**Recommendations for Faculty Development**

Disability services professionals must expand the current professional development dialogue:

* utilize professional development opportunities to establish an ongoing relationship with faculty in order to create the interdependence that underlies a just society (Rutherford, 2011)
* professional development opportunities must seek to change the individual beliefs of faculty regarding disability (Zhang, Landmark, Reber, Hsu, Kwok, & Benz, 2009)
* focus on particular policies and practices that faculty may perceive as being non-problematic but may be perceived negatively by students with disabilities (Pincus, 2000).

Disability services professionals should work with teaching and learning centers on campus to foster a social justice orientation.

* highlight specific ways faculty may become allies within the scope of their responsibilities
* faculty learning communities may serve as an effective way for faculty to connect across academic disciplines and develop a greater understanding of social justice and establish a safe space to assess one’s own beliefs and practices regarding disability and accessibility and provide support for solving faculty challenges regarding working with students with disabilities (Ness, George, Turner & Bolgatz, 2010).

Disability services professionals must include students with disabilities in the development and delivery of faculty development.

* assure that a full understanding of the experience of being a student with a disability is developed and communicated to faculty (Chang, Crethar, & Ratts, 2010).
* further the faculty view that provision of equitable opportunities is an interdependent system involving faculty, students with disabilities, and disability services professionals (Lopez-Baez & Paylo, 2009).
* sustainable impact may be made by developing a greater understanding of students with disabilities as a whole (Harley, Alston, & Middleton, 2007)

Disability services professionals must also develop partnerships with other offices or departments who have an interest in social justice and/or disability.

* those who are positional leaders in working with underrepresented populations may experience significant shift in the attitudes of faculty by working together to deliver messages that foster a social justice orientation and are inclusive of multiple populations (Adams, 2000; Wronka, 2008)
* Delivery of a unified message may serve to create greater readiness for faculty to change and adapt more favorable attitudes toward students with disabilities (Strickland in Shullman, Celeste, & Strickland, 2006).