Clark College

Board of Trustees Work Session Packet

Wednesday, January 24, 2024, at 3:00 pm

https://clark-edu.zoom.us/j/88239883858?pwd=NVlnNXE0SHZqUkptNmRaV0c2V3lVdz09

Meeting ID: 882 3988 3858
Passcode: 996470

Dial in: 1 (253) 215 8782

Physical Location:

Gaiser Hall, Room 213

Board of Trustee Work Session Packet, January 24, at 3:00 pm

I. Call to Order/Agenda Review – Chair Canseco Juarez

II. Disability Justice
Presented by Alyssa Voyles, Office of Diversity, Equity, and Inclusion (ODEI)

III. Adjournment – Chair Canseco Juarez

DISABILITY JUSTICE 101

PRESENTED BY: ALYSSA VOYLES (SHE/HERS)

CURRICULUM CREATED BY ODEI AND MEGAN JASURDA, DSS DIRECTOR

DISABILITY JUSTICE 101

Participants will learn the intricacies of the disability community, including affirming and non-affirming language, types of disabilities, and learn about neurodiversity.

Participants will also learn what these concepts mean and how to put these tools into practice in the Clark College community.

WHY WE DO THIS

- It is our goal as ODEI to create a space in our workshops where participants can learn and engage in an impactful way. While we can never guarantee safety, it is our intention for participants to feel empowered to be vulnerable in leaning into difficult conversations.

- As a collective, the ODEI team is committed to providing Power, Privilege and Inequity Workshops that are grounded in history, facts, and theories based on legitimate scholarly research that utilizes both qualitative and quantitative data. This is intentional, as perspectives can be biased and opinions may cause harm. We ask that participants attend sessions with a growth mindset and an openness to engage in conversations about the information presented in a way that is respectful and moves the conversation forward.

- If harm occurs, we commit to acknowledging the harm, and the impact of behavior and/or comments. As facilitators, we invite others into the space to disrupt bias as they may notice it occurring. To accomplish this, we will commit to our community agreements as shown on the following slides.

AGREEMENTS

- Speak Your Truth
  - Speak for yourself, and not for someone else
  - Not at the expense of other's humanity
- Make Space, Take Space
  - If you find yourself talking more than listening, encourage others to engage
  - If you don't normally engage in discussion, we encourage you to push yourself to share your thoughts
- Stay Engaged
  - Work will be there for you after the training
  - While you are in this space, we expect that you are actively listening, participating (what ever that looks like to you) and open to learning
- Stories told here stay here, knowledge leaves
  - Specific details, names, and judgements from this training will remain in this room
  - Growth, development and connections will leave with you and be used in your work or personal life

AGREEMENTS

- Be mindful of content warnings, and apply them as necessary
  - America's historical and modern societies are rooted in violence and white supremacy. Examples may be shared during this training, and we will aim to communicate to you before sharing them
  - We ask that you apply and use content warnings as we engage in conversations
  - Refrain from language that minimizes the experiences of systemically non-dominant individuals and communities
- Discomfort is welcome
  - Being unsafe and uncomfortable are two different feelings.
  - Growth and learning happen as you are challenging your existing beliefs and viewpoints
  - Refrain from resorting to defensiveness – practice leaning in to and reflecting on the discomfort
- Expect and accept non-closure
  - We don't have every answer and are unable to unpack complete systems and intersectionalities in each workshop
  - Be open to continuing research and learning on your own
  - OR come back to future trainings!

AGENDA

- Disability History
- Disability Justice
- Inclusive Language
- Ableism
- Problematic Phrases
- Microagressions
- Neurodiversity
- Be an Ally

LAND & LABOR ACKNOWLEDGEMENT

We acknowledge that we live and work on the ancestral and modern lands of the Federally recognized Cowlitz Tribe and Peoples of the Lower Columbia. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We pay respects to the indigenous elders, past and present, as we respectfully consider the many legacies of violence, erasure, displacement, migration, and settlement that bring us together today.

We also acknowledge that our nation has benefited and profited from the free enslaved labor of Black people. We honor the legacy of the African diaspora and Black life, and the knowledge, skills, and human spirit that persevere in spite of violence and White supremacy.

LAND & LABOR ACKNOWLEDGEMENT

PREVALENCE OF DISABILITY

- ADA Amendments Act of 2008 broadened the definition, and more are included
  - DISABILITY.—The term 'disability' means, with respect to an individual: a physical or mental impairment that substantially limits one or more major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment

- 1 in 4 Adults in United States
  - equates to 61 million adults.
  - Not everyone needs accommodation.
- Note: Clark is often the highest college in state for vision disability and one of the highest for hearing.

