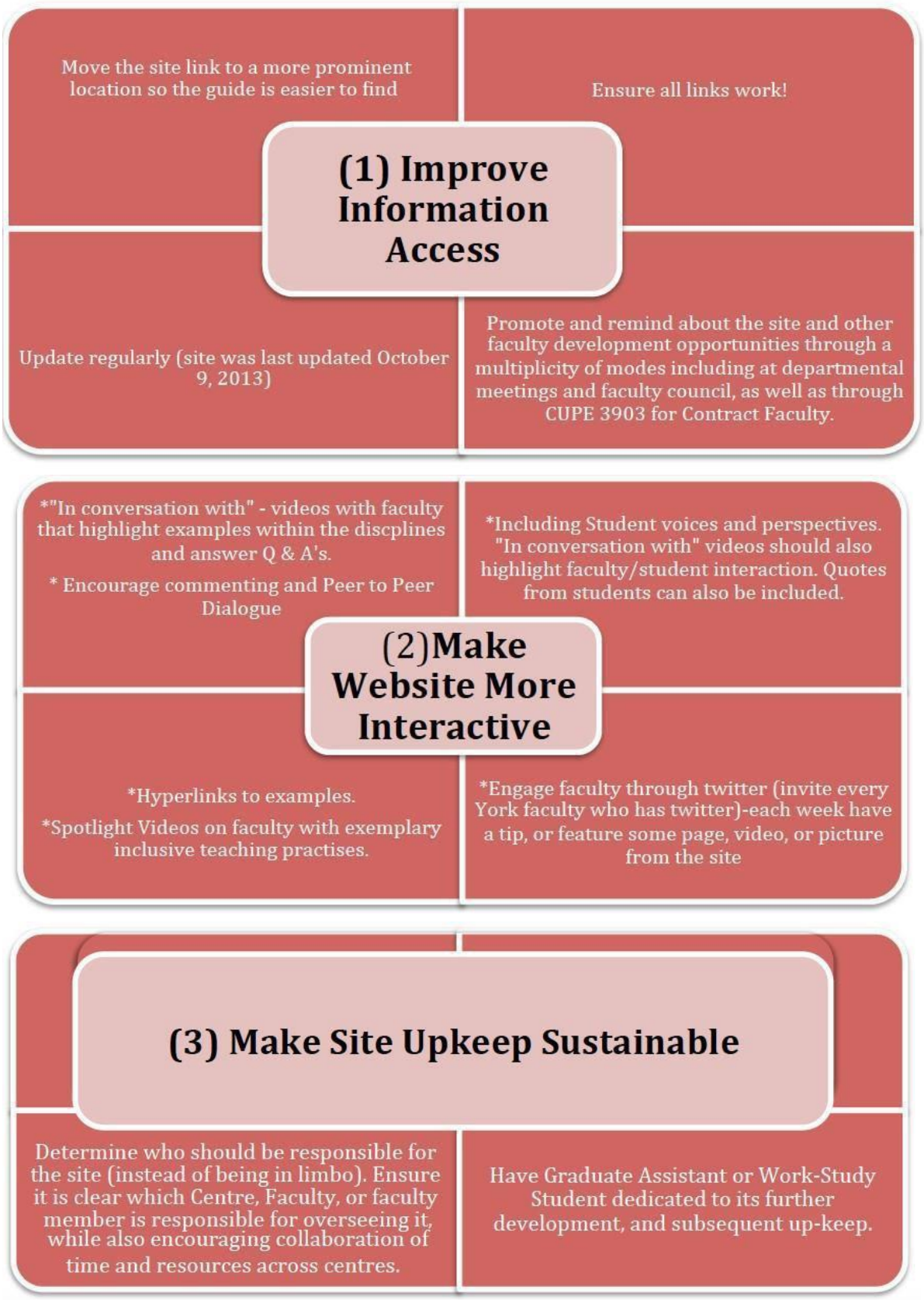
process of writing my thesis is that one of the issues is that both the two main Centres involved in the creation of this online tool (Disability Services and the Teaching Commons) each have their own resource challenges that make taking charge of the regular maintenance and updating of this online resource for faculty difficult. Disability Services' primary goal is providing support to students (there are approximately 3000 students registered with Disability Services at York), which does not leave much time for faculty development, especially with limited personnel and a culture characterized by expanding budget cuts. Additionally, Disability Services' expertise is primarily focused on supporting students and recommending appropriate accommodations for students, and is not dedicated to helping faculty learn how to adopt good inclusive teaching and classroom strategies. In contrast, while the Teaching Commons does have a mandate to support faculty and great expertise in this area, it does not have the same expertise as Disability Services on issues of disability, the accommodation process, types of disabilities, and the law, nor does it have access to the same technology resources. [47] Like Disability Services, the Teaching Commons is also impacted by limited people power, time, and financial constraints. While it was disheartening that nothing was able to get off the ground, this very fact suggests that the personnel who provide services and supports on campus are often overwhelmed, and that more institutional support, as well as prioritizing faculty development (in terms of providing more resources and even funding for personnel) with respect to the teaching of students with disabilities, is required.

One possible way I envisioned moving forward to increase the engagement and sustainability of online resources that have excellent content like the Faculty Awareness Blog (2013) (see http://facultyawareness.blog.yorku.ca/), is to promote change in three key areas: (1) Access to information, (2) Making the site more interactive, and (3) Making the website a more sustainable project in terms of its updates and upkeep. In Image 10, below, I provide infographics that highlight just some of my ideas about possible approaches in each of the three key areas, although more research around online and print development resources and delivery best practices for faculty is needed in general.

[47] It was explained to me at one informal meeting that Disability Services has its own IT support that it shares with some other university services, while the Teaching Commons has to hire out for website creation and upkeep, which is not very manageable on a restricted budget.

Image 10

Possible Solutions to Enhance York's Faculty Development Resource Guide Website



Institutional and financial barriers

The above story of the *Faculty Awareness Blog* website (2013) is a clear example of how institutional and financial barriers can impact the ongoing advancement of faculty development offerings. It is evident from the literature that the level of institutional support for faculty development programs around students with disabilities and inclusive teaching practices is crucial. The York University case demonstrates how the question of institutional values and prioritizing is a complex one. On one hand, the breadth of available resources, policies, and procedures, as well as services for students with disabilities, suggests that York University values accessibility and diversity. For example, one Associate Professor commented:

> York is actually a very special place and I think one of the things I like so much about it is that it offers a sense of flexibility and a sense of freedom, and I think that is something that a very large university brings… It's rather like a city, isn't? There is something that a comprehensive university brings which enables you to find places within it that are very supportive and encouraging. What I like about York is its diversity…And I'm not just saying this in a trite way…I genuinely think that… like the fact that I can now meet graduate students who are doing PhDs who give me letters indicating that they have various types of accommodations is encouraging…York has lots of students with different needs, and I think that is just so powerful and so helpful because I think that the idea of accepting someone into a doctorate program, a masters program, an undergraduate program, is a very powerful thing…so I think the system is good…*(Confidential Personal Interview, February 12, 2016).*

On the other hand, I would argue that this valuing and prioritizing of accessibility and diversity does not always translate to the level of faculty development (which the reviewed literature suggests it necessary) (Hurst, 2009; Yager, 2008). While York has a long history of being a recognized leader in accessibility services and supporting students with disabilities, and in spite of numerous institutional offerings for faculty around disability (*Table 7*), my findings indicate that some of the faculty development and disability initiatives can lack the institutional infrastructure (e.g., dedicated people power, funding, and implementation strategies) required to communicate, maintain, and make these resources effective for faculty.

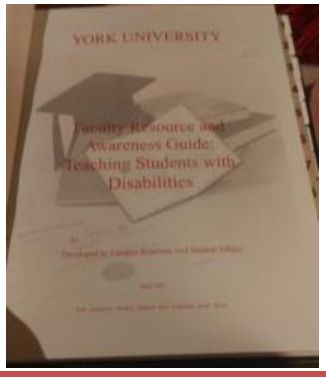
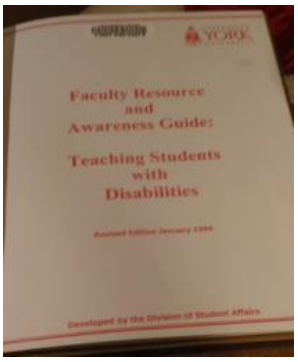
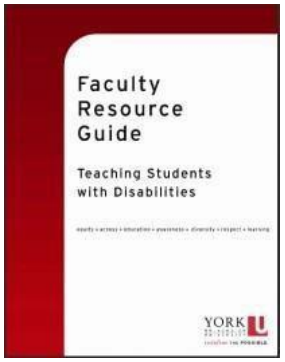
Again, the *Faculty Awareness Blog* website (2013) and the history of the *Faculty Resource Guide* at York University (*Table 8*) in general, exemplify the work and effort at

York to offer faculty development resources around supporting students with disabilities, but its story also underlines how faculty development initiatives, post-creation, can easily fall by the wayside when there is a lack of infrastructure and policy implementation to support it. *Table 8* visualizes the historical trajectory of York's *Faculty Resource Guide for Teaching Students with Disabilities*. The various incarnations of the Guide represent the efforts taken to create, fund, and revise it. Yet, *Table 8* also shows how from 2013 onward, the new website and resource guide (as previously discussed), has fallen through the cracks with no one person or Centre responsible for its maintenance and development. This suggests the need for more institutional support and infrastructure, as well as more outreach strategies to faculty. Thus, even when faculty development is prioritized and funded by the university, without proper implementation plans, the efficacy for faculty can be limited.

