

FROM THE EYE OF FACULTY MEMBERS WITH DISABILITY:
A PHENOMENOLOGICAL STUDY OF
FACULTY MEMBERS' EXPERIENCE OF WORKING LIFE
IN TURKISH HIGHER EDUCATION

HAVANUR AYTAŞ

February 2019

FROM THE EYE OF FACULTY MEMBERS WITH DISABILITY:
A PHENOMENOLOGICAL STUDY OF
FACULTY MEMBERS' EXPERIENCE OF WORKING LIFE
IN TURKISH HIGHER EDUCATION

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY
HAVANUR AYTAŞ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES

FEBRUARY 2019

Approval of the Graduate School of Social Sciences

Prof. Dr. Tülin Gençöz
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science

Prof. Dr. Cennet Engin Demir
Head of Department

This is to certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science

Assist. Prof. Dr. Serap Emil
Supervisor

Examining Committee Members

Prof. Dr. Sadegül Akbaba Altun	(Başkent Uni., EDS)	_____
Assist. Prof. Dr. Serap Emil	(METU, EDS)	_____
Assoc. Prof. Dr. Zeynep Hatipoğlu Sümer	(METU, EDS)	_____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: HAVANUR AYTAŞ

Signature:

ABSTRACT

FROM THE EYE OF FACULTY MEMBERS WITH DISABILITY: A PHENOMENOLOGICAL STUDY OF FACULTY MEMBERS` EXPERIENCE OF WORKING LIFE IN TURKISH HIGHER EDUCATION

Aytaş, Havanur

M.S., Department of Educational Sciences

Supervisor: Assist. Prof. Dr. Serap Emil

February 2019, 139 pages

Higher education all around the world is building a more inclusive setting while disability is noticed mostly for students, less for faculty members. The aim of the study was to analyze the experience of faculty members with disability in working life and explore those experiences in relation to self-knowledge and social knowledge along with their impact on their job satisfaction. The main goal of the research is to emphasize the rights of faculty members with disability and provide the higher education administrators and policy makers with knowledge and suggestions for amendments and guidance to develop more inclusive and sustainable education policies. In this phenomenological research, a semi-structured interviews were carried out with 15 participants on their working life experiences in relation to their disability. According to the results, social interactions at work and accessibility opportunities shape the faculty members` self and social knowledge which also determine their job satisfaction. To enable faculty members with disability fully participate in academic life, higher education leaders and middle managers should prevent exclusion and preclusion against the faculty members with disability and provide full accessibility.

Keywords: Faculty work, faculty members, disability in higher education, job satisfaction

ÖZ

ENGELİ OLAN ÖĞRETİM ELEMANLARININ GÖZÜNDEN: ÖĞRETİM ELEMANLARININ TÜRKİYE YÜKSEKÖĞRETİMİNDEKİ MESLEKİ TECRÜBELERİ ÜZERİNE FENOMENOLOJİK BİR ÇALIŞMA

Aytaş, Havanur

Yüksek Lisans, Eğitim Bilimleri Bölümü

Tez Yöneticisi: Dr. Öğretim Üyesi Serap Emil

February 2019, 139 sayfa

Engellilik öğrenciler için daha çok, öğretim elemanları için ise daha az göz önüne alınırken, dünyanın her yanında yükseköğretim daha kapsayıcı hale gelmektedir. Bu çalışmanın amacı engeli olan öğretim elemanlarının çalışma hayatındaki deneyimlerini analiz etmek, bu deneyimleri öz bilgi, sosyal bilgi ve iş doyumuna olan etkisine bağlı olarak incelemektir. Bu araştırmanın temel amacı engeli olan öğretim elemanlarının haklarını vurgulamak ve yükseköğretim yöneticileri ve politika belirleyicilere daha kapsayıcı ve sürdürülebilir eğitim politikalarının geliştirilmesinde düzenleme ve yönlendirme sağlamaktır. Bu fenomenolojik çalışmada, 15 katılımcı ile engellerine ilişkin çalışma hayatı deneyimleri üzerine yarı yapılandırılmış görüşmeler yapılmıştır. Sonuçlara göre, çalışma hayatındaki sosyal ilişkiler ve erişebilirlik olanakları bir öğretim elemanının aynı zamanda iş doyumunu da belirleyen öz bilgi ve sosyal bilgisini şekillendirmektedir. Yükseköğretim yöneticileri ve orta düzey yöneticiler, engeli olan öğretim elemanlarının akademik hayata tam katılımlarını sağlamak için onlara yönelik dışlayıcı ve engelleyici uygulamaları önlemelidirler.

Anahtar kelimeler: Akademik görevler, öğretim elemanları, yükseköğretimde engellilik, iş doyumunu

*To my beloved grandpa, Ali Aytas,
who expects me to be a rector one day...*

ACKNOWLEDGMENTS

First and foremost, I would like to express my deepest gratitude to my supervisor Assist. Prof. Dr. Serap Emil for being a remarkable educator and inspiring me to pursue a career in Educational Sciences.

I would like to thank my thesis committee members Prof. Dr. Sadegül Akbaba Altun and Assoc. Prof. Dr. Zeynep Hatipođlu Sümer for their interest, valuable time, feedbacks and suggestions.

I would like to express my heartfelt gratitude to each participant of this study for sincerely sharing their experiences with me.

I would also like to thank Claire Özel, who has encouraged and guided me all the time since the beginning of this study.

I am eternally grateful to my parents and siblings, who have always believed in me, for their never-ending patience for my never-ending complaints. Especially, withstanding the nonsense impositions of society, my beloved mum has always encouraged me to move forward. All my diplomas are for you, mum!

I owe a big thank you to my honorary advisors Gamze Nur and Betül Sümeyye Özgün for literally witnessing each step of this thesis and sharing the agony of writing it. This means a lot to me.

I will always be grateful to my friends Melihcan Komser and Fırat Rozkan Kılıç for always being there for me no matter what since 2010. Sorry for all the *fatals*.

This study was supported by the Scientific and Technological Research Council of Turkey (TÜBİTAK) within 2210-National Scholarship Programme for MSc Students.

TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT	iv
ÖZ.....	v
DEDICATION	vi
ACKNOWLEDGMENTS.....	vii
TABLE OF CONTENTS	viii
LIST OF TABLES AND FIGURES	x
CHAPTER	
1. INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of the Problem	4
1.3. Purpose of the Study.....	4
1.4. Significance of the Study.....	5
1.5. Definitions of Terms.....	5
2. LITERATURE REVIEW	7
2.1. Faculty Work	7
2.1.1. Self-Knowledge	8
2.1.2. Social Knowledge.....	10
2.2. Disability and Disability Models	12
2.2.1. Medical Model.....	13
2.2.2. Social Model.....	14
2.3. Disability Rights in Turkey and Turkish Higher Education.....	19
2.4. Studies on Disability and Educators with Disability	25
2.4.1. Higher Education Institutions and Disability	30
2.5. Summary.....	33
3. METHODOLOGY	34

3.1. Research Design	34
3.2. Research Participants and Sampling	36
3.3. Data Collection Instruments	37
3.4. Data Collection Procedure.....	38
3.5. Data Analysis	38
3.6. The Role of the Researcher	40
3.7. The Validity and Trustworthiness of the Study.....	42
4. RESULTS	43
4.1. Educational Life Experiences.....	44
4.2. Job Application and Recruitment Process.....	48
4.3. Professional Relations	51
4.3.1. Experiences with Administrators	52
4.3.2. Experiences with Colleagues.....	60
4.3.3. Experiences with Students and Administrative Staff.....	65
4.4. Accessibility and Accommodation.....	66
4.4.1. Physical Access on Campus	67
4.4.2. Resource Access on Campus.....	74
4.4.3. Access to Academic Conferences	77
4.5. Job Satisfaction.....	79
4.6. Suggestions for Improving HEIs	85
5. DISCUSSION, CONCLUSION AND SUGGESTIONS	93
5.1. Suggestions for Higher Education Leaders and Faculty Members	98
5.2. Suggestions for Future Research	102
REFERENCES.....	103
APPENDICES	
APPENDIX A: INTERVIEW QUESTIONS.....	119
APPENDIX B: INFORMED CONSENT FORM	121
APPENDIX C: HUMAN SUBJECTS ETHICS COMMITTEE APPROVAL	122
APPENDIX D: TURKISH SUMMARY / TÜRKÇE ÖZET.....	123
APPENDIX E: TEZ İZİN FORMU / THESIS PERMISSION FORM	139

LIST OF TABLES AND FIGURES

TABLES

Table 1 Categories and codes for educational life experiences	44
Table 2 Categories and codes for job application and recruitment process	48
Table 3 Categories and codes for professional relations	51
Table 4 Categories and codes for accessibility and accommodation	66
Table 5 Categories and codes for job satisfaction	79

FIGURES

Figure 1 Theoretical framework on faculty behavior and productivity. Source:	8
--	---

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

There are various identities which indicate different forms of privilege, ableness, power, exclusion and segregation (Mkhize, 2015) due to inequalities, hierarchies and power issues in society. According to Snow (2007), “people first language puts the person before the disability, and describes what a person has, not who a person is”. (Snow, 2007, p. 1) In this study, using people-first language is preferred since using people-first language emphasizes the personhood of individuals with disability (Clarke, Embury, Knight, & Christensen, 2017). *Faculty members with disability* is used to emphasize their professional aspect before a disability.

Shared cultural attributes include unity of language, religion, values and social practices. Cultures can be characterized by social facets like gender, race, education and ableness. According to Yates, Ortiz and Anderson (1998), individuals with disability gather, converse and exchange ways of adapting to disabilities and create a disability culture since individuals with disability experience more or less the same problems, share similar concerns and ways of coping with the barriers in daily life just like the way how other minority groups do. The way people see the world depends on their relationships with their community and experiences of the cultural standards. Ogbu (1988) claims that blacks and other minorities consider the only way of becoming academically successful is thinking and acting like whites and they feel obliged to abandon their cultural identities, own ways of thinking and acting. These cultural experiences and disability experiences look quite similar. According to Yates, Ortiz and Anderson (1998) there are nine shared issues of diverse populations as

discrimination, segregation, political action, death and persecution, discomfort and fear, beliefs and values, coping and adapting, and conformity; and individuals with disability have more or less the same troubles and resolutions with the other minority groups through these common issues in social, political, psychological and educational experiences. The negative biases that are proven against diverse people or minority groups and how the society sees the individuals with disability are almost the same (Alston & Mngadi, 1992).

According to Waterfield, Beagan and Weinberg (2018), while higher education institutions (HEIs) are increasingly diverse, the faculty members with disability still feel obliged to verify their right to be a part of university, hiding their disability to fully participate in the academic working life. They also suggest that the faculty members with disability are not fully involved in academic working life, get little support from their institutions for accommodations, work hard to verify themselves as qualified enough to be faculty members, and consequently they feel excluded from some parts of their profession (Waterfield, Beagan, & Weinberg, 2018). Thus, it is necessary to emphasize the importance of inclusiveness and raised awareness of two factors, namely presenting role models and promoting enhanced diversity (Hahn, 1985). Students from disadvantaged groups are likely to see the faculty members from disadvantaged groups as just like themselves and productive members in social system at the same time (Hahn, 1985). Thus, students with disability may see those faculty members as role models and feel encouraged to achieve more. Tinklin, Riddell, and Wilson (2004) emphasize the necessity of keeping the views and ideas of the students with disability as a center for assisting them: “Until institutions consult their disabled students directly, they will remain ignorant of the difficulties and barriers faced by disabled students as they go about their daily business” (p. 655).

In order to provide inclusive higher education environment, this perspective can be adapted for all individuals with disability in different settings as well as the faculty members with disability in higher education. According to Tinklin et al. (2004), the conditions and opportunities of students with disability have been improved, yet institutional support for the disabled has not been included in all policies and regulations. Social and environmental barriers should be detected and eliminated to

present a diverse, equal and inclusive educational environment. Almost 10 percent of the world's population meaning more than six hundred million people have some type of disability (Quinn, et al., 2002). In Turkey, according to the statistics of the Council of Higher Education (YÖK), about ten thousand students with disability graduate from universities in Turkey each year (Yükseköğretim Bilgi Yönetim Sistemi, 2018). However, we do not have exact number of faculty members with disability in Turkish Higher Education Institutions.

Disability is an overlooked form of diversity, which often results in discrimination in a community. Individuals with disability have been obliged to deal with a disabling society build upon stigma, negative biases and discrimination throughout history. These socially reproduced attitudinal and environmental barriers have prevented the individuals with disability to participate in daily life as freely and independently as possible. Individuals with disability become handicapped when they encounter attitudinal or environmental barriers restricting or hindering their doings. Being disabled does not have to mean being inadequate for or incapable of carrying out a work. Being disabled should not be seen as a burden to be a faculty member as well. Mr. Wendell J. Lewis, Section Administrator for the Disability Determination Services for the State of Kansas gave an interview and stated that: "If individuals with disability have good thinking skills and punctual on the job, they can learn to compensate for their differences or limitations" (Obiakor, Kars, Algozzine, & Utley, 1995, p. 21).

All faculty members face some complex challenges but there are some additional challenges for disability. While there could be many challenges of being disabled especially for a faculty member, there must be a way of dealing with these challenges. In order to enable the faculty members with disability to fully participate in working life, it is essential to eliminate the attitudinal and environmental barriers and provide accessibility. Universities all around the world are building more diverse environments yet they may not be always inclusive. Providing the needs of a diverse faculty inevitably results in a clash between the needs and the devotion to provide them. At this point, every member of academia is supposed to take responsibility to have an inclusive environment. These issues should be handled in the light of their experiences, needs and demands. This study particularly analyzes the social model of disability,

faculty work and the implications of faculty work for faculty members with disability in order to understand and reflect upon the experiences of the faculty members with disability. Therefore this study is to explore the work experiences of faculty members with disability in Turkish Higher Education.

1.2. Statement of the Problem

The experiences of the faculty members with disability in academic working life in Turkish higher education is not known. Little is known about the current number of faculty members with disability, their working conditions or needs in Turkey and no research have been conducted yet. YÖK presents statistical data on the students and faculty members in Turkish Higher Education (Yükseköğretim Bilgi Yönetim Sistemi, 2018). However, while the data on the students with disability is presented in detail, there is no information about the faculty members with disability at all. Besides, there are not many studies on the experiences of faculty members with disability in terms of what they experience in their working life. Therefore, this current study intends to examine their work experience and job satisfaction. Presenting the work experiences and suggestions of the faculty members with disability is necessary while reviewing and changing their working conditions. The research question of this study is “How do the faculty members with disability experience academic working life in Turkish Higher Education Institutions (HEIs)?”

1.3. Purpose of the Study

The main purpose of the study is to explore the experience of the faculty members with disability and how they participate in the academic working life. To do so, addressing the attitudinal and environmental barriers that the faculty members with disability have been encountered in the light of their working life experiences and exploring their job satisfaction through the concepts of self-knowledge and social knowledge are aimed. The ultimate goal is to raise a voice of faculty members with disability to provide the higher education administrators and policy makers with evidence and suggestions for amendments and guidance in order to develop inclusive and sustainable educational policies in higher education institutions.

1.4. Significance of the Study

The faculty members with disability are invisible in Turkish higher education. The unavailability of statistics on them can be a solid evidence. Also, there is a lack of emphasis on what faculty members with disability confront during their academic life in Turkey. A comprehensive study on this issue is necessary to see whether there are any attitudinal or environmental barriers that they encounter and enable the faculty members with disability for their full participation into working life. If there are, to remove these barriers, it is important to explore their work experiences clearly instead of ending up with predetermined problems and solutions mostly focusing on accessibility. In order to understand these barriers, hearing and reflecting on first hand experiences of faculty members with disability supplies better guidance since their own voice is to be more valid.

This study intends to contribute to higher education community on the way of acknowledging and enhancing the presence and value of faculty members with disability. Having a faculty member with disability adds a better interpretation of inclusion of disablement and another dimension of diversity, which should be appreciated and enhanced. Exploring their work experience and hearing the possible issues around working life provide ways of developing and adapting the work environment accordingly. Instead of presumed changes, the study will allow the decision makers to see the actual problem areas from the experiences of the faculty members with disability. This study promotes a deeper understanding and acceptance of faculty members with disability at all levels of educational service in higher education. This study clarifies the barriers at workplace and provides guidance to decision makers and educational administrators to ensure the same support and inclusiveness among all faculty members. In the end, the study will help to feed educational policies regarding the faculty members with disability in Turkey.

1.5. Definitions of Terms

Disability: According to the social model, disability is everything that restrict the individuals with disability such as subjective prejudices and judgements, social

discrimination, inaccessible accommodation and transportation, lack of free mobility and isolating education and working systems (Oliver, 1996).

Environmental barrier: Environmental barriers are the structural obstacles restricting individuals with disability and constraining them from fully participating in social, educational and professional life. These barriers may vary depending on the type of disability and the society's commitment to provide accessibility.

Attitudinal barrier: Stereotyping, ignorance, prejudice, exclusion and discrimination are the main attitudinal barriers in a social context for individuals with disability. This term is also called as social barrier.

Faculty work: Faculty work is considered under four main domains as teaching, research, administration and community service (Marsh & Hattie, 2002).

Self knowledge: Motivation and satisfaction of faculty members depend on an ongoing interaction between self-knowledge and social knowledge (Blackburn & Lawrence, 1995). Self-knowledge includes the perception of self and the perception of the environment along with many variables as interest, commitment, efficacy and psychological characteristics (Blackburn & Lawrence, 1995).

Social knowledge: Faculty members shape their social knowledge according to their environmental responses to work experiences with their colleagues, administrators and institutional norms and practices, institutional values and expectations for expected performance, thus they allocate work effort accordingly (Blackburn & Lawrence, 1995).

CHAPTER 2

LITERATURE REVIEW

This study aims at exploring the working life experiences of faculty members with disability. To do so, this chapter provides a theoretical background of the study in two parts, namely being a faculty member and being an individual with disability. In the first part, the self-knowledge and social knowledge of the faculty members, their formation and the impact of ongoing interaction between these two on the faculty members are covered in terms of understanding faculty work. In the second part, two main disability models are introduced and the social construction of disability is elaborated. Finally, the empirical studies is presented.

2.1. Faculty Work

Faculty members are the academic staff working at a higher education institution and in charge of four main responsibilities as teaching, research, administration and community service (Marsh & Hattie, 2002). HEIs are success-oriented work environments and the performance and motivation of faculty members depend on an ongoing interaction between self-knowledge (self-perceptions of competence, commitment, academic roles and work effort preference) and social knowledge (perceptions of professional relations and work environment) (Blackburn & Lawrence, 1995). This faculty work related theory helps us frame their perspective in their work, how they make sense of their profession and potential barriers or facilitators. Blackburn and Lawrence's (1995) model defines *behavior* as “*the specific activities a faculty member engages in as well as the levels of effort expended [and productivity is] the specific outcomes achieved by individuals*” (p. 28).

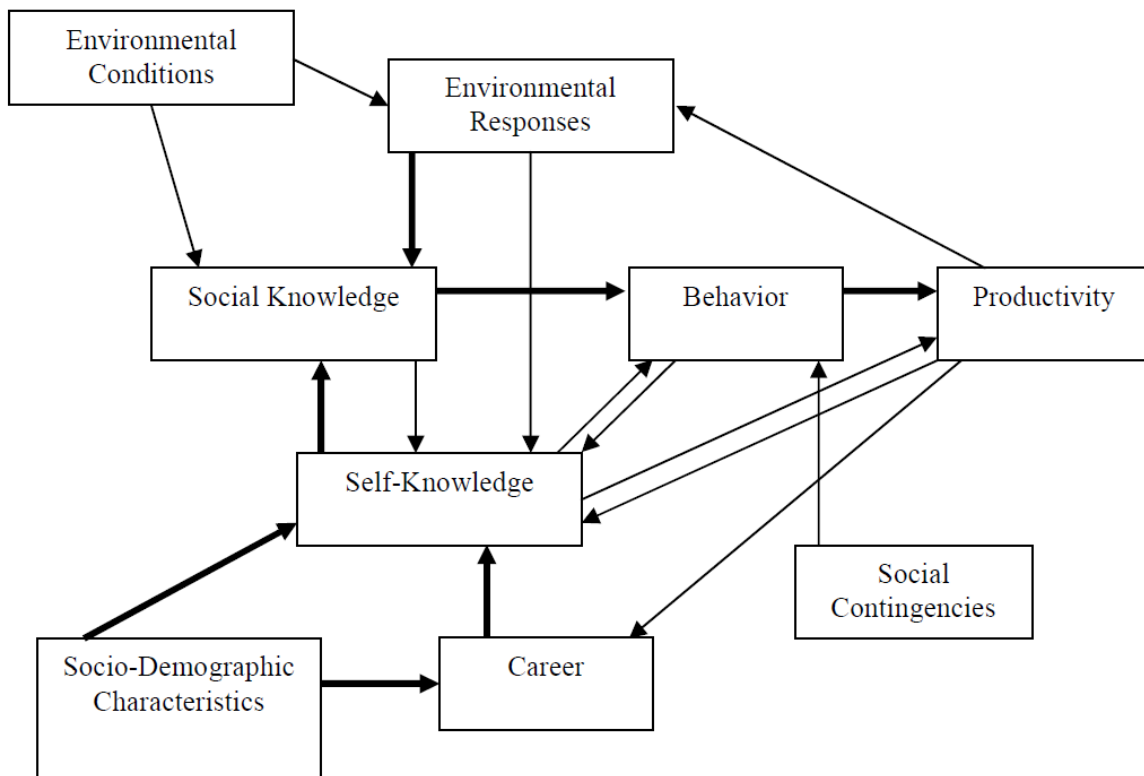


Figure 1 Theoretical framework on faculty behavior and productivity. Source: (Blackburn & Lawrence, 1995).

In Figure 1, while the thick arrows show stronger impact of the variables in a category on the variables in the directed category, the thin arrows show weaker impacts. According to the theoretical framework, while socio-demographic characteristics (including gender, age and race) have a strong impact on career (including academic rank, experience and type of institution), both categories strongly influence the formation of self-knowledge. The social knowledge has the greatest impact on behavior and productivity, while it is highly influenced by self-knowledge and environmental conditions and responses. Finally, self-knowledge, social contingencies and social knowledge shapes the faculty behavior and productivity. In this study, the impact of social and environmental responses to disability will be considered in each step and category of this framework.

2.1.1. Self-Knowledge

The concept of self-knowledge consists of perception of self and perception of the environment and involves many variables as interest, commitment, efficacy and

psychological characteristics. These cognitive variables can evolve according to the changes in the environmental conditions in contrast to socioeconomic variables such as race and gender (Blackburn & Lawrence, 1995). Self-knowledge is mostly shaped by both individual demographic characteristics such as race, gender and age, and professional activities like educational life experiences, academic title and tenure. Faculty growth is an ongoing process which is shaped by the individuals` demands and needs and by the definitions of their identities, roles and work in that institutional context (O`Meara & Terosky, 2010). As long as the job presents choices, how individuals devote their labor shows their interest or preference for those choices. The main difference in allocating work effort between the faculty members and other professionals is the flexibility which provides them with satisfaction of interests. Faculty members can allocate time and effort to their different academic roles as teaching, research, community service and administration depending on their interests and the priorities of each institution. Blackburn and Lawrence (1995) discuss the competence of faculty members in terms of teaching and conducting research. Faculty members judge their competence in teaching role according to the feedbacks from student responses, systematic student evaluations, comments of colleagues and advisees (Blackburn, Boberg, O`Connell, & Pellino, 1980). Furthermore, Blackburn and Lawrence (1995) states that publishing and obtaining grants are two main factors to evaluate the research competence of faculty members.

According to the study of Blackburn and Lawrence (1995), the faculty members accept that they have a considerable impact on student learning while it is not as substantial as other sources like student peers or relevant literature sources; however, their impact on research outcomes varies across the institutional types. Schoen and Winocur (1988) correlate lower self-efficacy and lower output of female faculty members most of whom are in lower academic ranks. Faculty members who think of themselves as well-esteemed scholars are highly productive since they have a strong self-efficacy (Rieger, 1990). Vasil (1992) presents an important correlation between research self-efficacy and research productivity based upon his study of faculty members from different disciplines in one university. Blackburn and Lawrence (1995) explains the impact of faculty members` personal dispositions on their work allocation to different faculty roles in terms of being ambitious, being competitive, being personable and being

supportive and claims that faculty members in teaching institutions have higher scores on these attributes than those in research universities without any significant difference across the disciplines. Intrinsic motivation is the most effective factor on productivity (Boice, 1989; Christensen & Jansen, 1992). McNeece (1981) states that higher job satisfaction does not often result in higher research productivity. On the correlation between job satisfaction and job experience, Clark (1986) claims that the older, tenured, full-time faculty members have the highest work satisfaction in the faculty.

Faculty members are mostly motivated by intrinsic factors for their work instead of such extrinsic factors as salary, prestige or benefits comparing to professionals in other areas (Blackburn and Lawrence, 1995; Janger & Nowotny, 2016; Roach & Sauermann, 2010). Faculty members from minority groups are likely to have lower job satisfaction which is assumed as a result of encountering more social barriers while advancing up in the academic working life (Hagedorn, 2000; Sabharwal & Corley, 2009).

2.1.2. Social Knowledge

The faculty members shape their social knowledge depending on their environmental responses to work experiences with their colleagues, administrators and institutional norms and practices, institutional values and expectations for expected performance, thus they allocate work effort accordingly (Blackburn & Lawrence, 1995). Stronger professional commitment to the discipline results in higher research productivity while institutional commitment has no impact on the research productivity (Jauch, Glueck, & Osborn, 1978). The productivity of faculty members transferred to higher-rated departments increases, and vice versa (Allison & Long, 1990; Braxton, 1983). The reinforcement from colleagues in the same institution, faculty members from other institutions, graduate students and professional acquaintances who present different perspectives, criticism and motivation forms the intellectual climate (Blackburn & Lawrence, 1995). There have been many other studies testifying the correlation between the intellectual climate and publication productivity in different institutions and disciplines for years (Braxton, 1983; Fox & Faver, 1984, Oromaner, 1975; Over, 1982).

Social knowledge includes social and material support, institution`s preference for work effort allocation and institution`s reward structure. Faculty members recognize the social support according to the social responses from students, colleagues and administrators. To provide a better understanding of institutional support and increase the job satisfaction level of the faculty members, the university administration is responsible for both physical and social conditions at the university, organizational culture, the administration`s approach for leadership, inspection and motivation, way of communication, sense of authority and social rights (Eroğlu, 2004). The ongoing interaction between self-knowledge and social knowledge designates faculty behavior and productivity (Blackburn & Lawrence, 1995). O`Meara (2008) suggests that self-knowledge and social knowledge are also the main sources the intrinsic and extrinsic motivation and orientation at work.

Being a faculty member comes with many roles and responsibilities. There are four major dimensions of being a faculty member according to Marsh and Hattie (2002), namely teaching, research, administration and community service. In fact, these domains are interactive works which requires and strengthen each other. While teaching and research are regarded as companions in faculty work in theory, majority of the faculty members are likely to stay focused in only one in practice. Most of the faculty members choose focusing on either teaching or research, seldom community service (Rawn & Fox, 2018).

According to a survey conducted with faculty members from 13 countries in 2008, faculty members allocate almost 39% of annual working hours on research, 33% on teaching, and the rest on administration and community service (Bentley & Kyvik, 2012). Moreover, the work allocation preferences vary depending on the field, institution and country (Bentley & Kyvik, 2012). This study investigates if there are any other factors on the way faculty members with disability affecting their self-knowledge and social knowledge and how these factors impact their understanding of themselves and faculty work. Moreover, the study focuses on the impact of the participants` self and social knowledge on their job satisfaction in terms of the four dimensions of being a faculty member as teaching, research, administration and community service.

2.2. Disability and Disability Models

There is no consensus on the way of defining and measuring disability. Various definitions of disability have been developed in different ways according to the contexts, disciplines and perspectives. Many operational definitions are developed for clinical conditions and administrative programs and laws while many theoretical models of disability are formed (Altman, 2001). Each different model have their own way of defining disability depending on their interpretation. However, World Health Organization (2002) presents a definition uniting medical and social models as:

Disability is the umbrella term for impairments, activity limitations and participation restrictions, referring to the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors) (p. 4).

The disability models have been constructed by many disability scholars with the purpose of providing a wider understanding of the disability and body concepts, and ways of improving the life quality of individuals with disability. Many disability scholars accept that there is not a single model which is enough to explain disability completely (Pfeiffer, 2001). All disability models involve a shared political purpose of improving welfare standards of disabled and by eliminating holdbacks caused by the society and ensuring social inclusion for disabled (Shakespeare, 2006).

There are many definitions and models of disability but this current study presents two main and opposite models of disability to define the concept of disability. While the medical model sets the issue of disability in the disabled individual resulting from functional limitations, the social model sets the issue of disability in the society in which the disabled is oppressed and excluded. Considering disability from a medical perspective, there is no commonly accepted definition or categorization of disability. Law on Disabled People and on Making Amendments in Some Laws and Decree Laws defines the *disabled* in article 3 as:

Disabled is the person who has difficulties in adapting to the social life and in meeting daily needs due to the loss of physical, mental, psychological, sensory and social capabilities at various levels by birth or by any reason thereafter

and who therefore need protection, care, rehabilitation, consultancy and support services (Turkish Disability Act No 5378, 2005).

Turkish Statistical Institute categorizes disability in 8 groups, namely visual, hearing, language and speech, orthopedic, intellectual, mental and emotional, multiple disability and chronic illness (TC Başbakanlık Devlet İstatistik Enstitüsü, 2010). Regarding severity of disability, there are two phases as *disabled* and *seriously disabled* in Regulation on Disability Measures, Classification and Medical Committee Report for Disabled (ÖÖS, 2013) and in this report, *disabled* is defined as:

Person who has difficulties in adapting social life and meeting daily needs and who need care or rehabilitation, counselling and support services, due to loss of physical, cognitive, mental, sensational and social abilities in diverse degrees, congenital or acquired (article 4).

Seriously disabled is defined as:

Among the people with a disability rate higher than 50% depending on disability type, the ones who are determined as not capable of dealing with daily life activities without help by the disabled health committee (article 4).

Disability is a complex concept which has many different definitions depending on the perspectives and interpretations. In this study, the social model of disability is taken as a theoretical framework in this study. Within this point of view, disability is a term which covers all the restrictions for the individuals with disability, namely personal judgements, biases, negative discrimination, lack of accessible accommodation and transportation, and isolating systems (Oliver, 1996).

2.2.1. Medical Model

The medical model defines disability in the language of medicine as a personal problem of an individual caused by the underlying medical condition like physical or mental disorders. The emphasis is on the disabled body's functional limitations, which should be treated. Since this model regards disability as abnormality, treatment means normalization of the body in this context. The medical model is not an interactional one since an individual with disability is regarded as the source of the disability

problem and the responsible one for the care and treatment. Being disabled depends on the deficiencies or limitations while doing regular things accepted as normal and doing expected activities in a particular way. In this sense, disability exists only in an individual and thus that an individual with disability who is responsible for this problem is entirely responsible for the solution (Kiesler, 1999). Disability is analyzed as a contradiction between being healthy or unhealthy, normal or abnormal and disabled or nondisabled.

Overemphasizing the existence of disability provides a basis for labeling individuals as blind, deaf or paralyzed and visually the disabled as an external group of the society. Medical model is acquiescent about the issues of social justice due to “individualizing,” “privatizing,” and “medicalizing” approaches towards disability (Smart & Smart, 2006). An interdisciplinary approach does not exist here since disability is only medicalized. According to French (2001), the society expects an individual with disability to move on in a world which is designed for the majority as the ones without disability. This expectation is regarded as a normative approach without considering everybody as a whole and united (Campbell, 2009; Hughes, 2007).

Higher education institutions, policies and procedures are embodied upon the dominant discourse of the medical model of disability (Hibbs & Pothier, 2006). For instance, universities handle accommodation of students through a medical perspective; students with disability are held responsible for legitimatizing their continuous need, proving their disability through documents, which are mostly expensive, and deal with negotiations on these processes (Waterfield & Whelan, 2017). In this case, the individual with disability has to go ahead and obtain his own terms of equity (Hibbs & Pothier, 2006).

2.2.2. Social Model

Disability is a complex concept, which should also be approached from its social aspects, too. At this point, the social model presents a cross-disability perspective. Oliver (2004) and Finkelstein (2001) choose to use the concept of model instead of

theory for the concept for disability that they have elaborated since a model requires less than a theory. According to Oliver (2004) and Finkelstein (2001), the social model of disability neither generates an absolute social theory of disability nor clarifies disability completely. Oliver uses the concept of model as “a practical tool, not a theory” (Oliver, 2004, p. 30) and Finkelstein uses it as “a tool for gaining insight into the way that society disables” (Finkelstein, 2001, p. 10).

The social model has been the core theory within the UK Disability Studies since its basic concepts were firstly formed by the UPIAS (Union of the Physically Impaired against Segregation), which stands for the rights of individuals with physical disability in the UK since 1970s (Anastasiou & Kaufmann, 2011). It focuses on social inclusion of, oppression on and discrimination against the individuals with disability. Analyzing main cultural, historical and environmental variables in different settings is required to understand the impact of social factors on the construction of the disability concept. The social model theorists criticize medical model of disability which mistakenly equates disability with illness. A disability does not have to be a chronic illness requiring medical treatment or care. Regarding an individual with disability as ‘an individual having an incurable illness in a tragic situation’ brings negative cultural meanings in its own context and strengthens the society’s failure in disability (Burcu, 2006).

The social model analyzes disability through the social interactions with the environment and redefines the perception of disability. The social model pioneered to change perspectives on disability of individuals both with and without disability in a social context as well as the social and cultural sense of being disabled. Thus, the social model minimizes the emphasis on the biological factors by explaining disability through environment, function and interaction. Social model focuses on how social organizations and practices oppress individuals with disability. Impairments become disabling only when the social structures are not adapted considering all. Social model depicts the fact that common prejudices and stereotypes, inflexible work conditions, inaccessible knowledge, unattainable right, unreachable buildings and unachievable transportation are the actual disabilities to hold back the individuals with disability from dealing with daily life. Application of the social model approach to working life

focuses on the physical access as well as interpersonal relations. The social model of disability also provides significant views on accommodation like:

The world of work (buildings, plant, machinery, processes and jobs, practices, rules, even social hierarchies) is geared to able-bodied people, with the objective of maximizing profits. The growth of large-scale industry has isolated and excluded disabled people from the processes of production, in a society which is work centered (Swain, 1981, pp. 11-12).

Seeing individuals with disability as dependent and incapable of work is a result of the deficiencies in the way how work environment is organized such as poor designs of buildings and difficult access to materials. Social model gives theoretical explanations on the status of individuals with disability in social life through both sociological and interdisciplinary approaches. In this context, theories explaining disability are formed through different important sociological paradigms like structural-functionalism, symbolic interactionism and social constructivism. The justification of the social model of disability is derived from particular sociological theories, especially social constructionism as formed by Berger and Luckmann (1966). The term of social constructionism has been elaborated with the views from the neo-Hegelian historicism, the philosophy of Nietzsche, and the ancestors of sociology of knowledge such as Max Weber, Emile Durkheim, George Herbert Mead and Robert Merton (Anastasiou & Kaufmann, 2011). Mike Oliver, a sociologist with a physical disability, has a significant part in the development of the social model of disability and has been the leading activist in the introduction and elaboration of his social constructionist approach since the mid-1980s (Anastasiou & Kaufmann, 2011). Social constructionist model is applicable to disability regardless of its type or degree, arrangement of present data, interpretation of the experience of individuals with disability and bring up the disability rights movement (Anastasiou & Kaufmann, 2011).

