

Mapping Access @ ASU

A guide for universities
to cultivate inclusion

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Barrett, The Honors College Thesis
Fall 2021 Defense



Photo Courtesy of Charlie Leight

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The Purpose of this Guide

This guide serves as an opportunity and resource for students at their respective universities to contribute to a more accessible and inclusive environment. At Arizona State University, we noticed barriers existed for all bodies when it comes to navigating campus. Therefore, we decided a change was needed. That Mapping Access was the goal.

This guide takes its definition of accessibility from Jay Timothy Dolmage's *Academic Ableism: Disability and Higher Education* and Leah Lakshmi Piepzna-Samarasinha's *Care Work: Dreaming Disability Justice*. In Dolmage's book, he describes access with a metaphor of tall, narrow steps that lead to the center of campus. While the stairs are aesthetically pleasing, they tend to send the message you have to work to make it here. You have to climb the stairs, sometimes you trip and stumble in, and other times, you are still left out regardless of all you tried. As Dolmage would say, these steps are inaccessible, both physically and mentally.

They contribute to the notion that "a select few stay in, [while] disability is kept out, often quite literally" (p.3).

Our other definition of access comes from Leah Lakshmi Piepzna-Samarasinha and serves as a worldview rather than an academic definition. For the sake of our project and how we saw and continue to see the world, access is love. It is "solidarity between crips and non(yet)-crips is a powerful act of love and I-got-your-back" (p. 47). Love is not the exclusive practice society was built on. Instead, spaces, particularly university spaces, were designed solely for the heterosexual, able-bodied, white male. Love is a growing acceptance of all bodies and valuing the contributions they bring to society.

Our work toward access acknowledges the importance of the 1990 Americans with Disabilities Act, which has made enormous impacts on society. For example, the act requires universities to accommodate all students with disabilities, giving them the

ability to receive a quality education.

While campuses have become more accessible, we as students identified more work that needs to be done to level the steps to university education. We need to continue to strive toward a society where accessibility is defined by love and not a checklist that allows for loopholes. It's up to us, the students, to keep the love alive.

As Aimi Hamiara suggests in their book, *Building Access: Universal Design and the Politics of Disability*, we need to continue to strive for a barrier-free society when defining accessibility (p.99). We have to make sure all aspects of life, including campuses and maps, benefit everyone because equal access is a civil right. That is why this guide was made. As the Mapping Access project at Vanderbilt University, led by Dr. Hamraie, served as our template, we want to provide the same guidance and influence. Mapping Access and this guide will give students the chance to foster and create accessibility, inclusion, and love.

Why Access Matters:

A personal narrative by David Jaulus

Leah Lakshmi says in her book *Care Work*: dreaming disability justice that access is a form of love. I agree with this sentiment because providing access as we did through our mapping access project opens the ASU campus to more students and recognizes the full humanity of these students. ASU overall has a long way to go in fully recognizing the humanity of all students, but mapping access I believe was a step in that direction.

Staying with the theme of access as love, our project also provided me a lifeline during the pandemic when in-person human contact was discouraged and in fact dangerous. I have learned that I depend on in-person human interaction to survive and function, so for me, the mapping access project was literally often the highlight of my weeks and I believe honestly help save me from experiencing a complete mental breakdown during the lockdown. I have never felt more love from a group of people than what our group had during the mapping access project. This is a group dynamic that I continue to search for, but it is very rare and hard to find. I honestly don't know if I will ever work with another group of students that had the group dynamic that we had.

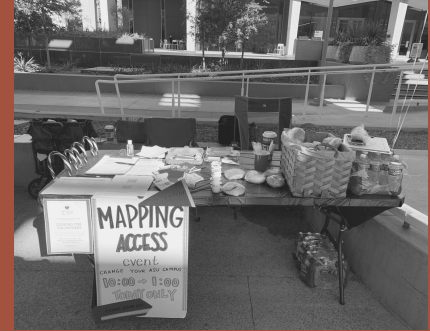
Ultimately, mapping access was about leaving a lasting legacy on the ASU campus and requiring ASU to live up to its charter of being defined by whom the campus includes and how they succeed. This is so often not the case in how ASU addresses particular groups of students, but I feel like our project raised disability awareness on campus and ultimately took a step toward including more people in our campus community.



Photo Courtesy of Charlie Leight

I hope that the spirit of inclusion that is project embodied can eventually filter into more communities on campus and how we relate to one another. This is my goal as I continue to advocate for the needs and well-being of students in different spaces on campus. I honestly do not know if I would be doing the same level of advocacy work had I not participated in mapping access. The project showed me a stark example of ASU using failures to it here to its supposed commitments and made me more determined to make things better for other students moving forward. Ultimately, I want to see a world that respects the full humanity of every person, and right now ASU represents my small community in which I can start to push for that objective. Mapping access helped to begin to accomplish this goal and that is why the project means so much to me.

Project Design



Mapping Access began in August 2020 at Arizona State University's Humanities Lab. The Humanities Lab is a unique experience. It seeks to address social problems present within society and ASU – for Disrupting Dis/Ability, one problem was the lack of accessibility and inclusion.

After reading and discussing text from disability scholars, such as Aimi Hamraie, students in the Humanities Labs were split into groups to plan their first “Disruptions,” or to plan how they were going to challenge the norms and status quos around campus.

