Disability Resources
Faculty Survey
Spring 2023

Purpose of Assessment

Disability Resources gathers feedback from faculty members every few years to understand how they can best work with faculty to serve students. Specifically, Disability Resources wanted to identify areas of training that are most relevant to faculty members in working with students with disabilities. This is the sixth time Student Affairs Strategic Planning (SASP) worked with Disability Resources to conduct an assessment with faculty members.

Key Findings and Recommendations

Student Affairs Strategic Planning identified several key findings and developed actionable recommendations the department may take based on the results. However, Disability Resources staff may identify other findings using their knowledge and understanding of the community and services provided. Staff members are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of faculty members' training needs. Additionally, department leadership is encouraged to share results with the department and engage in conversations to develop changes.

- Faculty members shared what training topics they were most interested in and would be most relevant to their work with students with disabilities. The top three topics included the rights and responsibilities of students and faculty, engaging students in learning, and identifying barriers to access. Additionally, almost half of the faculty reported on-demand videos as their preferred method they would like to receive training.
    - Disability Resources staff may explore options to create short, informative on-demand videos on various topics, and maybe start with these top three identified.
    - Staff could look at options to create on-demand videos focusing on how to do things such as captioning, rather than just sharing that videos need to be captioned. Creating videos explaining how to do certain things could be an approach for a variety of accommodations or topics.

- Faculty members expressed a variety of challenges they face working with students with disabilities, as well as what they would like to see Disability Resources do to help them in working with students with disabilities. Staff in Disability Resources might consider collectively reviewing the comments and determining appropriate actions based on those results. Additionally staff may look at who they could collaborate with to advocate for faculty members with the administration to implement some changes.
    - The number of students with disabilities in classes is increasing, which creates work and information for faculty members to organize. Could the Accessible Information Management (AIM) Portal integrate with class rosters in Canvas to help faculty keep track of accommodations?
    - Faculty members, as well as students, would benefit from some resources done centrally within the university rather than by each college individually. One main resource would be captioning videos. Faculty expressed frustration over the time it takes for this and that it is taking away from working directly with students.
    - Numerous faculty members talked about the time and work it takes for testing accommodations as well as the challenges in maintaining confidentiality when students are not in class for tests or leave early when there is an in-class quiz. Having a more centralized testing center for all students, not just those with disabilities might help several of the challenges faculty members raised around testing accommodations. A centralized testing center could allow flexibility for all students when they want to schedule a time to take tests within a given window. Students who need additional time could still be given that, but if all students take tests at a testing center, then they are not singled out and are often identified as students with disabilities. Additionally, this would provide more class time dedicated to teaching and not using class time to administer tests.

- o Disability Resources might explore how they are currently supporting off-site locations working with students with disabilities. Maybe there could be one access coordinator assigned to certain off-site locations to create a relationship to better understand the needs of those locations and give faculty there a point person to contact in Disability Resources. This may help in having consistent information going to the off-site locations proactively.

Method and Sample

A survey was developed using Qualtrics®, a software program that creates web-based surveys and databases. The 8-question survey contained three quantitative questions, two qualitative questions, and three demographic questions. Due to branching technology, not all respondents saw every question. The electronic survey link was sent via email on April 13, 2023, to a sample of 2,094 faculty members; however, 10 email addresses were not valid and those faculty did not receive the survey invitation. Up to three reminders were sent to non-respondents before the survey closed on May 5, 2023.

The data were analyzed using SPSS®, a statistical software package, and Microsoft Excel®. Of the 2,084 faculty members who received the survey invitation, 360 completed some part of the survey, yielding a 17% response rate.

Results

Results are reported as frequency percentages for the number of people (n) who responded to the question. For ease of reading, percentages are rounded to the nearest whole percent, so totals may not add up to exactly 100%. Tables are in descending order for 2023 frequency percentages. Summary themes for the qualitative questions are contained in this report; the entire list of responses can be found in a separate document provided to Disability Resources. Comparisons to previous surveys will not be made because the survey content changed.

Faculty members were initially asked to identify their campus site. Table 1, on the following page, shows that just over three-fourths of respondents were from the College Station Main Campus. Faculty members identifying from an off-site location (n=34) were asked to specify the location. Of the 32 responses, approximately 25% reported Dallas. Other off-site locations shared included Health Science Center, Fort Worth, McAllen, Houston, Round Rock, Canyon, RELLIS, and Victoria. Additionally, those who said their campus site was not listed (n=6) were provided the opportunity to write their campus location. Of the four responses, Dallas, Higher Education Center at McAllen, Health Science Center, and School of Dentistry were shared.

Those from the College Station Main Campus (n=286) were asked to select their college, school, or unit affiliation. Also shown in Table 1, approximately one-third were from the College of Arts & Sciences. Anyone selecting the "not listed" option would have been able to write their college, school, or unit affiliation; however, no one selected this option.

Faculty members indicating their campus site was something other than the College Station Main Campus (n=63) were asked to indicate their college, school, or unit affiliation and 55 responded. Some responses of those from TAMU – Galveston included engineering, Marine Biology, Marine and Coastal Environmental Science, and Maritime Business Administration. The three responses of faculty from TAMU – Qatar reported Arts and Sciences. Some responses from off-site locations included dentistry, law, nursing, and medicine. Faculty who reported their campus site was not listed shared dentistry, family medicine residency, and the Higher Education Center at McAllen.

