SAINT LOUIS UNIVERSITY

CENTER FOR ACCESSIBILITY AND DISABILITY RESOURCES

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

# Faculty Feedback Survey Report

2021-2022

Purpose

The purpose of this survey was to obtain faculty experiences and perspectives of the 2021-2022 academic year. The Center for Accessibility and Disability Resources' goal is to collect data and feedback from faculty to make continuous improvements to the services and resources provided. This survey is being made public for transparency and to show areas of growth and needs.*

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

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

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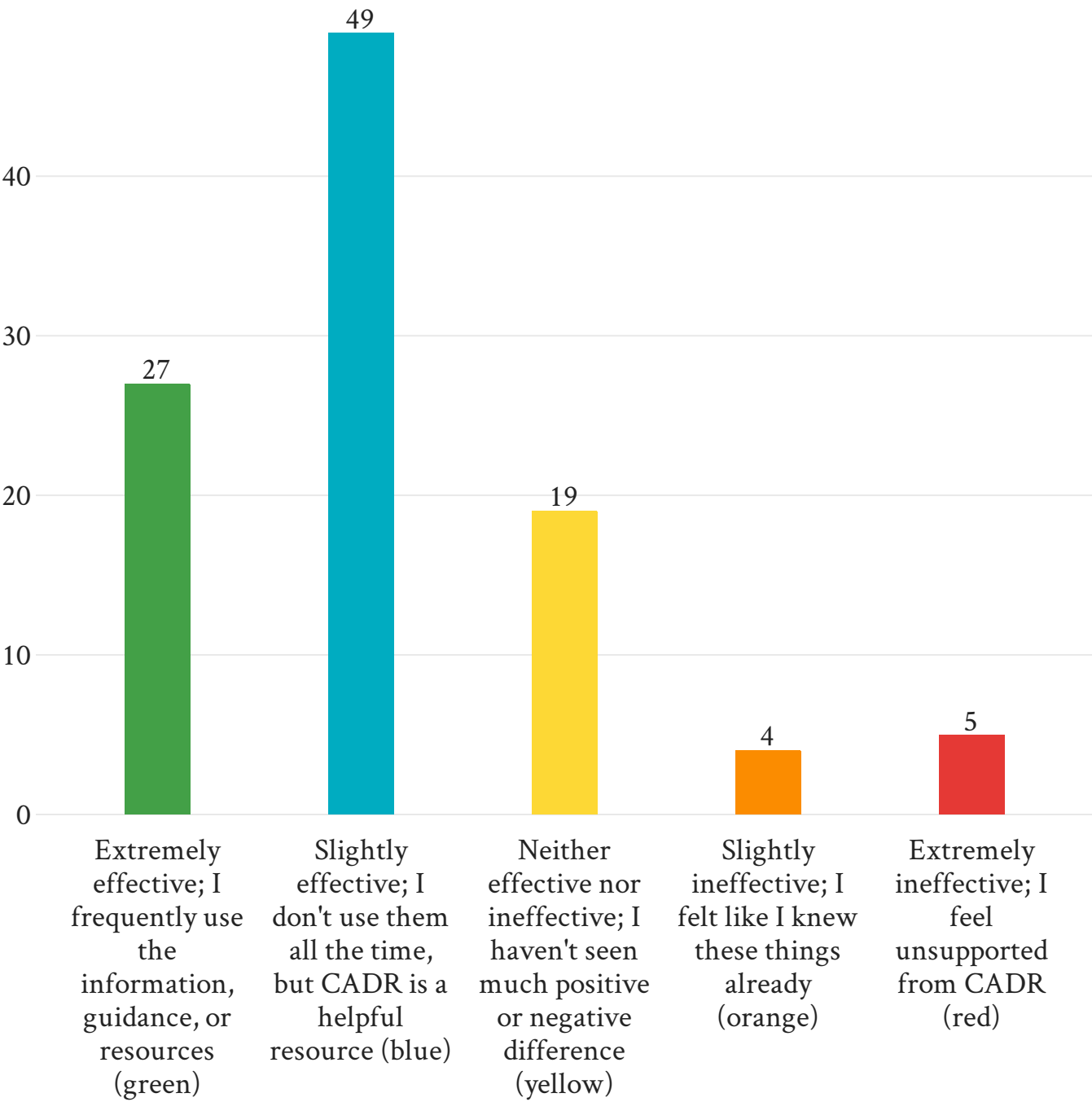
Alt Text: a bar graph with three bars from left to right: red, yellow, green.
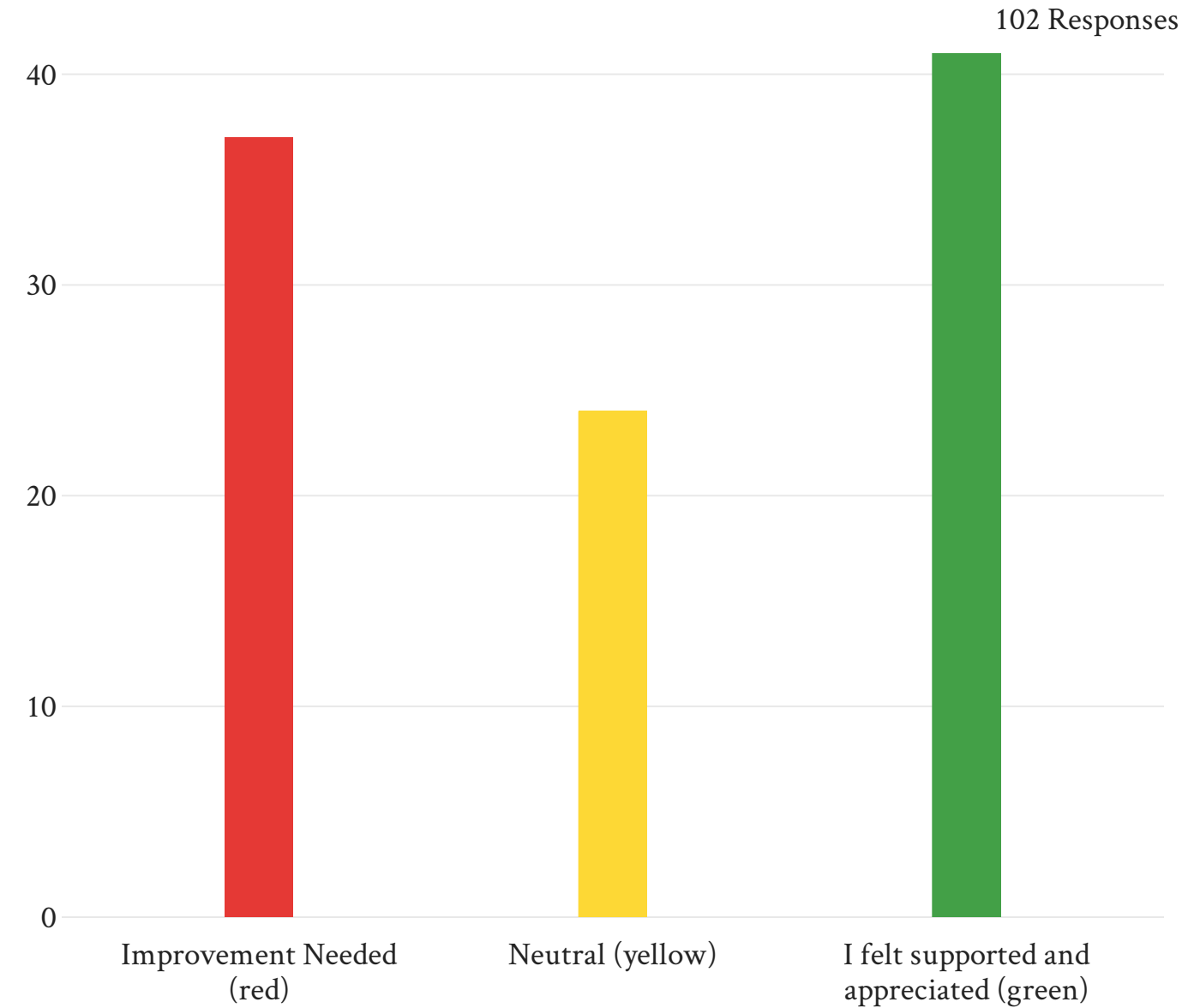
102 Responses