RaNiyah was in a group with two other classmates with the disruption to bring awareness to the general lack of access on the Tempe campus. To reach the largest audience, the group created a Facebook page to get the point across. In a short period, the page, called “Disrupting Dis/Ability on ASU Campuses” received 164 likes and 167 follows. As popularity toward the social media campaign grew, so did the group’s desire to do more.

After hours of brainstorming and reading testimonies from students, staff, faculty, and affiliates, the next target to disrupt was evident – the ASU interactive map.

Typically overlooked, maps serve a huge purpose to everyone stepping onto campus. A map will tell a first-year student how to get to their lecture hall, it will tell a mom of young children how to get to the campus gym for a volleyball tournament, and it will tell a new professor how to get to the nearest library to conduct research. Maps increase your connectivity to your school. The problem with ASU’s interactive maps **was** that they lacked an accessible layer for those with a physical disability. Students with a physical disability could not see the closest accessible entrance or find a gender-neutral bathroom that would fit a standard-sized wheelchair.

Once the group examined this barrier, they researched other schools and their approaches to be more inclusive. From that point on, Mapping Access was born.

For nine months, students at Arizona State University collected data on accessible bathrooms, entrances, and elevators at all four Arizona-based campuses (Tempe, Downtown, Polytechnic, and West). In total, data was collected on over 150 buildings and if you access the ASU Interactive Map, you will see a sea of blue light up.

To the right, you see the newly added accessibility layer, which is visible to the public on the ASU website. When you hit the “accessibility” button on the layer section of the map, you will see a sea of blue take over the screen.

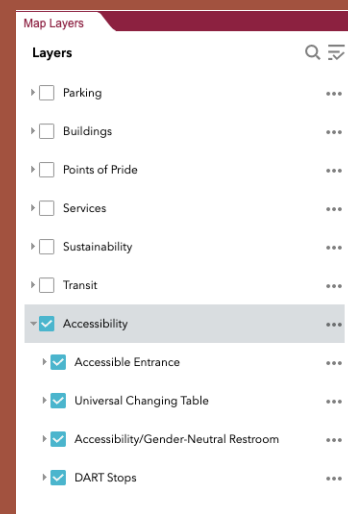
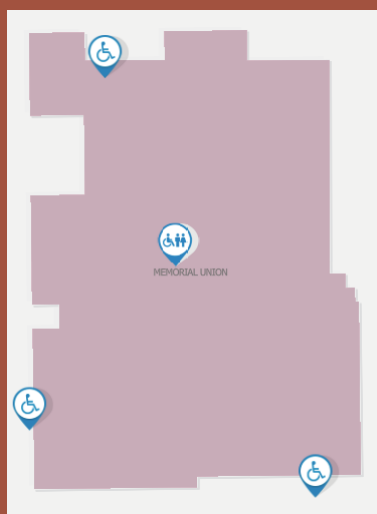
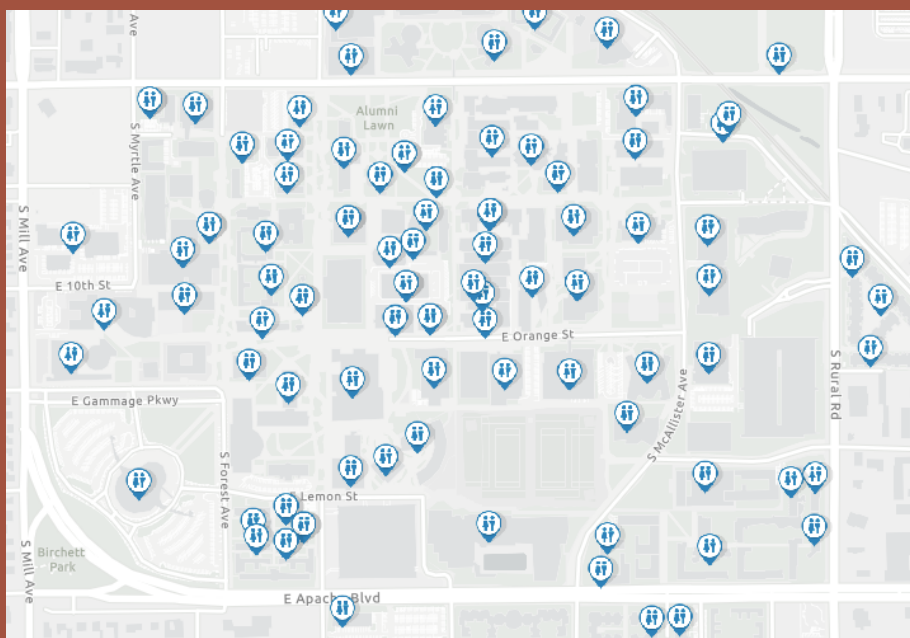
In the top picture, you will see the overall Tempe campus map. You will notice that each building (if applicable) will have multiple blue pins. Each pin signifies either an accessible entrance or an accessible, gender-neutral bathroom.

The bottom left picture is a close-up of a building on the Tempe campus. You can see a picture of the accessible entrance and the accessible, gender-neutral bathroom symbols.

