

**Outreach: A Crucial Component
of DS Work**

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AHEAD Program Standards

- Consultation/Collaboration
- Information Dissemination
- Faculty/Staff Awareness
- Academic Adjustments
- Counseling and Self-Determination
- Policies and Procedures
- Program Administration and Evaluation
- Training and Professional Development

How do we “outreach”?

Who are our constituencies?

Our Convictions

- Disability is part of the diversity of life
- Variation in human ability is ordinary, not special
- Every individual has the right to fair and equal treatment and the opportunity to participate fully in all life's activities
- All environments, communication, policies and practices should be responsive to the human diversity and enhance everyone's experience
- Design is powerful and profoundly influences our daily lives and our sense of confidence, comfort, and control

Adapted from Institute for Human Centered Design
<http://www.adaptenv.org/index.php?option=Content&Itemid=1>

Issues in Higher Education

Oppression

"Treating people with disabilities as if they were invisible, designing buildings as if everyone was nondisabled, seeing people with disabilities as inferior or abnormal... all these aspects of their oppression enable nondisabled people to deny a basic truth of the human condition."

Johnson, A. (2006). *Privilege, Power, and Difference*. New York: McGraw-Hill.

GOAL

We want our outreach activities to reflect our convictions and move us toward more usable, equitable, inclusive and sustainable campus environments.

DO THEY??

Social Justice

"...of course social justice has always been, and must always be, a critical idea, one that challenges us to reform our institutions and practices in the name of greater fairness."

Miller, D. (2001). *Principles of social justice*. Cambridge, MA: Harvard University Press.

Solution

"...we can't make ourselves part of the solution without seeing clearly how we're connected to the problem."

Johnson, A. (2006). *Privilege, Power, and Difference*. New York: McGraw-Hill.
