Creating Inclusivity While Providing Accommodations: A Practical Guide to Champion Individuals with (Dis)abilities on Campus

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Chapter One: It Starts with You

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Fostering inclusion on postsecondary campuses with and for individuals with disabilities is imperative to usurp ableism, which is "a pervasive system of discrimination and exclusion of people with disabilities...privileg[ing] temporarily able-bodied people and disadvantag[ing] people with disabilities" (Griffin et al., 2007, p. 335). In this monograph, we approach disability from a social justice framework in order to acknowledge the prevalence of ableism in society and higher education institutions, and on an individual level. We extend to you, our reader, a desire to respect and celebrate the multiple aspects of social identities, the intersections present within those identities, and acknowledge that a social justice approach to disability allows us an opportunity deconstruct the oppression that occurs through policies, programs, buildings and structures, as well as the countless other manifestations of ableism (Evans et al., 2017).

In our work as educators, we experience the way in which a commitment to efforts of disability inclusion often stops at fulfilling (or not fulfilling) accommodations requests. Accommodations, while essential, merely scratch the surface when championing true inclusion on college and university campuses. This monograph is not intended to provide a comprehensive exposition on the topic of individuals with disabilities on a college or university campus. In fact, if this is your goal and you are just beginning to learn about this topic, we encourage you to explore the "key resources" sections at the end of some chapters along with the information within the appendices. This monograph is, however, designed to offer ample definitions, history, and practical strategies for you to champion efforts of inclusion pragmatically with and for individuals with disabilities on your campus.

In this introductory chapter, we explain terminology referenced throughout the manuscript, particularly the social justice approach to disability, how we operationalized *A Bold Vision Forward: A Framework for the Strategic Imperative for Racial Justice and Decolonization* (Quaye et al., 2019) into this work, and acknowledge that this work is ongoing and ever-changing. This monograph is for all educators, students, and any other stakeholders invested in improving inclusion efforts with and for individuals with disabilities. We chose to use the term educators to refer to all who work at institutions of higher education that are not in the position of student. We made this choice because of our belief that learning is always happening in higher education, as well as because it is simply a more concise way to refer to faculty, staff, and administrators. We also situate this monograph at institutions of higher education within the United States (U. S.). This choice is deliberate in that it is the context with which we are most familiar in terms of personal experiences, laws, and culture. We acknowledge that ableism exists globally, believe that much in the monograph content is transferable, and trust that the readers will best know how to apply the material in specific familiar contexts.

Again, our aim is to explore the topic of disabilities in a manner that provides valuable historical context, legal insight, as well as practical strategies and tools that

everyone in higher education can incorporate to improve the experience for people with disabilities. We decided to use the term disability throughout this text after consulting with ACPA-College Student Educators International's Coalition for (Dis)ability, other experts in the field, as well as our contributing authors. This terminology choice stems from the acknowledgement that disabled people differ from one another in meaningful and vast ways, as is common with other minoritized groups. The harmful labels that have been used to describe people with disabilities are not perpetuated in this monograph, nor is a deficit approach entertained. We use *disabled* and *disability* to refer to the way in which people's activities are restricted by environments (Evans et al., 2017). We also are purposeful in using *person-first* and *disability-first* language. At times, you will see the term (dis)ability used, which is meant to signify that we are all on a continuum of ability-status. Indeed, at any time a person can acquire a disability, thereby making the identity quite fluid in its acquisition. We encourage you to read the monograph in its entirety, although we recognize the utility of the chapters to stand alone. Next, we provide an overview of each chapter.

Chapter 2 addresses the importance of including disability in all work within higher education institutions—especially institutions valuing diversity for the common good. Additionally, a case is made for why disability needs to be included in all social justice efforts. Chapter 3 offers a nuanced framework for understanding and defining disability. This includes respecting those who might prefer person-first language, the use of the term dis/ability or (dis)ability, and/or other similar identifying preferences. In short, there is no one way to use the word disability that represents all of the relationships or experiences people have with the term. Yet, there are clear ways in which associations have been made with the term disability that are demeaning, hostile, pigeon-holing, and result in erasure of the identity, and therefore disabled people. Such erasure must end.

Chapters 4 through 9 invite readers to imagine incorporating disability into various higher education contexts. Each of these chapters is designed to provide practical resources that are ready for implementation. The final chapter provides an overview of the history of ACPA's Coalition for (Dis)ability. The year 2020 marked the 20th anniversary of the Coalition, and although progress has been made, the chapter identifies future directions for the continued advancement of a culture inclusive of disability.

Finally, we believe it is worthwhile to acknowledge our use of the ACPA's *A Bold Vision Forward: A Framework for the Strategic Imperative for Racial Justice and Decolonization* (Quaye et al., 2019). At the outset of this monograph, we knew we needed to include a variety of individuals with disabilities in order to stay true to the Disability Right's motto: "Nothing about us without us" (Charlton, 1998, p. 3). We also knew we needed to hear from those who have other marginalized identities that are pushing higher education to sustain more inclusive practices in relation to disabilities. Therefore, we designed a call for authors reflective of these aspirations and believe each chapter is richer for it. We are indebted to our authors for their contributions.

In light of the current health crisis our world is facing due to the Novel Coronavirus (COVID-19), the information shared in this monograph is paramount to our success as educators and students. Individuals with disabilities are disproportionately impacted by COVID-19, which means that many in our higher education institutions are grappling with ways to teach, serve, and research, while also balancing their own health, wellbeing, and safety needs. We hope that you reflect on ways you can champion inclusivity with and for individuals with disabilities as you explore this monograph. The ideas within it are intended to help us all do this work. To all of those working within higher education who, like us, have disabilities, we see you, honor you, and dedicate this monograph to you. To those who are fully able-bodied, we look forward to your continued development as allies and appreciate your willingness to take on the responsibilities that true allyship brings.

Chapter 2: Ensuring Social Justice Includes Disability

Warren Whitaker, Michelle Wallace, and Melanie Lee

As higher education practitioners continue to create and develop social justice frameworks and strategies, disability identity needs to be included with other historically marginalized populations such as race, gender, socioeconomic status, sexuality, citizenship status. Kim and Aquino (2017) stated,

> Viewing disability as a characteristic of diversity and examining how it intersects with other diversity memberships may not only share revealing information related to the potential salience of diversity identities, but also elucidate the role of disability in overall identity development, self-perception, and success in college. (p. xii)

This contextualization of disability as diversity is important to identity development. Disability and ableism are an identity and system that directly affects all higher education stakeholders, and thus challenges our understandings of student development and success. Yet, disability is often omitted from the social justice discourse within U. S. higher education. Instead, disability is commonly only understood from a medical standpoint, which is problematic and is discussed further in the next chapter.

To embrace the salience of disability as one of many identities is to express the complexity of identity. For example, ableism, or the systemic advantaging of non-disabled people and disadvantaging of those with disabilities can be situated within Hardiman et al.'s (2007) three levels of oppression: the individual, the systemic, and the social/cultural. The integration of the oppression levels and the disability justice framework (Berne, 2015) is the purpose of this chapter, and helps us to see more clearly the manifestation of ableism in higher education. Furthermore, it assists in emphasizing the need to include disability in all social justice efforts. The integration of these three oppression levels and the disability justice framework is depicted in Figure 1.

Figure 1

Oppression Levels and Disability Justice Framework
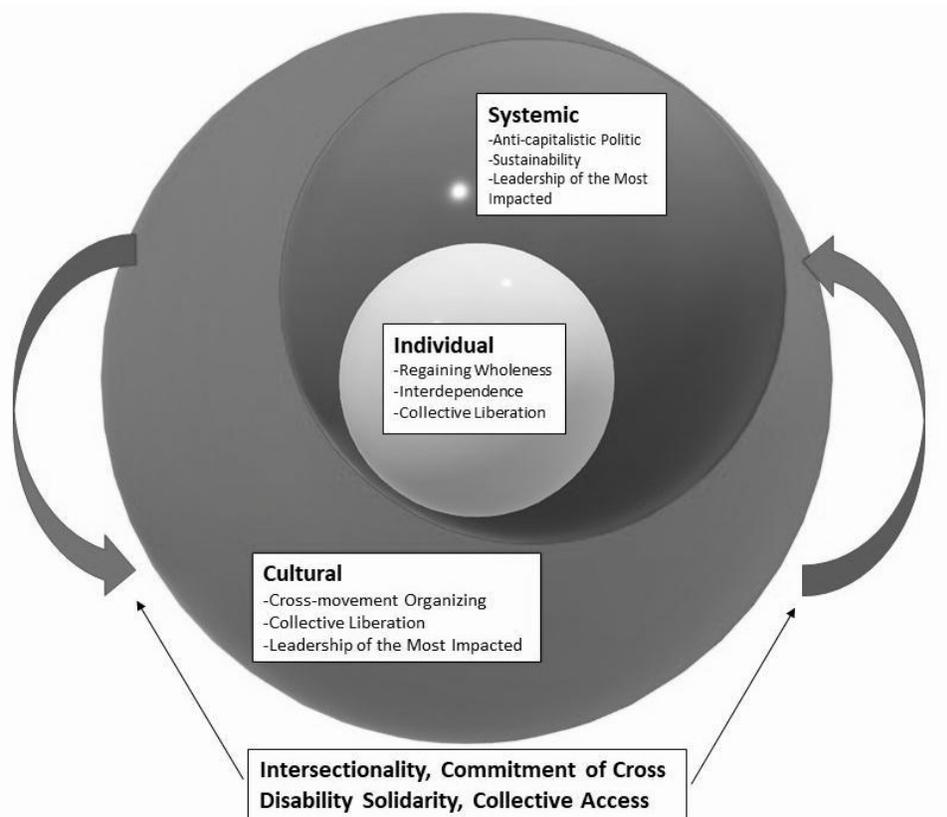
Note. This figure interlays Berne's (2015) disability justice framework with the layers of oppression (Hardiman et al., 2007).

Disability justice was born from those facing ableism at the intersections of racism, homophobia, classism, cis-sexism, and other systems of oppression (Lamm, 2015). People advocating for disability justice situate disability and ableism as core components of a social justice framework, in so far that disability is a "multi-issue politic … [that moves] away from a rights-based equality model and beyond just access, to a framework that centers justice and wholeness for all disabled people and communities" (Macdougall, 2013, para 3). Sins Invalid, a disability justice organization, created 10 principles of disability justice as part of a performance project focused on the intersection of sexuality, gender, and disability identities (Berne et al., 2018). These principles include interdependence; intersectionality; collective access; commitment to cross disability solidarity; leadership of those most impacted; anti-capitalist politic; commitment to cross movement organizing; recognizing wholeness; sustainability; and collective liberation. See Appendix A for further description of the principles.

We offer you the 10 principles of disability justice as a guiding framework to begin incorporating disability as a facet of social justice (Berne et al., 2018). The 10 principles are not meant to be a checklist but instead serve as examples of how to start thinking about

disability across multiple levels of identity and experience. Each principle can be applied on each level of oppression and integrated with one another. In this spirit, we weave intersectionality throughout the three oppression levels, as well as a commitment to cross disability solidarity and collective access. In short, we argue that an intentional focus on disability as one facet of intersectionality in the social justice movement is an act of disability justice.

The experience and salience of disability in higher education is supported by understanding and incorporating these principles in practice. Additionally, the principles help operationalize the social justice and inclusion competency (ACPA/NASPA-Student Affairs Administrators in Higher Education, 2015) by providing equitable educational experiences for historically marginalized populations in higher education. Our ultimate goal, however, is to ensure that disability is considered a salient identity and is included in higher education social justice initiatives, movements, strategies, and thinking in order for educators to fulfill their collective commitment to develop all students holistically. The following sections introduce disability justice using the individual, systemic, and cultural levels.

Individual Level

An initial understanding of disability in higher education begins at the individual level (Hardiman et al., 2007). The disability justice principles of regaining wholeness, interdependence, and collective liberation are embedded within this level of oppression and are illustrated in Figure 1. The diversity by which disability is experienced, framed, and understood is illustrated by disability identity theories (e.g., Johnstone, 2004; Putnam, 2005; Dunn & Burcaw, 2013; Forber-Pratt & Aragon, 2013). In each of these theories, disability is an aspect of diversity or one of multiple and intersecting identities. Furthermore, disability as an identity exists on a continuum (Evans, Broido, Brown, & Wilke, 2017).

Disability identity theories proposed in research focus on the disability justice tenets of regaining wholeness and interdependence (Mingus, 2010). In these theories, learners begin by acknowledging an understanding of disability, transition to developing relationships with other individuals with disabilities, and move toward forming a disability community and opposing ableist structures and systems in society. Theories developed by Forber-Pratt and Zape (2017), Dunn and Burcaw (2013) and Putnam (2005) situate disability higher education experiences in relation to interpersonal and intergroup dynamics. To truly embody disability as part of the social justice movement, individuals with disabilities, as well as able-minded and able-bodied co-conspirators, must understand the disability development experience in higher education.

While identity development is frequently seen as fluid, the beginning of development is often marked with a clear understanding and acknowledgement of disability—individuals take ownership of their disability with dignity for a successful life.

Terms such as acceptance (Forber-Pratt, 2017), pride (Putnam, 2005), affirmation (Dunn & Burcaw, 2013) among others, are used to describe this beginning stage of disability identity development. Understanding and embracing oneself is an important foundational aspect in being able to identify, connect, and form relationships with others. Individuals at this stage also perceive their life as a valuable contribution to society, and the search begins for establishing partnerships with other individuals with disabilities.

Building connections and relationships with other people with disabilities is the next phase of disability identity development (Putnam, 2005). Individuals begin to build a community of people with disabilities as their identity development progresses. The newly formed community focuses on a central theme or common cause. As a community, these individuals observe and experience systemic inequities and oppression, which collectively result in the development of shared values, beliefs, and attitudes adopted by members. In short, this coalition of similar experiences forges a disability culture. Power in numbers, combined with the shared culture, allow the community to begin to form strategic alliances and actions to advocate for the rights and justice for people with disabilities. The latter stages of progression of disability identity development involves harnessing the shared culture to take action against societal biases and barriers. For example, the U.S. educational system has long been a site of challenging environments that negatively influence the experiences of people with disabilities (Dolmage, 2017), which is why continued activism remains necessary.

To provide equitable educational experiences in higher education at the individual level, practitioners may want to consider the following two recommendations to work with individuals with disabilities. First, approach your practice from an intersectional perspective. In other words, when working with disabled people, recognize the influences and dynamics related to their disability identity as well as other social identities influencing their experiences (Peña et al., 2015). Also be mindful to maintain an inclusive mindset whereby you do not assume that the people around you are always able-bodied unless they disclose a disability. Educators should engage in professional development and training to understand disability experiences better, consider best approaches to provide services based on disability identity, and recognize how disability intersects with other marginalized identities (Hadley, 2015). One example of disability intersecting with other identities is to understand how different types of accommodations support apparent and invisible disability experiences. To enhance the disability community on campus, practitioners can implement Universal Design for Learning (UDL) principles to ensure access to campus environments and programs for those with disabilities (Kimball, et al., 2016). More information about UDL principles is shared in chapters 7 and 8. Another example involves practitioners' promotion of interactions and connections with other departments to create alliances that can result in inclusive environments outside of disability resource centers [DRC] (Cory et al., 2010). Chapter 5 contains additional information about campus collaboration. These collaborations often benefit all campus stakeholders, not only those

with disabilities. Foci of policies and practices at the systemic level is where we next turn our attention.

Systemic Level

At the systemic level of oppression, the following principles of disability justice can be considered: anti-capitalistic politic, sustainability, and leadership of the most impacted (Berne et al., 2018). Briefly, we discuss each principle and provide examples for their integration into practice.

Anti-Capitalistic Politic

The first of the three outlined principles at the systemic level of oppression is the anti-capitalistic politic. Berne et al. (2018) defined the anti-capitalistic politic by explaining, the very nature of our body/mind resists conforming to a capitalist 'normative' level of production...We critique a concept of 'labor' as defined by able-bodied supremacy, white supremacy, and gender normativity. We understand capitalism to be a system that promotes private wealth accumulation for some at the expense of others. (p. 227)
In short, by participating in the system of higher education, we are all complicit in the capitalistic profit of postsecondary education that forces us to separate the body from the mind. Instead, systemic intersectionality, similar to the individual level understandings of oppression, includes educators who approach work with a both and mindset. At this level, we honor that we are all part of the system of individuals where everyone's intersecting identities can co-exist.

In acknowledging this multi-faceted existence, we invite educators to think about their own definitions of engagement and how those definitions influence their work. One might ponder how much or from what their definitions and practices are rooted in the capitalist ideals of productivity, timeliness, or independence. For example, if deadlines are set without flexibility and understanding of various life circumstances, this behavior reinforces treating people like machines whose purpose is to solely produce. We recommend practitioners create space for allowing multiple ways of engaging in experiences. Connecting with the institutional assessment personnel, faculty, administration, staff, and all other educators to capture student experiences through multiple modalities such as art, virtual engagement, community building or undiscovered modalities, are ways to practice the principle of the anti-capitalistic politic.

Sustainability

The second of the principles of disability justice relating to the systemic level of oppression is sustainability. The principle of sustainability reads "We pace ourselves, individually and collectively, to be sustained long term. We value the teachings of our lives and bodies. We understand that our embodied experience is a critical guide and reference pointing us toward justice and liberation" (Berne et al., 2018, p. 228). To employ the sustainability principle of disability justice would mean to foster spaces that allow for the

embodied experience of ongoing justice and liberation. One idealistic mechanism that practitioners might put into place to support the principle of sustainability falls outside the realm of institutional mechanisms and within federal and state-level reporting structures. The six-year graduation and completion rate is set by external forces where intersectionality is not honored. It fails to acknowledge that students with disabilities can possess additional marginalized identities which may create multiple oppressive obstacles toward graduation. We need to move away from subscribing to the six year graduation and completion rate as a measure of student and institutional success in order to promote the principle of sustainability.

To support multiple identities and foster the principle of sustainability, we recommend that practitioners encourage programming and events that directly engage people with disabilities and wellness staff, as well as include disability at all wellness events. Additionally, it is beneficial to host events in and out of Disability Resource Center (DRC) spaces under the umbrella of 'disability as diversity.' Further, we echo fellow scholars and recommendations that such programs be hosted across identity-specific spaces on campus (Vaccaro et al., 2020). For example, one program might be hosted at the women's resource center or at the campus LGBTQIAP+ resource center, while inviting those identifying with various gender and sexuality identities alongside disability identities, to attend.

Another recommendation to employ and utilize the sustainability principle is to understand that sometimes there is not an answer for marginalized individuals at the systemic level. There is often no place where the intersections of their identities will be fully recognized and honored. Thus, people with disabilities can face repeated trauma on and off campus, and practitioners must learn to listen and create space for venting, disconnecting, reconnecting, and healing. The simultaneous recognition that students are whole, complex beings within a system that may be slow to change, is a discomfort we advocate you not ignore.

Leadership

While some aspects of systemic oppression may not change immediately, there are some ways in which those experiencing oppression and minoritization of intersecting identities can share their experiences. The third principle of disability justice at the systemic level of intersectionality is leadership of the most impacted. As one might assume, this principle of disability justice outlines the necessity to incorporate and elevate leadership of the most affected. This involves raising up the voices and experiences of those with disabilities. This principle reads, "We know ableism exists in the context of other historical systemic oppressions. We know to truly have liberation we must be led by those who know the most about these systems and how they work" (Berne et al., 2018 p. 227). Based on these words, we encourage the appointment and selection of persons with disabilities to serve on various committees that influence the community. Committees for hiring, retention, promotion, and tenure, as well as those focused on admission and student leadership are places to begin this work. We enthusiastically recommend that practitioners

at institutions intentionally increase representation for those holding a disability identity. We believe that in order to address the rich intersectionality of those with disabilities and other minoritized salient identities, those experiencing the interlocking systems of our campuses should be the ones to lead the initiative.

Similar to representation at literal and metaphorical levels, we also recommend looking to multiple sources of knowledge when informing individual practitioner practice. Incorporating staff from offices of assessment and institutional research alongside those with disabilities could illuminate the unique intersections of identity and how those intersections are experienced. Admissions, outreach, and orientation units can lead the way in beginning to engage in community level coalition building. We call on them to do so.

As mentioned, finding ways in practice to honor each of the 10 principles of disability justice is necessary and also possible for educators in higher education. The compounding effect of systemic intersectional oppression of disability, race, class, sex, gender, religion, and citizenship status amongst other identities, complicates the capacity to navigate higher education as it currently exists for educators and students with disabilities. To ignore disability as diversity and as a facet of intersectionality within a social justice framework defies the incorporation of disability justice principles and further pushes disability into an invisible space while upholding the structures of ableism and discrimination. In order to appropriately consider the intersecting identities present within individuals with disabilities, we must educate ourselves on the cultural components associated with disability justice, which is discussed next.

Cultural Level

Ableism is an oppressive force in postsecondary education (Dolmage, 2017) and exists within the cultural aspects of U.S. higher education. Ableism manifests in the ways in which we talk about, and all too often, do not talk about, disability within higher education. The exclusion of disability from social justice work, the belief that disability is "resolved" upon legal compliance, and the misconceptions about the agency of those who are disabled are a few examples of the ways culture within higher education perpetuates ableist norms. For the purpose of demonstrating ways for educators to include the 10 principles of disability justice at the cultural level, we highlight the principles of cross-movement organizing, collective liberation, and leadership of those most impacted (Berne et al., 2015).

Cross-Movement Organizing

Creating praxis and working toward developing an institutional commitment to a cross-movement organization and collective liberation are examples of ways educators can begin to work against an ableist culture. Cross-movement organizing is explained as shifting, "how social justice movements understand disability and contextualize ableism" (Berne et al., 2018, p. 227). This can be operationalized through educators' encouraging the inclusion of disability as diversity within multicultural and inclusive departments and efforts

at colleges and universities. Any diversity collectives that serve a variety of identity-based groups should include those identifying or being identified as disabled. This should extend to programming boards, events and speakers, campus collectives, legislative lobbying, and budget and data driven outcomes. Additionally, educators can work as allies across functional areas to deepen relationships rooted in interdependence rather than transactional dependency, to do anti-ableist work together with the understanding that it is a campus-wide responsibility to name and work against ableism.

Collective Liberation

To support the acknowledgement and interrogation of ableist practices, the principle of collective liberation, or the idea that "no body or mind should be left behind" (Berne et al., 2018, p. 229) can be incorporated. Institutions should encourage the creation and cultivation of disability cultural centers and spaces where students, as well as educators, might find community alongside one another. We recommend that practitioners, specifically in offices of admissions and orientation, include disability cultural centers as a stop on campus tours so that prospective students have a sense of where they might fit into the culture of an institution. If a Disability Cultural Center does not exist yet on campus, perhaps include the Disability Resource Office or other places of allyship and community building.

Leadership of Those Most Impacted

To reiterate, educators should uplift the voices and honor the principle of leadership of those most impacted at and within the cultural levels of oppression in higher education. Including people with disabilities is not just about involving aspects of campus life that feel inherently connected to ability status but involves all facets of the educational experience. These inclusion efforts simultaneously create a more just and accessible campus for a holistic learning experience. Unfortunately, many campuses have barriers that make it complicated for disabled folks to take on these leadership roles. Therefore, co-conspirators and social justice allies are needed to advance the inclusion of disability as part of the social justice and intersectionality narratives. Development of such allies is discussed further in chapter 5.

Conclusion

In this chapter we argued for the inclusion of disability identity within all social justice frameworks. Specifically, we used the 10 principles of disability justice and offered suggestions for how to use them in supporting those in the disability community. There is not a one-size fits all theory or approach to disability justice within higher education. It will take commitment and dedication to relearning, listening, re-imagining, and understanding the ways in which ableism, racism, sexism, homophobia, elitism, and genderism are all interconnected and influence students and educators alike. Incorporating Berne et al.'s (2018) disability justice principles into the social justice framework within higher education

is one component of creating a more equitable higher education environment in which we are all stakeholders. Having established the need for disability identity to be included within social justice work, the next chapter explores how to define disability identity.

Chapter 3: Disability Defined: Thinking Intersectionally about Terminology and Experience

Ezekiel Kimball and Rachel E. Friedensen

Defining disability is complex and contested work. As a form of social identity, a person's disability status plays a key role in how they make meaning of and experience the world (Kimball et al., 2017; Patton et al., 2016). However, as yet, there is limited literature available to help educators in higher education think critically and intersectionally about what the term disability means, which may lead to ineffective practices (Kimball, Vaccaro, et al., 2016). In this chapter, we begin addressing this gap by providing an overview of several of the most important ways scholars of disability identity think about the term. We then close by situating disability within broader literature about intersectionality. While our aim is not to offer a 'new' definition of disability, we do provide a complex framework for understanding disability as a phenomena that is both embodied as a health factor and socially constructed.

