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# ADA30 Celebratory Symposium

Reflecting Back, Moving  
Forward with Disability  
Scholarship, Art, and Activism

May 2021



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**ADA30**



**Oregon State**  
University

# ADA30 Celebratory Symposium

May 2021

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Oregon State University's ADA30 Anniversary Committee presents

# ADA30 Celebratory Symposium

## May 2021

The ADA30 Celebratory Symposium is the culmination of a year-long celebration of the 30<sup>th</sup> Anniversary of the Americans with Disabilities Act at Oregon State University. This symposium combines academic poster and paper sessions with community-oriented workshops and facilitated discussions to create opportunities for dialogue across spheres of experience. The symposium aims to bring together disabled and nondisabled participants from artistic, scholarly, activist and other community groups at OSU and beyond to cultivate discussions around disability-related themes. **This symposium is free and open to the public.**

This symposium has presentations from a wide range of creative, critical, and activist perspectives on disability-related themes, including disability activism, disabled identities, neurodivergence and neuroqueerness, Deaf/HOH culture, and accessibility. Some of the conversations happening at this symposium include:

- The Americans with Disabilities Act / ADA30
- Disability Activism
- Disability Justice
- Accessible Pedagogies
- Critical and Feminist Disability Studies
- Audio Descriptions and Captioning
- Accessible Web Design
- Disability Discrimination
- Disability Archives and Oral Histories
- Institutional barriers
- Disability and/in K-12 and Higher Ed
- Inclusivity

Rather than holding a conventional conference in a shorter (1- or 2-day) timeframe, the Symposium aims to increase accessibility and reduce “Zoom burnout” by spreading out sessions over the entire month of May.

## Symposium Vision: Disability is Diversity

The primary goal of the ADA30 Celebratory Symposium is to provide a (digital) gathering space for scholars, activists, artists, practitioners, and community members whose work is disability/accessibility-related, who are interested in disability and access, and/or who identify as disabled. To that end, while academic perspectives will be included, this symposium will center the creative and practical pursuits and lived experiences of disabled community members.

## Keynotes

Oregon State University ADA30 Celebratory Symposium is pleased to present **Dr. Liat Ben-Moshe** as the opening keynote and **Dr. Therí Alyce Pickens** as the closing keynote!

## Opening Keynote

### “Decarcerating Disability”

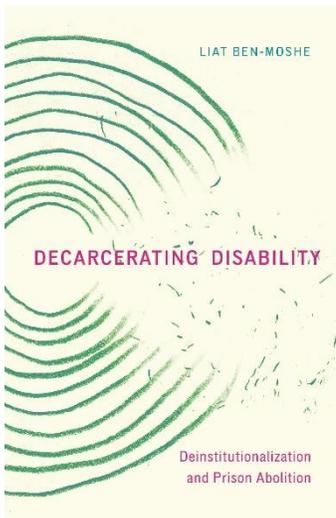
by Dr. Liat Ben-Moshe

May 4<sup>th</sup>, 12 PM PDT



Register on the ADA30 Blog!

In her book *Decarcerating Disability*, Dr. Liat Ben-Moshe shows how disability/mad knowledges and histories should inform analysis of the closure of carceral enclosures—such as prisons, jails, psychiatric hospitals and residential institutions for those with intellectual or developmental disabilities—through the prism of abolition. In this presentation, Ben-Moshe will discuss key findings and themes from the book, focusing on the questions: what does an intersectional mad/disability framework bring to our understanding of decarceration and abolition? How did the concept of abolition play out in different arenas of incarceration—in anti-psychiatry, the field of intellectual disabilities and the fight against the prison industrial complex? What if we understand these forces in tandem as opposed to causal effects, i.e. deinstitutionalization caused the rise of incarceration and the rise of ‘the mentally ill’ in prisons and jails?



[Dr. Liat Ben-Moshe](#) is an Assistant Professor of Criminology, Law and Justice at the University of Illinois at Chicago. She is the author of *Decarcerating Disability: Deinstitutionalization and Prison Abolition* (University of Minnesota Press 2020) and co-editor (with Allison Carey and Chris Chapman) of *Disability Incarcerated: Imprisonment and Disability in the United States and Canada* (Palgrave 2014). She is an activist-scholar working at the intersection of incarceration, abolition, and disability/madness.