Social constructionism proposes that ‘the ways in which we commonly understand the world, the categories and concepts we use, are historically and culturally specific’ (Burr, 1995, p. 4). According to social constructionism, disability is a socially produced concept and the assumptions about disability are not de facto. Our perspectives to understand the concept of disability make up a social consensus in our cultural contexts and these perspectives and understandings show cross-cultural

differences. It is necessary to focus on how the disability labels are created and recreated through social interactions. Disability can be considered as a result of conceptions integrated in social practices that single out some differences like being pathological or abnormal instead of some other personal differences. Social constructionism has a significant role in proposing hypotheses on the natural body and the able mind. That is why social constructionism is a fundamental theoretical ground to elaborate further theories on disability.

According to Blaser and Smoller (1995), individuals with disability have been regarded and treated as a historically disadvantaged minority group authorized to basic civil rights. People have numerous cultural and social identities based on class, race, age and gender. Those identities constructed by society can cause some discriminatory practices in a social community. All individuals with disability go through almost the same experiences of discriminatory practices and need to deal with social and cultural barriers. However, gender has a significant impact on experiencing disability, which is accepted as being passive, needy and vulnerable. Taking into consideration the identity on gender while analyzing the experience of women with disability is essential as Rousso (2003) states, “those committed to gender equity, by failing to consider disability, and those committed to disability equity, by failing to consider gender, have unwittingly rendered disabled girls invisible” (p. 2).

Common cultural prejudices based on gender and disability restricts the lives of women with disability and this marginalization results in double oppression and double discrimination. The combination of disability with masculinity and femininity results in different ways in a society since femininity represents neediness, passiveness and sexuality while masculinity represents strength and self-sufficiency (Marks, 1999). The impact of this kind of marginalization on women with disability has been presented in many studies on different focuses. For instance, compared to men with disability, women with disability have to deal with more isolation and poverty since they get less help and have more troubles in accessing services like rehabilitation (Habib, 1995). Moreover, UNESCO, the World Blind Union and some others predict the literacy rate of women with disability as one percent while this rate is around three percent for all individuals with disability (Groce, 1997). Statistics from different

countries and regions verify these gender inequalities in mostly higher rates (Nagata, 2003). Consequently, the fact that women with disability simultaneously face discrimination on the basis of not only disability but also gender results in double discrimination in social, psychological, political and medical aspects.

The social model interprets disability by emphasizing the way social environment is organized instead of an individual incompetency (Gray, 2009). While being disabled is an individual case, eliminating the outcome problems is the responsibility of the social organization. Adaptation is a social problem, not a personal one. Instead of staying focused on the physical limitations of individuals with disability, it is essential to consider the way physical and social factors restrict their access to environments. Shearer (1981) indicates this fact in her criticism of the International Year of Disabled People:

The first official aim of the International Year of Disabled People in 1981 was 'helping disabled people in their physical and psychological adjustment to society'. The real question is a different one. How far is society willing to adjust its patterns and expectations to include its members who have disability, and to remove the handicaps that are now imposed on their inevitable limitations? (Shearer, p. 10).

Social model emphasizes the necessity of removing these barriers; once these barriers are removed, individuals with disability can make choices on where and how to live, where to go and what to do on their own (Tomlinson, 1997). This model bases disability on the burdens created by the environment like prejudice or exclusion rather than the physical impairments of the body as distinguishing criteria. Disability is the social barriers and limitations caused by the society on the individuals with disability. These limitations and barriers should be removed by starting to change the society instead of trying to change the individuals with disability. The problem of disability stems from the fact that the individuals with disability are considered as a minority group different from the normal community and the society's failure in ensuring the equal human rights to individuals with disability. The society's failure in disability is based on not only being unable to adjust and meet the continuous needs in a systematic way but also the perspectives on and attitudes towards disability. This case may seem

to be just for the sake of the individuals with disability, but it is actually for developing the whole society.

Oliver (2013) stated that the social model became the most significant basis for further studies on global awareness of disability and it enabled the movement of people with disability to be improved and empowered. The social model caused many changes in society regarding disability. With the purpose of defining and eliminating the disabling barriers, the movement of people with disability resulted in a transformation of the representation of the disabled in the media, much more accessible public buildings and transportation and a transformation of the legal system as discrimination against the disabled is illegal (Oliver, 2013). The social interpretation of disability puts the responsibility on the way social world is arranged instead of the deficiency (Gray, 2009). Oliver (1996) presents the main concepts of the social model and compares this with medical model of disability as:

The individual versus social model; personal tragedy theory versus social oppression theory; personal problem versus social problem; individual treatment versus social action; medicalization versus self-help; professional dominance versus individual and collective responsibility; expertise versus experience; adjustment versus affirmation; care versus rights and individual adaptation versus social change (Oliver, p. 34).

2.3. Disability Rights in Turkey and Turkish Higher Education

Turkey Disability Survey, the first extensive research on the conditions of the individuals with disability in Turkey, was done by Turkish Statistical Institute in 2002 (TC Başbakanlık Devlet İstatistik Enstitüsü, Türkiye özürllüleri araştırması, 2002). According to the Turkey Disability Survey, the ratio of individuals with disability in the whole population in Turkey is 12,3% (TC Başbakanlık Devlet İstatistik Enstitüsü, Türkiye özürllüleri araştırması, 2002). Considering this ratio, underestimating the number of individuals with disability and neglecting their rights would be wrong for the society. The population rate of orthopedically, visually, hearing, speaking and mentally disabled not in labor force is 78,3% (TC Başbakanlık Devlet İstatistik Enstitüsü, Türkiye özürllüleri araştırması, 2002). It is obvious that the individuals with disability are not provided with the opportunities to be active members of labor force

in Turkey. While 93,3% of the female disabled population is not in labor force, 67,8% of the male disabled population is not in labor force (TC Başbakanlık Devlet İstatistik Enstitüsü, Türkiye özürümler araştırması, 2002). It can be inferred from these statistical data that the women with disability face double discrimination while participating into the working life. The illiteracy rate of orthopedically, visually, hearing, speaking and mentally disabled population is 41,6% (TC Başbakanlık Devlet İstatistik Enstitüsü, 2010). Almost half of the disabled population have been prevented from getting education. While 48,0% of the female disabled population is illiterate, 28,0% of the male disabled population is illiterate (TC Başbakanlık Devlet İstatistik Enstitüsü, 2002). This huge difference between male and female disabled population in illiteracy is a solid evidence for double discrimination against women. Moreover, only 7,7% of the disabled population have a high school or higher degree (TC Başbakanlık Devlet İstatistik Enstitüsü, 2010). Considering all these statistical data, it can be said that individuals with disability have less opportunities to attain education or work although each citizen has a right to do so.

The rights of individuals with disability are protected with three main laws as the United Nations Convention on the Rights of Persons with Disabilities, Turkish Disability Act No 5378 (TDA) and The Constitution of the Republic of Turkey, which is the foundation of all other legislative laws and regulations in Turkey. Turkey signed “The United Nations Convention on the Rights of Persons with Disabilities” on 30 March 2007. The Convention emphasizes the equal rights of the individuals with disability to be fully included in the social life:

The principles of the present Convention shall be: (a) Respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons; (b) Non-discrimination; (c) Full and effective participation and inclusion in society; (d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; (e) Equality of opportunity; (f) Accessibility; (g) Equality between men and women; (h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities (UN General Assembly, 2007).

In the Constitution of the Republic of Turkey, there are three main articles which directly focus on the citizens with disability. The article 50 on working conditions and

right to rest and leisure states that *“No one shall be required to perform work unsuited to his/her age, sex, and capacity. Minors, women, and physically and mentally disabled persons, shall enjoy special protection with regard to working conditions”* (the Republic of Turkey, 1982). It offers that the working conditions should be adapted and improved according to the workers with disability. The article 61 on persons requiring special protection in the field of social security states that *“The State shall take measures to protect the disabled and secure their integration into community life”* (the Republic of Turkey, 1982). This article puts the responsibility on the state. The article 10 on equality before the law states that *“Measures to be taken for children, the elderly, disabled people, widows and orphans of martyrs as well as for the invalid and veterans shall not be considered as violation of the principle of equality”* (the Republic of Turkey, 1982).

Moreover, there are other articles which mention every citizen including the disabled such as the articles 17 and 49. The article 17 on Personal inviolability, corporeal and spiritual existence of the individual states that *“Everyone has the right to life and the right to protect and improve his/her corporeal and spiritual existence.”* The article 49 on right and duty to work states that:

Everyone has the right and duty to work. The State shall take the necessary measures to raise the standard of living of workers, and to protect workers and the unemployed in order to improve the general conditions of labor, to promote labor, to create suitable economic conditions for prevention of unemployment and to secure labor peace (the Republic of Turkey, 1982).

These articles provide a constitutional right to work for the individuals with disability and the protection of this right by the state. The article 42 on right and duty of education states that:

No one shall be deprived of the right of education. The State shall take necessary measures to rehabilitate those in need of special education so as to render such people useful to society. Training, education, research, and study are the only activities that shall be pursued at institutions of education. These activities shall not be obstructed in any way (the Republic of Turkey, 1982).

This article provides a constitutional right to attain special education for the students with disability. There are more articles which emphasize that “everyone” including the individuals with disability such as the articles 10 and 60. The Article 10 on equality before the law states that:

Everyone is equal before the law without distinction as to language, race, color, sex, political opinion, philosophical belief, religion and sect, or any such grounds. Men and women have equal rights. The State has the obligation to ensure that this equality exists in practice” (the Republic of Turkey, 1982). This article also emphasizes the equality between man and women. The Article 60 on right to social security states that “Everyone has the right to social security (the Republic of Turkey, 1982).

Turkish Disability Act No 5378 resonates with the social model of disability emphasizing the necessity of unity and inclusion of individuals with disability in society in the Article 1:

The objective of this Law is to prevent disability, to enable the disabled people to join the society by taking measures which will provide the solution of their problems regarding health, education, rehabilitation, employment, care and social security and the removal of the obstacles they face and to make the necessary arrangements for the coordination of these services (Turkish Disability Act No 5378, 2005).

Regarding employment and education, there are two main articles which specifically concern the faculty members with disability in the Turkish Disability Act. The article 14 emphasizes that the workers with disability cannot be excluded and prevented at work and necessary accommodation should be provided:

During the employment, no discriminative practices can be performed against the disabled people in any of the stages from the job selection, to application forms, selection process, technical evaluation, suggested working periods and conditions. Working disabled people cannot be subjected to any different treatment than the other people with respect to their disability such that it could cause a result which is unfavorable for the disabled people. It is obligatory that measures in the employment processes in order to reduce or eliminate the obstacles and difficulties that may be faced by the disabled people who work or who apply for a job are taken and the physical arrangements are done by the establishments and organizations with the relevant duty, authority and responsibility and by the work places (Turkish Disability Act No 5378, 2005).

The article 15 declares that each individual with disability has a right to attain education and inclusion of them in education is obligatory:

The right of education of the disabled people cannot be prevented by any reason. The disabled children, youngsters and adults are provided with equal education with the non-disabled people and in inclusive environments by taking the special conditions and differences into consideration (Turkish Disability Act No 5378, 2005).

Moreover, there are many statements declaring the prohibition of discriminatory practices against the individuals with disability and obligation of providing full support and free mobility for them in the Turkish Disability Act. The Act also states that the accessibility should be provided according to the standards of Turkish Standards Institution. With the Article 15 of the Turkish Disability Act, having a Disabled Students Unit become an obligation for each university in Turkey in 2014 to provide support and services for the students with disability to include them in all aspects of academic and social life:

Counselling and Coordination Centre for Disabled People is established in order to carry out works within the Higher Education Council on the procurement of tools and equipment, preparation of special class material, enabling the preparation of education, research and accommodation environments suitable for the disabled people in order to facilitate the education life of the disabled university students (Turkish Disability Act No 5378, 2005).

In the Regulation on Counseling and Counseling for the Disabled at Higher Education Institutions, the Disabled Students Units are expected to:

detect the needs of students with disability in educational, administrative, physical and social fields; detect the necessary measurements to meet those needs; provide solutions to potential issues; and implement the necessary regulations in coordination with other units or other departments of the university; adapt the educational environment of the students with disability in a way to avoid preventing their academic, physical and social lives; organize the required devices for the students with disability; develop special course materials; provide required education, research and accommodation environments; prepare documents to inform faculty members on student with disability and the restrictions and required regulations and adaptations; raise awareness on disability; inform authorities on counseling services; provide in-service training if necessary; develop programs and projects to raise

awareness of disability; organize seminars, conferences and other activities; decide on the required budget needs for those activities; prepare an annual activity report to the vice rector in charge of that unit; prepare a website to provide all parties with publications, documents and other related information on the responsibilities of disabled students units in higher education institutions and to let students with disability present their problems and demands by contacting with the related unit; check the application of the decisions and the strategies taken; present free assistive devices to students with disability with financial difficulties; include all students in a fair measurement and assessment process; provide equal opportunities and make the education process attainable to students with disability; provide students with disability with suitable materials, places, duration and companion readers for the exams; and take the necessary precautions and implement the related regulations depending on the type of disability; provide the students with disability with the books to inform about employment and professions; detect the students with disability who have got the right to attend higher education programs; make the university campus, the buildings and outdoor places in the campus accessible for students with disability (Yüksek Öğretim Kurulu, 2010).

The Disabled Students Units mostly focus on the physical services and rearranging the physical services so as to include all individuals with all types of disability besides the academic accommodations would be a better approach considering the increasing number of individuals with disability in universities (Kurt, et al., 2016). These units also do studies to raise awareness on disability and increase accessibility in universities. These social support services are conducted through workshops, seminars or conferences to discuss the problems of the students with disability and possible solutions mostly including the institutional representatives and Kurt, et al. (2016) suggest universities to support more different comprehensive studies on social support for individuals with disability and involve more the students with disability in these activities. Disability Support Units pay more attention to physical services than psychological services and the universities should think psychological support services over to enable the disabled students` full participation in education and social life (Kurt, et al., 2016).

In 2018, with the purpose of raising awareness on disability, presenting reference practices and encouraging universities, the Council of Higher Education started to organize “Barrier-free University Awards Ceremony” and detect the actions for enabling the disabled students` full, effective and equal inclusion in education on

campus. The Council of Higher Education awards the barrier-free universities with flags in three main categories, namely orange flags for physical accessibility, green flags for accessibility in education and blue flags for accessibility in socio-cultural activities; and barrier-free program decorations to the programs which are accessible for students with different types of disabilities (Yüksek Öğretim Kurulu, 2018).

Despite all these efforts, there are still many main problems for access to education and fair evaluation. There is a significant problem regarding the exams of Student Selection and Placement System (ÖSYM) for students with disability. Especially the students with visual impairment or blind students face barriers while taking an exam. Even though Online Language Proficiency Tests (e-YDS) have been taken since 2014, individuals with disability were not allowed to take this exam for three years. E-YDS become accessible for the visually impaired thanks to the initiatives of the Association of Visually Impaired in Education (EGED) (Eğitimde Görme Engelliler Derneği, 2017). However, the blind students are still obliged to have a reader, or the ones with visual impairment use assistive devices in only Ankara by stating medical reports for the need of these devices each time in other exams of ÖSYM. The ones using other assistive equipment like wheel-chair are supposed to take the exam only in Ankara.

Bezmez and Yardımcı (2010) states that the dominant approach for disability rights in Turkey is charity-based approach rather than a citizenship-oriented approach emphasizing the significant necessity of rights-based discourse. To sum up, individuals with disability have many rights in law in terms of both physical accessibility and accessibility in education. Moreover, the Council of Higher Education works on raising awareness and improving accessibility for students with disability along with the Disabled Student Units. However, there is always a lot to do to provide full accessibility and inclusion. Considering all the studies, there is not any implication for the faculty members with disability or their working conditions.

2.4. Studies on Disability and Educators with Disability

There have been many different perspectives and theories on disability for years. Since there is limited literature specifically on the faculty members with disability, some

studies on other professions, employment of individuals with disability and especially educators with disability is presented in this section. Neither neglecting the disabled, nor supporting them can be discussed separately (Tufan, 2007). Despite being kept away from educational opportunities for years, the number of individuals with disability who pursue higher education is constantly increasing day by day and there are more qualified individuals with disability who are joining the labor market nowadays (Miller, 2005).

There are controversial perspectives on the accommodation of an employee with disability in a work place. Ellner and Bender (1980) claim that the majority of the individuals with disability is not in need of special arrangements in the workplaces and hiring an individual with disability is not more expensive than hiring another individual without disability. On the other hand, according to Anderson and Karp's (1998) interviews with educators with disability, those in supportive workplaces got extra breaks, alternative teaching methods, extra help to prepare assignments, grade, access technology and secretarial services, that is why a supportive administration is essential to access and provide special accommodations. Karp and Keller (1998) conducted a study on the preparation and work experiences of twenty-five informants with different educational professions and disabilities through the perspective of Dawis and Lofquist's (1984) theory of work adjustment, which includes both satisfaction with the work and satisfaction with the work environment. It is essential to adjust and expand our perceptions of how the educators perform teaching and carry out other tasks and how they perceive disability and focus on their capabilities instead of any difficulties (Karp & Keller, 1998). University faculty and school district administrators should not assume the way educators with disability sees, defines, deals with and internalizes their disability into their self-concepts (Karp & Keller, 1998).

Canadian Association of Professionals with Disabilities (2015) implies that the concept of being a professional is perceived as expertise, leadership and specialty while it is totally inconvenient with being disabled. Gatekeeping and disability closure are important stages that educators with disability experience. The following stages are gatekeeping and disability disclosure even after choosing the perfectly suitable career path. The interviewers' attitudes and discriminatory practices against applicants

with disability are more serious hindering facts than the brick and mortar accommodations at the gatekeeping process. Choosing only the competent and intellectual professionals is essential to accomplish works like human service profession and social work educators (Moore & Urwin, 1990). Gatekeeping should be carried out according to the nature of the profession and expectations and professional attributes of the candidates (Koerin & Miller, 1995). Erickson (1975) states that visual factors eventually have a huge impact on the reflections in face to face communications even though the decisions should be made solely on objective information.

Cole and Lewis (1993) show that decision makers are free to use personal judgment in accepting and retaining as long as the decision is made by the book logically and fairly. There is a huge possibility for those judgments of the interviewers to be subjective and to be established upon other nonacademic reasons like having a disability (Keller, 1998). The attitudes of the interviewers to the applicant with disability can be affected by many variables like former experiences with individuals with disability, the type and level of disability and having responsibility for employees with disability (Bordieri & Drehmer, 1987) and the overtness of disability (Gouvier, Steiner, Jackson, Schlater, & Rain, 1991). The requirements of the job, the amount of contact between the applicant with disability and the public, the applicant's capability, productivity, continuity, positive communication and compatibility with the job are the most crucial variables for the employers (Wilgosh & Skaret, 1987).

On the other hand, Wilgosh & Skaret (1987) states that applicants with disability having no job experience are expected to be long-term employees since the experienced applicants resigning from current jobs are regarded as unreliable employees. There is very little research about the attitudes and approaches of educational administrators towards educators with disability. According to some research findings, school administrators apply discriminatory practices against prospective teachers with disability during the hiring process (Nikoloff 1962; Rickard, Triandis, & Patterson 1963). Ayer (1970) states that while school administrators were likely to refuse the prospective teachers with disability more frequently than prospective teachers without disability, they also refused the prospective teachers with

more than one disability more frequently than the prospective teachers with a single disability, and he added that younger school administrators were more welcoming than the older ones.

There are three studies presenting the ideas of individuals with disability on the timing of disability closure in employment. According to Huvelle, Budoff and Arnholz's (1984) study conducted a research on disability disclosure; disability disclosure before the job interview is preferred due to four reasons as showing self-acceptance, eliminating prejudiced interviewers, avoiding possible uncomfortable surprises and assuming it as unfair to employers while disability disclosure at or after the job interview is preferred due to two reasons as eliminating the possible adverse effect on the evaluation of credentials and irrelevance between disability and professional competence.

Parry, Rutherford and Merrier's (1995) research shows human resource managers recommend that individuals with disability disclose their disabilities at or after the job interview. Reeser's (1992) study shows social work students with disability and field directors who are in charge of admitting students believe that disability disclosure is necessary to refrain from prejudices and irritating questions and to be clear on their own professional capabilities, needs and expectations. Safilios-Rothschild (1970) claims that interrelated conditions of a country such as socio-economic level and unemployment rate, socio-political beliefs on the liability of the government on easing the problems, dominant understanding of being or becoming disabled, general perceptions of the nature of disability regarding degree, type, contagiousness and severity and the national welfare economic security for works with high disability risk have a huge impact on the way how the society treat the individuals with disabilities. While individuals are motivated to disclose their disability in order to access accommodations at work, they mostly face some discriminating perspectives such as disability as incompetency or a burden for a profession (Bulk, et al., 2017; Roulstone & Williams, 2014). The professionals with disability regard disability disclosure as strategical procedure in which they should decide whether to disclose bearing in mind the possible long-term results and risking the possible disadvantages like exclusion (Stanley, Ridley, Harris, & Manthorpe, 2011).

Different types of support, including coping mechanisms, adaptive tasks, self-concept, self-image and independence, received from family, rehabilitation counselors, professors, and other colleagues help the educators with disability to deal with formidable challenges in working life (Anderson & Karp, 1998). There are some personal structures required to facilitate the interactions in society and the most important one is self-concept. Self-concept is shaped by the feedbacks and social attitudes from the society and self-perception on success consequently it can be rewarding or punishing accordingly (Craig, 1989). Lynch and Lewis (1988) states that individuals form their self-concept according to their perceptions of social interactions which can be contradictory, puzzling or subject to misinterpretation for individuals with disability; thus, misinterpreted perceptions can end up with lower self-concept and avoiding social interactions. Wright (1983) claims that how an individual interprets others` attitudes depends on his self-concept thus he expects people to feel for him just like he feels for himself. A positive self-concept is essential to handle negative attitudes while making personal, social or career choices; for instance, a successful student with disability aiming at being an educator may face negative reactions and be guided away from the field of education. According to Gerber, Ginsberg and Reiff`s (1992) study on successful adults with learning disabilities, self-confidence and personal judgments have a significant impact on achievement; and the level of support offered and the readiness to receive support are the key factors affecting the achievement.

Individuals with disability in working life are mostly “theoretically invisible” (Williams & Mavin, 2012). Many individuals with disability have challenges while disclosing their disability and asking for accommodations at work (Georgiou, Espahbodi, & De Souza, 2012; Lindsay, 2011) and the timing of disclosing disability at work depends on type and severity of disability and type of job (Lindsay, Cagliostro, Leck, Shen, & Stinson, 2018). While disclosing the disability at work, job preparation, self-confidence, and self-advocacy skills, and having an inclusive work environment ease disclosure, anxiety for stigma and discrimination, employer’s lack of awareness on disability and accommodations, negative past experiences of disclosing make disclosure harder (Lindsay, Cagliostro, Leck, Shen, & Stinson, 2018).

Employees with disability mostly face challenges while working due to attitudinal barriers such as exclusion, segregation and negative discrimination from colleagues and environmental barriers like inadequate accommodation at work and transportation (Carter, Trainor, Ditchman, Swedeen, & Owens, 2011; Jenkins & Rigg, 2004; Lindsay, 2011). Providing accommodations facilitates work productivity, satisfaction, integration, psychological, and physical health (Charmaz, 2010; Lindsay, Cagliostro, & Carafa, 2018; Solovieva, Dowler, & Walls, 2011). Attitudes based on common stereotypes like regarding individuals with disability as dependent and incompetent result in social exclusion and discrimination; that is why, some individuals with disability choose not to disclose (Blockmans, 2015; Lindsay & Cancelliere, 2018). However, there are also some individuals with disability who believes disclosing and being open about it may minimize or prevent stereotyping (Blockmans, 2015). Given that communication is a two-way process, administrators, employers and colleagues who are working with an individual with disability are expected to be open for making sense of their capabilities, needs and options (Lindsay & Cancelliere, 2018).

2.4.1. Higher Education Institutions and Disability

While the students with disability has been a subject for many studies promoting inclusiveness and accessibility, the faculty members with disability have received less attention (Waterfield, Beagan, & Weinberg, Disabled academics: A case study in Canadian universities, 2018). Faculty members with disability bring value to the university along with their scholarship and attention to disability and diversity. Inviting the faculty members with disability into the university is not enough alone and the university needs to be capable of providing full accessibility and inclusion of these faculty members in all aspects of academic working life.

The career boundaries of faculty members with disability have not been investigated in detail enough within scant literature on the career of faculty members (Ashcraft, 2008). Williams and Mavin (2015) emphasize the importance of the career boundaries which may facilitate or limit the faculty members with disability on career goals. There is a research conducted on working conditions and job satisfaction levels of teachers with disability in Turkey. According to Kış, Gürgür and Akçamete (2012), the job

satisfaction levels of teachers with and without disability differ according to the most important two problems as accessibility to the work environment and independent mobility within these environments.

Since academic improvement of students with disabilities is highly affected by the attitudes of faculty and their willingness to provide accommodations, the sensitive and supportive environments needs to be provided and enhanced (Baker, Boland, Nowik, & College, 2012). Higher education support programs start with the admission of a student with disability and continue with accommodation, accessibility, individualized personal support, career planning and coping strategies (Finnegan, 1981). Those support programs are accessible for each student with disability pursuing a career in higher education, too. The disability coordinators and support services centers provide physical accessibility (accessible classrooms, libraries, cafeteria and dormitories), on-campus services (note-takers, readers and test-accommodations) for students with physical disabilities as well as individually tailored guidance for students with disability or psychological disorders. They also connect those students with off-campus services such as rehabilitation counselling and career planning services and support systems in the community. If necessary, they provide the faculty members with guidance on what special assistance is required and how the accessibility of students with disability can be increased.

There are many studies showing what the decision-makers should do in order to mitigate the possibility of discrimination against individuals with disability in gatekeeping and other decision making processes. The decision-makers should include a professional from the disability services in the decision making and assess the individuals in terms of their potential of success in faculty setting (Cole, Christ, & Light, 1995). The decision-makers are supposed to determine the real skills, achievements and productivity presented according to suitable professional criteria (Cole & Lewis, 1993). The interviewers are recommended to think about the possibility of eliminating the discerned barriers and determine what the actual job requirements are (Cole, Christ, & Light, 1995). They are expected to let the individuals to describe their disabilities and capabilities before deciding on (Reeser, 1992). The

authorities should give the individuals a chance to challenge the suitability of gatekeeping standards personally (Cole B. S., 1991).

According to Waterfield et al. (2018), managing disability disclosure is a continuous, tense and energy-consuming period for the professionals with disability due to the anxiety of being regarded as ineligible for the profession. All these issues exist in the higher education institutions, too and a few faculty members with disability decided not to disclose while the ones who disclosed did so due to need for accommodations (Stone, Crooks, & Owen, 2013). More than half of the participants of this study did not ask for accommodations. While the ones who asked for accommodations using informal ways, more than half of the ones asking for accommodations through formal ways encountered negative and incompatible results (Stone, Crooks, & Owen, 2013). Stone et al. (2013) stated that the university is seen as an institution for non-disabled individuals in which the faculty members with disability are regarded as “unexpected workers” (p. 167). Depending on these studies, non-disclosure or not demanding the necessary accommodation let the university move on with general understanding of non-disabled individuals (Crooks, Owen, & Stone, 2014). Dominant social discourses of disability as non-productive put the faculty members with disability in a risky situation in higher education (Stone, Crooks, & Owen, 2013).

According to Titchkosky (2008), the dominant understanding at universities is that dealing with the accessibility barriers is the job of the individuals with disability since disability is regarded as a personal problem. For faculty members working hard to prove their qualification with little institutional support, it is inevitable to feel excluded from some aspects of academic life (Waterfield, Beagan, & Weinberg, 2018). In conclusion, there are not many specific studies on the working life of faculty with disability. However the literature explains through career selection, gatekeeping, decision making and institutional support for the disabled at a working place which are also main issues for the current study, too.

2.5. Summary

The purpose of the study was to elaborate the experience of the faculty members with disability by presenting the attitudinal and environmental barriers that they have been encountered and explaining their job satisfaction through the concepts of self-knowledge and social knowledge under the social model of disability. In this chapter, related literature was presented.

This study has two aspects, namely faculty work and disability which are the first and second section of this chapter. Faculty work was elaborated according to the formation of self-knowledge and social knowledge, their effects on motivation and job satisfaction along with the four domains of being a faculty member as teaching, research, community service and administrative duty. The literature presented both medical and social models of disability, but the aspect of disability was handled from the social model aspect since the focus is on the deficiencies in the social environment instead of the individual as in the medical model.

The third section states that the rights of the individuals with disability are assured by three main laws as the United Nations Convention on the Rights of Persons with Disabilities, Turkish Disability Act No: 5378 (TDA) and The Constitution of the Republic of Turkey. On the other hand, considering literature, it is clear that a rights-based discourse is absent in Turkey. The fourth section deals with the studies on disability and disability in Turkish Higher Education. While studies to elaborate the conditions of students with disability are conducted, no research have been conducted on the faculty members with disability. While the challenges on accessibility are in common for both students and faculty members to some extent, studies show that decision-makers have significant impact on the faculty members` working life experiences.

CHAPTER 3

METHODOLOGY

In this chapter, the research methodology will be presented. In this qualitative research, phenomenological design was used. The reason why phenomenological study was specifically chosen for this study is detailed. Then, the sampling and participants are explained along with data collection procedures and data analysis. Finally, the role of the researcher in the study and ethical consideration is discussed.

3.1. Research Design

The research question of this study is “How do the faculty members with disability experience academic working life in Turkish Higher Education Institutions?” This phenomenological research aims at understanding how the faculty members with disability experience academic working life in Turkish Higher Education. In this study, the focus is on the lived experience of having a disability as the shared phenomenon among faculty members in Turkey as a specific group of people. To do so, utilizing a qualitative research is the most suitable choice since it deals with detailed description and in-depth analysis of lived experiences around a shared phenomenon among a specific group of people (Creswell, 2012). A qualitative research was utilized since the purpose is to engage in a more dialectic process between the questions asked and answers received rather than testing a fixed hypothesis. While the research is being conducted, new information will be gathered, and new questions will arise.

A phenomenon includes everything that individuals experience and phenomenology is the study of an experienced phenomenon in a daily social context in which the phenomenon takes place in the light of the views and reflections of the ones who live

it (Titchen & Hobson, 2005). Phenomenology is a qualitative research method which allows us to focus on the phenomenon that we are aware of but do not have an in-depth understanding (Yıldırım & Şimşek, 2011). The only purpose of phenomenology is not just answering to a phenomenon, instead, it philosophically endeavors to show lived experiences in a specific time and context (Groenewald, 2004).

Phenomenological approach inquires the personal experiences with the aim of finding out how individuals experience a phenomenon and how they make sense of it (van Manen, 1990). A phenomenologist needs to reach “‘to the things themselves’ ... to turn toward phenomena which had been blocked from sight by the theoretical patterns in front of them” (Spiegelberg, 1965). There are different approaches to phenomenology among philosophers since phenomenology is a term used in philosophical context as well as methodological context (Dowling, 2007). There are two main approaches presented in phenomenological research as Edmund Husserl’s direct approach and Martin Heidegger’s indirect approach (Titchen & Hobson, 2005).

According to direct approach, descriptive philosophy of phenomenology, the researcher, is expected to elaborate the phenomenon to carry out a systematic research on the personal reflections on the phenomenon of the participants, as an outsider while they experience it since the phenomenon is depicted through the consciousness of the participants experiencing it at first hand. The researcher asks the participants for their views regarding their experiences of the specified phenomenon and come up with objective concepts by interpreting those reflections.

On the other hand, according to indirect approach, interpretive philosophy of phenomenology, the researcher is supposed to be immersed in the social environments of the participants to gain an insider perspective by observing and tracking the experiences and get first-hand information on the essence of the experiences (Titchen & Hobson, 2005). Husserl’s goal is to present the underlying base of conscious experience from the first-person perspective through detailed illustration instead of his or her own lived reality (Giorgi, 2009). Husserl purports that a researcher is supposed to bracket out the external world along with his personal prejudices about the phenomenon in order to see things as they are and reach the true nature of the

phenomenon (Lavery, 2003). According to Husserl, bracketing provides a researcher with the essences of the phenomenon. On the other side, according to Heidegger, it is not possible for a researcher to exclude himself from his experiences, early assumptions, and prejudices about the phenomenon, which have a significant impact on how he interprets the collected data on lived experience, that is why there is a connection between the way how the researcher sees and how he interprets the essences (Wojnar & Swanson, 2007).

Smith (2004), a follower of Heideggerian approach, propounds the Interpretative Phenomenological Analysis (IPA) which aims at elaborating the participants' individual experiences in the light of their own views and appreciates the main role of the researcher in interpreting those experiences. In this case, there is a match between IPA's aim at exploring experiences along with the personal perceptions on them and Husserl's descriptive phenomenology. Yet, IPA is incompatible with descriptive phenomenology since the researcher is involved in understanding and interpreting the experiences in IPA, which makes it an interpretative study. In this study, IPA is utilized to make sense of the experiences of the participants depending on their personal views and the researcher's comments.

3.2. Research Participants and Sampling

There are two identifying criteria for the participants, namely being a faculty member and being disabled. Since there are no available data sources to find and reach out the faculty members with disability in Turkey and the target population size is small, "snowball sampling" is the only option to reach the participants. The snowball sampling process assumes that a bond or a link exists between the initial sample and others in the same target population, allowing a series of referrals to be made within a circle of acquaintance (Berg, 1988). Since there are very few faculty members with disability in Turkey, it is easy to pinpoint the participants' identities with the current demographic information. Therefore, the participants are not presented one by one. In order to keep their anonymity and privacy, the participants are defined in a general way.

There are 15 participants who work at a university as a faculty member and have a visible disability. While just three of the participants are female, twelve of them are male. The age range among the participants varies from 30 to 58. The length of work experience varies from 3 months to 32 years. There are 4 Professors, 2 Associate Professors, 5 Assistant Professors, 3 Research Assistants, and 1 Instructor. Only one of the participants is retired. Four participants became disabled while working in their current position. Eleven participants were already disabled before working. While seven participants were born with a disability, eight of them become disabled due to an accident or naturally developed later on. Four of the participants are wheelchair users, six of the participants are blind or visually disabled and five of them have upper or lower limb(s) disability.

3.3. Data Collection Instruments

Phenomenologists are supposed to find out and present the essence of experience, to do so, the essential instrument to collect data is phenomenological interview (Merriam, 2009). Semi-structured interviews with the faculty members with disability from many Turkish universities were conducted. Tuckman describes the interview as: “By providing access to what is ‘inside a person’s head’, [it] makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs)” (Tuckman, 1972, s. 173). The purpose of the interview is to gather data on the experiences and reflections of the faculty members with disability. Interview questions are open-ended in order to let the participants express their views freely and get as much information as possible. The participants were not confined by the structure of fixed questions.

According to Seidman (2006), directing *what* and *how* questions in phenomenological interviews is required so that participants reflect upon their experiences and underlying meanings. Since the population was very small and each participant had great importance, expert opinion was preferred instead of a pilot interview. While preparing the interview questions, two experts were asked for reviewing each question. According to their feedbacks, the questions were rewritten many times and the interview was reshaped.