Practical Example: Ambiguity in Definition

When thinking about the ambiguity of the term *disability*, it might be tempting to dismiss the lack of clarity as a matter of limited practical importance. After all, higher education institutions seem to address the needs of those with disabilities, even given this ambiguity. We agree in principle that disability need not be defined precisely—and indeed likely cannot be—but we argue that thinking systematically about disability is key to good practice. An example from our research in practice will help to clarify the importance of systematic thinking about disability.

Several years ago, we worked together on a project intended to help produce new understandings of the postsecondary science, technology, engineering, and mathematics experiences of students with disabilities. We recruited participants from the Disability Resource Center (DRC) at our partner institution to participate in a series of interviews for a research project. Our resultant sample of roughly 20 students largely followed national patterns of disability incidence: significantly more students had less apparent disabilities like mental health conditions and learning disabilities than those with more readily apparent disabilities like mobility restrictions and sensory impairments. The participant pool also included primarily students who regularly utilized institutional support services for people with disabilities. At first, neither of these observations troubled us, but the more we worked with this data and sought to interpret it for institutional decision makers, the more we began to ask ourselves: whom did this data actually represent?

In an attempt to answer this question, an organization with which we are affiliated, the Center for Student Success Research (CSSR) at the University of Massachusetts Amherst, has been working to understand how to measure disability in the postsecondary environment. The preliminary findings show that there is no single best way to

operationalize disability, in part, because there is no definitional consensus (CSSR, 2019). Radically different counts of students with disabilities are generated when reporting the number of individuals who: have documented eligibility for accommodations; have ever been diagnosed with a disability; experience a high degree of functional impairment; experience any degree of functional impairment; and identify as a person with a disability. This variation in count reflects the reality that there is no singular experience of disability and therefore there can be no singular definition. However, it also indicates the importance of careful consideration of what is meant by the term *disability*. Simply put, inattention to the operational parameters of the term can produce misleading assumptions about students with disabilities, as well as educators with disabilities, and thereby lead to ineffective practice. Below are strategies for thinking about the complexity of disability.

Is Disability an Identity? Or Identities?

As we argued previously (Friedensen & Kimball, 2017), disability simultaneously operates as:

- an individual-level variation in how a person's body or mind works relative to societal assumptions about how a person's body and mind should work,

- an interaction between a person's body or mind and the physical or intellectual spaces inhabited by other people, and

- the embodiment of systems of power, privilege, and oppression within society that affirmatively value ablebodiedness and ablemindedness while negatively valuing people with disabilities.

The ways people navigate these intersecting manifestations of disability is complex generally and can be particularly fraught in higher education institutions that often prize particular forms of intellectual or physical ability (Dolmage, 2017). Consistent with this framing, we describe some of the specific ways in which people with disabilities in higher education settings might have differentiated experiences relative to their peers—arguing that, until institutions begin to prioritize inclusivity, these manifestations of difference function as design features of disabilities rather than accidental bugs within the system. In other words, who is included or excluded in higher education is determined, in part, by the tacit assumptions higher education institutions make about how people exist in the world. The educators at colleges and universities have enough knowledge of human diversity to know that disabilities represent a significant way that people's experiences might vary yet continue to normalize the experiences of the able-bodied and able-minded. It is therefore reasonable to conclude that the maintenance of inaccessible, exclusive institutions is a choice—whether made intentionally or not.

Disability as a Medical & Diagnostic Identity

Defining disability is a difficult endeavor for many reasons. The first is that definitions of disability often center a medical diagnosis model that replicates all or part of

the World Health Organization's (2020) definition of disability as a functional impairment resulting in activity restriction or participation restriction. This definition assumes that disability functions as a form of sickness that can be treated or perhaps even cured through medical intervention. This framing is predicated on the idea that there is a singular way that people's bodies and minds are supposed to work, which according to Kafer (2013) "means correcting, normalizing, or eliminating the pathological individual, rendering a medical approach to disability the only appropriate approach" (p. 5). Moreover, within this perspective, medical professionals become the dominant experts in how disability should be experienced instead of people with the disabilities. However, it is important to note that this framing also casts medical science as the arbiter of what disability statuses are legitimate and which ones are not (McDonagh, 2008; Silberman, 2015). On college and university campuses, the medicalization of disability can result in the exclusion of some people with disabilities from access to needed services. For example, this is evidenced in the disparities that exist in access to medical treatment, as well as the slow recognition that some forms of disability require support on campus (e.g., allergies, mental health).

Even if one accepts disability as a purely medical condition, counting and reporting the number of people with disabilities can be a tricky endeavor, not least because many attempts rely on students to self-report either to institutions or to surveys, and there are few attempts to count educators with disabilities. The National Center for Education Statistics (NCES) reports that, for the academic year 2015-2016, 19.4% of undergraduate students had at least one disability, while approximately 12% of post baccalaureate students did (NCES, 2019). These numbers are based on the number of students who:

> reported that they had one or more of the following conditions: blindness or visual impairment that cannot be corrected by wearing glasses; hearing impairment (e.g., deaf or hard of hearing); orthopedic or mobility impairment; speech or language impairment; learning, mental, emotional, or psychiatric condition (e.g., serious learning disability, depression, ADD [attention deficit disorder], or ADHD [attention deficit/hyperactivity disorder]), or other health impairment or problem. (NCES, 2019, para 2)

While these are common ways of categorizing and partitioning between different disability types, they are not the only way that disability gets defined, categorized, and counted. For example, NCES (2017) disaggregated disability diagnoses into the following categories: attention deficit disorder, depression, mental/emotional/psychiatric condition, orthopedic or mobility impairment, hearing impairment, specific learning disability or dyslexia, blindness or visual impairment, health impairment or problem, brain injury, developmental disability, speech or language impairment, or other. Elsewhere in the same publication, NCES (2017) organized these categories differently to report on broader enrollment trends, based on whether the disability was related to cognitive factors, ambulatory factors, independent living, self-care, vision, or hearing. It is important to note that many of these categories are based on single reports; in other words, they do not take into account those with multiple disabilities.

Notably, these categorizations are based on the medical model of disability, which is predicated upon diagnosis. For many disabilities, seemingly clear diagnostic criteria mask considerable flexibility in the way that highly-trained medical professionals—and, in the case of many learning and behavioral disabilities, more variably-trained educational professionals—make judgments about both how to define a disability and when to assign someone a disability status (Kimball, Wells, et al., 2016; Montgomery, 2005). Notably, these variations in the exercise of judgement become a key vector along which inequality can travel since they may re-inscribe biases related to race, class, gender, geography, and other social identities (Annamma et al., 2012; Broderick & Leonardo, 2016). It can also be easily complicated by variations in presentation from person-to-person, particularly those with multiple disabilities. Given the difficulties inherent in relying on a purely medical definition of disability, we turn now to other ways of defining disabilities.

Disability as a Legal & Environmental Identity

Once people with disabilities receive a medical diagnosis, they can be afforded legal protections in public school settings via the Individuals with Disabilities Education Improvement Act and in public settings—including universities—via the Americans with Disabilities Act of 1990 and Americans With Disabilities Act Amendments Act of 2008 (Kaplin & Lee, 2013). Since protection under the law is only available to people with medical diagnoses, they have the effect of legitimating some people's experience of disability while invalidating others (Schur et al., 2013). This framing also means that some people with disabilities who object to the medical stigmatization of what they view to be a normal variation in the way that human minds and bodies function may be forced to identify formally with a diagnostic identity that they would not routinely claim in order to gain protection under the law (Schur et al., 2013). Finally, this framing also assumes people with disabilities have access to receive a medical diagnosis.

While some advocates suggest that the medicalization of disability under existing legal frameworks is problematic, most acknowledge the important progress that legislation has made in treating disability as arising partially or totally from the environment (Jones, 1996; Shakespeare, 2012). In other words, many legal frameworks assume that the way people with disabilities experience functional impairments, activity limitations, and participation varies based on the inclusivity of a particular setting. As a result, the environmental dimension of disability identity suggests that interventions in the environment can radically alter the way a person experiences their disability—ranging from an environment that might be totally disabling to an environment that is fully accessible (Burgstahler & Moore, 2009). The empirical literature on the experiences of college students with disabilities documents both the pervasiveness of disability stigma in postsecondary institutions and also the need for student self-advocacy as a way of navigating ableist environments (García et al., 2005; Kimball, Moore, et al., 2016). The limited literature on the experiences of faculty and staff with disabilities likewise shows

both a fear of disclosure and the pervasive able-norming of higher education institutions (Jeffress, 2018; Price et al., 2017; Smith & Andrews, 2015).

Importantly, this same literature also documents the ways the specific (or use appropriate or a clearer description) design of spaces can embody stigmatizing assumptions about people with disabilities (Pence et al., 2003; Twill & Guzzo, 2012). Simply put, many colleges and universities norm their organizational structures, physical spaces, and intellectual climate to the experiences of ablebodied and ableminded people (Dolmage, 2017). Doing so not only requires those with disabilities to construct a normalized, non-disabled identity, but also reinforces an environmental identity of disability for people with disabilities. For example, the physical layout of a typical lecture hall often has a large number of seats for people without mobility issues, but only a few for people who require the use of a wheelchair and those spaces that are truly accessible may be demarcated spatially or visually in ways that mark those that would occupy them as "other" within the space. Likewise, the physical layout of buildings can send normative messages about who belongs, as some wayfinding mechanisms may not be useful to those who cannot easily process visual noise or visual information whatsoever.

Disability as an Intersectional Identity

Scholars of student learning and development typically think about identity as something that stems from individual meaning-making but which reflects broader social constructions and ideological systems (Abes, 2009). Recognizing the potential for these social constructions and ideological systems to contain problematic assumptions about minoritized identities, those who study student identity development have increasingly embraced the idea that social identities are experienced intersectionally—that is, our multiple social identities link to systems of privilege and oppression in ways that can produce radically divergent experiences of the same identity (Jones & Abes, 2013). Moreover, since the influence of oppressive ideological systems might be experienced more or less acutely in particular environments, student identity development is now typically recognized as a fluid, contextual phenomenon (Patton et al., 2016). That is certainly the case for disability.

Crip theorists have long argued that the ideas of ablebodiedness and ablemindness did not create disability, but rather that the identification of some bodies and minds as disabled defined the existence of the ablebodied and ableminded (Dolmage, 2017; Kafer, 2013; McRuer, 2006). That distinction is a particularly important one as it suggests the ongoing, active definition of "otherness" upon which disability has been historically constructed, and the importance of contemporary efforts to redefine disability as itself normative and a cultural identity of value. The significance of the framing is that it makes clear the consistency between ableism, disableism, and other ideologies of oppression (e.g., racism, colorism, classism, patriarchy, and genderism) traditionally addressed via intersectional lenses. The intersectional nature of disability can be understood via its economic and cultural manifestations.

Ableism, disableism, and neoliberalism form mutually interdependent, reinforcing logics of oppression (McRuer, 2006). This ideological system values people for their productivity—that is, the value of their labor and contributions within a capitalist economy—rather than intrinsic humanity. Within this framing, employers express concern about employing people with disabilities who fare poorly in labor markets as a result (Brault, 2012). Moreover, in the context of governments that have radically underfunded human services programs, families with a child with a disability report financial costs and lost work that families without a child with a disability do not, which places them economically at-risk (Stabile & Allin, 2012; Wolanin, 2005). These economic effects compound over the life course (e.g., Sharpe & Baker, 2007; Stabile & Allin, 2012). Ultimately, this economic framing constructs people with disabilities as only valuable insofar as they can be 'useful' in a capitalist system, thus depriving them of agency and humanity.

In contrast to the economic framing of disability, the cultural framing of disability seeks to celebrate the intrinsic humanity of people with disabilities. For example, the development of d/Deaf culture recognized that human bodies and minds function differently and that not having the capacity to hear simply reflects that diversity (Davis, 2016; Edwards, 2012). From this simple premise, d/Deaf activists' lobby for rights, opportunities, integration with the hearing community, and also an identity distinct from the hearing community (Edwards, 2005; 2012). At present, d/Deaf culture has become a significant identity for the people who find membership therein—with distinctive language, artistic media, and cultural touchstones (Johnson & McIntosh, 2009; Woodcock et al., 2007). Importantly, and reflecting the extent to which disability as a cultural identity intersects with oppressive ideological systems, the cultural framing of disability is inconsistent across disability types—with some groups, such as the culturally Deaf and autistic self-advocates, having formed distinct cultural identities and others resisting altogether or not understanding the purpose of the formation of a disability cultural identity. While resistance against ableism can occur in a variety of forms, a cultural framing of disability provides meaningful space for organizing around that identity and taking a social justice approach to disability oppression (Evans et al., 2017).

Integrating the Multiple Definitions of Disability

Disability is a confounding term to define. The historical creation of the idea of disability is predicated upon the application of power and the use of that power to label some bodies and minds as normative and others as problematic (Dolmage, 2017). For these reasons, we hesitate to replace older definitions of disability with a new formulation that continues to rest on the demarcation and subsequent valuation of bodies and difference. To this day, the medicalization of disability continues to raise the specter of this historic formulation: it is an institutional process sometimes divorced from the wishes, experiences, and best interests of the person(s) labelled and identified as disabled. However, disability is also a normal feature of human diversity. It can be a social and cultural identity filled with rich meaning and experience that facilitates connections with others whose minds and

bodies work in similar ways. Additionally, disability is still connected to health; people with disabilities must navigate this embodied reality as well as environments that are not built to support them (Shakespeare, 2012). That slightly paradoxical framing of disability is core to understanding its contemporary manifestations on college campuses: as higher education educators in various roles, we work with the many different faces of disability simultaneously.

The framings we present are not stages that a disabled person moves through, nor do they represent historical concepts that are no longer relevant. Rather, these identities operate simultaneously in addition to the ways that people with disabilities understand and identify themselves. Some may be more relevant at specific times than others, but they are all often at play in campus conversations about disability. Thus, disability identity encompasses medical, diagnostic, legal, economic, and environmental understandings, as well as an individual's self-determination and self-identification. Additionally, it is important to remember that disability identity is not fixed; one can move in and out of a variety of disabled statuses and identities over the life course. Instead of a concrete definition, we therefore suggest that the utilization of a conceptual framework for thinking about and addressing needs related to disability.

In Figure 2, we present a framework for understanding disability in higher education. This figure situates a single person's experience of their disability status within ableist, disableist, and other oppressive ideological systems. Within this experience, we argue that all higher education educators need to understand the medical, diagnostic, legal, and environmental influences on the construction of disability in order to understand the way that disability-as-identity is produced on college and university campuses. We represent these relationships by situating disability-as-identity as a central circle overlapping larger circles for medical, diagnostic, legal, and environmental influences

Figure 2

Conceptual Framework for Understanding Disability

Medical

-Embodied experience of disability

-Medicalalization of experience

Diagnostic

-Measurement of ability

-Access to diagnosis

Disability as Identity

Legal

-Major differences in legal definitions

-Legal status as service prerequisite

Environmental

-Social perceptions, re: disability

-Able-norming in built environments

Ableism, Disableism, and Interlocking Systems of Oppression

Within each of the quadrants representing medical, diagnostic, legal, and environmental influences, we also include key ways they shape disability as identity:

- Medical influences note the underlying embodied experience of disability and the medicalization of disability experience, both of which we described above. In brief, the embodied experience of disability suggests that the way people's bodies and minds function is an integral part to their experience of disability whereas the medicalization of disability experience suggests that medical systems legitimate certain ways of experiencing a disability.

- Diagnostic influences note the importance of how disability is measured. Measurement is the product of a number of decisions about what and how to measure, as well as how to interpret the results that may mean that people with functionally similar experiences end up with different diagnoses or that some people who have a disability end up without a formal disability diagnosis. Moreover, considerable inequities regarding access to qualified diagnostic services exist.

- Legal influences note that there are major differences in the way that different laws define and respond to disability. We also indicate that accommodations for disability often are provided only to those who can and do choose to be protected under laws through the disclosure process. The net effect of these two manifestations of legal influences on disability is that a person may experience disabling environments without legal protection based on specific settings.

- Environmental influences note the importance of social perceptions regarding disability and the presence of able-norming within the environment. These two ideas reinforce one another. Simply put, many people—including people with disabilities—harbor stigmatizing beliefs about disability that influence the ways they treat people with disabilities. One clear manifestation of this belief system is the creation of physical and intellectual spaces that are not accessible to all based on assumptions about who might use these spaces and how they might choose to do so.

This framework can provide a useful heuristic for understanding disability on-campus. Simply put, our goal in writing this chapter and creating this framework is to help readers think about disability rather than stating what they should think about disability.

At a very superficial level, those working within higher education utilize the medical and diagnostic nature of disability identity when considering questions about documentation and service delivery. On most campuses, clearly documented policies and procedures link specific functional impairments with related accommodations. These functional impairments must typically have been identified by a qualified professional and then documented via an appropriate diagnostic report in order to activate access to needed campus resources—often a DRC for students and human resources for educators. This framing rests on the legal aspects of disability identity. Without a formalized diagnosis, protection under the law can be difficult to access, and on many campuses the DRC situates firmly within a compliance framework.

The environmental aspect of disability begins to recognize that the active inclusion of people with disabilities should actually be the goal of our work. It acknowledges that there will be some situations where a person with a disability may be totally unable to participate and others where they are much more able to do so. The environmental aspect of disability then asks us to consider what has changed. It is not the person with the disability. It is the context within which the individual experiences the world. In other words, the organizational structures, physical spaces, and intellectual climate that institutions have built determine the potential participation of a person with a disability—not their disability status.

Notably, these environments are not constructed in an ideological vacuum. Whether deliberately or not, they reflect the ableist and disableist ideologies endemic in American society. In this regard, disability is no different than a host of other social identities—for example, race, class, gender, and sexual orientation—wherein systems of oppression shape individuals' experiences in powerful ways on college and university campuses. Moreover,

like other social identities, systems of oppression related to disability are experienced intersectionally with links to other social identities.

Therefore, it is key that higher education educators attend closely to their services and programs to ensure they are meeting the needs of all people with disabilities in their full humanity. Additionally, it is key for professionals to continue to take a social justice approach to disability (Evans et al., 2017) in efforts to try and change the campus environment to make it accessible to all.

Conclusion

The medical, diagnostic, and legal framings of disability have long-dominated campus consciousness regarding what it means to be a person with a disability or for colleges and universities to be truly inclusive spaces. However, as shown in this chapter, these formulations are necessary but not sufficient ways to understand the true complexity of disability. Environmental context heavily influences the way people with disabilities experience the functional impairments, activity limitations, and participation restrictions that undergird the medical, diagnostic, and legal framings of disability. Indeed, while a person's experience of a disability typically has some corporeal dimension to it, the way institutions arrange their physical and intellectual spaces will typically determine whether a person feels "disabled" within the space. In other words, colleges and universities make known that they value or do not value people with disabilities through their words, actions, and decisions, which then manifest themselves in campus learning environments in either inclusionary or exclusionary ways. Notably, institutions do not make these representations of values in an ideologically neutral context: instead, they replicate broader systems of ableism and disableism—as well as other oppressive ideologies—in their construction of campus learning environments. As a result, higher education educators must think about disability as both one of the many social identities individuals might hold and an intersectional identity influenced by the interaction of varied vectors of oppression.

Suggestions for Further Reading

Kerschbaum, S. L., Eisenman, L. T., & Jones, J. M. (Eds.). (2017). *Negotiating disability: Disclosure and higher education*. University of Michigan Press.

Kim, E. & Aquino, K. C., (Eds.). (2017). *Disability as diversity in higher education: Policies and practices to enhance student success.* Routledge.

Miller, R. A. (2018). Toward intersectional identity perspectives on disability and LGBTQ identities. *Journal of College Student Development*, 59(3), 327-346.

Stapleton, L. (2015). When being deaf is centered: d/Deaf Women of Color's experiences with racial/ethnic and d/Deaf identities in college. *Journal of College Student Development, 56*(6), 570-586.

Vaccaro, A., Daly-Cano, M., & Newman, B. M. (2015). A sense of belonging among college students with disabilities: An emergent theoretical model. *Journal of College Student Development, 56*(7), 670-686.

Chapter 4: Creating Access in the College & University Environment

Mike Kutnak and Linda Sullivan

Accessibility is the work of an entire campus. As higher education institutions, we have never known that idea to be more evident than we do now, as it has many different meanings for people. When some people consider access, they think about affordability. For other people, ideas about access focus on entry and specifically ensuring access due to disability. Additionally, many also think of equal opportunity, ability without restrictions, inclusion, and belonging when considering access. We hope this chapter will serve as a reference, a conversation starter, and where possible, a guide to aid our colleagues and encourage a commitment to ensuring access for all members of our community. We recognize accessibility changes as locations change, digital presence changes, and our proximity to our students and colleagues change. After reading the contents of this chapter, we hope you remember two important messages: it takes everyone to make any community fully accessible, and, meeting compliance is an obligation, while creating access is a commitment.

We have become a truly global society with the advent of the internet. In the U.S., we are obliged to create environments in our institutions that are diverse, welcoming, enriching, inclusive, and accessible for all (Iverson, 2012; Sullivan, 2018), which means we must be intentional in the development of accessibility for all individuals. Creating accessible space in higher education can be daunting. It truly takes a village to be fully accessible. (See chapter 5 for information about establishing collaborative partnerships).

When we think of what "space" entails it is essential that we consider how education has expanded the concept of learning space, and how it will expand in the future. Creating accessible space includes the physical campus, classroom, residential, extra-curricular, and virtual spaces. Accessible and inclusive spaces impact all campus constituents. Since the inception of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) (1990), and Americans With Disabilities Act Amendments Act (ADAA) (2008), accessibility is no longer a lofty goal for colleges and universities. Failure to create equal access in the U.S. comes at the possible expense of losing federal financial support through student aid and government research funding. Few universities have endowments or private sources of funding large enough to sustain operations independent of federal and state support, thus creating forced compliance.

Accessibility

When thinking about higher education and accessibility, people tend to think erroneously about accessibility exclusively in academic spaces such as the classroom (see chapter 9). However, as stated earlier, accessibility entails more than physical access. In order to illustrate this point, we next provide an example.

Consider the journey an outside person experiences when looking at a specific institution as a potential employer or student, we named this person Marcus. In 2020, Marcus starts his journey by trying to browse the institution's website. He finds he cannot access the web pages because they are inaccessible for a screen reader. Marcus is also aware that if he had limited dexterity he would not be able to fulfill any required online training because it was not formatted for keyboard controls. These two briefly mentioned experiences are sending messages to Marcus about what it might be like for him to attend or work at the institution.

Even with the aforementioned challenges, Marcus successfully navigated the main information on the institution's web page, and chose to visit campus for a tour or an interview. As he prepares for this visit, he considers convenient parking in close proximity to his building destination, as well as if there are clearly marked travel spaces for someone with a visual disability. Marcus knows that once he arrives to the building, he will need to look for signs and access points to help him successfully navigate to his destination.

Prior to finding his destination location, Marcus considers if there will be a space for him to sit down, as well as if the furniture can be adjusted or moved for his use. Marcus also anticipates being given paperwork, such as the syllabus or an employee contract, and finds himself wondering if the font will be large enough for him to read. Furthermore, Marcus is likely unaware that he will need to self-advocate and self-identify through the disclosure process in order to obtain accommodations. More information about the process of disclosure is found in chapter 6.

Now let us imagine the university under consideration is a residential campus. Students are expected to live on campus and employees are encouraged to participate in living learning programs. Marcus now wonders if all the buildings will be easy to navigate, as well as if any plans developed for emergencies consider his specific needs. Even if Marcus finds the physical institutional building and grounds components to be accessible, there are other accessibility areas in which he may find challenges. Dining halls often serve the campus community each day, and those running them must consider food allergies, as well as religious food requirements. Educators coordinating extracurricular activities such as team sports need to consider such issues as spacing between seats, as well as navigating entrances and exits from stadiums and fields. Furthermore, student activities, admissions, and orientation educators should consider how campus traditions are structured to be open and welcoming to individuals like Marcus.

These are just a few examples of everyday campus situations that can result in the exclusion of valued community members if educators fail to prioritize accessibility. In the coming sections, we break down some of Marcus's experience and take a deeper dive into the areas of the law that should guide creating access. We conclude the chapter with practical ways to assess campus accessibility and provide some practical samples, examples, and suggestions for further readings.

