

University of Pittsburgh Faculty Senate
Student Admissions, Aid, and Affairs Committee

January 25, 2023 3:00 PM

Minutes

(video recording available upon request)

Meeting Called to Order 3:00pm

Attendance

Elected Members

Natasha Baker, Dental Medicine
Barbara Rauscher Dewhirst, School of Nursing
Nancy Glynn, Co-Chair, School of Public Health, Epidemiology
Thottala Jayaraman, Dental Medicine
Shannon Reed, Department of English
Clare Russell, Dietrich School, Department of English
Uma Satyavolu, Dietrich School, Department of English
Susan Skledar, School of Pharmacy
Sybil Streeter, Co-Chair, Dietrich School, Department of Psychology

Student Representatives

Danielle Floyd, SGB President

Chancellor's Liaisons

Kenyon Bonner, Vice Provost for Student Affairs
Mark Harding, Vice Provost for Enrollment

Pro Tem Member

Ron Idoko, Office for Equity, Diversity, and Inclusion

Senate Appointments

Robin Kear, Senate President
Jennifer Seng, General Counsel

Guests

Leigh Culley, Director of Disability Resources and Services
Shannon O'Shea, University Communications
Bridget Keown, Gender, Sexuality, & Women's Studies Program

1. Disability Resources and Services Guest: Leigh Culley, Director, Disability Resources and Services (presentation attached)

- a. Increase in request for accommodations
 - i. 845 students in 2015-16
 - ii. 1321 in 2019 – 2020 – 100% increase
 - iii. 2538 in 2022-23 – 200% increase from 2015
- b. Demographics – Primary (63% of students documenting 2 or more medical conditions)
 - i. 39% Mental Health/Psychiatric (anxiety, depression)
 - ii. 27% ADHD
 - iii. 18% Chronic illness
 - iv. Demographics – Secondary
 - 1. 61% Mental Health/Psychiatric (anxiety, depression)
- c. Trends/Challenges
 - i. Increase in # of requests for adjustments, accommodations and modifications
 - 1. Impact on Testing Center
 - ii. Increased complexity of requests
 - iii. Requests beyond access
 - iv. Student and parent expectations of DRS
 - 1. K-12 vs. higher ed
 - v. Campus-wide referrals
 - vi. Caseloads are very high in comparison to the national recommendation from professional organization
- d. DRS Response
 - i. Continued collaboration (housing, dining, facilities management, academic departments, student services)
 - ii. Amplify the voice of students with disabilities
 - 1. Enhanced peer mentoring program
 - 2. Reestablished Delta Alpha Pi honorary society
 - iii. additional disability specialist who came on board in the fall semester
 - iv. continue to evaluate our processes to try to enhance efficiency
 - 1. expedited intake process where fast tracking certain requests
 - 2. monthly newsletter to students highlighting the role of DRS
- e. SAAA questions
 - i. Why some students get more time than others?
 - 1. Impact of condition e.g., impairment related to processing speed
 - ii. Effort to hire more and more diverse specialists?
 - iii. continue to evaluate and present information to leadership and university leadership to help make those decisions
- f. Collaboration with Dining Services?
 - i. Bi-weekly meetings with director of dining, the Dietitian in compass foods and a dietitian within student health meet every other week to evaluate specific requests that are coming in, whether it be with regards to any type of concern related to accessing safe and healthy food
 - ii. Increase/enhance communication with students re: food services
- g. How are faculty are doing with the increase in DRS - are the faculty members open to making changes, to trying to welcome accommodation?
 - i. one specialist said that there's been a lot of that that he's been experiencing more faculty who are angry and upset about accommodation. Looking into details; generally rare event; mostly collaborative
- h. Clarify wording re: 'instructor agreements'

- i. Only to be completed if students ask for consideration beyond those stated in letter
- i. Temporary conditions?
 - i. Encourage working with faculty, but DRS can help if necessary
- j. Invisible disability and who's responsible for reaching out?
 - i. 92% of students registered have hidden disability
 - ii. Contact the specialist on the letter with questions
- k. How to manage 'minimized distractions with limited availability at Testing Center?
 - i. Small conference rooms are ok; work in progress
- l. Data on impact of accommodations? Are these helping?
 - i. Limited data but more time really doesn't have an impact
- m. Is everyone seeing this increases
 - i. Yes – peer institutions have same trends and challenges

