

IF THE SHOE FITS

Intersectionality of Disability and Diverse Populations in
Higher Education

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Mentimeter

Self-Reflective Digital Tool



[Menti.com](https://www.menti.com)

Type in code: 1921 7961

Scan QR Code



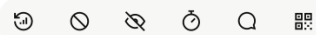
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We ask you to join us in creating a culture that reflects...

Access and Inclusion

and

Civility and Respect

...this week and in all aspects of our organization.

Group Agreement



- Listen
 - Respect
 - Acknowledge
 - Aware
-
- Please take care of yourself and each other today.

Agenda

- Welcome and Introduction
- Interactive self-reflective digital tool (Mentimeter)
- Learning Goals
- Understanding Intersectionality in Higher Education
- Obstacles, Barriers and Challenges
- Holistic, Strength-Based Approach
- Cross-Campus Collaborations & Case Studies
- Conclusion
- Q&A Session



Learning Goal #1

Recognizing and understanding the multi-sectional identities students with disabilities experience and how to best recognize and support these differences.

Learning Goal #2

Building knowledge and strategies for our higher education and disability professionals. Allowing them to advocate, empower, acknowledge, and educate for the multi-dimensional individual needs of the students we serve, to build an inclusive culture, extending into the campus community and beyond.

Learning Goal #3

Where higher education professionals and practitioners cultivate and develop an inclusive culture where all students experience a genuine sense of belonging without fear of judgment.

PART 1: Understanding Intersectionality in Higher Ed

- **HOW** do we define Intersectionality?
- **WHO** do we serve within our campus communities that identifies as part of a diverse or intersectional population?
- **WHAT** is the relevance in Higher Education?

HOW do we define Intersectionality?



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 Equality is everyone getting a pair of shoes.

 Diversity is everyone wearing a different type of shoe.

 Equity is everyone getting a pair of shoes that fits them.

 Accessibility is having shoes, or alternatives that feel comfortable.

 Inclusion is feeling respected and valued whether you are wearing shoes or not.

 Belonging is showing up with or without shoes and without fear of judgment.

WHO do we serve that may identify as a part of intersectional, diverse, and/or underserved populations:

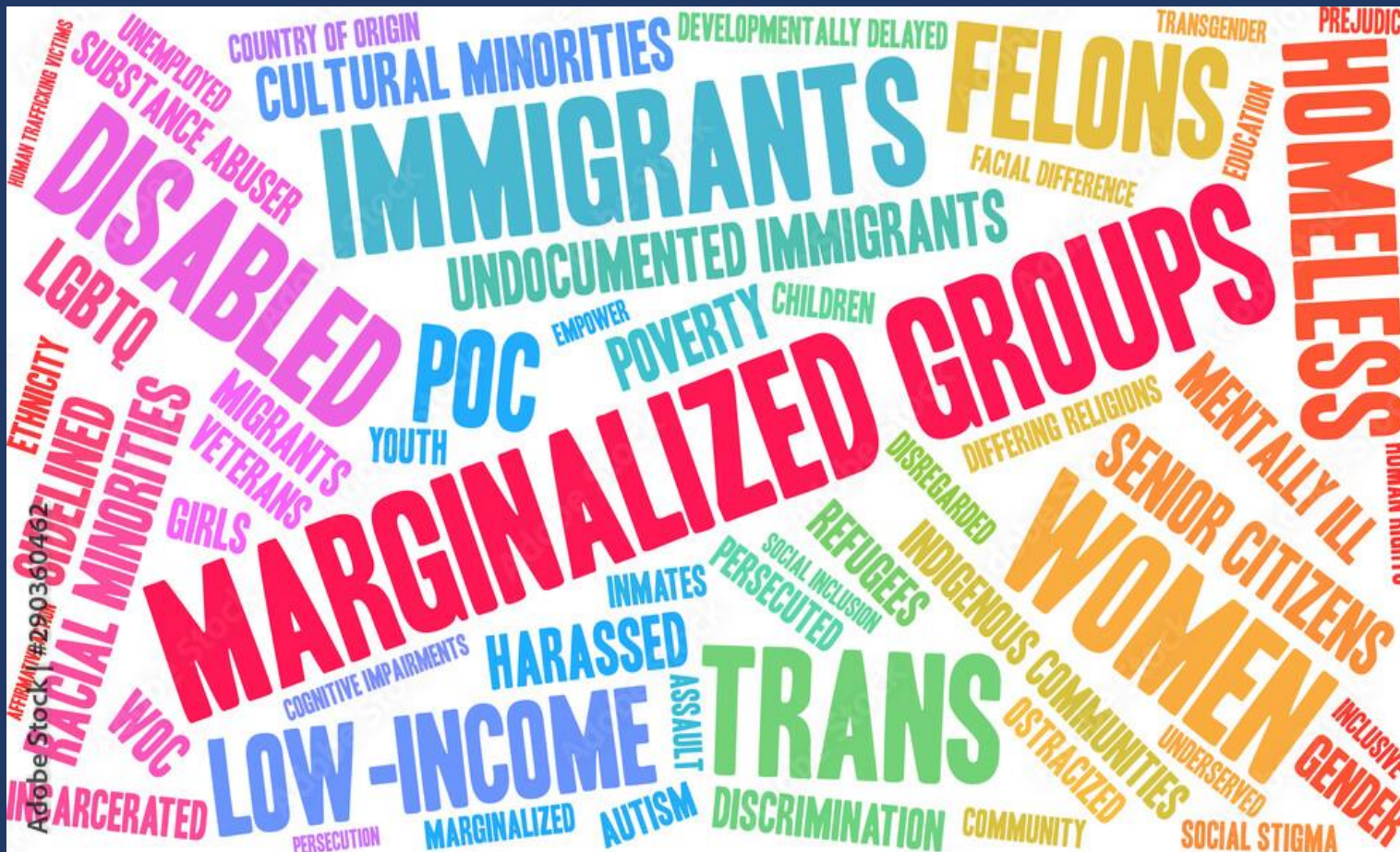
- Students with Disabilities
- Veterans
- Students of Color
- LGBTQ+ Students
- Adult Learners
- International Students
- ELL Speaking Students