An Institution's Footprint

When considering access, it is important to understand an institution's footprint. The institutional footprint consists of space the institution owns, operates, or uses to conduct its daily business (Kutnak, 2015). Naturally places like classrooms, laboratories, dining centers, athletic facilities, libraries, and student union buildings come to mind first when thinking of a college campus. However, educators must consider many more spaces to assess mindfully the entire footprint. Parking lots, green spaces, research farms, fabrication spaces, art studios, power plants, waste processing facilities, water treatment plants, and a variety of other unique structures exist on campuses across this country. Any physical space connected with an institution is part of that institution's footprint and must be considered in terms of physical access (Kutnak, 2015; Kutnak & Janosik, 2018).

A digital footprint can be significantly wider-ranging and more exhaustive than a physical footprint. It includes the main institutional website and all websites and digital content created by all educators in connection with official duties, programs, or services at the institution (Kutnak & Janosik, 2018). The volume of digital media for which each institution is responsible is significant.

The Office for Civil Rights (OCR) and the Department of Justice (DOJ) have focused investigations considerably in the area of digital access. When thinking about digital access, simple assessments can be done to identify early challenges. We offer some helpful questions to determine a course of action:

- Can web pages and web content be accessed by someone without vision?
- Can the same web pages and content be accessed by someone who has diminished or no hearing?
- Can the pages and content be navigated without the use of hands, or solely through keyboard commands?

If the answers to these questions are no, then there is an immediate accessibility problem that must be corrected.

There are many tools that can be used to assess the accessibility of a university's website(s). One of the best resources for evaluating and understanding web accessibility is the World Wide Web Consortium's website (https://www.w3.org/WAI/ER/tools/) devoted to web accessibility (World Wide Web Consortium, 2019). Basic information about assessing web content for accessibility, tools available for assessment, and key areas for evaluation and correction can be found that will resolve many accessibility questions.

One important consideration related to institutional footprint is ownership of spaces, digital or otherwise. Once a footprint is established, university leaders must determine if all or parts of the footprint falls under the direct control of the institution (Kutnak, 2015; Kutnak & Janosik 2018). In many cases, institutions have an amalgamation of owned spaces and rented or leased spaces within its footprint. Ownership of a space will influence who has direct responsibility for making that space physically accessible (ADA, 1990; ADAAA, 2008; Kutnak & Janosik, 2018).

When institutions embark on addressing and assessing digital accessibility, educators may seek outside experts to identify areas of vulnerability and develop a plan to address digital accessibility systematically. For some institutions, the responsibility for digital accessibility is governed by the Information Technology (IT) Department. Other institutions have a dedicated Digital Accessibility Office, and still others have a combination of IT, Accessibility Services Office, and program designers who collaborate on assessment and remediation of all digital content. Having a means of assessment and a clear plan of how to address areas of inaccessibility are key to ensuring equal access for all.

An Access Case

As noted earlier in the example of Marcus, often the initial place people go to learn about an institution is the webpage (Sullivan, 2017). Digital access falls under programmatic access and has been among the top areas of litigation between institutions and individuals with disabilities over the last decade. Many professionals whose jobs centered on content creation for websites were (and often still are) unaware how the content created interfaces with screen readers and other technology often used by people with disabilities. Content that is created without consideration for people with disabilities results in a lack of access and violates the ADA and/or Section 504 of the Rehabilitation Act of 1973. Until the United States DOJ publishes specific guidelines and rules for website accessibility, the DOJ strongly suggests that websites meet Web Content Accessibility Guidelines 2.0 AA guidelines (Henry, 2018; Kutnak & Janosik, 2018; Wright 2015). WCAG 2.0 AA are accessibility guidelines established by the W3C: Web Accessibility Initiative, an international body focused on developing standards for digital spaces. They are what the DOJ uses in court cases related to website accessibility. Below digital access is further discussed.

Digital Accessibility

When people refer to digital accessibility, they are referring to a person's ability to navigate easily and/or understand a website, document, or mobile application with or without the use of assistive technology. For example, can a person who is colorblind understand the meaning of words on a webpage without too much differentiation of color? In practical terms, this means websites available to the general public must meet the highest standards of accessibility. When students or educators are required to use websites, webpages, or documents to fulfill requirements of a course, or to fulfill an institutional requirement, the pages and content must be accessible to all. Moreover, if students or educators are required to use specific technology related to their course instruction or other responsibilities, these technologies also must be accessible to all. If a site, document, or learning management system (LMS) is inaccessible, then a reasonable accommodation must be made by the institution to create access within a reasonable time frame (Sullivan & Meeks, 2018).

Often institutions that do not offer online courses have assumed they need not concern themselves with issues of digital access (Sullivan, 2017). This is an inaccurate assumption: if an institution has a public facing website, then digital access is essential to the business operations of the institution. If the institution makes available any type of transaction via a webpage (e.g., applications, requests for tickets), these transactions must be accessible. If the college or university has a LMS that houses course websites, then digital access is necessary. If the LMS and documents are housed on an individual course site that students and educators must use, those documents must be accessible. If within the LMS, videos are stored or shown in class, those videos must be accessible. In other words, it is helpful to simply design, from the start, all internet components as accessible. In later sections, we describe ways to address inaccessibility at your institution. Additionally, further information about accessibility in the classroom is found in chapter 9.

Physical and Programmatic Access

Under Titles II and III of the ADA (1990; 2008), it is the responsibility of the entire institution, not just those working in DRC, to ensure an accessible experience for all employees and visitors. While Title II of the ADA applies to state institutions and Title III applies to private institutions, both speak to the same topic: physical and programmatic access. In other words, physical and programmatic access are two sides of the same coin (Kutnak, 2015).

In terms of physical access, individuals with disabilities must be able to navigate the physical environment including buildings, facilities, and exterior spaces of a campus. According to the ADA (1990) and the ADAA (2008), an individual with a disability must have the same opportunity to participate in, and benefit from, the same services, activities, and programs offered by the institution for individuals who do not have a disability. Programmatic access involves the programs, goods, and services the institution provides to all parties including students, faculty, staff, or the public and includes academic, recreational, and athletic programming (Kutnak & Janosik, 2018; Kutnak, 2015). As discussed in the previous section, it also includes an institutions' digital presence. More specific information about programming is discussed in chapter 8.

The types of spaces and places available to use will dictate what you can do in those spaces, but the types of activities in which you want to engage will dictate the types of spaces you need to access (Kutnak, 2015). Does this mean that every single square inch of the campus must be fully accessible? The short answer is no. Building renovations may not always be the best solution to an access problem; sometimes a renovation would fundamentally alter the nature and purpose of a space. Although educators are not required to retrofit each space on campus, they are required to make the goods, programs, and services normally conducted in inaccessible spaces accessible to individuals with disabilities.

More Than a Legal Duty

Educators on college campuses have a legal duty to ensure accessibility for all activities related to the normal business of the institution (ADA, 1990; ADAA, 2008; Kutnak & Janosik, 2018). However, that is not the only reason they should pay attention to aspects of access. The types of spaces available on campuses contribute to the quality of learning that occurs at those institutions (Fink, 2004; Harris & Holley, 2008; Kutnak, 2017; Sapp, 2014; Strange & Banning, 2015). Additionally: it is the right thing to do. And not just the right thing; it is profoundly the right thing to do because the one argument for accessibility that does not get made nearly often enough is how extraordinarily better it makes people's lives. How many opportunities do we have to dramatically improve people's lives just by doing our job a little better? (Krug, 2000) In order to help us all do our jobs a bit better, we introduce below universal design (UD), wayfinding, and conducting assessment.

Universal Design

Universal design (UD) involves both UD for Learning (UDL) and Universal Instructional Design (UID) amongst various other models. According to Roland Mace (2019), the creator of UD, "universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design" (Center for Universal Design [CUD], 2019a, para. 1). The purpose of UD is "to reduce the physical and attitudinal barriers between people with and without disabilities" (CUD, 2019b, para 1). The beauty of UD is that it creates access for all; as institutions create larger global thumbprints, their communities become increasingly diverse. Incorporating UD principles into all experiences creates true inclusion for the largest number of community members.

One important consideration for UD is that it does not create access for every type of barrier. For example, there is no change to an educational environment that mitigates the impact of an auditory hallucination or the need for insulin. In other words, there are disabilities where the infusion of UD alone will not sufficiently provide full access to the learning environment. UD does, however, help to ensure that the members of our communities have as much access as possible before individual accommodation implementation is needed.

Wayfinding

Wayfinding is an often overlooked, yet essential component of accessibility. Next time you are on a college campus look around and ask yourself:

- How do people find their way around campus?
- Do you have accurate signs and maps located at various points across campus?
- What would happen if you could not see the signs?
- Could you independently find your way to a building for a class?
- Would you trip over bushes and trees that are overgrown along your pathways?

- Once at the correct building, could you find your way inside?
- Would a person who uses a wheelchair or takes limited steps per day experience barriers to accessing buildings due to a lack of ramps or automatic door entries that are blocked by trash receptacles or delivery trucks?

Some key aspects of wayfinding are interactive maps or signs with visual, tactile, and audio components that allow for various users to access information about their current location. Additionally, signs assist in identifying a path to get to another location. Curbs with proper grading allow wheelchair users to enter the lane of travel with ease. Tactile plating at entry locations to streets create a warning that persons with low or no vision will soon enter a street. Reflective lane lines on streets alert those with low vision to where streets and curbs begin and end. Similar wayfinding steps can be taken on an institutions' website to identify digital areas that are not accessible.

Creating accessible wayfinding sends an inclusive message to all people on your campus. It says all are welcome and wanted. Partnering with the office on campus dedicated to space planning and design, including those working with information technology, to identify main entry and exit points will assist greatly in the creation of an accessible campus space. Additionally, the creation of a project list in cooperation with the proper space planning office is essential to build a culture of access. We recommend capital improvement projects include at least one accessibility component each year to continue moving your institution toward access for all. In the section that follows, we share an assessment protocol to assist educators with creating more inclusive spaces, particularly for individuals with disabilities.

A More Formal Environment Assessment

Whenever an educator conducts an accessibility assessment, it is important to use a research-based methodology (Fitzpatrick et al., 2011). The methodology described next is a combination of evaluation methods found in the literature of educational research, product development, and testing and involves six basic steps. These steps are recommended every time you initiate a project, make a proposal, or remodel a space.

Step 1: Size and Scope

First, determine the size and scope of the assessment for accessibility. Determining what you are and are not looking at as part of the assessment is a critical first step as it influences the resources needed to accomplish the assessment (Creswell, 2012; Fitzpatrick et al., 2011; Kutnak, 2015; Rossman & Rollis, 2011). Clearly define the spaces to include in any physical access assessment, likewise, clearly define the programs and services, if including programmatic or digital components.

Step 2: Objectives

Next, develop assessment objectives. Since physical and programmatic access are linked in the law, it is important to establish the objectives for the assessment up front. For

an access assessment, there are three choices: assessing a physical space, programmatic access, or some combination of both.

Step 3: Stakeholders

The third step incorporates stakeholders into the process. Stakeholders are the people or entities that have an interest in the evaluation of a space or who may be impacted by the results (Creswell, 2012; Fitzpatrick et al., 2011; Rossman & Rollis, 2011). Faculty, staff, students, and visitors are all important stakeholders in most spaces on campus. When considering accessibility specifically as the subject of an assessment, it is important to be thorough and make use of as many stakeholder groups as possible to collect a wide cross section of opinions and information. One person with a disability cannot and should not represent all of the different individuals with disabilities who utilize campus spaces on a daily basis (Kutnak, 2015; Kutnak & Janosik, 2018). Once stakeholders are identified, get specific feedback on their experiences interacting with the space and/or program, as well as gather suggestions for improving the accessibility of those experiences. Nothing is too big or too small to consider at this phase.

Step 4: Guiding Questions

After collecting insight from the stakeholders, begin to create guiding questions for the assessment. Guiding questions are the specific components you are asking about in your assessment (Creswell, 2012; Fitzpatrick et al., 2011; Kutnak, 2015; Rossman & Rollis, 2011). For example, in terms of physical access, the DOJ issued guidelines for building construction called the ADA Accessibility Guidelines (U.S. Access Board, 2019). The current guidelines were issued in 2010 and apply to all newly constructed buildings and existing facilities that experience any type of renovation or alteration (United States Department of Justice Civil Rights Division., n.d.). All buildings built after March 15, 2012 are subject to these codes. Additionally, they serve as excellent content for the creation of guiding questions related to physical access.

Do not forget, the spaces will be occupied by people with all kinds of needs, interests, desires, and abilities. Since space has an impact on the quality of learning experiences for all individuals, it makes sense to consult with relevant student development theories that guide the goods, programs, and services delivered in a particular space, especially if programmatic access is part of your assessment (Block, 2008; Hanafin et al., 2007; Harris & Holley, 2008; Kutnak & Janosik, 2018; Kutnak, 2017; Kutnak, 2015; O'Connor & Robinson, 1999; Strange & Banning, 2001). See chapter 3 for further information about student development theory, intersectionality, and disability identity.

If you are conducting a study related to access in the library, for example, incorporate stakeholders such as students, faculty, staff, administrators, and members of the public who use the library facilities on campus. Have clear objectives. For the library assessment project, physical access could be the focus of phase one of the assessment and programmatic access could be examined in phase two. Then examine important issues

related to access. For example how does the rental policy for things like headphones, computer equipment, or other technology intersect with access requirements? Alternatively, how does that intersection change when the individual is of low socioeconomic status and has trouble affording the rental fees? Be clear and intentional with the design of your assessment.

If a structure for the evaluation process is necessary, the Council for the Advancement of Standards in Higher Education (CAS) has a number of publications and self-assessment guidelines to utilize (CAS, 2019). Additional guidance can also be obtained through the New England ADA Center (2019) where assessment forms and guidance can be obtained at no cost. Finally, if you are seeking to assess your digital accessibility using a standardized tool, several free options exist on the W3C website (https://www.w3.org/WAI/standards-guidelines/wcag/).

Step 5: Collect Data

After establishing guiding questions, begin to collect data for the assessment. Data collection will usually take three forms: real-time observations, archival research, and interviews (Kutnak, 2015). Research spaces to see when they were constructed to understand what building codes are applicable. Knowing the history of a space will help understand its present condition. Conduct interviews with facility patrons to understand usage and impacts of space on their experiences. Speak with service providers and educators who populate those spaces on a regular basis to understand how programs and services are delivered.

Step 6: Analyze Data

Analysis of data related to physical access will come down to a determination of whether the space met, or did not meet, the criteria used for the analysis. Data collected from interviews needs to be analyzed for common themes and experiences (Creswell, 2012; Fitzpatrick et al., 2011; Kutnak, 2015; Rossman & Rollis, 2011). Document the results and the methods used to obtain those results (Creswell, 2012; Fitzpatrick et al., 2011).

Be mindful of who has access to the data, as well as what organizational level is responsible for collecting and analyzing the data. Under the law, when you collect information related to physical and programmatic accessibility, you are technically responsible for correcting any access issues. If the appropriate individuals are not made aware of the collected data, or the individuals collecting data do not understand this implication, legal ramifications could ensue.

Strategic Planning Using the Results of any Data Analysis

Strategic planning is frequently tied to the mission and vision of the institution, division, and/or department. Your assessment will yield important information about institutional compliance. The development of a strategic plan needs to include addressing the issues identified through the assessment process. It is typically recommended that the

plan address short and long-term goals toward remediating areas identified as problematic. It is impossible to address every area at once, however, once a functional area or program is identified as inaccessible, the institution is required to bring it into compliance. Compliance is the floor, not the ceiling in creating accessibility.

Conclusion

The responsibility to create accessible spaces within an institution belongs to everyone in the community. Therefore, knowing how to assess various spaces for accessibility is important. Although accessibility is mandated by many laws, setting goals to create fully accessible and inclusive environments on our campuses will improve the quality of learning for everyone. Through the creation of inclusive communities, institutions strengthen missions, achieve visions and further the fields of inquiry in all disciplines. The reach of higher education is unlimited and, as such, we all have a moral obligation to create the most accessible learning spaces possible.

Suggestions for Further Reading:

Center for Universal Design (2008). *Highlights*.
https://projects.ncsu.edu/ncsu/design/cud/index.htm
United States Access Board (n.d.) *Advancing full access and inclusion for all.*
https://www.access-board.gov/
United States Department of Justice Civil Rights Division. (n.d.) *ADA standards for accessible*
design. https://www.ada.gov/2010ADAstandards_index.htm

Practical Samples & Examples

Institute for Human Centered Design. *ADA checklist for existing facilities.*
https://www.adachecklist.org/doc/fullchecklist/ada-checklist.pdf
World Wide Web Consortium (W3C). *Making the web accessible: Strategies, standards, and*
supporting resources to help you make the Web more accessible to people with
disabilities. https://www.w3.org/WAI/

Chapter 5: Advocating and Collaborating with Others Around Disability

Adam R. Lalor and Kamilah Williams

Meet Juan Doe, an 18-year-old freshman hailing from St. Louis, Missouri who plays on the basketball team. Juan has dreams of becoming an electrical engineer. He is a first-generation college student and is excited about starting college in the fall at a large local university. Juan is an only child and is close to his parents. He wants to make himself and his parents proud. Although Juan will be less than 30 minutes from home, his severe anxiety disorder may cause him to want to go home more frequently. Juan also has a learning disability and is worried about the rigor of the engineering program and professors not understanding and/or accommodating him. All of Juan's fear stems from having a hard time with receiving accommodations in high school despite having an individualized education plan (IEP). In fact, most of Juan's friends do not know about his disabilities. Despite his worry, he has always been an A and B student. Juan is not sure that he will disclose his disabilities the first year of college because of the trauma experienced in high school.

There are countless Juan's on college campuses across the U. S., students with disabilities who are afraid to self-identify. Additionally, disclosure for all educators with disabilities can be complicated. More information about the choice to disclose and the process of how to do so is discussed in chapter 6. For this chapter, we will address the questions: How can college campuses better accommodate or serve those with disabilities such as Juan?, and how can college campuses help individuals feel comfortable seeking assistance?

Nearly 30 years after the passage of the ADA, people with disabilities are still not experiencing college success to the same degree as their peers without disabilities. Although data on student success and outcomes for those with disabilities is inconclusive, the available research indicates that persistence and graduation rates are not on par with non-disabled students (Scott, 2019). Traditional approaches to serving individuals with disabilities must be reconsidered in the name of achieving college success, and providing opportunity for this population to experience the benefits of a college degree.

Traditional approaches to serving people with disabilities have centered on the provision of reasonable accommodations. To receive a reasonable accommodation, individuals with disabilities must take a tremendous risk: they must self-disclose their disability(ies) to a campus official (usually DRC professionals for students and human resources for employees) and furnish evidence of a functional impairment(s). This evidence, referred to as documentation, is usually completed by a doctor, psychologist, or other qualified health professional and may include educational, psychological, or medical records; reports of medical, psychological, or educational assessments; and records of accommodation history. The timeline and process for submitting documentation will vary

from disability to disability based on institutional policy. Only 35% of postsecondary students identified as having a disability choose to inform their college of their disability (Newman & Madaus, 2015). It is postulated that the disclosure of educators with disabilities is even lower (Burke, 2021). A variety of factors including fear of stigma, undeveloped self-advocacy skills, and not wanting accommodations contribute to the low number of people with disabilities informing the institution of their disability. What this means is that the vast majority of individuals with disabilities on college campuses do not receive accommodations and services to which they might be entitled.

Under the traditional approach to serving people with disabilities, access, equity, and simple recognition of individuals with disabilities on campus requires incredible advocacy. Accommodations have for decades been derided by some within higher education as flying in the face of rigor and academic standards, mollycoddling, or as being unfair to others (Izzo et al., 2008; Skinner, 2007). Each of these views has had to be addressed. Historically, DRC professionals, ADA coordinators, and those with disabilities have advocated for the right to access and equity for individuals with disabilities. Unfortunately, this often results in there being only relatively few who advocate for the needs of people with disabilities. This is not surprising as research is clear that few educators without disabilities possess basic disability-related competence (Sniatecki et al., 2015; Vogel et al., 2005). Indeed, few educators possess the knowledge, dispositions, and skills needed to advocate for and create accessible and equitable campus communities for individuals with disabilities. Further compounding this issue is the underfunding and understaffing commonplace within offices serving this population (Barber, 2012). Although DRC professionals engage in substantial outreach efforts (Lalor et al., 2020a), more advocates and allies are needed. This chapter will argue for the development of institutions wherein all educators and students advocate and collaborate to create campus communities marked by access and equity. Concrete advocacy strategies and collaborative approaches will also be discussed.

Disability Advocacy on Campus

Advocacy around issues of disability and access in higher education can be traced back to the 1800s (Madaus, 2011). Initial advocacy efforts focused on increasing educational opportunity for individuals who were blind, deaf, and had physical disabilities. By the 1970s, advocacy efforts had expanded to other disabilities including learning disabilities (Madaus, 2011). Early advocacy efforts focused on opportunity for and access to higher education for students with disabilities. Rusalem (1962) asserted that educational standards needed to be maintained, but "with certain possible modifications in procedure, [an individual with a disability] can attain stated levels of performance" (p. 162–163). The sentiment that people with disabilities were capable of higher education was further cemented with the passage of the Vocational Rehabilitation Act of 1973. Further legislation, the ADA and the Higher Education Opportunity Acts, opened access to higher education for individuals with disabilities and continued to address issues of disability-related

discrimination. Despite the advancement of legislation, inequities still remain for those with disabilities in higher education.

At the turn of the 21st century, efforts to expand advocacy around issues of disability through the development of disability allies began to emerge. Evans et al., (2005) argued that there is a need to increase "awareness among individuals who are not disabled, that their able-bodied identity is ascribed and affords them power and privilege is a necessary first step in developing disability allies" (p. 68). In other words, higher education needs able-bodied disability allies who will advocate for access, equity, and inclusion on college campuses. Advocacy around these issues for people with disabilities must be a responsibility shared and owned by all members of the campus community.

Campus Collaboration around Disability

Some interdepartmental efforts to serve students with disabilities do occur already at colleges and universities. DRC offices regularly collaborate with educators to ensure that the needs of students are met (Kaufmann et al., 2018; Korbel et al., 2011; Lalor et al., 2020a; Lechtenberger et al., 2012). Still, what is occurring is not expansive, primarily transactional, and does not include a wide array of campus constituents. Lalor and colleagues (2020a) identified several avenues for collaboration between DRC office staff and other campus constituents including serving on campus committees (e.g., enrollment, diversity and equity); providing outreach to departments, divisions, and/or classes (e.g., professional development offerings, providing overviews of DRC offerings); and problem solving with faculty and/or department heads around disability (e.g., conducting one-on-one consultations to support faculty with accommodation enactment). Although these are excellent foundations for collaboration, not all outreach activities are engaged equally across institutions. Given the emphasis placed on collaboration in the Association on Higher Education and Disability's (AHEAD, 2021) *Program Standards and Performance Indicators* and the ACPA/NASPA (2015) *Professional Competency Areas for Student Affairs Educators,* greater attention needs to be given to collaboration focused on serving individuals with disabilities in higher education. Furthermore, such collaboration needs to involve more than the staff within the DRC, and those with disabilities on campus. Such collaboration must include involvement from allies across the institution.

Some educators and campus units have eagerly taken opportunities to collaborate and better serve individuals with disabilities, but the impetus usually originates from educators in departments that have issues of disability as the primary focus. As disability is further accepted and incorporated as a component of social justice efforts on college campuses, responsibility to initiate collaboration about issues of disability-related access and equity needs to be shared more broadly. Imagine how Juan's experience could be different if his professors, academic advisor, resident director, and the other college educators in his life were allies who championed accessible learning opportunities, equity, and inclusion for all people proactively? Imagine Juan's experience if he saw successful educators with disabilities on-campus.

The remainder of this chapter will focus on ways to increase disability-related advocacy and collaboration on campus. Specifically, four strategies will be presented to guide future advocacy and collaboration efforts: including disability representatives in campus conversations, understanding that disability intersects with other identities, collaborating with disability representatives, and providing disability-related professional development.

Strategies for Advocacy and Collaboration

Students with disabilities, like Juan, as well as educators with disabilities, across the nation are often afraid to self-identify. Like Juan, these individuals desire services and support to successfully navigate the higher education environment. In the landscape of disability work, service, and advocacy the more that all educators understand disability, access, and equity, the more they can help any of those with disabilities.

In regard to Juan, he fears professors will not understand his lived experience as an individual with disabilities. His fear is not misplaced, as professors themselves do not often identify as having disabilities. Indeed, only 4% of professors identified as individuals with disabilities according to the National Center for College Students with Disabilities (Grigley, 2017). This means the vast majority of faculty are using whatever limited knowledge they have learned about disabilities to create accessible learning environments. An appraisal of various strategies to provide depth to what is known about disabilities must be considered to help college and university educators understand the vastness and depth of disability. Four strategies for cultivating advocacy and collaboration to serve those with disabilities are described next.