The semi-structured interview consists of 5 sub-sections (Appendix A). The first part is about demographic and other basic information about the participant. The second part deals with the educational life experiences and the student experiences before becoming a faculty member. The third part deals with the experiences during the recruitment process, professional relations with the administration, colleagues, students and administrative staff and reflections upon their job satisfaction considering four tasks as teaching, research, community service and administration. The fourth part deals with physical accessibility in the university campus and accessibility to academic resources and academic events. The last part deals with suggestions of the participant.

3.4. Data Collection Procedure

To collect data, an ethical permission was primarily received from Middle East Technical University Human Subjects Ethics Committee (Appendix C). Then, one or two available and convenient participants were identified and contacted via e-mail and asked for their voluntary participation to the study. After conducting the interviews, they were asked to recruit another possible participant for the study. The participants were assured of the confidentiality of the information they gave (Appendix B). These steps were repeated until the data was saturated. The interviews were done face-to-face and individually. Each of the interviews lasted about an hour. During the interviews, written notes were taken. Depending on their permission, the conversations were recorded and transcribed.

3.5. Data Analysis

To analyze the collected data, Interpretative Phenomenological Analysis (IPA) has been used with the aim of interpreting the interviews. IPA is based on three main theoretical approaches as phenomenological, hermeneutic, and idiographic. According to Smith, Flowers and Larkin (2009), IPA has both phenomenological aspect, which provides interpretation of the phenomenon, and hermeneutic aspect, which provides seeing the phenomenon. Idiographic approach, the third principle of IPA, means analyzing and exploring every single case in a detailed way before highlighting similarities and differences among the experiences within broader themes immediately

(Smith, 2004). IPA researchers aim at understanding the way participants experience a phenomenon and the sense they make of it according to the expressions of the participants, while the participants are also interpreting their experiences at the same time. In this case, the participant's interpretation of a phenomenon merges with the researcher's interpretation of the themes aroused from the data in which the participant has already interpreted. Pietkiewicz and Smith (2012) term this dual interpretation process "double hermeneutic".

In this study, it is aimed at revealing the participants' personal judgements of their lived experiences in a reflexive way. To make sense of the shared phenomenon, it is essential to look at the experiences through the eyes of the people who have lived them. IPA aims at finding out the essence of the shared phenomenon in order to reach the nature of lived experiences of the sample instead of generalizing the results to the population (Willig, 2008). That is why, IPA requires the analysis of every case by examining each individual perspective of the participants depending on each unique context instead of coming up with some generalizations (Smith & Osborn, 2008).

The main data collection tool for this study was semi-structured interviews. In order to organize and analyze data in a more systematic way, all interviews were analyzed with a qualitative data analysis (QDA) software, ATLAS.ti 7. The data collection tool for the study was semi-structured interviews and this data analysis software helped the researcher to code, keep a good track of the codes, make up code lists and themes, finding out the connections between the codes and themes and shaping thematic categories while analyzing the data.

Firstly, the researcher transcribed all fifteen interviews as word documents so as to analyze the data with ATLAS.ti 7. Secondly, the researcher conducting the coding of each case according to the cycles introduced by Saldana (2009). According to Saldana (2009), coding is an interpretive method unlike an exact science. Depending on Saldana's (2009) two cycles of coding, the data was initially coded in general in the first cycle. Then the initial codes were reanalyzed, broader categories were created in the second cycle. In the first cycle, since this is a phenomenological study aiming at discovering and explaining the underlying meanings of lived experiences for the

participants, the researcher chose to unite some coding types. These coding types are attribute coding as coding features of participants and research, emotions coding as coding participant`s emotions from both participant`s and researcher`s perspective, in-vivo coding as coding participant`s own words, values coding as coding participants' values, attitudes and beliefs, descriptive coding as coding nouns or topics, and theming data as coding a phrase to define the meaning of data.

After first cycle coding, the researcher categorized and sorted out the codes and generated themes according to the connections between the codes, the frequency of the codes and the underlying meaning among the codes. In the second cycle of coding, the researcher sometimes eliminated some codes which are subsumed by the other ones or relabeled some codes. In the second cycle, the researcher united pattern coding as coding to identify connections and assign categories or themes, and focused coding as coding to identify the important initial codes and build categories around them based on code frequencies and connections among codes.

The researcher analyzed each unique participant one by one. While moving to the next participant, the researcher was aware of the similarities and differences between the participants` experiences and created thematic categories and superordinate themes depending on the patterns. In the end, the researcher created the final list of superordinate themes. In this case, these cycles are the same stages of IPA`s initial coding, conceptual coding, and formation of themes. When the researcher had the final list of superordinate themes, she interpreted the experiences in the light of the superordinate themes depending on the research question and the purposes of the study.

3.6. The Role of the Researcher

During the double hermeneutic process, the researcher interprets the participants` interpretations of their experiences and does not interpret these experiences from first hand observation. That is why, the researcher is supposed to count on what the participants want to say about their experience of a phenomenon. However, it is not easy for a researcher to completely stand apart from the influence of her own biases

and the researcher is supposed to be aware of this fact in each step of the research. The assumptions of the researcher are presented as followed:

1. The faculty members with disability may face discriminatory practices or mobbing.
2. They may be excluded by their colleagues and students.
3. They may have problems in accessing both places and academic sources.
4. Their experiences may differ depending on their universities.

Those assumptions had an impact on almost every step of this research especially when choosing the theories, preparing the questions for the interview, and mostly doing the interviews. To stay objective, the interview questions were presented to two experts and modified according to their feedbacks. Since the main purpose of the research was to analyze all the experiences, the researcher focused on both sides of those experiences and motivated the participant to reflect on whichever aspect that the participant wanted to emphasize. While coding and analyzing the data to infer the impacts of those experiences, the researcher tried to pay equal attention to both positive and negative sides.

To present my role as a researcher in this study, I consider myself a novice researcher in qualitative research. Besides conducting the research, I had totally different experiences during each interview depending on their personal experiences. Each interview had a different impact on me. While some participants have almost perfect workplaces, some others have the opposite. Of course, there are administrators and colleagues providing accommodation and support at some universities where individuals with disability can work under equal circumstances. I was encouraged during some interviews with the belief that I may do something for the ones whose working conditions are not equal to the others`. Conducting the interviews became really hard for me. Being a part of higher education was my dream and I was disappointed during some interviews due to the cruel aspect of academic life. I used to consider the faculty members as a distinguished community but I faced that they may also neglect or segregate individuals with disability. I sometimes hated being a part of higher education, but then I felt lucky to take a step for further studies to raise a voice for them. During the interviews, I focused on all aspects and expected the participants

to guide me to positive or negative conclusions. While analyzing the results, I tried to be objective and focus on both positive and negative aspects of the experiences. However, I found myself presenting the negative results since the struggles seem to be significant in the end. I focused on the negative results but I also presented the positive ones to set an example for other higher education administrators and colleagues.

3.7. The Validity and Trustworthiness of the Study

The interview protocol has been reviewed by two experts on disability, psychology and higher education and necessary adaptations and changes have been made accordingly. The participants were asked for the permission to use some quotes from their interviews in order to enhance trustworthiness and transferability. Considering the ethical approach, the participants were assured of the confidentiality of the information that they provided. The quotes from the interviews were chosen accordingly. Moreover, even some significant results were not presented, in order to keep the participants' identities anonymous.

CHAPTER 4

RESULTS

In this chapter, the findings of the study will be presented and discussed depending on three main aspects as professional relations` impact on self and social knowledge, accessibility`s impact on self and social knowledge, and the impact of self and social knowledge on their job satisfaction. Obviously, there are no clear cuts among the working life experiences since all of them are interactive and effect each other. As a result of IPA analysis, five main themes emerged; as educational life experiences, job application and recruitment process, professional relations at work with administrators, colleagues, students and other staff, accessibility and accommodation for physical access, access to resources and conferences, and perception of job satisfaction. It is obvious that the experiences are unique depending on each university, personality of administrators and type of disability. The themes emerging from the interview data is analyzed and discussed along with the quotations taken from the interviews and then the findings obtained from the analysis is reported based on the research question of the study. In this research, the specific demographic information of each participant is not presented in compliance with ethical approach.

To present the results in an ethical way, the participants are not individually identified since the population of faculty members with disability is limited and presenting any personal information can result in revealing the participant and break their anonymity. Moreover, the identities of the participants need to be covered since they may also abstain from enforcements of administration and possible political sanctions. Moreover, there is a few faculty members with disability, thus it may be assumed that individuals with disability have less chance to be faculty member. Since the main purpose of this study is to raise a voice of faculty members with disability, this study

directly presents as many quotes as possible in this chapter rather than summing up them roughly.

4.1. Educational Life Experiences

Table 1 presents the emerged categories and codes for their experiences in educational life.

Table 1
Categories and codes for educational life experiences

○ the faculty members` discriminatory practices
▪ prejudices
▪ subjective judgements
▪ humiliation
▪ hindered
▪ excluded
○ asking the instructors for adaptations
▪ asking the instructors for a reader in exam
▪ asking the instructors for using assistive technology
▪ lack of institutional support
○ inaccessible campus
▪ lack of free mobility
▪ lack of elevators and ramps
▪ lack of Braille tags and voiced directions
▪ inaccessible library
▪ inaccessible cafeteria
▪ inaccessible classroom
▪ inaccessible department building
▪ inaccessible restroom
▪ lack of institutional support
▪ inaccessible transportation on campus
○ lack of accessibility to academic resources
▪ lack of Braille documents
▪ lack of voiced books
▪ lack of institutional support
▪ inaccessible library
▪ personal efforts to access resources
○ graduates from and works at the same university
○ timing of disability
▪ become disabled while working
▪ become disabled before working
▪ born with a disability

Regarding the experiences of the participants who were already disabled during their undergraduate and graduate years, the main issues are lack of physical accessibility and lack of accessibility to resources. Most of them had to cope with these issues by themselves without any institutional or social support. However, some of those

problems have been reformed to some extent year over year thanks to developing technology and the studies of Disabled Students Units at universities. Yet, there are still many issues on lack of accessibility for both students and faculty members at universities and they are mentioned in the accessibility and accommodation part of the findings. The same problems will be discussed in the accessibility and accommodation part.

Many participants with visual impairment stated that they have had serious problems while taking an exam since the beginning of their education lives. To take the OSYM exams, they have to be with a reader or assistive devices. In many cases, the readers cannot be qualified enough to read the questions properly. While they have to know the symbols in Math's or the correct pronunciations of English, the readers are not always competent enough. In order to assure equality in evaluation, the demands of the students with disability should be considered seriously:

İlk şoku ÖSS'de yaşadım. Ben görmemi kısmen kullanabiliyordum o zamanlar. Sınav kitapçığını yüksek numaralı hipermetrop gözlükler yardımıyla oldukça yakın mesafeden okuyabiliyordum. Sınavda okuyucu istersem bana hiçbir şekilde sınav kitapçığının gösterilemeyeceği, sınav kitapçığını okumak istersem de 30 dakikalık ek sürenin verilmeyeceği söylendi. Benim okuyucu yardımı almadan ve ek süre olmaksızın sınavı zamanında tamamlamam elbette ki mümkün değildi. Ben de okuyucu istedim. Ama böyle bir uygulama olmamasına rağmen, benim kalem kağıt kullanarak soruları cevaplandıramayacağımı söylediler. Ve hiç alışık olmadığım, sınava hazırlık sürecinde izlediğim yoldan apayrı bir şekilde sınavıma devam ettim. Demek istediğim bu konuda ciddi önlemlerin alınmıyor olması. Diğer bir konu, EKPSS hariç, ÖSYM'nin büyük punto sınav kitapçığı diye verdiği yalnızca 14 puntodur. Bu kısmen gören çoğu bireyin okuyamayacağı bir büyüklük. Dünyada en az 18 puntodan başlayarak sınav kitapçığı düzenleniyor. 30 dakikalık ek süre KPSS ve ALES gibi fazla sayıda soru içeren sınavlarda oldukça yetersiz. Bunun yanında ÖSYM'nin sınav düzenlemesi zannettiği, aslında ölçme kurallarına tamamen aykırı olan, bir durum da grafik, şekil gibi görsel içeren sorulardan görme engellileri muaf tutmak. Dünyada böyle bir uygulama yok. Maalesef aynı sorunlar halen ÖSYM'nin düzenlediği tüm merkezi sınavlarda devam ediyor. Yalnızca e-YDS'ye ekran okuma (JAWS) ve ekran büyütme (MAGIC) yazılımlarının bulunduğu ÖSYM'nin Ankara'daki elektronik sınav merkezinde girilebiliyor. Bu ÖSYM için gerçekten büyük bir adım.

I experienced the first shock at ÖSS (University Entrance Exam). I could see partially at that time. I was able to read the exam booklet looking very closely with the help of the glasses in high number of hyperopia. They stated that if I want to have a reader, I cannot look at the exam booklet and if I want to read it by myself, the 30-minute additional time will not be given. Without the help of

a reader and without additional time, obviously it would be impossible for me to complete the exam on time. I wanted a reader. However, even though there was not such an application, I was told that I could not answer questions using my pen and paper. And I continued my exam in a way that I was not used to at all. I mean, there are no serious measures. Another issue, except for EKPS, exam booklet in bigger point provided by ÖSYM is in only 14 points. This is a size that most people with visual impairment cannot read. An exam booklet is provided in at least 18 points in the world. The 30-minute additional time is quite inadequate in the exams with a large number of questions such as KPSS and ALES. Besides, the incorrect assumption of ÖSYM, exemption of visually impaired from the questions which include visuals like graphic and scheme is in fact completely contrary to the assessment rules. There is no such application in the world. Unfortunately, the same problems still continue in all the central exams organized by ÖSYM. Only e-YDS can be taken with screen reading (JAWS) and screen magnification (MAGIC) software which are available in the electronic examination center of ÖSYM in Ankara. This is a really big step for ÖSYM.

ÖSYM sınavlarında mecburen sadece okuyucuların insafına kalıyorduk. Onların da bilgileri ve özellikle aksanları çok bozuk. Özellikle matematik ve fen gibi sorularda mesela kesirli sayı bilmiyor altında çizgi var diye tarif ediyor ya da faktör işaretini bilmediğinden ünlem işareti diyor. Bu konuda şehirden şehire çok büyük farklılıklar var. Ciddi bir adaletsizlik oluşuyor sonuçta okuyucunun İngilizcesi iyiyse daha güzel anlayıp yüksek alınıyor. Sınavların elektronikleşmesi iyileştiriyor ama başta aslında e-YDS ye engellilerin girmesi yasaktı. Sonrasında verilen hukuki mücadeleler sonucu artık e-YDS ye girilebiliyor. Ama tabi yine çok pahalı bir sınav. Ve her şehirde yok. Benim Ankara 'ya gitmem orada kalmam da gerekecek çok yüksek oluyor maliyeti.

During the ÖSYM exams we were up to the mercy of readers. Their knowledge and especially accents are very bad. Especially in questions such as mathematics and science, for example, he does not know the fractional number and says there is a line, or he does not know the factor and says the exclamation mark. There are great differences among cities. There is a serious injustice, so if the reader's English is good, the student gets a higher grade. Providing the exams in an online format is improving, but it was forbidden for the disabled to take e-YDS. As a result of the legal struggles, it is now possible to take e-YDS. But it's still a very expensive exam which is not provided in every city. I have to go to Ankara and stay there, which requires a very high cost.

Üniversiteye giriş sınavında optik cihaz kullandım. İzin alırken de biraz sorun yaşadık. Çok da belli bir kuralları yoktu o zamanlar. Bir de bu cihazı kullanan çok fazla insan yoktu belki artık yaygınlaşmıştır. Cihaz bilgilerini ÖSYM merkezine gönderip uzun bir izin alma süreci yaşadık ama sonunda da verdiler yani. Merkezi sınavlarda aletlerle girmek de yasak olduğu onun yerine okuyucu gözetmen verdikleri durumlar olabiliyor. Her seferinde sağlık raporuyla başvuruluyor. Aslında belli bir liste oluştursalar şu tarz şu model cihazlar kullanılabilir diye genel bir düzenleme olsa daha faydalı olabilir.

I used an optical device in the university entrance exam. We had some struggles while getting permission. There were not certain rules at that time. There were not too many people using this device, maybe it is widespread now. We sent

the device information to the ÖSYM center and had a long process of getting a permission, but we got it in the end. In the central exams, there are situations where it is forbidden to enter with devices, instead they provide a reader. Each time a medical report is required to apply. In fact, if they create a certain list and an arrangement to determine the models of devices which are available, it will be more useful.

It is also necessary to emphasize some issues on social relations. While majority of the participants stated that they did not have social problems with classmates or the faculty members, most faculty members did not know how to support the students with disability or neglected and excluded them. There are many participants who stated that the faculty members did not want to deal with their accessibility issues and just give them average grades to let them pass the courses instead of doing some adaptations for them. In this case, they feel excluded from the educational opportunities and humiliated. A participant also emphasized his worst memory with the faculty member who insulted him among all his classmates before an exam:

O dönemde hocalara vize döneminde ben görmüyorum okuyucu sağlar mısınız diye soruyordum. Bazıları da hiç uğraşmayıp geçmeye yetecek kadar bir not verip gönderiyorlardı. Mesela sınavına girsem 90 üstü alacağım dersler için 60 65 verip geçiyorlardı. Bir hocayla ilk vizede konuştum. Asistanı geldi sınava. İkinci vizede de durumu zaten biliyor diye önceden haber vermedim. O da asistan getirmemiş. Sınavdan hemen önce tüm sınıf arkadaşlarımda içinde "ben seninle mi uğraşacağım bir sürü işim var" diyerek aşağıladı beni. Ben de ağlayarak kantine indim. Kantinde bir öğrenci kabul edip benimle sınava geldi ama yani sınav boyunca gözlerimden yaşlar akarak sınav yapmaya çalıştım kendimi tutamıyordum istemsiz bir şekilde o yaşlar akıyordu yani.

At that time, I used to ask the instructors if they could provide a reader since I cannot see during the midterms. Some of them did not bother to provide a reader and give a grade enough to pass. If I took the exam, I would get 90 but they gave me 60-65 and let me pass the courses. I talked to an instructor for the first midterm. His assistant came for the exam. I did not talk to him again for the second midterm since he already knew the situation. He didn't bring an assistant. Just before the exam, he scolded me in front of all my classmates, humiliated me saying that "I have a lot of work to do, I cannot deal with you". I went to the canteen. A student in the canteen accepted and came with me to the exam. So, I tried to do the exam while crying. I could not stop myself, tears were flowing through my eyes.

Considering the statements on exams, the absence of equal evaluation clashes with the inclusive understanding of higher education, impacts perception of success, efficacy and inclusiveness in education life, thus it decreases motivation and commitment.

Some participants who got their graduate studies abroad stated that their experiences were much more positive. The faculty members asked the students for their needs and the ways of supporting them. The universities were accessible in terms of both physical conditions and academic resources. They stated that those universities were already accessible enough and they did not need to demand accommodation. According to the findings, the self-confidence of the participants was higher when studying abroad since they were more successful there provided with necessary adaptations.

4.2. Job Application and Recruitment Process

Table 2 presents the emerged categories and codes for job application and recruitment process.

Table 2

Categories and codes for job application and recruitment process

○ for fair recruitment process	
	▪ against interviews
	▪ for qualification-based recruitment
○ preclusion	
	▪ prejudices,
	▪ subjective judgements
	▪ humiliation
	▪ hindered
	▪ excluded
○ quota	
	▪ for quota
	▪ against quota

It needs to be clarified that there are some differences between the participants with disability due to their disability history. The ones who became disabled after they were hired and the ones who have been disabled before the recruitment process have gone through different experiences. Some of them actually started to work upon the universities' invitation; that is why they did not face any problems. The ones with disability going through standard job application and recruitment processes faced negative discrimination as in the following quotes:

İş bulma sürecim çok sıkıntılıydı. Özellikle ilk başta kamu dairelerinde üst kadrolara çok başvurduğum ama sakatlığımdan dolayı alınmadım. Üniversite kadrolarına başvurduğum ve birçoğundan da kabul aldım. Ama sonra çağırdılar

odalarına ve bana yüzüme karşı “biz seni istemiyoruz. Sen sakatsın haddini bil” dediler.

I had a hard time finding a job. In particular, I first applied to top positions in public offices, but I was not accepted due to my disability. I applied to positions at universities and I got accepted for many of them. But then they invited me to their offices and directly said “we don't want you here; you are crippled, and you should know your place.

Ben alanımda aranan insandım çok rahat girdim ama farklı bir bölümde olsam farklı olabilirdi. 3 kişi başvurursa içinden engeli olanı tercih etmezler ya da ona kolaylık sağlamak için uğraşmak istemezler.

I am an expert in my field that is why I easily got the job. However, it could have been different if I was in a different field. If 3 people apply, they do not prefer the one with disability or they do not want to deal with it for assisting.

A few participants had their positions with only OSYM exams and programs without any job interviews at universities. All of these participants believe that they could not have been hired if they had had a job interview as illustrated in the following quotes:

Merkezi sınavlarla yapılan yerleştirmelerin potansiyel önyargılara maruz kalmaksızın engeli bulunan kimselerin akademiye girmesi bakımından işlevsel. Eğer merkezi bir sınav ve yerleştirme olmasaydı, bulunduğum üniversitenin ve bölümün önyargularından sıyrılıp mülakatta objektif bir değerlendirme yapacak açıklıkta olduğunu düşünmüyorum.

Placement in academic positions with central exams is functional for individuals with disability not to be exposed to potential prejudices. Without a central examination and placement, I don't think my university and department would not make an objective evaluation of the interview without any prejudices.

Yurtdışından dönüşümde de kadrom garantiydi ama yine üniversitenin zorluk çıkarma şansı vardı. Ama benim bölümümde ciddi bir ihtiyaç olduğu için engelime bakılmaksızın görevime başladım. Ama sıfırdan doktoramı bitirip normal süreçlerden geçseydim eminim ki daha zor olacaktı. Kabul aldıktan sonra yönetimden a biz seni kabul ettik mi nasıl oldu da biz böyle bi hata yaptık der gibi tepkilerle karşılaştım.

My position was guaranteed when I come back from abroad, but the university still had the chance to lay an obstacle. But since my department was in serious need of faculty members, I started my job regardless of my disability. However, I'm sure if I had to complete my doctorate studies and go through the regular processes, it would be harder. After receiving acceptance, I encountered the administration's reactions like “how did we accept you? Why did we make such a mistake?

There are also some participants who had a right to be teacher at MEB schools having the adequate grade in KPSS and having great scores, but they had problems or even were not hired since the Ministry of Education regard disability as a burden to be a teacher:

Öğretmenlikte bizim atandığımız yıl herkesle beraber atamam yapıldı ama ben göreve başlatılmadım. Ankaraya çağırıldım ve orada bir komisyonun karşısına çıkarıldım. Öğretmenlik yapıp yapamayacağıma orada karar verdiler. Ve normal atamalar Eylülde yapılmışken ben kasımda göreve başladım. Tabi yapamayacağına karar verilip göreve başlatılmayanlar da oldu.

I was appointed as a teacher with everyone in the same year, but I was not assigned to work with them at the same time. I was invited to Ankara and I was brought before a commission there. They decided if I could teach or not there. And when the regular assignments were held in September, I started working in November. Of course, there were other people who were assumed as unable to teach and were not allowed to start teaching.

Aslında ben 2 defa KPSS ile atandım ama ikisinde de atamalarım engelli olmam gerekçesiyle iptal edildi.

Actually, I was assigned with KPSS twice, but both of my assignments were canceled because I was disabled.

Based on the participants` statements, it is clear that the interviews are based upon personal judgement of the interviewer. Interviewers are free to use subjective judgements relying on nonacademic reasons as long as the process is made by the book. Some interviewers used the participants` disability against them. There are some interviewers who have prejudice against the disabled, are unwilling to take responsibility for the disabled since they do not know much about disability. Some interviewers simply do not want to deal with extra work like adaptation for the disabled because none of the universities in Turkey is fully accessible and they will need adaptations at some point. It is clear that the disabled are hindered even at the application and recruitment stages besides the former stages like educational opportunities. In this case, the role of subjective recruitment process explains why there are a few faculty members with disability. This fact shows us the necessity of a clear, transparent and objective recruitment process.

4.3. Professional Relations

It is important to reflect upon the participants` social interactions at work in order to make sense of the social interpretation of disability and the way the social world is organized in higher education institutions. Based on the findings, while most of the results are on social exclusion, social oppression, discriminatory practices, unfair treatment, prejudice against disability, abusing disability, mobbing and hindering, there are also some results of social inclusion, objective approach, and social and physical support. Table 3 presents the emerged categories and codes for professional relations.

Table 3
Categories and codes for professional relations

○	supportive practices
	▪ less workload
	▪ sharing work according to capabilities
	▪ accommodated when requested
	▪ equality for opportunities
○	hindering practices
	▪ individual deficiency
	▪ preventing access
	▪ jealousy
	▪ social barrier
○	discriminatory attitudes and practices
	▪ not aware of the problems of disability
	▪ negative discrimination
	▪ positive discrimination
	▪ no discrimination
	▪ double disadvantage
	▪ excluded
	▪ hindered
	▪ preclusion of administration and mobbing
○	average communication
	▪ average communication with students
	▪ average communication with administrative staff
	▪ average communication with colleagues
	▪ average communication with administration
○	acquaintanceship
	▪ solving through acquaintance with administration
	▪ acquaintance before disability
○	decision making
	▪ included in decision making
	▪ excluded from decision making
	▪ democratic environment
	▪ free expression
○	administration`s impact on relations
	▪ administration`s impact on regulations
	▪ administration`s impact on social knowledge
	▪ administration`s impact on self-knowledge
	▪ administration`s impact on social relations
	▪ administration`s impact on staff

4.3.1. Experiences with Administrators

It was found that rather than following predetermined policies or standards for these faculty members, the administrators` personal preferences and subjective judgements directly impact the experiences of faculty members for both social relations and physical accessibility on campus. Based on the findings, there is a huge difference between the participants` experiences even depending on the former and current rectors or deans. According to many statements, experiences show variation in accordance with the administrator himself:

Rektör yardımcılarımızdan biri erişilebilirlik konusunda çok ilgili. Onun kişisel ilgi ve anlayışı ama yani. Ama dediğim gibi o gitse başkası gelse durum değişebilir ve biz daha çok sıkıntılarla da karşılaşabiliriz.

One of our vice rectors is very interested in accessibility. But this is his personal concern and understanding. As I said, if he leaves and someone else comes, the situation may change, and we may face more troubles.

Yeni gelen rektörle bunlar değişti çok şükür. Yıllarını bu üniversiteye vermiş biri olarak gerçekten çok çektim o önceki yönetimden.

Fortunately, all these things have changed with the new rector. As a person who has spent years for this university, I have really suffered the former administration.

Engelim asistanken oldu. Sonrasında yardımcı doçent kadrom istendiği halde o zamanki rektör kasıtlı kadromu geciktirdi bekletti. Bana özel bir durumdu. Rektörlüğe gittim. Kadrom ben daha sınava girerken istendiği için kadromun çoktan 6 ay önce geldiğini ama havuza atıldığını çünkü dekanımın istemediği için bunun yapıldığını öğrendim. O zamana kadar hiç kendisiyle de sorun yaşamamıştım. Ama ilk sorun buydu. Sonrasındaki görev süresi boyunca da mobbing yaşadım. Sebep de ben neden onun lafının üstüne laf koyup direk rektörlüğe kadromu sormaya gitmişim. O beni burada istememiş ben niye istemişim kadromu.

I become disabled when I was a research assistant. Later on, when a position for me as an assistant professor was requested, that rector delayed it deliberately. It was a specific action against me. I went to the Rectorship. I found out that the position was requested when I was taking the exam and my position had already been awaited in the pool for six months because my dean didn't want that. Until then, I had never had any problems with him. However, that was the first problem. I faced mobbing during his tenure because he thought I ignored his words and went directly to the Rectorship to ask my position. He did not want me here and was bothered since I asked for my position again.

Depending on the findings, there are some participants who stated that they had positive relations with and support from the administrators. Their support includes being understanding for disability-based adaptations:

Derslere girerken yaşadığım sorunlarda da dilekçe verdiğimde bölüm yönetimi destek oldu. Bölüm yönetimi diğer bölüm yönetimleriyle de engelim için iletişimlerimiz de oldu ve her zaman kolaylık sağlandı. Engelliliğimle ilgili sorunlar yaşadığımda başvurularımı yapıyorum ve bu zamana kadar herhangi bir engel çıkarılmadı önüme. İhtiyaçlarımı karşılamaya çalışıyorlar. Bölümüm her olanağı sağladığını da belirttim. Dile getirdiğim sürece olmaz diye bir şeyle hiç karşılaşmadım.

When I submitted my petition on the obstacles I faced in the classrooms, the administration of department supported me. We also had contact with other departments` administrations about my disability and they always assisted me. When I have problems with my disability, I apply for accommodations. I have never been faced to any obstacles. I would like to emphasize that my department provides every opportunity. I've never faced anything that is claimed to not happen.

Some administrators provide support for accommodation. However, there are a few administrators who come with a question as “what can we do to support you here?” rather than waiting for the complaints from the faculty members with disability. Some participants state that they are grateful since they are provided by elevators or ramps which are supposed to be already available for all universities without the disabled person`s demand:

Ama destekleyicilik anlamında ellerinden geleni yapıyorlar. Derslerin giriş kat sınıfa verilmesi asansör ses sistemi gibi ekstra şeyleri yardım ediyorlar.

But they are doing their best to support. They help for extra things like arranging my classes on the ground floor, providing the elevator or sound system.

Based on some statements, there is a parallel relation between the positivity of their acquaintance before disability and current professional relations:

Karar alma süreçlerinde her zaman fikrim sorulur. Bu kazayı burada çalışırken geçirdiğim için o döneme kadarki ilişkilerim o zaman yarattığım saygı ve sevgiden dolayı bana kazadan sonra da olumsuz bir şey yapmadılar hatta daha da iyi döndüler. Bu sakat bu bir şeye yaramaz şeklinde bir yaklaşımla karşılaşmadım.

I have been always asked for my opinion in decision making processes. Since I had this accident while working here, they didn't do anything negative after the accident thanks to my relationships until that time and they even acted better. I've been never treated like a useless cripple here.

Yönetim ya da bölüm arkadaşlarımla bir sorun yaşamıyorum. Zaten hukukumuz geçmişe dayanır. Yıllardır burada çalışıyorum sonuçta. Önceden de ilişkilerimiz güzeldi zaten. Engelim sonradan olduğu için ekstra bir şey yaşamıyorum. Bir derdim olduğunda yardım ederler çözümler bulurlar. Engelime yönelik herhangi bir olumsuz tecrübe etmedim.

I don't have any problem with the administration or my colleagues in my department. Our acquaintanceship dates back to old times. I've been working here for years. We've had good relationships before, too. I do not experience anything extra because I got disabled later on. When I have a problem, they help and find a solution. I did not experience any negativity against my disability.

There are also some administrators who are especially supportive for disability-related studies. They ask for the problems and ways of restoring them:

Bazı şeyler zamanında sırf yapılmış olmak için yapılmış hani erişilebilir olmasına gerek yok ama görünsün. Biz bunları dillendirdiğimizde yönetim siz bunları fotoğraflayın bize ulaştırın biz gerekeni yapalım dedi.

Some things are just made perfunctorily in the past without aiming at accessibility. When we talk about these issues, the administration tells us to photograph them and present, then the administration will deal with them.

Yeni gelen rektörün ricası ile engelli birimde çalışmaya başladım. Bu süreçte de yönetime biz engelliliğe dair birçok şeyi anlattık. Yönetimin bilinçlenmesini sağladık. Bizimle sürekli iletişimde olmaya başladılar. Dolayısıyla o ilk zamandan beri dahil olduğumdan karar alma süreçlerine kattılar. Stratejik plan hazırlanırken de dahil edildik. Ciddi katkılarda bulunduk.

I started working in the Disabled Students Unit upon the request of the new rector. During this time, we have informed the administration about disability. We have raised the awareness of the administration on disability. They started to be always in touch with us. As a result, I have been involved in decision making processes since I was involved in the first time. We were also involved in the preparation of the strategic plan. We made serious contributions.

On the other hand, most of the participants expressed that they had some challenges with the administration at work such as mobbing, negative discrimination, exclusion and oppression depending on the administrator`s personal judgements or preferences.

A participant stated that the department chair forced him to quit his job overtly:

Buradaki bölüm başkanı fırsat avcılığı yaptı. Önce “senin gözlerin görmüyor üst yöneticilerin bundan haberi yok ben seni derslere sokarsam zor durumda kalırım” dedi. E ben dedim “madem öyle konuşun haberi olsun burada benim suçum yok ki sağlık neticede”. Daha sonra bana rektör beyle konuştuğunu ve onun benim çalışmamı istemediğini söyledi. “Uzun lafın kısası ben seninle çalışmak istemiyorum” dedi... “Sana 1 sene müddet tanıyorum ya istifa et ya emekli ol ya da kendine başka kurum beğen” dedi... Sonrasında rektör beyin yanına gittim. Rektör bey beni anlayışla karşıladı ve kendisinin haberi yokmuş hiçbir şeyden.

The department chair here was an opportunist. At first, he said "you cannot see, and the administrators do not know this; I will be in trouble if I let you teach". I said "then you can let the administration know since I have no fault here, it is just my health in the end". Then he told me that he talked to the rector and the rector did not want me to work. "In short, I don't want to work with you", he said. "I give you a year to choose; quit, retire or find another institution" he said. Then I went to the rectorship. The rector was understanding, and he did not know anything about this issue.

Many participants stated that they faced both professional and social exclusion due to the administrators` personal decisions:

Dekan birine kızdığı zaman herkese o kişiyle kimse görüşmeyecek konuşmayacak herkes yok sayacak diye emir verirdi. Benim dışımda da onunla sorun yaşayanlar oldu ve her seferinde bunu yaptı. İnsanlar bizden kaçıyor çünkü selam verirken dekan ya da istihbaratçıları haber verir diye yaklaşamıyorlardı. Çok örselendim. Uykusuz kaldım çok gece.

When the dean was angry at somebody, he would order everyone to ignore and not talk to that person. There were people who had trouble with him, and he did the same again. People used to run away from us because the dean`s spies would see us talking and inform him about it. I've been so harassed. I could not sleep for nights.

Bölüm başkanıyla bir dersi vermek için anlaştık ve ben o ders için hazırlıklar yaptım. Ama sonradan öğrendim ki ders başkasına verilmiş. Geçerli bir sebep de sunulmadı. Büyük ihtimal görme engelim yüzünden o ders bana verilmedi çünkü dersi veren kişi aslında bu dersi istemiyordu kendisinin ders yükü fazlaydı. Ne kadar da olsa o engele karşı dışardan bakılan önyargı oluyor. Dezavantajla başlıyoruz çalışmaya. Üzüldüm yani.

The head of the department and I were agreed that I was going to give a course and I got prepared for that course. But later on, I heard that that course was given to someone else. A valid reason was also not presented to me. Probably it was because of my visual impairment because that person did not want to give this course since he had high teaching workload. There is always prejudice against disability in the end. We start working with a disadvantage. I was so sorry.