Faculty Demographics	2023 Percentage
Campus Site	**[n=349]**
Texas A&M University – College Station Main Campus	82%
Texas A&M University – Off-Site Location	10%
Texas A&M University – Galveston	6%
Not Listed	2%
Texas A&M University – Qatar	1%
College/School/Unit Affiliation	**[n=285]**
Arts & Sciences	32%
Engineering	19%
Agriculture & Life Sciences	10%
Mays Business School	7%
Education & Human Development	7%
Veterinary Medicine & Biomedical Sciences	5%
Architecture	5%
Bush School of Government	4%
Public Health	3%
Performance, Visualization & Fine Arts	2%
Law	2%
Medicine	1%
Nursing	1%
Dentistry	1%
Pharmacy	<1%
Transition Academic Programs	--
Not Listed	--

Table 1: Faculty Demographics

Using a select all that apply formatted question, faculty members were asked to identify the classifications of students they teach. Table 2 indicates that just over three-fourths of respondents teach undergraduate students.

Do you teach courses for undergraduates, graduates, and/or professional students? (Select all that apply)	2023 Percentage [n=346]
Undergraduate Students	79%
Graduate Students	51%
Professional Students	18%

Table 2: Classification Faculty Teach

Using a select-all-that-apply formatted question, faculty members were asked to select up to three areas of training they were interested in and would find most relevant to their work with students with disabilities. Table 3, on the following page, illustrates that faculty were most interested in the rights and responsibilities of students and faculty members, engaging students in learning, and identifying barriers to access. Faculty members selecting specific accommodations (n=64) were given the opportunity to write the specific accommodation of interest. Nine of the 12 comments indicated training about modified attendance was of interest. Other topics included assistive technology, note-taking, research, dissertation defense, and special request. Additionally, faculty members selecting the other response option (n=6) were provided the opportunity to write a training topic. A wide range of topics were provided by the six respondents such as working with hearing loss, accommodations for students with disabilities in a clinical setting (fourth-year veterinary students), rules for emotional support animals, how to tell if a student is abusing accommodations, and accessible websites.

What areas of training are you interested in and find most relevant to your work with students with disabilities? (Select up to three options)	2023 Percentage [n=301]
Rights and responsibilities of students and faculty	30%
Engaging students in learning	29%
Identifying barriers to access	25%
Communicating with students	21%
Specific accommodations	21%
Creating accessible documents	19%
Accommodations during practical experiences	19%
General overview of Disability Resources	17%
Universal design for learning	16%
Testing Center overview	15%
None	13%
Other	2%

Table 3: Training Topics of Interest

When asked to identify their primary method of receiving training or information, almost half (48%) reported on-demand videos, as seen in Table 4. Those selecting the "other" response option (n=14) were asked to indicate their preferred training method. A variety of comments were provided by the 12 responses including a website to find answers quickly, handouts, tours of facilities, email notifications, and letters from the university of requirements for specific students. Some faculty members may have shared more about a topic they would be interested in receiving training on such as synchronous Zoom presentations and closed captioning. One person stated all the options listed and one clarified having a guest speaker in a staff meeting with a Zoom option for those who cannot attend.

What is the primary way you want to receive training or information?	2023 Percentage [n=291]
On-demand videos	48%
Webinars	25%
In-person workshop or presentation	16%
Guest speaker attends a staff meeting	7%
Other	5%

Table 4: Training Methods

Faculty members were asked to indicate the most challenging aspect of providing access for students with disabilities, and 179 wrote a comment. There were a wide range of challenges faculty faced in working with students with a disability. Several talked about the extra time and work required to do things such as closed captioning, changing the syllabi or activities to accommodate students, and creating tests so far in advance. Several commented on knowing which students have a disability and their accommodations, as well as keeping up with an increase of students with disabilities in classes. Modified attendance was mentioned by several faculty members and not knowing how many missed classes are acceptable or not. Also challenging for several faculty members was students needing extra time for tests or quizzes, especially when it came to handling in-class quizzes. Some faculty members also found it challenging to balance accommodations for some students while being fair with all students. Also related was concern about training and preparing students for high-demand careers, but students miss required classes or clinic hours required by accrediting boards. While many faculty members expressed challenges they faced, several also said nothing or that they had not experienced any challenges so far.

The last question asked faculty members if there was anything Disability Resources could do to help them work with students with disabilities and 144 responses were provided. Many of the comments involved Disability Resources providing more guidance, resources, and support in working with students with disabilities. This could include understanding specific disabilities and accommodations better, knowing what they can or cannot do, help with modifying class materials (enlarged print, closed captioning, etc.). Several faculty members talked about knowing if students really need accommodations and that more students have disabilities than in the past. Some faculty members would like Disability Resources to set expectations with students such as talking with faculty members, or that modified attendance is not a "skip class when you want" card. Having more resources or expanded services was mentioned in the physical sense of having testing centers and satellite offices across campus and at off-site locations. Several faculty members also would like Disability Resources to advocate for faculty with the administration to provide more university-supported services and not have it the responsibility of individual faculty members. The specific items mentioned were editing transcripts, providing closed captioning to videos, and testing accommodations.

Department Background
According to its website (https://disability.tamu.edu/home/about/), Disability Resources "offers accommodations coordination, evaluation referral, disability-related information, assistive technology services, sign language interpreting and transcription services for academically related purposes." The department has three guiding principles: equity, collaboration, and excellence.

Project Details
Student Affairs Strategic Planning provides quality assessment services, resources, and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Affairs Strategic Planning are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Affairs Strategic Planning can be found at https://dsasp.tamu.edu/results/. Additionally, anyone can follow Student Affairs Strategic Planning on Facebook.

To work with Student Affairs Strategic Planning for future assessment projects, please fill out the Assessment Questionnaire at https://dsasp.tamu.edu/aqform/.

Report prepared for: Maria Ortega, Disability Resources
Report prepared by: Kelly Cox, Student Affairs Strategic Planning
Report prepared on: June 5, 2023
Survey designed by: Kelly Cox, Student Affairs Strategic Planning
Analysis prepared by: Dr. Robert Tirso, Student Affairs Strategic Planning