Strategy 1: Include Disability in the Conversation

Decisions are frequently made on campuses that have implications for individuals with disabilities and DRCs without representation from DRC professionals or those with disabilities. If college campuses are serious about the inclusion of disability rights, access, and equity, participation from knowledgeable experts is critical. Unfortunately, it is not always possible to have such representation included in all decisions given the small amount of DRC staff available and the reluctance to identify as a person with a disability. Certainly, when decisions or discussions are being made about campus space, accessibility, curriculum, instruction, equity, student finances, or topics associated with diversity efforts to include the DRC should be made as a good first step. However, when scheduling, or another reasonable reason, does not allow participation from the DRC staff, others must be available to serve in such a role. Likewise, when committees meet or business is conducted that could impact those with disabilities on campus, attempts should first be made to include DRC professionals. If no staff members are available or known, it becomes the responsibility of recognized disability allies or advocates to raise the topic and fulfill the expert role to the best of their ability. It is reasonable to conclude that the more disability allies or advocates are sought out to participate in campus discussions the more

comfortable those with disabilities will feel, thereby broadening the pool of advocates to consider.

Individuals with disabilities, like Juan, have the right to utilize the entirety of a college campus. These individuals reside in residence halls, take classes offered by various departments, and have access to scholarships, grants, financial aid, dining services, recreational facilities, and academic support like every other student at the institution. Likewise, educators with disabilities have the right to utilize the campus to successfully fulfill their employment responsibilities. Campus committees are often established that focus on bettering institutional experiences for the members of the campus community. Often these committees have members from all facets of a campus: student life, academic affairs, and multicultural services to name a few. Having a learning specialist, the DRC director, or a recognized disability ally or advocate on a committee strengthens collaborations and bonds across the campus and assists in making sure accessibility for all is considered. Establishing such collaborative relationships moves the responsibility to include the topic of disability away from only the DRC staff to all students and educators. Involving a recognized disability advocate shows solidarity and support for an accessible and inclusive campus.

Strategy 2: Understand Multiple Dimensions of Identities

Multiple dimensions of identity, mentioned briefly in chapter 3, differentiates social identities (such as race, class, gender, religion, and disability) and one's personal identity. Abes et al., (2007) stated that the model recognizes "that each dimension cannot be fully understood in isolation" (p. 3) and "describes the dynamic construction of identity and the influence of changing contexts on the relative salience of multiple identity dimensions" (p. 3). Intersecting identities such as race and disability, gender and disability, and athleticism and disability are examples of interwoven identities of college students nationwide. Understanding the nuances of disability identity and what it means will help educators within institutions of higher education better serve and understand people with disabilities and how they build a sense of self. In the case of Juan, known intersecting identities include his identities as an individual with multiple disabilities, male, first-generation, Latinx, bilingual, and athlete.

One way to gain knowledge about the disability identity and how it intersects with other identities is for those on college campuses to take the time to truly get to know individuals with disabilities. Acknowledging an individual as more than just their disability, as well as further understanding how they experience their disability in relation to their other identities, will not only assist in developing a deeper knowledge base from which to serve as an ally, but has potential to also provide a clearer sense of what services and supports are needed by those with disabilities. In the earlier vignette, Juan is Latinx, male, has two hidden disabilities, and is an athlete. Juan may benefit from being connected to those who formally assist people with disabilities at the institution, or from finding allies and/or individuals with disabilities within, for example the Athletics Department, Office of

Student Inclusion and Diversity, or, with one of his professors, to name a few. The more individuals with disabilities have trusted advocates around them that they can connect and reveal their authentic self with the more likely they are to succeed. Remember, this monograph is designed to start a discussion, no provide all the answers. Instead, we, as educators, must recognize that the multiple dimensions of identity that make up Juan can be used to consider the systems of oppression that exist within our higher education institutions. For example, if there are not individuals with disabilities available to support Juan, perhaps that is an open invitation to the institution to address the systemic issue of hiring practices on the campus. We do not advocate for placing all the additional labor of supporting individuals with disabilities upon employees with disabilities, however, we make this point to consider how many individuals with disabilities work at the institution, and how can the institution ensure that it is addressing the issues systemically rather than individually.

Strategy 3: Collaboration Across Campus

Collaboration across campus is an important concept, but often hard to do (Brown, 2008). For the sake of (a) better serving students with disabilities like Juan and (b) increasing one's understanding of disability, it is vital that collaboration happens across campus. Much like including disability in the conversation, when departments on campus choose to collaborate with recognized disability allies, those with disabilities, and/or DRC staff, accessibility becomes a focus. From general networking and increased opportunities for resource sharing to looking at alternative perspectives and shared problem solving, collaboration has the potential to lead to mutual gains by normalizing the acknowledgement of a wide range of abilities existing and needing to be considered.

Just as members from the Office of Student Life should collaborate with members from the Office of Academic Affairs to create learning environments for the holistic development of students (American Association for Higher Education et al., 1998), DRC professionals, recognized disability allies, and those with disabilities, offer a wealth of knowledge that can be shared to further enrich the learning environment. For example, such individuals can assist in facilitating classroom conversations about accessing accommodations and services, help develop educational programming targeting the unique needs of people with disabilities (e.g., creating a workplace accommodations presentation with career services), and provide outreach to local high schools as part of enrollment efforts to educate students and families about the DRC. Furthermore, by involving recognized disability allies in these collaborations, gaining information about the supports and services on campuses for those with disabilities becomes commonplace for everyone, which is especially important given that disability is an identity one can acquire throughout their life and one that is under reported, as discussed earlier in this chapter. Furthermore, even more opportunities for across campus collaboration will likely be revealed as various offices work together to serve individuals with disabilities.

Strategy 4: Campus Professional Development Trainings

In order for strategies 1-3 to come to fruition, and recognized disability allies to be identified, efforts need to be made to assist educators in higher education to develop the competencies necessary for working with people with disabilities and enhancing disability-related access and equity (Lalor et al., 2020a). Such education may be formalized in such a way that if an individual develops requisite disability-related competence they become officially recognized as a disability ally. In this way, recognized disability allies become those on campus that possess disability-related knowledge, dispositions, and skills and are amenable to developing them. Additionally, establishing a formalized structure needs to involve understanding and recognition that learning is a continual process that needs ongoing tending for it to stay current and benefit practice.

Through open access trainings on a variety of topics including how to enhance disability access and inclusion, how to handle emergencies with specific disability-related implications (e.g., fire drills, lockdowns), how to understand basics of disability law and policy, and how to make appropriate referrals for disability-related services, the campus community can become educated. This will assist in furthering those able to advocate for others with disabilities. Furthermore, it begins the process of developing disability allies on campus (Lalor et al., 2020a). In collaborating and supporting disability work, educators can offer assistance by advocating for fully accessible campuses (e.g., accessible parking, elevators, railways, etc.). Another potential opportunity, albeit less formal than recognized open access trainings, is for DRC professionals, recognized allies, and those with disabilities to find a time to host programming during or after work. This programming would be a place where educators can gather to learn about disability rights and to discuss what the campus needs to do to better serve individuals with disabilities. Even with continuous professional development and training for allies, the campus community will continue to benefit from disability-related events, as well as open, honest and real conversations about disabilities, so such existing experiences should remain.

Conclusion

Advocacy, allyship, and collaboration are essential elements for higher education institutions to successfully serve individuals with disabilities. While traditional models serving people with disabilities have centered on DRC professionals and ADA coordinators, modern perspectives place responsibility for advocacy and collaboration more broadly on all members of the campus community. In this chapter, the strategies presented should not be viewed as the only methods campuses can use to support and establish collaborative relationships. Instead, these strategies are examples of some basic steps that can be taken to create campus communities marked by shared responsibility for serving individuals with disabilities. It is the hope that Juan, and many others like him, will share in greater access, experience greater equity, and feel a greater sense of inclusion on college campuses because of an increase in advocacy, allyship, and campus collaborations.

Suggestions for Further Readings

Fries, K. (Ed.). (1997). *Staring back: The disability experience from the inside out.* Plume.

Oslund, C. (2014). *Supporting college and university students with invisible disabilities: A guide for faculty and staff working with students with autism, AD/HD, language processing disorders, anxiety, and mental illness*. Jessica Kingsley.

Shea, L. C., Hecker, L., & Lalor, A. R. (2019). *From disability to diversity: College success for students with learning disabilities, ADHD, and autism spectrum disorder*. Stylus.

Chapter 6: Job Searching with a Disability and Employing Individuals with Disabilities

Christina Wright Fields and Kelvin Rutledge

In this chapter, we explore job searching with a disability and employing individuals with disabilities. We begin by exploring unconscious bias and then briefly discuss legislation about disability and employment. The chapter concludes with a discussion about developing an employment strategy including interviewing, disclosure, and accommodations. Additionally, Appendix B is a useful resource titled *Cultivating Successful Employment Tools.*

As discussed in chapter 3, people with disabilities are often defined as the "other" based on their ability (Kanter, 2011). The notion of what is considered a disability is influenced by social structures, systems, and processes that perpetuate differences. Furthermore, ableism is connected to the individual, systemic, and social/cultural levels of oppression (Hardiman et al, 2007), which was explored in chapter 2. Experiencing systemic oppression is commonplace to those with disabilities, as it perpetually labels them "other," and therefore it is unsurprising to acknowledge that it is experienced in the employment process.

Unconscious Bias

Unconscious or implicit bias describes attitudes or stereotypes that can impact our understanding, actions, and decisions in an unconscious manner (Kirwan Institute for the Study of Race & Ethnicity, 2015). These biases have the tendency to foster prejudices and promote discriminatory practices. Furthermore, socialization has instilled biases in all of us, including those having marginalized identities, such as disability. The process of enacting oppressive biases toward those with disabilities involves identifying what is "normal" for those who are able-bodied and using it as a type of conscious and unconscious schemata for understanding how disabled people differ. When it comes to the employment process, this process results in individuals with disabilities encountering countless barriers, including employment discrimination, a reluctance to hire, exclusionary corporate cultures, and policies that cause work disincentives (Jans et al., 2012).

For example, to illustrate the process of acting upon an unconscious bias, additional costs may be assumed necessary by the employer when hiring individuals with disabilities. In reality, many individuals with disabilities need free, already available accommodations or accommodations that have very minimal costs. Supervisors also enact unconscious bias when they pass over individuals with disabilities for leadership positions or promotions, a situation created when supervisors have trouble envisioning those with disabilities in such positions. Finally, institutional policies including technical language, long sentences, and words with multiple syllables can become barriers to understanding for those with cognitive impairments. Reviewing one's policies to make them more concise, articulate, and reader-

friendly is not a significant expense and often results in policies that are understandable and accessible to everyone. Such effort would likely cut down on the cost of enforcing such policies too. Individuals without disabilities may choose not to commence such processes because they do not occur to them, hence why the bias is viewed as unconscious or implicit. Surfacing how unconscious bias guides individuals can create a more accessible and less discriminatory employment process for those with disabilities.

One suggested action is to participate in Project Implicit (Harvard University, 2011). Project Implicit offers free, personal implicit bias tests and results to educate those who agree to the project's terms. Similarly, Yale University (2017) identifies specific actions to identify and mediate potential biases. For example, intentionally cultivating inclusivity and soliciting feedback from others are two recommendations that educators can consider incorporating into their practice. Acknowledging society's role in influencing our biases highlights how challenging it is to create a fair employment process.

Disability Law in Higher Education

Another way to make the employment process and work environment more accessible is through the law. Section 504 of the Rehabilitation Act of 1973 prohibited discrimination against people with disabilities. This legislation mandated that "programs or activities that receive federal funding cannot deny otherwise qualified people participation in, and benefits of, their services due to their disability, nor could they discriminate against disabled individuals in any way" (Evans et al., 2017, p. 96). Furthermore, Section 504 prohibited workplace discrimination and provided information about "reasonable" accommodations. Section 504 expanded the definition of disability and placed "the focus for determination of disability on the impact of the impairment rather than the existence of it" (Evans et al., 2017, p. 97). This means that individuals can have the same type of disability but be affected in different ways resulting in different impairments. Impairments are "an absence of or significant difference in a person's body structure or function or mental functioning" (Centers for Disease Control and Prevention, 2019, para. 3). Examples of impairment include limb amputation, having joints that no longer move easily, or difficulty with mental functions, vision, or hearing.

Unfortunately, Section 504 is not inclusive across the gender spectrum in its approach. Although it protects people from discrimination on disability, it does not if that disability happens to be one of three archaic medical conditions associated with transgender people: transsexualism, transvestism, and gender identity disorders not resulting from physical impairment (Barry & Levi, 2019). It does, however, apply to gender dysphoria, which is a new, medical diagnosis distinct from gender identity disorders (Barry & Levi, 2019). Acknowledging the impact of intersecting identities sheds light on individuals' experiences and perceptions, as well as limitations of the law in regard to creating a more equitable employment process. Still, in June 2020, the U. S. Supreme Court ruled to protect gay and transgender workers from discrimination in *Bostock v. Clayton County, Georgia*.

This could have forthcoming implications for individuals with disabilities and higher education.

As previously mentioned in chapters 3 and 4, the ADA was passed in 1990 and reauthorized in 2008. However, the workplace still needs to become more accessible for those with disabilities. One place to begin such progress, beyond individuals exploring their unconscious biases, is with employers who cultivate successful opportunities to recruit, hire, and support people with disabilities.

Cultivating Successful Opportunities

In the previous section, we provided a brief overview of the definition of disability (See chapter 3 for more information), discussed the role of unconscious bias in perpetuating the discriminatory and oppressive conditions those with disabilities experience, and briefly reviewed existing legislation about disability and employment. In this section, we discuss strategies about job searching and accommodations, as well as offer supplemental materials related to celebrating disabilities in the workplace and championing individuals with disabilities. For these purposes, we divide the discussion into two sections. The first section provides targeted recommendations for candidates who identify as individuals with disabilities. The recommendations integrate multiple components of the employment search life cycle. The second section provides targeted recommendations for employing organizations seeking to integrate disabled individuals. The recommendations incorporate multiple operational components to center a successful employment experience for individuals with a disability(ies).

Candidate Recommendations

When conceptualizing the employment search, individuals with disabilities can feel excluded, disadvantaged, and oppressed due to others' perceptions of their disabilities and impairments in the workplace. Research conducted by Sherbin and Kennedy (2017) found,

> among the 75% of employees with disabilities who say they have market-worthy ideas, 48% say their ideas went ignored by people with the power to act on them, 57% feel stalled in their careers, and 47% feel they would never achieve a position of power at their company, no matter how high-performing or qualified they are. (para. 6)

Additionally, the Bureau of Labor Statistics (2019) published a report indicating that the employment rate for those with disabilities was 19.3 percent compared to 66.3 percent of persons without disabilities. It certainly appears that something unjust is occurring on a systemic level. Therefore, it is important to center tangible recommendations to achieve success.

Engaging in an Employment Strategy

Although there are organizations that choose to exclude or overlook people with disabilities as candidates, there are individuals who find success for job placement and

workforce development outcomes through employment agencies, vocational rehabilitation services, local and state job developers, as well as through conducting their own individual job searches. Jans et al., (2012) suggested the following job finding strategies that are not specific to job seekers with disabilities, but useful to candidate of all abilities:

- Have realistic expectations of the type of job you can reasonably get.
- Use networking and connections to find open positions.
- Take advantage of volunteer positions, internships, and temporary work to make connections with potential employers.
- Be persistent and assertive.
- Keep applying.

Regardless of common job searching strategies, a few resources exist to support people with disabilities in navigating a job search and the on-boarding processes. An example to increase self-knowledge and awareness surrounding the experiences and processes of job searching for individuals with disabilities is to review blog posts and targeted articles through the Society for Human Resources Professionals. This provides an opportunity for individuals to equip themselves with introductory language and insight to the process. Individuals can also leverage social media, specifically a Facebook group called *Student Affairs Professionals with Disabilities*. This Facebook group was created to serve as a safe space for student affairs professionals with disabilities to ask questions and share stories about their experiences job searching or working in the field. Additionally, those job searching with disabilities can explore postsecondary institutions' websites to review how they discuss and/or support individuals with disabilities, including faculty and staff. For example, Tulane University's faculty and staff disability policy indicates they will reasonably accommodate qualified individuals with disabilities when accommodation is necessary to allow an individual to compete for a job, perform the essential functions of a job, and/or enjoy equal benefits and privileges of employment, and where the accommodation would not impose an undue hardship on the University. (Tulane University, 2019, para. 1) Activating this policy or others like it does, however, require disclosure to the institution.

Interviews and Disclosures

Disclosure can be an additional hurdle that individuals with a disability(ies) must face when job searching. It is important to know that this hurdle is a choice for some people with disabilities, but not a choice for all. Jans et al. (2012) acknowledged the importance of empowering individuals with disabilities to employ some control over employment outcomes with regards to "disability disclosure and their own attitudes, behaviors, and skills in negotiating the hiring process" (p. 156). Deciding what and when to disclose is complex and challenging because of the intersections of each person's identities. It is important to make an individual decision regarding when to discuss a disability throughout the interview process. An individual may elect to discuss a disability(ies) during an actual interview question and answer segment; an individual may also elect to discuss a disability(ies) during

the negotiation process. Ultimately, individuals have to consider when and if to discuss their disability(ies) and reflect on what it may mean for them to disclose during the interview, after the hiring, or not share at all.

Placing an Accommodation Request

If an individual is requesting an accommodation(s), the individual should first inform the employer that an adjustment to the position itself or the onboarding process is needed due to a disability(ies). This request can be made orally or in writing, or someone else may complete the request for you (e.g., a family member, friend, a health professional, or another representative, such as a job coach) (U. S. Equal Employment Opportunity Commission, 2019). A candidate not yet hired can place a formal request to a representative within the Human Resources department, a potential supervisor, or another administrator. In the event a candidate is not fully knowledgeable regarding the scope of accommodations provided within the workplace, a free resource providing suggested accommodations can be found at the Job Accommodation Network at www.askjan.org. Candidates should consider bringing the recommended list of accommodations when meeting with an employer and can update or add to accommodation requests at any time during employment. It is also recommended that candidates create a record of any materials turned in and/or conversations held regarding one's disability(ies). Creating documentation can be as simple as printing off a hard copy of any materials and keeping it in a file within one's possession. A method for recording any in-person conversations is to send a follow up email to those involved in any discussions involving disclosure documenting what was discussed to make sure it reflects any agreed upon decisions. This can ultimately create capacity in the future to provide documentation in the event an issue arises.

Employer Recommendations

From a holistic perspective, employers and organizations often communicate and amplify global values of access and inclusion (Hernandez et al., 2008). To support these values, in 2014, the Workforce Opportunity and Innovation Act passed, thereby providing organizations additional funding to tailor employment opportunities for individuals with disabilities (U.S. Department of Labor Employment & Training Administration, 2019). Regardless of steps taken and funding given, it is important to acknowledge that employers continue to hold limited and often deficit-focused perceptions around the knowledge, skill, ability, and competency capacity of disabled individuals. With this in mind, there are targeted steps employers and organizations can take to achieve success for individuals with disabilities.

Understanding Organization Culture Regarding Individuals with Disabilities

As obstacles for those job searching with disabilities do exist, it is important for employers and organizations to recognize the role of organizational culture. Evans et al. (2017) stated that "people's ability to be hired despite their disabilities and to access legally

mandated accommodations depends on the attitudes of employers, because 'employers...make decisions regarding disability and accommodation matters on an individual case-by-case basis'" (p. 204). If employment is decided by the employer and the employer is being guided by unconscious bias, how is a person with a disability able to be realistic about the type of job they can do? Unfortunately, the reality is that individuals with disabilities have a harder time obtaining employment than those without disabilities. Again, the Bureau of Labor Statistics (2019) reports that people with disabilities are still twice as likely to be unemployed compared to those without a disability. Employers must take an active role in managing unconscious bias in the organizational culture for the organization.

Disclosure of a disability(ies) can be another additional hurdle for an individual with a disability(ies) that interacts with organizational culture. Choosing not to fully disclose should not be viewed negatively by the potential employer, as, potential employees may fear being judged or treated differently for sharing too much about their identities especially if holding multiple marginalized identities (e.g., race, sexuality, disability, religion, etc.). Jans et al., (2012) revealed that individuals with hidden and/or stigmatized disabilities often decide not to disclose their disabilities because they fear doing so will harm their careers, even after decades of success. As can be imagined, individuals often do face employment discrimination after disclosing a disability(ies) in various industries (Bendick, 2018; Wright & Cunningham, 2017). Employers must consider how disclosure will shape multiple interactions and connections throughout the organization.

Facilitating Effective Interviews

The process for requesting accommodations during the interview process should be shared by the employer to all candidates. Most campuses have a disability resource center that provides individual accommodations for students with disabilities and have access to assistive reading devices, tape recorders, extended time on examinations, or a variety of other supplemental aids and devices if needed. A similar office or designated Human Resources (HR) staff member should provide equivalent support for educators with disabilities. These educators are to support equal and equitable access for those with disabilities, encourage reasonable accommodations, and protect people with disabilities against discrimination. If a candidate puts in a request for reasonable accommodations, reach out to these educators for assistance. Additionally, consider asking your HR faculty and staff accommodations specialist to review any interview schedule put together for potential accessibility obstacles regardless of whether a candidate has disclosed a disability when serving on a hiring committee.

Asking questions related to disabilities can also assist in creating a welcoming interview experience for all candidates and can connect to the disclosure process. Employers and future employees need to be aware of what legally can be asked about disabilities during the interview, as shown in Table 1. Table 1 provides examples of some

inappropriate and appropriate questions to ask during the interview process. Since not all candidates will disclose their disabilities, such questions should be asked of all candidates.

Table 1

Appropriate and Inappropriate Interview Questions

Inappropriate Questions to Ask	Appropriate Questions to Ask
Do you have a disability that would interfere with your ability to perform the job?	Can you perform the specific tasks/duties of the job?
What is your medical history?	Can you meet the attendance requirements?
How does your condition affect your abilities?	What was your attendance record at your prior job?

Note. This table information is compiled from University of Southern Maine's (n.d.) handout titled *10 Illegal and Legal Interview Questions*.

Individuals with disabilities may also ask questions to potential employers. Some examples of questions from candidates could be:

- What have been your experiences working with individuals with disabilities?
- In the past, what types of accommodations have you provided when requested?
- What is your experience supervising individuals with disabilities?

By recognizing and anticipating questions for individuals with disabilities, organizations can communicate the language, processes, and procedures needed in a timely manner.

Supporting Employees with Disabilities in the Workplace

As individuals with a disability(ies) transition from candidates to employees, support should continue through reasonable accommodations. Reasonable accommodations are any assistance or changes provided to a position or workplace that will enable an employee to complete their job despite having a disability. They also apply to the employment process. It is the right of an individual with a disability to request needed accommodations. However, as noted earlier in this chapter, it is important to acknowledge that requesting accommodations puts you at risk for being labeled or stigmatized, which can be detrimental or create barriers for your job performance (Evans et al., 2017). It is recommended employers have a facilitated process to create structure, guidance, and fairness to all parties involved in the process.

Sometimes funding for requested accommodations can factor into workplace challenges. Oakes (2004) acknowledged that "U.S. employers will argue that accommodations are too costly and constitute an undue hardship" (p. 234). However, most job accommodations are relatively inexpensive and require minor alterations to a work

environment, schedule, or work-related technologies. Some examples include: turning on closed captioning, installing a ramp, providing printed materials in large font, providing screen reader software, making materials available in braille, or modifying a policy to allow a service animal (U. S. Department of Labor, 2019). Additionally, when a request is made, organizations should exhaust all efforts to provide the request before placing the burden on the individual.

Conclusion

The process of job searching with a disability or employing individuals with disabilities can seem overwhelming. Employers need to continually keep working to create equitable workplace environments, and potential employees need to consider how to best prepare for interviews. To assist with those endeavors a list of resources, advocacy organizations, and service providers that provide further insight, tips, and suggestions on how to cultivate successful employment opportunities for individuals with disabilities are shared in Appendix B.

Chapter 7: Providing Accessible Professional Development

Richard Allegra, Tara Marie Buchanan, and Marcelle Jones

Professional development (PD) is a broad term that encompasses a variety of opportunities to grow in knowledge and skills. Traditionally, these include formal methods, such as conferences, symposiums, institutes, workshops, classes, staff meetings, online training, and seminars. Less formalized activities include mentoring, coaching, networking, job shadowing, self-study, and even spontaneous conversations that occur at work or events. For the purposes of this chapter, we will focus largely on the methods of formalized face-to-face and online training, though the principles addressed can be applied to all types of professional training and interaction. As planners or potential organizers of PD opportunities, you must be mindful of the diverse audiences you seek to reach, which includes those with a wide variety of disabilities. Events should not be held that are not accessible to all potential participants.