Additionally, despite the *Faculty Resource Guide* being full of vital information, one of my key informants questioned "how many people have actually downloaded and read it?" (*Confidential Interview, February 2, 2016*) and speculated whether there was really incentive to do so. This query is directly connected to the larger arena of teaching and learning [T&L] in the university. As noted earlier, many of my interview participants (both faculty and key informants) questioned how much teaching in general (never mind specifically supporting students with disabilities) was valued at York, evidenced by its low status within the Tenure and Promotion process, for example. Does the Tenure & Promotion process encourage faculty members to develop themselves as teachers and to learn to teach inclusively (as opposed to the central role research and publishing plays in Tenure and Promotion)? There are many faculty, staff, administrators, and whole centres who work tirelessly to promote the value of teaching and the importance of development, and do wonderful work on campus. The establishment of the recent Quality Teaching and Learning working group, one of six initiatives of York's Institutional Integrated Resource Plan [IIRP] marks a step in the right direction to transform and enhance the culture of teaching, development, and learning at York; however, more concrete action to value and promote T&L still needs to be undertaken.

Table 8

History of the Faculty Resource Guide @ York

Year	Description & Image
1993	*First Faculty Resource Guide *Created in binder form and designed as a large "tip sheet" of sorts to support faculty. *The brain child of Disability Services' Karen Swartz *Developed and produced by York's DS in cooperation with the Division of Campus Relations and Student Affairs 
1999	*Update of 1993 Guide *Created in booklet form, with a cellophane cover. *Guide was mailed out to ALL faculty this time, including contract faculty. *Developed through Access York in collaboration with the Division of Student Affairs 
Early 2000s	*Guide uploaded online as a PDF. *Collaboration between Access York, Assistant V.P Student Community Development, Associate V.P Academic, Centre for the Support of Teaching, Computing Faculty Support Centre, Deaf and Hard of Hearing Program, Library Accessibility Services, Office of the Ombudsperson and Centre for Human Rights, University Secretariat, Disability Services and Disabled Students. 
2012	**Faculty Awareness Blog* resource website created. Last updated Oct., 2013 (links PDF version above are available as well). *Website was worked on by a large committee for several years, including representatives from Access York, TC, University Secretariat, DS, CHR. Disabled students also participated. 

In the York context, the question of institutional support for faculty development programs or offerings supporting students with disabilities is further complicated given that the level of prioritization varies. Differences can occur from faculty to faculty, department to department, unit to unit, and of course, professor to professor. For example, the next ABR piece, *Why I Still Come Here*, is an analytical provocation that highlights how nuanced the question of institutional priorities is. While there are clear efforts to provide information in multiple formats to faculty and excellent content has been created, my research also makes it clear that the level of support for development around disability at York can be inconsistent. One key informant also explained that "...because you can't force much in this [PSE] context, there is a lot of inconsistency over who does what, for example who discusses disability in their first class, or not" (*Confidential Key Informant Interview, March 15, 2016*). As noted previously, while York has taken an important step to have key information about accommodations and disability now sent out to faculty members from the Vice-Provost's Office at the start of each new term (e.g., the letter on accommodations (*Table 7a*) which suggests to faculty a number of critical elements, such as the advisability of including a disability statement in their course outlines), whether faculty members are reminded to look at this information or are encouraged to teach inclusively, etc., is dependent on each individual faculty and department, and participation is not uniform.

In general, those areas of the university where raising awareness around disability issues and development for faculty is a priority, there is usually a person or people responsible for championing and organizing development around disability, as one former Associate Dean did with the Faculty of Arts, Media, Performance and Design [AMPD], for example. When there are people to advocate for it, faculty development around disability is prioritized and can receive institutional support. For effectiveness, continuity and upkeep, however, faculty development initiatives need to extend beyond the efforts or passion projects of dedicated individuals. Infrastructure from the university is needed to make such initiatives sustainable, so when those dedicated people leave their positons, faculty development around disability doesn't get lost in the shuffle. For example, infrastructure and an implementation strategy could help breathe new life into the *Faculty Awareness Blog*/Resource Guide website. However, creative institutional approaches are required to allow the website to flourish, especially as one of the issues is that each of the three main

Centres that offer support for faculty around disability (the CHR, DS, and the TC) all have so many other competing priorities and challenges, and are already overworked, so that no one is quite able to fully take the responsibility of the website. Since the literature shows that development around disability requires more levels of institutional engagement (e.g., Hurst, 2009; Romero & Spencer, 2008), my analysis suggests that the answer is more complex than simply assigning this project to one person or unit without levels of collaboration and resource sharing. Ideally, a small collaborative team with individuals from each of these Centres, and including student representatives as well, would be responsible for the continued implementation of the Guide, so resources and strengths can be pulled from each Centre. A strong infrastructure would also include funding for online resource innovation, and paid (vs. volunteer) personnel responsible for overseeing the site. Since concerns around sustainability and feasibility in the current climate abound, small steps forward will continue to be important, and even small first steps, such as appointing an affordable graduate student to help facilitate the project, rather than full-time personnel to start, could be meaningful and helpful.

Additionally, it's important to note that one participant protested the idea that there were institutional challenges to faculty development. He explained:

> I don't think there is any institutional issue per se, because I define institutional as when there is not enough informational support that flows down from the senior levels, and I am NOT of the view that there is that type of level of institutional barricading or you know, stonewalling. I think there is an awareness issue, but I think that is more at the personal level rather than the institutional level (Confidential Faculty Interview, March 2, 2016).

This faculty member raises questions about what institutional support entails. I completely agree that there is a great deal of information flow coming down from senior levels. I also believe that complete support of faculty development around disability requires not only providing information and policies and even resources and in-person faculty development offerings, but also putting into place implementation strategies and proper infrastructure (in terms of resources and personnel and also in terms of creating a culture that incentivizes teaching and learning development).

My knowledge position, the social model of disability, which encourages a lens of finding and removing barriers to accessibility also leads me to ask: whose responsibility is building awareness around accessibility for faculty? Is it personal or institutional? Or is it

both? I argue that it can present a barrier to accessibility if faculty development and awareness building around disability is not also considered an institutional responsibility, because then awareness and attitudes are not recognized as disabling barriers in society (or in this case, the institution) and development is relegated to an individual problem or happenstance rather than a priority. Since the literature indicates that awareness and knowledge levels of faculty impact student learning and access to university education, both personal and institutional responsibility matter. Since faculty development programs which focus on students with disabilities have proven to help "maintain high levels of awareness amongst faculty involved in higher education" (Hurst, 1998, p.181), putting more infrastructure and incentives in place institutionally would fully acknowledge that faculty development around disability IS a real priority, and not just a policy or individual possibility.

Finally, the financial climate at York University, as outlined in the literature, also impacts faculty development programs and resources. York, like many other Ontario Universities, is currently in an environment of AAPR (Academic and Administrative Program Review), [48] an assessment of York's programs and services for quality and financial sustainability. York also has a new devolved budget model, which is coming together with AAPR and heightening tensions around resources. One of the major outcomes of the new devolved budget model is that each faculty, centre and service at York (from the Faculty of Education to Parking Services) is now responsible for balancing their own budgets (rather than dollars being allotted from a larger institutional pot). While this benefits some faculties or services on campus who have revenue streams (e.g., Parking Services), others, like Disability Services and the Teaching Commons have to now work even harder to focus on balancing their budgets, rather than devoting energies (that are already overworked) to supporting students and faculty. It is also worth noting that there is an inherent tension between the AAPR and one of York's other current major initiatives, the IIRP, which is about "advancing academic priorities", since, often, to advance academic priorities and to bolster the institution, time and dollars are required.

[48]For more information about York's Academic and Administrative Program Review visit http://vpap.info.yorku.ca/aap/.

One key-informant even discussed her worry about saving each and every pencil, so that she could balance the budget. It was troubling to hear this hard-working administrator now have to worry about resources and access to resources rather than being able to focus her energies on supporting a burgeoning population of students with disabilities, and the faculty members who support them. However, as another key-informant and faculty member at York contextualized "I think the administration cares [about accessibility and disability], I just don't think there is any money, and a lot of this requires resources" *(Confidential Personal Interview, February 29, 2016).* What this professor articulates is the challenge of building resources amidst the current "challenging fiscal environment" of Ontario's PSE sector (York University Financial Statement, 2016, p.2). This context raises questions about the impact of finances and budget models on access and equity in the university, especially in a climate of increasing financial pressure and challenge. These tensions and challenges raise questions: Do financial barriers trump all or do universities like York have more money than it seems and the question really becomes about where the dollars are allocated? What are the implications of a devolved budget/full cost recovery model? What inequities arise when each centre, area, and department must pay as it goes? Does a devolved budget model set up an environment of competition rather than collaboration? Does it pit access issues against one another in the bid for funding? While a full analysis of the impact of financial policies and budget on faculty development is beyond the scope of this thesis, my questions suggest that exploring the impact of university budget models and funding allocation on disability and access would be important areas for future research.

In general, financial barriers for Ontario universities, who feel increasingly cash strapped, mean that it can be difficult for universities to prioritize dollars for continued research and support of innovation in faculty development around inclusion and accessibility. In the U.S. and England, there are many examples of targeted government funding for faculty development around supporting faculty who work with their students with disabilities, with an overarching goal of increasing the retention and access of this population of students (e.g., Park et, al, 2012; Hurst, 2009). The Ontario provincial government has only just begun to provide targeted faculty development funding through the previously discussed *Educators Resource Toolkit* (2013), developed with the COU

through a matched funding program, alongside the current IASR legislation (2011) under the AODA (2005). While this is a beginning, it is not enough. The Ontario government needs to continue to back up legislation with financial support for faculty development, so that universities have the impetus to move beyond the letter of the law to meet the spirit of the law. The hope is both for a change in society at large, and in the microcosm of the university institution; and for faculty support and development around disability to be seen as a "value added provision, rather than an additional institutional [and governmental] expense" (Hurst, 2009, p.95).

Why I Still Come Here

Sabrina, Trainer, York University

Look,
herding faculty
is like herding cats
[laughs].
So,
faculty tend to be
solo flyers…
they tend to do their own thing.
[*laughs*].
The challenge with faculty development and training here?
It's not a lack of information;
the information is there
and it is there in lots of accessible formats....
The issue is:
is it a priority for people?
And do they work in a culture and institution
that supports making development a priority?
That's the issue.
[*Pause]*.
Do *we* support making
faculty development
a priority
here?
In some places it is a priority
...again
support really
varies
from department to department,
unit to unit,

faculty to faculty.
So there is no consistency.
...I don't know if that's very positive,
but there it is...
you see,
daylight needs nighttime...
and
nighttime has its own beauties too,
so I think,
some of these issues that don't seem so
savoury
initially,
some of these challenges?
They actually
become opportunities.
It's why I still come here every day
[laughs].

