**Appendix A**

**Dialogue: Teaching and Researching with a Mental Health Diagnosis**

**Part One:**In this cocktail party part of the dialogue, introduce yourself a bit.Because we are all many things other than our diagnosis and because mental health diagnoses blur the lines between the professional and the personal, tell us a little bit about who you are. You could write this as a paragraph or two, and if you could write it in the form of a dialogue, that would be helpful. (See below.) **New note:** skip, modify, or ignore any question that doesn’t speak to you. It’s a collective process. :)

Some of this material will not necessarily end up in the published version, but my hope is that the dialogue itself can flow a bit more if we know each other and spend some time creating community.

1. If you have one handy, upload a picture of yourself into the document and say something about it, so we have a chance to “see” one another.
2. Where are you located?
3. Where do you work?
4. Are you part-time, graduate student, tenured, tenure track?
5. Where did you grow up?
6. What is something good that you have read lately?
7. What do you teach (course, book, assignment) that you love teaching?
8. What are you writing?
9. What is your greatest challenge or hope for this new year?
   1. personal
   2. professional?

**Once you’ve written your paragraph, pose one question (at least) to anyone else who has written into the dialogue.**

**Part 2:**

**Heuristics to write and dialogue about:**

A.) How do you decide when and how to disclose your diagnosis?

B.) Tell a story about researching or teaching with a mental health diagnosis.

C.) If you have multiple diagnoses or if you also have a learning difference, how do you manage multiple diagnoses?

D.) When and how are you out to students (or not)?

E.) When students disclose to you, have you had positive or negative responses?

F.) What are the challenges and affordances of working with students with accommodations when you, yourself, also have accommodations?

G.) What is the most important piece on mental health that you have read and that has influenced your teaching/research?

H.) Did you have a moment--personal or professional--where you recognized unexpected gifts from the experience of a mental health challenge or your knowledge of mental health diagnoses?

I.) What accommodations do you access?

How are these accommodations helpful?

How did you learn about them?

J.) If you choose not to access accommodations, why or why not?

K.) How do you think having a diagnosis and/or accommodation varies according to the length of time you’ve been in the profession? (What I am trying to get at here, and someone can help me shape this question more effectively, is I would guess that many folks are now diagnosed in high school and come to college and graduate school with a greater knowledge of what they need and are better positioned to be self-advocates. Those of us who have been around longer (including myself in this category) may never have had accommodations, although we have been able to accommodate students. What differences do you think that this makes?

L.) Are there other stories that you want to tell?