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

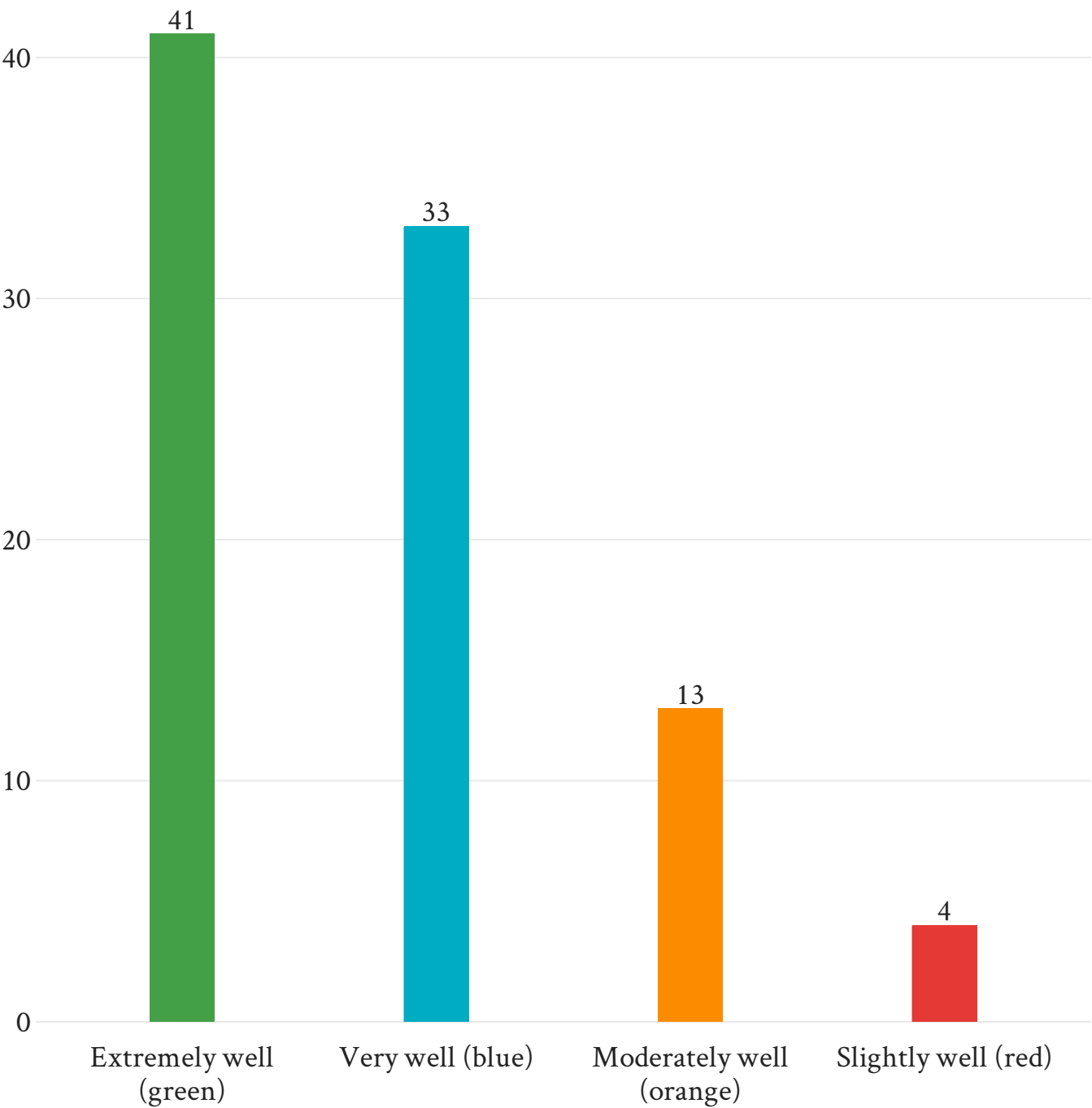Alt Text: a bar graph with 5 bars from left to right: green, blue, yellow, orange, red.