## Closing Keynote

“After Almost 100 Days of Biden: Race, Disability, and A Head”

by Dr. Therí Alyce Pickens

May 27<sup>th</sup>, 11:30 AM PDT



Register on the ADA30 Blog!

In this talk, Dr. Pickens thinks through ideological access, specifically how public discussions of Blackness and Disability could be better shaped. She explains several interpretive strategies that create spaces for Black disabled folks.

[Dr. Therí Alyce Pickens](#) is currently a Full Professor of English. Her research focuses on Arab American and African American literatures and cultures, Disability Studies, philosophy, and literary theory. She has just published her second monograph, [Black Madness :: Mad Blackness, \(Duke University Press in 2019\)](#) which explores the connection between Blackness and madness. She aims to architect a series of conversations that retool our theory and praxis for and about the Black mad and the mad Black. Her first book [New Body Politics: Narrating Arab and Black Identity in the Contemporary United States \(Routledge, 2014\)](#), which asks: How does a story about embodied experience transform from mere anecdote to social and political critique?

## Registration

The ADA30 Symposium will be entirely online and use the software Zoom for all sessions. Attendees must register for each individual session they would like to attend. Registering for one session does not register you for the entire symposium. Registration for a session will close after the session ends.

After successfully registering for each session you would like to attend, you will receive an email confirmation that includes the Zoom link and password for that session. On the day and time of the session, attendees can join the symposium session by clicking the Zoom link in the confirmation email. In some cases, it may be necessary to enter a password provided in the confirmation email upon entering the Zoom session. Attending the session by audio only is also an option; a call-in number will be included in the confirmation.

If you have registered but cannot locate your confirmation email with the Zoom link to a session, please email the [ADA30 Program Coordinator Gabrielle Miller](#). Include your name and the session you would like to attend in the body of the email, and Gabrielle will resend your confirmation email.

Register by visiting the [OSU ADA30 Blog](#).

## Accessibility

The ADA30 Symposium aims to be as accessible as possible and to be a model of accessibility best practices. Every symposium session will include the following:

- CART Captioning. Please note that in Zoom you need to click the CC button to access this function. The button will give you the option to view captioning as subtitles (with optional sizing) or to view the transcript as it is updated.
- Captions for videos
- Accessible digital versions of papers, posters, slides, and handouts
- Requirements for presenters to provide verbal image descriptions of visual materials

The opening and closing keynotes will additionally include ASL interpretation. Requests for ASL interpretation, as well as other accessibility related requests for other symposium sessions can be made during registration. We ask that accessibility related requests be made at least **5 days** before each session.

For questions about accessibility, contact the [OSU ADA30 Program Coordinator Gabrielle Miller](#).

## Zoom

Symposium attendees are not required to have a Zoom account to register and join sessions. However, we recommend that symposium attendees register with a Zoom account, if possible. Please visit the [OSU ADA30 Blog](#) for the ADA30 Celebratory Symposium Zoom Guide, a helpful tool for both presenters and attendees to learn more about navigating Zoom before and during sessions.

The opening and closing keynotes will be “Zoom webinars.” Both opening and closing keynotes will include a Q&A feature on Zoom for the audience to comment and submit questions to the speaker. All other symposium sessions will be “Zoom meetings,” which includes a chat feature to allow audience members to interact with the presenters, if applicable.

Try to become familiar with Zoom before joining the symposium sessions, especially the audio and video settings for your privacy and comfort. If you want assistance with these features, please visit [Zoom’s Help Center](#). During each symposium session, there will be host and OSU IT Services Tech Support to introduce presenters and facilitate presentations. Below is a description of the roles and responsibilities of hosts and tech support:

## Hosts and Tech Support

- **Hosts:** Hosts start and stop the meetings, as well as control the recording (if applicable) and how and what images are displayed. Hosts introduce, keep time, and field questions for panelists. Hosts can call for Tech help. They will include “Host” in their name to help identify their role.
- **Tech Support:** OSU Information Technologies (IT) will be available at all sessions for tech support related issues before and during the session. Tech Support will also be available to answer questions one-on-one for problems with connectivity and other logistical concerns. You can request help from OSU IT real-time tech support through the “chat” mechanism on Zoom. Privately message OSU IT technician on duty for that session regarding your technology issue.