Planning for Inclusion

Knowledge of accessibility principles and the lived experience of people with disabilities (Charlton, 1998) are important to consider for all aspects of PD, beginning with the planning stage. PD teams need to familiarize themselves with accessibility standards and UD principles (see chapters 4, 6, 8 and 9); and include members or consultants who are persons with disabilities, representatives of organizations, or campus offices such as a campus DRC. Furthermore, as discussed below in the section on online learning, accessibility ought to be viewed as a responsibility of the entire institution and incorporated into all aspects of the teaching and learning environment from design to delivery.

Content that Respects Disability as an Aspect of Diversity

Depending on the theme, audience, or goals of a training event, disability-related aspects can often be included in content. A workshop on college student demographics, for example, should include relevant national and campus data on students with disabilities when available. Since disability is found in all populations, times, and cultures (Charlton, 1998), there are rich opportunities to include intersectional content in most training events. (See the *Key Resources* section at the end of this chapter to learn more about disability culture, oppression, and empowerment.) Campus cultural centers, diversity offices, student affairs offices, and academic units are good sources of information and collaboration to foster equity and inclusion in PD activities.

Professional Development Methods

As you consider the approach you intend to utilize for PD always plan for accessibility. Do not wait for retroactive accommodation requests. Rather, assume that you will have a diverse audience with diverse needs, and plan accordingly. This will reduce the need for self-disclosure, thus providing a more equitable experience for participants.

Furthermore, if disclosure is necessary to provide appropriate accommodations, seek ways of disclosure that respect and value individuals with disabilities.

Type

The type of PD chosen depends on the learning objectives that you identify. If you want to briefly introduce and discuss new ideas with other professionals, then you might choose a symposium. If your intent is to create change in philosophy or practice, then a class (online or otherwise; see chapter 9 regarding classes), institute, or workshop may be more appropriate. If your purpose is to expose the audience to a broad range of ideas and practices in the field, then a conference may be the best approach. You might also consider other forms of PD, such as book clubs, podcasts, and the use of social media for creating a learning community. The *Key Resources* list at the end of this chapter contains other creative ideas for PD. Regardless of the format, information presented must be accessible to a diverse audience, including those with disabilities. Offer an electronic option for books and other print materials, ensure that important visual information is described and that alternative text is included in presentation materials, and include captions for all videos and require microphone use for speakers. Regardless of the type of PD chosen, ensuring that accommodations are provided and an inclusive space is provided from the start is essential. Considerations for transportation, access, physical space, auditory, visual, and sensory components should be made during the planning phase along with the determination of the appropriate type that coincide with the learning objectives for the opportunity.

Duration

The duration will depend on the chosen form and the learning objectives of the PD. Choose a duration that is appropriate for your intended objectives, and keep in mind that a longer duration will impact costs for participants, create a need for breaks, and increase the need for private space. Consider offering discounts or scholarships to provide access to those who may not be able to afford the full price. Also, provide adequate time for breaks and access to private spaces for self-care to create a PD that is more appealing and accessible to those with disabilities. As you contemplate the impact of duration, utilizing the principles of UD (discussed in chapter 4) will ensure a more inclusive experience for participants.

Inviting Participants

Invitations to participants must be accessible. If sending a print invitation, also send an electronic version. Ensure the electronic version meets the ADA requirements for print material. For example, do not rely on PDF images or pictures to relay detailed information about the PD opportunity. Always use html text as well to ensure those using assistive technology can access the material. Registration materials should also be offered in an accessible format, and participants should be able to easily request specific

accommodations. Information about creating accessible Microsoft Word and PDF documents can be found at the end of this chapter.

Preparing Presenters

Provide a list of expectations to assist presenters in designing an experience that is accessible to a diverse audience. For example, presenters should be aware that they need to verbalize any visual materials used for blind or vision impaired participants; ensure that videos are captioned; and structure the presentation to allow those with learning disabilities to process the information. Handouts can be prepared in digital formats and distributed in advance to participants who require alternate formats. As much as possible it is helpful to give interpreters or communication access real-time translation (CART) providers copies of training materials so that they can prepare in advance. Additionally, invite those with disabilities to present or lead a session. Representation in these types of spaces is essential, as individuals with intersecting minoritized identities (such as disability) often possess the expertise sought out in these types of venues but are often excluded at this level. Lastly, in the follow-up evaluation of the event, be sure to ask questions about the accessibility of the event.

Logistics for Accessibility

In order to appropriately plan for inclusive PD opportunities, professionals and planners must take strides to consider multiple aspects associated with these endeavors. Below you will find specific aspects associated with logistics that must be considered. We acknowledge these aspects are not exhaustive, but rather a start to allow us to conceptualize PD from an inclusive and accommodating lens.

Budget

To foster accessibility and UD in events, PD planners need to consider the cost of various types of accommodations at the beginning stage of planning. An "accommodations" line item should be established alongside those for audio-visual, food, entertainment, etc. Planners should seek bids and estimates for services such as sign language interpreting, converting print material into accessible formats; or for equipment such as assistive listening devices for hard of hearing attendees, to name a few.

Since disability laws make it illegal to charge disabled people for their accommodations, the cost of these can be encumbered into registration fees for all registrants. For example, increasing the proposed fees by 3 to 5 percent can help to offset costs. Campus departments that organize events can sometimes make requests to share costs with other units. DRCs usually only have a budget for the specific students they serve and often cannot offer financial support for events but can refer planners to alternative services and resources. Central administration, student affairs departments, or academic units may be sources for cost-sharing. Securing sponsorships from businesses or organizations in the community can be another way to help cover accommodation costs. If

the event includes exhibitors, they can be a partner for accommodation as well through sponsorship.

The accommodations line item is typically earmarked for accessibility features that are requested in advance by registrants since arrangements for services such as sign language interpreting must be arranged in advance. A portion of the accommodations line could be reserved to meet the needs of late registrants, though the provision of accommodations might not be possible, depending on their nature. Please see the marketing section below for further discussion.

Location and Facilities

Event planners need to ensure that all venues are wheelchair-accessible and have features that all participants can access (Pollack & Weiner, 2018). Examine paths of travel, visual and braille signage, meeting rooms, restrooms, stages, dining areas, break rooms, and entertainment areas to determine that those with mobility disabilities, wheelchair users, or those with visual impairments can access them. You can remind all participants that priority for accessible bathroom stalls, adjustable furniture, etc. is for the use of those with disabilities. Think, also, about such features as adequate lighting to view sign language interpreters and quiet spaces where participants can take a break away from others as needed. Virtual spaces used for training need to be equally accessible too. See the section on online learning below for more details, as well as chapter 9. Do not enter into contracts with sites unless you can verify accessibility along with non-discrimination policies.

The PD person or team that is offering the event is usually responsible for creating signage that informs attendees about the program, directs them to various rooms and spaces, and indicates features such as bathroom stalls reserved for those with disabilities, or the availability of assistive listening devices. Volunteers should be recruited and trained in advance on the venue, accessible routes, and other provided accommodations in order to most effectively direct traffic, accompany participants to meeting rooms, and respond to other needs such as reading signs aloud as needed.

Communication Access

Sign language interpreting and CART make spoken presentations accessible to d/Deaf and hard of hearing attendees. These services often represent the largest portion of an accommodations budget due to the hiring of freelance professionals. Per diem contracts versus hourly pay can help control some costs. The campus DRC, a state, or private interpreting agency are sources of interpreters or CART providers. Both resources can assist you with identifying and scheduling appropriate interpreters. They can also work with you on appropriate lighting, positioning on a stage or meeting room. Finally, there are free software applications available now that will transcribe words when presenters speak into a microphone. For example, Google provides these resources for free. Test any technology in advance and ensure presenters are trained prior to the PD opportunity.

Programmatic (Information) Access

Event planners should ensure that promotional, training, evaluation and other materials used in events are accessible to all participants (Pollack & Weiner, 2008). Accessible formats include braille, large print (typically 18 pt. font), audio and electronic formats. HTML and PDF or EPUB versions of print material are standard electronic versions that can provide text-to-speech access. Planners need to make sure that whatever versions are used are checked for accessibility features such as alt-text for images, appropriate headings and correct reading order. The campus DRC can assist with checking these materials or make referrals to local services.

Materials can be made available via a dedicated "handouts" webpage or distributed on external drives such as universal serial bus (USB) drives. Conference apps are becoming popular for delivering event materials. The organizations Accessing Higher Ground and the AHEAD are good resources for gathering information on accessible apps and technology (see *Key Resources*). On-site event staff and volunteers should be ready to offer assistance to attendees with disabilities as needed with such tasks as reading conference programs, filling out forms, giving directions, or accompanying participants to meeting rooms or other venues.

Marketing Professional Development Events

Pollack and Weiner (2008) shared the best practice in marketing events in a manner that welcomes all: include language [in all materials] about how and by when to request accommodations...and dietary modifications" (para. 5). They also recommend "including a contact person with phone number and/or email address" and "a clear deadline by which to make requests known" (para. 5). Here is an example of how this might read: "To request accommodations, contact Al Smith by March 21 at asmith@syr.edu...."

This guidance applies to one-day or multiple-day events. Generally, two to three weeks before the event start date should give planners adequate time to make accommodation arrangements. If accommodation requests are made after the stated deadline, it is appropriate to communicate with the attendee that the accommodation may be met, but the request is not guaranteed due to the timeliness of the request. We acknowledge this may disadvantage individuals with disabilities. We also recognize that this removes the ability for individuals with disabilities to spontaneously attend a professional development opportunity, which is afforded to those without disabilities. This reality offers an opportunity to supervisors and allies of those with disabilities to disseminate information well in advance and follow-up when necessary to ensure that the individuals on your staff with disabilities are included. Additionally, the person identified to assist with accommodations should be in regular contact with those requesting accommodations as a courtesy to keep them informed with updates to, or instructions about accommodation arrangements, or to handle any changes, issues, delays, etc.

Considerations During Professional Development Events

UDL provides a framework that encourages meaningful learning opportunities for a diverse group of learners through the principles of multiple means of engagement, representation, and action/expression (CAST, 2018). Because you may not always be aware in advance of the various needs of participants, UDL provides the structure necessary to support the diverse abilities of the audience.

Welcoming Participants

During your introduction, welcome participants and facilitate engagement with the material. Set the tone for respectful discourse, appreciation for one another, and understanding of individual circumstances. Let participants know their expertise and experiences are important and thus their contributions and commitment to the group are appreciated. Encourage people to put cell phones on silent or vibrate and to keep pathways clear of belongings as much as possible. In some instances, cell phones provide a pathway to accessibility, so for those individuals, ensure they feel comfortable using that technology. Let everyone know about breaks and encourage them to take breaks, as needed. Orient the group to the building and discuss how to access restrooms and other private spaces. Additionally, share a list of these reminders on a screen prior to the beginning of the event, which allows many with various disabilities (although not all) to plan. This is an example of incorporating an inclusive practice that may not accommodate all disabilities, but costs nothing additional and could contribute to inclusion for many.

Take a moment to connect the subject matter to the mission, values, and/or strategic goals of the organization. Understanding how learning the content will contribute to the goals or mission of the larger organization provides additional motivation for learning and engagement. Wright's (2007) research on employee motivation suggests that individuals are more likely to be motivated to do something if they believe it has purpose. This is in line with the first principle of UDL which seeks to create purposeful and motivated learners (CAST, 2018).

Delivery of Content

In order to effectively deliver the content to a diverse audience, you will need to convey the information through multiple means and offer a variety of ways for participants to engage with the material. For example, you may use video, text, audio, tactile representations, graphs, and pictures to deliver the content to your audience. You may plan for participants to engage with the material through a combination of discussion, hands-on activities, reflective techniques, and/or lecture. Utilize the principles of UDL for reaching and engaging an audience of diverse learners (Al-Azawei et al., 2016). More about the principles of UDL can be found in chapters 4 and 8. Additionally, more information about Universal Instructional Design (UID), which is another model for actualizing universal design is found in chapter 9.

Delivery methods need to be accessible to all participants, so be sure to caption videos, describe visual images, have appropriate lighting, use appropriate contrast on your slides, and ensure that you have a system to deliver adequate audio for the location and audience size. In addition, offer handouts that will be used during the delivery to all participants in an accessible electronic format prior to the day of the event, if possible. This allows individuals with low or no vision to orient themselves to the content and read alternative text prior to the event. This also discourages wasteful printing by allowing only participants who want or need a hard copy to print documents.

Providing context for new information is essential for learning. Decide how and when you will accomplish this. Will you do it prior to the event by assigning homework, or will you take time during the event to ensure that everyone has the introductory information needed? Decide in advance what information will supply the background necessary to learn the new content. For example, you will want to define terms that are not common knowledge or that are unique to a certain field of practice. You may also want participants to have a basic understanding of certain concepts or processes. This will facilitate learning for all participants and will be critical for those with processing or attentional difficulties.

Effective PD contextualizes the subject matter by connecting the material to professional practice (Borko et al., 2010). Participants are more likely to gain a deeper understanding of the content and integrate it into daily practice when they grasp how it applies to daily activities. This can be done using examples, scenarios, video, and role-play activities. Plan ahead and ensure that examples or activities are accessible for all participants.

Provide your audience with opportunities for active learning. According to Birman et al. (2000), the utilization of hands-on experiences, or active learning, leads to deeper learning and practice improvements. The opportunity to practice and then reflect on that experience facilitates the use of the complete learning cycle through trial and error and allows for feedback. Further information about promoting deep learning is provided in chapter 9.

Demonstrate what you are attempting to teach when delivering the content, if such opportunities exist. Modeling the ideas and behaviors espoused in the PD content gives the presenters legitimacy. According to Borko et al. (2010), it allows participants the opportunity to engage with the content as learners and reflect on their own experiences.

Concluding a Professional Development Opportunity

At the end of the PD, discuss next steps. Make announcements for the next session and assign homework, if appropriate. Encourage participants to continue learning and provide resources for them to do so. You might provide online resources, contact information for presenters who are willing to be ongoing resources, and access to accessible training materials. In addition, when appropriate, encourage participants to act based on their learning. Share ideas of steps you have taken and ask them to share their ideas. Finally, ask them to complete an evaluation form to help you improve the experience for

future participants. Be sure that questions pertaining to accommodations and accessibility are included in the evaluation form. Leave these questions relatively open-ended to allow individuals with disabilities to share their experience and offer insights for continued improvement.

Follow Up

Conduct a follow up meeting with the planning/organization team to review the evaluation results and gather team observations. Discuss solutions and how those solutions will be implemented for the next PD. Make modifications accordingly so that you are prepared for the next PD. Be certain to disaggregate the data collected pertaining to accessibility and accommodations. Follow-up with the venue, volunteers, participants, or presenters regarding accessibility feedback. Continued education and ongoing communication about accommodations to improve PD opportunities.

Importance of Accessible Online Learning Environments for PD

Similar to physical spaces, PD planners need to ensure inclusion and accessibility in training events offered via learning management systems, websites, online videos, social media outlets and other virtual spaces. Meyer and Murrell (2014) stated,

> only a few existing studies relied on modeling best practices for online teaching and learning through the delivery of online professional development. This is consistent with the overwhelming prevalence of face-to-face delivery of online teacher professional development as described in a national study of 39 higher education institutions. (p. 5)

PD planners need remain apprised of standards and trends in accessibility online as they need to be in the physical environment.

Theoretical Considerations

The same care that is taken to ensure accessibility for online learning for classes, needs to be applied to online PD. See chapters 4 and 9 for further discussion about online learning for students. To date, much of the guidance for ensuring access in training events is gleaned from practices in the academic realm. It is surprising to discover that in the 21st century, institutions of higher education remain ambivalent about in the responsibility to create accessible learning opportunities for educators, as well as students. Often, educators lacks the keen awareness and knowledge about existing best practices that are required when designing accessible documents or procuring compliant technology. Betts et al. (2012) makes an avid point about how

> Online learning requires an institutional commitment to accessibility. Accessibility should not be an afterthought or be addressed on a course-by-course basis after a student has self-identified as having a disability. Accessibility should also not be compartmentalized to the office of disability services. (p. 11)

Additionally, "accessibility must become part of the institutional culture with a commitment across all divisions, offices, services, and programs" (Betts, 2012, para. 3). Shifting ingrained perspectives starts by gradually weaving accessibility compliance and UDL components into one's institutional culture, via synchronous and asynchronous faculty and staff PD opportunities. For instance, training methods can include boot camps, seminar series, minicourses, webinars, hands-on workshops, peer training, or meetings with experts (Gosselin et al., 2016; Johnson et al., 2012; Meyer & Murrell, 2014; Reilly et al., 2012; Roby et al., 2013; Signer, 2008; Wang, 2007).

Gosselin et al. (2016) and Johnson et al. (2012) support the hands-on learning approach and both attest that these experiences make learning relevant and authentic for online educators. Gachago et al. (2017) view the "combination of observation and active process" (p. 4) as a vital step when "preparing online instructors and advocates" (p. 4). In a study conducted by Borup and Evmenova (2019), faculty were actually surprised to discover "that online teaching required more energy, intensity, planning, and even competency, when navigating the learning management system" (pp. 12-13). Consideration of the energy and intensity for educators and students alike is essential, particularly those with disabilities.

Concepts and Tools for Online Accessibility

In designing PD online, you will need to critically examine the benefits and challenges of the virtual space. Do you want to attempt to replicate a physical environment (e.g. a live, one-way lecture) or rather, capitalize on the unique features of online learning systems such as collaborative wiki spaces? Lambert (2018), suggests that when designing for online learners, institutions should view the process through twelve 'Lenses of Accessibility' that include: lens of animation and effects; lens of audio and video; lens of color; lens of controls; lens of font; lens of images and icons; lens of keyboard; lens of layout; lens of material honesty; lens of readability; lens of structure; and lens of time. In the same way that you need to assess physical meeting spaces for accessibility (see chapter 4), these lenses can help you examine the learning management system or other online delivery method that your institution or organization uses for training purposes. For example, consider:

- Do animations include audio description so that a blind participant can follow along?
- Are there multiple ways for the user to control the software (i.e. keyboard, mouse)?

Each needs to be accessible, or made accessible, before training can be offered online.

Standards for Online and Product Accessibility

As institutions continue developing PD opportunities, it is highly recommended that the Web Content Accessibility Guidelines (WCAG) 2.0 be regularly reviewed. Chapter 4 contains additional information on accessible web standards. Software developers are

increasingly aware of the requirement to make products more accessible. You, along with campus DRC and other administration, can have a say in ensuring that institutional purchasing departments buy accessible products. The Voluntary Product Accessibility Template® (VPAT) is one way that companies indicate compliance with accessibility standards outlined by Section 508 of the Rehabilitation Act.

Professional Development Audiences and Their Needs

Remember that all of these accessibility concepts and tools are in service to actual individuals. If they do not facilitate authentic participation for members of the audience, the PD is inaccessible. Planners may have to decide to postpone or cancel online events or training resources until they are accessible, and inform campus departments, marketing offices and additional administrators about these kinds of hard decisions. To avoid this, always plan for access from conception to delivery of PD, and consult with accessibility experts and members of the disability community themselves.

Key Resources

ADA National Network. (2020). *What is the definition of disability under the ADA?*
https://adata.org/faq/what-definition-disability-under-ada

Association on Higher Education And Disability. (2021, May) *Accessing higher ground*.
https://www.accessinghigherground.org

Association on Higher Education And Disability (AHEAD). (2021, May) [Home page].
https://www.ahead.org

Bureau of Internet Accessibility. (2017). What is VPAT and how is it used?
https://www.boia.org/blog/what-is-a-vpat-and-how-is-it-used

Cult of Pedagogy. (2018). *OMG Becky. PD is getting so much better!*
https://www.cultofpedagogy.com/pd/

Disability History Museum. (2021) [Homepage].
https://www.disabilitymuseum.org/dhm/index.html

Society for Disability Studies. (2016). *Mission and history*.
http://disstudies.org/index.php/about-
sds/mission-and-history/

Web Accessibility in Mind. (WebAIM). (2020). *Microsoft Word: Creating accessible documents*. https://webaim.org/techniques/word/

Web Accessibility in Mind. (WebAIM). (2020). *PDF accessibility: Defining PDF accessibility*.
https://webaim.org/techniques/acrobat/

Web Accessibility in Mind. (WebAIM). (2020). *PowerPoint accessibility*.
https://webaim.org/techniques/powerpoint/

Web Accessibility Initiative. (2018). *Web content accessibility guidelines.*
https://www.w3.org/WAI/standards-guidelines/wcag/

Web Accessibility Initiative. (2019). *How to meet WCAG (quick reference): A customizable*

quick reference to web content accessibility guidelines (WCAG) 2 requirements (success criteria) and techniques. https://www.w3.org/WAI/WCAG21/quickref/

Chapter 8: Integrating Disability into Campus Programming

Wendy S. Harbour, Kevin Wright, and Spencer Scruggs

Imagine being a disability resource center (DRC) professional walking through the student center to get lunch. You see a poster advertising an upcoming lecture sponsored by a student organization and are thrilled. Even though the speaker is not talking about disability per se, the speaker is an author who often includes disability-related themes in their writing. You head back to the office, planning to send the announcement out to the students with disabilities on campus. You quickly realize the poster is only available as an inaccessible PDF so it cannot be read by people who use computers to read print. Hoping to get a text version of the flyer, you pick up the phone to call the contact person for accommodations, but you realize no contact is identified on the poster. Then you check the event location to be sure it is not in the one auditorium on campus that is still inaccessible to people using wheelchairs. That particular auditorium is not supposed to be used for large public events. Sure enough, it is scheduled in the inaccessible auditorium, which was the only room available that night. You find the group's event registration form and look to see if the group scheduled interpreters, CART (a transcriptionist who types out captions for what is said during the event), or any other accommodations. They have not (even though the university requires student organizations to pay for accommodations at events). The group indicated they did not have the funds. They did, however, put a note on the form stating that they did not know what to do about the accommodations situation and would like someone to help them out by telling them what to do. You sit back frustrated and angry. You realize that once again you are going to have to do a lot of work to fix an ableist situation that could have been avoided. Your frustration builds as you realize ableist policies and systems are maintaining the status quo. You can only imagine what it would be like if you were an employee with disabilities too given that the institution espouses inclusion as a central part of its mission, and yet the lack of accessibility at programs at campus events and programs keeps happening over and over. You are angry and disappointed because DRC professionals and people with disabilities on campus must always be the ones thinking about and holding others accountable to access even though it is something that everyone should be doing.

In this chapter, we will discuss campus programming and situations like the one described above by offering advice about making events welcoming for individuals with disabilities. We believe those with disabilities are an important part of campus diversity and recommend campus programming organizers follow a universal design (UD) approach to programming.

The Importance of Community Participation for People with Disabilities

Although 19.4% of college undergraduates have disabilities (NCES, 2019), 25.1% of students with disabilities leave college after the first year, compared with 13.5% of their peers (Hinz et al., 2017). Students with disabilities who stay in college finish their degrees at nearly the same rates as nondisabled students (Hinz, et al., 2017), but six years after starting their college careers, 50.6% of nondisabled students will have a degree, compared to only 40.4% of students with disabilities (Hinz, et al., 2017). Even with laws prohibiting discrimination and ensuring accommodations, students with disabilities are not getting what they need to persist in college and reach graduation.

Higher education researchers have emphasized the importance of campus climate, interactions with peers and faculty, and involvement in campus activities (i.e., social integration) as factors in students' decisions to stay or leave college (Pascarella & Terenzini, 2005; Reason & Rankin, 2006; Tinto, 1993). Although there is little information about whether these apply to students with disabilities in the same ways they apply to nondisabled students, research suggests that any critical factors for persistence and degree completion are likely to be important for a holistic approach toward students with disabilities (DaDeppo, 2009; Getzel, 2008; Mamiseishvili & Koch, 2012). Furthermore, considering them as "whole students" is consistent with established practices going back as far as the first *Student Personnel Point of View* report (American Council on Education, 1937).

Unfortunately, educators are usually not trained in a holistic approach to disability. Most learn to view disability as a medical condition and as something negative, rather than a social construction like race or gender (Shallish, 2017; see also chapter 3). In fact, individuals with disabilities may actually consider disability a part of their developing identities or something that helps them succeed. Even those who are savvy about disability may still benefit from learning about disability and ableism, including d/Deaf culture, Deaf gain, and audism (Hadley, 2011). Although accommodations for events or programming are often perceived as something for individual students' needs, disability services are actually designed to ameliorate or dismantle systemic barriers of ableism that can (and should) be addressed by nondisabled people on campus and help to create a more welcoming environment for all, regardless of ability status (Mole, 2013; Shallish, 2017; see also chapters 2 and 5).