Sonra biz hazırlıkları yaptık ama o dönem ne olduysa rektörlük beni bu oluşumun dışında bıraktı ve üniversitenin başka bir birimini geçirdi. Hani biz de yapabiliydik ama sonra okulun diğer birimini kullandılar. Zaten engelli geldiğimiz için nerde ne sıkıntı olabileceğine de hakimiz. Onlar da olsun ama biz de olalım dedik kabul etmediler. Onlar tercih edilince de biz dışarıda kaldık.

Then we made the preparations, but something happened, and the rectorate left me out of this formation and put another unit in charge. You know, we could have done this, but they used the other unit of the university. We come here as disabled and we can detect where and what a problem might occur. We offered them to include both us and them but did not accept it. Since they were chosen, we were excluded.

Some administrators neglect disability since there are a few of faculty members with disability:

Çoğu engelliler için zaten azlar aman ne zaman buraya ihtiyaç duyacaklar şeklinde yaklaşım gerekli düzenlemelere gitmiyorlar. Yapay sorunlar üreterek engellilerin bir yerlere gelmesi engelleniyor.

They mostly assume that there are a few people with disability who would need this place and do not implement necessary regulations. By creating artificial problems, people with disability are prevented from improving.

Some participants overtly used the word mobbing while they were explaining their experiences:

İdari olarak mobbing gördüm tabii ki. Akademik ortam acımasız. Bazı görevlere layık görmüyorlar engelliği. Burada birçok kişiye göre birçok aşamayı fazlasıyla başarılı geçtim... Ne kadar hak etsem de engelim için geri plana atıldım.

I've faced mobbing for sure. The academic environment is cruel. They assume that the disabled do not deserve some tasks. I have been very successful in many stages here compared to many people here. No matter how much I deserve it, I have always been neglected due to my disability.

Ha sonrasında mobbinge başladılar hemen. Okulda dekan ve dekandan güç alan herkes bir zorlama çıkardı. Rektörlüğün falan hiç haberi olmadı ama gidip anlatmadım. Ben bir hafta raporluyken, benden izinsiz, nezaketen bile sorma gereği duymadan benim derslerimi almışlar. Yani yaşadığım en küçük sorun bile bu.

Then they started mobbing immediately. The dean and anyone who was empowered by the dean made a trouble here. The rector has never learnt it and I have never told him anything. When I had a medical report to rest for a week, they took my courses from me without bothering to ask for my permission. That's the smallest issue I've ever had.

The social relations at work have significant impact on both social and self-knowledge of the faculty member. A participant expressed the impact of the discriminatory practices of the administration on her self-perception:

Ben bu işe girdiğimde anladım sakat olduğumu. Ondan öncesinde o cahil dediğimiz halk bana böyle davranmıyordu. Bana o kadar yüklendiler ki ilk haftadan öyle davrandılar ki bir gün eve geldim aynaya baktım. Kendime “3 kuruşluk sakatsın konuşma” dedim. Kendi kendimi susturma yoluna gittim. Gücüm tükeniyor artık benim de. İş yerinde görmediğim mobbing kalmadı. Okulda bayan gözetmenlere normalde 2 saat kadar gözetmenlik yazarlar ama bana 10 saatin üzerinde yazmaya başladılar. Sağlık sorunlarım ilerledi ve iyice yürüyemez hale geldim. İş bırakma kararı alacak noktaya geldim. Ama meydanı onlara bırakıp gitmek istemedim ve sürünerek de olsa işe gelmeye karar verdim. Ki gerçekten sürünerek geldim.

I became aware of my disability when I started working here. Before that, the people we assume ignorant were not acting like this. They acted so bad in the first week that I came home one day, looked in the mirror and I said "you are just a worthless person with disability, do not talk." I shut myself up. I'm running out of power. I have faced every type of mobbing. Female invigilators are mostly charged with invigilation for about 2 hours, but they ordered me to invigilate for more than 10 hours. My health problems have progressed, and I have become unable to walk. I've come to the point of making the decision to quit. But I didn't want to let them win and decided to come to work, even crawling. In fact, I really came crawling.

Some participants expressed that they were directly humiliated by the administrators at work:

Daha ilerilerini anlatsam zaten sizin psikolojiniz bozulur kaldıramazsınız. Yüzüme karşı yapılan hakaretler falan... Çok fazla şey yaşadım ve mobbingin resmi kanıtı yok. Ailem dahil etrafımdaki herkes sus kimseye anlatma daha büyük dert açma başına diyor. Şikâyet etsem yönetici inkâr edecek ve yanına kar kalacak.

If I talk about the rest, you cannot handle it, you would be depressed. Insults directly to my face and more... I've had too much and there is no official way of proving mobbing. Everybody around me, including my family, tells me to stay silent and it's a bigger inconvenience than telling anyone to shut up. If I complain, the administrator will deny, and get away with it.

Dekan “O aslında kapının önüne konacak işe yaramaz biri ama onu burada tutan benim” demiş insanlara. Ben fazlasıyla hak ettim yerimi. Ama hep bir zorluk çıkarmaya uğraştılar.

The dean said “he is actually a useless person who should be dismissed but I'm the one who keeps him here”. I totally deserve my position. But they have always tried to make a challenge.

As some participants mentioned, they feel obliged to prove their capacity to deal with the prejudice of the administrator:

Hiçbir zaman diğer hocalarla aynı muameleyi görmüyorum. İlk başlarda özellikle saygı seviyesi bayağı düşük oluyor. Ama bir zaman sonra kendimi ispatlayınca her şey çok değişti. Hatta olumlu tutum arttı.

I have never been treated in the same way as the other instructors. At first, the level of respect is particularly low. But once I proved myself, everything changed. Even there was an increase on positive attitude.

Some participants expressed that the administration is not aware of or does not appreciate their effort to deal with disability while working:

Yöneticiler ile yaşadığım en büyük güçlük benim engelimden kaynaklanan güçlüklerle (bilgisayar kullanma, basılı kaynaklara ulaşma vb.) nasıl baş ettiğimin çok farkında olmamaları. Bu durum bana fazla iş vermelerine neden oluyor. Diğer bir taraftan da bu durum, beni sürekli şikayet eder ya da “engelini kullanıyor” konumuna düşürebiliyor.

The biggest challenge I have with administrators is that they are not very aware of how I deal with the difficulties that arise from my disability (using computers, accessing printed sources, etc.). Thus, they give me many tasks. On the other hand, this situation reflects me as if I was constantly complaining or taking advantage of being disabled.

Some participants stated that administrators aimed at hindering their work:

Rektör beye hiçbir zaman kendim için gitmedim ama çocuklar için bir engelli merkezi açtırmak için konuştum. Önce bölüm başkanına sorulması gerektiğini düşünmüş. O da “devletin kaynakları böyle boş işler için kullanılamaz” şeklinde yazmış. Kaldı ki projeyi kendi odamdan yürüteceğim ekstra bir külfet istemiyorum bu proje için. Rektör de “atadığım adamın arkasındayım” diyerek onları korudu. Zaten bu yüzden o insanlar o kadar rahat mobbing yapabildiler. Biz çalışma yapmaya çalıştıkça hep engellemenin bir yolunu buldular.

I have never talked to the rector for myself but talked to him for opening a disability center for children. He thought it was necessary to ask the head of my department for this. The head of department stated “the resources of the state cannot be used for such trivial issues”. Besides, I did not ask for any extras for this project and I was going to use just my own office. Then, the rector said “I support the person that I have appointed” and protected him. That's why those people were so comfortable while mobbing. They have always found a way to hinder our studies.

Many participants indicated that the deans hindered their accessibility and accommodation in workplace instead of supporting:

Önceki dekan zamanında asansör için bir proje çizdirmiştim ama o dekan asansör yaptırmadı ve asansörün yapılacağı yere yangın merdiveni yaptırdı. Oysaki ben defalarca konuştum buna ihtiyacım üzerine.

I had a project for the elevator drafted in the time of the previous dean, but that dean didn't have an elevator made, instead he had a fire escape made to the place where the elevator was supposed to be built. However, I have talked to him about my need for the elevator many times.

En basiti oda paylaşım konusunda bile araştırma görevlisi Dr. olmama rağmen diğer araştırma görevlileri daha sadece yüksek lisanstayken tek başına odaları var ama ben yardımcı doçentliğe yakın olmama rağmen iki kişilik odada kalıyorum.

Even though I am a research assistant with PhD. and close to being assistant professor, I have an officemate while other research assistants, master`s students, have personal rooms.

Ben de dekanla konuştum. "Biz sana çok şey yaptık zamanında" dedi bana. "Ne yaptınız" diye sorduğumda da "biz sana zemin katta oda verdik" dedi. Aslında hiçbir hoca da zemin katta oda istemiyor çünkü çok gürültülü oluyor. Sonra da "klozet yaptırdık senin için" dedi. Oysaki ben kendi cebimden karşıladım o klozeti. Dilekçe verdim yatırmadılar. Ben gittim klozet satın aldım. Usta tuttum bölüme klozetli tuvalet yaptırdım.

I talked to the dean. He said "we have done a lot for you in the past". And when I asked what they did, he answered "we've given you an office in the ground floor". In fact, none of the instructors wants an office in ground floor because it is always very noisy. And then he added "we have a water closet made for you". In fact, I paid the money for the water closet. I gave the petition for this, but they did not have it done. I bought the toilet seat and hired someone, and I had a water closet made in our department.

A participant stated that the dean did not provide a personal room even though he asked for it, moreover the dean aimed at driving a wedge between him and his friend:

Aramızın açılması için yakın bir arkadaşımınla ikimizi aynı odaya almak istediler. Çünkü ben hem engelliyim hem de astımım var. O da çok sigara içer. Ona bunu söylediklerinde karşı çıkmış engelli olduğumu bireysel bir odaya ihtiyaç duyduğumu söylemiş karşı çıkmış.

They wanted to put me and my close friend in the same office in order to destroy our friendship. Because I'm disabled and have asthma. He smokes a lot. When he was told to do so, he refused and told them my need for a personal office due to my disability.

All these statements show that the working life is mostly shaped depending on the university administrators` personal preferences. It can also be inferred from the findings that the faculty members with disability face mobbing, social exclusion and preclusion more than inclusion in decision making and institutional support. The faculty member is expected to ask for the adaptation even when the administration is totally ready to do it. If the faculty member had acquaintance with the administrator before his disability, the administrator is more likely to be understanding and supportive for the faculty member. On the other hand, the administrators are more likely to not even hire a faculty member with disability. It is also inferred that the severity of the disability impacts the administrator`s approach. According to the findings, while some administrators create problems for the blind faculty members, some others may consider limping as a simple detail. The gender of the faculty member with disability also has a role in the experiences; while two faculty members with the same disability at the same university emphasized totally opposite circumstances and the only difference was the gender. In this case, there are some cases when female faculty with disability face double discrimination at higher education institutions. Beyond the fact that the experience of faculty members with disability is up to the subjective judgement of university administrators, the faculty members` working life is mostly negative in relation to disability.

4.3.2. Experiences with Colleagues

The participants stated that they generally have good communication with colleagues and have social support. One participant stated that he had a fair environment and democratic decision-making process depending on the institutional climate of that university:

Çok iyi arkadaşlarım var iş ortamımda. Ortak dersler veriliyor mesela ve bir ders 10-15 hoca aynı dönemde veriyor. Aynı dersi veren hocalar için haftalık toplantılarımız oluyor bir koordinasyon sağlanması için. Tabi fikir ayrılıkları oluyor ama hiçbir zaman sert tartışmalara dönüyor. Herkes fikrini söyleyip sonunda bir karar varılıyor. Burada öğretim üyeleri arasında gerçekten ilişkiler ve karar alma süreçleri sorunsuz işliyor. Yeni ya da eski daha tecrübeli ya da acemi gibi bir fark olmuyor. Üstünlük ya da baskı ortamı yok yani. Serbest bir ortam.

I have very close friends at work. For example, we have joint courses and a course is given by 10-15 instructors in a semester. We have weekly meetings to coordinate the instructors who give the same course. Of course, there are disagreements, but they never turn into arguments. Everybody presents his opinion and a common decision is made in the end. Here, the relationships and decision-making processes between the faculty members work really smoothly. There is no difference between new or old, experienced or novice. Neither superiority nor pressure. Such a free environment.

There are some participants who have social support at work from their colleagues. One participant expressed that he was supported by his colleagues well during his recovery and adaptation to disability:

Bu 4 yıllık süreçte bu kurum kültürü beni harcamadı. Beni dışlayabilir emekli eder ya da uzaklaştırabilirlerdi. Çünkü biblo gibi bir adamdım. Buradaki herkes bana çok büyük destek oldu. Belki dediğim gibi oriental kültürün etkisi vardır. Amerika'da olsam belki çürüğe ayırırıldardı ama burada beni harcamadılar.

In this 4-year period, this institutional culture has not wasted me. They could have excluded me or forced me to retire or alienate me. Because I was a man like a trinket. Everybody here has provided me with great support. Maybe, as I said, there was an impact of organizational culture. If I were in America, maybe they would invalid me out of the institution, but they didn't waste me here.

Some participants expressed that their colleagues are very supportive in terms of doing a shared study or carrying out a duty in accordance with their capabilities:

Eleştirel yönüm çok güçlü olduğu için genelde fikrimi almak istiyorlar. Şu an arkadaşlarım gerçekten burada olmamdan mutlular. Ortak çalışma için de iş bölümünü ona göre ayarlıyoruz. Erişilebilirlik benim için sıkıntı olduğunda başka bir arkadaşımın o işle ilgilenmesi. Benim daha başarılı olduğum alanlarla mesela İngilizce bir makalenin okunup incelenmesi gibi durumlarda da ben ilgileniyorum.

I am mostly asked for my opinion because I am good at critical thinking. Now my friends are really happy to have me here. For the joint studies, we share work accordingly. When accessibility becomes a problem for me, a friend deals with the task. I also deal with the tasks which I am better at like reading and examining an article in English.

Mesela ortak derslerin sınavlarında çok fazla sınav kâğıdı oluyor ve ben görme engelli olduğum için bu cihazı kullanarak okuyabiliyorum. Ama normal gören birine göre okuma hızım çok yavaş oluyor. Bunu belirttiğimde daha az yük verildi. Bi hoca 800 kâğıt okuyorsa ben 400 okuyorum. Yarım yük. Harcadığım

zaman sonuçta iki katına çıkacaktı normal yük verilseydi. Aslında kolaylık da sağladılar yani. Yardımcı olmaya da özen gösteriyorlar.

For example, there are when a lot of exam papers for the joint courses and I can read them with this device because I am visually impaired. But comparing to someone who sees, my reading speed is very slow. When I indicated this, I was given less load. If an instructor reads 800 papers, I am supposed to read 400. Half load. The time I spent would have doubled if the normal load was given to me. In fact, they actually provided convenience. They also care to help.

On the other hand, there are some participants who have problems with their colleagues due to competition at work, jealousy or conflict of interests. A participant stated that his colleagues took advantage of him being disabled:

Ben asla engelimi bir şeylere ulaşmak için kullanmadım. Ama tam tersine etrafımdaki arkadaşlar benim engelimi kullanma girişiminde bulunmuşlar. Benim engelli olduğum için bazı görevleri yapamayacağımı ve görevi kendileri almasının daha doğru olacağını savunanlar olmuş. Benim engeline basarak çok kişi kendisine avantaj elde etti.

I have never taken advantage of my disability. But on the contrary, the friends around me attempted to abuse my disability. There were some people advocating that I will not be able to do some tasks and it will be more appropriate for them to take those tasks since I am disabled. Many people have taken advantage of my disability.

According to some participants, jealousy occurs among the colleagues and they may want to hinder these participants` work:

Biraz da kıskanma durumları oluyor aslında. Öğrencilerim beni çok severler mesela diploma törenlerinde çok fazla alkış alıyorum ama diğer hocalar bunu da kıskanıyorlar. Engelli olduğu için öğrenciler acıyor ondan çok alkışlıyor diyenler oluyor.

There's actually a bit of jealousy. My students love me very much. For example, I am applauded by the students at the graduation ceremonies, but other teachers get jealous of this. Some of them claim that my students do this since they feel sorry for me since I am disabled.

Doçent olma sürecimde acayip aktiftim. Sonra bir yazısını gördüm bir hocanın. Beni kalitemden dolayı değil de engelli olduğum için bu çalışmalara dahil edildiğimi iddia etmiş. Ama benim bu alanda yaptığım çalışmalar ve katkılar ortada yani.

I used to work hard to be an associate professor. Then I saw a statement of a faculty member. He claimed that I was included in these studies because I was disabled, not because of my qualification. But the work and contributions I have made in this field are obvious.

A participant stated that he had faced social exclusion from his colleagues for years:

Buraya gelince çeşitli uyarılar aldım. İlk geldiğimde birisi geldi anlattı. Kendinden küçüklere adıyla hitap etme. Kimseyle görüşmeyeceksin. Kimsenin odasına girip çıkmayacaksın. Ben de dinledim onu. Hep kendi odamdayım. Sadece selamlaşırım onun dışında önemli bir şey varsa bir dakika görüşürüm başka da vakitlerini istemem. Dersime girer çıkarım ama kimsenin odasına gidip de sohbet etmem. Kaç senedir buradayım ama gideyim de biriyle çay içeyim yapmadım yani”.

I received some warnings when I came here. When I first came, someone told me not to address the younger colleagues with their names, not to meet anyone and visit anyone's office. I obeyed it. I am always in my office. I only say hi. If there is something important, I will talk for a minute and not ask for more time. I give my courses, but I don't go to anyone's office and have a chat. I have been here for many years, but I have never shared tea and chat with someone.

Some participants stated that there are some colleagues who use the field of disability in order to just get some benefits even in academic studies even though they are not interested in the rights of the disabled at all:

İnsanlar engellilik konusunu çok suistimal ediyorlar rant alanı haline geldi. Eğer bir puan çıkarı varsa ortada hemen dahil olurlar. Ama sadece engellilik alanına katkı olsun amaçlı çok az çalışan çıkar.

People exploit the field of disability which has become a way of profit. If there is a possibility of making profit, they will include themselves in the study. But there are very few people who just want to contribute to disability studies.

İlişkiler de çok sahte. Senin üzerinden rant yapabileceklerse toplum içinde sana yardım ediyor gibi davranıp şov yapıp sonra baş başa kaldığında umursamıyorlar.

Relationships are also mostly fake. If they can get profit over you, they just pretend to help you in the community to show off and then don't care when you're alone.

Dün Otizm günüydü. Her yerde otizmle ilgili paylaşımlar etkinlikler konferanslar. Bir sorsan otizm nedir cevap veremezler ama öyle gösteriş konusu oldu ki artık bu tür durumlar.

Yesterday was World Autism Awareness Day. There were posts, events, conferences on autism everywhere. If you ask them what autism is, they will not be able to answer. However, it has become a way of showing of.

Engelli öğrenci biriminin başında engeli olmayan birisi var. Ben istedim ama izin vermediler. Engellilik alanında buralarda bir rant yarışı var. Ben mesela

engelli öğrenci biriminde çalışsam daha faydalı da olabilirdim. Ama onlar bunu biz de düşünebiliriz diyor.

The head of disabled students unit is someone who is not disabled. However, I wanted to work there but they did not let me. There's a competition for profit in the field of disability. For example, I could be more useful if I worked for the disabled students unit. But they say “we can think of it, too”.

According to one participant, except for the social barriers, he had a hard time communicating with other colleagues at conferences due to his visual impairment and did not get involved in the social environment:

Benim genel olarak görme engelimden de ötürü sosyal ilişkiler kurmam daha zor oluyor. Konferanslarda herkesin önünde ismi yazar boyunlarında asılı olur. Belki biraz açık sözlü olup görme engellimden dolayı isminizi okuyamıyorum denebilir ama herkesle bu konuyu konuşmak sıkıcı hale geliyor. Konferanslarda konuşmaları dinleyip insanların çalıştıkları alanları öğrenip kendi konumu sunuyorum. Onun dışında konferanstaki sosyal etkinliklerden yararlanamıyorum o açıdan. İletişim kurmamdaki zorluktan kaynaklanan bir şey.

In general, it is more difficult for me to establish social relationships due to my visual impairment. In conferences, everyone has a nametag hanged on their necks. I may be outspoken and say “I can't read your name due to my visual impairment”, but talking to everyone about this is getting boring. I listen to the speeches, learn the studies that people work on and present my paper at conferences. Other than that, I cannot benefit from the social events at the conference. This is something resulting from the difficulty of my communication.

To sum up, the participants have good communication with the colleagues, doing joint studies and sharing workload depending on capabilities. As long as having good communication and fair decision-making process is accepted in the institution, the faculty members do not have problems at interacting with colleagues. On the other hand, among the faculty members, there are some general problems mostly based on competition. Disability has become a field which is exploited by some faculty members whose only aim is to get the upmost profit from the studies. According to some participants, there are also some faculty members who believe that the faculty members with disability are incompetent and they are appreciated by the students or other colleagues only due to their disability. Moreover, there are also some faculty members believe that the disabled cannot be competent enough to be a part of faculty and do not want to do joint studies with them. There are even some cases that the

dean`s approach to disability affect the social interactions among the faculty members, as long as the dean wants to exclude the disabled, the other faculty members can join him.

4.3.3. Experiences with Students and Administrative Staff

Majority of the participants expressed that they have good communication with the students. However, one participant stated that he has problems with communication with the students, probably due to crowded classes and visual impairment:

Çok kalabalık sınıflara ders veriyoruz o yüzden öğrenciyle birebir iletişim kurmak çok mümkün olmuyor. Belki benim engelimin yarattığı bir eksikliğim olabilir. İnsanlarla göz teması kuramıyorum. Yani öğrencilerle belki kalabalık olduğu için belki de engelim yüzünden çok yakın ilişkiler kurduğumu söyleyemem. İnsanları görüntüsünden değil seslerinden tanıyabiliyorum. Bunun olması için de bir süre konuşmuş olmamız gerekiyor. Bir öğrencimi derste gördükten sonra 15 20 dk. sonra dışarda gördüğümde tanıyamıyorum mesela. Öğrencilerin değerlendirme formundan benim iletişimimin düşük olduğu çıkıyor. 5 üzerinden 3 4 arası not alıyorum, bu da geliştirmem gereken bir şey galiba.

We teach in very crowded classes, so it is not possible to have one-to-one communication with the student. It may be a deficiency resulting from my disability. I cannot make eye contact with people. Thus, I cannot say that I have very close relations with the students, perhaps because of the crowded classes or my disability. I can recognize people from their voice and not their image. We need to talk for a while to recognize their voice. 15-20 minutes after seeing a student in class, I cannot recognize him outside. It can be inferred from the students' evaluation form that my communication is low. I get 3-4 out of 5 and I guess this is something I need to develop.

Majority of the participants stated that they have a usual, mostly supportive, relation with administrative and auxiliary staff. On the other hand, a participant stated that the auxiliary staff did not carry out their usual duties for this participant due to the dean`s orders:

Ama önceki dönemdeki dekan tüm memurlara da benimle konuşmamaları için talimat verdiğiinden ilişkilerimiz kısıtlıydı. Hatta temizlikçiler benim odamı düzgün bile temizlemiyorlardı o dekanın emri yüzünden.

Since the former dean ordered all the staff not to talk to me, we had limited communication. Even the cleaners didn't clean my room properly because of the order of the dean.

Another participant emphasized that the administrative staff sometimes disregards him:

Zaman zaman diğer hocalara göre daha alttaymışım gibi davrandıklarını hissettim.

I sometimes felt that they were acting like I was lower than the other faculty members.

4.4. Accessibility and Accommodation

Accessibility is fundamental for equal opportunities while accommodation is the second choice when accessibility is not enough any longer. Providing free mobility and creating an inclusive environment which is always ready to welcome everybody means accessibility. Accessibility is supposed to be always ready and available without any requests or obligations to disclosure disability. On the other hand, removing barriers for an individual upon request means accommodation. Accommodation means the adaptations which cannot be presumed or standardized beforehand. There may be some specific accommodations which are specific for each individual and cannot be provided unless it is requested. In these cases, the individuals face the obligation of disclosing their disabilities to get necessary accommodations. Table 4 presents the emerged categories and codes for accessibility and accommodation.

Table 4
Categories and codes for accessibility and accommodation

○ inaccessible campus
▪ lack of elevators and ramps
▪ lack of Braille tags and voiced directions
▪ prevented by the administration
▪ transportation without voiced direction
▪ lack of institutional support
▪ inaccessible housing
▪ inaccessible library
▪ inaccessible cafeteria
▪ inaccessible classroom
▪ inaccessible department building
▪ in accessible office
▪ inaccessible restroom
▪ inaccessible transportation on campus
○ lack of accessibility to academic resources
▪ lack of Braille documents
▪ lack of voiced books

Table 4 (cont'd)

	▪ inaccessible library
	▪ personal efforts to access resources
○ accessible for academic resources	
	▪ institutional support
	▪ assistive technology
○ accessible campus	
	▪ elevators and ramps
	▪ institutional support
	▪ support from administration
	▪ accessible housing
	▪ accessible library
	▪ accessible cafeteria
	▪ accessible classroom
	▪ accessible department building
	▪ accessible office
	▪ accessible restroom
	▪ accessible transportation on campus
○ acquaintanceship	
	▪ solving through acquaintance with administration
	▪ acquaintance before disability
○ administration's impact on accessibility	
	▪ personal choices of administrators
	▪ preventing deliberately
	▪ full support

4.4.1. Physical Access on Campus

It is inferred that physical access on campus is also dependent on the administration's commitment to provide accessibility. All of the participants are agreed upon the fact that none of the campuses or university buildings are completely accessible. Most of the libraries, cafeterias and buildings do not provide free mobility for the disabled. Some of them have elevators and ramps for the physically disabled but they mostly do not have enough lighting, Braille tags or voiced directions for the visually impaired people. When the libraries are not accessible for the disabled, they have a service to bring the requested book to the disabled faculty member or student. However, a participant stated that a wheel-chair user cannot go upstairs, move among the bookshelves and choose his book on his own. Thus, he has to ask the library staff for help each time:

Kütüphanede bile engelli bireyler üst kata çıkamaz. Gerçi kütüphanenin servisi var. Ben de görme engelli olduğum için danışmaya gidip ben engelliyim şu numaralı kitabı arıyorum dediğimde onlar kitabı bulup getiriyorlar. Ama hani yardım istemeden olmuyor. Mesela tekerlekli sandalyede bir öğrenci de bunu

yapmak zorunda kalıyor. Hani belki kendisi çıkıp yukarı katlara kitapları incelemek istiyor ama böyle bir olanağı yok.

Even in the library, people with disability cannot go upstairs but the library has an assisting service. Since I am visually impaired, I go to the help desk. When I say that I am disabled and I am looking for a book, they find it and give that book to me. But you can't get the book without asking for help. For example, a student in a wheelchair has to do this. You know, maybe he wants to go upstairs and look for the books there, but there's no chance of doing this.

A participant stated another problem about the library on accessing Braille or digital versions of hardcopy documents:

Kütüphanenin Braille bölümü fazla aktif olarak çalışmıyor. Basılı kaynakların dijital ortama aktarılması taleplerime yeterli cevap bulamıyorum.

The Braille section of the library does not work actively. My needs for transferring printed resources to digital media are not met.

Some cafeterias on campus have accessibility problems such as lack of lightening, lack of elevators or ramps. There are some participants who do not use the cafeteria since they cannot access there easily:

Yemekhanemizde erişim yok. Merdivenden çıkarken yoruluyorum ama çıkıyorum. Ama tekerlekli sandalyeyle olsam gidemezdim. Çoğu zaman gitmiyorum da zaten.

There is no access to our cafeteria. I'm getting tired of the stairs, but still I take the stairs. However, I couldn't go there if I was in a wheelchair. Most of the time I do not go to the cafeteria.

According to some participants, when the cafeterias are not accessible for the disabled, auxiliary staff bring their meal. However, this practice is not the same for the students in all universities:

Yemekhanede personel yardımı oluyor. Asıl amaç her şeyi bireyin kendisinin yapmasıdır ama pek mümkün olmadığı için personel ile yardımı yapılıyor şu an için. Bu engelli öğrenciler için de aynıdır. Engelliler için ayrı bir masa falan hazırlanmaz ama onu doğru bulmuyoruz.

There are staff to assist in the cafeteria. The main purpose is to let a person do everything himself, but since it is not possible for now, assistance is provided by the staff. This is the same for students with disability. We don't have a separate table for the disabled; we don't think it would be right.

Yemekhane için sorun yaşamıyorum çünkü hocalar için sistem güzel oturmuş. Tüm akademisyenler oturuyor ve elemanlar yemeği masaya getiriyor. Ama engelli öğrenci için aynı değil, daha sıkıntılı bir durum var. Turnikeden gelip çatal bıçak alıp her şeyi alması çok zor.

I do not have a problem with the cafeteria because the system is good for teachers. All academics sit and the staff brings their meal. But it's not the same for the students with disability and it is more troublesome for them. It's hard to pass through the turnstile, get a cutlery and everything.

There is also a significant problem with mobility at universities resulting from lack of elevators and ramps or accessible transportation. Even when there are, there is a lack of Braille tags and voiced directions in elevators, on campus shuttles or buses, on doors or in building, and on campus:

Sadece görme engelli değil ama çoğu bölümde tekerlekli sandalye kullananlara yönelik çok bir destek sağlandığı söylenemez. Mesela bizim bölümde asansör yok. Bölüm girişinde rampa var ama o da tekerlekli sandalye için değil de kantine mal falan taşımak için yapılmış yani dar ve eğimi uygun değil.

It is hard to claim that accommodation is provided for not only the visually impaired but also wheelchair users in many departments. For example, there is no elevator in our department. There is a ramp at the entrance, but it was made for the canteen to carry products, it is narrow, and its slope is not suitable for the wheelchair.

Şunu düşünün kampüse girdiniz ve etrafınızda hiçbir tabela yok. Hani şimdi o alan size ne kadar erişilebilirse bana da o kadar erişilebilir. Binalarda braille etiketler yok. Kapılarda braille isimlik yok. Kılavuz izler var ama yeterli değil. Her sınıfın kapısında ders programları asılı oluyor ama onlar Braille olmadığı için bana erişilebilir değil.

Imagine, you are on a campus and there are no signs around you. Now the campus is accessible for me as much as it would be for you. There are no braille labels in buildings. No braille tags on the doors. There is tactile paving, but it is not enough. There are schedules hanged on the door of each class, but they are not accessible for me because they are not Braille.

Kütüphane ve bölüm binalarında kapı numaraları ve diğer yönlendirmelerin büyük puntolu ya da Braille olmamasından dolayı erişmekte güçlük yaşıyorum. Bazı asansörlerde sesli yönlendirmeler yok ve asansör tuşları erişilebilir değil.

I have difficulty in accessing due to the lack of large point or Braille door numbers and other directions in the library and department buildings. Some elevators do not have voice guidance and the elevator keys are not accessible.

Many participants also expressed the deficiency and necessity of tactile paving on campus:

Mesela bu belediyelerin yaptığı yerde bi bant uygulaması var. Görme engelliler için çok faydalı oluyor. Ben mesela baston kullanmıyorum yürürken ama karanlık olduğunda onu ayağımın altında hissedip onu takip ederek yürüyorum. Kampüste böyle bir şey yok mesela ana hatlara bunlardan yapılabilir.

For example, the municipalities provide tactile paving. It is very useful for the visually impaired. I don't use a walking stick, for example, but when it's dark, I feel it under my feet and walk by. There is no such thing on campus.

Görme engelli yolu yapmışlar ama o şeritleri sadece bunu benim odama kadar koymuşlar. Ben ortopedik engellyim oysa. Sanki görme engelli öğrenciler sadece benim odama gelecek. Ya da yine bir sarı şerit daha yapmışlar yolun sonu duvara çıkıyor. Engelli bireyleri dahil etmeden engelliler üzerinden bir karar alınmaz. Yeterli olmaz.

They have made tactile paving, but they only put it to my room. However, I have a physical disability. As if visually impaired students only come to my room... There is also another tactile paving ending at a wall. A decision cannot be made on individuals with disability without including them into decision making. It would not be enough.

Some participants expressed that there is a need for automatic door which is mostly regarded as a luxury by the administration:

Ben mesela bir kapının sensörlü ve sürgülü olması için hala ikna edemedik. Mesela tekerlekli sandalyeli biri geldiğinde hem kapıyı açıp hem sandalyeyle geçmesi çok zor olacak. Ama maliyeti yüksek geldi diye bunun bir lüks değil zaruriyet olduğunu anlatamıyoruz bazen.

For example, we couldn't convince them for a door to be automatic and sliding. For example, when a wheelchair user comes, it will be very difficult to open the door and pass with the wheelchair at the same time. But since the cost is high, sometimes we cannot explain that it is a necessity not a luxury.

Kampüsümüz genel olarak erişilebilir. Tek eksiğimiz kapıların otomatik olmaması.

Our campus is generally accessible. The only deficiency is that the doors are not automatic.

A participant stated that he had to quit his administrative duty due to lack of elevator in the building to go upstairs and meet dean:

Dekan yardımcılığım oldu 6 ay kadar yaptım. Ama o oda üst kattaydı ama ben yine zeminde kendi odamdan işleri yürüttüm. Yine de sürekli dekanla görüşmem gerekiyordu yani günde 3 4 kez çıkmam lazımdı ve üst kata çıkmam artık kollarım iyice güçsüzleştiğinden çok zorluyordu. Ağrılarım hala devam ediyor. Bu yüzden istifa etmek zorunda kaldım.

I used to be a vice dean for 6 months. But that office was upstairs, but I did things in my own office on the floor. Still, I had to talk to the dean all the time, so I had to go upstairs 3 or 4 times a day, and it became harder since my arms got weak. I still have pain. That's why I had to resign.

A participant stated that he could not carry out some research studies since he could not reach the laboratory due to lack of an elevator:

Araştırma için bir de laboratuvar sorunu var. 3 yıl öncesine kadar laboratuvara gitmek için kullanabileceğim bir asansör yoktu. Biz yıllardır söyledik ama iş güvenliği diye sonunda yeni yapıldı. Hani asansör var ama laboratuvarın içi yine erişilebilir değil. İnsanlar bile masaların aralarına tekerlekli sandalyeyle geçilemez. Ben de orada yapmam gereken çalışmalarını yapamadım.

For research, there's also a problem with the lab. Until 3 years ago, there was no elevator that I could use to reach the laboratory. We have said this for years, but it is made for job security in the end. You know, there is an elevator, but the inside of the lab is still not accessible. Even if you reach the lab, you cannot move among the tables with a wheelchair. I couldn't carry out the studies that I had to do there.

A participant expressed that voice announcements are not provided on buses or shuttles for the blind or visually impaired on campus:

Yurtdışında gördüğüm otobüs duraklarında otobüs durağa yaklaşırken otobüsün numarası hangi hatta çalıştığı hoparlörden söyleniyor. Aksi takdirde durakta bekleyen göremeyen kişi otobüsü göremiyor gelip geçiyor yani. Mesela kampüs içinde de böyle bir hizmetimiz yok. Ama bunun ringlere eklenmesi gerekiyor.

In the bus stops abroad, when the bus approaches the station, the number of the bus and the line on which it works is announced with the loudspeaker. Otherwise a person with visual impairment cannot see the bus while waiting at the stop. For example, we do not have such a service on campus. But this should be added to the shuttles.