## Collaboration with OSU Disability Archives

The OSU Disability Archives is incredibly excited to partner with the OSU ADA30 Symposium Committee in an effort to preserve in perpetuity and share with the public the amazing ADA30 Symposium content. ADA30 Symposium presenters have the option to have their sessions recorded and archived within the OSU Disability Archives.

## Recording

The opening and closing keynotes will be recorded, as well as the sessions whose presenters have opted in to recording. Sessions that will be recorded are marked on the **online** program. The host of the session will inform attendees at the beginning of the session if it will be recorded.

Everyone, including presenters, can avoid having their image recorded by keeping their camera turned off and can avoid having their voice recorded by keeping their audio muted and using the chat function instead of voice. Additionally, attendees can request to have their audio/video edited out of the recording after the session by contacting Interim Director of the Special Collections and Archives Research Center and [Associate Professor Natalia Fernández](#).

For more information about this collaboration, please visit [The OSU Disability Archives Session Recordings Submission Information and FAQs webpage](#).

# Calendar of Symposium Presentations

## May 2021

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
	<b>Opening Keynote</b> Dr. Ben-Moshe 12 PM PDT	<b>Session 1:</b> Workshop 11 AM PDT	<b>Session 2:</b> Paper Panel 12 PM PDT  <b>Session 3:</b> Paper Presentation: 3 PM PDT	
10	11	12	13	14
<b>Session 4:</b> Webinar 11 AM PDT  <b>Session 5:</b> Roundtable 2 PM PDT	<b>Session 6:</b> Webinar 12 PM PDT	<b>Session 7:</b> Poster Presentation 12 PM PDT  <b>Session 8:</b> Webinar 12:30 PM PDT	<b>Session 9:</b> Artist Talk 11 AM PDT	
17	18	19	20	21
<b>Session 10:</b> Workshop Part I 10:30 AM PDT	<b>Session 11:</b> Paper Panel 12 PM PDT	<b>Session 12:</b> Performance 1 PM PDT	<b>Session 13:</b> Roundtable 12 PM PDT	
24	25	26	27	28
<b>Session 14:</b> Workshop Part II 10:30 AM PDT	<b>Session 15:</b> Roundtable 12 PM PDT		<b>Closing Keynote</b> Dr. Therí Alyce Pickens 11:30 AM PDT	End of Symposium

# Main Sessions

## Week 1

### Session 1

May 5<sup>th</sup> 11 AM PDT

#### **The Color of Paradise: Analysis of An Audio Description**

Joel Snyder, PhD

Audio description uses words that are succinct, vivid, and imaginative to convey the visual image that is not fully accessible to people who are blind or low vision. This workshop will review the process used to produce audio description for the national television broadcast of the feature film *The Color of Paradise*. Participants will experience how audio description works and is added to media. At the conclusion of the session, participants will have learned a history of audio description, importance of visual literacy, effective use of language to describe images, making meaning with voice, and possible futures of audio description.

### Session 2

May 6<sup>th</sup> 12 PM PDT

Paper Panel

#### **Inclusive Intervention: Can Individuals with and without Disabilities be a part of the Same Interventions?**

Winston Kennedy PT, DPT, MPH

This presentation will discuss how successful interventions could include both people with and without disabilities to effectively promote health and wellness in communities, as well as the inclusion of people with disabilities in public health initiatives. Using the Diabetes Prevention Program (DPP) as a theoretical example of how an evidence-based intervention can be inclusive, the presenter will 1) demonstrate how the DPP curriculum could be modified to include individuals with disabilities using the principal from Universal Design for Learning and 2) illustrate how DPP could be delivered to communities inclusive of individuals with and without disabilities.

#### **“If not me, who?”: Awareness, Stigma, and Advocacy Experiences Among Adults with Rare Diseases, Disorders, and Disabilities**

Emily F. Plackowski, M.S.

This presentation discusses awareness, stigma, and advocacy of people with rare diseases, disabilities, and disorders (RD). By presenting the findings from a two-part study involving participants with over 35 different RDs, this presentation will demonstrate how the complex nature of RD awareness and stigma – and related interventions – are interwoven with concerns regarding the influence of societal and structural barriers.