The Differences in faculty demographics and experience

As in the literature, faculty demographics and experience, as well as disciplinary differences, culture, and values (Becher, 1994) are not always explicitly taken into account in the York context when designing development programs around disability. Both the TC and the CHR have made efforts to offer targeted workshops to specific faculties and to provide support to specifically new faculty. Historically, some faculties, like Arts, Media, Performance and Design [AMPD] have also taken this initiative upon themselves (Table 9e). However, there does seem to be a gap in offerings around disability that are disciplinary specific or specific to experience level. As well, I discovered that there were limited offerings around supervising and accommodating graduate students with disabilities, or supporting students in professional programs entering practicum settings. The need for targeted support and offerings for different disciplinary areas when it comes to development around disability was made very clear in multiple interviews I conducted. Faculty members discussed the diverse challenges that the different disciplines face; for example, complicated questions that can arise when providing accommodations in science labs, in practicum situations for Education, Fine Arts, Nursing, Social Work, and other community settings, and in disciplines where the first year class is upwards of 1000 students, as opposed to an in coming class of 200 or 60, etc. There was also the suggestion that different disciplines respond differently to the

kind of language used in communicating development or featured in development resources. For example, one Associate Lecturer explained:

> …if you want to target science faculty, nothing can be… and I hate the term, but give them nothing "artsy fartsy". You need to be like "this is why you need to do this, because this is clear." And you need it to be very pragmatic. …so I personally think of students holistically, and many of my colleagues think of students holistically but they would never use that term. The language matters. The language REALLY matters. So if you approach it not as "this is inclusive…this is holistic", but more in terms of: this is what you NEED TO DO... and it's very pragmatic like: "You need to have captions on any videos you upload because the law says you have to do that, and here's how we'll help you do that", you will reach more science faculty (*Confidential Personal Interview, March 21, 2016*).

These are just some ways in which faculty demographics and discipline specific contexts clearly matter when it comes to development. Finally, as in the literature, my research also suggests that different career levels have different needs when it comes to development. For instance, time and workload pressures are perhaps even more prominent for new or untenured faculty. One untenured faculty member I interviewed related that

> ...honestly, I find it really hard as a pre-tenured faculty member. I really do. You know I also have two small children. So I feel like I have to make some challenging decisions for how to spend my time…. so it is when the problem arises that we go out [for teaching help] or even think that it is important enough to figure out solutions; it's more reactive…so maybe that is part of my own reasoning for why this [learning more about disability has] gotten lower on the priority list, because I have not really had to deal with a really big problem. …you know, I have somehow managed to muddle through, so in my mind, maybe I think that has to be good enough *(Confidential Personal Interview, February 11, 2016).*

These extra "challenging decisions" that new faculty have to make as they balance work, career and life while striving for tenure, are further exacerbated by the fact that untenured faculty do not yet have job security. Consequently, untenured faculty are also greatly affected by not having the freedom to speak their mind when witnessing an injustice. Both untenured faculty members I interviewed spoke openly about being afraid to speak out when they have witnessed troublesome attitudes or opinions from colleagues and/or students towards other students with disabilities. One difficult narrative that emerged from my research involved an Assistant Professor, who described how her graduate student was told by one of his other professors that he shouldn't be in the Master's program because of

his disability. This interviewee expressed her deep concern, but also her sense of needing to be cautious:

> I will be more vocal come July when I have tenure. I'm going to be loud. I'm going to be very loud. That's the political thing for us. For us, until we get tenure, we sometimes have to be quiet... there is concern...so that's why I am now more quiet…but I want to feel supported when I tell a student to initiate a complaint. I don't want to have to feel like the bad guy. And maybe I'll feel better once I have tenure. But I would like anybody, a T.A, anybody, to see the wrong, and be able to right it, without repercussion *(Confidential Personal Interview, March 4, 2016).*

The increased time and workload demands plus the lack of security for untenured faculty when navigating the university system suggests that faculty at this career stage might benefit from a targeted approach to development, as distinct from those in middle or later stages of their career.

Communication of Faculty Development Opportunities and Resources

Not discussed in the literature, but very clear from my research and interviews with both faculty members and key-informants at York University, was the challenge of communication. My research indicates that not enough people are taking advantage of already available university resources and information. One explanation for this situation is simply lack of knowledge about what resources and opportunities already exist and are available. It was not just faculty members who wanted to know more about available resources. Key-informants, too, felt the issue of communication was something they wanted to address. As one key-informant articulated:

> I would like more people to know that we are a resource that is available for faculty. Because there was one session that we went to and I think faculty there thought that we were only here for students. So, I would like more people to know: students, staff, and faculty, that we are available to provide services for students, staff AND faculty… (*Confidential Key-Informant Interview, March 15, 2016*).

Each key-informant stressed that they wished more faculty knew about their services, but not ONLY their services; they hoped that faculty might become aware that there are a variety of avenues on campus that could be accessed for support. My findings also highlight faculty frustrations about how resources and opportunities were communicated, when they did receive information from the institution. For example, when discussing an emailed letter sent by the Office of the Vice-Provost in January 2016 (*Table 7a*), one teaching stream Associate

Professor envisioned how she wants to

> …receive reminders of resources, rights, and responsibilities in more places…and not just in an email [sent] down from on-high…If it's sent by an administrator? Chances are most of the faculty [just push] delete. Because you have had like twenty emails from that same person! …and don't send it as a PDF! Send it as...send it embedded into the actual email. Somebody must know HTML. I'm sure they do! And yet they send us emails about accessibility and disability as a PDF or with many attached PDFs. Nobody opens them up. If you want people to read the information you send, you need make sure it gets opened…(*Confidential Personal Interview, March 21, 2016*).

While the environmental scan of offerings [Table 9] shows how there are many offerings for faculty around disability, this faculty member's comments, which reiterate those shared throughout this thesis, suggests the clear need for a more streamlined communication strategy to improve communication of policies, resources, information, development opportunities and already available resources to faculty. The question of how development resources are being communicated --an important challenge across the board at York-- is not the sole problem of any one centre, group, administrator or faculty member; rather, it suggests the institutional magnitude of York and the need for more research around how to better communicate resources to faculty members, faculties, and departments.

Toolbox

Manuel, Administrator

I have had faculty tell me:
"I don't want that student in my class."
And they can get really angry.
I had a faculty member
who said that
she couldn't handle
having a person in her class
with a specific situation where the student fainted,
not unlike epilepsy,
and she wanted an
attendant
with that person
in order for her to
remain
in the class.
But I said,

"Well,
she really isn't in a medical crisis
to warrant that kind of help".
Because the fainting was coming from a
mental health issue,
you know,
something
triggers her
and then she just
faints.
But,
the Professor just kept calling 911.
And that upset the student even more.
I mean,
if the student had hit her head,
then obviously,
you are not going to let them bleed
and not do anything.
But this wasn't that situation.
And professor just said:
"I don't want that student in my class."
And I said,
"Well,
you don't have a choice."
[Pause]
I told her:
"I contacted the student
and asked her to give you
the name of a friend that is at York
who can come immediately if she is to faint again"
And she was like:
"York university
is not doing
anything,
and I shouldn't have to
deal with this."
[Pause].
"You don't have a choice"
Yeah,
she
really
did
NOT
want that student in her class.
Which is sad.
And again,

she was mad at me.
And I am like,
"Why are you mad at me?
What does this have to do with me?
It's not about you or me,
it's about
human rights.
Human rights is not an opinion [laughs nervously]
She has a right to an education,
and not to be discriminated
based on her disability."
[Pause].
And I guess the question becomes:
how can we help that Professor-
or others like her -
feel more
confident
in being able to
work with,
teach,
and help that
student?
Yeah,
I think it is about
what tools can we give,
because I think
if you are prepared for something to happen-
I mean,
it's still going to be a shock,
no matter what happens,
like for example,
every time I see a person in a
panic attack,
it is always a shock,
even though I know what to expect
and I know what I am supposed to be doing;
…but
if you know what to do,
If you have a toolbox
of information and strategies,
if you have even basic knowledge about
inclusive teaching
to reach
ALL
your students,

it helps you try and
stay calm
and be able to act.
If you have tools,
and information,
and understanding,
you have a good baseline.

The Social Model of Disability: Tensions and Possibilities

My purpose with this chapter has been to begin to open a conversation, both about the good work, offerings, and policies around faculty development and disability that are already happening at York University, and the challenges that still exist. While I laboured to balance participant voices, perspectives, and efforts with a critical examination of the data, my social model of disability lens challenged me to also consider my emergents in terms of gaps and barrier removal. The social model of disability influences my thesis and analysis on both macro and micro levels. On the macro level, the whole rationale scaffolding this thesis is generated from a social model perspective, with the idea that the very lack of discussion on this topic exposes a gap. If the challenges and frustrations I have uncovered around faculty development and disability do not begin to be addressed, faculty awareness and education around disability, accessibility and inclusion will continue to be impeded, and therefore so will student access and retention, an important awareness insofar as this research contributes to the understanding that helping faculty also helps students.

The social model of disability further resonates on a micro level, in terms of thinking through how faculty development resources and offerings in the York context generally frame or conceive of disability. It is at this micro level that both the tensions and possibilities of social model thinking really play out. The inherent tension of social model thinking lies in the awareness that it can sometimes disparage medical model or accommodation approaches (achieving access through accommodations), when this approach can actually be important and useful for ensuring access and legal compliance and helping faculty understand the accommodation process and impairment.