104 Responses

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

Q3. How well do the staff members in the CADR listen to your concerns and respond to your inquiries and needs?

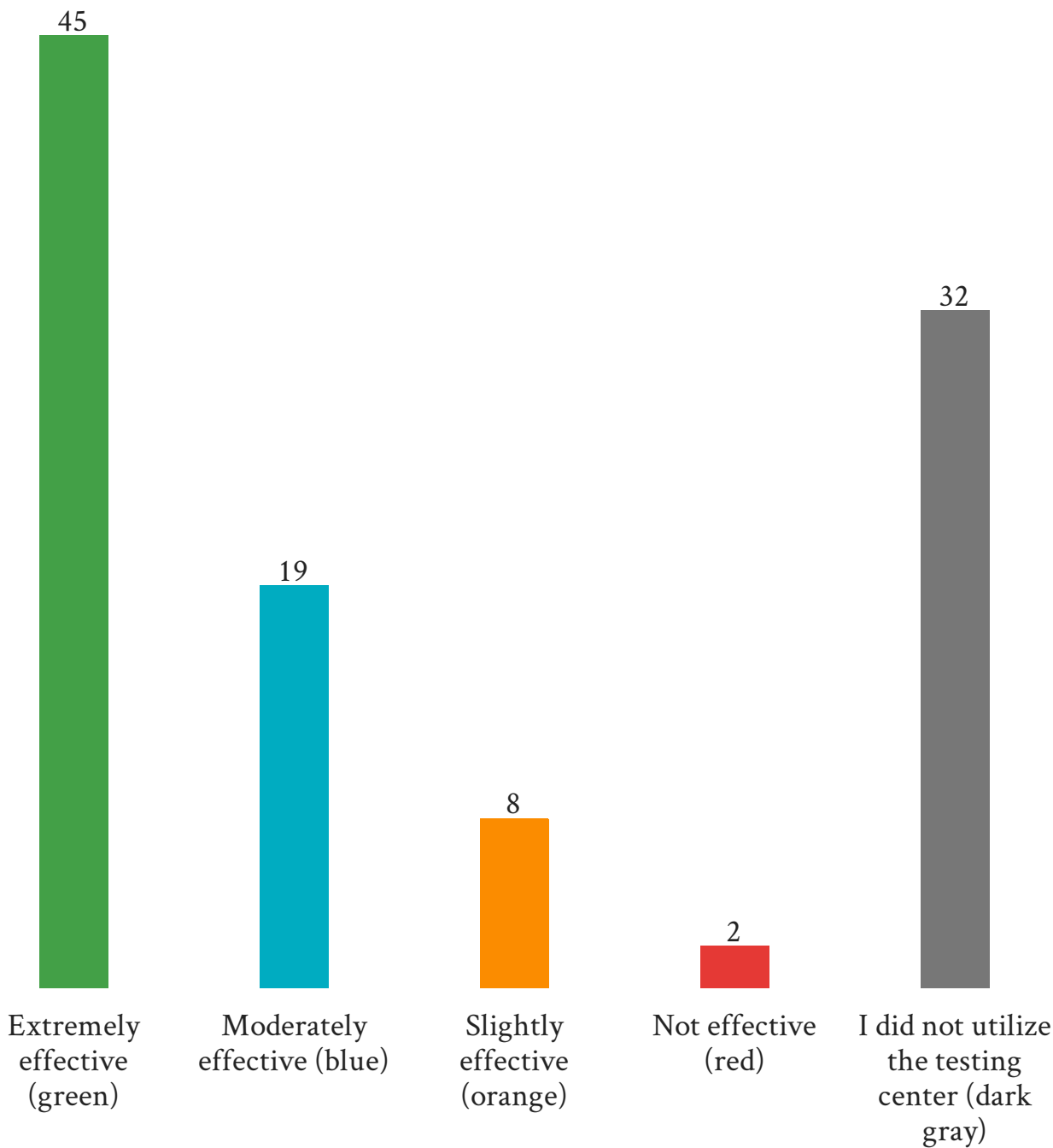Alt Text: a bar graph with 4 bars from left to right: green, blue, orange, red.