Some participants presented a problem about restrooms for the disabled in almost every building on campus stating that restrooms for the disabled are used as store for cleaning supplies:

Kampüsteki bütün binalarda engelli tuvaletleri temizlik malzemesi için depo olarak kullanılıyor. Binadaki herkes sağlıklı olsa bile birisi ayağını kırsa ne yapacak. Ya da engelli bir misafir geldiğinde ne diyeceğiz. O tuvalet hep boş olmalı.

The accessible toilets in all buildings on the campus are used for keeping the cleaning materials. Even if everyone in the building is healthy, what are they going to do when someone breaks his leg? Or what are we going to say when a guest with disability comes? That toilets should always be empty.

While some participants stated that there is no housing on campus, the others stated that their universities provide housing on campus. They mentioned that the houses are generally accessible, but two participants added that the houses can be adapted or modified on request:

Lojman başvurularının belli kıstasları var. Akademik unvan mesleki tecrübe falan gibi. Ama engelliler için bir öncelik tanınmıyor. Yazılı bir şey yok ancak engelli bazı hocalarımıza rektörün tasarrufuyla bu lojman olanağı sağlandı.

There are certain criteria to apply for housing. Academic title, tenure etc. But there is not a priority for the disabled. There is nothing formal but some faculty members with disability were provided with the opportunity of housing thanks to the rector`s personal commitment.

The participants are all agreed upon the necessity of priority for housing of the disabled on campus. However only one university have a formal rule on priority for the disabled. They added that they have to solve the housing problem through acquaintanceship with administration since there is no standardized rules and regulations for the housing of the disabled on campus:

Lojman var burada. Ben dilekçe verdim bina girişine de bir eğim yaptılar. Zaten zemin kattan bir ev verdiler. Ama engelliler için bir öncelik durumu yok. Genel puan sırasına koyuyorlar.

We have housing here. I gave a petition and they made a ramp at the entrance of the building. They have already given me a home on the ground floor. But there is no priority for people with disability. They put everybody in the overall score row.

Mesela lojmanlar idari görevi olan akademik personel için öncelikli. Benim idari bir görevim yok ama rektör bey bana engelimden dolayı bir torpil geçti diyelim.

For example, academic staff with administrative duties have a priority for housing. I don't have an administrative duty, but the rector did me a favor for my disability.

All participants believe that the classrooms are physically accessible, but they sometimes have technological problems:

Uzaktan kumanda edebileceğim kablosuz cihazlar gibi yeterli yardımcı teknolojinin olmaması beni ders anlatırken sınırlandırıyor. Diğer bir konu ise sunumları ekran okuyucu yazılım kullandığım için sınıflara sürekli kendi bilgisayarımı taşıyor olmam. İş bununla da bitmiyor. Bilgisayarımın görüntü aktarımını yapabilmek için sınıflarda yeterli donanım yok. Bu yüzden her defasında bilgi işlem biriminden bir personelden yardım almak durumundayım. Ders esnasında kablolu kulaklık kullanmak beni sınırlandırıyor. Kablosuz kulaklıklarda da bağlantı problemleri olabiliyor.

The lack of adequate assistive technology, such as wireless devices that I can remotely control, limits me when I am teaching. Another issue is that I always use my own computer because I use screen reader software. And that's not the end. There is not enough hardware in the classroom to share my computer screen. That's why I have to get help from a staff every time. Using a wired headset during the course limits me. Wireless headphones may also have connection problems.

The participants expressed that they have their own ways to improve the courses with personal adaptations and assistive technology:

Ders anlatırken sorun yaşamıyorum. Tahtaya yazı yazamamaktan kaynaklanabilecek sıkıntıyı ise bilgisayar ve teknolojik imkanlar sayesinde aşıyorum.

I do not have problems while teaching. I can overcome the problems of writing on the board with the help of computer and technological facilities.

Öğrencilerimle bazı yönlendirmelerle birlikte daha kolay çalışabiliyoruz. Örneğin, bana gönderecekleri belgedeki resimleri betimlemelerini istiyorum. Bunun dışında kağıt üzerinden geribildirim vermek güç olduğundan, e-posta aracılığıyla öğrencilerimin çalışmalarını kontrol ediyorum.

I can work with my students more easily with some instructions. For example, I want them to describe the pictures in the document they send me. As it is difficult to give feedback on paper, I check the studies of my students via e-mail.

Bana sınavı bilgisayar ortamında yapmama izin verdiler. Bu benim için çok güzel bir gelişmeydi. Çünkü sınavı bilgisayar ortamında yapmadığımda sınav kağıdını birine okutup onu dinleyerek not verme durumunda oluyorum. Bence

kör bir akademisyenin en büyük zorluğu sınav kâğıdı okumak. Proje ödevlerini falan mail yoluyla alıyorum bilgisayar üzerinden okuyorum ama el yazısını okuyan bir teknoloji henüz gelişmedi. Bu sebepten bir okuyucuya ihtiyaç duyuluyor. Birine bağlısınız. Ya da asistanlardan istiyorsunuz. Ben açıkçası başka birini ücretli tuttum bana sınav kağıtlarını okuması için. Sınav kağıtlarını okuyup ses kaydını bana dropbox üzerinden ulaştırıyor. Ben de excel dosyam üzerinden notlandırmayı yapıyorum.

They let me do the exam on the computer. This was a very good development for me because when I do not do the exam on the computer, I have to ask someone to read the exam paper and then I grade that paper by listening to him. I think the biggest challenge of a being a blind academic is grading the exam paper. I accept project assignments via e-mail, read them on the computer. But a technology reading handwriting hasn't been developed yet. Therefore, a reader is needed. You're dependent on someone. Or you ask the assistants. Frankly, I paid someone else to read the exam papers. He reads the exam papers, records his voice and sends me through the dropbox. Then, I grade the papers on my excel file.

Derse ilk girdiğimde açıklama yapıyorum. İnsanlar sizi görüntünüzden tanıyacak ancak ben sesinizden tanıyacağım. Gelin bi seslerinizi kaydedelim. Adı ne dersi niye aldı konuşuyor. Ben de dinledikçe tanıyorum. Bir yandan da çocuklar erişilebilirlik nedir onu görsünler istiyorum. Hani fotoğrafımız yok ama sesimizden tanıyor. Diyorum ayağa kalkan mutlaka adını da belirtsin. Söz almak isteyen elini şaklatsın ya da masaya elini vursun diyorum. Sunum yaparken öğrenciler bluetooth kulaklık ve klavyem var. Ekran okuyucu programla kullandığım için ekran okuyucunun sesi kulaklığımda ve bir yandan da öğrenciyi dinliyorum.

I make an announcement when I first enter the class. People will recognize you with your appearance, but I will recognize you from with your voice. Let's record your voices. They say their names and why they have taken the course. I get to know them as I listen to the records. I want them to see what accessibility is at the same time. You know, we don't have a picture, but he knows us with our voice. I tell the one, who stand up to talk, to say his name. I tell them to flick or hit on the desk to talk. I have Bluetooth headset and keyboard while the students are presenting. Since I use the screen reader program, the screen reader is reading the presentation to my headset while I listen to the student presenting.

4.4.2. Resource Access on Campus

Regarding academic resource accessibility, as mentioned before, physically disabled stated that they may have a problem with reaching the resources in the library when its physical conditions are not enough. In this case, the library staff brings the resources that they requested. Likewise, the blind or visually impaired are supposed to be provided with optical devices, screen reader software and other assistive technologies.

However, this practice is not applied in all universities. While some participants have full support from the institution, others try to find their own ways to access resources. A participant who graduated from and works at the same university stated that his university provided him the optical devices when he was a student there:

Bu görme sorunumdan ve sınavlarda da bu cihazı kullanmam gerektiğinden bahsettim. Üniversitenin de bu konuda yardımcı olabileceğini ve gerekli bir cihaz yardımı yapılacağını söyledi. Yurtta da bölümde de ihtiyacım olacağı için daha portatif küçük bir cihaz üniversite tarafından sağlandı ve mezun olduktan sonra kütüphaneye bağışladım. Engelli öğrenci birimi bünyesinde kullanıma açıldı.

I talked about my visual impairment and the need to use this device in exams. He said the university could help with this and the necessary device would be provided. As I was going to need it in both the department and the dormitory, a portable small device was provided by the university and I donated it to the library after graduation. Disabled student unit let the other students use.

He added that he was provided with these devices while working, too:

Bölümüm her olanağı sağladığını da belirtiyim. Mesela bu şu an kullandığım cihaza evde de bu çalışmalarımı yürütülebilmem için ihtiyacım vardı. Onun için de BAP'a başvurduğum ve bu cihazdan bir de evde ihtiyacım olduğunu talep ettim ve verdiler. Yani karşıma engel çıkarılmadan bu tür taleplerim de karşılanıyor.

Let me tell you that my department provides every opportunity. For example, I needed this device at home to carry out my work. I applied for BAP (Scientific Research Projects) and I requested a device which I need at home, too. And they provided it. In other words, this kind of requests are met without creating obstacles.

Likewise, another participant stated that disabled students unit made academic resources more accessible for both students and faculty members:

Kaynaklar genelde erişilebilir. Sesli kitap alanımız var hatta bayağı ilerletildi. Braille baskılı kitaplarımız var. Word ya da pdf formatını alıp öğrencilerin bilgisayarlarındaki programlar aracılığıyla okuyabilmelerini sağlıyoruz. Hocalardan kaynakları alıp pdf e çeviriyoruz sonra da Word'e. Öğrenciye teslim ediyoruz.

Resources are generally accessible. We've got some audio books, and they're quite advanced. We have Braille printed books. We take Word or pdf formatted documents and enable students to read through programs in computers. We take resources from teachers and convert it to pdf then Word. We present it to the student.

On the other hand, another participant mentioned that the university's website is not accessible for the blind. The documents sent via e-mails are not in an applicable format for screen reader software. He added that resource accessibility and data sharing should be equal for each member of the university:

Üniversitenin web sitesi çok kötü. Ayrıca en basitinden proje çağrı ve başvuru siteleri erişilebilir değil. Şu an EBYS üzerinden gelen dokümanların çoğu fotoğraf şeklinde geliyor. Bunların erişilebilir olması lazım. Üniversite içindeki bilgi paylaşımının eşit bir şekilde yapılması lazım.

The university website is very bad. In addition, calls for projects and application websites are not accessible. Currently, most of the documents sent on EBYS (Electronical Document Management System) are in the form of pictures. They need to be accessible. Information sharing within the university should be equal.

Another participant emphasized that he does not receive support from the university and has to access resources on his own, consequently this hinders his research studies and slows him down. He added that assigning a staff to scan the requested documents can be solution for resource accessibility:

Kurumsal anlamda bir destek kesinlikle görmedim. Kaynaklara erişim açısından kendi çabalarımla bir şeyleri aşmaya çalıştım. Tabloların, şekillerin betimlenmesi gibi konularda destek görseydim, şu ana kadar ürettiğim makalenin iki katı yayın üretebilirdim. Çevrimiçi kaynaklarda sıkıntı yok. Ama basılı eserlerin erişiminde sıkıntı yaşıyorum. Bunun çözümü de üniversitenin bir elamanına özel gerekçelerle talep oluşması halinde ilgili kitap bölümlerini taramak üzere görevlendirmesi kadar basit. Ama çözülüyor.

I have never had institutional support here. In terms of access to resources, I tried to deal with it with my own efforts. I would have produced two times more than the article I have produced so far, if I had the support for the descriptions of tables and figures. No problem with the online resources. But I have trouble accessing printed documents. The solution of this is as simple as assigning a staff of the university to scan the related book chapters if there is a demand for special reasons. But they do not solve it.

Likewise, some participants emphasized the necessity of providing the assistive technology such as screen reader software and scanners:

Elbette ki ulaşamıyorum. Basılı materyalleri kendi imkanlarımla taratarak görüntülerini alıyorum. Ardından bunları doc, pdf gibi dijital doküman formatına dönüştürüyorum. Ancak bu işlem her zaman çok sağlıklı sonuçlar vermiyor. Kalın kitapların taranması zor oluyor, kitapların ortasındaki

kıvrımlı kısımdaki yazılar taranamayabiliyor. Haliyle bunlar yazıların bozuk olmasına ve anlaşılmamasına neden oluyor. Bu yolla elbette ki tablo ve şekiller gibi görsellere erişim sağlamak pek mümkün değil. Yine bazı yazı tiplerinin dönüştürülmesi güç oluyor. Örneğin bazı yazı tiplerinde “kitapların” yerine “kitaplam” gibi dönüştürmeler olabiliyor. Bu en basit problemlerden birisi.

Of course I can't access. I get images by scanning them with my own resources. Then I convert them to digital document formats like doc, pdf. However, this process does not always provide correct results. It is difficult to scan thick books, and the words on the curves in the middle of the books cannot be scanned. As a result, this causes incorrect words and it becomes impossible to understand them. It is not possible to provide access to images such as tables and figures in this way. Again, some fonts are difficult to convert. For example, “kitapların” is converted as “kitaplam” in some fonts. This is one of the simplest problems.

Ekran okuma ve büyütme yazılımları, basılı dökümanları dijital dökümanlara dönüştüren yazılımlar ve bu yazılımlarla uyumlu bilgisayar ve tarayıcı gibi donanımların, yani yardımcı teknolojilerin sağlanması önemli.

It is important to provide screen reader and magnifier software, software that converts printed documents into digital documents and hardware such as computers and scanners that are compatible with them.

4.4.3. Access to Academic Conferences

Majority of the participants expressed that they often attend conferences. Based on the findings, their experiences vary according to the type of disabilities. Some of them state that they need assistance while attending a conference:

Türkiye`deki kongrelerde sorun yaşamıyorum belki nadiren kürsülerde sorun olabiliyor. Artık yardım almaya da alıştım birilerinin desteğiyle kürsüye çıkıyorum. Çoğuna da davetli olarak gidiyorum zaten.

I do not have problems at conferences in Turkey, there may be a problem with the stages. Now I get used to getting help and I get on the stage with the support of someone else. I attend most of them as a guest.

Kongrelere mutlaka bir yardımcı ile katılmam gerekiyor. Bu da masrafın iki katına çıkması anlamına geliyor. O anlamda zaman zaman zorlanıyorum. Hastalığım nedeniyle ekonomi sınıfında uçamadığım için yurt dışı kongrelerde seyahat giderleri fazlasıyla yüksek oluyor. Masraflar organizatör kurum tarafından karşılanmadığında yurt dışı kongrelere katılmam bir hayli zor oluyor.

I must attend a conference with an assistant. And that means double cost. I have some hard time in that sense. Because of my illness, I cannot fly in the economy class, so travel expenses for conferences abroad are extremely high.

It is very difficult for me to attend international conferences when the expenses are not paid by the organizer institution.

A participant with visual impairment who generally attends conferences stated that he chose not to go to a conference abroad since he did not know the local language and accessibility would be a major problem:

İngilizce konuşulan bir ülkeye gitmek daha kolay. Ama mesela geçen sene Polonya'da bir konferansa gitmek istedim ama tek başıma gitmek riskli olduğunu düşündüm. İngilizce bilen çok kişi yok ve ben yol bulmak için illaki yardım istemek zorunda kalacağım. Havaalanında bile levhaları göremeyeceğim. Birine sormam gerekir. Havaalanından konferansın olduğu yere kadar yalnız gitmem gerekir. Bu durumda engelimden dolayı riskleri göze alamayıp o konferansa katılmadım.

It's easier to go to an English-speaking country. But I wanted to go to a conference in Poland last year, but I thought it was risky to go alone. There are not many people who speak English and I have to ask for help to find the way. I can't even see the signs at the airport. I have to ask someone. I have to go all the way from the airport to the conference on my own. In this case, I could not take the risk because of my disability and did not participate in the conference.

Another one added that the reason why he does not attend any conferences is because he is fed up with this job and isolated himself from society:

Hiç kongrelere gitmedim. Beni küstürdüler mesleğe. İnsan içine karışmak istemedim.

I have never been to conferences. They made me dissatisfied with my profession. I did not want to meet people.

Many participants added that there are accessibility problems even at the conferences on disability:

Engelli kongreleri bile engellilere asla erişilebilir olmuyor. Broşürler Braille olmuyor. Sunumlarda bir sürü görsel oluyor anlatıcılar olmuyor. Sunumlar önceden paylaşılmıyor. Küçük kitapçıklar dağıtıyorlar ama hiçbiri benim okuyabileceğim bir formatta sunulmuyor. Yemek alımları konaklama ulaşım dahi sorun oluyor.

Even conferences on disability are never accessible to people with disability. Brochures are not in Braille. There are many visuals in the presentations but not any narrators to describe them. Presentations are not shared in advance. They distribute small booklets, but none are presented in a format that I can read. Even getting meal, accommodation and transportation are troublesome.

En son bir kongreye gittim. Otelin engelli odasında tuvalet ve banyo kullanamadım. Otellerin erişilebilirliği çoğunlukla sıkıntılı. Gittiğim otelleri de düzeltmeleri için uyardım gerekiyor. Engelli amblemi koymuş ama engelli bireyin kullanabileceği şekilde dizayn edilmemiş. Klozet var ama tekerlekli sandalye için uygun değil mesela.

I attended a conference and I could not use the restroom and bathroom in the hotel's room for the disabled. The accessibility of the hotels is mostly troublesome. I have to warn the hotels I stayed in order to make the necessary adaptations. There is a sign for the disabled, but it was not designed to be used by people with disability. There is a restroom but not suitable for wheelchair users.

4.5. Job Satisfaction

Table 5 presents the emerged categories and codes for job satisfaction.

Table 5
Categories and codes for job satisfaction

○ high job satisfaction
▪ contented with teaching
▪ contented with research
▪ contented with administrative duty
▪ contented with community service
○ low job satisfaction
▪ discontented with teaching
▪ discontented with research
▪ discontented with administrative duty
▪ discontented with community service
○ interactive faculty work domains
▪ a domain hinders another
▪ a domain supports another
○ institution`s priority
○ does extra work for the disabled and raise awareness
○ supportive practices
▪ less workload
▪ sharing work according to capabilities
▪ accommodated when requested
○ hindering practices
▪ individual deficiency
▪ preventing access
▪ social barrier
○ discriminatory attitudes and practices
▪ not aware of the problems of disability
▪ negative discrimination
▪ positive discrimination
▪ no discrimination
▪ excluded
▪ hindered
▪ preclusion of administration and mobbing
▪ feel obliged to prove his qualification

Table 5 (cont'd)

○ acquaintanceship	▪ solving through acquaintance with administration
	▪ acquaintance before disability
○ decision making	▪ included in decision making
	▪ excluded from decision making
	▪ democratic environment
	▪ free expression
○ lack of institutional support	
○ inaccessible campus	▪ lack of elevators and ramps
	▪ lack of Braille tags and voiced directions
	▪ prevented by the administration
	▪ lack of institutional support
	▪ inaccessible housing
	▪ inaccessible library
	▪ inaccessible cafeteria
	▪ inaccessible classroom
	▪ inaccessible department building
	▪ in accessible office
	▪ inaccessible restroom
	▪ inaccessible transportation on campus
○ lack of accessibility to academic resources	▪ lack of Braille documents
	▪ lack of voiced books
	▪ inaccessible library
○ accessible campus	▪ elevators and ramps
	▪ institutional support
	▪ support from administration
	▪ accessible housing
	▪ accessible library
	▪ accessible cafeteria
	▪ accessible classroom
	▪ accessible department building
	▪ accessible office
	▪ accessible restroom
	▪ accessible transportation on campus
○ acquaintanceship	▪ solving through acquaintance with administration
	▪ acquaintance before disability
○ administration's impact	▪ personal choices of administrators
	▪ preventing deliberately
	▪ full support
	▪ administration's impact on regulations
	▪ administration's impact on social knowledge
	▪ administration's impact on self-knowledge
	▪ administration's impact on social relations
	▪ administration's impact on staff

Regarding the job satisfaction on teaching, all participants have good communication with their students and feel satisfied with their teaching. Yet, a participant stated that he is not given the courses that he wants which results in lower job satisfaction:

Kendi alanımdaki dersleri vermediler alan dışı derslere girmek zorunda kaldım. Başkaları veriyor o dersleri bana kalmıyor. Ama verdiğim derslerime giriyorum ve öğrencilerle de güzel iletişimimiz olduğu için güzel oluyor.

They did not let me give the courses in my field of study and I had to give the courses of other fields. The others give those courses, I cannot. But I give my lectures and I have good communication with the students.

Some participants stated that they are satisfied with their job due to its nature:

İş doyumunu açısından kesinlikle en güzel mesleklerden. Çünkü bir araştırmayı yapıyorsunuz ve yayınlıyorsunuz. Beyninizi kullanarak bir şeyler üretiyorsunuz. Bir yerlere gelebilmek için kimseye bir minnetiniz olmuyor.

This is definitely one of the best professions in terms of job satisfaction. Because you do a research and publish it. You use your brain to produce something. You do not have any gratitude to be able to reach something.

According to many participants, teaching workload restricts the time allocated for research:

Bilimsel anlamda çok çalışıyorum ve bu konuda beni engelleyen tek şey ders yükümün fazla olması. Ders yoğunluğu olmasa aslında yaptığım güzel çalışmalar var.

I work a lot for science, and the only thing that prevents me from doing this is that I have too much teaching workload. If there was not too much teaching workload, there are some good studies that I actually do.

Verdiğimiz dersler zaman ve emeğimizin büyük bir kısmını alıyor. Araştırmaya daha fazla ağırlık vermek istiyorum ama bunu yapmanın yolunun da verdiğim derslere az emek harcayıp sorumluluğu başkalarına yıkmak olduğunu düşünmüyorum. Eğitim görevimin bilincinde çalışıyorum ve araştırmaya ayırdığım zamanı azaltıcı bir etki de yaratıyor yani.

The courses that we give take a large part of our time and work effort. I want to give priority to research, but I don't think that the way to do this is to put the lesser effort into the courses I give and put the responsibility on someone else. I'm working with the awareness of my mission, and it reduces in my time for research.

There are many participants feel satisfied with their job regarding community service thanks to their work effort in the field of disability:

Topluma hizmet konusunda da biz sadece engelli öğrenci için değil de çevre şehir ve ilçelerdeki de engelli çocukları gönüllülük esasına dayanarak doğumundan itibaren gelişimlerini destekliyoruz. Ailelerini bilgilendiriyoruz ve belli aralıklarla takip ediyoruz. Yaş sınırlaması koymadan böyle çalışıyoruz.

Bir arkadaşımız da kampüs dışında görme engellilere bilgisayar kullanma için kurslar veriyor. Yine de genel olarak yaptığım işten tatmin oluyorum.

In terms of community service, we support not only the students with disability but also children with disability in the cities and districts and their development since their birth voluntarily. We inform their families and follow them at regular intervals. We work for this without age limitation. A friend also gives courses for using computers to students with visually impairment. Still, I am satisfied with my work.

10 yıldan fazla bu birimde çalışıyorum. Burada amacımız sesli kitap ve e-kitap üretmek. 2500 civarı da gönüllü okuyucumuz var. 7000'e yakın da görme engelli üyemiz var. 30000 civarı eser var sistemimizde. İkinci işimiz ise üniversitemizdeki engelli öğrencilerimize destek olmak. İster Braille, ister büyük puntoda, ister dokunsal şekil burada çıktısını alabilirler. Diğer engel gruplarındaki öğrenciler için de açtık. Bireysel uyarılama mektupları yazıyoruz. Festivaller düzenliyoruz. En çok topluma hizmet yapıyoruz galiba.

I have been working in this unit more than 10 years. Our aim here is to produce audio books and e-books. We have about 2,500 voluntary readers. We have almost 7000 members with visual impairment. There are about 30000 works in our system. Our second task is to support our students with disability in our university. They can get documents in Braille, in big points or tactile shape here. We also accept for students with other disabilities. We're writing individual adaptation letters. We organize festivals. I think we're mostly working on community service.

Minority of the participants who have full support from the university stated that they are fully satisfied with the studies that they have conducted regarding all academic duties. Majority of the participants work for disability-based studies either with the Disabled Students Unit or as a volunteer. All those participants feel content and satisfied with their work in community service and administrative duty. Moreover, there are also some participants who have administrative duties such as dean, department chair or other positions. The participants who have an administrative duty feel satisfied with their work:

Yaptığımız çalışmalardan çok güzel tatmin olmuş durumdayım. Özellikle engellilik ve erişilebilirlik alanında birçok gelişme ortaya koyduk ve projelerde öncü olduk. Öğrencilerimizle yaptığımız derslerde de onların bu konuda bilinçlenmelerini sağladık. Türkiye çapında birçok yerde verdiğim eğitimler konuşmalar derken araştırma ve bilim anlamında evet tatmin olmuş durumdayım. Ki bunlar topluma hizmete de girer zaten. Dolayısıyla bu alanların hepsinde de aktif olduğumu ve iş doyumumun yüksek olduğunu söyleyebilirim.

I am very satisfied with the work we have done. Especially in the area of disability and accessibility, we have made many improvements and we became

a pioneer for projects. In our courses with students, we have raised their awareness on disability. I give presentations and lectures in many places throughout Turkey and consequently I feel satisfied with research and science which are also involved in community service. Therefore, I can say that I actively work in all of these areas and my job satisfaction is high.

Most participants stated that their job satisfaction for research is low due to the negative experiences and problems at work:

Engelim oluşana kadar tabii aktif olarak ders anlattığım için iş doyumu noktasında hiç sıkıntım yoktu. Ama sonrasında işte buradaki amirle olan tartışmalar falan çok sorun oldu. Şu an zaten araştırma ya da topluma hizmet noktasında hiçbir çalışmam yok. Ama ders anlatırken mutluydum yani. Şu an anlatamadığımdan sadece danışmanlıkla idare etmeye çalışıyorum.

Since I used to give courses actively until I become disabled, I had no problems with job satisfaction. But then there was a lot of problem after the arguments with the administrator here. At the moment, I do not have any work for research or community service. But I used to be happy when I was teaching. Since I can't teach now, I'm just trying to enjoy counseling.

Araştırma için de durmuş noktadayım. Yaşadıklarım beni bu hale getirdi artık. Hiçbir şey yapacak gücüm kalmadı. Duygularım beynim yıprandı. Dediğim gibi işi bırakmayı düşünüyordum bir süre. Herkes birbirine yardım eder ama ben bireysel çalışıyorum. Birkaç kez önerdim ortak çalışmayı ama kimse istemedi. Onlar birleşip kendi aralarında çalıştılar ama beni kabul etmediler dahil etmediler.

I left off research. What I have been through has made me this way. I do not have the strength to do anything. My feelings and my brain got exhausted. Like I said, I have been thinking about quitting. Everyone helps each other but I work individually. I suggested doing a joint study a few times, but no one accepted. They joined together and worked together, but they did not accept and include me.

A participant stated that he has some problems on research for accessibility and social attitudes towards disability:

Ha fiziksel anlamda düşünürsek çalıştığım alan gereği bi dağ köyüne gittiğimde tabii ki sorun yaşıyorum. Belirli şeylere ulaşımında sorun yaşıyorum tabii. Ha orada dar bir alana gittiğinde engelinden dolayı insanlar seni ciddiye almayabiliyorlar da.

Considering physical accessibility, of course I have trouble when I work in a mountain village due to the area itself. I have trouble accessing certain things. People may not take you seriously because of your disability.

Some participants emphasized the importance of including an individual with disability in the decision making positions to get the upmost benefit but there are some administrators who think it is unnecessary to do so. They were not included in the disability studies at the university stated that they were discouraged since they were excluded from those studies:

Toplumumuzun buna ihtiyacı olduğunu düşünüyorum. Topluma hizmet için buradayız. Şehri de geliştirmemiz lazım... Aslında engelliler için de çok şey yapmak istiyorum ama engelliyorlar. Engelsiz öğrenci biriminin başında engeli olmayan birisi var mesela ben istedim ama izin vermediler. Engellilik alanında buralarda bir rant yarışı var. Ben mesela engelsiz öğrenci birimde çalışsam daha faydalı da olabilirdim. Ama onlar bunu biz de düşünebiliriz diyor. Engelliler için kendi varsayımları üzerinden varsayımlar üzerinden çözümler üretiyorlar.

I think our society needs it. We are here to serve the community. We have to develop the city... In fact, I want to do a lot for the disabled but they are hindering me. Someone who does not have a disability is managing the disabled students unit. However, I wanted to work there but they did not let me. There's a competition for profit in the field of disability. For example, I could be more useful if I worked for the disabled students unit. But they say "we can think of it". They provide solutions for people with disability depending on their assumptions.

Some participants stated that having an administrative duty prevents other duties like research or teaching:

2 tane bölümün bölüm başkanıyım. Tabii ders verme çalışmalarına zarar veriyor idari görevin çok olması ama bu engelim dışında bir şey zaten. Bir de burada hoca sayımız az olduğu için ders yükümüz de çok.

I am the department chair of two departments. Of course, there is a lot of administrative duty that prevent the teaching workload but it is something other than disability. In addition, we have a few instructors here and we have high teaching workload.

One participant stated that even though he was the department chair, he was not actively involved in decision making:

Bölüm başkanlığı yaptım ama zorluydu yine. Yapılan işlere alınan kararlara çok katılmadım. Kendi rızamla da bıraktım sonra. Zaten günün sonunda herkes kendi istediğini yapıyor yaptırıyorsa ben neye çaba vereyim.

I used to be a department chair, but it was difficult again. I did not agree with the decisions taken. I quit the duty willingly. At the end of the day, everyone does what he wants so why would I try?

To sum up, faculty members` job satisfaction is shaped by the experiences at work and the impact of these experiences on their self and social knowledge. As long as the professional relations with the administration and colleagues are effective and supportive, the participants feel as a part of that institution and they get motivated. When there are issues with the administration or colleagues such as discrimination and mobbing, the social environment is perceived as hindering and excluding, resulting in lower self-confidence and sense of belonging. This case decreases the faculty members` motivation to work. The physical conditions at university also impact the faculty members` motivation and satisfaction at work. As long as the participants are provided with physical accessibility and access to academic resources, or at least an administrator who is willing to provide accommodation, they can work effectively and motivated to do more.

4.6. Suggestions for Improving HEIs

Participants highlighted that the charity-based approach should be eliminated, and rights-based approach should be emphasized. The society`s awareness on disability should be raised:

Bu noktada devletin bazı sorumlulukları var. Engelli yardıma muhtaç anlayışının değişmesi ve koşullar sağlandığında başarabilecekleri düşünülmelidir. Böyle tek tük kişiler ilerleyebiliyor belki ama benim bildiğim genelde bir noktada kalabiliyorlar. Olanak sağlanırsa engelliler arasından da çok başarılı insanlar çıkacaktır. Hem maddi hem manevi destekler sağlanmalı. Hani bir aylık verdik sosyal devlet görevimizi yerine getirdik değil.

At this point, the state has some responsibilities. The perception of the disabled as needy should be changed and it should be accepted that they can achieve as long as the necessary conditions are met. Such a few people can progress, but I know that they usually stop at some point. If people with disability are provided with opportunities, they will also be very successful. Both financial and moral support should be provided. It is not just about giving grants and fulfilling the duty of being a social state.

Türkiye’de maalesef engellilerin istihdamı konusu sadece bir sosyal destek gibi algılanmaktadır. Üreten bir birey olarak ülkeye katkı sağlayabilmek için yalnızca fırsatların oluşturulması gerektiğine inanıyorum.

Unfortunately, the issue of employment of people with disability in Turkey is perceived as just a social support. As a productive individual, I believe that only providing opportunities is necessary to contribute to the country.

Genel olarak zaten toplumda engellilere yönelik bir anlayışın değişmesi lazım. Engelliye yardıma muhtaç diye değil de belli koşullar sağlandığında verimli şekilde çalışabilecek bireyler olarak görülmesi lazım. Bu konuda toplumun bilinçlendirme çalışmaları yapılması lazım. Mesela bazı bakanlar devletin verdiği yardımları sadaka veriyormuş gibi yansıttılar. Engelliler yardıma muhtaç kişilerdir işte bunlara yardım edelim aç kalmasınlar aileleri bakımını yürütsün. Birilerinin yardımıyla yaşayabilirler sadece gibi. Böyle bir anlayışın olmaması lazım.

In general, understanding of people with disability must change in society. People with disability should be seen as individuals who can work efficiently when certain conditions are met instead of dependent people. Studies to raise awareness on disability of the society should be carried out. For example, some ministers reflected the state's aid as if they were giving alms. They think of people with disability as in need of help and they can help them not to starve, let their families keep caring for them and they can only live with the help of others. There should not be such an understanding.

Participants stated that the individuals with disability should be included in the disability-based works and decision making to be more effective on assisting instead of hypothetically coming up with presumed solutions:

YÖK`ün engelli öğrenciler için bir komisyonu var ama o komisyonda bir tane engelli öğrenci var. Hatta yine böyle bir komisyonda hiçbir engelli yok. Engellilik üzerine yapılan çalışmalara hiçbir engelli dahil edilmediğinde engellinin olmadığı bir ortamda alınan kararda çözüm olmuyor.

YÖK has a commission for students with disability but there is only one student with disability in that commission. Even there is no disabled in a commission like this one. When no disabled is included in the studies on disability, the decision taken in such an environment where there is no disability will not be a solution.

Yurtdışına ilk gittiğimde çok şaşırılmıştım. Hocalar gelip biz sana nasıl yardım edebiliriz diye soruyorlardı dönem başında. Hayal edemeyeceğim şeyleri önceden hazırlamışlardı. Derslerde parası ödenerek bana not tutacak öğrenciler hazırdu. Kampüsü tanımam için oryantasyon programı verildi. Kitaplar taranıp online formatında bana gönderdiler. Sınav için ek süreyle ayrı salon ve okuyucu ayarladılar. Hayalini bile kuramadığım her şey orada vardı. Hiçbir tane bile AA dışında notum olmadı çünkü onlar çalışma şartlarımızı eşitlemişti. Dediğim gibi gerekli adaptasyonlar ve altyapı sağlandığında ben

de bařardım. Bizde sen nasıl bu işi yapacaksın engellisin eksiksin yaklaşımı var. Oralardaysa tam tersi. Sen bu işi yapabilirsin ama sadece bize seni desteklemek için ne yapmamız gerektiğini söyle. Tutum bile çok önemli.

I was very surprised when I first went abroad. The teachers asked me how they could help me. They had prepared things that I couldn't have imagined before. The students were paid beforehand and ready to take notes for me during the lessons. Orientation program was provided to get to know the campus. The books were scanned and sent me in online format. For the exam, they have arranged a separate class, extra time and a reader. There was everything I couldn't even imagine. All my grades were AA because they had equaled our conditions to study. As I said, I was able to achieve when the necessary adaptations and infrastructure were provided. We have this approach "how can you do this job? You are disabled and deficient". They have the opposite there like "you can do this, but just tell us what to do to support you?" Even the attitude is crucial.

Participants stated that the Council of Higher Education is expected to prepare a comprehensive strategic plan on improving the conditions at universities and facilitate and encourage Disabled Student Units for their unique practices and endeavors to support the individuals with disability on campus:

YÖK hala bu konuda bir strateji geliřtirmiş deęil. Kısa orta uzun vadede şöyle hedeflerim var, üniversitelere řu kadar ödenek verelim demesi gerek. Mesela bu bayrak ödüllerinde mekânsal erişilebilirlik diye bir madde var. Asansör var mı kapı geniş mi falan soruları. 1991 de çıkan standarda göre zaten yapılmış olması gereken şeyler. Tik atıp geçiyorsun.100 üzerinden 75 alırsan al sana bayrak. Ama özgün şeyler sorulmamış. Üniversiteniz engelliler için özgün olarak ekstra ne yapıyor ne fark yaratıyor denmemiş. YÖK ve engelli öğrenciler birimi arasında uçurumlar var. Mesela ben engelli öğrencilerimiz için bir araç ayarladım. Çocukların evden derse ve dersten eve ulaşımını sağlıyor. Ya da çölyak hastalarını listeledik ve yemekhanenin onlar için ayrı menü hazırlamasını sağladık. Hani bunları duyursalar dięer üniversiteler de örnek alır.