Finally, the bottom right picture shows all the layers offered on the ASU Interactive Map. Specifically in the image, you will notice the accessibility layer is selected and pinpoints the accessible entrances, universal changing tables, the accessible bathrooms, and Disability Access and Resources Transportation (DART) stops.

To access the map, please visit www.asu.edu/map/interactive.

Final Accessible Layer



The Guide's Set-up

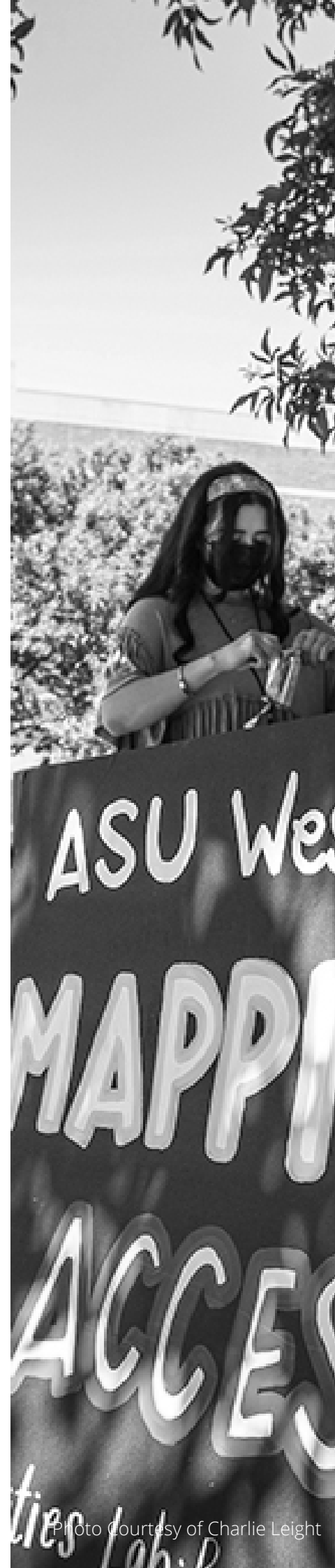
To facilitate your access projects, this guide is designed to allow you to see what Mapping Access did at Arizona State University. The first part of every section will be a narrative that describes what was done and how it was done. After that, the next section will be suggestions, steps, and/or ideas for your group to consider when mapping your project. The approaches used at Arizona State University may not have the same impact on your campus as they did ours. The list will serve as a way for you to tailor your impact to your campus's culture.

Before You Begin

Before you start a project that will create influential social change at your university, the first step is to take inventory of what you have and what you will need to start the project. Below is a list of questions to ask yourself and your teammates in order to assess the needs of your project:

SUGGESTIONS

1. How is your university meeting access needs right now? How is it not meeting those needs? Who is included on your campus and who is left out?
2. Make a list of your connections. Who do you know on campus, what professors can help you, do you know anyone in the university's administration office?
3. Will a professor or faculty member be a part of this project?
4. Do you have a Disability Resource Center, Accessibility/ADA compliance officer, or a disability studies professor on campus that can assist your group with the project?
5. Map your own skills - what do you bring to the table as an individual when it comes to projects? What can your group as a whole bring to the university?
6. What type of group will be in charge of this project - student government, a class, and organization, etc.? If it is a class project, can you receive credit for it?
7. What type of change do you want to make in your university to make the campus more accessible? What is your intended outcome?
8. Who will be the key members of the group and what will they do to contribute? Will each person have specific roles and tasks?
9. How often will the group meet? What will the planning process look like?
10. How will group members hold each other accountable?



Getting Started: How can your university map access?

01. RESEARCH

Before making a structural change to an institution, it is imperative to research what other universities have done to improve their campuses. For this project, our influence was research conducted by Dr. Aimi Hamraie and their Mapping Access project at Vanderbilt University. Our main takeaways from this project were the importance of outreach and crowdsourcing.

When creating a map (or any structural changes) for people with disabilities, the most important step is to make sure their voices are at the forefront of the movement – their opinions will always matter more than the opinions of an able-bodied person.

Another beneficial factor gained by examining Mapping Access on Vanderbilt University is to examine what other universities have done to cultivate accessibility and inclusion. In this project, our focus points were the University of Colorado – Boulder, George Washington University, and the University of Minnesota – Twin Cities. These universities served as a starting point and inspiration for crafting the accessibility layer on the ASU interactive map.



Suggestions

Research

- 1.What other universities and colleges are in your state? What are they doing to create inclusive spaces?
- 2.What outside companies have your university or the universities you researched worked with?
- 3.Have other universities created a similar project as to what you would like to do on your campus? What did it look like? What aspects of it can you use?
- 4.Who has written about access in higher education? Who has written about disability rights? Is there research on the discrimination against those with disabilities? What books are available for you to read? (See reading list below for recommendations.)