## Session 3

May 6<sup>th</sup> 3 PM PDT

### **Perceived Health Care Discrimination for the deaf and Hard of Hearing Prior to and During the COVID-19 Pandemic**

Chandra A. Char MPH

This presentation discusses the relationship between severity of hearing loss and perceived health care discrimination prior to and during the time of COVID-19. The goal of the presenter's research is to help guide future mandates regarding personal protective equipment (PPE) use in health care settings and accommodations required to efficiently communicate with deaf and hard of hearing (d/HH) patients.

## Week 2

### Session 4

May 10<sup>th</sup> 11 AM PDT

### **Allies and Obstacles: Disability Activism and Parents of Children with Disabilities**

Allison C. Carey, Ph.D., Richard K. Scotch, & Pamela Block

This webinar explores the successes of parent activism in supporting disability rights, as well as the points of fracture in which parents oppose and subvert them. Attendees will learn the history of the emergence of parent activism, the strategies employed by parent activists, and the key accomplishments of parent activism. The presenters also discuss the points of alliance between parents and disabled activists, as well as the key conflicts between parents and disabled activists.

### Session 5

May 10<sup>th</sup> 2 PM PDT

### **A Community-Based Initiative to Develop an Adaptive Training Module for Adults with Intellectual and Developmental Disabilities (ID/D) to be Physical Activity Instructors**

Dr. Jen Beamer, PhD, Joseline Raja-Vora, & Willie Leung, MS, MPH

This semi-structured discussion will be facilitated by members of a project team currently working towards developing a training module for people with Intellectual and Developmental Disabilities (ID/D) to become fitness and physical activity instructors. The presenters invite attendees to discuss and help guide efforts in developing this training module for aspiring fitness instructors with ID/D.

## Session 6

May 11<sup>th</sup> 12 PM PDT

### **Partnerships toward Accessible Design: Cross-Departmental Collaboration on Accessible Web Design**

Michele Bromley & Ashley Nilson

Accessible design for digital content is a high priority at any time but particularly so now. This session will detail a multi-year, coordinated effort to substantially improve the accessibility and usability of Portland State University's public-facing website. Attendees will learn methods for cross-campus collaboration, training development, and vendor management, as well as walk away with strategies and sample resources they can use in coordinating similar accessibility projects at their institutions.

## Session 7

May 12<sup>th</sup> 12 PM PDT

### **Accessibility Assessment of the Great Salt Lake State Park**

Kaliegh Walther

The Great Salt Lake State Park, which was opened in 1978 in Utah, has multiple amenities for visitors to enjoy such as a Visitor's Center, self-guided beach tour, and campgrounds. The park was assessed for accessibility on November 25<sup>th</sup>, 2020, and it was determined that many of the park's amenities are lacking in equally accessible features to accommodate people with physical/mobility disabilities. This presentation provides an overview of the accessibility at the Great Salt Lake State Park, including the amenities found to be fully accessible, and those needing minimal to extreme repairs or replacements.

## Session 8

May 12<sup>th</sup> 12:30 PM PDT

### **Setting New Standards: The First US Accessible Vertical Tsunami Evacuation Assembly Area**

Mark Farley, Gabe Merrell, & Cinamon Moffett

The new Gladys Valley Marine Studies building on Oregon State University's Hatfield Marine Science Center campus in Newport, Oregon is the first accessible vertical tsunami evacuation site in the United States. With no existing ADA-compliant signage standards for tsunami evacuation, the signage in this new building is leading the way. Join this presentation to learn more about the journey to setting new signage standards for accessible vertical evacuation tsunami assembly areas in the United States.

## Session 9

May 13<sup>th</sup> 11 AM PDT

Shared Time: Collaborative Inclusive Dance Making at a Distance  
Sydney Erlikh, MS. Ed & Maggie Bridger, MS

Through workshops and performances at Access Living, the Chicago Center for Independent Living, the presenters co-founded and created a community that allows disability culture to flourish. Through their work, they demonstrate the ways their community came together to move in a virtual space during quarantine. Attendees of this session will watch a short dance film and be invited to perform a short warm up with the presenters, who will then examine the choreographic process of the film and answer questions on creating movement with varied embodiments.