YÖK (Council of Higher Education) has not developed a strategy on this issue yet. It should have goals in short, medium and long terms and subsidize the universities accordingly. For example, there is a principle as spatial accessibility for the flag awards. The questions are about the elevator, the width of a door, etc. those are the things which should have been done according to the standard implemented in 1991. You just tick and go on. If you get 75 out of 100, you can get a flag. But there is no question for original implementations. They do not ask for the different implementations that the university does or the extras that the university does for the disabled. There is a communication gap between YÖK and the disabled students unit. For example, I set up a vehicle to transport the disabled students between home and campus. Moreover, we listed the celiac patients, and we made the cafeteria prepare a

separate menu for them. If the other universities hear these, they will do the same.

Participants emphasized the necessity of legislation on forbidding discriminatory discourses to provide an equal social environment:

Ayrıca, örtük ön-yargı ve nefret söyleminin yasal boyutta suç olması gerekiyor. Bu sadece engel ile ilgili bir durum değil. Kilolu olmak, yaşlı olmak kısacası normal dışında kalmak bu söylemlere maruz bırakılıyor. Önyargı ve microaggression söylemlerinin suç kabul edildiği bir yönetmeliğin oluşturulması gerekir. maksimum erişilebilirlik, minimum pozitif ya da negative ayrımcılık prensibinin benimsenmesi gerekir.

In addition, implicit prejudice and hate discourse must be legally regarded as a crime. It's not just about disability. Being overweight, being old, in short, being out of normal causes exposure to these discourses. A regulation in which the discourses of prejudice and macroaggression are considered as crime. Maximum accessibility, minimum positive or negative discrimination should be implemented.

Yönetim adil olmalı. Engelli ya da sağlam gibi bir ayrıma düşmeden tüm personeli eşit şartlarda değerlendirmeli. Ha ama ekstra bir ihtiyaç olduğunda da ciddiye almalı. Ben bir rampa ya da asansör talep ettiğimde baştan savmak yerine ihtiyacı gidermek için çözüm bulmalı. Bu tüm üniversitelerde tüm bölümlerde olması gerekir. Mesela ben şu an başka bir üniversiteye geçmeyi düşünmüyorum. Alırlar mı almazlar mı? O üniversitenin ortamı nasıl olacak? Orada rahat edecek miyim?

Administration must be fair. They must evaluate all staff on equal terms without segregating the disabled or nondisabled. Oh, but when there's an extra need, it should be taken it seriously. When I request a ramp or lift, a solution should be presented to solve the need instead of neglecting me. This should be the same in all departments, all universities. For example, I can't think of going to another university right now. Will they accept me or not? How will the environment of that university be? Will I feel comfortable there?

To provide equality, participants emphasized the necessity of standardization of the rules, regulations and practices on disability in terms of both social and physical conditions and effective control mechanism for all these practices:

Her zaman maddi imkanlar çok yeterli olmayabilir ama yasal bir zemine oturtulduğunda daha pratik çözümler gelebilir. Engelli birey başvurduğunda ve kurum ihtiyacı karşılamak istemediğinde o bireyin yasal haklarını arayabilmesi için yasal bir zemin gerekiyor. Ve bunun kontrol edilmesini sağlayacak güzel çalışan bir kontrol mekanizması geliştirilmelidir.

The financial opportunities may not always be sufficient, but when they are implemented legally, more practical solutions may come. A legal basis is required for an individual with a disability to seek his legal rights when he applies and the institution does not want to meet his needs. And a well-functioning control mechanism should be developed to control this.

Bazı çalışmalar yapılmış olması için yapılıyor, işlevsiz. Düzenlemeler değişiklikler yapılırsa bile takibi olmuyor. Kontrolü denetlemesi olmadığı sürece de engelliler hala engelli.

Some works are done just to show, nonfunctional. Even if some regulations and adaptations are done, they are not tracked and checked. Disabled people are still disabled since there is no control.

Participants stated that institutional support is necessary to provide accessibility to academic resources by providing necessary software or assistive devices or hiring staff to scan the documents, prepare Braille documents or voiced books to provide equal chances to access information:

Fırsat eşitliğinin oluşturulması için üniversite yönetimi ve yüksek öğretim yöneticilerinin özellikle yardımcı teknolojilere yönelik ek ödeneklerin oluşturulması için girişimde bulunmaları gerekmektedir. Bunların oldukça pahalı teknolojiler olduklarını vurgulamak isterim. Yani diğer insanlara daha az bağımlı hale gelmemiz için fırsatlar sağlanmalıdır.

In order to establish equality of opportunity, university administration and higher education leaders should take the initiative to create additional funds for assistive technologies. I would like to emphasize that these are quite expensive technologies. In other words, opportunities should be provided for us to become less dependent on other people.

Braille doküman hazırlama sürecinde uzman kişilerin yer alması gerekir. Bu okuyucu ekranların görme engelli akademisyenlere sağlanması gerekmektedir. Sesli kitapların profesyonel olarak ve seslendirme konusunda eğitim almış bireyler tarafından okunması gerekir. JAWS Windows tabanlı bilgisayarlarda Office uygulamalarıyla etkileşimi artırılmalıdır. Ayrıca JAWS ile uyumlu olarak çalışan Türkçe sentezleyici seslerin geliştirilmesi gerekmektedir.

In the process of preparing Braille documents, experts should be involved. These screen readers should be provided to the faculty members with visual impairment. Audio books should be read by professionals who were trained in dubbing. The interaction of JAWS with Office programs should be increased on Windows computers. In addition, Turkish synthesizer sounds that are compatible with JAWS must be developed.

Minority of the participants support the disability hiring quota and regard this as the last chance due to negative discrimination. They are actually against any kind of

positive discrimination or quota for the disabled; however, given the circumstances in our country, they believe that a fair recruitment process is almost impossible:

Ben açıkçası normal şartlar altında kota uygulamasına karşıyım ama sadece üniversite için değil bütün kuruluşlarda. Bir kişi yeteri kadar donanımlı olmadığı halde sırf engelli olduğu için kuruma alınabilir. Kota yerine tam tersi çok daha şeffaf olmalı. Kanunlarda hiçbir insanın engeli aleyhine kullanılamaz diye bir ibare var. Ama ülkemizin şartları ve insanların mentalitesi kota olmasını gerektiriyor. Şu şartlarda maalesef engeli olan bir insan ne kadar donanımlı olursa olsun çok daha az donanımlı ama engelsiz birine göre iş bulmakta çok daha büyük zorluk çekecektir. Bunun önüne geçmek için de belki mecburiyetten bir kota gerekebilir. Ama tabi keşke o kotadan önce seçim sürecinde daha şeffaf olunması daha güzel olurdu. Mülakat eşittir torpil algısının önüne geçilmesi lazım. Daha objektif ve nesnel adımlar atılmalı.

Frankly, I am against the application of quota under normal circumstances, but not only for the university, but for all organizations. A person can be accepted to the institution due to his disability even if he is not qualified enough. Instead of quota, it should be much more transparent. There is a statement in the law that no man's disability cannot be used against him. But the conditions of our country and the mentality of the people require a quota. Under these circumstances, no matter how well-qualified, a person with a disability will have much more difficulty in finding a job than a non-disabled person who is less qualified. To avoid this, perhaps a quotation may be required. But I think it would be better if the recruitment process was more transparent rather than quota. The perception of interview means nepotism should be abandoned. More objective steps should be taken.

Majority of the participants expressed that they are against the disability hiring quota since they are against any kind of discriminatory practices. Instead, they demand a standardized fair and transparent recruitment process for all applications:

Ben liseyi bitirdiğimde bir sakatlar kadrosuna açılan bir ilana başvurmuştum. Sonradan kabul edilen kişiyi öğrendik. Sağlam bir adamı almışlar. Bunun için cezalar da düşük olduğundan yaptırım yok kontrol yok. Keşke seçmeler hep net ve doğru olsa. Herkes sadece hakkettiği için bir yerlere gelsin birilerini tanıdığı için değil.

When I finished high school, I applied for a position for the disabled. Later on, we found out the person who was accepted. He was not a disabled person. There is no sanction or inspection for this because the punishments are not serious enough. I wish the selections were always clear and just. I wish everyone was hired due to his qualifications rather than his acquaintance with someone else.

Akademisyenliğin engeli kullanır yönü yok onun için de kotaya gerek yok. Bu meslek kafada bitiyor. Kafalar eşit çalışıyorsa adaletli bir seçim süreci

geçirilmeli. Mülakat yapılması taraftarı değilim ben genel olarak. Sınav sonuçları ne gerektiriyorsa seçim o yönde olmalı. İlla olacaksa mülakat kesin belirleyici şey olmamalı. Kamera kaydı altına alınmalı görüşmeler. Kapalı kapılar ardında olmamalı. Ölçülebilir ve ispatlanabilir olmalı. İtiraz olduğunda kanıt sunulabilmeli. Pozitif ayrımcılık yapmaya gerek yok. Sırf kotayla gelen kişinin kalitesi çok düşük de çıkabilir. Kıstas başarı olmalı.

Since scholarship has nothing to do with disability, there is no need for a special quota. This profession depends on the brain. If the brains work equally, a fair election process must take place. I'm not in favor of interviewing in general. The recruitment should be done according to the exam results. Even if the interview is conducted, it should not be dominant on the decision. The interviews should be recorded. It should not be behind closed doors. It should be measurable and verifiable. Evidence should be available if there is an objection. No need for positive discrimination. A person who was hired based on only the quota may be not qualified. The criteria should be success.

Bir insanın niteliği varsa o işe alırsınız. Örneğin sağlığını özel bir kotayla bir yere alınmış doktora emanet edemeyeceğiniz gibi, bilgiyi üretmeyi de o konuda uzmanlığı ve yetkinliği bulunmayan kimselere veremezsiniz. Bunun yerine süreçte karşılaşılan akademik anlamda erişilebilirlik gibi sorunları sıfırlamaya odaklanmak gerekiyor.

If the person is well-qualified, you will hire him. For example, you cannot trust a doctor who was hired with a special quota with your health; likewise, you cannot trust people who are not expert and competent with producing information. Instead, it is necessary to focus on resolving issues such as academic accessibility.

Aynı şekilde ben kişisel olarak EKPSS gibi sınavlarla öğretmen, psikolog vesaire gibi uzmanlık gerektiren mesleklere uygulanmasını doğru bulmuyorum. Engelli kimseler de kabiliyetleri doğrultusunda liyakate göre kamuya yerleştirilebilir.

Likewise, I personally do not think it appropriate to apply the exams like EKPSS for professions that require specialization like teachers, psychologists and so on. People with disability can also be appointed in the public institutions according to their abilities.

Many participants stated that there are many ways of improving accessibility on campus such as providing tactile paving, voiced direction on elevators, shuttles and bus stops, appropriate ramps, Braille tags on doors, signboards, elevators, enough lightening. All these suggestions are actually supposed to be provided without waiting for any requests. Otherwise they become dependent due to deficiencies in the campus accessibility. They indicated the deficiencies in the accessibility of OSYM exams and suggested to provide all OSYM exams like e-YDS with necessary accommodation and software, provide those exams in all cities since going to Ankara just to take the exam

costs much more money and time. Participants suggest these in order to have an equal and fair opportunities including everyone. Considering all suggestions, it is clear that each suggestion aims at providing equality for everyone.

CHAPTER 5

DISCUSSION, CONCLUSION AND SUGGESTIONS

Like the study of Blackburn and Lawrence (1995), the findings of this study confirm that self and social knowledge of faculty members are shaped by the social interactions with their colleagues, institutional support including both social and material supports, and environmental conditions as well as socio-demographics and career characteristics. In the end, faculty behavior, productivity and satisfaction are formed based on self and social knowledge. According to the findings, the level of job satisfaction and commitment of the participants seems to be higher as long as they have good relations with administration and colleagues, social and material support from the institution, and no problem with accessibility.

According to the results, experiences show huge differences depending on colleagues, university, type of institution, type of disability and especially administration. The administrators have the biggest impact on both social interactions and environmental conditions at work. Even at the same university, while a rector does not provide any support for the disabled, the previous or next rector can be ready to present all necessary support. The private universities seem to be better at providing support and accessibility for the disabled. As they have already invited the faculty member to work in that university, they are ready to support that faculty member. The experiences for faculty members with minor disabilities seem to be more positive than the ones with major disabilities. This finding support the fact that the attitudes of decision makers to the individual with disability depend on the type and severity of disability (Bordieri & Drehmer, 1987) and the overtness of disability (Gouvier et al.1991). According to the findings, it can be inferred that female faculty members with disability face double discrimination in working life confirming gender inequality. Common biases based on

both femininity and disability limits the women with disability and this restriction causes double discrimination. For instance, even two faculty members with the same disability at the same university have almost opposite experiences and different comments on their working life. This finding verifies the statement of Marks (1999) that the combination of disability with masculinity and femininity causes different experiences. Moreover, considering the fact that the number of female faculty members with disability is less than the male ones, women with disability have to deal with more isolation and more troubles in accessing social life in line with Habib's (1995) finding.

Social knowledge of the faculty members is mostly shaped by the administration in the end since it can be inferred from the findings that even social interactions among colleagues are shaped by the administration in the end. In contrast to the study of Kış, Gürgür and Akçamete (2012) on the working conditions and job satisfaction levels of teachers with disability in Turkey which stated that the job satisfaction levels of teachers with and without disability vary depending on accessibility and free mobility, this study reveals that professional relations with colleagues and administrators have also a significant impact on their job satisfaction while confirming that accessibility affects the job satisfaction for sure. In parallel with Lindsay and Cancelliere's (2018) study, administrators and colleagues who are working with an individual with disability are supposed to be open for valuing of their capabilities, needs and alternatives in order to provide an equal work environment for everyone. Social interactions with colleagues at work shape the faculty members' views and reflections on themselves and their environment. As long as the social interactions with the administrators and colleagues are smooth, the individual has positive understanding about himself and his position in that workplace. Moreover, in the light of the findings, the administrative units have a significant impact on the social interactions with other faculty members and even administrative and auxiliary staff. Based on the findings, it is clear that during the job interviews of some participants, the interviewer's subjective judgement and biases were included and the interview ended in preclusion. This findings are in line with Cole and Lewis' (1993) statement that the decision makers are allowed to decide through subjective judgement as long as the judgement is made by the book logically. During the decision making processes, there are some

administrators who act through his own judgements which can be both positive and negative. As presented in the results, it is found that acquaintanceship plays an important role in decision making and providing accommodation. On the other hand, the administrator`s prejudice against disability results in the excluding the faculty member from both academic studies and social interactions. These findings confirms Keller`s (1998) statement that the decisions can be established upon nonacademic reasons like having a disability. Williams and Mavin`s (2012) statement that individuals with disability are mostly “theoretically invisible” in working life is clearly in line with the findings, which state that the faculty members with disability may be simply neglected because they are regarded as a minority. Moreover, many participants used the adjective “invisible” when describing their position at work. Dominant social discourses of disability as unproductive or incapable leave the faculty members with disability in lurch (Stone, Crooks, & Owen, 2013). Accordingly, many participants in this study agree with this statement explaining that they feel like they are obliged to prove their capabilities and achievements all the time with little support from the university and this makes them feel excluded from some aspects of academic life in line with the study of Waterfield, Beagan and Weinberg (2018).

Even in the first step, the faculty members with disability face preclusion, prejudice and negative discrimination during the application and recruitment processes. The statements of the participants are compliant with the studies of Georgiou, Espahbodi and De Souza (2012) and Lindsay (2011) which stated that many individuals with disability have trouble when requesting for accommodation at work. The findings of this study are in line with the results of Bulk et al` (2017) and Roulstone & Williams` (2014) studies stating the fact that individuals with disability mostly face discriminatory practices being regarded as incompetent or a burden for the work when they disclose their disability in order to access accommodations at work. That is why, as Stanley et al. (2011) emphasized, disability disclosure is seen as a strategical procedure in which they should determine whether to disclose or not abstaining from the possible long-term risks like exclusion. Considering the troubles of some participants who were supposed to be assigned in public schools with KPSS, even when they get the adequate scores in the exam to be assigned, they were not allowed to or they were awaited for a while due to their disability. Similar to Ayer` (1970)

statement that while school administrators are likely to decline the prospective teachers with disability and their decision is also depends on the severity and quantity of the prospective teachers` disability, the type and severity of disability had a role in the assignment process. Considering the statement of a participant who had to hide his disability for a while to get the position and prove his capability, some individuals with disability choose not to disclose since regarding individuals with disability as dependent and incompetent result in social exclusion and discrimination in line with Blockmans` (2015) and Lindsay and Cancelliere`s (2018) studies. On the other hand, there are also some other participants who thinks being open about disability can minimize or prevent stereotyping in line with the study of Blockmans (2015). Based on the findings, the interviewers may not want a disabled in the workplace or do not want to deal with adaptations for the disabled candidate. As Bordieri and Drehmer (1987) states, having responsibility for professionals with disability can be a reason to not accept them. There may be many other people who tried to be in faculty many times and was not accepted due to their disability considering the statements of the participants.

Yet, the social interactions are not the only causes of self and social knowledge. Environmental conditions and responses are also facilitators or challenges for the faculty members. Based on the findings, the accommodation and accessibility conditions provided at a workplace have a significant impact on self-perception and working motivation for faculty members with disability. As long as they are provided with institutional support in terms of accessibility, they feel encouraged to work. However, they become discouraged and excluded from work when they are hindered due to lack of accommodation. In parallel with the study of Titchkosky (2008) which emphasized that coping with accessibility barriers is the responsibility of the individuals with disability considering disability as a personal problem at universities, the major understanding at most universities in Turkey expects the faculty members and students with disability to ask for accommodation or access it by themselves. Impairments become disabling only when the social structures are not adapted considering all. Considering the fact that adaptation is a social problem, instead of focusing on the physical limitations of the disabled, it is essential to consider the way physical and social factors restrict them and how these factors can be altered.

According to the study of Stone, Crooks and Owen (2013) with the faculty members with disability, more than half of the participants who had requested accommodation faced negative results and the university is expected to be a workplace for non-disabled individuals where faculty members with disability are seen as unexpected workers. This study also confirms this statement to some extent since there are some universities in which the faculty members with disability are not provided with accommodation while there are some others presenting a supportive environments.

According to the findings, in some universities, the accessibility opportunities happen with a top-down approach. As long as a rector or a dean is willing to provide accessibility, the university becomes accessible. As long as a dean and a department chair is concerned about accessibility, a department becomes accessible. However, there are some cases such that the administrator did not want to provide an elevator even though there was enough budget to do so. When a faculty member has no access to the laboratory to conduct his research studies, or he is not provided with assistive software or devices to read a document, he becomes discouraged and loses their motivation and satisfaction. Likewise, when the person have been provided with all necessary adaptations and have full support from the administration and colleagues to have these, he becomes encouraged and motivated to work more because he would be working under equal circumstances only in this case. In line with Anderson and Karp`s (1998) study on the educators with disability, the faculty members with disability in supportive workplaces are provided with options in work allocation, alternative teaching or assessment methods, assistive technology and accommodation. In parallel with many recent studies of Charmaz (2010), Lindsay, Cagliostro and Carafa, (2018) and Solovieva, Dowler and Walls (2011), productivity, job satisfaction, psychological and physical health of the faculty members with disability are facilitated when the required accommodation is provided. Providing accommodation for all means that conditions are equal for everyone and equity exists. All in all, as also emphasized in the studies of Carter et al. (2011), Jenkins and Rigg (2004) and Lindsay (2011), this study shows that faculty members with disability are mostly exposed to attitudinal barriers such as exclusion, segregation and negative discrimination from colleagues and environmental barriers like inadequate accommodation at work and transportation.

Additionally, the reflections as self and social knowledge have an impact on one`s job satisfaction. As Marsh and Hattie (2002) states, a faculty member is responsible for four main domains as teaching, research, administration and community service. Based on the findings, in general, no one is fully satisfied with his job in terms of all these four domains. However, the ones who are content with their professional relations and accessibility at work are more satisfied with their jobs. While the participants with supportive colleagues and an accessible workplace have higher job satisfaction, the ones with negative social interactions and lack of accessibility at work has lower job satisfaction. Positive self and social knowledge results in higher job satisfaction for faculty members, whereas mobbing, humiliation, discrimination and exclusion results in lower self-esteem and bad impact on self-knowledge and lower job satisfaction. Since accessibility especially impacts the work routine and effort allocation, their job satisfaction varies depending on the provided accessibility. Consequently, resulting from the lack of efficient sanctions and effective control mechanisms for both social interactions and especially accessibility on campus, faculty members with disability face both environmental and social barriers at work. In order to provide a more equal and inclusive higher education environment, it is essential to eliminate those barriers.

5.1. Suggestions for Higher Education Leaders and Faculty Members

All in all, there are some suggestions which include both the participants` and the researcher`s. The rights of individuals with disability are assured with three main laws as the United Nations Convention on the Rights of Persons with Disabilities, Turkish Disability Act No 5378 and the Constitution of the Republic of Turkey, however depending on the results of this study, it is hard to claim the existence of full implementations and effective inspection mechanism for the practices and actions taken in higher education institutions. There are many legal rights of individuals with disability and rights-based discourse is required. Based on the statements of many participants, this study confirms the existence of charity-based approach in higher education as well as social life in line with Bezmez and Yardımcı`s (2010) study which states that the charity-based approach is adopted for disability rights instead of a

citizenship-oriented approach in Turkey. It is essential to secure some standard rules and regulations on the rights of each and every individual with disability in higher education institutions and control the implementations of these rules and regulations on a clear and regular basis. While there are some universities which act on a totally equal basis, provide a mostly accessible environment and give support if necessary, there are also some other universities which exclude the disabled with both inaccessible campus and discriminatory practices. The higher education administrators can adopt the social model of disability which puts the deficiency of accessibility on the surrounding society, not on the individual with disability. In this case, solving all the issues with accessibility is the university's responsibility.

First of all, the practices at universities should not only be up to the administrators' personal choices. In fact, the law is very clear about at least accessibility on campus; however, it becomes a personal choice due to the deficiency of monitoring system of the law and related regulations. Based on the laws, no one's disability can be used against him and no one can be exposed to discrimination for disability. To attaining the right of work, job application and recruitment are the first steps when faculty members with disability face after graduating. It should be guaranteed that being disabled does not have an impact on the election of a faculty member. The recruitment processes should only be based on the standard requirements of being a faculty member such as teaching skills and research achievements. The visual details regarding a faculty member candidate should not be considered while comparing them.

Obviously, there are some laws stating the obligation of being clear and equal in these steps but an effective control system does not exist. Depending on the statements of the participants, some universities still feel free to preclude the applicants in terms of just disability. There are some laws on social interactions stating that verbal harassment is regarded as a crime. However, considering the statements of some participants, they face exclusion, verbal harassment and even humiliation for disability from the administrators or colleagues. There are some participants stating that they are excluded from the decision making by administrators or joint studies by their colleagues. The discriminatory practices should be forbidden and inspected in higher education institutions.

There are some expectations of the Council of Higher Education from the Disabled Student Units like raise awareness on disability and providing accessibility. It cannot be said that these units provide equal or enough services to the individuals with disability on campus. Moreover, these studies are mostly based on the students but faculty members with disability are not considered in these studies because there is no legal enforcement to provide services to faculty members with disability. Providing accessibility for the students can be considered for them too to some extent but there are different tasks of being a student and being a faculty member at a university. If hiring an individual with disability requires making some adaptations in the workplace, then the administration is responsible for those adaptation. Accessibility opportunities should be on a standard base in all universities without any other personal intervention.

There are many studies of the Council of Higher Education to facilitate accessibility on campuses, but it seems not enough depending on the results of this study. Universities are responsible for providing the students and faculty members with full accessibility in both physical environment and academic resources. Yet, none of the universities in Turkey is fully accessible for the students and faculty members with different types of disabilities. Each disability can be considered as unique and requiring different adaptations. Instead of coming up with presumed adaptations for the disabled, it is essential to include the disabled in all decision making processes on disability and accessibility.

In fact, the existence of universal design is necessary. Each individual has different abilities and needs considering different personal profiles such as children, the elderly, pregnant, short, tall, fat, and the ones with disability. Universal design is an approach to provide inclusiveness and design accessible physical environments to all people with different profiles. Universal design is defined as designing products, places and environments for the usage of people with different ability, condition, age and capabilities (Story, Mueller, & Mace, 1998). Universal design rejects all the discriminatory solutions and aims at providing all products, places and environments are equally accessible to everyone. It considers every person from different age groups, sizes and capabilities (Preiser & Ostroff, 2001). Since the target group includes all

people, universal design questions the average people in traditional design. The designs for only the so-called average people are not compatible with the real circumstances. The environments designed within the universal design approach do not require personal accommodations or other types of adaptations. These environments are available for everyone and do not label people as old, disabled or unusual (Story, Mueller, & Mace, 1998). Thus, universal design is actually what we all need. It assures that everything is available for everyone. The ultimate goal should be providing universal design, which provides full accessibility for all types of disability without any need for adaptations for each individual, however, it does not seem possible in near future. In this case, it would be better if the administration asks the faculty member for his needs rather than obliging him to apply for adaptations or support each time. When a faculty member with disability asks for accommodation, the administration is expected to provide it. Providing accessibility should not be up to personal choices; that is why, effective monitoring system for the rules and regulations is required.

OSYM exams are stated as one of the important issues in the statements. Presenting E-YDS with screen readers for the blind or visually impaired is considered as a significant step for accessing the exams under equal circumstances. It is recommended to provide this adaptation in other exams of OSYM to ensure the equal evaluation of the individuals. In order to assure equality in evaluation, the demands of the students with disability should be considered seriously. Raising awareness on disability is another important issue. The universities should be informed about not only the students with disability but also the faculty members with disability. Informing the faculty members with potential needs or adaptations of a student with disability is essential and it is done in many universities. However, they are not informed about colleagues with disability. The administrators, faculty members and staff should be informed about the rights of the disabled and guided to respect these rights, provide equal opportunities and necessary adaptations if necessary to provide equality.

Consequently, all these practices should be inspected and evaluated based on standardized laws. The common message is, no one asks for positive discrimination as well as negative discrimination. The only wish is equity and right based treatment.

Everyone has a right to be a faculty member as long as he meets the requirements regardless of disability.

5.2. Suggestions for Future Research

According to the results of the current study, there are some suggestions which can be considered for future research:

- Considering the limitation of this study, the results of the qualitative research cannot be generalized. Further research can be carried out in order to increase the generalizability of the results.
- Due to the nature of a phenomenological research, the researcher was supposed to rely on the interpretations of the participants and interpret those interpretations in this study. Observations and field-notes may provide further details to study the same research question.
- Universal design in higher education institutions can be considered while conducting a research not only for the students but also the faculty members and other staff. Research on how to provide universal design in higher education institutions can be conducted.
- In the light of the differences between the experiences of faculty members with disability in this study and K-12 teachers with disability in the former studies, a comparative research can be conducted.

REFERENCES

- Allison, P. D., & Long, J. (1990). Departmental effects on scientific productivity. *American Sociological Review*, 55(4), 469-478. Retrieved from <http://www.jstor.org/stable/2095801>
- Alston, R., & Mngadi, S. (1992). The interaction between disability status and the African American experience: Implications for rehabilitation counseling. *Journal of Applied Rehabilitation Counseling*, 23(2), 12-16.
- Altman, B. M. (2001). Disability definitions, models, classification schemes, and applications. In G. L. Albrecht, K. D. Seelman, & M. Bury (Eds.), *Handbook of disability studies* (pp. 97-122). Thousands Oaks, CA: Sage.
- Anastasiou, D., & Kaufmann, J. (2011). A social constructionist approach to disability: Implications for special education. *Exceptional Children*, 77(3), 367-384. doi:10.1177/001440291107700307
- Anderson, R. J. (1998). Attitudes toward educators with disabilities. In R. J. Anderson, C. E. Keller, & J. M. Karp, *Enhancing Diversity* (pp. 180-190). Washington: Gallaudet University Press.
- Anderson, R. J., & Karp, J. (1998). The role of support systems for educators with disabilities. In R. J. Anderson, C. E. Keller, & J. M. Karp, *Enhancing Diversity* (pp. 201-217). Washington: Gallaudet University Press.
- As It Stands Now* . (2015). Retrieved from Canadian Association of Professionals with Disabilities: <http://www.canadianprofessionals.org/about.htm>.
- Ashcraft, K. (2008). Our stake in struggle (or is resistance something only others do)? *Management Communication Quarterly*, 21(3), 380-386.
- Ayer, M. J. (1970). Employability of handicapped Individuals in the teaching professions: Considerations for rehabilitation counseling. *Rehabilitation Counseling Bull*, 13(4), 364-373.

- Baker, K. Q., Boland, K., Nowik, C., & College, C. C. (2012). A campus survey of faculty and student perceptions of persons with disabilities. *Journal of Postsecondary Education and Disability*, 25(4), 309-329. Retrieved from <https://eric.ed.gov/?id=EJ1002143>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Bentley, P. J., & Kyvik, S. (2012). Academic work from a comparative perspective: A survey of faculty working time across 13 countries. *Higher Education*, 63, 529–547.
- Berg, S. (1988). Snowball sampling-I. In S. Kotz, & N. Johnson, *Encyclopedia of Statistical Sciences* (Vol. 8, pp. 528-532). New York: Wiley.
- Berger, P. L., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Garden City, NY: Anchor.
- Bezmez, D., & Yardımcı, S. (2010). In search of disability rights: Citizenship and Turkish disability organizations. *Disability & Society*, 603-615. doi:10.1080/09687599.2010.489312
- Blackburn, R. T., & Lawrence, J. (1995). *Faculty at work: Motivation, expectation, satisfaction*. London: Johns Hopkins University Press.
- Blackburn, R. T., & Lawrence, J. (1995). *Faculty at work: Motivation, expectation, satisfaction*. London: Johns Hopkins University Press.
- Blackburn, R. T., Boberg, A., O'Connell, C., & Pellino, G. (1980). *Project for faculty development program evaluation: Final report*. University of Michigan, Center for the Study of Higher Education. Michigan: Ann Arbor. Retrieved from <https://files.eric.ed.gov/fulltext/ED208767.pdf>
- Blaser, A. W., & Smoller, F. (1995). *Team teaching a senior seminar with a faculty member with(out) disabilities*. Chicago. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED391727>
- Blockmans, I. G. (2015). Not wishing to be the white rhino in the crowd” disability-disclosure at university. *Journal of Language and Social Psychology*, 34(2), 158-180. doi:10.1177/0261927X14548071

- Boice, R. (1989). Procrastination, busyness and bingeing. *Behaviour Research And Therapy*, 27(6), 605-611. doi:10.1016/0005-7967(89)90144-7
- Bordieri, J. E., & Drehmer, D. (1987). Attribution of responsibility and predicted social acceptance of disabled workers. *Rehabilitation Counseling Bulletin*, 30(4), 218-226.
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. New Jersey: Carnegie Foundation for the Advancement of Teaching.
- Braxton, J. (1983). Department colleagues and individual faculty publication productivity. *Review Of Higher Education*, 6(2), 115-128.
- Bulk, L. Y., Easterbrook, A., Roberts, E., Groening, M., Murphy, S., Lee, M., . . . Jarus, T. (2017). 'We are not anything alike': marginalization of health professionals with disabilities. *Disability & Society*, 32(5), 615-634. doi:10.1080/09687599.2017.1308247
- Burcu, E. (2006). Özürlülük kimliği ve etiketlemenin kişisel ve sosyal söylemleri. *Hacettepe Üniversitesi Edebiyat Fakültesi Dergisi*, 23(2), 71.
- Burcu, E. (2006). Özürlülük Kimliği ve Etiketlemenin Kişisel ve Sosyal Söylemleri. *Hacettepe Üniversitesi Edebiyat Fakültesi Dergisi*, 23(2), 71.
- Burr, V. (1995). *An introduction to social constructionism*. London: Routledge.
- Burr, V. (1995). *An Introduction to Social Constructionism*. London: Routledge.
- Campbell, F. (2009). *Contours of ableism. The production of disability and abledness*. Basingstoke: Palgrave Macmillan.
- Carter, E. W., Trainor, A. A., Ditchman, N., Swedeen, B., & Owens, L. (2011). Community-based summer work experiences of adolescents with high-incidence disabilities. *The Journal of Special Education*, 45(2), 89-103. doi:10.1177/0022466909353204
- Charmaz, K. (2010). Disclosing illness and disability in the workplace. *Journal of International Education in Business*, 3(1-2), 6-19. doi:10.1108/18363261011106858

- Christensen, K. W., & Jansen, D. (1992). Correlates of research productivity for industrial education faculty. *Journal of Industrial Teacher Education*, 29(4), 23-40.
- Clark, B. (1986). *The intellectual enterprise: Academic life in America*. Princeton, NJ: Carneige Foundation.
- Clarke, L. S., Embury, D. C., Knight, C., & Christensen, J. (2017). People-first language, equity, and inclusion: How do we say it, and why does it matter? *Learning Disabilities: A Multidisciplinary Journal*, 22(1), 74-79. doi:10.18666/LDMJ-2017-V22-I1-7961
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London: Routledge / Falmer.
- Cole, B. S. (1991). Legal issues related to social work program admissions. *Journal of Social Work Education*, 27(1), 18-24. Retrieved from <http://www.jstor.org/stable/23043119>
- Cole, B. S., Christ, C. C., & Light, T. R. (1995). Social work education and students with disabilities: Implications of section 504 and the ADA. *Journal of Social Work Education*, 29(2), 261-268. Retrieved from <http://www.jstor.org/stable/23043003>
- Cole, B., & Lewis, R. (1993). Gatekeeping through termination of unsuitable social work students: Legal issues and guidelines. *Journal of Social Work Education*, 29(2), 150-159.
- Craig, G. J. (1989). *Human development* (5 ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage Publications.
- Crooks, V. A., Owen, M., & Stone, S. D. (2014). Chronic illness and the Canadian knowledge worker: The role of the body and embodiment in shaping the production of academic work. In *Working bodies: Chronic illness in the Canadian workplace* (pp. 196-209). Montreal & Kingston: McGill-Queens University Press.
- Dawis, R., & Lofquist, L. (1984). *A psychological theory of work adjustment: An individual-differences model and its applications*. Minneapolis: University of Minnesota Press.