Reading List

1. *Disability Studies: Oxford Research Encyclopedia of Literature* by Robert McRuer
2. *Keywords for Disability Studies* by Lennard J. Davis
3. *Building Access: Universal Design and the Politics of Disability* by Aimi Hamraie
4. *Academic Ableism: Disability and Higher Education* by Jay Timothy Dolmage
5. *Hacking the Classroom: Eight Perspectives* by Mary Hocks and Jentery Sayers
6. *Universal Design and Your Ally(ies): Pedagogical Strategies* by Mary Loder
7. *The Disability Studies Reader* by Lennard J. Davis
8. *Extraordinary bodies figuring physical disability in American culture and literature* by Rosemarie Garland-Thomson
9. *Fantasies of Identification Disability, Gender, Race* by Ellen Jean Samuels
10. *Crip Theory Cultural Signs of Queerness and Disability* by Robert McRuer
11. *Feminist, queer, crip* by Allison Kafer
12. *The Right to Maim: Debility, capacity, disability* by Jasbir Puar
13. *Care Work: Dreaming disability justice* by Leah Lakshmi Piepzna-Samarasinha
14. *Learning to Unsay the R-Word* by Amy Silverman
15. *The disability reader: social science perspectives* by Anne Louise Chappel
16. *Disability Language Style Guide* by National Center on Disability Journalism
17. *Disability and Difference in Global Contexts: Enabling a Transformative Body Politic* by Nirmala Erevelles
18. *My Body, My Closet: Invisible Disability and the Limits of Coming-Out Discourse* by Ellen Jean Samuels
19. *Disability Visibility: First-Person Stories from the Twenty-First Century* by Alice Wong

02. MEET WITH STAKEHOLDERS

Before starting this project, we had to meet with and persuade the university to allow us to make structural changes. First, Mapping Access met with mapping companies around the country to see what their customers (other universities) use as criteria for their accessibility layers. Why did we meet with outside, private companies? The reason behind this was to show ASU that we were willing to outsource to improve accessibility and continue our project with or without their assistance.

Once we learned the criteria for accessibility layers, we pinpointed our university contacts – the Americans with Disabilities Act (ADA)/Accessibility Coordinator and the GIS Developer at the university's Technology Office – and set up a meeting.

To organize our proposal, we created a presentation with the points of:

1. Overall goals,
2. Criteria for an accessibility layer,
3. The importance of the project,
4. Research on what other universities and mapping companies do, and
5. Questions for clarification.

At the end of our meeting, our contact at Arizona State University immediately agreed to take on the project. This goes to show that once the research is done, change is inevitable.



Suggestions

Stakeholders

1. Who will be a key contact at your university to meet with? How can you get a hold of them?
2. Who were the outside companies you found? Are you able to schedule a meeting with a representative to learn more about them and their process?
3. What do you need to prepare for the meeting? Will a presentation get your point across? Will the meeting be virtual, hybrid, or in person?
4. Who else can be a stakeholder? Is there a government official who can help? A local non-profit? A campus organization? Etc.?
5. What is the key takeaway you want the stakeholders to know? Do you want them involved in the project?

03. OUTREACH

Outreach is an important aspect when creating structural change. You have to make sure those affected most by a change have a voice in creating the change. That is why our project first focused on raising awareness via a social media campaign and then with events. In the two sections below, this guide will go more in-depth into each aspect.

03A. FACEBOOK

In the 21st century, social media is a platform and resource that allows for a mass target audience to be reached and influenced. At a school like Arizona State University, where the student population alone is close to 75,000, we knew Facebook would be the perfect place to garner awareness and support. Our Facebook page, “Disrupting Dis/Ability on ASU Campuses,” was our way into the student body’s perspective. This Facebook included many informational posts, for example, definitions of terms used around accessibility, an infographic explaining why we chose to target maps, and most importantly, testimonies from ASU students, faculty, staff, and affiliates. (See Appendix A for examples).

The Facebook page also includes a link to a Google Form that allows anyone to submit quotes about their experiences on campus. The overall theme we noticed was that people felt that campus was unwelcoming to those who are not able-bodied or needed accommodations. (See Appendix A for examples). These responses provided the starting point to make changes on the campus map.

When creating social media for your pages, tailor the campaign to your campus’s needs and wants. Just as we know the culture of ASU, you know the culture of your campus. Use this to your advantage.



03C. MAPPING ACCESS EVENTS

As with a social media campaign, the Mapping Access Events focuses on direct outreach to campus students. At Arizona State University, there were two events: one on the Tempe campus and one on the West campus. We relied heavily on volunteers to help collect data. Not only did this allow for the project to be completed at a faster rate, but it also allowed for further campus education on accessibility. We also noticed a majority of the volunteers were students who asked “what are you doing?” in the middle of the event.

We reached out to people through multiple outlets – asking professors to offer extra credit to their classes, organizations on campus, the Facebook page, and via word of mouth. We also circulated flyers informing students of the events and asking for volunteers (see Appendix B for examples). For volunteers, we provided a printout that provided all information on the project and how to collect data (see Appendix C for example).

Following how your university sets up the social media campaign, the Mapping Access events will be organized based on the needs of your campus. For Arizona State University, our event included printed copies of the campus, mini-training sessions on data collection, and group leaders for each section of the campus (due to the large size of Arizona State University). Your Mapping Access Events may include these tactics, but please keep in mind that they may not apply to your campus.



03C. Media Attention from Mapping Access

From August 2020 to May 2021, the Mapping Access project received media attention from Arizona State University and its media outlets. Below are snippets of news stories and media outlets where the project was featured

For more specific links, refer to Appendix D.