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WHAT is the relevance in Higher Education?



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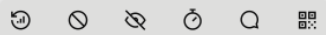
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Why is this important..

- Enhance Well-Being and Pave the way for healthy students (mind, body, soul, academically successful)
- Creates a campus culture of inclusion and belonging for all
- Prevent or counter disability and diverse identity stereotyping



..the relevance in High Ed

- Promotes a Safe and Respectful Educational Environment
- Supports Diverse Identities and Experiences
- Foster Personal Growth and Social Responsibility

Gilani, David & Thomas, Liz. (2025)

PART 2: Obstacles, Barriers, and Challenges

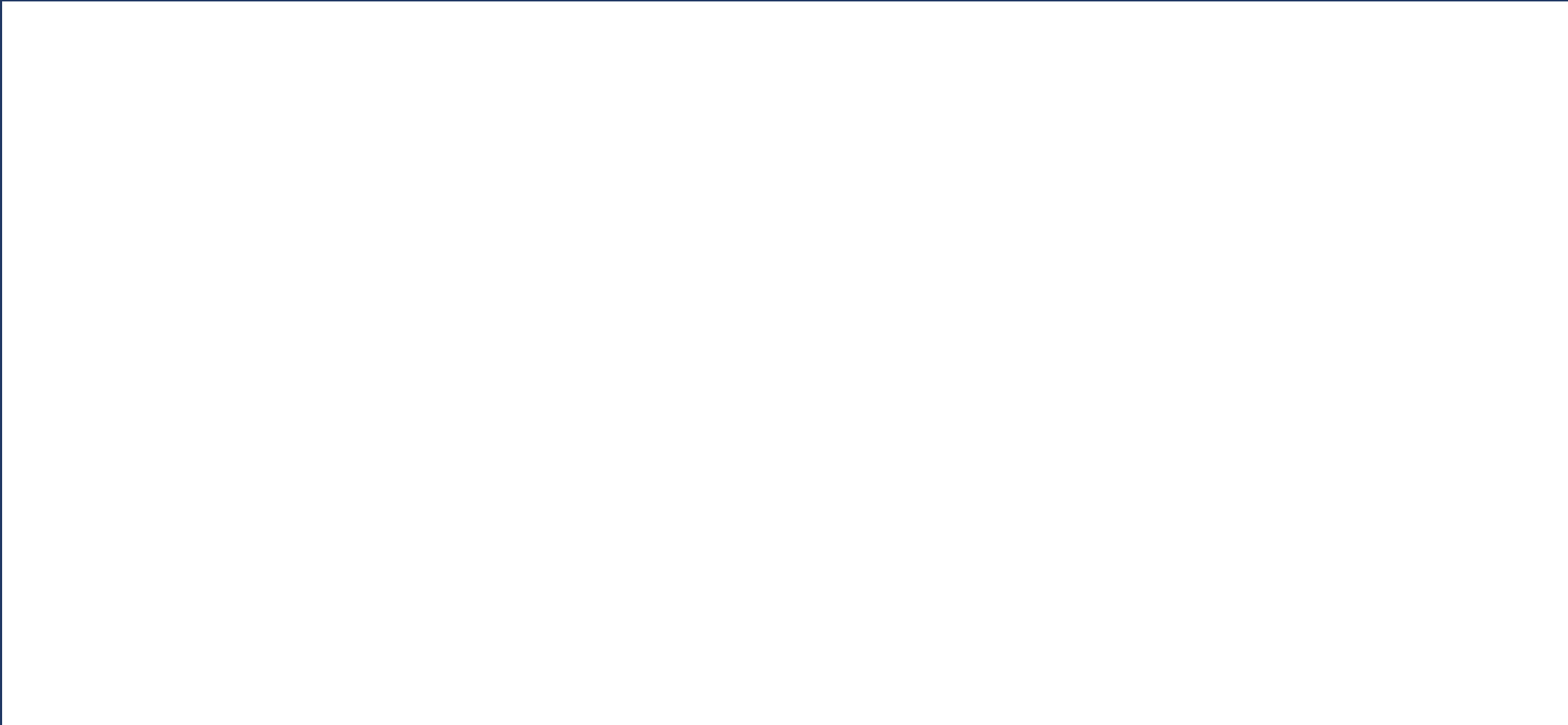
- Examples of challenges faced by diverse groups
- Cultural Stereotypes
- Gaps in Access
- Lack of Resources



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PART 3: Holistic, Strength-Based Approach

- Concept of a Strength-Based Approach
- Importance of Focusing on Resilience and Abilities

PART 4: Cross-Campus Collaborations

- **Building Spaces of Value and Belonging, fostering inclusive environments**
- **Examples of Cross-Campus Collaborative Programs**
- **Enhancing Access to Campus and Community Resources**
- **Strategies for Effective Collaboration**



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The Stats: Access and Develop Opportunities



21%

Undergraduate students in higher education report having a disability.

18% female

22 % male