My study has led me to understand that in the complex realm of PSE policy and practice, it can be more productive to think of the social and medical models of disability as a spectrum of possible approaches or knowledge positions, rather than as

opposing frameworks, since "different models of disability are appropriate in different contexts" (*Confidential Key Informant Interview, February 29, 2016*). In the context of faculty development and disability, the accommodation approach (medical model), which seems to underlie many of the development offerings at York (particularly online and text based resources), has uses and merits, such as leading to the development of university policies and procedures and resource guides on disability. Yet, my research also suggests that too much focus on an accommodation approach, which frames access as an individual issue, can be problematic. The issue is that too much of a medical model approach can lead faculty to focus on students' bodies and impairments, rather than on the complexity of their lived experiences and ways to create more inclusive universities and classrooms, as an institutional imperative.

For example, one of the faculty members I tried to solicit for participation in this study, declined, stating that she couldn't help me because the responsibility for supporting students with disabilities lies with Disability Services. While there are pockets of development offerings that seem to approach disability from a social model lens, such as some of the in person-offerings through the TC, this faculty member's rationale for her refusal to participate in my study suggests that more faculty development offerings which conceive of disability and support through social model thinking or inclusive design approaches would be beneficial.

Infusing more social model thinking and connected approaches like UDL or UDI into faculty development practices would be useful for "challeng[ing] the instructor to go beyond legal compliance to proactively design an accessible course and integrate practice so that other students benefit as well. UDI can be applied to all aspects of instruction, including class climate, interaction, physical environments and products, delivery methods, information resources and technology, feedback, and assessment" (Burgstahler, 2015, p.1). My findings and analyses therefore suggests that Ontarian universities, like York, should build more social model thinking or inclusive design approaches into development opportunities, and the crafting of resources for faculty. This approach could help to

> dispel the myth that students with disabilities only belong to disability services. We are here to assist students, to make sure that the university does what it's legally responsible to do, which is to accommodate, but sometimes that results in a siloing of who is responsible [for accessibility, access, and

> inclusion]. This student is everybody's student. They are not our student just because they're registered with us. They're YOUR student, as well. This is YOUR obligation, too. It's not really just mine. It's OURS [as staff, faculty, and the university at large] to work together to figure out what we are going to do [to support students], how we are going to do it, what's fair, and what's reasonable… (*Confidential Key-Informant interview, February 5, 2016*).

This comment lays the groundwork for the possibilities gained by adopting social model thinking: if faculty development opportunities and offerings include more inclusive design approaches, it could begin the slow process of a paradigm shift. Framing disability as a social response to difference will help provide the underpinning to an institutional culture where access is not only the responsibility of a specialized service (like DS); if the understanding exists that access issues stem from the environment, then we are all equally responsible for creating a culture of inclusion (in our classrooms and teaching methods as well). The AODA (2005) regulations, particularly section 16 of the IASR (2011), begins this process of helping to create a paradigm shift in how educators and universities view access, disability and students with disabilities, but it is not enough.

Individual universities, like York, need to go beyond the letter of the law to infuse more inclusive design or social model thinking into their faculty development offerings, alongside those offerings that have an accommodation approach. Adopting the underlying belief that access issues stem from society and that inclusion is achieved through designing the institution to be inclusive to everyone, could be an important impetus for building a university culture in which faculty development around UDL, disability and inclusion is a part of the structure of the institution, and not simply an 'after thought', or only the responsibility of the TC or DS, nor just the passion project of small pockets of dedicated faculty activists using their 'free' time for the subsistence of development programs around disability. The hope is that such thinking would increase the number of initiatives woven directly into the fabric of the university, complete with implementation strategies and infrastructure. The tensions and possibilities of social model thinking for faculty development program approaches supporting students with disabilities leads me to adopt a practical approach in my recommendations (below) that can also help build sustainable steps of incremental change (Yager, 2008). Having small steps of incremental change to address gaps and challenges --while at once acknowledging that sometimes an accommodation approach can also be helpful-- aids in

applying the social model knowledge position in ways that are achievable within the current PSE system.

I Won't Stand in Your Way

Leslie, Teaching Stream Faculty

…those aspects that I've incorporated
to make my classroom
more inclusive?
They
are
very
EASY.
Yes,
they are very
easy to do,
funnily enough.
I think there is a misconception
that teaching
inclusively
is hard or onerous,
when actually,
most of the
teaching strategies
I use
are really simple
and just,
easy!
Some strategies can be hard when you get to
some individual student needs,
because…
not everything is going to help everyone.
But,
even in those cases
we have to do it.
I have to
make room
in my class...
I have to
recognize
that
not everyone
has the same point of access.
See,
going back a bit,

I learned quickly, because,
my PhD supervisor's supervisor,
had a
visual impairment,
and
we used to go to his office for weekly meetings.
So,
I would have my micrographs
up on the screen,
and he was my toughest critic:
"Go back three slides.
Why would you say that is a sperm cell during this cellular stage of development?"
And I was like:
"I…I thought you couldn't
SEE?
Like,
WHAT ARE YOU DOING?"
I said that once!
And he was laughing his head off.
But,
I learned quickly
that here was somebody who had this
disability,
and he had pushed himself…
…like he knew how to do EVERY procedure.
How do you learn that given his impairment?
Well,
he did it.
So I decided then and there
I don't ever want to be the person who says to somebody
"you can't."
I don't
ever
want to be
the person who stood in your way…
…you know,
that's very
arrogant of me
to think that there isn't
another way
to perhaps figure these things out…
[Pause].
Generally though?
The things I do,
like putting my slides up online…
…they help everyone.

Everyone.
Not just my students with disabilities…
…and yeah,
I've said it a lot,
but --the strategies -- they're
easy.

Conclusion: Some Recommendations for Faculty Development

While I have incorporated next steps for faculty development directly throughout this chapter, in order to summarize and conclude my discussion and analysis, I have created an infographic (*Image 11*), which offers a visual summary of some of my 'cautious' recommendations for faculty development around disability at York and the larger Ontarian context. The infographic highlights five initial key steps for future approaches to faculty development around disability. These include:

(1) The need for more dialogue and research around faculty development and disability

The areas of challenge for faculty members and key informants around faculty development and disability highlights the need for more and continued discussion on this topic. In particular, more faculty to faculty dialogue opportunities and collaboration between faculty at different institutional levels would be a key step going forward. Fostering a collaborative approach to creating and delivering faculty development programs around disability could include building more partnerships between departments, faculties, and centres, and where possible, between students and faculty. This approach would allow the various centres on campus, which offer support around accessibility, to work together to deliver expertise and to share resources. Formal support for such collaborations from the highest levels of the university, through funding and infrastructure, is also an important next step. Additionally, more research and dialogue is needed on the efficacy of online and print resources for faculty development. My research findings highlight a diversity of faculty knowledge and attitudes around disability, accessibility and inclusion and therefore underline the continued importance of gathering and analyzing emergent faculty narratives on development which offer direct access to faculty voices andperspectives.

(2) Increased government funding targeted for faculty development

Embedding faculty development around disability into the foundation of universities is not achievable without direction and support at the provincial level. The Ontario government can play a role in encouraging universities to increase efforts to develop faculty in terms of accessibility awareness, accessible program or course delivery and instruction, and inclusion, by providing targeted funding to back up AODA legislation, and thereby encourage universities to prioritize accessibility issues and development around supporting students with disabilities. More resources could also impact faculty buy-in to development programs, since knowing that the university prioritizes development and provides access to supports that could assist them (e.g., services that help faculty to close caption their videos) may increase acceptance and desire to partake in development opportunities.

(3) The need to incentivize faculty development and reward teaching

Creating opportunities for service credit or even more explicit requirements for Tenure and Promotion are key ways that universities like York can further incentivize faculty development around disability, and make teaching and learning something valued and prioritized. Clearly, supporting a strong teaching and learning infrastructure is needed, in general, in the PSE context.

(4) The need for increased awareness of available resources for faculty

As I began to share this research, I have been asked everything from: "how should I design my course?" to "what do I do about the student who…?" These are the questions of postsecondary educators who yearn for answers, but don't know to whom to turn. They lack both time and knowledge of available resources. Rather than completely re-inventing the wheel, Ontario universities could increase their efforts to make faculty aware of the many resources already available on Ontario university campuses, to help support their development and inclusive teaching practices (from Teaching and Learning Centres, to Centres for LD staff members and counselors, to online resources and more) -- important sources to begin to answer their many questions. Faculty need to be made aware of these resources using mutli-modal means; for example, in addition to the universities' websites, these PSE institutions could communicate resources in departmental newsletter


Next Steps
for Faculty Development Supporting Students with Disabilities
Some 'cautious' recommendations for York University and the greater Ontarian context
01 The need for more dialogue and research
One of the largest "findings" is the need for more dialogue, communication, and research on the topic of faculty development and disability, as well as on the impact of current initiatives.
02 Increased government funding targeted for faculty development
03 Incentivizing Faculty Development and Rewarding Teaching
04 Increased communication: the need for awareness of already available resources for faculty
05 The need for creative institutional responses and approaches
Increase the level of development provided at the departmental level
Expose faculty to student narratives
Use arts based approaches to open dialogue
Explore and develop ways to increase offerings for faculty at different career levels (e.g., for new, incoming faculty).

Image 11

correspondence, faculty bulletin boards, campus newspapers and screens, and especially orally in departmental or area meetings. In general, a specific institutional communication strategy is needed to share and promote resources, including both York specific resources, and those that were developed collaboratively, such as the COU's *Educators Toolkit* (2013). In these ways, Ontario universities can begin to improve faculty awareness, knowledge of, and access to the already available development opportunities and resources.

(5) Development of creative institutional responses and approaches

Ontario universities not only need to prioritize faculty development practices, but should continue to embrace and develop innovative and creative faculty development approaches that can begin to address and mitigate some of the challenges to faculty development identified in this thesis. Some initial ideas include:

(a) **Increase the level of development provided at the departmental and/or faculty level.** For example, Teaching and Learning Centres could increasingly work with the specific faculty, department or service providers to devise a faculty development program that meets the needs as faculty, themselves, define it (Hurst, 1998). Other initiatives could include having the Dean or Associate Dean of each faculty appoint an *accessibility point person* in each department (a role which could serve as part of a faculty member's university service contribution). This faculty role would be to gather any unresolved departmental issues or questions to be addressed at the faculty level, or with any difficult questions sent to an Accessibility director or DS staff. They could also help organize and deliver in-person development opportunities, that keep in mind their disciplinary specific culture and challenges. Development at the faculty level should also include social model thinking and an emphasis on the benefits of universal design. In general, this recommendation is one way to begin to address some of the stigma and reluctance of faculty to attend development sessions; instead, bring the session to them.