91 Responses

Q4. How effective are the testing centers working to serve your needs as a faculty member?

Alt Text: a bar graph with 5 bars from left to right: green, blue, orange, red, dark gray.
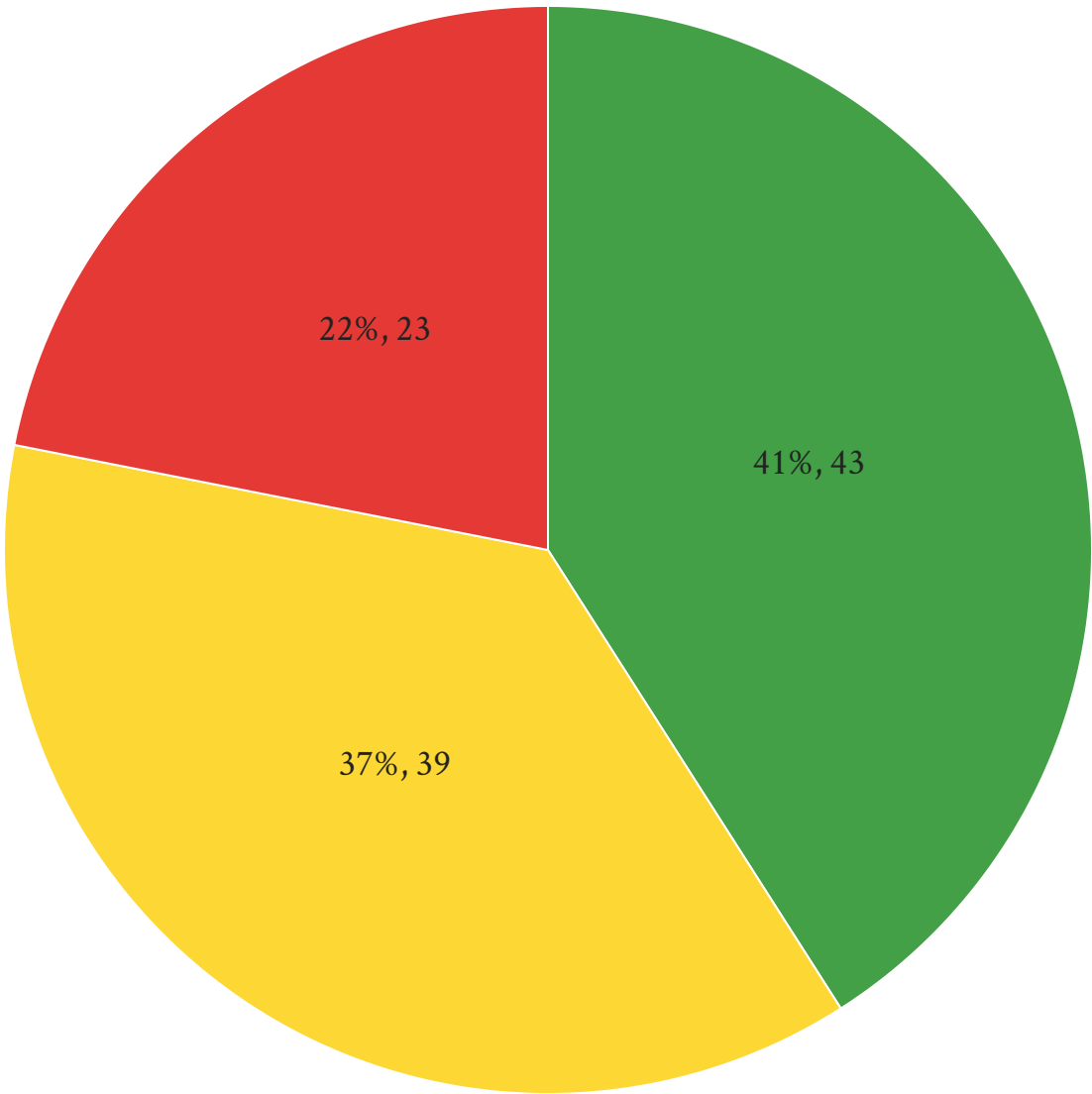
106 Responses