- Dowling, M. (2007). From Husserl to van Manen. A review of different phenomenological approaches. *International Journal of Nursing Studies*, 44(1), 131-142. doi:<https://doi.org/10.1016/j.ijnurstu.2005.11.026>
- Eğitimde Görme Engelliler Derneği. (2017). E-YDS, artık görme engelliler için erişilebilir! Retrieved from <http://eged.org/node/372>
- Ellner, J. R., & Bender, H. (1980). *Hiring the handicapped*. New York: Amacom.
- Eroğlu, E. (2004). *Yükseköğretimde hizmet kalitesi*. Ankara: Nobel Yayınevi.
- Fichten, C. S., Amsel, R., Bourdon, C. V., & Creti, L. (1988). Interaction between college students with a physical disability and their professors. *Journal of Applied Rehabilitation Counseling*, 19(1), 13-20.
- Finkelstein, V. (2001). *A personal journey into disability politics*. United Kingdom: University of Leeds, Centre for Disability Studies. Retrieved from <http://www.independentliving.org/docs3/finkelstein01a.pdf>
- Finnegan, D. (1981). Disabling the disabled - discrimination in higher education. In P. Jastram, & G. McCombs, *Access for handicapped students to higher education: A reference handbook*. Washington, DC: U.S. Department of Education.
- Fox, M. F., & Faver, C. (1984). Independence and cooperation in research: The motivations and costs of collaboration. *The Journal of Higher Education*, 55(3), 347-359. doi:10.1080/00221546.1984.11777069
- French, S. (2001). *Disabled people and employment. A study of the working lives of visually impaired physiotherapists*. Aldershot: Ashgate.
- Georgiou, C. E., Espahbodi, S., & De Souza, L. H. (2012). Preparing for the world of work: An exploratory study of disabled students' experiences of work placement. *Journal of Education and Work*, 25(5), 523-536. doi:10.1080/13639080.2011.598143
- Gerber, P. J., Ginsberg, R., & Reiff, H. (1992). Identifying alterable patterns in employment success for highly successful adults with learning disabilities. *Journal of learning disabilities*, 25(8), 475-487.
- Giorgi, A. (2009). *The descriptive phenomenological method in psychology: A modified Husserlian approach*. Pittsburg, PA: Duquesne University.

- Gouvier, W., Steiner, D., Jackson, W., Schlater, D., & Rain, J. (1991). Employment discrimination against handicapped job candidates: An analog study of the effects of neurological causation, visibility of handicap, and public contact. *Rehabilitation Psychology, 36*(2), 121-129.
- Gray, C. (2009). Narratives of disability and the movement from deficiency to difference. *Cultural Sociology, 3*(2), 317-332.
- Groce, N. E. (1997). Women with disabilities in the developing world: Arenas for policy revision and programmatic change. *Journal of Disability Policy Studies, 8*(1&2), 177-193. doi:10.1177/104420739700800209
- Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods, 3*(1), 1–26.
- Habib, L. A. (1995, June). 'Women and disability don't mix!': Double discrimination and disabled women's rights. *Gender and Development, 3*(2), 49-53. Retrieved 12 22, 17, from <http://www.jstor.org/stable/4030515>
- Habib, L. A. (1995, June). 'Women and Disability Don't Mix!': Double Discrimination and Disabled Women's Rights. *Gender and Development, 3*(2), 49-53. Retrieved 12 22, 17, from <http://www.jstor.org/stable/4030515>
- Hagedorn, L. (2000). Conceptualizing faculty job satisfaction: components, theories, and outcomes. *New Directions for Institutional Research, 5*(20), 105. doi:doi.org/10.1002/ir.10501
- Hahn, H. (1985). Toward a political disability: Definitions, disciplines, and policies. *Social Science Journal, 22*(4), 87-105.
- Herr, E., & Cramer, S. (1996). *Career guidance and counseling through the life span: Systematic approaches* (5 ed.). New York: Harper Collins.
- Hershenson, D., & Szymanski, E. (1992). Career development of people with disabilities. In R. Parker, & E. Szymanski, *Rehabilitation Counseling: Basics and Beyond* (2 ed., pp. 273-303). Austin: PRO-ED.
- Hibbs, T., & Pothier, D. (2006). Post-secondary education and disabled students: Mining a level playing field or playing in a minefield? In D. Pothier, & R. Devlin (Eds.), *Critical Disability Theory: Essays in Philosophy, Politics, Policy and Law* (pp. 195-223). Vancouver: UBC Press.

- Holland, J. L. (1985). *Making vocational choices: A theory of vocational personalities and work environments* (2 ed.). Prentice-Hall, Englewood Cliffs: New Jersey.
- Hughes, B. (2007). Being disabled: Towards a critical social ontology for disability studies. *Disability & Society*, 22(7), 673–84.
- Huvelle, N., Budoff, M., & Arnholz, D. (1984). To tell or not to tell: Disability disclosure and the job interview. *Journal of Visual Impairment & Blindness*, 78(6), 241-244.
- Janger, J., & Nowotny, K. (2016). Job choice in academia. *Research Policy*, 45(8), 1672-1683.
- Jarrell, G. (1972). Selective training. In J. G. Gull, & R. Hardy, *Vocational rehabilitation: profession and process* (pp. 227-235). Springfield, Ill.: Thomas.
- Jauch, L., Glueck, W., & Osborn, R. (1978). Organizational loyalty, professional commitment, and academic research productivity. *Academy Of Management Journal*, 21(1), 84-92. doi:10.2307/255664
- Jenkins, S. P., & Rigg, J. A. (2004). Disability and disadvantage: selection, onset, and duration effects. *Journal of Social Policy*, 33(3), 479-501. doi:10.1017/S0047279404007780
- Kaplan, H., Bally, S., & Garretson, C. (1985). *Speechreading: A way to improve understanding*. Washington: Gallaudet University Press.
- Karp, J., & Keller, C. (1998). Preparations and employment experiences of educators with disabilities. In R. Anderson, C. Keller, & J. Karp, *Enhancing diversity* (pp. 74-86). Washington, United States: Gallaudet University Press.
- Keller, C. (1998). Understanding and improving the career development of educators with disabilities. In R. J. Anderson, C. E. Keller, & J. M. Karp, *Enhancing diversity* (pp. 98-113). Washington, United States: Gallaudet University Press.
- Kiesler, D. J. (1999). *Beyond the disease model of mental disorders*. Westport, CT: Praeger.
- Kıış, A., Gürgür, H., & Akçamete, G. (2012). Engelli öğretmenlerin iş doyumları ve çalışma koşulları . *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 1(23), 272-294.

- Koerin, B., & Miller, J. (1995). Gatekeeping policies: Terminating students for nonacademic reasons. *Journal of Social Work Education, 31*(2), 247-260.
- Kurt, A. A., Çolak, C., Dönmez, P., Filiz, O., Türkan, F., & Odabasi, H. F. (2016). Opportunities for students with disabilities in higher education institutions in Turkey: Where is ICT? *International Journal of Special Education, 31*(1), 104-113.
- Laverty, S. M. (2003, September 1). Hermeneutic phenomenology and phenomenology: A comparison of historical and methodological considerations. *International Journal of Qualitative Methods, 2*(3), 21-35. doi:10.1177/160940690300200303
- Lindsay, S. (2011). Discrimination and other barriers to employment for teens and young adults with disabilities. *Disability and Rehabilitation, 33*(15-16), 1340-1350. doi:10.3109/09638288.2010.531372
- Lindsay, S., & Cancelliere, S. (2018). A model for developing disability confidence. *Disability and Rehabilitation, 40*(18), 2122-2130. doi:10.1080/09638288.2017.1326533
- Lindsay, S., Cagliostro, E., & Carafa, G. (2018). A systematic review of workplace disclosure and accommodation requests among youth and young adults with disabilities. *Disability and Rehabilitation, 40*(25), 2971-2986. doi:10.1080/09638288.2017.1363824
- Lindsay, S., Cagliostro, E., Leck, J., Shen, W., & Stinson, J. (2018). Disability disclosure and workplace accommodations among youth with disabilities. *Disability and Rehabilitation, 1-11*. doi:10.1080/09638288.2018.1451926
- Lynch, E., & Lewis, R. (1988). The nature and needs of exceptional people. In E. W. Lynch, & R. B. Lewis, *Exceptional children and adults: An introduction to special education* (pp. 4-45). Glenview: Scott Foresman & Company.
- Maehr, M., & Braskamp, L. (1986). *The motivation factor: A theory of personal investment*. Lexington, MA: Lexington Books/D. C. Heath and Com.
- Marks, D. (1999). *Disability: Controversial debates and psychosocial perspectives*. New York: Routledge.
- Marks, D. (1999). *Disability: Controversial Debates and Psychosocial Perspectives*. New York: Routledge.

- Marsh, H., & Hattie, J. (2002). The relation between research productivity and teaching effectiveness: Complementary, antagonistic, or independent constructs? *The Journal of Higher Education*, 73(5), 603-641.
- McNeece, C. A. (1981, September). Faculty publications, tenure, and job satisfaction in graduate social work programs. *Journal Of Education For Social Work*, 17(3), 13-19.
- Mellor, C. M. (2006). *Louis Braille: A touch of genius*. Boston: National Braille Press.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons.
- Miller, P. S. (2005, March). Developing diversity and equal opportunity: why the disability perspective matters. *PMLA*, 120(2), 634-637. Retrieved from <http://www.jstor.org/stable/25486199>
- Mkhize, G. (2015). Problematizing rhetorical representations of individuals with disability – disabled or living with disability? *Agenda*, 29(2), 133-140. doi:10.1080/10130950.2015.1040692
- Moore, L., & Urwin, C. (1990). Quality control in social work: The gatekeeping role in social work education. *Journal of Teaching in Social Work*, 4(1), 113-128.
- Nagata, K. K. (2003). Gender and disability in the Arab region: The challenges in the new millennium. *Asia Pacific Disability Rehabilitation Journal*, 14(1), 10-17.
- Navin, S. L., & Myers, J. (1983). A model of career development for disabled adults. *Journal of Applied Rehabilitation Counseling*, 14(2), 38-43.
- Nikoloff, O. M. (1962). Attitudes of public school principals towards employment of teachers with certain physical disabilities. *Rehabilitation Literature*, 23(1), 344-346.
- O'Meara, K. (2008). Motivation for faculty community engagement: learning from exemplars. *Journal of Higher Education Outreach and Engagement*, 12(1), 7.
- O'Meara, K., & Terosky, A. (2010). Engendering faculty professional growth. *Change*, 42, 44-51.

- Obiakor, F. E., Kars, S., Algozzine, B., & Utley, C. (1995). Demands and challenges of being an educator with a disability. *Educational Resources Information Center. ED#396489*.
- Ogbu, J. U. (1988). Class stratification, racial stratification and schooling. In L. Weis, *Class race gender in american education*. Albany: State University of New York Press.
- Okolo, C. M., & Sitlington, P. (1988). The role of special education in LD adolescents' transition from school to work. *Learning Disability Quarterly, 11*(3), 292-306. doi:doi:10.2307/1510774
- Oliver, M. (1996). *Understanding Disability: From Theory to Practice*. Basingstoke, United Kingdom: Macmillan.
- Oliver, M. (2004). The social model in action: If I had a hammer. In C. Barnes, & G. Mercer, *Implementing the social model of disability: Theory and research* (pp. 18-31). Leeds: The Disability Press. Retrieved from <http://disability-studies.leeds.ac.uk/files/library/Barnes-implementing-the-social-model-chapter-2.pdf>
- Oliver, M. (2013). The social model of disability: thirty years on. *Disability & Society, 28*(7), 1024-1026. doi:10.1080/09687599.2013.818773
- Oromaner, M. J. (1975). Collaboration and impact : The career of multi-authored publications. *Social Science Information, 14*(1). doi:10.1177/053901847501400113
- Over, R. (1982). Does research productivity decline with age? *Higher Education, 11*(5), 511-520. doi:10.1007/BF00194416
- ÖÖS. (2013). Özürlülük ölçütü, sınıflandırılması ve özürlülere verilecek sağlık kurulu raporları hakkında yönetmelik. *30 Mart 2013 tarih ve 28603 sayılı resmi gazete*. Retrieved 01 02, 2019, from <http://www.resmigazete.gov.tr/eskiler/2013/03/20130330-4.htm>
- Pakulski, J. (1997). Cultural citizenship. *Citizenship studies, 1*(1), 73-86. doi:10.1080/13621029708420648
- Parry, L., Rutherford, L., & Merrier, P. (1995). Coming face to face with disability: Human resource managers' perspectives. *Journal of Education for Business, 70*(5), 290-296.

- Pfeiffer, D. (2001). The conceptualization of disability. (B. M. Altman, & S. Barnartt, Eds.) *Exploring theories and expanding methodologies: Where we are and where we need to go*, 29-52.
- Pietkiewicz, I., & Smith, J. A. (2012). A practical guide to using Interpretative Phenomenological Analysis in qualitative research psychology. *Psychological Journal*, 18(2), 361-369.
- Preiser, W. F., & Ostroff, E. (2001). *Universal Design Handbook*. New York: McGraw-Hill.
- Quinn, G., Degener, T., Bruce, A., Burke, C., Castellino, J., Kenna, P., . . . Quinlivan, S. (2002). *Human rights and disability*. United Nations: OHCHR.
- Quinn, G., Degener, T., Bruce, A., Burke, C., Castellino, J., Kenna, P., . . . Quinlivan, S. (2002). *Human Rights and Disability*. United Nations: OHCHR.
- Rawn, C. D., & Fox, J. A. (2018, August). Understanding the work and perceptions of teaching focused faculty in a changing academic landscape. *Research in Higher Education*, 59, 591–622. doi:10.1007/s11162-017-9479-6
- Reeser, L. C. (1992). Students with disabilities in practicum: What is reasonable accommodation? *Journal of Social Work Education*, 28(1), 98-109.
- Rickard, T., Triandis, H., & Patterson, C. (1963). Indices of employer prejudice toward disabled applicants. *Journal of Applied Psychology*, 47(1), 52-55. doi:10.1037/h0041815
- Rieger, S. R. (1990). *Characteristics of knowledge producers in teacher education*. (Unpublished doctoral dissertation), Ohio State University, Columbus. Retrieved from https://etd.ohiolink.edu/!etd.send_file?accession=osu1487683401442855&disposition=inline
- Roach, M., & Sauermann, H. (2010). A taste for science? PhD scientists' academic orientation and self-selection into research careers in industry. *Research Policy*, 39(3), 422-434. doi:10.1016/j.respol.2010.01.004
- Roulstone, A., & Williams, J. (2014). Being disabled, being a manager: 'glass partitions' and conditional identities in the contemporary workplace. *Disability & Society*, 29(1), 16-29. doi:10.1080/09687599.2013.764280

- Rouso, H. (2003). *Education for all: A gender and disability perspective*. Washington. Retrieved from http://www.repositoriocdpd.net:8080/bitstream/handle/123456789/992/Inf_RousoH_EducationGenderDisability_2003.pdf?sequence=1
- Sabharwal, M., & Corley, E. A. (2009). Faculty job satisfaction across gender and discipline. *The Social Science Journal*, 46(3), 539-556. doi:10.1016/j.soscij.2009.04.015
- Safilios-Rothschild, C. (1970). *The sociology and social psychology of disability and rehabilitation*. New York: Random House.
- Saldana, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.
- Scheerenberger, R. C. (1982). Treatment from ancient times to the present. In P. T. Cegelka, & H. Prehm, *Mental Retardation: From categories to people* (pp. 44-75). Columbus: Merrill.
- Schoen, L., & Winocur, S. (1988). An investigation of the self-efficacy of male and female academics. *Journal of Vocational Behavior*, 32(3), 307-320. doi:10.1016/0001-8791(88)90022-X
- Seguin, E. (1856). IX. origin of the treatment and training of idiots. *The American Journal of Education (1855-1882)*, 2(5), 145.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press.
- Shakespeare, T. (2006). *Disability rights and wrongs*. London: Routledge.
- Shearer, A. (1981). *Disability: whose handicap?* Oxford: Basic Blackwell.
- Smart, J. F., & Smart, D. (2006). Models of disability: Implications for the counseling profession. *Journal of Counseling & Development*, 84(1), 29-40.
- Smith, J. A. (2004). Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research in psychology. *Qualitative Research in Psychology*, 1(1), 39-54. doi:10.1191/1478088704qp004oa

- Smith, J. A. (2004). Reflecting on the development of interpretative phenomenological analysis and its contribution to qualitative research in psychology. *Qualitative Research in Psychology, 1*, 39-54.
- Smith, J. A., & Osborn, M. (2008). Interpretative Phenomenological Analysis. In J. A. Smith, *Qualitative Psychology: A Practical Guide to Research Methods* (pp. 53-80). London: Sage.
- Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, research, practice*. London: Sage.
- Snow, K. (2007). People first language. Retrieved 12 20, 2018, from <https://www.arceci.org/wp-content/uploads/pdf/current-job-openings/dsp-resources/employee-development-and-advancement/self-study-material/b-language-and-communication/b23.pdf>
- Solecki, R. S. (1971). *Shanidar: The first flower people*. New York: Alfred A. Knopf.
- Solovieva, T. I., Dowler, D. L., & Walls, R. T. (2011). Employer benefits from making workplace accommodations. *Disability and Health Journal, 4*(1), 39-45. doi:10.1016/j.dhjo.2010.03.001
- Spiegelberg, H. A. (1965). *The phenomenological movement*. The Hague, Netherlands: Martinus Nijhoff.
- Stanley, N., Ridley, J., Harris, J., & Manthorpe, J. (2011). Disclosing disability in the context of professional regulation: A qualitative UK study. *Disability & Society, 26*(1), 19-32. doi:10.1080/09687599.2011.529663
- Stone, S. D., Crooks, V. A., & Owen, M. (2013). Going through the back door: Chronically ill academics' experiences as 'unexpected workers'. *Social Theory & Health, 11*(2), 151-174. doi:10.1057/sth.2013.1
- Story, M. F., Mueller, J. L., & Mace, R. L. (1998). The universal design file: Designing for people of all ages and abilities. *Design Research and Methods Journal, 1*(1).
- Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown, & L. Brooks, *Career choice and development* (pp. 197-261). San Francisco: Jossey-Bass.
- Swain, J. (1981). *Adopting a life-style*. Milton Keynes: Open University Press.

- TC Başbakanlık Devlet İstatistik Enstitüsü. (2002). *Türkiye özürlüler araştırması*. Ankara: Devlet İstatistik Enstitüsü Matbaası.
- TC Başbakanlık Devlet İstatistik Enstitüsü. (2010). *Türkiye sağlık araştırması*. Ankara: Türkiye İstatistik Enstitüsü Matbaası.
- the Republic of Turkey. (1982). Constitution of the Republic of Turkey. Retrieved from <https://www.refworld.org/docid/3ae6b5be0.html>
- Tinklin, T., Riddell, S., & Wilson, A. (2004). Policy and provision for disabled students in higher education in Scotland and England: the current state of play. *Studies in Higher Education*, 29(5), 637-657. doi:10.1080/0307507042000261599
- Titchen, A., & Hobson, D. (2005). Phenomenology. In B. Somekh, & C. Lewin (Eds.), *Research methods in the social sciences* (pp. 121–130). London: Sage.
- Titchkosky, T. (2008). To pee or not to pee?’ Ordinary talk about extraordinary exclusions in a university environment. *Canadian Journal of Sociology*, 33(1), 37–60. Retrieved from <http://www.jstor.org/stable/canajsocicahican.33.1.37>
- Tomlinson, S. (1997). Advances in the sociology of disability. *British Journal of Sociology of Education*, 18(1), 129-132.
- Tomlinson, S. (1997). Advances in the Sociology of Disability. *British Journal of Sociology of Education*, 18(1), 129-132.
- Trent Jr., J. W. (1994). *Inventing the feeble mind: A history of mental retardation in the United States* (Vol. 6). United States: University of California Press.
- Tuckman, B. W. (1972). *Conducting educational research*. New York: Harcourt Brace Jovanovich.
- Tufan, İ. (2007). Status of the disabled in Turkey. A theoretical approach to the perception of the disabled in Turkey. *Disability and Rehabilitation*, 29(2), 173-178. doi:10.1080/09638280600646078
- Turkish Disability Act No 5378. (2005, 7 7). Turkey: National Legislative Bodies / National Authorities. Retrieved 12 19, 2018, from <https://www.refworld.org/docid/4c445e652.html>

- UN General Assembly. (2007). Convention on the Rights of Persons with Disabilities. Retrieved 12 19, 2018, from <https://www.refworld.org/docid/45f973632.html>
- van Manen, M. (1990). *Researching lived experience: Human science for an action*. New York: Suny Press.
- Vasil, L. (1992). Self-efficacy expectations and causal attributions for achievement among male and female university faculty. *Journal of Vocational Behavior*, *41*(3), 259-269. doi:10.1016/0001-8791(92)90028-X
- Waterfield, B., & Whelan, E. (2017). Learning disabled students and access to accommodations: socioeconomic status, capital, and stigma. *Disability & Society*, *32*(7), 986–1006. doi:10.1080/09687599.2017.1331838
- Waterfield, B., Beagan, B., & Weinberg, M. (2018). Disabled academics: a case study in Canadian universities. *Disability & Society*, *33*(3), 327-348.
- Wilgosh, L. R., & Skaret, D. (1987). Employer attitudes toward hiring individuals with disabilities: A review of the recent literature. *Canadian Journal of Rehabilitation*, *1*(2), 89-98. doi:10.1177/026921558700100201
- Williams, J., & Mavin, S. (2012). Disability as constructed difference: A literature review and research agenda for management and organization studies. *International Journal of Management Reviews*, *14*(2), 159-179. doi:10.1111/j.1468-2370.2012.00329.x
- Williams, J., & Mavin, S. (2015). Impairment effects as a career boundary: a case study of disabled academics. *Studies in Higher Education*, *40*(1), 123–141. doi:10.1080/03075079.2013.818637
- Willig, C. (2008). *Introducing qualitative research in psychology*. Open University Press: Buckingham.
- Wojnar, D. M., & Swanson, K. M. (2007). Phenomenology: An exploration. *Journal of Holistic Nursing*, *25*(3), 172-180. doi:10.1177/0898010106295172
- World Health Organization. (2002). *Towards a common language for functioning, disability and health*. Geneva. Retrieved 01 02, 2019, from <https://www.who.int/classifications/icf/icfbeginnersguide.pdf>

- Wright, B. A. (1983). *Physical disability-A psychosocial approach*. New York: Harper and Row.
- Yates, J. R., Ortiz, A., & Anderson, R. (1998). Issues of race, ethnicity, disability and culture. In R. Anderson, C. Keller, & J. Karp, *Enhancing diversity*. Washington, United States: Gallaudet University Press.
- Yıldırım, A., & Şimşek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.
- Yin, R. (1984). *Case study research: Design and methods*. Newbury Park, CA: Sage.
- Yuker, H. E. (1988). The effects of contact on attitudes toward disabled persons: Some empirical generalizations. In H. E. Yuker (Ed.), *Attitudes Toward Persons With Disabilities* (pp. 262-274). New York: Springer.
- Yüksek Öğretim Kurulu. (2010). Yüksek öğretim kurumları engelliler danışma ve koordinasyon yönetmeliği. Retrieved 12 19, 2018, from <http://www.yok.gov.tr/web/engelsizyok/mevzuat;jsessionid=FF0A6765D908045207CC444FC0D77BAB>
- Yüksek Öğretim Kurulu. (2018, 02 28). Engelsiz üniversite ödülleri. Retrieved 12 19, 2018, from http://www.yok.gov.tr/documents/10279/39937122/engelsiz_universite_bayrak_odulleri_Bilgi.pdf
- Yükseköğretim Bilgi Yönetim Sistemi*. (2018, 06 20). Retrieved 06 20, 2018, from Yükseköğretim Bilgi Yönetim Sistemi: <https://istatistik.yok.gov.tr/>

APPENDICES

APPENDIX A: INTERVIEW QUESTIONS

GÖRÜŞME SORULARI

Başlıca Demografik Sorular <ul style="list-style-type: none">• Cinsiyet:• Doğum yılı:• Medeni hali:• İş durumu: (çalışıyor – emekli)
Başlıca Çalışma Soruları <ul style="list-style-type: none">• Akademik unvanınız nedir?• İdari göreviniz var ise nedir?• Çalıştığınız kurum türü nedir? (devlet - vakıf)• Ne kadar süredir bu kurumdasınız?• Mesleki tecrübe yılınız?• Daha önce farklı nerelerde ve ne kadar süre çalıştınız?

a) Eğitim Geçmişi

1. Öğretim üyeliğine kadarki eğitim sürecindeki tecrübelerinizi paylaşır mısınız? (Doktora derecenizi nereden aldınız?)

b) Çalışma Hayatı

1. İş bulma sürecindeki tecrübelerinizi paylaşır mısınız? (*osym sinavları ve mülakatlar*)
2. Çalışma hayatınızdaki profesyonel ilişkilerinizi nasıl yorumlarsınız?
 - a. Yönetimle? (karar alma süreçleri)
 - b. Meslektaşlarınızla? (ortak çalışmalar)
 - c. Öğrencilerinizle?
 - d. İdari personellerle
3. İdari görevlerinizin var mı ya da daha önce oldu mu? Biraz anlatır mısınız? Mesleki doyumunuz üzerinde nasıl bir etkisi oldu?
4. Bir öğretim üyesi olarak araştırma, öğretim ve topluma hizmet görevleri üzerine mesleki hayatınızdaki tecrübelerinizi ve iş doyumunuzu nasıl yorumlarsınız?

c) Erişilebilirlik

1. Engelinizden biraz bahseder misiniz? (*doğuştan – sonradan - çalışırken*)

2. Kampüs içinde (*kütüphane, yemekhane, bölüm binaları, ofis ve dersliklere*) ulaşımında sorun yaşıyor musunuz? Evet, ise bu sorunlar kampüsteki hangi eksikliklerden kaynaklanmaktadır?
 3. Ders anlatırken sorun yaşıyor musunuz? Varsa sınıflardaki hangi eksikliklerden kaynaklandığını açıklar mısınız?
 4. Akademik araştırmalarınızda ihtiyacınız olan her kaynağa kolaylıkla erişim sağlayabiliyor musunuz? Kaynak erişimi (kütüphane, Braille, sesli kitap, ekran okuyucu program vb.) noktasında yeterince desteklendiğinizi düşünüyor musunuz?
 5. Kampüsünüzde lojman var mı? Varsa erişilebilirliği hakkında ne düşünüyorsunuz? Engelli personeller için öncelik hakkı tanınıyor mu? Tanınması gerekir mi?
 6. Yurt içi ve yurt dışında kongre gibi etkinliklere katılımı yaşadığınız özel durumlar oluyor mu? Biraz açar mısınız?
- d) Öneriler**
1. Engeli olan bir öğretim üyesi olarak koşulların eşitlenmesi ve iş doyumunun artırılması için üniversite yönetimi ve yükseköğretim yöneticilerine neler önerirsiniz?
 2. Akademik personel için devlet üniversitelerinde de diğer kamu kurumlarındaki gibi zorunlu engelli kotası konulması için ne düşünüyorsunuz?
 3. Neler eklemek istersiniz?

APPENDIX B: INFORMED CONSENT FORM

Araştırmaya Gönüllü Katılım Formu

Bu araştırma, ODTÜ Eğitim Yönetimi ve Planlaması Bölümü öğrencisi Havanur Aytaş tarafından Yrd. Doç. Dr. Serap Emil danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı Türkiye'de Yükseköğretim'de görev yapmış veya yapmakta olan engeli olan öğretim üyelerinin akademik iş hayatını nasıl tecrübe ettikleri üzerine bilgi toplamaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, görüşme yapacağınız araştırmacının size yönelttiği açık uçlu soruları cevaplandırmanızdır. Görüşmede yer alan sorular genel olarak akademik hayatınızdaki çalışma koşulları üzerinedir. Görüşmeler yaklaşık 1 saat içinde tamamlanmaktadır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Görüşmede, sizden kimlik ve ya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımla ilgili bilmeniz gerekenler: Görüşme, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, görüşme sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz görüşmeyi yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda görüşme yaptığınız kişiye çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Görüşme sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Eğitim Yönetimi ve Planlaması Bölümü öğretim üyelerinden Yrd. Doç. Dr. Serap Emil (E-posta: semil@metu.edu.tr) ya da yüksek lisans öğrencisi Havanur Aytaş (E-posta: havanur.aytas@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

İsim Soyad

Tarih

İmza

APPENDIX C: HUMAN SUBJECTS ETHICS COMMITTEE APPROVAL

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANIRLIYI, 06800 ANKARA
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

02 OCAK 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yrd.Doç.Dr Serap EMİL;

Danışmanlığımı yaptığınız yüksek lisans öğrencisi Havanur AYTAS'ın "**Engelli Akademisyenler: Türkiye Yükseköğretimi'ndeki Tecrübeleri**" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-EGT-198** protokol numarası ile **01.01.2018-28.09.2018** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN

Başkan V

Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye

Doç. Dr. Yaşar KONDAKÇI

Üye

Doç. Dr. Zana ÇITAK

Üye

Yrd. Doç. Dr. Pınar KAYGAN

Üye

Yrd. Doç. Dr. Emre SELÇUK

Üye

APPENDIX D: TURKISH SUMMARY / TÜRKÇE ÖZET

ENGELİ OLAN ÖĞRETİM ELEMANLARININ GÖZÜNDEN: ÖĞRETİM ELEMANLARININ TÜRKİYE YÜKSEKÖĞRETİMİNDEKİ MESLEKİ TECRÜBELERİ ÜZERİNE FENOMENOLOJİK BİR ÇALIŞMA

GİRİŞ

Yükseköğretim kurumlarında çeşitlilik hızla artarken engeli olan öğretim elemanları hala üniversitenin bir parçası olma haklarını kanıtlamak zorunda hissetmekte ve akademik çalışma hayatına tam olarak katılamabilmek adına engellerini gizlemek zorunda kalmaktadır (Waterfield, Beagan ve Weinberg 2018). Ayrıca akademik çalışma hayatına tam anlamıyla dahil edilmeyen öğretim elemanları erişebilirlik anlamında çok az kurumsal destek görmekte ve yeterli olduklarını kanıtlamak için daha fazla çalışmakta ve sonuç olarak mesleklerinin belli açılarından dışlanmış hissetmektedir. (Waterfield, Beagan ve Weinberg, 2018).

Araştırmanın Amacı ve Önemi

Engellilik öğrenciler için daha çok, öğretim elemanları için ise daha az göz önüne alınırken, dünyanın her yanında yükseköğretim daha kapsayıcı hale gelmektedir. Yapılan bu disiplinler arası çalışma ile öncelikle birçok durumda göz ardı edilen ve azınlık olarak görülen, engeli olan öğretim elemanlarının üniversitelerdeki varoluşları ve engellilik durumunun yükseköğretime esasen bir çeşitlilik ve dolayısıyla zenginlik kazandıracağı üzerine farkındalık geliştirilmesi hedeflenmektedir. Bu çalışmanın amacı engeli olan öğretim elemanlarının çalışma hayatındaki deneyimlerini analiz etmek, bu deneyimleri öz bilgi, sosyal bilgi ve bunların iş doyumuna olan etkisine bağlı olarak incelemektir. Bu araştırmanın en temel amacı engeli olan öğretim elemanlarının haklarını vurgulamak ve yükseköğretim yöneticileri ve politika

belirleyicilere daha kapsayıcı ve sürdürülebilir eğitim politikalarının geliştirilmesinde düzenleme ve yönlendirme sağlamaktır. Araştırma sorusu “Türkiye yükseköğretim kurumlarındaki engeli olan öğretim elemanları akademik çalışma hayatını nasıl tecrübe ederler?”

LİTERATÜR TARAMASI

Engeli olan bireylerin hakları, Birleşmiş Milletler Engelli Hakları Sözleşmesi, 5378 Sayılı Engelliler Hakkında Kanunu ve Türkiye Cumhuriyeti Anayasası ile korunmaktadır. Öte yandan, yapılan çalışmalar göz önünde bulundurulduğunda Türkiye’de hak temelli yaklaşımın eksikliğini görüyoruz (Bezmez ve Yardımcı 2010). Engeli olan öğrenciler üzerine birçok çalışma yapılmışken engeli olan öğretim elemanları üzerine bir çalışma yoktur. Her ne kadar erişebilirlik konusu ortak olsa da, çalışmalar yöneticilerin ve karar verme süreçlerinin de mesleki deneyimler üzerinde önemli bir etkisi olduğunu göstermektedir.

Engeli olan öğretim elemanlarının tecrübeleri akademik çalışma hayatı ve engellilik şeklinde 2 farklı alanın bütünleştirilmesiyle incelenmiştir. Marsh ve Hattie’e (2002) göre bir öğretim elemanının dört temel görevi vardır ve bunlar eğitim vermek, araştırma yapmak, topluma hizmet ve idari görevlerdir. Akademik çalışma hayatı Blackburn ve Lawrence (1995) tarafından sunulan öz bilgi ve sosyal bilgi kavramlarının bu görevler üzerinden incelenmesiyle ve bu bilgilerin mesleki doyum üzerindeki etkisinin araştırılmasıyla incelenmiştir. Engellilik durumu ise Oliver’ın (1996) engellilik alanına getirdiği sosyal inşacı yaklaşımla ele alınmıştır.

Türkiye’de yükseköğretimde engellilik sadece engelli öğrenciler üzerinden çalışılmış olup engelli eğitimciler üzerine yapılmış çok az çalışma vardır. Kış, Gürgür ve Akçamete (2012), yapılan çalışma sonucu, engeli olan ve engeli olmayan öğretmenlerin iş doyum oranlarının sadece erişilebilirlik ve bağımsız erişim üzerinden değiştiğini göstermektedir. Blackburn ve Lawrence (1995) akademisyenlerin yükseköğretimdeki akademik iş hayatı algısı üzerine öz bilgi ve sosyal bilgi kavramlarını sunmaktadır. Öz bilgi kategorisi ilgi veya tercih, bağlılık, etkinlik (yetenek ve etki) ve psikolojik özellikler gibi değişkenleri ile öğretme, bilim, araştırma

ve topluma hizmet gibi akademik görevler ve akademik çevre üzerine öz-algıyı da içerir (Blackburn & Lawrence, 1995). Sosyal bilgi bir akademisyenin meslektaşları, yönetim, kararlar, toplantılar, kurum kuralları ve mesleki kuruluş uygulamalarını yani akademik çalışma alanını nasıl algıladığını gösteren bir kavramdır ve sosyal destek, meslektaş bağlılığı, entelektüel ortam, fikir birliği, destek, liderlik gibi değişkenleri vardır (Blackburn & Lawrence, 1995). Engellilik sadece insan doğasının getirdiği bireyler arasındaki bir farklılık türüdür. Toplumca oluşturulan davranışsal ve çevresel engeller engeli olan bireylerin günlük hayata rahat ve bağımsız bir şekilde katılımını engellemektedir. Engeli olan bireyler aslında yaşamlarını kısıtlayan bu davranışsal ve çevresel engeller ile karşılaştıklarında engelli olurlar. Aksi sağlandığında bir engelin olması herhangi bir görevin yapılması için eksiklik veya yetersizlik olarak görülemez.

Engeli olan akademisyenlerin çalışma hayatına tam katılımlarının sağlanması için davranışsal ve çevresel engellerin kaldırılması ve erişilebilirliğin eşitlenmesi sağlanmalıdır. Bu konular yine engeli olan akademisyenlerin deneyimleri, ihtiyaç, istek ve önerileri doğrultusunda ele alınmalıdır. Dünya nüfusunun neredeyse %10'unun, yani 600.000.000 insanın herhangi engeli vardır (Quinn, ve diğerleri, 2002). YÖK istatistik verilerine göre, her yıl Türkiye'de engeli olan yaklaşık 10.000 öğrenci üniversitelerden mezun oluyor. Fakat bu öğrencilerin kaçının akademisyen olduğu veya yükseköğretimdeki akademisyenlerin kaçının engelli olduğuna dair herhangi bir bilgi bulunmamaktadır.