## Week 3

### Session 10: Workshop Part I

May 17<sup>th</sup> 10:30 AM

#### **OSU Disability Archives: A Two-Part Oral History Workshop for Beginners**

Lzz Johnk & Natalia Fernández

This is the first workshop this two-part workshop series. In this session, participants will learn about theory and practice around disability in the archives. This first session will focus on the history and purpose of archives generally and the mission of the OSU Disability Archives (<https://guides.library.oregonstate.edu/disarchives>) specifically, as well as provide a brief introduction to archival methods of Story Circles and oral history interviews. The purpose of this two-part workshop is to empower participants with storytelling and community archival methods with the hope that they will take these skills and knowledge back to their communities. The second part of this workshop will be held on May 24<sup>th</sup>, 2021 at 10:30 AM-12:00 PM PDT.

### Session 11

May 18<sup>th</sup> 12 PM PDT

Paper Panel

#### **Doing Disability Justice: Changing How We Do Theory**

Niamh Timmons

Disability Justice is a recent turn in disability activism that pushes how both disability activism and Disability Studies are done. Disability Studies has primarily emphasized academic theoretical work and often sidelines the theoretical work in activism and creative work. This is a problem that other fields such as Ethnic Studies and Women and Gender Studies have grappled with, but Disability Studies still struggles with. Disability

Justice work positions itself against the disability rights movement and institutional violence and is also heavily invested in creative work. Centering disability activism provides a means of how disability studies does theoretical work. This paper presentation suggests that Disability Justice activism and creative blueprints can and should be used to do Disability Studies work.

## **“This class flipped my understanding of disability upside down”: The Creation and Influence of an Introduction to Disability Studies Course in Higher Ed**

April Coughlin, PhD

This paper presentation focuses on the need for disability-related courses at the undergraduate college level and their impact on students' heightened consciousness and understanding of disability in their everyday lives and work. The presenter describes the impetus behind the development of a new Disabilities Studies course she developed and provides examples of disability themes explored throughout the semester, as well as assignments and content (i.e., sample readings, videos, and websites) used throughout the course. She also includes students' reflections on the course and how their increased consciousness and knowledge of disability and social justice have impacted their thinking and actions in their own communities.

### **Session 12**

May 19<sup>th</sup> 1 PM PDT

## **Testing the Waters: On Navigating Identity Construction**

Kathleen McCarty, MA

This performance invites conversation around the nuance of disability identity among people who are the closest to it. This session will engage in rich discussion that questions our ideas of what it means to experience disability using prose and written word. After the performance, participants are invited to discuss the social constructs of disability and how they influence identity. Using prose as a primer, this session takes a deep dive into the nuance of disability identity construction.

### **Session 13**

May 20<sup>th</sup> 12 PM PDT

## **Making the Fashion Industry More Inclusive**

April Davenport

The goal of this roundtable is to educate and excite attendees about how the fashion industry is becoming more conscious of people's accessibility needs. The presenter will discuss and answer questions about how the fashion industry has made progress in becoming more inclusive of disabled people. Topics covered will include marketing, brands, and technical adaptations of apparel and footwear.

## **Week 4**

### **Session 14**

May 24<sup>th</sup> 10:30 AM PDT

#### **OSU Disability Archives: A Two-Part Oral History Workshop for Beginners**

Lzz Johnk & Natalia Fernández

In this two-part workshop, participants will learn about theory and practice around disability in the archives. This second session will expand on this introduction and give participants the opportunity to practice ADA30-related storytelling through Story Circles during breakout sessions. There will be time for collective debrief at the end for participants to share out what they learned. The purpose of this two-part workshop is to empower participants with storytelling and community archival methods with the hope that they will take these skills and knowledge back to their communities.

### **Session 15**

May 25<sup>th</sup> 12 PM PDT

#### **Enacting Client-Centered Change in Potentially Oppressive Systems**

Billie Travelstead & Andrea Brush, MPH

This roundtable discussion will review how to enact change in professional and institutional settings to create more accessible environments, discuss possible strategies for individual-centered change, and develop personal plans of action. Drawing on concepts from “Promoting Community Change” by Mark Homam, this presentation will include ideas on how to reform within your organization, different types of change strategies to consider, and common barriers and challenges.