Extremely effective (green)	Moderately effective (blue)	Slightly effective (orange)	Not effective (red)	I did not utilize the testing center (dark gray)
45	19	8	2	32

Q5. How would you rate how student accommodations are implemented or discussed?

Alt Text: a pie chart with 3 portions clockwise from the top: green, yellow, red.
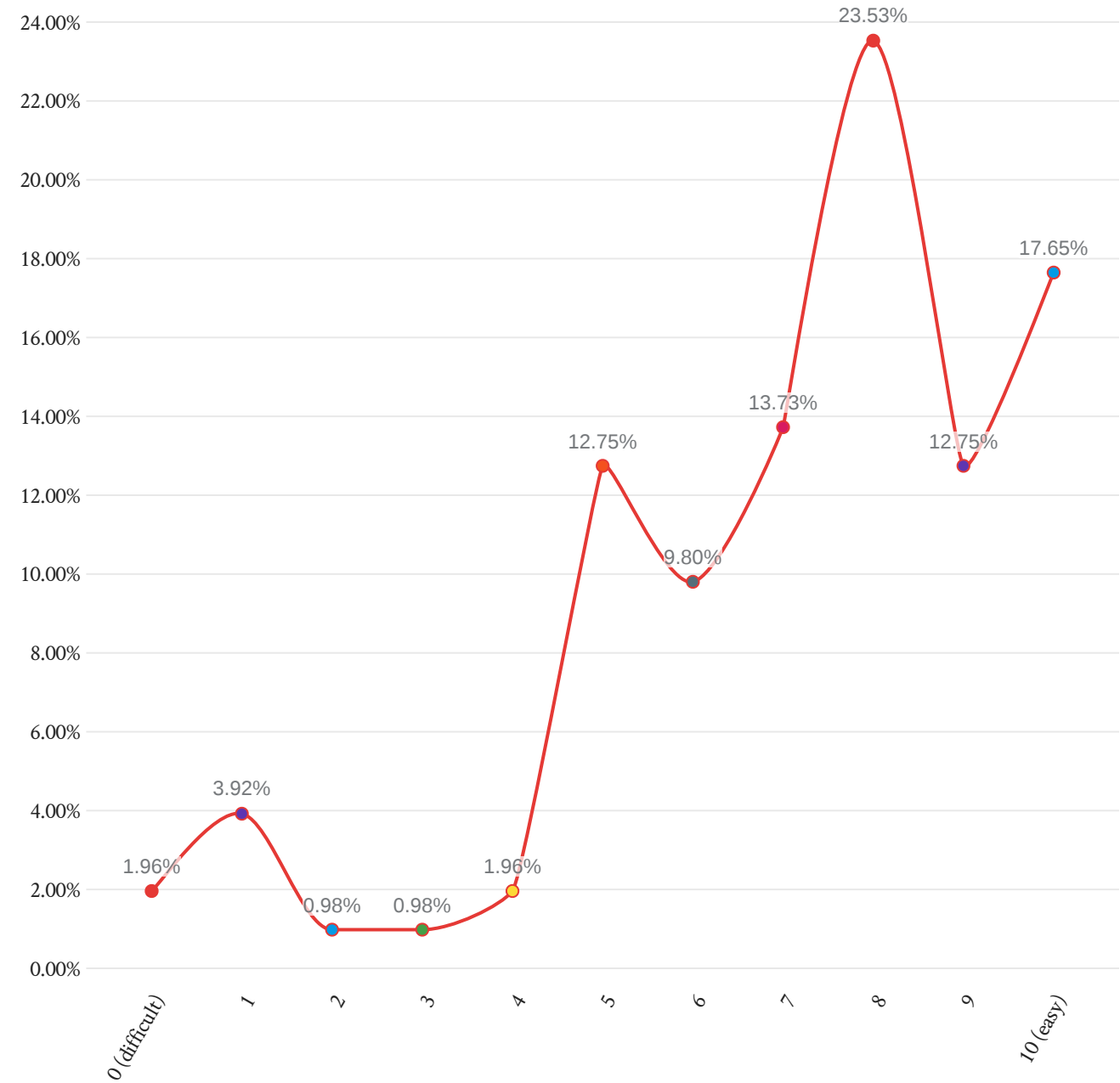
105 Responses

