

*Northern Arizona University sits at the base of the San Francisco Peaks, on homelands sacred to Native Americans throughout the region. We honor their past, present, and future generations, who have lived here for millennia and will forever call this place home.*

**Commission on Disability Access and Design**

**MINUTES**

Wednesday, January 19, 2022

11:00-12:30 pm

Zoom link: <https://nau.zoom.us/j/89090161783>

Meeting ID: 890 9016 1783

Password: 142696

1. **Call to Order**
	1. Chris called the meeting to order at 11:02 a.m.
	2. Chris read the Land Acknowledgement.
	3. **Roll Call and Introductions**
		1. Chris Lanterman, Pamela Powell, Shane Canitz, Jeremy Musgrove, Katherine Lawlor, Jamie Axelrod, Jill Young, Lauren Copeland-Glenn, Matt Van Schoick, Audra Travelbee, Calvin Legassie, Elliot Lovell, James Ingram
	4. Approval of [minutes from December meeting](https://in.nau.edu/cdad/commission-on-disability-access-and-design/meeting-minutes-and-agenda/)
		1. Lauren moved to approve the minutes from the December meeting. Jill seconded the motion. No discussion. Motion passed.
2. **Announcements and Information Items**
	1. **Leadership Awards**
		1. [Leadership Award Nominations](https://www5.nau.edu/diversity/commission/LeadershipAward.aspx) are now open
			1. Faculty, staff, students, departments, organizations, and community members can all be nominated
			2. Nominated individuals/groups should be those that have contributed to a welcoming and accepting campus
		2. The nomination form closes on February 14th at 5:30 p.m.
			1. A ballot of nominees will be created before the next CDAD meeting
			2. Chris will send out a reminder to the CDAD listserv about nominations in the next few weeks
		3. Lauren reminded commissioners that all previous awardees are listed on the CDAD site
			1. Please check to see if the person/group has previously received a Leadership Award before nominating them
			2. Chris added that the list extends back to 2007
	2. **Co-chair Nominations**
		1. Elections occur annually in February
			1. Chris’s term is ending
		2. Description of co-chair position as a leadership opportunity to engage in broad conversations at the university level and with other co-chairs about broad DEIJ topics
			1. If anyone has questions about what’s involved, the time commitment, benefits, etc., contact one of the present/previous CDAD co-chairs (Lauren, Jamie, James, Chris)
		3. If interested in serving as the new CDAD co-chair, email Chris or James
		4. Chris and James will create a ballot in the next few weeks
	3. **Report on IMQ’s Dr. Martin Luther King Jr. Day Breakfast**
		1. James represented CDAD at the breakfast, giving a brief presentation on the intersectionality of disability with the work of MLK (specifically how the civil rights movement helped the momentum of the disabilities rights movement)
		2. There was no breakfast this year for safety purposes due to the pandemic, and there was limited in-person seating, but the event was offered as a hybrid meeting via Zoom
		3. The march after the breakfast/meeting was a mile in duration
			1. Discussion about how accessibility should be a future consideration when planning this march
	4. **Report on Teaching Day, Jan. 6, UDL with Tom Tobin**
		1. Tom Tobin is from the Faculty Development Program at the University of Wisconsin, Madison
		2. Presentation was fully remote (in-person component was canceled due to COVID-19 concerns)
			1. About 200 people attended the lecture and a few less attended the following workshop
		3. Two upcoming follow-up sessions:
			1. Applying UDL to One Assignment
				1. Wednesday, February 9, 2:30 - 3:30 pm
			2. UDL & Bb Learn: How to use the ALLY Tool & Create Accessible Documents
				1. Friday, February 18, 11:30 am - 12:30 pm
		4. Jamie shared relevant data that was also shared with the Strategic Roadmap Group:
			1. In the first week of classes, 2,600 unique individuals have used the alternative format use ALLY function, more individuals than those who are signed up for related accommodations
				1. About 8,000 documents have been converted already (just in the first week)
			2. Only about 60% of BBL content is accessible, because only about 30% of uploaded documents are accessible
				1. Demonstrating importance of using the Wysiwyg tool that translates inaccessible pdfs into readable text
			3. Lots of positive comments about Teaching Day
			4. On March 25th, there will be additional conversation about UDL on the North Valley Campus, using the NAU Flex approach
		5. Audra announced that a book club for Tom Tobin’s book “Reach everyone, Teach everyone: Universal Design for Learning in Higher Education”
			1. She will send more information to Chris when she gets it
	5. Don explained how NAU is currently in the process picking a new LMS, with better consistency, higher quality course accessibility, and UDL
		1. The three options being considered are D2L, Blackboard Ultra, and Canvas
			1. Regardless of the LMS system chosen, Blackboard Ally will be maintained
		2. The decision will be announced around Spring Break, and the transition will begin in the Spring and Summer semesters
		3. Updating of courses and faculty training will occur next fall (courses go live summer of 2023)
3. **Action and Discussion Items**
	1. **Book Discussion/Book Group**
		1. Proposed title is [*Disability Visibility*](https://www.amazon.com/Disability-Visibility-First-Person-Stories-Twenty-First/dp/1984899422/ref%3Dsr_1_4?crid=29T5QHJQRD3UF&keywords=disability+visibility+wong&qid=1642448261&sprefix=disability+visability+wong%2Caps%2C153&sr=8-4) by Alice Wong
			1. Jeremy Musgrove has read it and endorses it, saying he especially appreciated the section on identity-first vs. person-first language
		2. Amy Rushall from Faculty Development is willing to collaborate with CDAD to put on the book club and shared several options for formatting the group:
			1. Community wide book discussion group
				1. Book group open to everyone
				2. Participants would acquire a copy of the book themselves
				3. Hosted conversations
			2. Book discussion kits
				1. Kits could be checked out from Faculty Development