## Presenter Bios

**Dr. Jen Beamer, PhD** (she/her/hers) is a Clinical Assistant Professor in the Kinesiology Program at OSU. She teaches in the Masters of Adapted Physical Education program and serves as one of the Program Directors of IMPACT, a physical activity program for youth and adults with disabilities. Jen's research interests and instructional expertise revolve around best practices for including people with disabilities in physical education and activity.

**Pamela Block** (she/her/hers) is a Professor of Anthropology at Western University. She is the co-author of *Allies and Obstacles: Disability Activism and Parents of Children with Disabilities*, Allison C. Carey, Pamela Block, and Richard K. Scotch, Temple University Press and co-editor of *Occupying Disability: Critical Approaches to Community, Justice, and Decolonizing Disability*, Block, P., Kasnitz, D., Nishida, A., Pollard, N. (eds). Springer Ltd.

**Maggie Bridger, MS** (she/her/hers) is a graduate student at the University of Illinois at Chicago in the Department of Disability and Human Development and a dance artist working in disability dance. Her research and artistic interests center around disabled bodyminds in dance, with a focus on chronic illness, pain and the ways that disabled artists are reimagining the dancemaking process. She was part of the inaugural cohort of the Dancing Disability Lab at UCLA, serves on the committee to organize CounterBalance, Chicago's annual integrated dance concert and was recently selected as a 2021 New Works artist with Synapse Arts in Chicago. Together with Sydney Erlikh, Bridger was a 2019 Chicago Area Schweitzer Fellow, through which they co-founded the Inclusive Dance Workshop Series at Access Living.

**Michele Bromley** (she/her/hers) is the IT Accessibility Coordinator for the Office of Information Technology at Portland State University (PSU). In this capacity, she serves as a digital accessibility resource for the university—providing support, technical direction, and assessment related to the accessibility of new and existing information and communication technologies. Her primary areas of expertise are accessible digital design, digital accessibility validation, alternative media, and adaptive technology. Personally, she is an avid Star Wars and Firefly fan and loves spending time with her two kiddos.

**Andrea Brush, MPH** (she/her/hers) is originally from Massachusetts but moved to Oregon to pursue a master's degree in Public Health, focusing on Global Health and vulnerable populations, at Oregon State University. After a stop at the Benton County Health Department, she now works for OSU as an Accommodations Associate assisting university employees with reasonable workplace accommodations through the ADA. In her spare time, you can find Andrea hiking in the forest, completing never-ending house renovation projects, or teaching her cat new tricks.

**Allison C. Carey, Ph.D.** (she/her/hers) is Professor of Sociology at Shippensburg University, Pennsylvania. She is co-author of *Allies and Obstacles: Disability Activism and Parents of Children with Disabilities* (2020) and author of *On the Margins of Citizenship: Intellectual Disability and Civil Rights in Twentieth Century America* (2009). She has served as chair of the Disability and Society section of the American Sociological Association and Vice-President of Society for Disability Studies.

**Chandra A. Char MPH** (she/her/hers) is a PhD candidate at Oregon State University in Public Health-Health Promotion & Health Behavior. Chandra's research interests are health services and health equity for people with disabilities. Her dissertation focuses on health care experiences prior to and during the time of COVID-19 for deaf and hard of hearing English using patients.

**April Coughlin, PhD** (she/her/hers) is a "wheeler," life-long disability rights advocate, and Assistant Professor in the School of Education at SUNY New Paltz. She also taught high school English in New York City public schools. Her research and teaching focus on access and equity for students with disabilities in schools.

**April Davenport** (she/her/hers) is a 2020 Oregon State Graduate, who graduated with bachelor's degrees in Apparel Design and Merchandising Management. While April was at OSU, she used her experience with chronic illness to start designing for people with disabilities. April used her passion for adaptive design to win an international design contest and used part of winning entry to start her own business. Now, April lives in Tacoma Washington, and designs for the inclusive footwear company BILLY Footwear.

**Sydney Erlikh, MS. Ed** (she/her/hers) is a doctoral candidate in Disability Studies. She studies dance and disability focusing on dance groups that include individuals with intellectual disabilities. She was awarded a Schweitzer Fellowship with her partner, which led to the creation of Inclusive Dance Workshop Series at Access Living in Chicago. Sydney currently serves on the NDEO dance and disability task force and has presented at conferences on using AAC in dance.