Disability Resources and Services

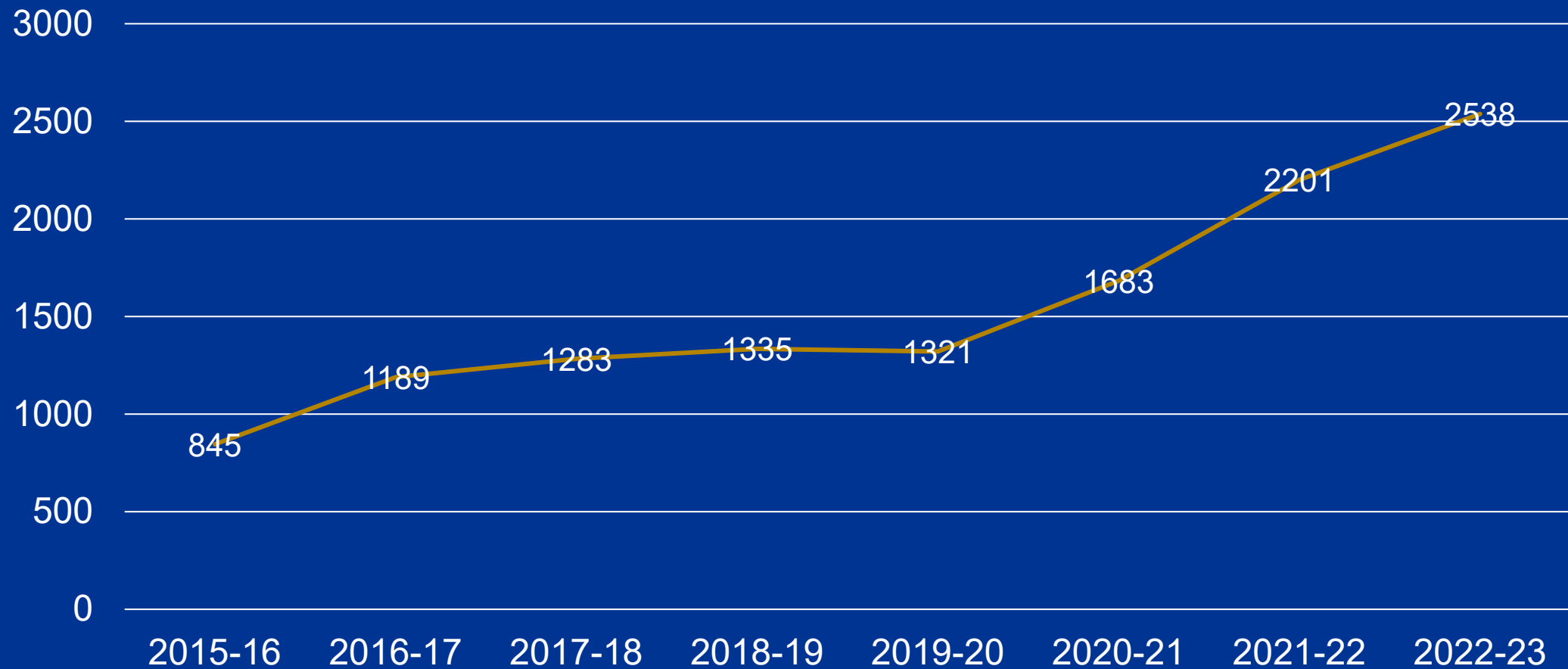
University Senate Student Admissions, Aid,