YÖNTEM

Model

Bu araştırmada nitel bir araştırma türü olan fenomenolojik çalışma kullanılmıştır. Fenomenolojik yaklaşım, bireylerin bir olguyu nasıl yaşadıklarını ve bunu nasıl anladıklarını bulmak amacıyla kişisel deneyimleri araştırır (van Manen, 1990). Dolaylı yaklaşıma göre, fenomenolojinin yorumlayıcı felsefesine göre, Heidegger bir araştırmacının kendisini deneyimlerinin, erken varsayımlarının ve fenomen hakkındaki önyargılarının dışında tutması mümkün değildir ve bu da araştırmacının yaşanmış deneyimler üzerine topladığı veriyi nasıl yorumladığını doğrudan etkiler;

dolayısıyla arařtırmacının olguyu nasıl gördüğü ve nasıl yorumladığı arasında bir bağlantı vardır (Wojnar ve Swanson, 2007).

Örnekleme

Katılımcılar için öğretim elemanı olmak ve engelli olmak üzere iki belirleyici kriter vardır. Türkiye'de engeli olan öğretim elemanlarını bulmak ve bulmak için uygun bir veri kaynağı olmadığından ve hedef grup küçük olduğundan, katılımcılara ulaşmak için tek seçenek kartopu örneklemesidir. Kartopu örnekleme işlemi, ilk katılımcı ile aynı hedef grubundaki diğerleri arasında bir bağ veya bağlantının bulunduğunu varsayar ve tanışıklık dahilinde bir dizi referans yapılmasına izin verir (Berg, 1988). Türkiye'de çok az sayıda engeli olan öğretim elemanı olduğundan, mevcut demografik bilgilerle katılımcıların kimliklerini tespit etmek kolaydır. Anonimliğini ve gizliliğini korumak için katılımcılar birer birer sunulmayıp genel hatlarıyla tanımlanmıştır.

Bu çalışma öğretim elemanı olarak çalışan ve görülür bir engeli olan 15 katılımcı ile gerçekleştirilmiştir. Katılımcıların sadece üçü kadın olmasına karşın, on iki tanesi erkektir. Katılımcıların yaş aralığı 30 ile 58 arasında değişmektedir. İş tecrübesi süresi 3 ay ile 32 yıl arasında değişmektedir. 4 Profesör, 2 Doçent, 5 Dr. öğretim üyesi, 3 araştırma görevlisi ve 1 öğretim görevlisi bulunmaktadır. 11 katılımcının çalışmaya başlamadan önce engeli var iken 4 katılımcı çalışırken engeli olmuştur. Katılımcıların dördü tekerlekli sandalye kullanıcısı, altısı görme engelli ve beşi üst ya da alt ekstremitte sakatlığı yaşıyor.

Veri Toplama Aracı

Bu fenomenolojik çalışmada, 15 katılımcı ile engellerine ilişkin çalışma hayatı deneyimleri üzerine yarı yapılandırılmış görüşmeler yapılmıştır. Yarı yapılandırılmış görüşme 5 alt bölümden oluşmaktadır (Ek A). İlk bölüm, katılımcı hakkında demografik ve diğer temel bilgilerle ilgilidir. İkinci bölüm, öğretim elemanı olmadan önce eğitim hayatı deneyimleri ve öğrencilik deneyimleri ile ilgilidir. Üçüncü kısım, işe alım sürecinde edinilen deneyimler, yönetim, meslektaşlar, öğrenciler ve idari

personel ile profesyonel ilişkiler üzerinedir ve öğretim, araştırma, topluma hizmet ve idari görev olarak dört görev bakımından mesleki doyum üzerinedir. Dördüncü bölüm, üniversite kampüsündeki fiziksel erişilebilirlik ve akademik kaynaklara ve akademik etkinliklere erişilebilirlik ile ilgilidir. Son bölüm katılımcının önerileri ile ilgilenir.

Veri Toplama Süreci

Veri toplamak için öncelikle Orta Doğu Teknik Üniversitesi İnsan Konuları Etik Kurulu'ndan (Ek C) etik onay alındı. Daha sonra, bir veya iki uygun katılımcı belirlendi ve e-posta yoluyla iletişime geçti ve çalışmaya gönüllü olarak katılmaları istendi. Görüşmeleri yaptıktan sonra, çalışma için olası bir katılımcıya yönlendirmeleri istenmiştir. Katılımcılar, verdikleri bilgilerin gizliliği konusunda bilgilendirildi (Ek B). Yeterli veri elde edilene kadar bu adımlar tekrar edildi. Görüşmeler yüz yüze ve bireysel olarak yapıldı. Her biri bir - iki saat süren görüşmelerde yazılı notlar alınmıştır. İzinlerine bağlı olarak, konuşmalar kaydedildi ve yazıldı.

Veri Analizi

Elde edilen verileri analiz etmek için görüşmeleri yorumlamak amacıyla Yorumlayıcı Fenomenolojik Analiz (IPA) kullanılmıştır. IPA araştırmacıları, katılımcıların bir olguyu tecrübe etme şeklini ve katılımcıların ifadelerine göre duydukları duyguyu anlamayı amaçlarken, katılımcılar aynı zamanda deneyimlerini de yorumluyorlar. Bu durumda, katılımcının bir olguyu yorumlaması, araştırmacının, katılımcının daha önce yorumladığı verilerden kaynaklanan temaları yorumlamasıyla birleşir. Pietkiewicz ve Smith (2012) bu ikili yorumlama sürecini “çifte-hermeneutik” olarak adlandırmaktadır. Bu çalışmada, katılımcıların yaşadıkları deneyimler hakkındaki kişisel yargılarını yansıtıcı bir şekilde ortaya koyma amaçlanmıştır. Paylaşılan olguyu anlayabilmek için, deneyimlere bu olguyu yaşayan insanların gözüyle bakmak esastır. IPA, örneklerin yaşadığı deneyimlerin doğasına ulaşmak için paylaşılan olgunun özünü bulmayı amaçlamaktadır (Willig, 2008). Bu çalışma için ana veri toplama aracı yarı yapılandırılmış görüşmelerdir. Verileri daha sistematik bir şekilde düzenlemek ve analiz etmek için tüm görüşmeler nitel veri analizi (QDA) yazılımı, ATLAS.ti 7 ile

analiz edilmiştir. Bu yazılımla, araştırmacı verileri kodlar, kod listeleri ve temaları oluşturur, kodları ve temaları arasındaki bağlantıları bulur ve verileri analiz ederken tematik kategorileri şekillendirir.

BULGULAR

Bu bölümde, çalışmanın bulguları, mesleki ilişkilerin öz bilgi ve sosyal bilgi üzerindeki etkisi, erişilebilirliğin öz ve sosyal bilgi üzerindeki etkisi ve öz ve sosyal bilginin mesleki doyum üzerindeki etkisi olarak üç ana konuya bağlı olarak sunulacak ve tartışılacaktır. Her bir birbirini etkilediği için çalışma hayatı deneyimleri arasında kesin bir çizgi yoktur. Yapılan IPA analizi sonucunda beş ana tema ortaya çıkmıştır; eğitim hayatı deneyimleri, iş başvurusu ve işe alım süreci, yöneticiler, meslektaşlar, öğrenciler ve diğer personeller ile profesyonel ilişkiler, fiziksel erişim ve kaynaklar ve konferanslar erişilebilirlik, ve mesleki doyum algısı.

Her üniversiteye, yöneticinin kişiliğine ve engel türüne bağlı olarak deneyimlerin farklılaştığı açıktır. Görüşme verilerinden çıkan temalar, görüşmelerden alınan alıntılarla birlikte analiz edildi ve tartışıldı ve daha sonra analizden elde edilen bulgular araştırmanın araştırma sorusuna dayanarak raporlandı. Etik yaklaşım gereği bu araştırmada, her katılımcının özel demografik bilgileri bireysel olarak olarak sunulmamıştır. Engeli olan öğretim elemanlarının sayısı oldukça azdır ve herhangi bir kişisel bilginin sunulması katılımcının ortaya çıkmasına ve anonimliğinin bozulmasına neden olabilir. Ayrıca, bu sayının azlığı engellilerin öğretim elemanı olma şansının daha az olduğunu da göstermektedir. Bu çalışmanın temel amacı, engeli olan öğretim elemanlarının sesini duyurmak olduğundan, bulgular kabaca özetlenmek yerine mümkün olduğunca doğrudan alıntı sunulmuştur.

Eğitim Hayatı Tecrübeleri

Lisans ve lisansüstü yıllarındayken de engeli olan katılımcıların deneyimleri ile ilgili olarak, ana konular fiziksel erişilebilirlik ve kaynaklara erişim eksikliğidir. Katılımcıların çoğu, herhangi bir kurumsal veya sosyal destek olmadan bu konularla yalnız baş etmek zorunda kaldı. Bununla birlikte, bu sorunların bir kısmı, gelişen

teknoloji ve üniversitelerdeki Engelli Öğrenci Birimleri çalışmaları sayesinde yıldan yıla belirli bir süre boyunca düzeltildi. Ancak, üniversitelerde hem öğrenciler hem de öğretim üyeleri için erişilebilirliğin eksikliği konusunda hala birçok sorun bulunmaktadır ve bulguların erişilebilirlik bölümünde belirtilmiştir.

Görme engeli olan birçok katılımcı, eğitim hayatlarının başlangıcından beri sınava girerken ciddi sorunlar yaşadıklarını belirtti. ÖSYM sınavlarına girebilmek için bir okuyucu ya da yardımcı cihazla birlikte olmaları gerekir. Çoğu durumda, okuyucular soruları doğru okuyacak kadar nitelikli değildir. Matematikteki sembolleri veya İngilizcede doğru telaffuzlarını bilmek zorunda olsalar da, okuyucular her zaman yeterince yetkin değildir. Değerlendirmede eşitliği sağlamak için, engeli olan öğrencilerin talepleri ciddiye alınmalıdır. ÖSYM sınavlarına ve diğer sınavlara ilişkin ifadeler göz önüne alındığında, eşit değerlendirmenin olmaması, yükseköğretimin kapsayıcı anlayışıyla çakışır ve başarı algısını, eğitimin etkinliğini ve kapsayıcılığını etkiler, böylece motivasyon ve bağlılık azaltır.

Yurtdışında lisansüstü eğitimi alan bazı katılımcılar, deneyimlerinin çok daha olumlu olduğunu belirtti. Üniversiteler hem fiziksel koşullar hem de akademik kaynaklar açısından erişilebilirdi. Öğretim üyeleri öğrencilere ihtiyaçlarını ve onları nasıl destekleyebileceklerini sormaktaydı. Bu üniversitelerin zaten yeterince erişilebilir olduğunu ve ekstra bir düzenlemeye ihtiyaç duymadıklarını belirttiler. Bulgulara göre, yurtdışında okurken katılımcıların özgüvenleri daha yüksekti, çünkü orada zaten eşitlik vardı.

İş Başvurusu ve İşe Alım Süreci

Katılımcıların ifadelerine dayanarak, mülakatların jürinin kişisel değerlendirmelerine dayandığı açıktır. Jüri, süreç kitabına uygun yapıldığı sürece, akademik olmayan sebeplere dayanan öznel yargıları kullanmakta serbesttir. Hatta bazı jüriler, katılımcıların engellerini onlara karşı kullanmıştır. Engellilere karşı önyargıları olan, engellilik hakkında fazla bir şey bilmedikleri için sorumluluk almak istemeyen bazı jüriler de vardır. Bazı görüşmeciler, engelliler için uyarılma gibi ek işlerle uğraşmak istememektedir, çünkü Türkiye'deki hiçbir üniversite tam olarak erişilebilir

olmadığından bir noktada uyarlamalara ihtiyaçları olacaktır. Eğitim hayatı koşulları gibi önceki aşamaların yanı sıra başvuru ve işe alım aşamalarında bile engellilerin toplumca engellendiği açıktır. Bu durumda, öznel işe alım süreci yükseköğretimdeki engeli olan öğretim elemanı sayısının azlığını açıklar. Bu gerçek bize açık, şeffaf ve nesnel bir işe alım sürecinin gerekliliğini göstermektedir.

Yöneticiler, Meslektaşlar, Öğrenciler ve Diğer Personeller ile Profesyonel İlişkiler

Engelliliğin sosyal yorumunu ve sosyal dünyanın yükseköğretim kurumlarında nasıl örgütlendiğini anlamak için katılımcıların çalışma hayatındaki sosyal ilişkilerini yorumlamak gerekir. Bulgulara dayanarak, sonuçların çoğu sosyal dışlanma, sosyal baskı, ayrımcı uygulamalar, haksız muamele, engelliliğe karşı önyargı, engelin kötüye kullanılması, mobbing ve engelleme ile ilgiliyken, sosyal içirme, nesnel yaklaşım ve sosyal ve fiziksel destek gibi sonuçlar da vardır.

Bulgulara göre, çalışma hayatının çoğunlukla üniversite yöneticilerinin kişisel tercihlerine bağlı olarak şekillendiğini söylenebilir. Ayrıca, engeli olan öğretim elemanlarının karar verme süreçlerine dahil olmaması ve kurumsal destek olmadan mobbing, sosyal dışlanma ve engellenme ile karşı karşıya kaldıkları da çıkarılabilir. Öğretim elemanından, idare tamamen yapmaya hazır olsa bile, uyarlamayı istemesi beklenir çünkü maalesef üniversitelerde evrensel tasarım söz konusu değil. Eğer öğretim elemanı engelli olmadan önce de yönetici ile tanışıyorsa, yöneticinin o öğretim elemanı için daha anlayışlı ve destekleyici olması daha muhtemeldir. Öte yandan, yöneticilerin engeli olan bir öğretim elemanını işe almama ihtimalleri bile daha yüksektir. Ayrıca, engel boyutunun yöneticinin yaklaşımını etkilediği sonucuna varılmıştır.

Bulgulara göre, bazı yöneticiler görme engelli öğretim elemanları için problem yaratırken, aksamayı basit bir ayrıntı olarak düşünülebilir. Engeli olan öğretim elemanlarının cinsiyeti de deneyimlerde rol oynamaktadır. Aynı üniversitede aynı engeli olan iki öğretim üyesi tamamen zıt koşulları vurgularken, aralarındaki tek fark

cinsiyetti. Bu durumda, engeli olan kadın akademisyenlerin yükseköğretim kurumlarında çifte ayrımcılığa maruz kaldığı durumlar vardır.

Katılımcılar meslektaşlarıyla iyi iletişim kuruyor, ortak çalışmalar yapıyor ve yeteneklerine bağlı olarak iş yükünü paylaşıyorlar. Kurumda iyi iletişim ve adil karar alma süreci olduğu sürece, öğretim üyeleri meslektaşları ile iletişimlerinde sorun yaşamıyorlar. Öte yandan, öğretim üyeleri arasında, çoğunlukla rekabete dayalı bazı genel sorunlar vardır. Engellilik, çalışmalarından çıkar elde etmeyi amaçlayan bazı öğretim elemanları tarafından sömürülen bir alan haline gelmiştir. Bazı katılımcılara göre, engelli öğretim elemanlarının yetersiz olduğuna inanan bazı öğretim elemanları de var ve bu katılımcıların öğrencileri veya diğer meslektaşları tarafından takdir görmelerinin tek sebebinin engelleri olduğunu varsayıyorlar. Hatta bazı öğretim üyeleri de engellilerin fakültenin bir parçası olacak kadar yetkin olmadığına inanmakta ve onlarla ortak çalışmalar yapmak istememektedir. Ayrıca dekanın engellilik yaklaşımının, öğretim elemanları arasındaki sosyal etkileşimi etkilediği, dekanın engellileri dışlamak istediği sürece, diğer öğretim üyelerinin de ona katıldığı bazı durumlar bile vardır. Katılımcıların geneli öğrencileriyle ve idari personelle ilişkilerinin sıradan ve bazen destekleyici olduğunu belirtmiştir.

Fiziksel Erişim ve Kaynaklar ve Konferanslar Erişilebilirlik

Kampüste fiziksel erişimin, yönetimin erişilebilirlik sağlamak için ne kadar istekli olduğuna bağlı olduğu sonucuna varıldı. Maalesef Türkiye'deki hiçbir üniversite tüm engel türleri için tamamen erişilebilir değildir. Kampüs içindeki ulaşımdan binalardaki erişilebilirliğe kadar bir çok eksik bulunmaktadır. Kütüphanelerin, kafeteryaların ve binaların çoğu engelliler için bağımsız hareketliliğe izin vermemektedir. Bazılarının bedensel engelliler için asansör ve rampaları var ama çoğunlukla görme engelli insanlar için yeterli ışıklandırma, Braille etiketleri veya sesli yönlendirmeleri yok. Kütüphaneler engelliler için erişilebilir olmadığında, kütüphane görevlilerinin istenen kitabı hizmeti vardır. Ancak yine de kütüphanelerde engelli bireyin kendisinin gidip kitap seçebileceği bir düzen yoktur.

Akademik yayınlara ulaşmak adına yine Braille, sesli kitap, ekran okuyucu ve büyütücü programlar yine birçok üniversitede sağlanmamaktadır ve öğretim elemanları kaynak erişimini kendi çabalarıyla sağlamaktadır. Lojmanı olan üniversitelerde engelli bireyler için öncelik kuralı yok iken bazı öğretim elemanları bu durumu yönetimle tanışıklık yoluyla ya da rica üzerine çözmek durumundadır.

Mesleki Doyum

Özetle, öğretim elemanlarının mesleki doyumları, iş deneyimleri ve bu deneyimlerin öz ve sosyal bilgileri üzerindeki etkisi ile şekillenir. Yönetim ve meslektaşlarla olan profesyonel ilişkiler etkin ve destekleyici olduğu sürece katılımcılar bu kurumun bir parçası olarak hissederler ve motive olurlar. Yönetim veya meslektaşlarla ayrımcılık ve mobbing gibi sorunlar yaşandığında ise, sosyal çevre engelleyici ve dışlayıcı olarak algılanır ve daha düşük öz güven ve aidiyet duygusu ile sonuçlanır. Bu durum, öğretim elemanlarının çalışma motivasyonlarını azaltmaktadır. Üniversitedeki fiziki şartlar aynı zamanda öğretim elemanlarının çalışma motivasyonlarını ve doyumlarını de etkilemektedir. Fiziksel erişilebilirlik ve akademik kaynaklara erişim sağlandığı sürece, en azından sağlamak isteyen bir yönetici olduğu sürece, öğretim elemanları daha fazlasını yapmak için motive olabilirler.

TARTIŞMA VE SONUÇ

Blackburn ve Lawrence'ın (1995) çalışmasında olduğu gibi, bu çalışmanın bulguları, öğretim elemanlarının öz ve sosyal bilgilerinin meslektaşları ile olan sosyal iletişim, hem sosyal hem de maddi destekleri içeren kurumsal destek ve çevresel koşullar ile şekillendiğini doğrulamaktadır. Bulgulara göre, katılımcıların iş tatmini ve bağlılıkları, idare ve meslektaşlarla iyi ilişkileri, kurumdan sosyal ve maddi destekleri olması ve erişilebilirlikle ilgili problemleri olmadığı sürece daha yüksek görünmektedir. Elde edilen sonuçlara göre, deneyimler meslektaşlara, üniversiteye, kurum türüne, engellilik türüne ve özellikle yönetime bağlı olarak büyük farklılıklar göstermektedir. Yöneticiler hem sosyal iletişim hem de çevresel koşullar üzerinde en büyük etkiye sahiptir. Aynı üniversitede bile, bir rektör engellilere destek sağlamazken, önceki veya sonraki rektör gerekli tüm desteği sunmaya hazır olabilir. Özel üniversiteler engellilere

destek ve erişilebilirlik sağlama konusunda daha başarılı görünüyor. Bulgular yöneticilerin engelli bireye karşı tutumlarının, engelliliğin türüne ve ciddiyetine (Bordieri ve Drehmer, 1987) ve engelin görünürlüğüne bağlı olduğunu desteklemektedir (Gouvier ve ark. 1992). Bulgulara göre, engelli kadın öğretim elemanlarının çalışma hayatında çifte ayrımcılığa maruz kaldıkları sonucuna varılabilir. Hem kadınlık hem de engele dayalı ortak önyargılar, engelli kadınları sınırlandırmakta ve bu sınırlandırma çift ayrımcılığa neden olmaktadır. Bu bulgu, Marks'ın (1999) ifadesini, engelliliğin erkeklik ve kadınlıkla birleşiminin zıt sonuçlara neden olduğunu doğrulamaktadır. Ayrıca, engelli kadın öğretim üyesi sayısının erkeklerden daha az olduğu gerçeği göz önüne alındığında, engelli kadınlar, Habib'in (1995) bulduğu şekilde sosyal hayata erişim konusunda daha fazla dışlanma ve engel ile uğraşmak zorunda kalmaktadır.

Kış, Gürgür ve Akçamete (2012) 'nin Türkiye'deki engelli öğretmenlerin çalışma koşullarına ve iş tatmin düzeylerine yönelik çalışmasında, engelli olan ve olmayan öğretmenlerin iş doyumunu düzeylerinin erişilebilirlik ve serbest dolaşım durumuna bağlı olarak değiştiğini belirtilmiştir. Bu çalışma, erişilebilirliğin iş doyumunu kesin olarak etkilediğini doğrularken öte yandan meslektaşlar ve yöneticilerle olan profesyonel ilişkilerin de iş doyumunu önemli ölçüde etkilediğini sunmaktadır. Lindsay ve Cancelliere (2018) çalışmasına paralel olarak, engelli bir bireyle çalışan yöneticilerin ve meslektaşların, herkes için eşit bir çalışma ortamı sağlamak için yeteneklerinin, ihtiyaçlarının ve alternatiflerinin değerlendirilmesinde açık olması beklenir. Üniversitedeki sosyal iletişim, öğretim elemanlarının kendileri ve çevreleri hakkındaki görüş ve düşüncelerini şekillendirir. Yöneticiler ve meslektaşlar ile olan sosyal etkileşimler sorunsuz olduğu sürece, öğretim elemanı kendisi ve o üniversitedeki konumu hakkında olumlu bir anlayışa sahip olur. Ayrıca, bulgular ışığında, yönetimin diğer öğretim elemanları ve hatta idari ve yardımcı personel ile sosyal etkileşimler üzerinde önemli bir etkisi vardır. Bulgulara dayanarak, bazı katılımcıların iş görüşmeleri sırasında jürinin öznel yargı ve önyargılarını dahil ettiği ve bu görüşmenin en başından dışlama ve engellemeyle sona erdiği açıktır. Bu bulgular Cole ve Lewis'in (1993) açıklamasında olduğu gibi, karar vericinin, kararın kitabına uygun bir çerçevede mantıksal olarak yapılması koşuluyla öznel yargılama yoluyla karar vermelerine izin verildiğini göstermektedir. Ayrıca, yöneticinin

engellilik önyargısı, öğretim elemanını hem akademik hem de sosyal çevreden dışlamakla sonuçlanmaktadır. Williams ve Mavin (2012), engelli bireylerin çalışma hayatında çoğunlukla “teorik olarak görünmez” olduklarını belirtmektedir. Engeli olan öğretim elemanlarının azınlık olarak kabul edilmeleri nedeniyle basit bir şekilde göz ardı edilebileceğini belirten bulgular da bu ifadeyi desteklemektedir. Dahası, birçok katılımcı işteki konumlarını açıklarken “görünmez” sıfatını kullandı. Buna göre, bu araştırmaya katılan birçok kişi, üniversiteden çok az destek alarak yeteneklerini ve başarılarını her zaman kanıtlamak zorunda olduklarını hissettiklerini açıklarken akademik yaşamın bazı yönlerinden dışlanmış hissettiklerini belirtmişlerdir.

İlk aşamada bile, engeli olan öğretim elemanları başvuru ve işe alım süreçlerinde engellenme, önyargı ve olumsuz ayrımcılıkla karşı karşıya kalmaktadır. Bu çalışmanın bulguları, Bulk et al (2017) ve Roulstone & Williams (2014) 'un sonuçları ile uyumludur. Engelli bireyler çoğunlukla yetersiz veya ekstrasür yük olarak görüldüğü için ayrımcı uygulamalarla karşı karşıya kalmaktadır. Bulgulara dayanarak, jüri kurumunda bir engelli istemeyebilir veya engelli aday için uyarlamalarla uğraşmak istemeyebilir. Bordieri ve Drehmer'in (1987) belirttiği gibi, engelli bireyler için sorumluluk almak istememeleri de onları kabul etmemek için bir sebep olabilir. Katılımcıların ifadeleri dikkate alındığında, yükseköğretimde yer almak isteyen ancak engelden ötürü izin verilmeyen birçok kişi daha olabilir.

Ancak, öz ve sosyal bilginin tek kaynağı sosyal iletişimler değildir. Erişilebilirliğin üniversitelerde kişisel bir sorun olarak görüldüğünü vurgulayan Titchkosky'nin (2008) çalışmasına paralel olarak, Türkiye'deki üniversitelerin çoğunda ana anlayışa göre öğretim elemanlarının ve öğrencilerin uyarılma ya da destek talep etmesi beklenmektedir. Uyumun sosyal bir sorun olduğu gerçeğini göz önünde bulundurarak, engellilerin fiziksel kısıtlılıklarına odaklanmak yerine, fiziksel ve sosyal şartların onları nasıl kısıtladığını ve bu faktörlerin nasıl değiştirilebileceğini düşünmek önemlidir.

Ek olarak, öz ve sosyal bilgi olarak yansımalar kişinin mesleki doyumu üzerinde etkilidir. Marsh ve Hattie'nin (2002) belirttiği gibi, bir öğretim elemanı öğretim, araştırma, yönetim ve topluma hizmet olarak dört ana alandan sorumludur. Bulgulara

dayanarak, genel olarak, herkesin bu dört alan bakımından işinden tam olarak memnun kalması söz konusu değildir. Ancak, mesleki ilişkilerinden ve işteki erişilebilirliklerinden memnun olanlar mesleğinden daha memnundur. Destekleyici meslektaşları ve erişilebilir bir çalışma alanı olan katılımcılar daha yüksek iş doyumuna sahipken, olumsuz sosyal ilişkilere sahip olanlar ve işyerinde erişilebilirlik eksikliği olanlar düşük mesleki doyuma sahiptir. Olumlu öz ve sosyal bilgi, öğretim elemanları için daha yüksek iş doyumunu ile sonuçlanırken, mobbing, küçük düşürme, ayrımcılık ve dışlama, düşük öz bilgiye neden olur ve dolayısıyla iş doyumunu üzerinde olumsuz bir etkiye neden olur. Erişilebilirlik özellikle iş rutini ve hangi alana daha çok yoğunlaşacağını etkilediğinden, mesleki doyum, sağlanan erişilebilirliğe bağlı olarak değişmektedir. Esasen, evrensel tasarımın her alanda var olması ve ekstra bir uyarılma ihtiyacının belirmemesi gerekir. Ancak kurumların şartlarını düşünürsek en azından yöneticilerin erişilebilirlik anlamında destekleyici olması, yasalarca güvence altına alınmış haklar bazında koşulların eşitlenmesi ve bu hakların ve uygulamaların etkili bir denetim sisteminin olması gerekmektedir. Sonuç olarak, hem sosyal etkileşimler hem de özellikle kampüste erişilebilirlik için etkili yaptırımlar ve etkili kontrol mekanizmalarının bulunmamasından kaynaklanan engelli öğretim üyeleri işyerinde hem çevresel hem de sosyal engellerle karşı karşıya kalmaktadır. Daha eşit ve kapsayıcı bir yükseköğretim ortamı sağlamak için, bu engelleri ortadan kaldırmak esastır.

Yükseköğretim Yöneticileri İçin Öneriler

Öneriler bölümü hem katılımcıların hem de araştırmacının önerilerinden oluşmaktadır. Engelli hakları Birleşmiş Milletler Engelli Hakları Sözleşmesi, 5378 sayılı Türkiye Engelliler Kanunu ve Türkiye Cumhuriyeti Anayasası ile güvence altına alınmıştır. Ancak yükseköğretim kurumlarında yapılan uygulamalar ve eylemler için etkin denetim mekanizması yoktur ve haklara dayalı söylem gereklidir. Yükseköğretim kurumlarında engelli bireylerin haklarına ilişkin bazı standart kuralların ve düzenlemelerin güvence altına alınması ve bu kural ve yönetmeliklerin uygulanmasının açık ve düzenli bir şekilde kontrol edilmesi gereklidir. Üniversitelerde ve uygulamalarında çok farklılıklar görülmektedir. Tamamen eşit olarak hareket eden, çoğunlukla erişilebilir bir ortam sağlayan ve gerektiğinde destek veren bazı

üniversiteler varken, erişilemeyen kampüs ve ayrımcı uygulamalarla engellileri dışlayan başka üniversiteler de vardır. Yükseköğretim yöneticileri engelliğin sosyal modelini benimseyerek kurumdaki erişilebilirlik sorunlarını çözmelidir çünkü kurumda çalışanlar arasında eşitliği sağlamak üniversitenin sorumluluğundadır.

Her şeyden önce, üniversitelerdeki uygulamalar sadece yöneticilerin kişisel tercihlerine kalmamalıdır. Aslında, yasa en azından kampüste erişilebilirlik konusunda çok açıktır. Bununla birlikte, ilgili düzenlemelerin ve denetleme sisteminin eksikliğinden dolayı kişisel bir tercih haline gelmektedir. Yasalara dayanarak, kimsenin engeli ona karşı kullanılamaz ve hiç kimse engellilik için ayrımcılığa maruz bırakılamaz. Yükseköğretim kurumlarında ayrımcı uygulamalar denetlenmeli ve yaptırımları uygulanmalıdır.

Çalışma hakkını elde etmek için, iş başvurusu ve işe alım, engeli olan öğretim elemanlarının mezun olduktan sonra karşılaştıkları ilk adımlardır. Engelli olmanın bir öğretim elemanı seçimi üzerinde etkisi olmadığı garanti edilmelidir. İşe alım süreçleri sadece öğretim becerileri ve araştırma başarıları gibi öğretim elemanı olmanın standart şartlarına dayanmalıdır. Bir öğretim elemanı adayıyla ilgili görsel detaylar, karşılaştırırken dikkate alınmamalıdır.

Yükseköğretim Kurulu'nun Engelli Öğrenci Birimlerinden, engellilik konusunda farkındalık yaratma ve erişilebilirlik sağlama gibi bazı beklentileri vardır. Bu birimlerin kampüsteki engellilere eşit veya yeterli hizmet sağladığı söylenemez. Ayrıca, bu çalışmalar çoğunlukla öğrencilere dayanmaktadır. Ancak bu çalışmalarda engeli olan öğretim elemanları dikkate alınmamaktadır. Öğrencilere erişilebilirliği sağlamak, öğretim elemanları için de bir dereceye kadar düşünülebilir, ancak öğrenci veya öğretim elemanı olmanın farklı sorumlulukları vardır. Bir engelli bireyi işe almak işyerinde bazı uyarlamalar yapmayı gerektiriyorsa, bu uyarlamalardan yönetim sorumludur. Erişilebilirlik fırsatları, başka hiçbir kişisel müdahale olmaksızın tüm üniversitelerde standart bir temelde olmalıdır.

Nihai hedef, her birey için herhangi bir uyarlamaya ihtiyaç duymadan, her tür engellilik için tam erişilebilirlik sağlayan evrensel bir tasarım sağlamak olmalıdır,

ancak yakın gelecekte mümkün görünmemektedir. Bu durumda, öğretim elemanı her zaman uyarılma başvurusunda bulunmaya veya destek istemeye mecbur bırakmak yerine, yönetimin çalışanlara nasıl destek sağlayabilecekleri konusunda danışmaları daha iyi olacaktır. Engelli bir öğretim elemanı uyarılma istediğinde, yönetimin bunu sağlaması beklenir.

Görüşmelerde ÖSYM sınavları da önemli hususlardan biri olarak belirtilmiştir. E-YDS'yi görme engelliler için ekran okuyucularla sunmak, eşit şartlarda sınavlara erişim için önemli bir adım olarak kabul edilir. Bireylerin eşit değerlendirilmesini sağlamak için bu uyarılmanın ÖSYM'nin diğer sınavlarında yapılması önerilmektedir. Değerlendirmede eşitliği sağlamak için, engelli öğrencilerin talepleri ciddiye alınmalıdır. Engellilik konusunda farkındalığın artırılması bir diğer önemli konudur. Yöneticiler, öğretim elemanları ve çalışanlar engellilerin hakları konusunda bilgilendirilmeli ve bu haklara saygı gösterilmeli, eşit fırsatlar sağlanmalı ve eşitlik sağlanması gerektiğinde gerekli uyarılmalar yapılmalıdır. Sonuç olarak, tüm bu uygulamalar standartlaştırılmış yasalara dayanarak denetlenmeli ve değerlendirilmelidir. Ortak mesaj, herkes negatif ayrımcılık kadar pozitif ayrımcılığa da karşı. Tek istek, eşitlik ve hak temelli muameledir. Her aday engelden bağımsız olarak, koşulları sağladığı sürece, öğretim elemanı olma hakkına sahiptir.

Gelecekteki Araştırmalar İçin Öneriler

Bu çalışmanın sonuçlarına göre, gelecekteki araştırmalar için göz önüne alınabilecek bazı öneriler vardır:

- Bu çalışmanın kısıtlılıkları göz önüne alındığında, nitel araştırmanın sonuçları genelleştirilemez. Sonuçların genelleştirilebilirliğinin artırılabilmesi için çalışmalar yapılabilir.
- Fenomenolojik araştırmanın doğası gereği, araştırmacının katılımcıların yorumlarına güvenmesi ve bu çalışmada bu yorumları yorumlaması gerekiyordu. Gözlemler ve saha notları aynı araştırma sorusunu incelemek için daha fazla ayrıntı sağlayabilir.
- Sadece öğrenciler için değil aynı zamanda öğretim elemanları ve diğer personeller için bir araştırma yapılırken yükseköğretim kurumlarındaki evrensel tasarım göz

önünde bulundurulabilir. Yükseköğretim kurumlarında evrensel tasarımın nasıl sağlanabileceği üzerine arařtırmalar yapılabilir.

- Bu çalışmadaki engeli olan öğretim üyeleri ile önceki çalışmalardaki K-12 öğretmenleri arasındaki deneyimler arasındaki farklar ışığında, karşılařtırmalı bir arařtırma yapılabilir.

APPENDIX E: TEZ İZİN FORMU / THESIS PERMISSION FORM

ENSTİTÜ / INSTITUTE

- Fen Bilimleri Enstitüsü** / Graduate School of Natural and Applied Sciences
- Sosyal Bilimler Enstitüsü** / Graduate School of Social Sciences
- Uygulamalı Matematik Enstitüsü** / Graduate School of Applied Mathematics
- Enformatik Enstitüsü** / Graduate School of Informatics
- Deniz Bilimleri Enstitüsü** / Graduate School of Marine Sciences

YAZARIN / AUTHOR

Soyadı / Surname : Aytaş
Adı / Name : Havanur
Bölümü / Department : Eğitim Bilimleri

TEZİN ADI / TITLE OF THE THESIS: From the Eye of Faculty Members with Disability: A Phenomenological Study of Faculty Members` Experience of Working Life in Turkish Higher Education

TEZİN TÜRÜ / DEGREE: **Yüksek Lisans** / Master **Doktora** / PhD

1. **Tezin tamamı dünya çapında erişime açılacaktır.** / Release the entire work immediately for access worldwide.
2. **Tez iki yıl süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **two years**. *
3. **Tez altı ay süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **six months**. *

Yazarın imzası / Signature

Tarih / Date