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| **Submission Template for the****2018 MOBTS Teaching Conference for Management Educators** |

1. Title, Abstract & Keywords

Not Seen and Not Heard: Building a Support System for Management Educators with Learning Disabilities

While much is known about teaching students with learning disabilities, almost nothing is known about the experiences of management educators who have learning disabilities themselves. This roundtable builds on sessions from the previous two years’ and explores the experiences, opportunities, and barriers for faculty who identify, privately or publically, as learning disabled in academia. The first part of the session provides a space for educators to share their experiences with managing a learning disability in academia, or supporting others in this process. The second part is dedicated to developing a support system for educators with learning disabilities.

Keywords: Learning Disabilities, Diversity, Educators, Stigma

1. Introduction

A brief search of Google Scholar found a vast array of entries for students with learning disabilities in higher education. However, when the search was conducted for faculty with learning disabilities, there were virtually no references about faculty with learning disabilities1. Given this combined with the stigma often faced by those with learning disabilities (Denhart, 2008), we felt a need for faculty with learning disabilities to have a safe space to share their experiences, particularly for doctoral students and tenure-track faculty, as this session provides an uncommon opportunity to find mentors who face similar issues. Faculty with learning disabilities can be powerful mentors and allies to students with similar challenges, yet may feel pressure to “pass” as non-disabled in their working lives. Creating a support system which celebrates learning differences serves as a powerful message to our students and colleagues about who can thrive in the changing currents of academia. It is our hope that by elevating awareness of learning disabilities in the teaching profession, we will begin to question established recruitment and promotion practices in academia, increase diversity in our field, and inspire future generations of students with learning disabilities to fully engage in higher education.

This session has been run twice before (two years ago at Walsh U, and last year at Providence College), both times, the session was positively received by attendees, and we hope to continue this tradition, this year at Coastal Carolina.

1. Teaching Implications:

Attending this workshop, management educators will:

* Understand the experiences of management educators who have learning disabilities
* Develop strategies towards effective teaching and research by educators with learning disabilities
* Gain awareness of learning disabilities across all stages of the academic career
* Understand preferred practices and language when working with a colleague with a learning disability
* Become better informed about the myths and stereotypes surrounding educators with learning disabilities
* Begin to build a support network of other management educators with learning disabilities
1. Session Description and Plan:
2. (20 min) Introduction of facilitators and attendees, answering;
	1. How did I get here?
	2. What do I hope to have happen? What questions do I want answered?
	3. What are my experiences as (a) an educator with learning disabilities or (b) an educator working with colleagues or PhD students with learning disabilities?
3. (20 min) After sharing these responses, we will have participants break into small groups (approximately 3 people per group) to further discuss personal stories and brainstorm strategies for supporting educators in their academic work (teaching, research, and service).
4. (20 min) We will then come back together as a whole group to share our small group discussions. Steps to build a support community will be taken. Contact information will be shared between participants.
5. Application to Conference theme:

***Reflective Reinvention: Harnessing our Heritage to Reshape Management Education***?

Not applicable.

1. Time Requested: 60 Minutes
2. Resource Needs: A room where chairs or desks can be put in a circle.
3. Unique Contribution to OBTC:

This is a follow up to the round table that was presented at OBTC last year. The roundtable primarily centers around the personal experiences of the attendees, and will therefore provide a unique and enriching experience for those who participate. The proposal is not under review anywhere else at this time.

References

Denhart, H. (2008). Deconstructing barriers: Perceptions of students labeled with learning disabilities in higher education. *Journal of Learning Disabilities, 41*, 483–497.

Notes

1Google Scholar references to faculty with learning disabilities were almost exclusively about faculty attitudes toward students with learning disabilities or techniques for faculty who deal with students with learning disabilities. They were not about faculty with learning disabilities.