Few individuals have an opportunity to learn about socio-political ways of viewing disability, let alone newer relational models that simultaneously permit individuals to seek treatment or relief from their disabilities, while still valuing disability as a part of their identity (Kafer, 2013). If individuals never have a chance to develop their identity and learn about disability from different perspectives, they may go through life assuming they should hate or overcome their disability, that it is their fault when things are not accessible, and that accommodations are special help instead of a civil right (Gibson, 2006; Harbour et al., 2018; Nario-Redmond, 2020). Consequently, if students never learn these lessons, then professionals may also never be challenged to change their thinking, and campuses may

continue to assume disability is an individual legal problem instead of a campus-wide issue. Prioritizing these understandings can help us center our work in accessibility around a social justice approach to ableism (Evans et al., 2017; Kafer, 2013).

In a recent national needs assessment by the National Center for Students with Disabilities, researchers found that DRCs, faculty, staff, and peers may be the biggest support units for students with disabilities (Scott, 2018). However, these same groups of people can also be students' biggest barriers (Myers et al., 2013; Scott, 2018). For example, faculty may be supportive of advisees during advising meetings while also refusing to implement accommodations in their classrooms. Other students may be friends, confidants, and allies or judgmental peers mocking disability or questioning if accommodations give those with disabilities an advantage. Educators with disabilities report similar experiences with others on campus (Stewart & Collins, 2014). Whether someone is an ally or an oppressor may hinge on their understanding about disability.

In general, higher education has not been welcoming to most people with disabilities. Students with disabilities feel less included on campus compared to nondisabled students, with 33.7% of students with disabilities having experienced "exclusionary, intimidating, offensive, or hostile experiences on campus," compared to 17.1% of nondisabled students (Evans et al., 2017, pp. 265-268). In a large-scale research study by Aquino et al. (2017), 23% of students with disabilities had witnessed discrimination against people with disabilities, and 22% had experienced offensive verbal comments. If campus climate is a problem for students with disabilities, it is undoubtedly also a problem for educators with disabilities (Evans, et al., 2017). This creates a group of people with disabilities not feeling welcomed in higher education, disability becoming invisible, and campus personnel then continuing to assume people with disabilities are not part of the community (Harbour & Greenberg, 2017). This erasure of disability is one way that ableism affects higher education and maintains what Campbell (2012) calls "compulsory ablebodiedness" (p. 213) in higher education, with the assumption that people with disabilities are not part of academia (Campbell, 2012; Dolmage, 2017; Nario-Redmond, 2020). It also contributes to the reason that disability is viewed as a problem solely for DRC professionals and people with disabilities on campus to address, leading to situations like the one introducing this chapter.

Universal Design

We propose higher education personnel use universal design (UD) to counter the erasure of disability in higher education. UD provides a theoretical and practical framework for practitioners who may have limited experience with disability, and it creates real change to the campus climate for those with disabilities. UD is discussed in chapter 4 but is reintroduced here because of its vast potential to create inclusive spaces for individuals with disabilities. Additionally, more discussion about the incorporation of UD in the classroom experience is discussed in chapter 9. The purpose of this chapter is how to apply UD to campus programming contexts.

UD dovetails with several aspects of the espoused values of the field of student affairs. For example, the field of student affairs has increasingly encouraged critical thinking and action from social justice orientations, which critique behaviors and structures that perpetuate oppression (Naijian Zhang & Associates, 2016). As part of this, student affairs professionals are redefining holistic and intersectional approaches to practice, recognizing that each student brings a wealth of experiences, identities, and culture that affect them in a variety of ways as they develop (Mitchell et al., 2019; Strayhorn, 2017). Disabilities can affect anyone at any time and do not distinguish between race, gender, and other constructions. Just as we all are held back by racism, sexism, and other forms of oppression, ableism also oppresses us from the ways it affects our body image, to our understanding of health and wellness, to definitions of difference and normality, and also in the ways we imagine people to be capable and competent.

Student affairs professionals are increasingly viewing their work as part of the learning process (ACPA, 1996; Frost et al., 2010; Keeling, 2004, 2006; Kwon et al., 2020). This has evolved to include a curricular approach to student affairs that considers the pedagogical design of learning in campus events and activities (Kerr et al., 2020; Kerr et al., 2017). If students are learning from campus programs often organized and hosted by student affairs professionals, then it is important to apply UD to these experiences in order to include the 19% of students who have disabilities (Hinz, et al., 2017). Furthermore, situating campus programming in UD assists in including all visitors and employees with disabilities too, as well as those without disabilities.

As discussed in chapters 4 and 7, there are several models of UD, but we focus here on how universal design for learning (UDL) applies to events or programs. Before offering specific examples, it is valuable to note some common pitfalls to avoid when considering UDL in program planning. UDL does not guarantee that professionals will learn about disability through its implementation. If you desire to learn more about a specific disability we suggest you reach out to those in the DRC with your questions to further your personal learning. Another problem is that educators may begin thinking about UDL theory for broader systems, while still not being able to implement those ideas into practice (e.g., knowing disability theory but not knowing how to plan an accessible student orientation). Or, people may experience the opposite situation, becoming bogged down in specifics about disability and accommodation, while not seeing the systemic aspects of ableism that affect their work (e.g., spending all day learning about various accommodations, while never learning any theory).

Some postsecondary educators communicate the importance of matching existing institutional and personal values and skills with effective institutional and personal practice, and the importance of prioritizing systemic change over "small wins" (Kimball, Vaccaro, et al., 2016, p. 181). This often puts these professionals in positions of power and agency to be catalysts for change on their campuses. Utilizing positions of power and agency, educators can work toward accessibility and disability-inclusion in their practice by applying UDL principles within the context of student development and learning, as well as programming

to three different foci in their practice: engagement, representation, and expression. The following inventory of reflective questions can assist educators in preparing to implement UDL principles in these three foci. Please note, this inventory is evolving and although it can be adapted, it is only a starting place for creating accessible and disability-inclusive events and programs:

Engagement
1. What steps are you taking to engage individuals with disabilities?
2. In what ways are you adjusting your communication about programs and events to make those opportunities relevant to people with disabilities?
3. How are you empowering those with disabilities to learn and grow in their decision-making skills through your events and programs?
4. How are you incorporating flexibility into your programs and events so people with disabilities can engage in ways that are meaningful and possible to them?

Representation
1. Who is receiving communication about your event? Is anyone being left out because they are not being targeted in communication efforts for your event or program?
2. How are people with disabilities receiving communication about your event? Are these approaches leaving anyone out?
3. What do you know about the people with disabilities who attend and engage in your events and programs?
4. What assumptions are you making about those with disabilities who attend and engage in your events and programs? How can you challenge those assumptions?
5. What do you know about individuals with disabilities in how they experience their college education? What steps do you need to take to learn more about individuals with disabilities, the socio-political aspects of disability, and ableism?

Expression
1. Are your event and program spaces conducive to the sharing and opening of disability narratives? If not, what steps need to be taken to create more open and affirming environments during your events and programs?
2. Do your events and programs promote disability-centric narratives and ideas, in effect creating spaces for representation and learning around disability and related topics? How can you prioritize disability-centric narratives and ideas within the context of the type of events and programming you do in your office?

In the next sections, we provide further examples of UD in programming, as well as strategic and pragmatic tips to move forward.

Getting Started with Universal Design (UD) in Programming

For those working on college campuses, checking for accessibility and ease-of-use of campus programs and events can be daunting, to say the least. The types and various

factors associated with accessibility are not often taught in career-preparatory programs for student affairs, or other similar preparation experiences, and many supervisors, mentors, and coworkers are not knowledgeable enough on this subject to pass the information along to other educators. Involving the campus DRC or an ADA coordinator can be an option, but one that may not be convenient for the often quick timelines involved with campus programming and events. Additionally, accessibility is a responsibility that falls on the institution as a whole, including all employees regardless of knowledge and comfort with ensuring accessibility and providing accommodations. Thus, it is important for all educators to learn about the steps they must take to facilitate accessibility on-campus. This type of training may currently exist on your campus. It could be offered by the campus DRC, or online through a variety of different sources such as the AHEAD, ACPA's Coalition for (Dis)ability, or NASPA's Disability Knowledge Community, to name a few. What is important to remember is that, as in many cases, it is not the job of the minoritized individual to assist in this endeavor, so relying solely on the counsel and labor of individuals with disabilities may not be an appropriate solution. However, establishing a good rapport with individuals with disabilities and collaborating with them when possible is advised.

Those responsible for planning programs and events, large or small, often forget to focus on the micro-aggressive inaccessible elements (i.e., less-than-optimal seating options for those using wheelchairs, opting to "speak louder" instead of using a microphone during large group events), and, in some cases, entire components (i.e., forgetting to ensure ramps or lifts are present at facilities without zero-grade entries, or not requiring readable font size for visual aids). Just as with large scale event or program planning, integrating accessibility requires a focus and patience to ensure comprehensive compliance and significant planning well in advance of the event or program. Prioritizing this planning process is critical to the implementation of UDL principles. Additionally, the first few times you involve the principles when program planning, it may feel cumbersome, but eventually will become habit and simply a part of your event planning process.

To start, examine the physical elements of an event facility to provide a relatively expeditious way to reduce what could be the biggest barriers to participation in programs and events on-campus. However, it is never the ending point, and should merely serve as a launching point for continued focus on accessibility efforts. When looking at the physical space itself, evaluate the spaces, pathways, and entrances to the program or event space in order to ensure the most accessible options exist for those participating in the program or event. Assumptions about the existing design of the spaces can often lead to unplanned barriers. Examine the spaces before the day of the program or event to allow those planning to visualize multiple options for entry, access, and participation should there be last-minute construction near or in the space, unexpected obstructions, or concerns related to the capacity of the space and attendance of the program or event. Ensuring multiple methods of access and entry to the event space is the most ideal and accessible solution. Remember not every space on campus was built after laws like the ADA improved design and physical requirements for access to buildings, and therefore necessitate a thorough

evaluation of accessibility. More details about how to approach evaluating the physical space are found in chapter 4 and appendices C and D of this monograph.

As stated previously, simply focusing on physical accessibility does not help us accomplish the goal of universally-designing a program or event. A goal in working toward accessibility of a program or an event should be to ensure that individuals with disabilities get as close to the experience while maintaining the freedom of choice extended to individuals without disabilities. Understandably, each campus has its challenges and restrictions due to a variety of factors including the age of the institution and the natural terrain of its location. The presence of these factors never excuses the lack of accessible options but provides hurdles that any organizer should be willing to take on. Appendix C contains some questions to ask yourself in preparation for the physical spaces surrounding the program or event space, along with some remedies to help you respond to the concerns. The remedies are broken down by reactive solutions (those that are noticed after the event has been planned for) and proactive solutions (those that are a part of the planning process before the event or program and are preferable to reactive approaches).

Considerations of Intersectionality

A major component to achieve inclusive excellence is understanding the intricacies of intersectionality and what they mean for accessibility. More specifics about intersectionality are discussed in chapters 2 and 3. As previously noted, the purpose of intersectionality is to address the systemic barriers that impact an individual and the multiple identities they possess. It is our hope that educators consider all aspects of inclusive programming for individuals with disabilities and are intersectional in their approach to doing so. To aid in this endeavor, we encourage campus programmers to perform an institutional scan of campus and determine what organizational and systemic barriers already exist. More specific information about how to do this is found in chapter 4. Completing a campus accessibility assessment can assist with understanding what accommodations may need to be made for individuals with disabilities. Remember that space is not just physical, for example, virtual space also needs to be considered. Additionally, review, evaluate, and critique campus policies that do not consider the needs of people with disabilities. Lastly, consider what kind of relationship you and your office have with the DRC on campus. (For a more comprehensive list of action steps, please see chapter 4 as well as Appendix D.)

Based on the example from the beginning of this chapter, institutions need to make the proper investment into accessibility that goes beyond funding a DRC. Some quick action steps to take are:

1. Encourage institutions to make the proper investment in transcriptionist services that are readily available to campus partners for institutional programming.
2. Consider allocating funding to student government to provide resources for student organizations to execute accessible programs.

3. Collaborate with the DRC to facilitate training for campus partners and student organizations on how to create inclusive and accessible marketing. See chapter 5 for information about recognized disability allies who can assist in offering such trainings.
4. Incorporate a feature into room reservation systems that notify campus constituents which spaces on-campus are not accessible before confirming a booking.
5. Consult with the DRC and the Multicultural Affairs Office to develop systems that have an intersectionality-based and equity-minded approach.
6. Assess programmatic spaces on-campus and work with senior administrators to create more accessible spaces for on-campus programming.
7. Incorporate mandatory training for campus educators about accessibility and how to implement inclusive practices into their functional area, as it relates to programming.

As educators creating programs and events, or assisting those who do, it is crucial to incorporate steps for ensuring accessibility. Doing so will benefit the participant experience and communicate to all members of the community that they matter.

Conclusion

On-campus programming is a major component of student engagement. Here, we addressed a student organization event, but these same points apply to campus-wide programs such as orientation or homecoming, in addition to others. People with disabilities seek to be fully integrated into the campus community. Their social integration creates an opportunity to positively improve the campus climate too. The experience for people with disabilities is not a monolith, and it is important to create programming that centers this student population as well as to acknowledge students' other identities and how those identities inform their experiences. As these recommendations are taken under consideration, we challenge educators to further contribute to the conversation around disability and campus programming.

Chapter 9: Providing an Accessible Classroom Experience

J. Mark Pousson, Heather Stout, and Matthew Sullivan

A student with attention deficit hyperactivity disorder (ADHD) takes a chemistry exam and starts to notice the activity of the other 300 students in the room. Continuous distraction pulls the student's focus away from the task at hand: completing 60 questions within the one-hour time limit. As the end of the exam approaches and the student's peers begin to depart from the lecture hall (creating additional distraction), the student realizes the environment did not allow the level of concentration needed to complete the exam causing them to submit an incomplete exam.

In the above scenario, the tapping pencils, flipping pages, exiting peers, etc. have created barriers impacting the student's exam performance. Reflect a moment on this question. How has this student been excluded in this learning environment?

College students with disabilities' sense of belonging is influenced by a welcoming college environment and its social dynamics. Having a sense of belonging has been shown to be positively correlated to quality of life and persistence in college (Belch, 2004; Fleming & Leahy, 2014; Smart, 2009; Walton & Cohen, 2011). Unsurprisingly, social dynamics are not as clearly identified as physical barriers in the environment on campuses. Yet, it is the environmental social dynamics such as deficit-based attitudes of educators and peers that contribute to college students' with disabilities sense of exclusion, belonging, persistence, and development of their self-concept and identities (Burgstahler & Doe, 2006; McCall, 2015; Strayhorn, 2012). As an underrepresented student cohort, more can be done to improve the inclusion of students with disabilities within the campus environment, increase their sense of belonging, their persistence to remain in college, and degree completion rates. Therefore, the purpose of this chapter is to identify strategies for educators, students, and the DRC to work collaboratively to promote inclusion and learning in the classroom environment.

Learning Environment and Persistence

Research focused on college student persistence found the interaction between educators and students in the classroom was positively correlated to students' return the following academic year (Block et al., 2006; Kuh et al., 2010; Pliner & Johnson, 2004; Tinto, 2012). Since the dynamic interplay between educators and students in the classroom is important to student persistence, educators' pedagogical practices may be the reason students persist or not in college (Kuh et al., 2010; Tinto, 2012). More and more, institutions are being challenged to provide creative instruction that is accessible to diverse learners regardless of disability status (Burgstahler, 2008; Ouellett, 2004).

When discussing access within the academic environment, there are times when the initial focus can be immediately directed toward classroom design, pedagogical practices, and overall assessment measures of learning outcomes. These are crucial points of consideration, but it is also important to start by asking the question, "For whom is the focus

of instruction?" Although a seemingly simple concept, the pressures of academia can shift educators' focus away from the learning needs of students. Returning to the diverse learning needs of the students leads to good pedagogy that connects to deeper, more relevant learning.

When speaking of accessible practices, the statement born out of the disability rights movement, "nothing about us without us" (Charlton, 1998, p. 3) reigns true. To effectively create inclusive classroom environments, students with disabilities must be included and involved in the pedagogical decisions that create learning environments. They, as well as their peers without disabilities and educators with disabilities, can provide information about learning barriers in the classroom. A joint effort between educators, students, and the DRC is needed to foster an accessible learning environment.

Learning from Academic Accommodations

Practitioners in DRCs identify accommodations with students and educators to create accessible and inclusive campus experiences for all stakeholders. Often, the academic accommodations of students with disabilities can provide the opportunity for reflection on how to create inclusive and accessible classroom environments overall. Akin to stabilizing a wobbly restaurant table by putting sugar packets under the shorter table leg, academic accommodations enable the creation of a learning environment where the individual with a disability can equitably participate in classes with their peers without disabilities, thus allowing the student with a disability equal access to the course material and the ability to demonstrate an understanding of the course content. Sometimes the purpose of academic accommodations may not be understood by educators and students, thus directing the burden of considering accessibility to the DRC, when in actuality it should be considered by all (Barnar-Brak et al., 2010; Cawthon & Cole, 2010).

Stemming from Section 504 (1973) and the ADA (2008), individuals with disabilities are encouraged to engage in an interactive process to determine what accommodations might be necessary for access and participation (AHEAD, 2012). These laws provide both students and educators the opportunity to have a meaningful conversation about what accommodation needs the student may require in order to experience equal access and participation within the academic environment. Although the qualifier for the discussion may be disability, it can be surprising to know the focus of the conversation does not (and arguably should not) be focused solely on diagnosis. The focus of this discussion should be on the access needs of the student.

A question pertinent to both educators and DRC personnel engaging with students with disabilities is simple, "What do you need?" The ensuing conversation should be grounded by a social justice perspective where the focus is on alleviating the environmental barriers to learning and not on the student's functional limitations (Evans et al., 2017). Sifting through wants and desires is complicated but discussing them creates more tangible results. It is the difference between wanting an "A" in Chemistry 101 but needing extended time on an exam to effectively process the material, which will in turn allow the potential of

earning an "A." Consider again the case example at the beginning of this chapter. What, if any, environmental barriers would the student have experienced if there was a conversation with the educator and DRC personnel prior to the exam? Regardless of the outcome of the conversation, students' perceptions of their barriers to learning is critical to the co-creation of an inclusive learning environment. These conversations can strengthen the relationship between educator and student. One intervention to shift the paradigm to an inclusive learning environment is to incorporate universal instructional design (UID). The following section will identify some ways educators can incorporate UID inclusive practices to foster learning.

Components of Universal Instructional Design

Approaches to UID both meet equal access needs of college students with disabilities, as well as fostering greater learning opportunities for all students, regardless of learning preference (Burgstahler, 2015; Higbee, 2008). UID provides educators a pedagogical framework to use when planning an online or face-to-face learning environment. Inherent in UID is a value of the myriad of intersections of students' various social identities and not just disability (Burgstahler, 2015).

UID teaching strategies include: a welcoming classroom environment, setting clear academic expectations, presenting content in a variety of formats including relevant life experiences, providing frequent constructive feedback, ensuring equal opportunities for learning, using teaching methods and strategies to support individual learning needs within the larger class context, promoting interaction, and using a variety of formative and summative learning measurements (Higbee, 2015; McGuire & Scott, 2006). For the purposes of this chapter, three of these strategies will be discussed: create a welcoming classroom environment, design teaching methods supportive of diverse learning styles, and use a variety of formative learning measurements. Further details regarding UID can be found in chapter 4.

Creating a Welcoming Classroom Environment

Teaching is relational by nature (Combs et al., 1978). One way to promote the teaching dynamic is the subject-centered classroom. In it, the educator's passion for the subject moves the subject into the center of the learning thus encouraging active learning between the educator and student (Parker, 2007). This establishes a learning dynamic known as deep learning where students learn to apply theory to practice by actively exploring and "creatively organizing and processing knowledge" (Wang et al., 2019, p. 34). The challenge for educators teaching in this manner is moving from an authoritative to a facilitative approach to teaching where a welcoming classroom is critical (Seemiller & Grace, 2016).

There are multiple ways to communicate to students they are welcomed and valued. One way is to spend time in the first class gaining a contextual view of the students. By taking an interest in their academic goals, reasons for taking the course, learning

preferences, and course expectations you indicate your interest in students co-creating the learning environment. Incorporating information gained from the students in lesson plans allows students to see the relevancy of the course content to their academic and career goals. Another way of creating a welcoming environment is to communicate a desire for students to succeed and offer the support available to them during the learning process (Higbee et al., 2008). An example syllabus statement is,

> I believe each student can succeed in learning the content of this challenging course. In our joint effort for your success, I encourage each of you to approach the course with a growth mindset and utilize my office hours and resources in the academic resource center.

Orr and Hamming (2009) encourage educators to pay attention to the tone of the syllabus and include narrative phrases invoking approachability and empathy. An inviting syllabus includes an inclusive learning statement that acknowledges the diverse learning needs of students with and without disabilities and emphasizes flexibility with the pedagogical method used in the classroom. Additionally, it encourages students seeking to discuss disability accommodations to come forward with confidence (Accessible Syllabus, 2015). Here is a sample of an inclusive learning statement:

> Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the Office of Disability Services to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Tutoring Center, and Academic Advising Center.
> (Accessible Syllabus, 2015, para. 6)

Additionally, you might include the specific campus and web addresses of the aforementioned resources in your statement.

Designing Teaching Methods to Support Diverse Learning Preferences

Mindful consideration of the diverse ways people prefer to learn, regardless of disability, allows educators to creatively design effective teaching strategies. A tool to assist students in ascertaining their learning preferences is the visual*aural*read*write*kinesthetic (VARK) learning preference questionnaire. Knowing students' learning preferences, regardless of disability, can assist educators in creating a more expansive learning experience for students (Seemiller & Grace, 2016; VARK, 2021).

Students with disabilities may use assistive technologies to access print materials in distinct formats. Some may need video content to be closed-captioned or visually described. It should be noted that having closed-captioned and visual description of videos offers support to all learners regardless of disabilities. Institutions with learning management systems (LMS) may have technology tools available to create accessible content, which can then be uploaded by educators to their individual course websites. If

not, educators can check with the institution's center for teaching and learning, or DRC, to request assistance with creating accessible content. Having accessible content available at the beginning of the semester offers significant reassurance to students with disabilities that the educator wants full inclusion of all students. Furthermore, it established a classroom norm beneficial to all learners.

Regardless of whether the course is face-to-face or online, there are many creative active learning strategies to engage all students as active participants in the learning environment. Some examples of active learning strategies include: use of collaborative small groups to encourage discussion and learning from other students; offering a course themed study guide to be used throughout the course as a scaffold review of course material; and utilizing a mini-lecture followed by interactive group work to solidify the course content (Gravel et al., 2015; Higbee et al., 2008).

For an online course, create and post on the online platform introductions to the educator, the course, and each module. Encourage students to use different modalities to introduce themselves to their peers. Develop with students the guidelines for online discussion boards. Upload course content in multiple formats (written, video, audio), making use of captioning and descriptive voice over for videos (Higbee, 2015). When preparing course content for the online platform, create documents that are accessible by a screen reader (Duranczk et al., 2013). The styles tool in a word processing program such as Microsoft Word allows educators to create headings and other cues to help students who are blind or have visual impairments navigate the content, while cueing all students to what elements of the content are important to the educator. If a lecture presentation uses PowerPoint, utilize the tool found within the software that checks for accessibility and provides steps to correct any problems. PowerPoint also has a feature where the educator can create voice over presentations. Google Slides is also beginning to include these features. It is important to provide captioning for students who cannot hear or a transcription of the presentation content (Higbee, 2015).

For both face-to-face and online formats post a variety of methods for students to demonstrate their knowledge of course content such as oral exams through Zoom or Skype, and voice over PowerPoint presentations with captions or written essays. Students can make videos and post them on YouTube which provides captioning, as does Google Slides. Ask students to provide a visual script of their video for those whose primary learning preference is to read or write (Higbee, 2015).

Use a Variety of Formative Learning Measures

Educators who use one format to assess content knowledge such as multiple choice, timed tests, or research papers limit students' expression. It is understood within UID that students also benefit from a variety of formative learning measures to demonstrate their knowledge (Gravel et al., 2015). Consider the following examples of formative learning measures: use quizzes as building blocks measuring growth and as a means to prepare students for a final exam; align quizzes with written assignments where those students who

excel in written work and not test formats can have an alternate form to demonstrate their knowledge; design a project based course where all the activities are building blocks to achieve the final project; assign students to view specific films and then ask them to describe what film scenes depict key terms from the texts or course content (Gravel et al., 2015; Higbee et al., 2008). Be creative! Identify strategies that align with your pedagogy.