PEOPLE WITH DISABILITIES= PWD

STUDENTS WITH DISABILITIES= SWD

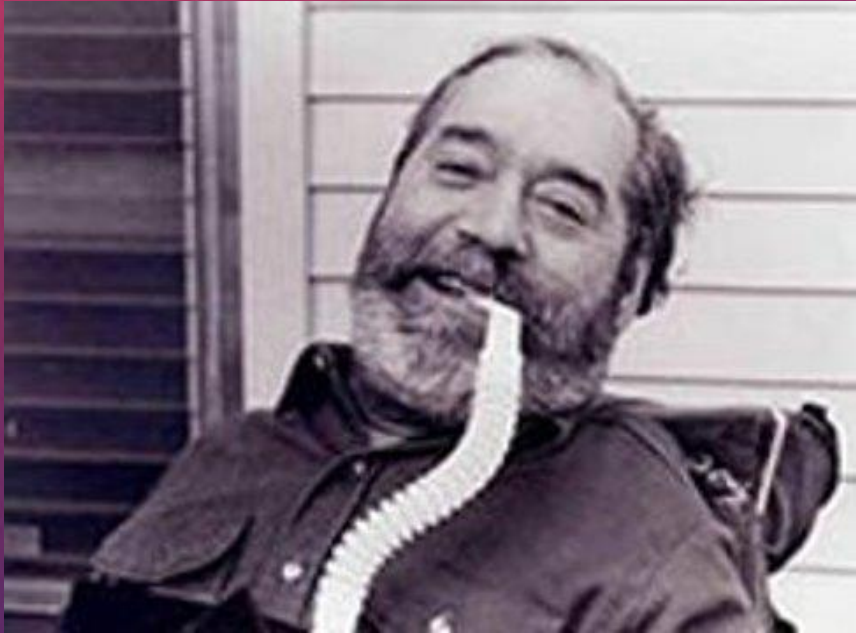People first language and a common acronym in the disability community

"Never mistake law for justice. Justice is an ideal, and law is a tool."

DISABILITY HISTORY

Key Leaders of demonstrations for signing of Section 504 and later ADA .

Ed Roberts & Judy Heumann

COMMUNITIES ADVOCATING FOR PWD

"Deaf President Now"	Deaf Communities
Service-connected disabilities	Veterans
Independent Living Movement	Those with physical disabilities (either born with or acquired later in life)
Education and Care supports	Parents

Disability is traditionally viewed through a privileged lens, making it difficult to see disability in marginalized people and communities.

SECTION 504 OF THE REHABILITATION ACT OF 1973

- Section 504 of the Rehabilitation Act of 1973
  o **forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services**.
  o It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.
- Limited to entities/programs that received federal funds

AMERICANS WITH DISABILITIES ACT

Defines **disability** and those with rights as...

"An individual with a disability is defined by the ADA as a person who has a **physical** or **mental** impairment that **substantially** limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered."

The ADA prohibits discrimination in employment, transportation, public accommodations, communications, access to state and local government programs and services regardless of whether they receive federal funds.
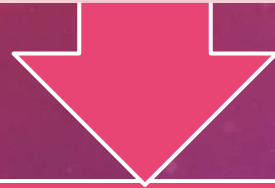
SECTION 504 & ADA = MORE PROTECTION

REGULATION/COMPLAINTS ADDRESSED BY THE OFFICE OF CIVIL RIGHTS

In February 2018, US President and the House tries to repeal the ADA

Would have placed burden on people with disabilities to advocate for compliance

Fight for Disability rights continues

2018

"a bill that turns the clock backwards and strikes a devastating blow in the fight for civil rights." - late Congressman John Lewis, Civil Rights icon
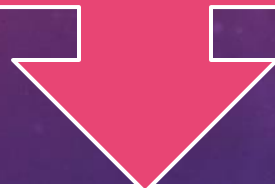
"This bill undermines the rights of people with disabilities, rather than protects them." -Senator Duckworth

WHAT IF.......
WE DID NOT HAVE DISABILITY RIGHTS ACTIVISTS AND WE DID NOT HAVE THE ADA?

Disability Justice

- **Inclusion Goal:** dialogue and discourse
- **Intersectionality**: A movement that centers people with disabilities and the intersectionality of POC and LGBTQ+.
- Beyond disability rights to **sharing stories**; to ensure ableism is dismantled.
- **Normalizing disabilitie**s: model of disability that confronts privilege and challenges what is considered normal.
- **Universal Design:** Beyond physical access –full engagement in spaces.