- I know how to work with students to implement accommodations in my course (green)
- Neutral (yellow) ● I always feel lost with accommodations (red)

Q6. How would you rate the ability to obtain the resources that you need for teaching students with disabilities in your course?

Alt Text: a line chart starting at the left, moving to the right. A red line shows the difference of each rating scale designation between 0 (difficult) to 10 (easy).

102 Responses

Percentage of respondents, rating on a scale from 0 (difficult) to 10 (easy)

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

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

Testing Center Challenges

Outreach about CADR

Communication with Faculty

Trainings about Accommodations/Services

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

Addressing Target Points

Testing Center Challenges

A. Scheduling Process

CADR received various responses and feedback regarding our testing centers scheduling processes. Majority of these responses shared that the current method of using Out of Class Testing (OCT) Forms is outdated and a struggle, due to it being either through paper format or an online copy. CADR staff is in agreement with these concerns and frustrations. CADR understands that it can be tedious for both the instructor and the student to complete the paper or online form, as the method can be lengthy.

Over the past two years, CADR has been researching and meeting with various companies that provide application programs and systems that would automate our testing center scheduling process. CADR has applied for funding for an entirely new system for testing centers to make it entirely one, simple process online. CADR will announce to faculty when the new system is purchased and implemented, including training videos and instructions for faculty.

B. Testing Center Spaces

Faculty, who have utilized the testing center, shared concerns with our testing center spaces, especially with private room availability for students who require private rooms as an accommodation. At times, the private rooms can be booked for certain times and/or dates, leaving students to have to chose different dates and/or times to schedule this exam, which can be challenging for both students and faculty. CADR acknowledges these challenges and the frustration students and faculty may have.

CADR, at the time this report was created, has 178 students with a private room accommodation for exams. Between both the North and South testing centers combined, CADR has only 17 private rooms available to use for students. During midterm and final exams, we utilize the Busch Student Center, Suite 331 (where CADR is located) in order to address private room overflow. While this is not the most ideal option, CADR attempts to accommodate students and faculty with the available resources and spaces. CADR has shared concerns about the physical space, availability, and layout of the testing centers in

hopes to have future consideration of changing/adding to the physical configurations of the testing centers.

