

**NDSU Advance FORWARD's Open Forum January 31, 2012**  
**Task Force on Women Faculty with Disabilities**

This Open Forum serves as both an opportunity to review and reflect upon survey data regarding faculty with disabilities (collected November-December 2011) and to gather additional insights and viewpoints regarding the status of NDSU from the standpoint of disability and accessibility. The survey questions were designed to gather information about knowledge and perceptions of NDSU's policies, procedures, and environment regarding faculty with disabilities.

**A Shared Vocabulary**

The **ADA (Americans with Disabilities Act)** defined "disability" with respect to an individual

- (A) a physical or mental impairment that substantially limits one or more major life activities of such individual;
- (B) a record of such an impairment; or
- (C) being regarded as having such an impairment.

**Cognitive disabilities** - learning disabilities like ADHD and dyslexia

**Physical disabilities** - visible disabilities (such as amputation) and hidden/nonvisible disabilities such as heart disease or seizure disorders

**Psychological disabilities** (e.g., generalized anxiety or bipolar disorder).

From a **Universal Design/Disability Studies** perspective, disability is one manifestation of human diversity and the experience of disability is most often contingent upon environmental factors. Because diverse perspectives bring clear and essential benefits to our classrooms, workplaces, and communities, we seek to identify and remove barriers to participation across academic domains.

**Campus Accessibility Indicators**

This slightly modified list is from *Building Capacity for a Welcoming and Accessible Postsecondary Institution*, a 2007 publication of the national *AccessCollege* project, University of Washington, edited by Dr. Sheryl Burgstahler.

1. Institution-level mission, vision and values statements are inclusive of all people including faculty with disabilities.
2. Faculty disability is included in campus discussions of and training on diversity and special populations.
3. Policies, procedures and practices are regularly reviewed for barrier removal and inclusivity of faculty with a diverse range of characteristics, including disability.
4. Administration and faculty leaders are trained and empowered to take action around disability and universal design issues.
5. Faculty with disabilities are visible (even if their disabilities are not) on campus including in positions of power and authority.
6. Budgeting reflects the reality of the cost of applying universal design and of accommodating current and prospective faculty with disabilities.
7. Campus publications, websites, marketing and public relations include images and content related to disabilities.
8. Campus publications and websites, including web-based courses, meet established accessibility standards.
9. All campus facilities and other spaces are physically accessible.

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Further information about NDSU's disability-related resources can be found at the following website: [http://www.ndsu.edu/diversity/diversityatndsu/disability\\_resources/](http://www.ndsu.edu/diversity/diversityatndsu/disability_resources/) Please contact any member of the Task Force with questions or comments.

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**Coming Attraction – February 23<sup>rd</sup>, 2012!**

From Dr. Page's webpage <http://www.cscs.umich.edu/~spage/index.html>:

**Dr Scott E. Page**, is the Leonid Hurwicz Collegiate Professor of Complex Systems Political Science, and Economics and Director of the Center for the Study of Complex Systems, University of Michigan. In 2011, he was elected to the American Academy of Arts and Sciences

Dr Page's research focuses on the myriad roles that diversity plays in complex systems. For example, how does diversity arise? Does diversity make a system more productive? How does diversity impact robustness?

He has written three books: *The Difference*, which demonstrates the benefits and costs of diversity in social contexts, *Complex Adaptive Social Systems* (with John Miller), which provides an introduction to complexity theory and *Diversity and Complexity*, which explores the contributions of diversity within complex systems. Dr. Page publishes in a variety of disciplines including economics, political science, computer science, management, physics, public health, geography, urban planning, engineering, and history. He welcomes opportunities to talk with community groups, high schools, corporations, government agencies, NGOs, and university audiences. Dr. Page has recorded a video course, *Understanding Complexity*. Dr. Page is also currently offering a free online course, *Model Thinking*, which has attracted over 4,000 students worldwide (access via <http://www.modelthinker-class.org>).

Check the FORWARD webpage <http://www.ndsu.edu/forward/> for opportunities to hear from and visit with Dr. Page on February 23<sup>rd</sup>, 2012.