The State Press

Politics

Business and Tech

Community

Opinion

The Echo

Sports

Magazine

Multimedia

La Prensa

The State Press

Politics

Business and Tech

Community

Opinion

The Echo

Sports

Magazine

Multimedia

La Prensa

Mapping Access seeks to make ASU campuses easier to navigate for all

Students and volunteers are going building by building to create more accessible campus maps




Photo by Alex Gould | The State Press
The check-in booth for Mapping Access' event on the ASU West campus is pictured on Fletcher Lawn on Friday, March 19, 2021. Mapping Access is aiming to create a readable campus map identifying accessible features for all members of the ASU community.
By Anna Campbell | 03/27/2021 1:49pm

ASU students join together to create an Accessibility Coalition

Students formed an Accessibility Coalition in an effort to provide a voice for the disability community at ASU




Photo by Jack Streveler | The State Press
"The international symbol for sign language is shown interlocked. The new coalition wants to grow inclusion and support for disability on campus." Illustration published on Thursday, Jan. 28, 2021.
By Anna Campbell | 01/28/2021 9:45pm
A group of ASU students has formed the Accessibility Coalition to represent the disability community at the University. The new coalition seeks to foster inclusion and build support around disability on campus, said Hannah Grabowski, a gender studies Ph.D. student and member of the coalition.

ASU

ASU News

Explore


Expert Q&A

Video series

Podcasts

Magazine

Books and essays




ASU students 'disrupt disability'

June 4, 2021

Humanities Lab course produces projects that increase accessibility at the university

Accessibility Coalition joins ASU's student Council of Coalitions.

humanitieslab



LAB NOTES • RANIYAH TAYLOR

#DisruptingDisability



Disrupting Dis/Ability

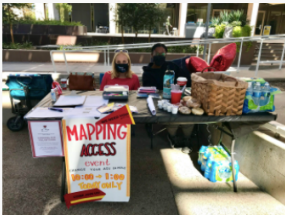
Students in Disrupting Dis/Ability had the opportunity to work with faculty from the [School of Social Transformation](#) and the [School of Humanities, Arts and Cultural Studies](#) to explore key questions concerning cultural narratives of dis/ability in our world today. Students were asked to imagine projects as "disruptions" designed to intervene in structures of ableism. Through reading, research and course discussions, students decided to focus primarily on structures of ableism within higher ed. Student teams worked with consultants on and off campus including [ASU's ADA Compliance Coordinator](#) regarding physical space, [ASU's IT Accessibility Coordinator](#) regarding virtual space, community leaders from local nonprofit organizations that support people with intellectual disabilities ([Detour Theater Company](#)) and investigative journalist, author and disability advocate, [Amy Silverman](#). Students created their own teams and dedicated their time to pursuing change through a variety of impact outcomes.

Scroll down to learn more about a few of these groups and their work!



Mapping Access

Team Access – comprised of Jordyn Stebbins, David Jaulus, Christine Leavitt, Samantha Gillette, and RaNiyah Taylor – worked closely with ASU's ADA Compliance Coordinator ([Peter Fischer](#)), GIS Enterprise Developer ([Karen Fischer](#)), and Director of Digital Transformation ([Bobby Gray](#)) to create an accessibility 'layer' to ASU's Interactive Map that will identify accessible restrooms, building entrances and other pertinent information regarding physical access on all 4 ASU campuses (stay tuned for the Spring 21' unveiling of the newly configured campus maps in the ASU App AND more to come in [Beyond the Lab](#)! Click [here](#) to view more about this project.



Search



ASU Humanities Lab: Student Interview-RaNiyah

17 views • May 11, 2021

0 0 SHARE SAVE ...



Humanities Lab
8 subscribers

SUBSCRIBE

Suggestions

Outreach

Social Media:

- 1.What social media platform is most popular on your campus? Instagram, Facebook, Twitter, Snapchat, Pinterest, Tik Tok, etc.?
- 2.Who will your target audience be? What will you post to attract them?
- 3.Who will run the social media account? Will it be a group member or an outside source? If a group member is in charge of social media, will this be their only role?
- 4.How do you want to present your project to the student body and affiliates of the university?
- 5.Do you have to create a post(s) that will educate the target audience about your project before you promote it?

Events:

- 1.What type of event will benefit your project?
- 2.Does your project require volunteer help?
- 3.Will you have giveaways/free items to give people?
- 4.Can your project table on campus for garner visibility to give students the ability to learn about the project?
- 5.Are you able to have community partners sponsor the event?
- 6.Will you provide food and snacks for people?
- 7.What items are needed to make sure the event runs smoothly?
- 8.Will you need a grant/budget to put on your event?
- 9.What type of tasks will volunteers help with?
- 10.What time will your event be?
- 11.Where will your event take place? Is it best to do it on-campus or off-campus? Do you have to reserve a space or talk to a representative from the location?
- 12.What day will your event take place? Are classes excused this day? Will it be on a weekday or weekend?

Suggestions

Outreach

Media Attention:

1. Whom do you want to target? Who should know about your project?
2. What organizations on campus control the campus newspaper? Is it student-based or university-based?
3. Who can you contact on campus to connect you with the university newspaper?
4. Is there a local or state newspaper you want to contact? Should non-university affiliates know about what is happening on campus?
5. Is there a local radio station that would be willing to interview you or your group?
6. Can you generate your media attention? Would your group benefit from creating your newspaper to circulate on campus?
7. Are there other universities you want to reach out to? Would they be interested in hearing about your project and reporting on it?

