

Accessibility and Disabled Instructors' Teaching Practices at UBC

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Project Outcomes

- A UBC-wide **survey**
- **Consultations** with 6 disabled instructors at UBC about challenges and best practices in the context of teaching
- **Annotated bibliography** on teaching and learning with disabilities/illnesses in higher education
- CTLT Winter Institute **workshop**, *What Would An Accessible University Look Like? Perspectives of Disabled Instructors at UBC* (December 8, 2021)

About Survey

- Conducted in March 2021
- 44 valid responses from those who identify themselves as disabled

Areas of Inquiry

- Who UBC's disabled instructors are
- Disclosure
- Challenges in the context of teaching
- Instructional support
- Professional development support

Q 13 How is the transition to online teaching impacting your teaching in the context of disability?

- Open-ended question
- 15 (35.71%, N=42) respondents made **positive comments only**
- 14 (33.33%) respondents made **negative comments only**
- 7 (16.66%) respondents made **both positive and negative comments**
- 2 (4.76%) respondents answered **no impact/no difference**
- 4 (9.52%) respondents answered **not applicable due to not teaching at the moment**
- 2 (n/a) respondents made **no comments**

Positive comments summary

- No commuting
- No traveling across campus
- No moving around in the classroom
- No contending with inaccessible classroom design
- Presence of tech support for remote teaching
- Less anxiety and stress caused by being in front of students
- Flexibility of time-management and pain-management, especially in recording lectures, which results in better-quality lectures
- Smoother communication with students with mic and text-chatting
- Availability of a diverse format of teaching styles

Negative comments summary

- Longer working hours for course prep, student support, and meetings
- More fatigue, headaches, eye strain due to increased screen time
- Hard to manage anxiety, depression, mental illnesses while working and teaching in isolation and less-than-clear boundaries between workspace and home space
- Sensory overload and greater difficulty 'reading the room' (i.e., for an 'autistic instructor' and instructors with 'cognitive disabilities')
- Lack of mental (illness) support



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