Kits would include several copies of the book and packets including discussion questions written by CDAD

* + - * 1. This would be a self-serve resource, but CDAD members could also volunteer to visit book groups who want a facilitator
			1. (CDAD members only) small book discussions
				1. 5-10 in a group (every other week for 10 weeks)
		1. Lauren suggested having Cline Library obtain digital copies of the books
			1. Discussion whether to buy physical copies for Cline Library (suggestion of 10 copies)
		2. Funding discussion
			1. Faculty Development may help fund the purchase of books
				1. They have done this in the past with other book discussion groups
				2. Jamie will contact Amy Rushall and discuss this possibility
			2. Disability Visibility currently sells for $13.19 on amazon (relatively cheap)
		3. Suggestion to offer this book discussion group to the NAU First Gen Programs (perhaps not only with faculty/staff but also with students) since there is a large overlap of first generation students who also identify as having disabilities
		4. Discussion about and general consensus to first have a book discussion group with only CDAD members, before using the book in discussion groups as a form of outreach (cited importance of training the trainers)
			1. Volunteers to participate in the first round of the CDAD book club:
				1. Jamie Axelrod, Jeremy Musgrove, Audra Travelbee, Katherine Lawlor, Lauren Copeland-Glenn, Chris Lanterman, Pamela Powell, James Ingram
				2. Since there are limited people in the meeting today, Chris and James plan to send out a broader invitation to join the book club via the CDAD listserv
			2. Chris suggested that Jeremy should lead the discussion group since he has already read the book
		5. Jamie plans to ask Amy if Faculty Development can buy a set of ten books, or if they want to split the cost
			1. If CDAD needs to contribute funding, he will bring it back to the group for a vote
	1. **Proposal for Senior Capstone Project – Photography (Elliot Lovell)**
		1. Elliot gave an overview of his Senior Capstone Project and described its importance to him:
			1. He wants to use the medium of photography to show other students and the world a new perspective on physical disability, especially invisible physical disabilities
				1. Part of this is helping students see their physical disability as a part of themselves and come to terms with the disability through the photographs he takes
			2. Elliot also showed some of his work, including photographs of himself he has taken to help himself connect with and understand his disability (See [Elliot’s photography website](https://www.lovellphoto.net/))
		2. Elliot asked CDAD for help in recruiting participants
			1. Several commission members presented opportunities
			2. Asked Elliot for a written description of his project (similar to Elliot’s verbal description today) so potential volunteers can understand the purpose of his project
				1. Elliot has a basic flyer and is currently working on a more in-depth flyer that would fulfill this purpose that he will share with CDAD
	2. **Strategic Roadmap Participation and Foci**
		1. Discussion about the desire to include consideration of support for students with unidentified disabilities in the roadmap process
			1. One barrier for these students is the high cost of disability evaluation, which is the responsibility of the student in higher education
				1. Some is covered by insurance, but not all have insurance (intersections with other marginalized communities)
			2. University not legally responsible to provide those evaluations, but creates financial inequality, just like access to 504 plans in primary education
				1. Number of students with 504 plans tends to be correlated with wealthiest districts in Arizona (Reference: Financial Inequality: Disability, Race, and Poverty in America)

Thus, many students from low income families who needed 504 plans were never assessed for them, and can’t afford the assessment now

* + - 1. Many private/public universities have funds for their students to gain access to these types of evaluations, even though it is not legally required
				1. Jamie suggests advocating for a program/funds like this at NAU

This would help break the trend of marginalized individuals with disabilities living in poverty (educational attainment has proven to be a powerful tool to combat poverty for individuals with disabilities)

* + - * 1. The time to do this is now: fits into the student success and completion part of the Strategic Roadmap
			1. Chris: How can CDAD help?
				1. Jamie: CDAD can do outreach to both the Strategic Roadmap Group Two and to the Provost Office (who initiated this conversation) advocating for the program and stressing its importance
				2. Chris asked Jamie to draft talking points to send to the Provost Office and the Strategic Roadmap Group Two

Jamie suggested emphasizing the value proposition that President Cruz-Rivera frequently references since there is no other intersection in which the impact of a degree matters so much than between race and disability

1. **Adjournment**
	1. Chris Lanterman made a motion to adjourn the meeting. Jamie Axelrod seconded the motion.
	2. The meeting was adjourned at 12:24 p.m.