ABLEISM, DEFINED

A system of assigning value to people's bodies and minds based on societally constructed ideas of normalcy, productivity, desirability, intelligence, excellence, and fitness. These constructed ideas are rooted in eugenics, anti-Blackness, misogyny, colonialism, imperialism and capitalism.

This systemic oppression leads to people and society determining people's values based on their culture, age, language, appearance, religion, birth or living place, "health/wellness", and/or their ability to satisfactorily re/produce, "excel" and "behave".

You do not have to be disabled to experience ableism.

Working definition by TL Lewis, updated January 2022, developed in community with disabled Black/negatively racialized folk

TALILA "TL" LEWIS

- Disability Justice Advocate
- Labels of cognitive deficiency were largely put in place by those who wanted to maintain power. Pathologizing inequities, racism, ableism
  - Eugenics – selection of human beings with the most favorable traits (breeding)
  - What it means to be smart – slaves not allowed to read and write
- Drapetomania – a "mental" illness that caused Black people to want to escape slavery.
- Dysaesthesia Aethopica – a "mental" disorder to explain enslaved Black peoples' laziness.

INTERSECTIONALITY

- Theoretical framework for understanding how aspects of one's social and political identities might combine to create unique modes of discrimination.

- Framework defined by Black Feminist scholar Kimberlé Williams Crenshaw

BARRIERS

Access

- Physical spaces
- Digital environments
- Systemic
  - Policy, systems, practices, etc.

Attitudes and Assumptions

- Discrimination
- Ignorance
- Beliefs about people within disability community
- Communications/Interactions

THINGS PEOPLE WITH DISABILITIES WISH YOU KNEW VIDEO (5MIN)

DISCLAIMER

While we are going over "affirming" and "non-affirming" terms, please remember that there are variations in the disability community; the experience is not universal for every person with a disability.

Some folx may want to be addressed with "people-first" language, while others may feel this approach erases their identity and may ask for you to use identity-first language.

Ask someone how they would like to be addressed.

AFFIRMING AND NON AFFIRMING TERMS

Affirming	Non-Affirming
People with disabilities	Handicapped, the disabled
Person with a disability	Impaired, invalid, cr**pled,afflicted
Person without a disability	Normal, healthy
Successful, productive	Courageous, Inspirational
People who are blind; have low vision	Sight impaired
Has a traumatic brain injury	Is brain damaged
Person who is deaf, deaf hard of hearing	Hearing impaired

MORE AFFIRMING AND NON AFFIRMING TERMS

Affirming	Non-Affirming
Has autism	Autistic
Person with cognitive, intellectual, developmental disability	Ret**ded, slow, idiot, moron
Person with psychiatric disability; mental illness	Crazy, insane, nuts, psycho
Has epilepsy	Epileptic, has fits
Person who uses a wheelchair	Wheelchair bound, confined to a wheelchair

COMMON PROBLEMATIC PHRASES

"Blind as a bat"

"They have overcome their disability. They are so inspirational."

"That's so lame."

"I'm so OCD/dyslexic/bi-polar"

"Suffers from…."

MICROAGRESSION

- Every-day verbal, nonverbal and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership

COMMON MICROAGGRESSIONS

- Reducing disability to an unfortunate event or feeling bad for a person with a disability
- Telling someone they "look normal"
- Assuming what a person with a disability can and cannot do
- Believing a person with a disability is inspirational, just for having a disability
- Not creating an environment where all can engage fully

MORE MICROAGGRESSIONS

- Reducing disabilities to everyday, common occurrences (i.e., "I'm so OCD!")
- Touching someone's assistive device
- Helping a person without their permission
- Asking questions about a person with a disability's personal life
- Talking about a person, instead of to a person
- Talking to an interpreter, instead of the person you're talking to.

NEURODIVERSITY

- The idea that there are variations in the brain and the way the brain learns, thinks and processes.

- These differences should be praised and celebrated instead of looked at as a deficit.

- Workplaces should make room for and lean into neurodiversity.

WHY NEURODIVERSITY MATTERS VIDEO
(3MIN)

"INVISIBLE"/HIDDEN DISABILITIES

- An "invisible," "non-visible," "hidden," "non-apparent," or "unseen" disability is any physical, mental, or emotional impairment that goes largely unnoticed (invisibledisabilityproject.com)

SOME DISABILITIES LOOK LIKE THIS

SOME LOOK LIKE THIS

Universal Design

Design and composition of an environment that is accessible, understood and used to the greatest extent by EVERYONE regardless of their identity, age, size, ability or disability.

