Empowering All Through Mentoring: Use of Mentoring For Disability Inclusion

ADA RESOURCE CENTER FOR EQUITY

& ACCESSIBILITY

1. Rachel DaPron Opportunity and

2. Hayley Steinlage

3. Mary Walsh Information Technology

4. Melissa Young Shared Service Center

5. Mary Walsh Informaiton Technology

6. Leah Terranova

7. Eric Nelson Sustainability

. Jennifer Nigro Engineering

2. Susan Patton Technology

Independent Living | Special Education

4. Lori Wade Administration and Fiscal Services

5. Pam Bray Campus Operations

. Grace Leu

Graduate Student

Student

MCDI Curriculum

Class I - December 7, 2018 Overview of Mentoring Circle Model Overview of Proactive Disability Inclusion Overview of Disability; social & medical model listory of U.S. Treatment of Individuals with Disabilities History of Disability Rights Movement Disability Rights Laws Overview

Participants provided with pre-assessment for MCDI.

Class II - January 11, 2019 Mentoring Circle Participant report back on DI Project #1

Impact of the ADA Microaggressions

Guest Speaker: Jason Olsen*, PhD, Ulster University, Belfast. and the KU community as a whole Microaggressions

Class III - February 8, 2019 Mentoring Circle Participant report back on DI Project #2 Impact of the ADA ADA & Workplace accommodations

Service animals vs. animals as workplace accommodation Guest Speakers:

Michael Wehmeyer, Chair KU Special Education: Eugenics. **Andrew Shoemaker**, Director AAAC: Academic Accommodations. Lisa Beck and Twilight, Service Dog Trainer and Service Dog in Training: Service

Class IV - March 8, 2019

Mentoring Circle Participant report back on DI Project #3 Content & document accessibility

Web accessibility Email accessibility CART and ASL

Guest Speakers:

Social Media Accessibility Event Accessibility

Standards for creating proactive inclusive culture Responsibility of Ambassador for Proactive Disability Inclusion

Dr. Dorothy Nary, Research Faculty, Research and Training Center on Independent Living: People First, Identify First Language. Burke Kitchen, ADA Architect: Workplace Accessibility.

Class V - April 5, 2019

Mentoring Circle Participant email report back on DI Project #4 Mentoring Circle Participant Capstone Report

Intelligent Lives, a film by Dan Habib Provost Carl Lejuez presentation of Ambassador for Proactive Disability Inclusion

Guest Speakers:

Derek Shields, National Disability Mentoring Coalition and President of Forward-Works, LLC: Congratuations!

Theatre and Dance

Human Resource Management

First Year

Experience 4. Meredith Wiggins

5. Shawn Harding Facilities & Campus Operations

embers of Circle 4

2. Olivia Rodriguez

8. Katelynn Schultz Undergraduate

"The topics we covered are so

mportant for each of our workplace

Undergraduate

Judy Heumann* - Zoom Meeting with Mentoring Circles for Disability Inclusion -March 26, 2019

jected on the projection screen, as they Zoomed

every month from another state.

Judy Heumann joined us via Zoom to discuss what we as members of and allies of the Disability Community can do to ensure access, equity, and inclusion. Please enjoy the following quotes om that talk

"And I think it's very important because for, I mean, really obvious reasons, we want people to understand not only our history of oppression, of ableism, of in my earlier generation, handicapism, but equally important we want people to understand what is necessary to ensure that regardless of the type of disability has, they can in fact live a contributory life."

> I think when we look at disability, we're also needing to look at not just the individual person who has a disability but we need to look at the family and the community. We need to look at how people are being perceived. And in addition to looking at correct terminology which obviously is important because words really allow people to see what the speaker believes of someone and words also can be helpful or harmful. So it is important to know that you're not going to be using words like deaf and dumb and mute and retard and a whole series of other terms that over the generation have been acceptable, but we really need to be going beyond just using the right terminology. We need to know our stories.

You need to know --- you need to be creating at KU and I'm sure you're already doing some of this, an atmosphere where faculty and students do not need to be fearful of coming out and talking about their disability. For some people it's an obvious, like me, I use a wheelchair. So it's obvious what my disability is. But we know that a large percentage of people who have disability, have hidden disabilities. They don't disclose what those disabilities are if they believe it's going to be a negative repercussion."

Intersectionality: helping people be able to pull the totality of who they are into one."

You also see a larger percentage of disabled people who are poor. Who don't wish to be boor and don't need to be poor if they were getting the right education. If they were able to get jobs that they're qualified for. If they were able to be seen as people in the community who vere and are able to contribute to society."