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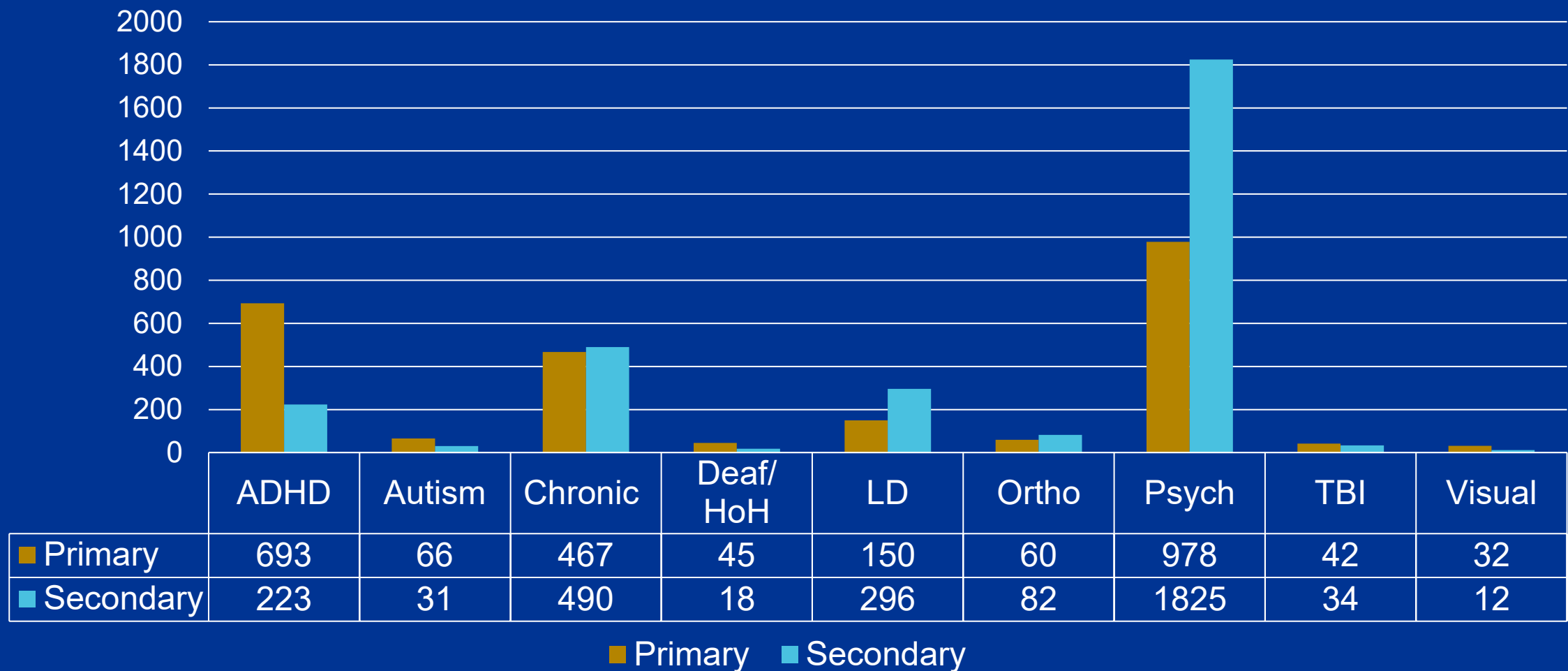
DRS Role

