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**KENT STATE UNIVERSITY**

College of Education, Health and Human Services

Doctoral Dissertation Defense of  
*Amanda Feaster*  
Degree of Doctor of Philosophy

Major: Higher Education Administration

**FACULTY PERSPECTIVES ON STUDENTS WITH PSYCHOLOGICAL DISABILITIES**

Friday, February 16, 2024  
3:00 PM  
University Library 209A  
Kent State University  
Microsoft Teams:  
[https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZDBiZDc3MDktMzdhYy00MjE5LTlhjZjgtMTM2NzlkZDRmMDBj40thread.v2/0?context=%7b%22Tid%22%3a%22%3a%22e5a06f4a-1ec4-4d01-8f73-e7dd15f26134%22%22Oid%22%3a%22%22e2004ccf-2314-472e-9f81-c49cd5cc2a3e%22%7d](https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZDBiZDc3MDktMzdhYy00MjE5LTlhjZjgtMTM2NzlkZDRmMDBj40thread.v2/0?context=%7b%22Tid%22%3a%22%3a%22e5a06f4a-1ec4-4d01-8f73-e7dd15f26134%22%22Oid%22%3a%22%22e2004ccf-2314-472e-9f81-c49cd5cc2a3e%22%7d)
Amanda L. Feaster

Master of Arts in Education in Higher Education Administration
The University of Akron, 2010

Bachelor of Arts in English
Shippensburg University of Pennsylvania, 2005

Amanda uses her education and experiences as a first-generation student to remove barriers and improve access for students. She currently serves as the Director of Student Accessibility Services (SAS) at Kent State University, where she sets strategic priorities for the department and provides leadership and supervision to SAS staff. As an advocate on behalf of students with disabilities, Amanda educates the University community about accessibility through service on a variety of committees and promotes social justice through the inclusion of people with disabilities in the educational environment. Amanda is the co-chair of the university-wide Equal Access Committee and is the past President of the Ohio Association of Higher Education and Disability. Prior to her current role, Amanda has held disability resource and academic support roles at Kent State University at Stark and The University of Akron Wayne College. She hopes to use her research to create better learning experiences and a greater sense of belonging for college students with disabilities.

Faculty Perspectives on Students with Psychological Disabilities

The purpose of this study is to better understand the subjective viewpoints of faculty members toward students with psychological disabilities as a subset of the larger student population with unique needs due to the hidden nature of the barriers they experience. This Q methodology study explores the views of 29 faculty who have taught students with psychological disabilities at a large public university in Ohio.

This study identified four unique perspectives. The researcher used the chi-square test of independence to determine if there was a relationship between factor loading and the demographic characteristics of tenure, gender, years of teaching, and disability connection. There were no statistically significant relationships.