(b) **Develop and explore ways to increase development offerings targeted for different faculty career levels.** In particular, my research suggests that development for new faculty is a viable place where more mandating of faculty development could make a real impact.

(c) **Increase faculty exposure to the lived experiences of students with disabilities and provide opportunities to hear student stories.** My research suggests that faculty development becomes most meaningful and impactful

when the focus is not just on knowledge, but when there are also opportunities for faculty to gain first-hand experience teaching and supporting students with disabilities, and/or, at the very least, to hear from students about their experiences and needs in order to provide opportunities to build mutual respect. The importance of hearing student narratives is epitomized in the words of one key-informant, who explained:

> …sometimes as human beings, we can't just resonate with words on a page. We resonate with something that we see or feel. It's like, if you watch a show or documentary, it might stay with you for longer because it became visceral. Once you can connect to something on an emotional level, then you can start to put those pieces together cognitively, intellectually, so that it becomes more united in your own being… Sometimes words on a page, are just words on a page. I know when I am in a hurry, I miss stuff. I will miss stuff. I can't just take it all in. That's why I think the success of the *Faculty Resource Guide* or other online resources or any faculty development opportunities, has to be something that people are not further challenged by. It cannot be reading reams and reams of information and we assume that they are "just getting it"… it needs to be something where faculty can say "you know what, I can relate to that". Or "Ok, now I understand why that student is struggling like that." So, it's not just text…it is the importance of faculty hearing from a student or having an experience with teaching a student, rather than only reading about that student or a type of disability (*Confidential interview, February 5th, 2016*).

Further, to build flexibility on both the part of students and faculty (a trait seen by each of my key-informants as crucial in the support of students with disabilities), faculty and students need to hear from one another. This can also foreground the reminder that both faculty and students have roles and responsibilities when it comes to access and inclusion.

(d) **Use arts based approaches to open dialogue.** My forms of representation in this thesis --in particular, the twelve ABR monologues braided throughout-- gesture to the ways in which using the arts in and for faculty development could further open dialogue and increase engagement. Since this is a complex topic with multiple perspectives, ABR allows a way in and it can help to explore or communicate difficult subject matters. I have also a witnessed how an ABR approach can aid in engaging faculty. For example, each time I have presented or shared the opening monologue of my thesis (*My Professor Told Me*) at conference (or as a guest in a university classroom), I have been asked by a faculty member or educator if the monologue could be shared with a class; or in the case of one Peel District School Board V.P, if he could use it for a professional development workshop.

The hope is that using the arts can also help faculty develop more nuanced understandings of disability and accessibility, since narrative and lived experiences provide a more visceral way to view policy and practice, that traditional academic forms do not always allow.

Ultimately, these recommendations provide a starting point for moving the discussion and dialogue on faculty development and disability at York University, and Ontario, in general, forward. These initial recommendations might begin to achieve what Professor Michael J. Prince, in his monograph *Advancing Accessible Teaching and Learning Environments in Ontario Universities* (2013), advocates for: the creation of a university "culture in which faculty would not want to be left behind on the changes taking place with respect to accessible and inclusive teaching and learning" (p.14).

Chapter 6: Conclusion

Elevator Pitch

Samahra Zatzman, Graduate student, researcher and writer of this thesis

There we were:
a graduate student
and a professor
waiting
for the elevator.
You ask me about my
research,
and I gulp,
because
I still don't
have
an elevator pitch.

There we were:
a graduate student
wanting to impress
a professor,
while waiting for the elevator.
So I say why it matters:
"*my thesis*
is about
faculty development
and disability
in post-secondary education.
it's a super important topic,
that is not often addressed
and has not really been researched in
a Canadian context."
[*Pause*].
You nod,
and tell me
"how interesting"
and then the elevator comes,
and we get on,
and we return to
silence.
And I feel
like I've blown
my moment;
that there was no point;
that the idea that my project is
important

is just another story
graduate researchers
like me
tell themselves
as if to prove that their
research
MATTERS.
[*Pause*].
The truth?
My research on faculty
development and disability
is about more than
mattering…
more than
just another story…
more than an
elevator pitch…

So I wish we were there again:
graduate student
and professor,
waiting for that elevator…
And I would have told you
that my thesis
on faculty development
and disability
is significant because
the number of students with disabilities
at this university and across Ontario is rising,
and if we don't advance faculty development and raise their awareness,
and address
the successes
and challenges
that currently exist for faculty development,
we are not only doing faculty themselves a disservice,
but it also presents a
barrier to students
with disabilities themselves.
I would have told you
that my thesis research
is not about mattering
or not mattering.
Yes, it matters,
But only in small pockets,
or on paper.
It needs to go beyond mattering.

Dialogue about
faculty development around disability
needs to be
Vital.
Present.
A part of
everyday life
at the university.
That
is the
Point.

Summary of the Research

Despite the increase in the numbers of students with disabilities attending PSE (Human Resources Canada, 2009), the retention of students with disabilities in Ontario remains an ongoing problem, with lower transition rates to university than for non-disabled populations (McCloy & DeClou, 2013). Numerous studies have connected faculty awareness and preparedness to teach as a factor impacting students with disabilities success in university, citing, for example, how faculty attitudes, teaching practices, knowledge of law, policy, processes, disability, and inclusive design can shape the educational experiences of students with disabilities and how a key component to supporting students with disabilities is understanding their learning needs (e.g., Blech, 2004; Burgsthaler & Doe, 2006; Denhart, 2008; Getzel, 2008; Hindes, 2007; Wessel, et. al, 2009). The calls for increased faculty development around disability and accessibility (e.g., CADSPPE, 1999; Hill 1996; Logan, 2009; LOTF, 2002; Prince, 2013), and recent provincial legislation requiring universities to "train" educators to adapt their instruction, programs, and courses to become more accessible are important steps forward (Section 16, IASR, 2011, under the A.O.D.A, 2005).

However, my research uncovers the limitations of the law, because despite directives for increased faculty development, what this faculty development should look like is not mandated. My study begins to fill that void by exploring best practices in faculty development the available research in the U.K./U.S.A (with respect to content, delivery methods, and time lengths), impediments to faculty development around disability, and by providing a snapshot of what is actually happening on the ground at one Ontario university. Focusing on Toronto's York University as the site of my inquiry, this qualitative, arts- based research project examined the best practices, issues and challenges in faculty

development for preparing and raising university faculty awareness about accessibility, and the teaching of students with disabilities. Using the social model of disability as my underlying knowledge positon, this exploratory study helps initiate conversations about and contributes to, the limited research on faculty development practices supporting students with disabilities currently available in Canada.

I began by reviewing the literature on best practices and challenges for university faculty development around disability. I then investigated the York context specifically, drawing upon a mixed qualitative methods approach for my research design, one which braids case study (e.g., Bassey, 1999; Hammersley & Gomm, 2000; Yin, 2003; Stake, 2005) with arts based research [ABR] (e.g., Barone & Eisner, 2012; Norris, 2009; Irwin, et.al, 2006, Leavy, 2009). Twelve ABR monologues can be found throughout my thesis, each serving as a framing device or as provocation to address emergent issues. Using these forms of representation, my research explores and documents a pan- university portrait of York with respect to the development of faculty working with their students with disabilities. The voices of faculty are central to the examination and are particularly compelling, given that their perspectives on faculty development and disability are not often featured. These findings will be of interest to a variety of university stakeholders, including faculty, administrators, students, and their families, as well as government officials and policy makers.

It is important to recognize that results are portrayed in both ABR monologue form and traditional research form, in order to offer multiple entry points into the research. Positioned as both findings and a form of analysis, the research-informed monologues woven throughout my thesis help to move the representation of the research beyond that of traditional text-based inquiries. The monologues also serve, in and of themselves, to illustrate the current fragmentation of dialogue around faculty development and disability. Indeed, the findings suggest that conversations around faculty development and disability exist, "but only in small pockets" or when you ask the right questions, as I have tried to do. The shaping of monologues, therefore, allows for the opportunity to build a community of voices; to begin to create conversations where now only fragments exist. Three (of twelve) monologues are also used to locate my own narrative in relation to the research, positioning my own perspectives, biases, and subjectivities. Unlike traditional forms of academic

research that often assume a false neutrality, the ABR monologues that feature me as a character, remind readers that this thesis text has been shaped by me, the author, and that I am serving as both researcher and storyteller (Vickers, 2004).

My research has addressed an array of faculty development offerings at York University, including in-person development sessions, as well as resource materials, websites and other documents used to better educate and raise faculty awareness about accessibility, legal rights and responsibilities, and the teaching of students with disabilities. Data sources included key-informant interviews with senior administrators such as associate deans or program chairs of faculties and/or leaders in the university with respect to faculty development, disability or human rights, and qualitative semi-structured interviews with university faculty at different stages in their careers. Finally, an analysis of York University faculty development websites and guidebooks around disability and inclusive teaching was completed. These data sources were used to present an environmental scan of faculty development offerings, policies and programs around disability from across the university, providing the first comprehensive snapshot of York University faculty development offerings, including in-person, online, and print sources. Findings indicate that the information provided (e.g., about disability, the law, accessibility), the multiple formats offered, and the efforts put into delivering development are all areas of strength for faculty development around disability at York.

While findings indicate that developing faculty around disability at York is starting at a more informed level than in the past, my findings also highlight ongoing feelings of frustration, and issues and challenges that can impede the ability of faculty to become aware and better prepared to teach their students with disabilities. Key-informants spoke about struggles with awareness and communication of resources to the York community; frustrations with attempts to secure faculty "buy-in" and access of offerings and resources; and frustrations with time pressures and workloads. Similarly, faculty members spoke about the constraints of time pressures; frustrations with institutional priorities (particularly the prioritizing of research over teaching); gaps in their knowledge about available resources; frustrations with finite resources for faculty development or for supporting students with disabilities; and frustrations with what was perceived as a lack of awareness or negative attitudes of other faculty or students.