Conclusion

In the end, if the student in the case study at the beginning of this chapter had been a member of an inclusive learning environment, the student may have submitted a complete exam. By implementing UID principles in the classroom, all stakeholders co-create the inclusive learning environment. Certainly, there are contextual variables to consider in the co-creation process, but the benefits of assisting in the learning of all students outweigh any costs of initiating UID principles. By attending to the environmental social dynamics in the classroom, a greater sense of inclusion and belonging can be established using UID principles.

Key Resources

Embedding universal instructional design (UID) into courses aids in the development of educators and students since both are co-creating and co-facilitating the learning environment. For information about UID, start with these resources:

Accessible Syllabus (2015). *Accessible syllabus: Accessible classroom resources promote student engagement and agency*. https://www.accessiblesyllabus.com/

Burgstahler, S. E. (2020). *Universal design of instruction: definition, principles, guidelines, and examples*. Disabilities, Opportunities, Internetworking, and Technology. https://www.washington.edu/doit/universal-design-instruction-udi-definition principles- guidelines-and-examples

Burgstahler, S. E. (2015). *Universal design in higher education: From principles to practice.* Harvard Education Press.

Disabilities, Opportunities, Internetworking, and Technology. (2020). *Applications of universal design.* http://www.washington.edu/doit/resources/popular-resource collections/applications-universal-design

McGuire, J. M. (2014). Universally accessible instruction: Oxymoron or opportunity? *Journal of Postsecondary Education and Disability, 27*(4), 387-398.

Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and Practice.* CAST Professional Publishing.

National Center for College Students with Disabilities. *Universal design resources.* https://www.nccsdclearinghouse.org/ud.html

Saint Louis University. *The Ability Institute*. https://slu.edu/education/institutes/ability-institute/index.php

Chapter 10: More than a Lapel Button: Disability Past, Present, and Future in ACPA

Alice A. Mitchell and Mary Tregoning

This history draws upon personal correspondence, convention programs, and the National Student Affairs Archives at Bowling Green State University. We acknowledge early leaders: Ronald Blosser, Ralph Kron, Kathy Hamilton, Mike Stevens, Stephanie Beardsley, Sue Wanzer, and Kathy Hollister. Early presenters/active participants include Nancy Badger, Dan Berkowitz, Anne Bryan, Deb Casey, Diane Cooper, Charmane Corcoran, Julie Elkins, Jennifer Gibson, Lorianne Harrison, Jeanne Higbee, Scott Lisner, Christopher MacDonald-Dennis, Donna Martin, Karen Myers, Shelly Neal, Barb Palombi, Lella Schaaf, Lizzie Schloss, Anthony Soldano, Al Souma, Anita Stockbauer, Jim Vander Putten, Denise Powers Wellin, Andrea Wieland, Martha Wisbey, and Linda Wolford.

Disability emerged at a time of great change for the ACPA, the profession, and disability itself. ACPA disaffiliated from the American Personnel and Guidance Association, established an International office and changed governance structures. Disability-related convention programs were sponsored at an early point by a student health commission – perhaps reflecting the "medical model" as an early conceptualization of disability (Evans et al., 2017, pp. 57- 66; See Chapter 4) and later by many other groups, reflecting the intersection of identity and function. In student affairs, identity theories (e.g., Cross, 1971) were becoming salient. Email and other technology was in its infancy. Subtle tensions existed around voice and vote. Groups focused on services for students were gradually joined by groups focused on identities, including the identities of the student affairs professionals. This chapter traces the process of establishing the Standing Committee for Disability, now the Coalition for (Dis)ability, and includes reflections from a disability ally and a student affairs professional with a disability. The chapter concludes with questions to guide future progress for including disability in higher education and student affairs using a social justice framework.

Disability Emerges from the Mist

Disability was initially a shifting, amorphous presence in ACPA. Appendix E summarizes the shifting name of what became the Coalition for (Dis)ability, convention programs, and significant developments. Within ACPA, the initial focus of the group was centered on services for students with disabilities. Gradually, mention was made of student affairs professionals with disabilities. While a disability-related group was still emerging, other groups focused on services/functional areas had found their home within the Association by 1961. Identity focused groups emerged later, joined by state divisions (now chapters). Initially, most groups were established by the ACPA Executive Council. ACPA governance and operating documents gradually included procedures for establishing functional area groups, but there were no procedures for identity-focused groups. The lines

had begun to blur between *services for* specific groups, and groups *comprised of* specific groups.

Glacial but Steady Progress to Sharpen a Focus on Disability

By 1995, I (Alice Mitchell) was a doctoral student, chair of the Task Force on Disability of ACPA, and had begun my dissertation. Past chair of the Standing Committee for Lesbian, Gay, and Bisexual Awareness, Julie Elkins, agreed to temporarily co-chair the Task Force during that dissertation time. In October 1995, Julie developed the first draft proposal to establish a Standing Committee for Disability Awareness. Task Force members, as well as the Standing Committee chairs provided suggestions on that draft. Concurrently, efforts were underway across the Association to clarify the terms and establish procedures for standing committees and commissions. See Appendix F for how ACPA entities were established and/or reestablished over the years.

The Task Force began to encompass three intersecting subgroups: people with disabilities, disability support service providers, and disability allies. It was difficult to position this emerging group in the ACPA structure, as it spanned both functional and identity structures. The growing number of identity-focused groups also caused concern for some that the Association was becoming too focused on activism.

The Task Force draft was honed, but procedures for establishing Standing Committees were unclear. By mid-August 1996 Executive Council established a Study Group on Committee and Commission Structure with three objectives:

1. Develop a statement defining Commission, Standing Committees, both on and off Executive Council.
2. Develop a process for the creation of Standing Committees, both on and off Executive Council.
3. Recommend an appropriate status that would best serve the organization and its membership for disabilities.

Voyager in the Fog: Alice's Reflections as a Disability Ally

My development as a disability ally was in a fog of fits and starts while I was a doctoral student. I was probably behaving in well-meaning able-bodied ways in which people with disabilities are subconsciously pitied, misunderstood, and sometimes left out entirely. But disability was beginning to find its way on my personal radar. A herniated disc brought painful unaccustomed limits to my mobility. I thought of this situation as a temporary logistical hurdle rather than a disability. However, "disability" did apply to another doctoral student in my cohort.

I cross-registered for a course at nearby Gallaudet University, the only liberal arts institution in the U.S. designed specifically for d/Deaf students. In the first of many subsequent courses at Gallaudet, the instructor and all of the students in the course – hearing and d/Deaf – signed. The sign language interpreter was for me. Full stop. The interpreter was for me. Though as a doctoral student I was told deaf was a "low incidence population" and my registration questioned, Gallaudet was a deeper experience for me

than being on a hearing campus where multiple aspects of my identity were already supported. At Gallaudet, I negotiated an unexplored way of being "the other" on a campus neither designed for me nor one on which I could easily communicate. I was living "marginality," complete with painful intimations about whether I should be there at all.

After my first class, the instructor indicated there was a problem with my cross-registration. Since my interpreter was for class only, I found the Registrar's Office on my own and cautiously walked inside. A staff member signed what I took to be "May I help you?" I used paper and pencil to describe my predicament. Summoning courage, I haltingly finger spelled my name, visualizing the pictures in an at-home dictionary. I paused, eyebrows nervously raised in worried, tentative hope. She smiled slowly and warmly and in a deaf-intoned voice said "You did just fine. You are just nervous." In that moment, I felt included, even though I felt less wanted as "the other" - a hearing, non-signing person at Gallaudet. Her smile, help, and acceptance meant the world to me.

If I never learned the language (American Sign Language), my interest would remain superficial and my hypocrisy glaring. I subsequently pursued five levels of ASL and other deaf-related coursework at Gallaudet. During this time, when diversity came up in my University of Maryland doctoral-related conversations, disability was excluded. At Gallaudet, disability was about everything except being deaf. "Deaf" was about identity and culture; disability was something else. Things were foggy.

My d/Deaf, ACPA, and disability involvements were increasing. In 1992, I was elected to ACPA Executive Council as Graduate Student Member-at-Large. In March 1994, I became involved with the Task Force on Disability. I continued on ACPA Executive Council in 1995-1996 as chair of the ACPA Standing Committee for Graduate Students and New Professionals. I began to use a seat at the leadership table to share my developing ideas.

On the 1996 Convention Planning Committee I advocated for the first convention Access Chair, a disability support service professional for disability-related needs rather than the previous somewhat-ad-hoc approach. The ACPA Convention the next year (1997) included a Signed Supper including Edna Johnston, a Deaf, and American Sign Language faculty member from Columbia College Chicago, who provided an overview of Deaf Culture within which to situate our understanding. Supper included several collisions between hearing and Deaf worlds. It was enlightening to see how that space was navigated with good humor, informed respect, and grace.

Edna reinforced what I had learned in previous ASL classes: Deaf was not a disability; it was a culture. So, if Deaf was a culture, why was not Deaf included in diversity? And were there disability "cultures" such as a blind culture? In my doctoral work, identity seemed somewhat siloed into separate, non-intersecting elements, with only the higher education environment as a context. What about being an X identity outside the relatively-safe confines of higher education and particularly, outside one's own institution or accustomed community, or where the context itself made a particular aspect of the identity more or less salient? And was not identity about what one could do with and for others rather than repeated declarations of self?

The Task Force attracted student affairs professionals with disabilities including members who were d/Deaf, had learning disabilities, used wheelchairs or other mobility assists, had health-related circumstances characterized as disabilities (such as human immunodeficiency viruses), or were blind/had low-vision. It attracted a graduate student who had recently become blind (Schaaf, 2009) and another member had been injured in a car accident and whose mobility was impaired (Wisbey, 2009). We were gaining momentum.

By March 2000, all that remained was a vote at the Convention Business Meeting. Seated in the audience between blind ACPA members Karen Myers and Nancy Badger, I felt an unexpected stir in the room, like wings quietly beating. Standing Committee for Lesbian, Gay, and Bisexual Awareness Directorate members quietly but purposefully sat themselves, trailed by chair, Jo Campbell. Earlier, Jo had winked and said "We are with you." In this "hour of need", my brothers and sisters from this Standing Committee came to support me and this proposal. I was moved beyond words.

The vote passed. A deaf member of the Task Force - Donna Martin- was seated some rows behind me. I faced backwards and stood just enough so Donna could see me. "It PASSED!" I signed. Donna mouthed "I KNOW!" and I think there may have been small tears above her wide smile. The proposal was passed by membership vote at the ACPA Annual Business meeting just after 11 AM EST on Tuesday, April 4, 2000 in Washington, DC. All three constituencies – people with disabilities, disability support service providers, and disabilities allies – existed as one united entity.

After the vote, I slipped into an empty room to quietly process my experience. Nancy Evans - a faculty member at Iowa State University, esteemed scholar in student affairs, woman who had contracted polio as a young child, and who later became President of ACPA - passed by in her motorized scooter. Seeing me, she steered herself into the room. We had a brief but moving personal conversation about disability, identity, and elements of each of our personal journeys. I treasured that conversation then and I do so now. The day after this historic vote, a Task Force member posted to the Task Force listserv:

I would like to congratulate you for all your hard work, support, and resilience in leading the way in the establishment of the ACPA Standing Committee on Disabilities. Although I am rather new to the Task Force (now Standing Committee), I recognize the importance of the accomplishment. I was present at the ACPA business meeting. I have to say it was one of the most emotional moments that I have witnessed in student affairs. A group of people (from several different groups) came together and recognized the need to address this issue. (A. Soldano, personal communication, April 5, 2000)

Being a disability ally is unsure and awkward and requires raising uncomfortable questions in spaces where it would be easier to remain silent. I have questioned my own identity and the role of that identity in the larger world. I have spoken out loud - seeking an echo - only to hear silence in response. I have also experienced moments of pure grace – unexpected and meaningful. I recall those moments of grace when in a larger environment of discomfort.

Mary's Reflections as a Student Affairs Professional with a Disability

Alice shared a brief history of how the Standing Committee on Disability (now Coalition on (Dis)ability was formed. As a student affairs professional who identifies as being blind, the history of this development within ACPA has been critically important to me both personally and professionally.

I graduated with my master's in student affairs administration in 1998. As you will note from Alice's timeline, this was directly during the time of the formation of this group. The access chair, Dr. Karen Myers, literally worked with me on a daily basis at the 1998 ACPA Convention, scheduling interviews, writing "thank you" notes, and generally being a mentor and a resource for me during my first professional job search.

I will never forget Karen sharing with me that there was actually a task force focusing on disability that I should join. Hearing this from a woman who also identified as blind or visually impaired, who was a successful professional and an integral part of making the convention accessible as well as the foundation of the committee, was quite simply one of the most empowering conversations for me as a new professional, who was also a first-generation college student. Karen very wisely told me something that I will never forget, "focus on finding a job, and the task force will be waiting when you have more time to focus on your professional community." Those were exactly the right words I needed to hear.

Those words so many years ago gave me something to hold on to, and later belong to, in a disability identity and communal way. In 1999, I went to my first meeting of the Task Force. I remember feeling a mixture of both welcome and awe as I was literally sitting with people whose books I had read in graduate school. Everyone was very kind and empowering, asking me what I would like to work on. After all, I was a former student advocate around disability and I was also working in my first professional position. During this time in my career, three of these women became essential to my professional connection to ACPA: Alice Mitchell, Karen Myers, and Nancy Badger. They challenged and supported me over the next few years in so many ways, and our work on the Task Force, and later the Standing Committee, cemented our commitments to each other as well as ACPA.

At the 2000 Convention, I was not at the business meeting. I was once again seeking a professional position. I will never forget meeting Alice in the hallway and having a very quiet but powerful chat about what had happened that day. After all the politics, after all the time, our group had the official stamp of approval from ACPA. It truly felt amazing. I remember feeling so grateful to Alice and the other members of the Task Force. And I remember Alice telling me that now our job was to become active, viable, and productive for the Association, and in her Alice way basically asked me to reflect on how I was going to be a part of that work.

Over time, this involvement went from performing specific tasks to chairing subcommittees. Ultimately, when my time came, I became the fourth Standing Committee

on Disability chair, after Alice, Karen and Nancy. This role became a launching place for me within the Association, which has led to many expanded and far-reaching opportunities.

Over the years, I have been asked how I felt about the Standing Committee (now Coalition) on Disability being led and formed by someone who identifies as a disability ally. My answer is very simple but also multifaceted. The short answer is that I was happy. I was happy that it was formed at all. I am grateful that it was developing along with my professional identity, and that essentially, through my entire involvement with ACPA, the concept of disability identity has never not been present. That does not mean that the Association has not made mistakes, even large ones. It also does not mean that we do not need to continue developing pathways so that people with disabilities can see this as their professional home and find it professionally useful. But it does mean that I am grateful to Alice and the original team for all of their efforts.

It is interesting because in the disability community you often hear the statement "nothing about us without us," (Charlton, 1998, p. 3) meaning that you cannot develop programs, systems, and policies for us without our input. I think that is why I have only gratitude for Alice, because she never intended to build this without us. This, for her, was never about building something to stroke her ego or trying to make a name for herself. It was legitimately about access, identity, and community.

I most want to convey that those of us with disabilities had a unique experience in forming and building this community. As individuals, we often do not grow up in households with members of our family sharing the same disability that we have, and we are not often visible in large numbers in schools, universities, or professional associations. So, pulling together someone to lead people across the spectrum of disability for the common goal of acknowledging, developing, and valuing people with disabilities was both necessary and extraordinary.

There is an anonymous quote that I often use, "the only difference between stumbling blocks and steppingstones is how you use them." I think Alice used her skills and talents, and those of us who came after used our skills and talents, and we created something wonderful that continues to grow and change.

The Work that Lies Ahead

Over 20 years after that day, where are we now as a profession in regard to students and educators with disabilities? Do we vigorously seek their highly-qualified involvement and contributions or is our attitude one of pity based on deficit thinking? Do we notice when their perspectives are missing? Or does our advocacy still go only as far as a bright shiny lapel button? We have accomplished good work, and we must continue working with others in our Association, our profession, and our home communities to integrate disability into the fabric of social justice as well as broaden and deepen access and understanding.

As an Association, we established an entity whose focus remains the intersecting interests of student affairs professionals with disabilities, disability support service

providers, and disability allies. We broke important new ground by establishing an Access Coordinator position on the Convention Planning Committee and, most recently, by working with our ACPA International Office to assure captioning in Convention General Sessions and webinars. At a certain level, however, it still feels like we are only wearing a lapel button that reads "Attitudes are the real disability!" and have not yet made deeper changes. We must move deeper than that lapel button many often wear on our name badges toward sustained, transformative change. We offer three questions as possible stimuli:

1. Is disability included in our preparation program syllabi and discussions whenever diversity comes up, as urged by Evans et al. (2009)?
   - If not, what might be our reasons? Why is it acceptable to exclude disability in all diversity conversations but not acceptable to exclude race, ethnicity, gender, or sexual orientation? In a profession that already borrows heavily from disciplines such as sociology and psychology, how can we borrow from disability studies to enrich our coursework and experiential learning?
2. Are some aspects of disability more privileged than others?
   - In each of the convention years between 1984 and 1988, learning disability was addressed by at least one program. Why were other areas of disability not addressed? In the present day, what areas of disability, such as psychiatric disabilities, might be especially susceptible to stigma and warrant a social justice approach not only in our preparation programs but also in our professional practice?
3. In what ways does disability intersect with racial justice and indeed, with justice overall?
   - Racial justice, decolonization, and intersectionality are among the most prominent topics in our profession in the present day with justice an urgent imperative not only in higher education but in the larger environment as well. How can our Association and profession bring these intersecting areas from discussion to action?

We have journeyed together as colleagues to this important point. Together as colleagues, our journey must more diligently include, embrace, and champion disability as part of the transformative intersectional justice we wish to bring to higher education and the larger spheres in which each of us live. The time is up on the lapel button.

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Appendix A: Ten Principles of Disability Justice

Patricia Berne

With the support of Aurora Levins Morales and David Langstaff, and on behalf of Sins Invalid

From within Sins Invalid, where we incubate both the framework and practice of Disability Justice, this burgeoning framework has ten (10) principles, each offering new opportunities for movement builders:

1. Intersectionality. We know that each person has multiple identities, and that each identity can be a site of privilege or oppression. The fulcrums of oppression shift depending upon the characteristics of any given institutional or interpersonal interaction; the very understanding of disability experience itself being shaped by race, gender, class, gender expression, historical moment, relationship to colonization and more.

2. Leadership of Those Most Impacted. We know ableism exists in the context of other historical systemic oppressions. We know to truly have liberation we must be led by those who know the most about these systems and how they work.

3. Anti-Capitalist Politic. We are anti-capitalist as the very nature of our body/minds resist conforming to a capitalist "normative" level of production. We don't believe human worth is dependent on what and how much a person can produce. We critique a concept of "labor" as defined by able-bodied supremacy, white supremacy, and gender normativity. We understand capitalism to be a system that promotes private wealth accumulation for some at the expense of others.

4. Cross-Movement Solidarity. Necessarily cross-movement, Disability Justice shifts how social justice movements understand disability and contextualize ableism, lending itself toward a united front politic.

5. Recognizing Wholeness. We value our people as they are, for who they are, and understand that people have inherent worth outside of capitalist notions of productivity. Each person is full of history and life experience. Each person has an internal experience composed of their own thoughts, sensations, emotions, fantasies, perceptions, and idiosyncrasies. Disabled people are whole people.

6. Sustainability. We pace ourselves, individually and collectively, to be sustained long-term. We value the teachings of our lives and bodies. We understand that our embodied experience is a critical guide and reference pointing us toward justice and liberation.

7. Commitment to Cross-Disability Solidarity. We value and honor the insights and participation of all of our community members. We are committed to breaking down

ableist/patriarchal/racist/classed isolation between people with physical impairments, people who identify as "sick" or are chronically ill, "psych" survivors, and those who identify as "crazy," neurodiverse people, people with cognitive impairments, and people who are of a sensory minority, as we understand that isolation ultimately undermines collective liberation.

8. Interdependence. Before the massive colonial project of Western European expansion, we understood the nature of interdependence within our communities. We see the liberation of all living systems and the land as integral to the liberation of our own communities, as we all share one planet. We attempt to meet each other's needs as we build toward liberation, without always reaching for state solutions which can readily extend its control further over our lives.

9. Collective Access. As Brown/Black and queer crips, we bring flexibility and creative nuance to engage with each other. We create and explore new ways of doing things that go beyond able-bodied/minded normativity. Access needs aren't shameful—we all have various capacities which function differently in various environments. Access needs can be articulated within a community and met privately or through a collective, depending upon an individual's needs, desires, and the capacity of the group. We can share responsibility for our access needs, we can ask that our needs be met without compromising our integrity, we can balance autonomy while being in community, we can be unafraid of our vulnerabilities knowing
our strengths are respected.

10. Collective Liberation. How do we move together as people with mixed abilities, multiracial, multi-gendered, mixed class, across the orientation spectrum—where no body/mind is left behind?

This is Disability Justice, an honoring of the longstanding legacies of resilience and resistance which are the inheritance of all of us whose bodies or minds will not conform. Disability Justice is not yet a broad-based popular movement. Disability Justice is a vision and practice of a *yet-to-be*, a map that we create with our ancestors and our great grandchildren onward, in the width and depth of our multiplicities and histories, a movement towards a world in which every body and mind is known as beautiful.

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Appendix B: Cultivating Successful Employment Tools

These resources are divided into five sections:

- Applying for jobs as a person with disabilities & places to advertise job openings
- How to conduct inclusive searches
- How to onboard individuals with disabilities
- How to support a person with disability after being hired
- How to supervise individuals with disabilities

Applying for Jobs as a Person with Disabilities & Places to Advertise Job Openings

- **AbilityJobs** is the largest job site for individuals with disabilities and the only employment site where 100% of posted jobs are from employers specifically seeking to hire people with disabilities.
    - https://abilityjobs.com
- **Career Opportunities for Students with Disabilities** (COSD) offers individuals many opportunities to connect with higher education professionals, other employers, and college students with disabilities.
    - http://www.cosdonline.org
- **Higher Education Recruitment Consortium** (HERC) is a non-profit coalition of colleges, universities, hospitals, research labs, government agencies, and related non-profit and for-profit organizations committed to diversifying the pipeline of faculty, staff, and executives in academia.
    - https://www.hercjobs.org/strategies-for-job-hunting-with-a-disability/
- **The Muse** provides a guide on how to request disability accommodations during a job search.
    - https://www.themuse.com/advice/disability-accommodations-during-job-search

Resources Focused on Conducting Inclusive Searches

- **Employer Assistance and Resource Network on Disability Inclusion** (EARN) helps employers explore the benefits of disability diversity by educating the public and private sector organizations on ways to create inclusive workplace cultures
    - www.askearn.org
- **GettingHired** is a recruitment solution dedicated to helping inclusive employers hire professional individuals and veterans with disabilities
    - https://www.gettinghired.com/
- **University at Buffalo's School of Engineering and Applied Sciences** provides a useful list of inclusive interviewing best practices.
    - http://engineering.buffalo.edu/home/internal/diversity/inclusive-interviewing.html

Considerations when Conducting an Inclusive Searches

Below are some suggestions to consider incorporating into your professional practice for all candidates when tasked with hiring and interviews:

- Asking about food preferences
- Requesting an accessible hotel space
- Providing transportation for all campus tours
- Using the elevator in all buildings
- Printing out materials and providing them to the candidates, in advance when possible
- Allotting at least 15 minutes in between interviews
- Providing closed captioning for any virtual interview (Google chat, Zoom, WebEx, etc.,)

Again, the aforementioned suggestions are applicable for every candidate, not just those with disabilities.

