Northern Arizona University Commission on Disability Access and Design logo

*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, April 21, 20201

12:00-1:30 pm

Zoom link: <https://nau.zoom.us/j/84135079531>

Passcode: 725395

1. **Call to Order**
   1. Chris Lanterman called the meeting to order at 12:01 p.m.
   2. James Ingram read the land acknowledgement
   3. Roll Call and introductions:
      1. Chris Lanterman, Sean Kugler, Megan Momeyer, Shane Canitz, Sarah Lipsey, James Ingram, Heather Williamson, Jessy Zukosky, Audra Travelbee, Amanda Rosas, Alyssa Deaver, Matthew Van Schoick, Sakenya McDonald, Jill Young, Lauren Copeland-Glenn, Calvin Legassie
   4. Approval of minutes from March meeting
      1. Alyssa moved to approve the March CDAD minutes. Sean Kugler seconded the motion. A vote was made, and the motion was passed.
2. **Old/New Business**
   * 1. No old/new business was presented
3. **Updates and Announcements**
   1. **CDAD Leadership Awards**
      1. The ballots have been received and tallied
      2. Chris announced the recipients and thanked them for their work: Sean Kugler, Sarah Lipsey, Christine Lemley, Michael Holm
      3. Will celebrate awards in the fall
         1. Hoping will be able to celebrate in person: TBA (hopefully will know by August)
   2. **CoCom Updates**
      1. **Diversity Dashboard**
         1. Purpose: provide access to demographic information on diversity representation in student, staff, and faculty populations on campus
            1. This initiative is supported by and written into the DSP which should make it easier to advocate for
         2. Chris reported that all co-chairs seemed to support this project, but that it is a large project and will need support and resources allocated to it to both create and manage it, including someone to analyze and interpret the data, so we will need to advocate for these resources from Dr. Cruz
      2. Review of Diversity structure at NAU (Chris)
         1. Diversity Fellows group: primary responsibility is to help units/colleges implement the DSP
         2. Commissions: engage in more advocacy and programming
         3. With Dr. Cruz as the president elect, hoping for a new position such as a Vice President of DEI
            1. Chris reports that when the diversity commission co-chairs met with Dr. Cruz a few days ago, Dr. Cruz said that NAU needs to start putting money and resources into DEI projects
            2. Lauren added that Dr. Cruz identified DEI work as one of the top 3 concerns/areas to address at NAU

Dr. Cruz confirmed he has read over the DSP, but not yet in any depth

* 1. **Accessible Mapping Project**
     1. Lauren has been spearheading this project for about 10 years
     2. The purpose of the project is to provide accessibility information (where to enter buildings, accessible paths of travel etc.) on an interface that is accessible for those with assistive readers
        1. Quantum Spatial (working with Christopher Edwards in Planetary Sciences Department) did a high resolution scan of campus to create a map with a scale down to about two centimeters
           1. The scan of campus is now completed
        2. Quantum Spatial is now going to partner with NAU to program the above described accessible interface (first of its kind)
           1. Likely will be able to share the model with other clients next
        3. Audra suggested also having a 3D model of buildings, that individuals who are visually impaired could hold to feel where the bathrooms and entrances are, etc.
           1. Said she could put Laure into contact with a business who makes these kinds of models using 3D rendering
  2. **Diversity Curriculum update** (Chris)
     1. The undergrad general education requirements have been updated: undergraduates now must take 12 credits total from four distinct diversity course groupings: U.S. ethnic diversity, global diversity, indigenous peoples, and intersectional identities.
        1. Disability falls under the fourth category, along with LGBTQIA, poverty, etc.
           1. Intro to universal design and introduction to disability studies are already-existing disability courses
           2. Chris encouraged faculty members to write courses that meet these curriculum requirements and focus largely on disability (especially using the social model view of disability)
        2. Lauren asked if an accessible design for graphic designers course would fit the criteria
           1. Chris answered that they would have to look at criteria, but he believes it might fit under the application category
        3. [Sakenya](mailto:sakenya.mcdonald@nau.edu) announced that she knows what students are writing their final papers on and what their interests are in the disability studies field, so she would love to brainstorm ideas for classes that would pique their interests
           1. Common interests:

Assistive technology and accessibility

Feminism and women’s studies intersectionality with sexuality in individuals with disabilities

1. **Discussion and Action Items**
   1. **Diversity Curriculum Committee representation**
      1. The DCC is looking for more members: invited each commission to provide names of a few faculty members (unclear if full or part-time) willing to serve (probably starting this summer)
      2. Chris emphasized the importance of having representation for CDAD on this committee
         1. CDAD has been advocating for a very long time for disability to be included in the diversity curriculum requirements, so want a seat at this table to review the curriculum
         2. Lauren seconded this importance but also cautioned that the involvement expected and workload will likely be high
      3. Chris asked if anyone is interested
         1. Sakenya McDonald expressed interest
         2. Chris said that if anyone else became interested, to email him ASAP
      4. Lauren suggested review CDAD’s bylaws next year, including discussing adding a section about the diversity curriculum committee
   2. **Letter to Dr. Cruz** (Chris)
      1. Purpose: highlight who commission is, achievements, and goals
      2. Chris has a previous letter written to President Cheng when she joined NAU, which Chris suggested updating for Dr. Cruz, to give to him when he joins us in June
         1. Asked for volunteers with crafting the letter: Sarah Lipsey, Lauren Copeland-Glenn, Heather Williamson
   3. **Disability Language – Person First v. Identity First**
      1. Objective of conversation: determine position CDAD wants to take for our formal presence on the way we want to talk about disability
      2. James/Chris suggestion to dig into this conversation in a different way, such as an interest/book group
         1. Sean Kugler expressed interest in being involved in this group
      3. Suggested having periodic representation from sections of the disability community to hear their perspective about how they would prefer to be addressed.
         1. Also want to hear from the HED organization and learn how/why they decided to endorse identity first language over person first
            1. Jamie is reaching out to Amanda Kraus, who was instrumental in drafting HED language, to have her potentially come to a CDAD meeting to speak about it
      4. Suggestion: way to honor both is to teach people to honor whichever an individual person wants
      5. Lauren emphasized that the main reason for having this conversation is to educate ourselves so we can be able to educate campus and the community
         1. Lauren providing resources on the CDAD site
            1. Lauren also suggested hosting a panel for Disability Pride and Heritage Month that is intersectional and focused on how language is viewed across various non-majority groups
      6. [Guidance from Association on Higher Education and Disability](https://www.ahead.org/professional-resources/accommodations/statement-on-language)
   4. **Campus program for students with IDD** (James)
      1. Wants to create a program at NAU for students with IDD and other disabilities
         1. They would live on campus, take training that would make them employable, have campus jobs, take elective-type courses, and engage in activities with other NAU students
      2. Also engage Native American students who are often left out of this conversation and have very little opportunity for jobs, Darold Joseph
      3. Lauren suggested the possibility of creating a MOU with Facility Services to create work opportunities
         1. Lauren and James plan to write up a proposal and meet with Jenny Bowen
            1. Wants to create a pipeline for employing students from high school transition programs into Facility Services positions at NAU

Sodexo has hired one student from one of Russ Randal’s transition programs from Coconino (could be an opening)

* + 1. Heather recommended asking Sakenya about her [project and grant](https://nau.edu/ihd/ihd-awarded-large-federal-grant-to-support-students-with-intellectual-disabilities-radically-inclusive-support-and-coaching-program-coming-to-northern-arizona/), because they could potentially combine forces and collaborate
    2. James said he will need help from CDAD or other sources with grant writing and other parts of this project.
  1. **Disability Pride and Heritage Month** 
     1. Suggestions
        1. Research series about disability
           1. Highlight research and work being done on campus, in local high schools, and in community
           2. Brainstorm speakers
     2. Will need to discuss and brainstorm more during May meeting

1. **Adjournment:** Chris adjourned the meeting at 1:24 p.m.