**Mark Farley** (he/him/his) is Strategic Initiatives Manager at the Oregon State University Hatfield Marine Science Center. His work supports strategic plan development, marketing & communications, as well as grant & budget development for the Director's Office. Prior to joining the Director's Office team at Hatfield, Mark was part of the Oregon Sea Grant Free Choice Learning Lab and Hatfield Marine Science Center Visitor Center Team, serving as the Project and Technology Development Manager for the Lab development process. Mark also has an extensive background in art, design, and marketing.

**Natalia Fernández** (she/her/hers) is an Associate Professor and the Curator of the Oregon Multicultural Archives (OMA) and the OSU Queer Archives (OSQA) at the Oregon State University Special Collections and Archives Research Center. Fernández's mission for directing the OMA and the OSQA is to work in collaboration with Oregon's African American, Asian American, Latinx, Native American, and OSU's LGBTIAQ+ communities to support them in preserving their histories and sharing their stories. Fernández holds an M.A. in Information Resources and Library Science from the University of Arizona (U of A). She graduated from the U of A Knowledge River Program, a program that focuses on community-based librarianship and partnerships with traditionally underserved communities.

**Lzz Johnk** (they/them/theirs) is a Mad agender PhD Candidate in Women, Gender, and Sexuality Studies at Oregon State University. Their research interests include disability studies, Mad Studies, and women of colour feminisms. They are an Archival Assistant with the OSU Disability Archives.

**Winston Kennedy PT, DPT, MPH** is a licensed physical therapist and is a trained public health professional. He is currently a PhD Candidate at Oregon State University as well as a Leadership Education in the Neurodevelopmental Disabilities (LEND) Fellow at University of Massachusetts Medical School. Currently Dr. Kennedy researches how people with disabilities can receive equitable care in health care by assessing healthcare professionals' attitudes toward people with disabilities and serves as an ally and advocate for underrepresented and underserved communities and populations.

**Willie Leung, MS, MPH** (he/him/his) is a PhD candidate at Oregon State University with the major of Kinesiology and the option of Adapted Physical Activity. He worked with the IMPACT and IMPACT of Life program at OSU that aim to provide physical activity opportunity to individuals with disabilities within in the community. His research focus on promoting physical activity for all individuals with and without disabilities.

**Kathleen McCarty, MA** (she/her/hers) is a queer, asthmatic, first-generation college graduate and Doctoral Candidate in kinesiology and adapted physical activity at Oregon State University. Her dissertation work is focused on equity and access in collegiate sports offerings for students with disabilities and supports efforts to create a national, Title IX-mirroring policy for disability. In her free time, Kathleen enjoys roller derby and comic books.

**Gabriel (Gabe) Merrell** is Director of Access and Affirmative Action, and Deputy ADA Coordinator within Equal Opportunity and Access at Oregon State University. With 10+ years serving directly in an access and ADA Coordination role, Gabe's major responsibilities include, analyzing, interpreting, and understanding disability laws, educating the Oregon State community on the inclusion of people with disabilities, overseeing all employee and community accommodations, and working on institutional culture change initiatives. Gabe is a past-president of the Oregon Association on Higher Education and Disability, and co-chairs the ADA Coordinator Knowledge and Practice Community for the Association on Higher Education and Disability.

**Cinamon Moffett** (she/her/hers) is the Research Program Manager at Oregon State University's Hatfield Marine Science Center located in Newport, Oregon where she is responsible for the operational oversight of the research program. She is also part of the emergency management team working to enhance the community's resilience to natural disasters. She holds two masters from the School of Marine Science at the University of Maine. Prior to joining Hatfield, Cinamon worked as a marine educator, a shellfish biologist, and an estuarine land use planner. Through her career, Cinamon enjoys working in, on, and around marine waters.

**Ashley Nilson** (she/her/hers) has a Master's degree in Education and a love of technology. Ashley manages training and consulting processes for Portland State University's system of sites, as well as providing project management services for site overhauls. She is passionate about collaborative processes and developing rapport between people, with a focus on finding common ground. When not at work, Ashley enjoys hiking, amateur woodworking, and planning projects around her house.