05. COLLECT DATA

Data collection was the key factor in this project. The setup and organization methods will have either a positive or negative impact on your project. At Arizona State University, the platform utilized most was Google Drive, specifically Google Forms and Google Sheets. To accommodate visually impaired volunteers or who could not use touchscreen technology, we worked one-on-one with the individual to find the best way to collect data and contribute to the revolutionary project. Below are more specific details on our criteria and examples of how the Google Sheets and Google Forms were structured. (See Appendix E for examples of Mapping Access structured the Google Sheets).

05A. BATHROOM DATA

At Arizona State University, the main reason for collecting bathroom data was driven by a story told by a classmate who utilizes a urinary catheter. This student mentioned that because he did not know where each building's accessible bathroom was located, he could not empty his catheter into a floor urinal. This was our starting motivation to collect bathroom data.

As mentioned above, we made a Google Form to collect the data. The criteria for an accessible bathroom were:

1. Is the bathroom gender-neutral?
2. Is that bathroom open to students and visitors?
3. Automatic doors
 - a. Is there a button on the outside AND inside?
4. Standard Wheelchair Accessibility
 - a. Is the door 32 inches or wider?
 - b. Is there sufficient space to navigate from the toilet to the sink?
 - c. Is there a lack of sharp corners?
 - d. Are there grab bars around the toilet?
 - e. Can a person shorter than 48 inches (4 feet) reach everything?
5. Other important considerations
 - a. Is the mounted sink wheelchair accessible?
 - b. Is there a floor urinal for catheter users?
 - c. Is there a universal adult-sized changing table?

We also asked for:

1. The building's name
2. The floor location (1st, 2nd, 3rd, etc.)
3. The door's number

(See Appendix F for an example of the Google Form.)



05B. DOOR DATA

For door/entrance data collection, our project did not use Google Forms to collect information, but we did use Google Sheets to organize and keep track of completed buildings.

Our group used an app connected to the ASU map called ArcGIS Collector to collect door/entrance data. With the help of the GIS Developer, Mapping Access was given special access to the software. When data was collected, the app automatically populated the information onto the campus map.

Since this app was specific to the campus, buildings were populated on the app. All the person collecting data needed to do was go up to the entrance, find it on the map, pinpoint the entrance, and answer the short questionnaire that asked:

- 1.Are there automatic buttons?
- 2.Is the door 32 inches or wider?
- 3.Is it the main entrance?
- 4.Is it an accessible entrance?
- 5.What is the building's name?
- 6.Notes and picture of the door.

(See Appendix G for an example of ArcGIS Collector and the questionnaire).

It is important to note that the app is not user-friendly to those with a visual impairment or those who have a physical disability that does not allow them to use a touchscreen smartphone. In those cases, we worked with volunteers to find different ways to collect door data. Some examples are using a voice recording or writing down the information with pen and paper.



Suggestions

Data Collection

1. Does your project require data collection?
2. What are you collecting? Why are you collecting it?
3. How were the data collection criteria made?
4. Is one person in charge of collecting data or will it be a group effort?
5. Who is in charge of organizing the data?
6. Where will your data be housed? Google Drive? Paper?
7. How will you ensure all data is collected?
8. What will data collection accommodations look like for those who do not and cannot use your method?
 - a. Voice memo?
 - b. Email or text message?
 - c. Pen and paper?
 - d. 2 person method - one person physically collecting data and one person writing it down?
9. Who will the final data go to?

Barrett Thesis Committee



RaNiyah Taylor

ASU 2022
GRADUATE

RaNiyah Taylor is a senior at Arizona State University on track to graduate in May of 2022 with her honors degree from Barrett, The Honors College. She is majoring in Political Science & Family and Human and minoring in French.

Post-graduation, RaNiyah hopes to enter politics in any capacity. Specifically, she is interested in a career in foreign relations where she can help implement educational development in countries abroad or work in advocacy domestically to enhance the quality of life for underrepresented populations.



Dr. Adero Allison

THESIS DIRECTOR

“Adero” Cheryl E. Allison is an Assistant Director for ASU’s Student Accessibility and Inclusive Learning Services and a Practicing Sociologist. Her career has centered on advocacy, teaching self-advocacy, and encouraging proactive visioning for personal goal attainment. On the Diversity Leadership Alliance 2021 Uncomfortable Conversations series she has served as a panelist on dialogues #4 THE DIGITAL PLAYING FIELD “How Racially Equitable is it?” and #7 WIRED DIFFERENTLY “Embracing Neurodiversity in the Workplace”.



Dr. Annika Mann

SECOND COMMITTEE
MEMBER

Annika Mann is an Associate Professor of English at ASU’s New College of Interdisciplinary Arts and Sciences. She specializes in eighteenth- and early-nineteenth-century British literature and culture, this history of medicine, the health humanities, and disability studies. She is the author of Reading Contagion: the Hazards of Reading in the Age of Print (University of Virginia Press, 2018) and is currently at work on a book on women writers and chronic illness.

Appendix A

DEFINITIONS

WHAT IS DISABILITY?

"A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions)."

"Disability is a social construct, not just based on the medical model"

Source: [https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html#:~:text=A%20disability%20is%20any%20condition,around%20them%20\(participation%20restrictions\).](https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html#:~:text=A%20disability%20is%20any%20condition,around%20them%20(participation%20restrictions).)