Faculty and key-informant perspectives, as well as my environmental scan, were all analyzed together in order to produce key areas of challenge for faculty development and disability that emerged in the York context. The first three challenge areas --low attendance rates at faculty development sessions; the lack of consideration for differences in faculty demographics and experience; and institutional and financial barriers-- were in-line with the reviewed literature on issues in faculty development. My research also revealed two other areas of challenge not taken up in the literature: the limitation of online and text-based resources, and the challenges of communication (i.e., the lack of a strategy to communicate development offerings and resources to faculty).

I have argued that York University has created strong policies and content-rich resources and offerings. However, they are not always effectively implemented or communicated. Thus, there was evidence of failed policy implementation or follow through with some of the faculty development and disability resources and a lack of infrastructure to support the ongoing advancement and efficacy of faculty development offerings and resources (e.g., the story of York's Faculty Awareness website (2013)). My findings suggest the need for an institutional communication strategy for faculty development resources, and the inclusion of more UDL principles into online and text-based resources. In addition, my analysis demonstrates a large degree of non-uniformity in faculty development practices across campus, particularly when at local levels. On one hand, this points to the need for more research and clarity on what is or is not offered by each faculty or department, but on the other hand, it also signals the importance of offering development at these more localized levels, which could allow for faculty to more easily access and attend development sessions and also maximum flexibility (sessions could be tailored to disciplinary culture and needs).

This analysis is framed by social model of disability thinking and inclusive design approaches both on macro and micro levels. For PSE, in general, social model of disability thinking underscores the extent to which the lack of dialogue on faculty development and disability can be viewed as a gap or barrier that can impede the ability of faculty to effectively support students with disabilities, proving the importance of and the need for more dialogue about faculty awareness and education. On the micro level, my analysis of the York specific context draws attention to both the tensions and possibilities that can

extend from social model thinking or inclusive design approaches. The huge body of development resources that seem to focus on an accommodation approach (or medical model thinking), have been beneficial both for faculty understanding and student access, leading me to view the social and medical models of disability not in direct opposition to one another, but rather as approaches on a continuum, that can be useful in different contexts. Yet, my thesis also reveals the possibilities of social model thinking and inclusive design approaches for advancing faculty development in supporting students with disabilities. I contend that how universities position and think about disability matters. Thus, infusing more social model thinking and inclusive design approaches into faculty development practices, alongside accommodation or medical model approaches, could offer an important impetus for helping foster a university culture in which faculty development around UDL, disability and inclusion becomes an inherent part of the institutional fabric, and not simply an 'after thought'; not only the responsibility of a specific centre; nor just the passion project of a small pocket of dedicated faculty activists. If the underlying understanding is one that acknowledges that access issues stem from society, then an institutional imperative for developing and sustaining a culture of inclusion through faculty development practices (and in our classrooms and teaching methods) can be established.

Finally, my research indicates how structural issues in PSE can impact and undermine faculty development initiatives (such as the lack of mandated faculty development or educator training in PSE, collective agreements, jurisdictional culture, as well as academic freedom, and strongly unionized and highly managerial environments). Since these structural issues at play are not easily solved without a complete systemic overhaul, I instead adopt a practical approach in my recommendations (below) that would be feasible within the current PSE environment. To this end, following Yager (2008), I focus on a practical approach of small steps of sustainable, incremental change.

My discussion and analysis conclude with offering five strategic next steps for faculty development supporting students with disability: (1) the need for more dialogue and research around faculty development and disability; (2) increased government funding targeted for faculty development; (3) the need to incentivize faculty development and reward teaching (as opposed to prioritizing just research); (4) the need for institutional communication strategies around faculty development opportunities in order to increase

awareness of available resources for faculty; and (5) the continued development of creative institutional responses and approaches that include policy implementation strategies. Examples include increasing faculty exposure to students with disabilities, and providing opportunities to hear student narratives, offering increased development at the faculty and departmental levels; exploring and increasing offerings of faculty development for different career levels, particularly new, incoming faculty; and using arts based approaches to open dialogue about these complex issues. These recommendations provide a starting point for moving forward the dialogue on faculty development and disability at York University specifically, and in Post-Secondary Education broadly.

Limitations of the Research

This study was limited by the small sample size: York University was the one institution that was explored, and within that institution, just thirteen participants were interviewed -- seven elite key-informants and six faculty members. The small sample size does not allow for broad conclusions to be drawn regarding the larger Ontarian or Canadian contexts, which is why I have opted to make cautious recommendations. Again, the findings are specific to York, and portray the voices of a limited number of faculty, though I have documented their experiences in relation to the wider literature. My particular focus on tenured and tenured stream faculty is also a limitation, and more work needs to be done to examine contract faculty and their unique challenges around this issue. I was also limited by my methods of solicitation of interview participants. I ended up having to solicit either people that I knew for participation, or people who were referred to me (snowball method). This meant I could only interview those participants who were referred to me, available, and willing to be interviewed. Most of my participants were female identifying (even though I had originally hoped for gender parity), and I only managed to solicit a small number of participants who were knowledgeable about faculty development at the local departmental or faculty levels. Faculty participants also tended to have either a high level of knowledge and/or prior interest in access and inclusion or experience with disability (which is likely why they agreed to be interviewed by me in the first place). The faculty interviewed, therefore, may not provide a characteristic depiction of different levels of knowledge, frustrations or experiences amongst faculty,

as a typical rank and file faculty member might. However, the high level of faculty prior knowledge might actually serve to enhance my study, since it highlights how frustrations, challenges and issues regarding faculty development and disability have emerged even amongst the most interested and knowledgeable faculty. Thus, while I acknowledge the limitations of this research, I also believe that the voices of faculty and key-informants are still important to begin opening the discussion on faculty development and disability in Ontario, and for beginning to identify potential successes, gaps and challenges to PSE faculty development supporting students with disabilities.

Future Areas of Research

Throughout the researching and writing of my thesis, numerous important areas of future research emerged. My questions abounded: How do current best practices, challenges and obstacles in faculty development for working with students with disabilities at York match or differ from the larger Ontario context? What studies can be done to continue to analyze the effectiveness of current Ontario faculty development practices and their impact on the teaching practices and attitudes of faculty? How effective are current online resources in regard to helping faculty work with and teach their students with disabilities? How might faculty developers and training programs better account for the differences in faculty population (for example between new faculty and tenured faculty)? What new approaches might be explored in order to better prepare new or incoming faculty to teach students with disabilities? How might ABR be used in faculty development?

Given these questions, it would be beneficial to extend my future research to include other Ontario colleges and universities as further cases, and to be able to compare best practices, challenges, and needs across the province, while continuing to explore faculty preparedness for working with their students with disabilities. Future research would also benefit from including student voices and perspectives. I envision a complete ABR script that weaves together faculty and student voices to reveal the complexity of narratives, relationships, impacts, and barriers when dealing with questions of faculty and students with disabilities in a university setting. Future research which reviews best practices, challenges, and gaps, for developing contract faculty, teaching assistants, and post-doctoral students (all of whom are post-secondary

educators who also require training on inclusive teaching and working with their students with disabilities), would be important stakeholders to interview, but whom I was not able to concentrate on for this current study.

Additionally, I hope to undertake future research analyzing the effectiveness of Section 16 of the IASR of the AODA. In particular, my interest lies in exploring the course director or instructor's inclusive teaching and learning practices training modules, although my work for this current inquiry does begin to suggest that enforcement, communication, and effectiveness for advancing accessibility for inclusive instruction and course design is an issue. In general, more research is required on the effectiveness of online and print faculty development resources; the impact of current development initiatives on faculty attitudes, specifically; the impact of devolved budget models on access and equity in PSE; and the role of trainers/training in the university and how they are perceived by faculty. Finally, a follow up of this study is needed in order to explore more deeply the ways in which an arts-based approach can help with the dissemination of information to faculty and assist in opening up new conversations about supporting students with disabilities in universities and post-secondary education, in general. Indeed, best practice on disseminating arts based research holds that follow up research analyzing the impact of the arts based work is crucial (Keen & Todres, 2007). However, given the scope of this research, I was unable to analyze the artistic dissemination, at this stage, as I designed the ABR not yet to be performed, not yet as full "script", but rather as separate but connected monologues to deepen our engagement with the complex themes, issues, and narratives raised.

Significance of the Research

My study begins to address the significant gap in Canadian research on faculty development practices for the teaching of and raising awareness about students with disabilities, through the case study of York University. The research highlights the fact that faculty understanding of policy, process, and inclusive learning practices matters, and faculty development initiatives are supported by the literature which advocates for the importance of preparing faculty for teaching and working with their students with disabilities (e.g., Burgstahler & Doe, 2006; Murray, et. al., 2009; Tsagris and Muirhead, 2012; Zhang et. al., 2010). My thesis offers an original research contribution, as it supports and subsequently extends beyond the call for more

faculty development around supporting students with disability or stating faculty development is important, by also providing the first comprehensive environmental scan of faculty development offerings, which maps current resources and supports at York University. While research exists on faculty attitudes and perspectives, little research --particularly from a Canadian context-- includes the voices and perspectives of faculty themselves, and illuminates that which they value and that which they find frustrating or challenging about development around disability in the university and supporting their students with disabilities. My findings also contribute to the identification of new challenge areas for faculty development around disability not yet discussed in the existing literature, including the potential limitation of online and text-based resources for faculty development and the challenge of communicating available resources (which could help limit institutions having to reinvent the wheel).

My study, framed with the social model of disability, also suggests that the failure to properly address or discuss the question of faculty development around disability and/or to address challenges and frustrations around faculty development, can pose not only a barrier for the professional development of faculty, but a barrier for students as well. Since there is a strong correlation between student access, success and degree completion, and the knowledge, awareness levels, and "climate [faculty] provide for their students with disabilities" (Debrand & Salzberg, 2005, p.49, see also Denhart, 2008; Getzel, 2008; Hindes, 2007), more attention to faculty development practices in Ontario around teaching and learning for students with disabilities is crucial.

