

Building Faculty Supports: Working with Faculty to Work with your Students

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Goals for Session

- Identify ways faculty can become involved in Post-secondary Education Programs
- Where to begin to develop a system of support for students and faculty
- What have we learned along the way

Becoming part of the University

- Use traditional inclusive education practices
 - Pick the BEST location for the first attempt
- Develop the program with a “grassroots perspective”
 - Who do you enlist for support on your campus?
 - Student Affairs
 - Academic Affairs
 - Campus Leadership

Making solid faculty connections

- Begin with less risky opportunities and increase contact
 - Approach faculty who advise clubs or campus activities
 - Develop faculty mentoring opportunities
 - Faculty Mentoring Handbook
 - Ask for feedback
- Move to “hosting” and interested student after a successful experience

Letter to Faculty Mentors

FAU Academy for Community Inclusion

Faculty / Staff Mentors

Summer 2016

Courtney,

Thank you for volunteering to mentor a student in the ACI program.

This will be our first semester utilizing faculty and staff mentors in the ACI program. Therefore, your feedback will be greatly appreciated. Each mentor is expected to have one hour of contact per week with their assigned protégé for the duration of the semester. This contact may be in-person, by email, Skype or by any other mode of communication agreed upon by both the mentor and protégée.

It is likely that faculty and staff will find this experience intrinsically rewarding. However, ACI is also able to provide a small stipend (half semester \$500) to thank you for your commitment to the success of our

FAU Academy for Community Inclusion



Mentor Handbook

Faculty Mentors

Summer 2017

Faculty Mentor Reflection

Mentor Name:

Mentee Name:

- What did you enjoy most about the experience?
- What if anything made you uncomfortable during your mentoring experience?
- What one thing stands out as something you learned from the mentoring experience?
- What one things do you think your mentee learned form you this semester?
- Are there things you might change within the mentoring experience if you could?

More risk; more support

- Program requirement for electives outside of Academy
- Begin with past mentors as course host
 - Five former mentors host students in their classes
- Explain expectations for student audits
 - Students pay tuition
 - Curriculum *MAY* be modified; ACI will help with that
 - Access to texts provided
 - Assignments modified or selected
 - Documented on Learning Contract

ACI Learning Contract

Learning Contract for Classes Outside of the FAU ACI

Semester:	Course:
Student Name:	Faculty Name:
Z Number:	Faculty email:
Student email:	Faculty contact info:

Course Objectives to be met by the student: Select the objectives from the course syllabus (the Big Ideas) that will become this student's learning goals.	How will the student access these objectives? List modifications or resources to help the student to complete the objective.
1.	
2.	
3.	
4.	
5.	

Courses taken outside of the Academy are taken as audited courses. Audited courses at FAU do not receive credit nor are they calculated in a student's G.P.A. However, within the Academy, it is expected that even audited classes have

What we have learned

- Start with low risk
- Use student interests to guide course selection
- Most faculty had never had interaction with ANY individuals with ID
 - Nervous about being wrong.....