DEFINITIONS

WHAT IS UNIVERSAL DESIGN?

"The design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability."

Source: <http://universaldesign.ie/What-is-Universal-Design/>

DEFINITIONS

WHAT IS ACCESSIBILITY?

"The degree to which a product, device, service, or environment is available to as many people as possible."

Source: <https://myblindspot.org/mbs-accessibility-defined/#:~:text=Accessibility%20can%20be%20viewed%20as,the%20use%20of%20assistive%20technology.>

DEFINITIONS

WHAT IS ACCESS?

"A means of approaching, entering, exiting, communicating with, or making use of: The ability or right to approach, enter, exit, communicate with, or make use of."

Source: <https://myblindspot.org/mbs-accessibility-defined/#:~:text=Accessibility%20can%20be%20viewed%20as,the%20use%20of%20assistive%20technology.>

Appendix A (Continued)

“

I have had trouble in general on ASU campuses (West and Tempe) without **visible maps** on campus. That is, maps exist online (though they are **hard to read**) but when I get to campus I can't see / find a map.

ASU AFFILIATE
West Campus



Disrupt
Dis/Ability

“

It can be tough to go to certain places because campus is so big and I get lost a lot. I get too scared to ask for advice because people intimidate me. It would also be nice to know which areas of campus are **more populated** so I can **prepare myself mentally**. Like the Memorial Union is really busy around this time, but Hayden library isn't.

ASU AFFILIATE
Tempe Campus

Disrupt
Dis/Ability

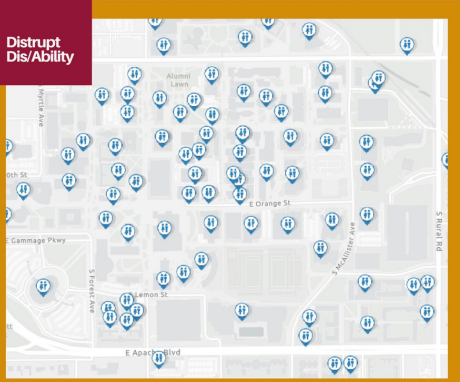
“

If collective access is revolutionary love without charity, how do we learn to love each other? How do we learn to do this love work of collective care that lifts us instead of abandons us, that grapples with all the deep ways in which care is complicated?

LEAH LAKSHMI PIEPZNA-SAMARASINHA
Author of Care Work: Dreaming Disability Justice

Appendix A (Continued)

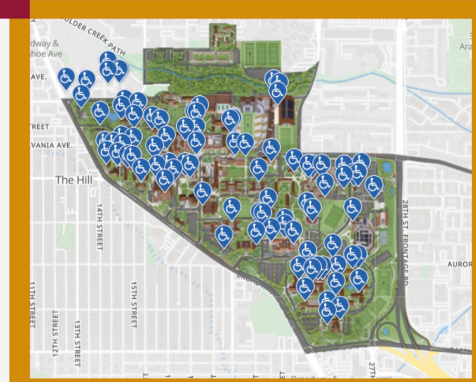
Disrupt
Dis/Ability



Why Focus on Maps?

Above is the ASU Interactive Map which lacks accessibility for all abilities.

The ASU Interactive Map is the main way for people to get across campus. The lack of universal design hinders all regardless of ability.



Above is an interactive from the University of Colorado, Boulder. This map is color coded, shows accessible entrances, and easily shows which sections belong to the university. While this might not be the best map, it still has more merits than the ASU Map.

Our *simple* demands for the ASU map

- **For vision impairments:** a map that is not on a grayscale with different colors and voice navigation
- **For physical impairments:** locations of all elevators, accessible entrances, nearest ramps, etc.
- **For all abilities:** a map that will actually help all students find their way to buildings in an efficient manner



On this page, you will find three maps from George Washington University. In the top left corner, this map is simply laid out, color coded, and has landmarks drawn in to help affiliates find their way on campus. In the top right corner is the accessibility map. While it is not the best model, it still is colored and shows accessible entrances. The bottom map is the general interactive map. This map shows the campus from a bird's eye view, is color-coded, and is easy to differentiate between different buildings. Again, these maps are not perfect, but they have more merits than ASU's map.

Appendix B

#MAPPING ACCESS #MAPPING ACCESS #MAPPING ACCESS #MAPPING ACCESS #MAPPING ACCESS



DISRUPTING DIS/ABILITY ON ASU
TEMPE CAMPUS


LOOKING FOR VOLUNTEERS

We are in the process of working with ASU to add
an accessible layer to the Tempe campus map.
We need your help in mapping ASU Buildings!

WED., NOV. 11 | 10 AM - 1 PM
MEET AT THE MEMORIAL UNION
(OUTSIDE STARBUCKS)

Contact RaNiyah Taylor at
rntaylo2@asu.edu

#MAPPING ACCESS #MAPPING ACCESS #MAPPING ACCESS #MAPPING ACCESS #MAPPING ACCESS



ASU West Campus

MAPPING ACCESS

FRIDAY, MARCH 19
12-2PM


Meeting Location: Fletcher Lawn
North

WHAT IS THIS?