"But, clearly, on college campuses today, depression and anxiety, bipolar condition, et cetera are becoming more prevalent. We need not to just look at how to provide supports for those tudents and faculty, but we really need to be talking about, from an academic perspective, now does this fit into our curriculum?'

Be able to develop a plan which really looks at how to advance the inclusion of disability across the work going on college campus[es] and move forward continuing to be a cutting edge university which can really over the next three to five years launch a disability studies program where you can be recruiting disabled scholars, faculty members, students, offering h. D.s where people can really be doing innovative work. "

Derek Shields - National Disability Employment Month Celebration - October 31, 2018

We brought Derek in to give a talk on the importance of mentoring and how important it is to ultivate mentoring in order to create disability inclusion. This was to create an all-encompassing practice, ensure all individuals with disabilities fully belong, experience full access, full participation, engage in, and are actively connected to the goals and objectives of the whole wider society. Mentoring, Derek explained, is a built in support system; fosters trust, partnership and a commitment to change. Derek then explained the different types of nentoring and the bonds and relationships created with each one. Mentoring improves employee retention and engagement, creates a positive impact on the organization, enriches workplace culture, and can broaden the perspective of any given topic and expertise to mprove various environments. Derek went on to help us to choose the Circle Mentoring model where each member is both mentor and mentee, and helped us to find speakers hroughout the program. Speakers with asterisks were compiled by Derek.

Feedback

At the end of the program, we asked members to complete a survey and they provided us with the feedback we needed to improve the program for next year. Some of the feedback we were provided is listed here. Most of the members found that the most enthralling piece of the program were the guest speakers. We were able to bring in scholars and activists with disabilities in our community and from communities far away. The members found that each of these talks were a great way to break up the class time, and each one provided a rich amount of information that when paired with the curriculum allowed for a broadened perspective on disability inclusion and accessibility. But, most importantly, it allowed for conversations and learning from others with shared or different experiences from themselves. Because we did not ask for any of the members to self-identify as a person with a disability, the speakers were the only people in the room that would openly disclose, therefore the narrative coming from a member of the community proved to be nsightful and impactful. Their favorite speakers were Jason Olsen, and of course, Judy Heumann.

embers also noted that learning about the history of the Disability Rights Movement - while difficult to take in and process - was incredibly important to know. Many of them didn't know the horrors and atrocities committed by our country to people with disabilities. Learning about the Eugenics movement and how close to home it hit specifically here on campus with Kansas being one of the leading Eugenics participants proved to be especially impactful. The survey also found hat the capstone project brought pride, joy, and hope for campus. The Provost pledged support in any way possible for each of the capstone projects presented in Mentoring Circles, as well as the irector of Facilities, and our office. So everyone in the class knew that not only would their capstone be supported by the University, but there were campus heads who were willing to put in the work to ensure they happened.

Ve tied in our campus wide events with the curriculum of the Mentoring Circles Program and had a unchtime Conversation on the use of People First Language and Identity First Language. The scussion was titled the Evolution of Language: views from the Disability Community. For this talk we brought in Dot Nary from the Research and Training Center on Independent Living, Val Renault als rom the Research and Training Center who is responsible for curating Guidelines: How to Write and Report About People with Disabilities, and Stephanie West-Potter from the Disability Rights Center in Kansas. Members of MCDI were encouraged to attend and the talk was recorded and sent to all nembers to watch as part of the weekly readings.

Ve were able to create a sense of community throughout each of the members and each of the people who spoke during the classes that everyone can now fall back on for support whenever ny sort of issue comes their way.

"Disability inclusion is incredibly important and vital in our world especially as scholars and educators.''

Capstone Projects

Students presented on Capstone Projects which were to encompass all of the class trainings and ind a way to make their workspace more accessible as a whole. Here are some of the Capstone Projects from the class. Creating a Training Curriculum and Materials Book to give to all student employees and staff to

learn about the Disability Rights Movement and accessibility as a way to prepare them for work in the Research and Training Center for Independent Living. nsure that the Communications and Marketing Team use disability as a form of diversity in campus photos and that those photos are included on the website in addition to what forms of diversity are

already being showcased throughout. he creation of an Event Checklist which will be a way for organizers of events to go through and make sure that their events are accessible in every way from the advertisement of the event to the way they get back to their car after leaving the event. The checklist will be presented on at the Kansas and National College and University Professional Association for Human Resources (CUPA-HR).