The significance of this thesis also centres around methodology. My thesis uses arts based research to highlight the issues by allowing us to enter a problem differently and to engage diverse voices from multiple perspectives. My unique methodological approach highlights the power of ABR to serve as a provocation, offering an important form of knowledge mobilization, and opening dialogue with stakeholders, including faculty, administrators, students and their families, as well as government and policy makers. The monologues woven into my research showcase the voices and lived experience of faculty, helping to reveal the visceral, human side of policy and practice. In all these ways, my study allows for reflection on past and current practices, while also looking to the future to address challenges around faculty development and disability. I begin the important step of moving beyond simply the call for increased faculty development in Ontario, to opening dialogue and exploring this faculty

development in detail, including the best practices and challenges for university faculty in the teaching of and raising awareness about their students with disabilities. The hope is to help contribute to the ways in which we can position faculty to take "on increasing leadership roles as the key designers of accessible learning environments in the classroom" (Shaw & Scott, 2003, p.3). Thus, this thesis contributes to beginning a dialogue about how universities can help shape faculty attitudes to better recognize "disability not as a weakness, but as diversity, difference that adds value both within an educational institution and in the community at large" (Bat Hayim & Wilchesky, 2003, p.41). The goal is to continue to build a more aware and knowledgeable faculty cohort who, in turn, can help improve student experiences, and mitigate the stigma, challenges, and barriers to and within post-secondary education that many students with disabilities continue to face.

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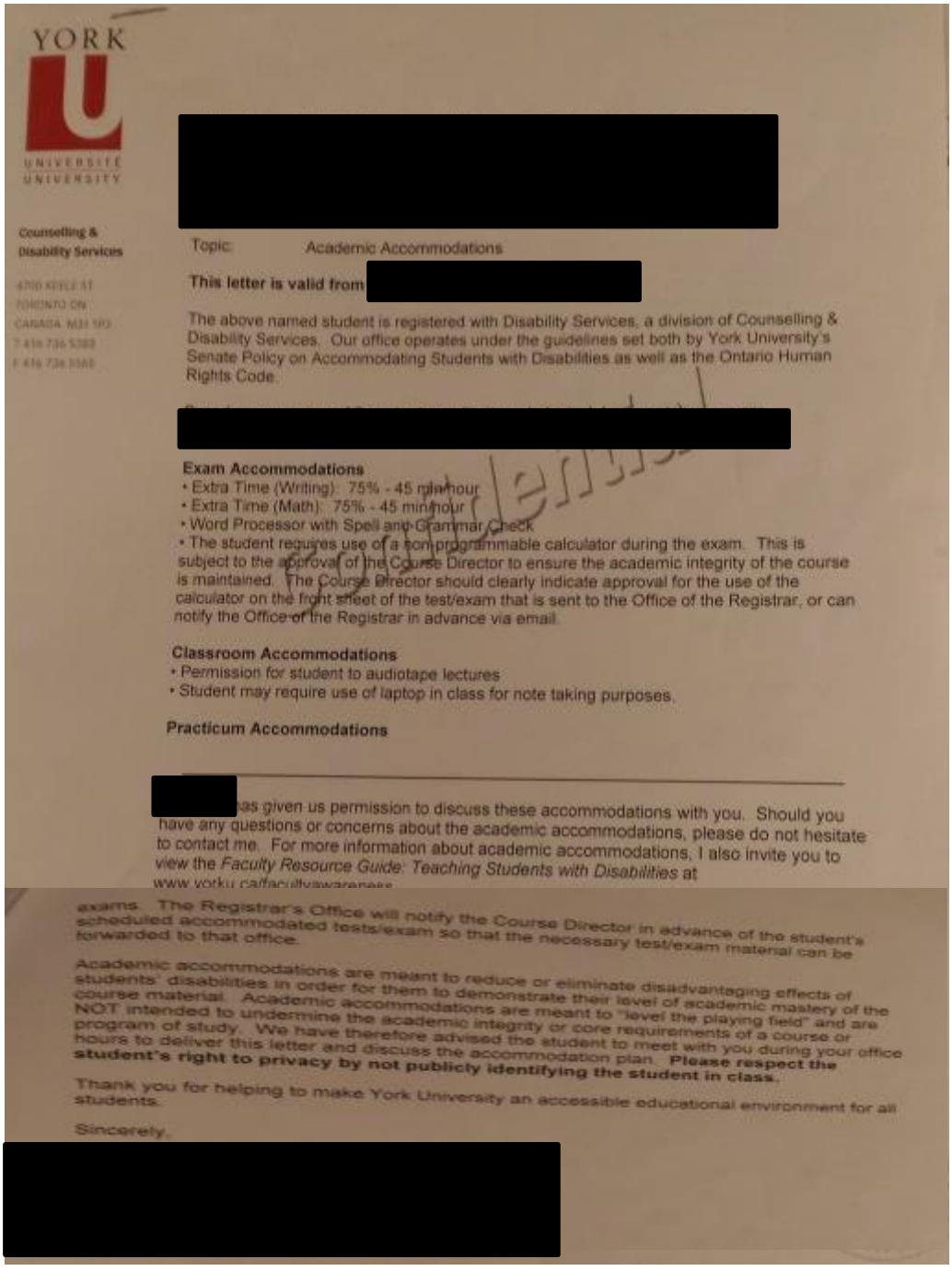
APPENDIX A: Sample Accommodation Letter



YORK
UNIVERSITÉ
UNIVERSITY

Counselling &
Disability Services

[redacted]

Topic: Academic Accommodations

This letter is valid from [redacted]

The above named student is registered with Disability Services, a division of Counselling & Disability Services. Our office operates under the guidelines set both by York University's Senate Policy on Accommodating Students with Disabilities as well as the Ontario Human Rights Code.

[redacted]

Exam Accommodations
- Extra Time (Writing): 75% - 45 min/hour
- Extra Time (Math): 75% - 45 min/hour
- Word Processor with Spell and Grammar Check
- The student requires use of a non-programmable calculator during the exam. This is subject to the approval of the Course Director to ensure the academic integrity of the course is maintained. The Course Director should clearly indicate approval for the use of the calculator on the front sheet of the test/exam that is sent to the Office of the Registrar, or can notify the Office of the Registrar in advance via email.

Classroom Accommodations
- Permission for student to audiotape lectures
- Student may require use of laptop in class for note taking purposes.

Practicum Accommodations

[redacted] has given us permission to discuss these accommodations with you. Should you have any questions or concerns about the academic accommodations, please do not hesitate to contact me. For more information about academic accommodations, I also invite you to view the *Faculty Resource Guide: Teaching Students with Disabilities* at www.yorku.ca/facultyawareness

exams. The Registrar's Office will notify the Course Director in advance of the student's scheduled accommodated tests/exam so that the necessary test/exam material can be forwarded to that office.

Academic accommodations are meant to reduce or eliminate disadvantaging effects of students' disabilities in order for them to demonstrate their level of academic mastery of the course material. Academic accommodations are meant to "level the playing field" and are NOT intended to undermine the academic integrity or core requirements of a course or program of study. We have therefore advised the student to meet with you during your office hours to deliver this letter and discuss the accommodation plan. **Please respect the student's right to privacy by not publicly identifying the student in class.**

Thank you for helping to make York University an accessible educational environment for all students.

Sincerely,

[redacted]

APPENDIX B: Informed Consent

Informed Consent Form: Key Informant

Study Name: Faculty Development Practices Supporting Students with Learning Disabilities: Scenes from a University Case Study

Researcher: Samahra Zatzman, York University, Graduate Student

Purpose of the Research: Thank you so much for agreeing to be interviewed!
This study is being conducted as part of a *Thesis* to fulfill the requirements of the Masters of Education degree in Language, Culture, and Teaching and the Graduate Diploma in Post-Secondary Education from York University, under the guidance of Professor Theresa Shanahan.

My research explores the level of university faculty preparedness for teaching their students with LDs and seeks to address the significant gap in Canadian literature on faculty development practices for teaching students with Learning Disabilities [LDs]. In order to document current practices, and to begin to impact Ontario university culture with respect to disability, this qualitative, arts -based educational research project-
- uses York University as a case study to map the field.

Research Objectives:

- What gaps in knowledge, barriers, and obstacles do faculty face in working with students with LDs?
- What are the current best practices and challenges in faculty development for meeting these needs?
- What new approaches might be explored in order to prepare faculty to teach students with LDs?
- How can an arts-based approach help with the dissemination of information to faculty and assist in opening up new conversations about supporting students with LDs in university?

My inquiry exploring faculty development best practices and challenges for working with students with LDs at York University will take a hybrid form, braiding research-informed or research-based scripted theatre with more traditional academic research. I hope to provoke open dialogue that can build a more aware and knowledgeable faculty cohort who, in turn, can help improve student experience, and mitigate the stigma, challenges, and barriers to and within post-secondary education that many students with LDs continue to face.

What You Will Be Asked to Do in the Research: You will be asked to participate in an approximately 60 minute key informant interview. The interview will be conducted either in person or over skype. If an in - person or skype interview is not possible, arrangements can also be made for interview questions to be sent and answered through email correspondence. Sample questions are attached. The research will be used to inform my thesis work which will be presented in a hybrid format, using elements of both traditional academic research, as well as research –informed scripted theatre scenes.

Risks and Discomforts: I do not foresee any risks or discomfort from your participation in the research.

Benefits of the Research and Benefits to You :

- Allow you the opportunity to inform, and contribute to original research exploring best practices in faculty development for teaching students with LDs in Ontario Universities.
- Enable you to share your own stories, perspectives and frustrations.
- Help York University continue to be a leader in the field of providing PSE access and supports to students with LDs, through helping to map the field in regards to best practices and challenges for faculty development.
- Findings will have broader impact that can benefit the practices of faculty working with all students with disabilities, not only those students with LDs.