HOW TO BE AN ALLY!
(VIDEO 3MIN)

- **Seek to educate yourself**
  - Inclusive films, research, literature (check out Research & Learn slide toward end)
- **Recognize difference and embrace it**
  - Some may need accommodations; make it ok and comfortable for them to do so.
  - Some may think differently; do not discount their intelligence
  - Some may communicate, process, or engage differently.
- **Make your Digital and Physical spaces accessible!**
- **Integrate folx with disabilities:** elevate their voices and stories.

HOW TO BE AN ALLY

HOW TO BE AN ALLY (CONTINUED)

- **Review and apply the** *new* **Universal Design Guide**
- **Accessibility training with TLC, DSS, or IT Accessibility Coordinator**
- **Options for printed documents:** everything is available in accessible electronic format for those with vision or reading or other disabilities and good accessibility of font and contrast on paper documents.
- **Ensure office and meeting spaces have enough room to accommodate:** a service animal sitting at the employee's feet, wheelchair, or easy navigation for someone with mobility device.
- **Ensure you are aware where to refer students or coworkers to seek accommodation supports.**
- **Think about small adjustments to increase inclusion of PWD in your meetings, events, or lobbies.** Ex. turn on automated captioning in Zoom.
- Use the Equitable Decision Making Tool and think about PWD

COMMUNICATIONS/INTERACTIONS

- Don't assume.
  - Don't assume someone wants you to help them
  - Don't assume people with disabilities want to be people without disabilities
  - Don't assume some tragedy happened to cause a disability
- Don't touch someone's assistive device, such as a cane or service animal. Don't lean against a wheelchair.
- Interact with the person you're speaking to, not their interpreter or companion.
- Speak at eye level – do not stand over someone in a wheelchair and talk down to them.
- Be respectful, don't stare.
- Don't ask, "What happened?", especially if you do not know the person
- Be kind and empathetic, you don't know how many spoons someone has left, or how many forks they have been dealing with today. Be a plate.

REMINDERS

- You CAN hire someone with a disability
  - Accommodations – they should know how/where to ask for them.
  - Learn from others
- Not all people with disabilities are "sick"
- Someone can acquire a disability at anytime (health condition, etc.)
- Not all people with disabilities are inspirational
- Representation Matters!
  - Washington State School of the Blind
  - Washington State School for the Deaf
- People with disabilities are leaders, community members, parents, partners and friends.

EVERY TIME YOU THINK ABOUT DIVERSITY, THINK ABOUT DISABILITY TOO!

What do I want to do as a result of this training?

CLARK RESOURCES

Disability Support Services, www.clark.edu/dss

Student Accommodations

Sign language Interpreters

Accessibility Resources

Video Captioning

Consults

Groups offered through CHC (ADHD, Anxiety, Autism, and more)

Human Resources, hr@clark.edu

Workplace Accommodations

Accessibility:

www.clark.edu/accessibilty

RESOURCES TO CHECK OUT

- Clark Resources:
  - Clark Accessibility Resources
  - Universal Design Guide connected to Clark's Social Equity Framework
  - Equitable Decision Making Tool
  - Instructional Design to e-Learning Events and Accessibility Training in Canvas
  - Use these frequently!

- Other Resources:
  - Podcast: Disarming Disability
  - Movie: Crip Camp on Netflix
  - Youtube: How to be a better ally
  - Disability Justice topics on Talila TL Lewis website
  - Disability Justice topics from Lydia XZ Brown website

SOURCES

Disability Rights Washington: https://www.disabilityrightswa.org/

Gallaudet University:

https://www.gallaudet.edu/about/history-and-traditions/deaf-president-now

Long COVID Workbook for Disability Service Providers (2021) Jane Jarrow.

https://daisclasses.com/?page_id=64

Office of Civil Rights:

https://www2.ed.gov/about/offices/list/ocr/disabilityoverview.html

Section 508.gov

https://www.section508.gov/manage/laws-and-policies

The Rights Movement:

https://www.nps.gov/articles/disabilityhistoryrightsmovement.htm

SOURCES CONT.

- Rep. John Lewis Anniversary of the ADA, video

  - https://youtu.be/dFKicqqVME8

- Signing of the ADA, July 26, 1990 by Bureau of Educational & Cultural Affairs, video

  - https://youtu.be/dFKicqqVME8

- Duckworth & Senate Democrats Vow to Defeat House GOP-Led Effort to Curtail Civil Rights of Americans with Disabilities

  - https://www.duckworth.senate.gov/news/press-releases/duckworth-and-senate-democrats-vow-to-defeat-house-gop-led-effort-to-curtail-civil-rights-of-americans-with-disabilities

- Leader of the Black Panther Party Elaine Brown talks about the party's involvement with the 1977 Section 504 Occupation, oral history video:

  - https://diva.sfsu.edu/collections/longmoreinstitute/bundles/230640