A promise to keep accessibility as a conscious forethought when planning new student orientation, not only for the students, but ensuring that Campus Partners think of accessibility as well. nsuring that all templates for online learning are accessible and easy to use for all professors who teach online, or download the templates to use in class.

Impact

ecause of Mentoring Circles, the University of Kansas now has 19 new Ambassadors for Proactive isability Inclusion. Each of those Ambassadors have expanded their resources to 18 other epartments across campus. We have all created a partnership with the Provost to keep disability nclusion and accessibility at the forefront of all issues, and have created a community of departments and individuals within who are committed to disability inclusion. Most importantly, we have yielded sustainable change toward proactive disability inclusion on campus. Members are nore aware of the Disability Rights Movement, they are more aware of accessibility issues relating to architecture, they have learned how to use appropriate language and adapt their language to be appropriate to any situation, and they have found the various resources everyone has access to on campus in order to help ensure our mission of disability inclusion.

"Superior idea and valuable to the par-

icipant and the university. Anyone with

disabilities might benefit from changes

that might occur because of this

orogram.



g smiling in a semi-circle. This selfie was taken afte erek's October Presentation for the KU ADA RCEA.

Catherine Johnson Director, KU ADA Resource Center for Equity and Accessibility The University of Kansas

Preparation

practice disability inclusion. We wanted to involve multiple departments from campus to develop a campus-wide database on how to be proactiv instead of reactive when it comes to disability inclusion. We also wanted to be able to create partnership across all of the departments to ensure a cohesive message about how our campus addresses accessibility, inclusion, equity, and diversity on campus and how that intersects with disability in every situation. We wanted to be able to use this program as a platform to create campus-wide change. Through partnership we were able to create disability advocates and create a professional network of employees and students at the University who are devoted to being allies of the Disability Rights Movement and to bring up issues across campus they see when it comes to disability inclusion and accessibility. These members will participate in Annual Summits where past and present MCDI members will talk about their experiences and learn about new ways to move forward with this movement on campus. There will also be a select number of past MCDI members who will serve as mentors for each new group through the following year of training.

In preparation for Mentoring Circles for Disability Inclusion we had many things in mind. We wanted to create a safe space to learn about and

In order to find members of our community to be involved in this pilot program, we started with a big Celebration with Derek Shields to get people excited about mentoring, disability, and the fusion of the two to create something truly spectacular. We reached out to departments across campus through the network we already had in place and told them about the program and what they would be able to do as a participant. We also advertised via Facebook, Twitter, and by our Campus Newsletter in order to ensure a broad range of members were able to join. As a precaution, we separated people from the same departments into separate circles to ensure there was a variety of ideas coming from and going back to the various departments and circles, respectively.

Keeping our numbers low for this first round was imperative. We wanted to make sure the curriculum worked, and that we could handle all of the mentoring that we would be doing from the outside in for the members as well. KU has 10,000 employees and anywhere from 25,000-30,000 students so finding a wide array of members would be easy, but keeping the numbers down would be difficult. In order to create a screening process of individuals who were interested, we created an application for potential members to fill out with various interests and general information listed.

After enrollment we worked on finishing up all of the curriculum and pieces of information we would give out during class. We made sure to provide print copies for those who needed it, as well as offered digital and large print copies of everything. Our Zoom meetings were captioned after they were made so that members could go back and watch again - and they could do so with the captioning. Pre and Post Questionnaires were also reated to be able to gauge what the members learned and how the program affected them from beginning to end. The questionnaires proved to be useful in identifying the campus growth across the board. Lastly, we wanted the title "Ambassador for Proactive Disability Inclusion" to mean mething to the members so that they would be more likely to use the information, and have more confidence when using the knowledge gained hrough coursework. So, we made certificates for the members, as well as door signs, and brailed business cards for them to display and give out to those who need it.



aption: Carl Leiuez, Vice Provost, and Abby Kina,

mpletion. Both are smiling for the camera.

ntoring Circles for Disability Inclusion graduating

mber, stand side by side holding her certificate c

Disability Inclusion



785-864-3650



e created many documents to give to the members of Mentoring Circles. hese documents were given out to ensure that members would have confidence and pride in their roles as Ambassadors. This is why we created the certificate. The certificate features the ADA RCEA logo as well as a signature from Catherine Johnson, and the Provost, Carl Lejuez. We also created door signs to be displayed. On our campus there are various activism trainings employees can go through, and each provides members with a door sign to signify the employee has gone through the appropriate training to assist with whatever issue there may be. Lastly, we provided members with business cards to give out to others. The business cards are not only Large Print, but they also nave braille on the back indicating contact information for the KU ADA RCEA.

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