- Resource to fulfill institutional commitment to equal access
- Identify and eliminate the unnecessary barriers
- Foster success through access
- Programming and support
- Assist campus to be proactively accessible to greatest extent possible
- Engage in disability education and promote disability as diversity

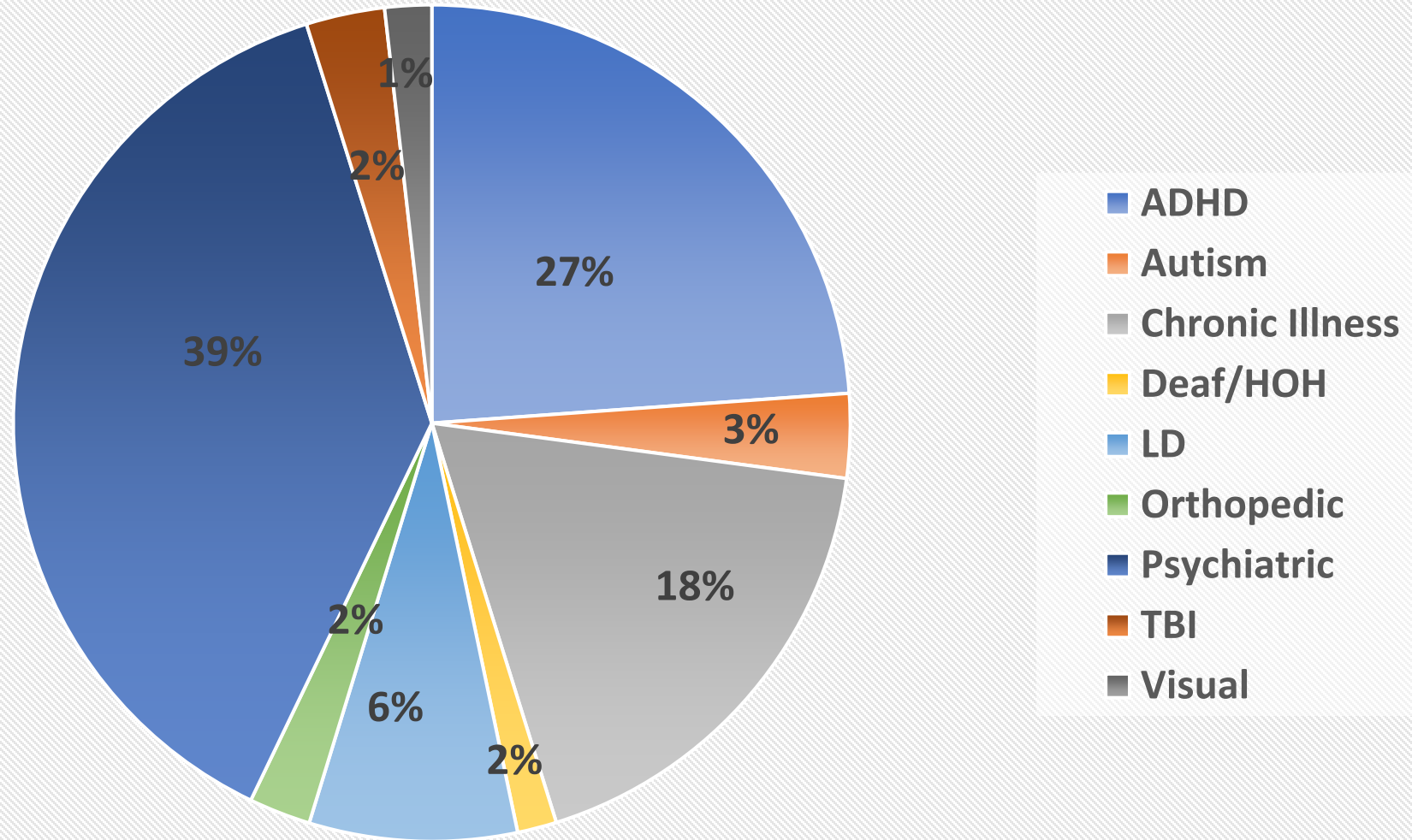
Registered Students with Disabilities



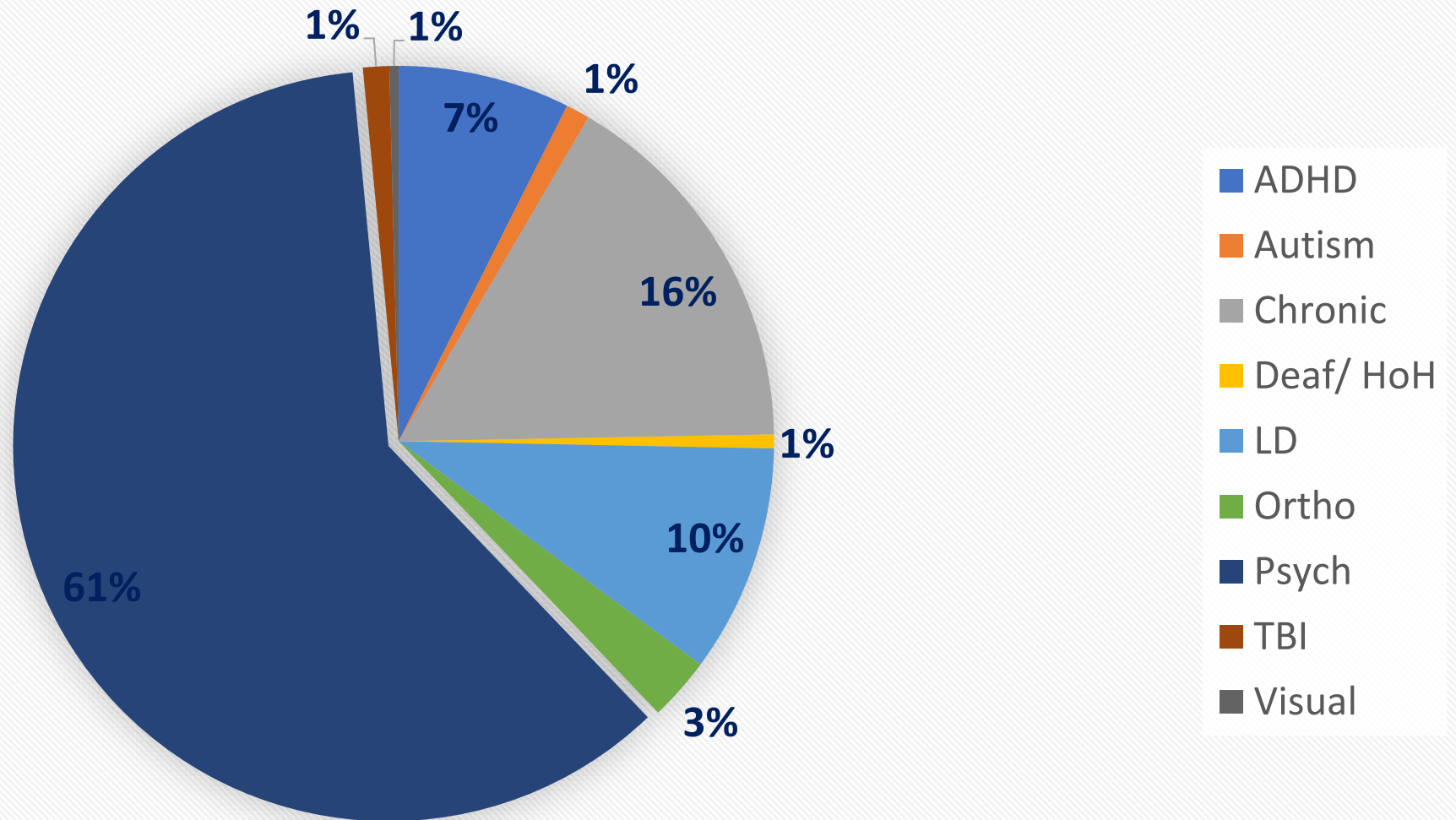
Demographics of Disability



Demographics of Disability (Primary)



Demographics of Disability (Secondary)



Recent Trends/Challenges

- Increase in number of requests for academic adjustments, accommodations, and modifications
 - Exam accommodations and impact on Testing Center
- Increased complexity of requests
 - Policy modifications, remote attendance accommodations, housing and dining accommodations
- Requests beyond access which focus on individualized supports for success
 - Preference vs need, success vs access

Recent Trends/Challenges

- Student and parent expectations of DRS
 - K-12 vs higher education
 - Customized experience
- Campus-wide referrals
 - Temporary medical condition requests
 - Academic difficulties
 - Extenuating life circumstances

DRS Response

- Hired additional Disability Specialist
- Evaluating processes to enhance efficiency
 - Benchmarking
 - Expedited intake process
- Targeted, intentional communication
 - Monthly newsletter to students

DRS Response

- Continued collaboration with partners in housing, dining, facilities management, academic departments, student services
- Amplify the voice of students with disabilities
 - Enhanced peer mentoring program
 - Reestablished Delta Alpha Pi honorary society

Questions?

Leigh Culley
Disability Resources and Services

lculley@pitt.edu

(412) 648-7890