C. Testing Center Policies

CADR received feedback related to our testing center policies, focusing on the 1 week notice requirement for OCT form submission. Specifically, some faculty shared concerns with using this 1 week notice policy and that the testing center should accept forms if they have been submitted less than 1 week to the exam date. CADR implements this policy to ensure that the testing centers:

a) Are staffed with the appropriate amount testing center staff

   b) Have ample time to prepare exams and notify professors for exams and materials

   c) Are able to meet accommodation needs

CADR currently has 594 students registered and approved for the accommodation of using the testing center (roughly 75% of the total number of students registered). During the 2021-2022 academic year, the North and South campus testing centers proctored a total of 5,181 exams (3,200 at North; 1,981 at South). The testing center policies are in place to ensure that testing center staff can operate the testing centers smoothly efficiently. The policies in place, especially with 1 week notice for OCT form submission, will not be adjusted at this time.

Outreach about CADR

CADR has received comments regarding specific accommodation implementations in their courses, which included frustrations or problems with certain accommodation implementation. Majority of the frustrations surrounded flexible attendance and flexible deadline accommodations. CADR is not aware about concerns from faculty or issues about accommodation implementation without being notified. CADR always welcomes faculty to reach out with concerns or issues about accommodation implementation. CADR is a resource for both faculty and students.

Communication with Faculty

Participants raised concerns regarding communication from CADR, including some of the following excerpts from the comments:

"I never received any communication regarding accommodations"

"The student never contacted me about their accommodations"

"CADR needs to provide more support for accommodation implementation"

CADR sends out notification emails to all faculty at the start of each semester. This email is sent to ALL faculty who are listed as some sort of instructor as a reminder to check their class rosters to check for students with accommodations (which will be listed). The intent behind this email is to remind professors that their MAY be some sort of need for accommodation implementation in the course and that a student MAY contact them to discuss the accommodations. Additionally, when students are initially registered with CADR, an email notification is sent directly to the professor of the current semester of the newly approved accommodations. Each email includes encouragement for faculty to contact CADR with questions about accommodations or implementing accommodations.

CADR tries its best to provide support to faculty. More faculty should feel comfortable communicating with CADR if there are questions or concerns. CADR approves and provides the accommodations. Members of CADR's staff are more than willing to assist faculty with accommodations. However, accommodation implementation relies on the student and faculty interaction and discussion. While CADR can provide clarity on accommodations, faculty are the experts in the content, course, and material. The student provides their lived experiences with their disability and diagnosis. Thus, implementing accommodations is a combination of the faculty perspective and the student perspective.

Upon approval of accommodations, CADR staff always recommend and inform students to communicate with their professors regarding their accommodations in their courses. However, faculty shared several concerns with the lack of engagement/communication with students regarding accommodations in their classes. While CADR understands the frustrations with this, ultimately students make their own choices and decisions that may impact them, including communicating with faculty about their approved accommodations. If a student does not contact or communicate with faculty about their accommodations in the course, that is held solely on the student's decision. CADR will continue to inform students that they will need to communicate with their faculty regarding their accommodations.

Trainings about Accommodations/Services

Faculty participants also shared questions regarding trainings from CADR about accommodations and services. Currently, CADR is developing a training module with the Reinert Center for Transformative Teaching and Learning. These modules will cover the

Americans with Disabilities Act (ADA; ADAAA [Americans with Disabilities Act Amendment Act]) and how the legislation influences higher education teaching practices. In addition, the modules and workshops will cover universal design and instructional approaches. The goal is to provide opportunities for faculty and staff, especially those new to SLU and/or teaching courses in general, to learn more in-depth information directly targeted at disability and accessibility components.

This past spring, CADR reached out to departments heads campus-wide asking to come to a departmental meeting or event to present an informational presentation. However, CADR received limited response to the inquiry. CADR will again offer informational presentations this fall and welcome any areas of suggestion for the staff to address.

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

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

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