How to Onboard Individuals with Disabilities

- **American Association of University Professors** (AAUP) created a report for accommodating faculty members who have disabilities that include a) ideas for an institutional policy and procedure to address faculty disabilities, b) guidelines from the Modern Language Association on recruiting faculty members who have disabilities, and c) a discussion of disability legal issues and faculty performance.
    - https://www.aaup.org/sites/default/files/disabilities.pdf
- **K. Lisa Yang and Hock E. Tan Institute on Employment and Disability** advances knowledge, policies, and practice to enhance equal opportunities for all people with disabilities. The Institute offers online courses on disability and employment support practices critical to supporting people with disabilities in the workplace.
    - https://yti.cornell.edu/
- **RespectAbility** is a nonprofit, nonpartisan organization that works with entertainment, policymakers, educators, self-advocates, nonprofits, employers, faith-based organizations, philanthropists, journalists, and online media to dismantle stigmas and advance opportunities for people with disabilities.
    - https://www.respectability.org/
- **Society for Human Resource Management** provides a guide on the various steps involved when handling a request for accommodation from a current employee against the requirements outlined in the ADA.
    - https://www.shrm.org/about-shrm/Pages/default.aspx

How to Support an Individual with Disability after being Hired

- **American Association of People with Disabilities** (AAPD) helps ensure that all people with disabilities have the right to equal opportunity to be economically self-sufficient and access to services and supports that allow them to live and work independently.
    - https://www.aapd.com/advocacy/employment
- **The National Business & Disability Council** (NBDC) at The Viscardi Center is an employer organization and comprehensive resource for disability practices.
    - https://www.viscardicenter.org/services/nalt-business-disability-council/

How to Supervise Employees with Disabilities

- **The Employer Disability Information** service provides advice and information on employing and supervising staff with disabilities.
    - http://www.employerdisabilityinfo.ie/
- **Work without Limits** provides information and guidance regarding performance discussion with employees with disabilities.
    - https://workwithoutlimits.org/
- **The District of Columbia's Office of Disability Rights** offers suggestions for workplace flexibility including alternative or modified scheduling and worksite arrangements.
    - https://odr.dc.gov/book/manual-accommodating-employees-disabilities/types-reasonable-accommodation
- **The District of Columbia's Office of Disability Rights** provides a checklist to help identify accessibility problems and solutions in existing facilities in order to meet employer obligations under the ADA.
    - https://odr.dc.gov/sites/default/files/dc/sites/odr/publication/attachments/ada_checklist_3_2008.pdf

Appendix C: Questions for Evaluating Physical Accessibility of Event Spaces

Question to Ask	Yes/No?	Steps to Take
Is the primary entrance accessible by a ramp, lift, or curb-cut sidewalk?	Yes No	*Reactive Remedies* ● With a reasonable amount of time, consider a different location for the event. ● Find solutions to retrofit the space, including installing a temporary ramp or lift to the facility ● Locate the nearest curb-cut sidewalk and provide a map from that location to the event location *Proactive Remedies* ● Prioritize locations with these features when planning and facilitating programs and events ● Lobby vendors and spaces frequently-used to encourage making those spaces universally-accessible
Are the adaptive structures listed above within a reasonably close distance to the event location?	Yes No	*Reactive Remedies* ● Provide information on alternative routes and time for travel if these adaptive structures are not reasonably-close to the event location. *Proactive Remedies* ● Prioritize using event facilities located closer to adaptive structures such as these
Is there an automatic door with a working ADA button at the event facility?	Yes No	*Reactive Remedies* ● Designate a staff member to hold the door or to monitor the door for those needing assistance with opening it *Proactive Remedies* ● Prioritize using event facilities that have automatic door openers ● If possible, eliminate the need for entry into a facility with setting the event outdoors (which may come with additional accessibility concerns)

Will the door to the facility open without the use of considerable force?	Yes No	*Reactive Remedies* • Designate a staff member to hold the door or to monitor the door for those needing assistance with opening it *Proactive Remedies* • Prioritize using event facilities that have automatic door openers • If possible, eliminate the need for entry into a facility with setting the event outdoors (which may come with additional accessibility concerns)
Are doorways appropriately wide enough to accommodate individuals needing a wider door frame to access the facility?	Yes No	*Reactive Remedies* • Locate the nearest option for entry into the facility with wider entryways, at least 32" wide, (i.e., a loading zone, backdoor entry) and communicate about the option to individuals needing such an accommodation *Proactive Remedies* • Prioritize using event facilities that have wide-enough entryways (at least 32" wide) • If possible, eliminate the need for entry into a facility with setting the event outdoors (which may come with additional accessibility concerns)
Are sidewalks in front of and around the space slip-resistant and level (i.e., free of cracks, dips, and drop-offs)?	Yes No	*Reactive Remedies* • Locate the nearest option for entry into the facility with sidewalks less prone to slipping or tripping and communicate about those pathways to event participants • Temporarily fix any cracks, dips, or drop-offs with a plate or small ramp no thicker than ½" inch and no steeper than a 1:12 ratio *Proactive Remedies* • Prioritize using event facilities that have short, accessible pathways free of slip risks or cracks, dips and drop-offs • Provide maps for accessible pathways with explicit instructions on how to get to the facility using the shortest and most accessible pathways, establish

		those entryways as the main points of entry for the event
Are all the pathways leading to the event location completely free of any barriers?	Yes No	*Reactive Remedies* ● Locate the nearest option for entry into the facility with pathways that are not blocked and communicate about those pathways to individuals that need them ● If possible, examine the reported barriers and remove if you have the authority to do so *Proactive Remedies* ● Prioritize using event facilities that have short, accessible pathways free from barriers to entry ● Provide maps for accessible pathways with explicit instructions on how to get to the facility using the shortest and most accessible pathways, establish those entryways as the points of entry for the event

Appendix D: Sample Accessibility Checklist

This document, originally drafted by Conner Terry at Oklahoma State University, was created to support students, faculty, and staff in the planning and implementation of programs and initiatives on and off-campus. It offers a brief, but not all-encompassing, overview of things you should pay attention to when planning an event or program for your office. Each part of the checklist is broken down by different foci and features.

Facility Features and Accessibility

Venue Exterior Features	
Entrances and Door Requirements	
	Is the primary entrance accessible by a ramp, lift, or curb cut sidewalk?
	Does the primary entrance door have an opening that is no less than 32 inches wide and can open up to 90 degrees?
	Is there an automatic door with a working ADA button or that will open without the use of considerable force?
	Do non-accessible entrances have signs that indicate where the nearest accessible entrance is located?
Sidewalks and Ramps	
	Are sidewalks in front of or around the facility slip-resistant and level? (Free of cracks, dips, and drop-offs.)
	Is the pathway to the facility barrier-free? *Pro tip: Sidewalks and pathways that require transitions to another pathway or walkway to get around barriers are not accessible, and should be avoided.*
	Are building ramps equipped with handrails and a level landing space at the top?
Parking	
	Are there accessible parking spaces close to the accessible entrance for the building? If not, do attendees know where such parking is located?
	Are these accessible spaces clearly marked with the international symbol of accessibility?
	Are these spaces wide enough to fit a normal-sized vehicle?
	Is there an accessible path of travel between accessible parking spots and surrounding sidewalks?

Building Signage	
	Are the names of each building clearly marked on the sides of the building?
	Are accessible entrances clearly visible and marked or near such doors to ensure they can be easily found?
	Are maps/directions to the location up-to-date and accessible via a screen reader or app like Google Maps? *Pro-tip: Walk as many routes as possible to the location of the event to determine any barriers someone might face when traveling to the event. Utilize apps like Google Maps to troubleshoot any inaccuracies of directions to the location.*

Venue Interior Features

Elevators	
	Is there a working elevator in the building in which your event or meeting will take place?
	Are elevator buttons and floor signs equipped with braille writing or tactile indicators denoting the purpose of the button?

Hallways	
	Are the room names or numbers clearly marked outside each room on signs, and do those signs also contain braille writing?
	Can hallways be easily navigated by individuals with visual or mobility impairments? *Pro-tip: Make sure that hallways are free of dangers or obstructions, and if they cannot be removed, make sure individuals are made aware of them (ex: wet floors, benches, etc.)*

Bathrooms	
	Are restrooms in the facility easily accessible and located near the event or meeting location?
	Are single-person or family restrooms available for use in the facility?
	Are bathrooms located on every floor of the facility or will attendees need to move between floors to access the bathroom?
	Have the locations of accessible bathrooms and single/family bathrooms been communicated to attendees?

Seating and Room Set-up	
	Are seats permanently attached to the ground and cannot be moved? *Pro-tip: A room that allows for moveable chairs can alleviate accommodation issues and make the event space more easily navigable.*
	If your room does have permanently affixed chairs, have you located a suitable area where individuals with mobility concerns can be seated? *Pro tip: When using a classroom for a meeting or event, these spaces will often be found at the front of the room with a large table marked with an ADA symbol.*
	Are the aisles and paths between seats at least 3 feet wide?
	For individuals who have stability concerns, are there stable seatbacks or seat arms that individuals can use for sitting and standing?
	For participants who might be using a service animal, is there space for that animal to sit near the individual?
	Will participants need to move the seating arrangement for an activity or discussion? *Pro-tip: Consider how that might work for individuals with visual or mobility impairments. If possible, have the group come to these individuals to mitigate any struggles or difficulties. Also, keep in mind the physical requirements of your activity.*
Audio and Visual Elements	
ASL Interpreter	
	Have you researched resources or ASL interpreters in your area for your event? *Pro tip: This does not mean you need to have an interpreter present at every event. However, it is good to know where you can find one and how much their service may cost. Many interpreters/interpreting services have a required date of notification by which you must place a request for their services.*
	Have you scheduled your event at a time that allows the interpreter enough time to travel between the event and their current location?
Visuals, Videos, and Movies	
	Does the event space have working speakers that are loud enough for attendees to hear audio?

	Do all videos or films being shown have closed captions turned on?
	Pro Tip: If the video being shown does not have captions provided, you can create captions for the video (such as on YouTube) or through the use of applications like Live Caption.

Presentations

Slides and Handouts

	Is the presentation free of bright and/or contrasting colors that would strain the eye or cause difficulty in viewing the presentation?
	If an interpreter is present, does the presentation area have enough space for an interpreter to stand and visibly sign? *Pro Tip: If the lights are dimmed for the presentation, make sure there is sufficient lighting on the ASL interpreter.*
	Have you made the presentations and handouts available in alternative formats upon request such as physical or online copies? *Pro Tip: Although not a substitute for immediate availability of an accessible format, a good practice is to include the text "Accessible format available upon request" on any physical handouts or presentation materials. This can easily be placed in the footer section of a document or at the bottom/first slide of a presentation.*
	Do documents utilize a sans serif font (such as Arial, Calibri, or Comic Sans) with text no smaller than 14 pt. font?

Noise and Volume Considerations

	Does the room have a microphone installed or did you request for one to be added to the room? *Pro tip: At the event, do not ask "Can everyone hear me?" as those who cannot hear you are unlikely to respond. Instead, use the microphone so all attendees can hear you.*
	If participants will be engaged in a panel or Q&A discussion, have you made sure microphones are available for them to use?
	Have you mitigated outside noises by closing any open doors or windows?

Transportation	
	If events or meetings are taking place on campus, are they within a reasonable walking distance? (Less than a mile preferred.)
	If the event is happening off-campus, have you provided handicap-accessible transportation? If not, have you communicated accessible transportation options available to attendees?

Food and Beverage	
	Are food service areas no higher than 36" so that they can be reached by individuals in a wheelchair or those who have other mobility issues?
	Have you asked guests about potential food allergies or dietary restrictions before the event? Have you properly accommodated those needs? *Pro-tip: Always have a plan for vegan, halal, kosher, gluten-free, non-nut, or other types of dietary restrictions, even if you do not order them for the event.* *Pro-tip: Make sure to check the world religions calendar to check if specific religions are practicing fasting or if a holiday includes specific food restrictions.*
	Can an individual with mobility or visual impairments safely and easily navigate between tables and serving areas?
	Can drink stations and water fountains be easily navigated by individuals with visual and mobility impairments?
	Are all foods and beverage stations clearly marked stating what they are and any ingredients used in making the items? (Ex: contains nuts, contains dairy, etc.)

Advertising Flyers and Social Media	
Accommodation Requests/Concerns	
	Does your flyer include a statement that clearly identifies a contact person for requesting accommodations (name, email, and phone number) and the date that accommodation needs should be communicated?
	Have you made sure that each accommodation request has been fulfilled before the event?
Font and Design	
	Is your flyer printed on standard 8.5 by 11-inch paper with font no smaller than 12 point?
	Are flyers and promotional graphics available in physical and digital formats?
	Are the flyers free of unnecessarily bright contrasting colors that could hurt someone's eyes or cause difficulty viewing the content on the flyer? *Pro tip: You can use the Accessibility Checker in Adobe Acrobat Pro to determine if a digital version of the flyer meets all standards for accessibility. For more information, go to https://www.adobe.com/accessibility/products/acrobat/using-acrobat-pro-accessibility-checker.html*
	Have you added text to the flyer stating "Accessible format available upon request"? (And is that format ready to be disseminated?)
Social Media	
	Have you made sure that important information and links are posted in the body of your posts? *Pro tip: Screen readers can help students read information from social media, but they cannot read information posted on graphics. This means that any information, such as links or dates, would be inaccessible to students with visual impairments.*
	When utilizing hashtags, are you capitalizing the first letter of every word? *Pro tip: This is called Camel Backing, and is the difference between #screenreaderdemo and #ScreenReaderDemo. By capitalizing each word it makes hashtags easier to read, especially for screen reading software.*

	Have you avoided the usage of confusing acronyms in your post that some may not understand?

	Have you added alternative text to all images on social media for users with visual impairments?
	
	Pro tip: Twitter instructions:
	  https://help.twitter.com/en/using-twitter/picture-descriptions
	  Instagram instructions:
	  https://help.instagram.com/503708446705527

Sensitive Materials Warning	
	If your event or presentation deals with sensitive or traumatic topics, have you given all attendees proper warning about these topics?

Service Animals

	Have you ensured that all services animals are allowed at events? *Pro tip: If you have a question or concern about whether an animal is a service animal, be aware you are only allowed to ask two questions- 1. "Is this a service animal?" and 2. "What task is the service animal trained to do?"*
	Emotional support animals are often not allowed at student organization events on many campuses *Pro tip: If you ask a person if the animal is a service animal, and they answer that it helps them with anxiety or other emotions, this is not a service animal. Be certain to refer to your campus policies and procedures regarding all animals at campus events.*
	If you need to lead an attendee with a service animal to special seating or another area, are you walking to the front and the side of the animal so they can see you at all times?

Emergency Planning	
	Have you established an emergency evacuation plan for all participants, including individuals with impairments? *Pro-tip: Never assume that all individuals with impairments need special help in an evacuation. You should however have a plan in place just in case someone does.*
	Are the nearest emergency exits clearly marked and lit throughout the facility?
	Should your event or meeting not be on the first floor, have you located the nearest area of refuge for participants needing evacuation assistance? *Pro-tip: In the case of an emergency, using the elevator is ill-advised for safety reasons. Instead, guide these individuals to an area of refuge and call emergency officials. They will come to that area and get them to safety. Do not try to get these individuals down yourself.*
Conferences & Conventions	
	When considering facilities and programming, have you followed the points outlined above?
	Have you met with the appropriate parties to ensure your conference/program contains minimal accessibility concerns? *Pro tip: If you are hosting a conference on your campus, your Meeting and Conference Services and DRC staffs can help you ensure that the accessibility concerns are minimized.*
	Is there an accessibility coordinator assigned on the conference planning committee?

Appendix E: Development of Disability Group in ACPA

Year	Group name	History
1970s	Disability-related group, unknown name	Convention meeting chaired by Ronald Blosser, leader in disability, and now the namesake of a major AHEAD award. Unknown convention programs. No mention of services for attendees with disabilities. ACPA as an Association expressed interest in merging with the Association for Handicapped Student Service Programs in Post-Secondary Education (AHSSPPSE, now AHEAD) but AHSSPPSE feared diffusion of its focus.
1981	Task Force on Handicapped Services	Six disability-related programs were presented at convention. No mention in convention program of services for attendees with disabilities.
1982	Task Force on Handicapped Services	Program topics focused on vocational skill development, counseling "the handicapped," and programs for "the learning disabled." No mention of services for members with disabilities. AHEAD Board Meeting held at this convention.
1983	Task Force on Handicapped Services	Three programs mention either "special service student" "physically disabled," or "handicapped students." First observed mention in front of program book of services for attendees with disabilities. Every program book thereafter mentioned the availability of these services.
1984	Task Force on Disabled Student Services	Task Force sponsored by Commission for Administrative Leadership from 1984 to 1996. No chair listed in 1984. Four programs mention "disabled college student" or "special populations."
1985	Task Force on Handicapped Students	No chair listed. Four programs mention "disabled students", "learning disabled," or "hearing impaired."
1986	Task Force on Handicapped Students	Two programs mention "special needs students" or "learning disabled students."

1987	Task Force on Handicapped Student Services	Five programs mention "visibly-disabled women," "learning disabled college students," and "neuropsychological impediment." Program book thanks "the staff and volunteers from AHSSPPSE for providing assistance to convention participants with disabilities." Joint convention with NASPA.
1988	Task Force on Handicapped Students	Three programs mention "American Sign Language" and "learning disabled students." Program book mentions services for attendees with disabilities and adds suggestion about special seating for "delegates who experience hearing impairments" for three general session speakers. Context suggests sign language interpreters were present. First mention of d/Deaf-related interests/needs.
1989	Unnamed Task Force	Three programs mention "disability," or "learning-disabled students."
1990	Task Force on Physically Challenged and Learning Disabled Members	Two programs mention "learning disabled students" and "disabled students." First mention of disability as applying to *members* rather than students.
1991	No Task Force listed	Six programs mention "learning disability," "the disabled," "students with personality disorder," and "disability awareness."
1992	Task Force on Serving Students with Disabilities	Five programs mention "Physically challenged," "accessibility," and "learning disabilities."
1993	Interest Group on Serving People with Disabilities	Five programs mention "ADA," "disabilities," "learning disabilities," and "TDD" (text communication device for deaf/hearing communication).

1994	People with Disabilities Task Force	Five programs mention "accessibility," "differences [in the context of diversity,]" "disability," and "learning disabled."
1995	Task Force on Disability Issues	Six programs mention "learning disability" and "visual disability." Commission for Administrative Leadership sponsors resolution to ACPA Executive Council requesting they establish and appoint a liaison from ACPA to AHEAD. Commission discusses suggestion from Task Force that a standing committee be formed to focus on student affairs professionals with disabilities and that a commission be formed to focus on disability support service providers. Commission instead directs that the Task Force continue and be renamed Task Force on "Issues of Disability." Task Force applies and is granted ACPA funding to review convention practices for disability inclusion and initiate outreach to student affairs professionals at Gallaudet University.
1996	Task Force on Serving People with Disabilities	Task Force unexpectedly dissolved within the Commission for Administrative Leadership during convention the previous year. Commission chair indicated the Task Force was "strong enough to stand on its own now." Task Force thus had no formal connection or status within the Association. First convention to include an Access Coordinator on Convention Team; coordinator was Jacque Truelove. Task Force had its first table at ACPA Carnival.
1997	Task Force on Disability	Nine programs mention "ADA," "disability services," "emotional and mental disabilities," "disability awareness," "learning disabilities," and "graduate students with disabilities."
1998	Task Force on Disability	Karen Myers was Access Coordinator. Twelve programs mention "persons with disabilities, "students with disabilities," "d/Deaf/hard of hearing students," and "students with learning disabilities and co-existing disorders."

1999	Task Force on Disability	Access Coordinator was Martha Wisbey. Six programs mention "disability legislation," "women and disability," "disability and sexual orientation," and "students with disabilities."
2000	Task Force on Disability	Access Coordinator was Jack Gentul. Twelve programs mention "disability rights," and "mentoring for student affairs professionals with disabilities." Major Speaker Convention program: *ADA Panel: Citizenship for the Future*, with national disability leaders Mario Payne (Resource Manager for Educational Technology and Disability, HEATH Resource Center, American Council on Education CE) with participants Chai Feldblum (Georgetown University Professor of Law and Director of the Federal Legislation Clinic), Salome Heyward (President, Heyward, Lawton and Associates legal firm), and Judith Heumann (Assistant Secretary, U. S. Department of Education)

Appendix F: Establishment/Re-establishment Years for ACPA Entities

Year	Group name
1952	Michigan Chapter of ACPA
1961	Commission for Administrative Leadership; established as Organization, Administration, and Development of Student Personnel Programs; name changed in November 1986 to Commission for Administrative Leadership
1961	Commission for Admissions, Orientation and the First Year Experience; established as Admissions, Records, and Registration Programs; name changed in March 1964 to Admissions, Orientation, and Academic Advising; name changed in March 1967 to School-College Relations, Orientation, and Admissions; name changed in 1984-1986 to Admissions and Orientation; name changed in July 1999 adding First Year Experience
1961	Commission for Assessment and Evaluation; established as Research and Evaluation in Student Personnel Programs ; name changed in March 1964 to Testing and Prediction of Academic Success; name changed in October 1971 to Assessment for Student Development; name changed in August 2007 to Assessment and Evaluation
1961	Commission for Counseling and Psychological Services; established as Counseling, Testing, and Advising Programs; name changed in March 1964 to Counseling; name changed in Fall 1986 to Counseling and Psychological Services
1961	Commission for Global Dimensions of Student Development; established as Advising Foreign Students; name changed soon after to International Dimensions of Student Personnel Work; name changed in Fall 1984 to International Dimensions of Student Development; name changed in March 2001 to Global Dimensions of Student Development
1961	Commission for Two Year Colleges; established as Student Personnel Programs/Services in the Junior College; name changed in March 1975 to Student Development in the Two-Year College

1961	Commission for Career Services; established as Placement Commission; name changed in December 1970 to Career Counseling and Placement; name changed in December 1993 to Career Development
1961	Commission for Housing and Residential Life; established as Student Residence Programs; name changed in March 1996 to Housing and Residential Life
1961	Commission for Professional Preparation; established as Professional Education of Student Personnel Workers in Higher Education; began using Preparation instead of Education in title in June 1986; name changed to March 1989 to Professional Preparation.
1961	Commission for Student Involvement; established as Students, Their Activities, and Their Community; name changed in March 2003 to Student Involvement
1961	Commission for Recreation, Athletics, and Wellness; established in 1961 as Commission for Wellness; name changed in 2019 to present name after absorbing the Commission for Recreation and Athletics (established 2010-2011; existed until 2016-2017).
1965	Commission for Academic Affairs; established in 1965 as the National Association of Academic Affairs Administrators; granted Commission status in ACPA
1966	North Carolina Chapter of ACPA
1968	Coalition for Multicultural Affairs; established as Standing Committee for Multicultural Affairs. Standing Committees became Coalitions in 2016.
1969	Maryland Chapter of ACPA
1969	Georgia Chapter of ACPA
1970	South Carolina Chapter of ACPA
1970	California Chapter of ACPA
1971	Missouri Chapter of ACPA

1973	Commission for Student Conduct and Legal Issues; established as Campus Judiciaries, Student Conduct, and Discipline; name changed in 1978 to Campus Judicial Affairs and Legal Issues
1973	Coalition for Women's Identities; established as Standing Committee for Women. Standing Committees became Coalitions in 2016.
1973	Pennsylvania Chapter of ACPA
1975	Massachusetts (Now New England) Chapter of ACPA
Unknown	Commission for Financial Aid; establishment date unknown; declared inactive in March 1975 and task force created under Commission for Administrative Leadership to focus attention on this topic
Unknown	Commission for Student Personnel Work for Adults in Higher Education; establishment date unknown; declared inactive in March 1975 and task force created under Commission for Career Services to focus attention on this subject
1976	Kentucky Chapter of ACPA
1977	Commission for Academic Support in Higher Education; established in March 1977 as Commission for Learning Centers in Higher Education; name changed to Academic Support in Higher Education in July 1995
1978	Commission for Commuter Students and Adult Learners; established in March 1978 as Commuter Programs; name changed in April 1909 to Commuter Students and Adult Learners
1983	Coalition on Men and Masculinities; established as Standing Committee for Men. Standing Committees became Coalitions in 2016.
1985	Coalition for Lesbian, Gay, Bisexual, and Transgender Awareness; established as Standing Committee for Lesbian, Gay, and Bisexual Awareness. Standing Committees became Coalitions in 2016.
1987	Asian Pacific American Network
1987	Latin@ Network

1987	Native Aboriginal and Indigenous Network
1987	Pan African Network
1988	Graduate Students and New Professionals Community of Practice, established as Standing Committee for Graduate Students and New Professionals, established in April 2005 as Commission for Graduate Student Educators; name changed in 2008 to Commission for Graduate and New Professionals in Student Affairs.
1989	Commission for Alcohol and Other Drug Issues; established in Spring 1989 as Alcohol and Other Drugs; name changed in Mach 1992 to Alcohol and Other Drug Issues
2000	Coalition on (Dis)ability; established as Standing Committee on Disability. Name changed to (Dis)ability in 2016, Standing Committees became Coalitions in 2016.
2001	Colorado Chapter of ACPA
2003	Illinois Chapter of ACPA
2004	Multiracial Network
2005	Commission for Social Justice Educators
2009	Arizona Chapter of ACPA (re-establishment date)
2010	District of Columbia Chapter of ACPA (re-establishment date)
2010	Commission for Spirituality, Faith, Religion, and Meaning
2013	Florida Chapter of ACPA
2014	Washington Chapter of ACPA
2015	Commission for Campus Safety and Emergency Preparedness
2015	Mid-Level Community of Practice
2018	Indigenous Student Affairs Network