

Managing Medical/Disability Accommodation Requests for Academics including Requests for Remote Teaching

THE CHAIR'S ROLE

Office of the Vice Provost – Academic Affairs
Department Chair Bag Lunch

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INTRODUCTIONS

PRESENTERS

Academic Affairs

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AGENDA

- Introductions
- Overview
- Remote Teaching Requests
- Scenarios
 - Legal and Policy Considerations
 - Interactive Process
 - Reasonable Accommodation
 - Requests for Remote Teaching
 - Best Practices
- Top 10 – best practices
- Resources

Overview

- A reasonable accommodation is a change to the job, the way the job is done, or the work environment based upon a faculty member's own disability or medical limitations.
- UC is required to provide reasonable accommodations and Disability Management Services can help you and your faculty member.

Overview

- A faculty member's request for an adjustment based upon age, non-medical risk factors, a family member's health condition, or vaccination status is not a reasonable accommodation.
- A Chair can explore ideas/options with a faculty member but decisions are based upon operational needs.

What questions do you have?

Share with us examples of what you're currently managing.

SCENARIO – PROFESSOR DOWNS

Professor Downs is a professor who's has been doing great things in the department. They always get outstanding reviews from their students.

They contacted you this morning and reported that they broke their toe over the weekend and now need to teach remotely for the rest of the quarter (8 more weeks). They noted that they have to use crutches to get around and it would be easier if they can just remain at home and teach over Zoom. They remind you how effective they were at teaching remotely during the pandemic.

Remote Teaching Requests

- We know it has not been easy transitioning back to be in-person, on campus.
- The campus no longer has a committee that reviews requests for remote teaching.
- Chairs should understand the difference between whether the request is an **Accommodation** or an **Adjustment**. Accommodations are for an appointee's personal medical related reasons. If there is no personal medical reason, then it's an adjustment.

Remote Teaching Requests

- The Academic Senate decides how instruction is offered.
- They have provided DMS with temporary approval to work with chairs to grant approval to teach remotely on a quarterly basis. This has occurred for fall 2022 and will occur for winter 2023.
- If a faculty member who is not approved for a temporary accommodation to teach remotely or wants to teach remotely, then they should submit a request to the Senate's Committee on Courses of Instruction (COCI). COCI approves whether a course is taught in person, virtually, or as a hybrid.

Remote Teaching Requests

- Please see this page on the Academic Affairs website:
<https://academicaffairs.ucdavis.edu/accommodations>
- This page outlines process for disability accommodations, options for leaves, and guidance on teaching and instruction **AND** options for a chair to consider in supporting their faculty with an adjustment, to make the on campus teaching experience as comfortable as possible for the faculty member, e.g., adjustments to the classroom.

Academic Affairs

People > Resources > Policies > Programs > Tools > Workshops > Honors > Diversity >



Quick Link



Navigating Disability Accommodations, including those affecting instruction

Academic Affairs • Policies • Navigating Disability Accommodations, including those affecting instruction

<https://academicaffairs.ucdavis.edu/accommodations>

SCENARIO – PROFESSOR ROBBINS

Professor Robbins is a professor who is not considered much of a team player in the department. However; they will offer assistance and suggestions when asked directly.

Earlier this week, they came to meet with you to share that that they have been diagnosed with Stage IV breast cancer. They are scared, and note that their physician is advising that they work and teach remotely next quarter. They report that they will be starting chemotherapy during the winter holiday break and will be immunocompromised and high risk to COVID-19.

Top 10 list –Remote teaching requests

1. Start with “How can I help you?”
2. Be clear about whether the faculty member has personal medical limitations or if they are non-medical.
3. Use your resources, DMS, Dean, Acad Affairs, including the resources on the web page.
4. Provide the appointee with resources and information.
5. Be familiar with the COCI process so that you can share info with your faculty.
6. Listen to the appointee.
7. Maintain the appointee’s privacy.
8. Remain open-minded about options.
9. Provide a consistent approach when engaging with these cases, even if they have different outcomes.
10. Document, document document!

POLL QUESTIONS – SET 1



POLL QUESTIONS REVIEW

TRUE OR FALSE?

1. Knowing the faculty member's medical diagnosis/condition is important in providing an effective accommodation. FALSE
2. Faculty have Essential Functions within their role. TRUE
3. If you have a question about the functional limitations and restrictions the faculty member has provided to you, you should call the healthcare provider for clarification. FALSE
4. Reasonable Accommodation applies only to reasonable department members. FALSE

SCENARIO – PROFESSOR SMITH

Professor Smith is a senior faculty member who asks to discuss a personal issue with you. When you meet, Professor Smith tells you that they have noticed a definite change in their hearing. This is causing a lot of frustration in class, since Professor Smith can't always hear what students say and ask. Professor Smith tells you that they have been seeing their doctor and that they are currently undergoing tests to try to understand what's going on. Professor Smith is noticeably uncomfortable discussing this.

SCENARIO – PROFESSOR SMITH

PART TWO

Professor Smith is very productive and always gets consistently positive teaching evaluations. However, Professor Smith is not the most beloved member of the department. Other faculty members complain about Professor Smith's brusque and often demeaning style of communicating in meetings, and staff have used the word "bully" to describe Professor Smith. You, too, have generally found it very challenging to interact with Professor Smith – both as a colleague and now as department chair -- and you tend to limit your dealings with them as much as possible.

Communication tips

- Recognize a request for accommodation vs an adjustment
- Let them know you are willing to help them even if you don't have all the answers
- Ask what job functions they are having difficulty performing
- Ask what their disability/medical related limitations are – not diagnosis
- Include a resource partner, e.g., DMS, to help you and your faculty member

POLL QUESTIONS – SET 2



POLL QUESTIONS REVIEW

TRUE OR FALSE?

1. Faculty receive paid medical leave based on their rank and title.
FALSE
2. Once you have come to an agreement with the faculty about an accommodation, it's important that you document the agreement back to the faculty member. TRUE
3. Providing medical leave is required by federal and state law.
TRUE
4. The Interactive Process should begin only after the faculty member approaches you. LET'S DISCUSS
5. The Interactive Process ends at the end of the academic year.
FALSE

SCENARIO – PROFESSOR JONES

Professor Jones is a tenured member of the department. He is a respected campus citizen, is active within the department, mentors junior faculty well, has been an active teacher, regularly has several graduate students working with him, etc.

Lately, he's been missing department meetings, hasn't been showing up for office hours, and hasn't been as visible on campus. You have heard that he's been ill, but he hasn't requested any medical leave. Rumor has it, he's "very sick." This happens to be a non-teaching quarter for him.

POLL QUESTIONS – SET 3



QUIZ!

POLL QUESTIONS REVIEW

TRUE OR FALSE?

1. A Reasonable Accommodation must be effective for the department and the faculty member. TRUE
2. The role of the faculty member's healthcare provider is to provide suggestions for the required accommodation. FALSE
3. Disability Management Services (DMS) should arrange potential accommodations with the faculty member. NOT EXACTLY
4. When a faculty member has temporary restrictions, essential functions can be temporarily excused. IT DEPENDS

Reminder – Best Practices

1. Start with “How can I help you?”
2. Avoid asking or receiving medical diagnosis or specifics about the illness.
3. Engage in the interactive process and document the engagement.
4. Use your resources, DMS, dean, Acad Affairs.
5. Provide the appointee with resources and information.
6. Listen to the appointee.
7. Maintain the appointee’s privacy.
8. Remain open-minded about options.
9. Provide a consistent approach to engaging on these cases, even if they have a different outcome.
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THANK YOU!