**Emily F. Plackowski, M.S.** (she/her/hers) is a 3<sup>rd</sup> year Psychology Graduate Student (health track) at Oregon State University. She is from the Upper Peninsula of Michigan. She is accompanied – as always – by her service dog, Kaz. When she is not taking classes or teaching psychology, Emily conducts research in Dr. Kathleen Bogart’s Disability and Social Interaction Lab. The broad focus of her research is the interplay between marginalized populations (e.g. those with disabilities and/or rare diseases) and the social world.

**Joseline Raja-Vora (she/her/hers)** is a graduate student at OSU pursuing a doctoral degree in Kinesiology with a focus in Adapted Physical Activity, and an MPH in Health Promotion and Health Behavior. Her research focuses on physical activity promotion for emerging adults with intellectual and developmental disabilities. She identifies as a person of color and an ally for people with disabilities.

**Richard K. Scotch** (he/him/his) is Professor of Sociology and Public Policy at the University of Texas at Dallas. He is the author of several books and numerous articles and monographs on social policy reform and social movements in disability, health care, education, and human services. He currently is conducting a study of political candidates with disabilities with Sally Friedman.

**Joel Snyder, PhD** (he/him/his) is known internationally as one of the world’s first “audio describers,” a pioneer in the field of Audio Description, a translation of visual images to vivid language for the benefit, primarily, of people who are blind or have a vision impairment: the visual is made verbal—and aural, and oral. In 2014, the American Council of the Blind published Dr. Snyder’s book, *The Visual Made Verbal – A Comprehensive Training Manual and Guide to the History and Applications of Audio Description*. He has served on the Disability Advisory Committee of the Federal Communications Commission and currently sits on the Audio Description Subject Matter Expert Committee of the ACVREP—the Academy for Certification of Vision Rehabilitation and Education Professionals. Dr. Snyder is the President of Audio Description Associates, LLC and he serves as the Director of the Audio Description Project of the American Council of the Blind.

**Niamh Timmons** (she/her/hers & they/them/theirs) is a PhD Student in Women, Gender, and Sexuality Studies at Oregon State University. She has an MA in Cultural Studies from the University of Washington Bothell and an MA in American Studies from Washington State University. Their research interests include Trans Feminine cultural productions, radical imagination, disability studies, and anti-carceral organizing.

**Billie Travelstead** (she/her/hers) received her Bachelors in Deaf Studies from Cal. State, Northridge and remains a NIC certified Interpreter. She moved back to the Northwest to receive her Masters in Social Work from Portland State University, with a focus on social justice and community based work. She has work primarily in the university environment in a number of roles, the most recent being the Accommodations Associate at Oregon State University, working with employees through the ADA accommodations process. She enjoys travel, learning new things, and a good belly laugh paired with a glass of wine.

**Kaliegh Walther** (she/her/hers), a working mother and wife, has a B.S. in Botany with a focus on Field Botany, and is currently working towards her Masters of Natural Resources. After which, she will go on to earn her doctorate, with an end goal of a career in academia.

## **OSU ADA30 Committee**

- **Kim Kirkland**, Executive Director, Title IX Coordinator.
- **Gabrielle Miller**, ADA30 Program Coordinator, WGSS Graduate Student
- **Martha Smith**, Director of Disability Access Services
- **Susan Freccia**, Director of Compliance
- **Lzz Johnk**, former ADA30 Program Coordinator, WGSS Graduate Instructor, Archival Assistant
- **Gabe Merrell**, Director of Access and Affirmative Action, Deputy ADA Coordinator

## **Oregon State University Services and Resources**

- [Associated Students of Oregon State University](#)
- [Asian & Pacific Cultural Center](#)
- [Centro Cultural César Chávez](#)
- [Counseling & Psychological Services](#)
- [Disability Access Services](#)
- [Emergency Food Pantry](#)
- [International Student Advising & Services](#)
- [Ettihad Cultural Center](#)
- [Lonnie B. Harris Black Cultural Center](#)
- [Eena Haws Native American Longhouse](#)
- [Equal Opportunity and Access \(EOA\)](#)
- [Oregon State University Survivor Advocacy and Resource Center](#)
- [Pride Center](#)
- [Hattie Redmond Women and Gender Center](#)