54% of non-binary students



11-15%

Individuals with a disability that obtain a college degree in the U.S.,

Compared to 33% of individuals without a disability



5%

Undergraduate students identify dual race/ethnicity

28%

Undergraduate students identify as a Veteran



22.7%

Individuals with a disability employed in U.S. (2024)

PART 5: Case Studies & Examples

Strategies and Outcomes from Collaborative Work at a Four-Year Private Institution for students with disabilities and intersectionality;

- Case Study 1: Students of Color
- Case Study 2: ELL/Non-native Speaking Students

Get In Touch With Us...



Thank You

Any Questions?

Session Evaluation



tinyurl.com/AHEADFeedback

Your feedback helps shape future programming.

Thank you for attending!

References

Shields, Jamie Disabled by Society- Disability Shoe Graphic

Carroll JM, Pattison E, Muller C, Sutton A. Barriers to Bachelor's Degree Completion among College Students with a Disability. *Sociol Perspect.* 2020 Oct;63(5):809-832. doi: 10.1177/0731121420908896. Epub 2020 Mar 5. PMID: 33795909; PMCID: PMC8009488.

Gilani, David & Thomas, Liz. (2025). Understanding the factors and consequences of student belonging in higher education: a critical literature review. *Journal of Learning Development in Higher Education.* 10.47408/jldhe.vi34.1385.

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National Center for Education Statistics. (2023). Fast Facts: Students with Disabilities. U.S. Department of Education, Institute of Education Sciences. Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=60>