Informed Consent Form: Key Informant, p.2

Voluntary Participation: Your participation is completely voluntary. Your decision not to volunteer will not influence the nature of your relationship with York University either now, or in the future.

Withdrawal from the Project: You can stop participating in the project at any time, for any reason, if you so decide. Your decision to stop participating, or to refuse to answer particular questions, will not affect your relationship with the researchers, York University, or any other group associated with this project. Should you wish to withdraw after the interview has been completed, you will have the option to also withdraw your data up until the transcription is complete. Any material at that point will be destroyed wherever possible (paper will be shredded and computer files will be deleted), and all material will be destroyed after two years.

Confidentiality: The interview material you supply will not be associated with identifying information, unless you choose otherwise (see option below). Participants will remain anonymous through no mention of any identifying features (such as title) and the use of pseudonyms. The interview data will be collected through typed notes and a digital audio or video recorder. Your interview tapes will be kept in a locked filing cabinet and/or on a password protected computer for a minimum of two years and only the researcher will have access to this information. The original data tapes will be stored for a minimum of two years, after which they will be destroyed. Confidentiality will be provided to the fullest extent possible by law.

I consent to the use of identifying information:_____

Questions About the Interviews/Research? This research has been reviewed and approved by the Human Participants Review Sub-Committee, York University's Ethics Review Board and conforms to the standards of the Canadian Tri-Council Research Ethics guidelines. If you have any questions about this process, or about your rights as a participant in the study, please contact either: Ms. Laura Greco, Graduate Program in Education Secretary, Faculty of Education, York University (telephone 416-736-5018 or email lgreco@edu.yorku.ca) or Ms. Alison Collins-Mrakas, Sr. Manager & Policy Advisor, Office of Research Ethics, 5th Floor, Kaneff Tower, York University (telephone 416-736-5914 or email ore@yorku.ca).

Legal Rights and Signatures:

I_____, consent to participate in *Faculty Development Practices Supporting Students with Learning Disabilities: Monologues from a University Case Study*, conducted by *Samahra Zatzman*. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature_____ **Date**_____
Participant

Signature_____ **Date**_____
Principal Investigator

Informed Consent Form: Faculty

Study Name: Faculty Development Practices Supporting Students with Learning Disabilities: Scenes from a University Case Study

Researcher: Samahra Zatzman, York University, Graduate Student

Purpose of the Research: Thank you so much for agreeing to be interviewed!
This study is being conducted as part of a *Thesis* to fulfill the requirements of the Masters of Education degree in Language, Culture, and Teaching and the Graduate Diploma in Post-Secondary Education from York University, under the guidance of Professor Theresa Shanahan.

My research explores the level of university faculty preparedness for teaching their students with LDs and seeks to address the significant gap in Canadian literature on faculty development practices for teaching students with Learning Disabilities [LDs]. In order to document current practices, and to begin to impact Ontario university culture with respect to disability, this qualitative, arts -based educational research project-
- uses York University as a case study to map the field.

Research Objectives:
• What gaps in knowledge, barriers, and obstacles do faculty face in working with students with LDs?
• What are the current best practices and challenges in faculty development for meeting these needs?
• What new approaches might be explored in order to prepare faculty to teach students with LDs?
• How can an arts-based approach help with the dissemination of information to faculty and assist in opening up new conversations about supporting students with LDs in university?

My inquiry exploring faculty development best practices and challenges for working with students with LDs at York University will take a hybrid form, braiding research-informed or research-based scripted theatre with more traditional academic research. I hope to provoke open dialogue that can build a more aware and knowledgeable faculty cohort who, in turn, can help improve student experience, and mitigate the stigma, challenges, and barriers to and within post-secondary education that many students with LDs continue to face.

What You Will Be Asked to Do in the Research: You will be asked to participate in an approximately 1.5 to 2 hour in-depth semi-structured interview. The interview will be conducted either in person or over skype. If an in-person or skype interview is not possible, arrangements can also be made for interview questions to be sent and answered through email correspondence. Sample questions are attached. The research will be used to inform my thesis work which will be presented in a hybrid format, using elements of both traditional academic research, as well as research –informed scripted theatre scenes.

Risks and Discomforts: I do not foresee any risks or discomfort from your participation in the research.

Benefits of the Research and Benefits to You:

- Allow you the opportunity to inform, and contribute to original research exploring best practices in faculty development for teaching students with LDs in Ontario Universities.
- Enable you to share your own stories, perspectives and frustrations.
- Help York University continue to be a leader in the field of providing PSE access and supports to students with LDs, through helping to map the field in regards to best practices and challenges for faculty development.
- Findings will have broader impact that can benefit the practices of faculty working with all students with disabilities, not only those students with LDs.

Informed Consent Form: Faculty, p.2

Voluntary Participation: Your participation is completely voluntary. Your decision not to volunteer will not influence the nature of your relationship with York University either now, or in the future.

Withdrawal from the Project: You can stop participating in the project at any time, for any reason, if you so decide. Your decision to stop participating, or to refuse to answer particular questions, will not affect your relationship with the researchers, York University, or any other group associated with this project. Should you wish to withdraw after the interview has been completed, you will have the option to also withdraw your data up until the transcription is complete. Any material at that point will be destroyed wherever possible (paper will be shredded and computer files will be deleted), and all material will be destroyed after two years.

Confidentiality: The interview material you supply will not be associated with identifying information.. Participants will remain anonymous through no mention of any identifying features (such as title) and the use of pseudonyms. The interview data will be collected through typed notes and a digital audio or video recorder. Your interview tapes will be kept in a locked filing cabinet and/or on a password protected computer for a minimum of two years and only the researcher will have access to this information. The original data tapes will be stored for a minimum of two years, after which they will be destroyed. Confidentiality will be provided to the fullest extent possible by law.

Questions About the Interviews/Research? This research has been reviewed and approved by the Human Participants Review Sub-Committee, York University's Ethics Review Board and conforms to the standards of the Canadian Tri-Council Research Ethics guidelines. If you have any questions about this process, or about your rights as a participant in the study, please contact either: Ms. Laura Greco, Graduate Program in Education Secretary, Faculty of Education, York University (telephone 416 -736-5018 or email lgreco@edu.yorku.ca) or Ms. Alison Collins-Mrakas, Sr. Manager & Policy Advisor, Office of Research Ethics, 5th Floor, Kaneff Tower, York University (telephone 416-736-5914 or email ore@yorku.ca).

Legal Rights and Signatures:

I_____, consent to participate in *Faculty Development Practices Supporting Students with Learning Disabilities: Monologues from a University Case Study*, conducted by *Samahra Zatzman*. I have understood the nature of this project and wish to participate. I am not waiving any of my legal rights by signing this form. My signature below indicates my consent.

Signature _____ **Date** _____
Participant

Signature _____ **Date** _____
Principal Investigator

APPENDIX C: Sample Questions

Key Informant Interview

60 minutes

1) Describe your role at the university?

2) What is currently offered at York for teaching and supporting faculty about working with their SWDs? What has been offered historically?

3) What is working/ successful about the supports and faculty development that are offered at York in regards to the teaching of students with disabilities [SWD]? What is not working?

4) What do you consider to be the most effective delivery model or format for these kinds of faculty development sessions? (e.g.: In person? Online? Etc.).

5) a) What gaps in knowledge, barriers, and obstacles do you feel faculty face in working with SWDs? b) What are the current challenges in faculty development for meeting these needs?

6) What is the most significant impediment to faculty development?

7) What new approaches do you feel might need to be explored in order to better prepare faculty to teach students with disabilities?

Additional Questions:

- What do you consider to be the best practices in faculty development for teaching faculty to work with their students with LDs?
- Do you collect data or feedback on development sessions? Has the data been useful in program planning and development? Why or Why not?
- What is the budget like for delivering these sessions? Are there budgetary constraints?
- In what ways does Universal Design for Learning [UDL] factor into your own work as a faculty developer/administrator/leader at the university?
- What is unique or important to know about the York University context in relation to this faculty development and disability work?

Note: Some questions have been adapted from University of Hawai'i at Manoa study by Park, Roberts, & Stodden, *Faculty Perspectives on Professional Development to Improve Efficacy when Teaching Students with Disabilities* (2012).

APPENDIX D: Sample Questions

Faculty Interview

90-120 minutes

General Questions:

1) How many years have you been teaching at York University?
2) Tell me a bit about your work/courses/ research interests/background?

Personal Experience

1) When was your first encounter teaching a student with a disability [SWD]? Can you describe or explain the experience?
2) What did you wish you knew at that the time? What would have been helpful to know or understand?
3) Has your practice in working with your SWDs changed since then?
4) Can you describe a time that you were frustrated with yourself, your department, or a student you were working with whom had a disability? What caused this frustration? What could be changed to mitigate this frustration?
5) What questions, challenges, or frustrations do you have around the teaching of your SWDs?
6) Can you describe a time that you felt particularly successful in teaching or working with your SWD? What made this moment successful? In what ways did this moment influence or not influence your teaching practice?
   OR
7) What challenges you in terms of your practice of Universal Design for Learning [UDL] strategies, providing accommodations, and inclusive teaching and learning?
8) What has helped you in your practice of UDL strategies, providing accommodation, and inclusive teaching and learning?

Faculty Development and Support for Teaching Students with Disabilities:

1) What resources are available to you both at York University and off campus in order to assist with your teaching of SWDs? Where can you go to access resources?
2) Do you prefer receiving support, faculty development, or accessing resources in person, online, or in another alternative format? Why do you prefer that method?
3) Do you feel supported by the university in your teaching of SWDs? In what ways does your department/faculty/university support your teaching of students with LDs?
4) How might your department/faculty/university better support you?
5) What kinds of faculty development or professional development have you received around teaching SWDs and how often have you received it?
6) Would you or have you ever attended a workshop on Inclusive Teaching offered by the Teaching Commons, or on Legal Rights and Responsibilities by the Centre for Human Rights? Why or why not?
7) Do you think it is important to receive professional development on working with SWDs? Why or Why not?