Since Fall 2020, a group of ASU
undergraduate and graduate students
has been working together to collect
data that will make the ASU campus
maps more accessible.

WE NEED YOU!

- Help us test our new "wayfinding"
feature on the West campus
- Give us feedback
- Create a better & inclusive
community on ASU West campus




Reminders:

- Masks must be worn
- Social distance must be maintained
- FREE bagels will be provided
- Please bring a portable device that allows
access to the ASU map

TO REGISTER FOR THE EVENT AND FREE PARKING, SCAN THE QR CODE TO THE RIGHT

**IF YOU NEED EXTRA ASSISTANCE REGISTERING OR HAVE ANY QUESTIONS ABOUT HOW
TO VOLUNTEER, PLEASE CONTACT SAM GILLETTE AT SGILLETTE1@ASU.EDU**



Appendix C



Mapping Access Volunteer Event

Nov. 11 from 10am-1pm

Meeting Location: Memorial Union (outside Starbucks)

Thank you so much for your interest in volunteering with us! All your help will go such a long way to make ASU more accessible and inclusive to all.

We are 5 students who are taking part in a Humanities Lab specifically targeted to disrupting dis/ability. Before we got to the step where we could actually work to make changes to the ASU campus map, we were two different groups. Team 4 (David, Jordyn, and RaNiyah) had the initial plan to make changes to the map but faced many challenges. So they reevaluated their focus and decided to take to social media to raise awareness (presentation [LINKED HERE](#) and FaceBook Page [LINKED HERE](#)). Team 2 (Christine and Sam) had the same ideas, but a different approach. They decided to bring awareness to the issue by creating a YouTube video that highlighted key points that lack access (video [LINKED HERE](#)). When these initial projects ended, both groups decided to continue to push for change at ASU.

In our continued project, we have done research into different mapping companies as well as compared ASU's campus map to other campuses, for example, The George Washington University, CU-Boulder, and the University of Minnesota-Twin Cities. Once we gathered all our information, we were able to schedule a meeting with the ASU ADA Coordinator, the Director of Information Technology, and the person in charge of the map's database (presentation [LINKED HERE](#)). In this meeting, we were able to get verbal feedback and permission to add accessible layers to the ASU Tempe Campus Map. However, before we do this, we need to collect data on every ASU building on the Tempe campus. The past week, our team has been going around collecting data on all gender-neutral/accessible bathrooms and now we are working towards collecting data on building entrances.



All Covid-19 safety protocols **WILL** and **MUST** be followed in order to participate. We will also have food provided at this event as a thank you! Your help is much appreciated!

Today you are here to help us finish collecting data. We will give you the following information on what you need to know for collecting data:

- A smartphone or laptop (or anything you can access Google Drive on)
- Your group leader and group
 - Group Leaders Buildings List [LINKED HERE](#)
- A quick training on what you are looking for and how to track it
- Building locations with which data we need to collect
- Campus Map [LINKED HERE](#)
- The Bathroom Data [LINKED HERE](#) (coordinate with team leader)
- The Entrance Data [LINKED HERE](#) (coordinate with team leader)
 - Does the door have a Button?
 - Is the door 32 inches or wider?
 - Is the entrance accessible?
 - Building Name?
 - Extra Notes?

Appendix D

TOP LEFT PHOTO

<https://www.statepress.com/article/2021/03/spcommunity-student-group-creates-an-accessible-map-layer>

TOP RIGHT PHOTO

<https://www.statepress.com/article/2021/01/spcommunity-students-join-together-to-create-an-accessibility-coalition>

BOTTOM LEFT PHOTO

<https://news.asu.edu/20210604-solutions-accessibility-asu-students-disrupt-disability>

BOTTOM RIGHT PHOTO

https://www.instagram.com/p/CMmzeCdHDVp/?utm_medium=share_sheet

TOP PHOTO

<https://live-humanitieslab.ws.asu.edu/current-and-upcoming-lab-course-offerings/fall-2020-labs/disability-2/disrupting-dis-ability-impact-outcomes/>

BOTTOM PHOTO

<https://www.youtube.com/watch?v=WNdUXTR2Go8>

Appendix E

ASU West Map Data

File Edit View Insert Format Data Tools Extensions Help

100% \$ % .0 .00 123 Times New... 10 B I A

A1:P1 - fx Last Updated:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N		
1	Last Updated:															
2	Building Name		Gender Neutral/Accessible Bathrooms						Garb Bars Around Toilet	User <48 in.>15 in. Can Reach Everything	Mounted Sink Wheelchair Accessible	Floor Urinal for Catheter Users	Universal Adult-Sized Changing Table	Notes/Comment:		
3			Automatic Door		Wheelchair Accessibility											
4			Floor Location and Door Number	Button Open on Outside	Bathroom Open on Inside	Door Wide Enough	Sufficient Space to Navigate to Toilet and Sink	Lack of Tight Corners								
5	CLCC	Classroom Labs/Computer Classroom	1st Floor; 127W1 & 119M1	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐			
6			1st Floor; 160T1	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐		
7	FAB	Faculty/Admin Building	2nd Floor; 260T1	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑			
8			2nd Floor; N202W1 & N202M1	☑	☑	☑	☐	☐	☐	☐	☑	☐	☐			
9	FLHLB	Fletcher Library	1st Floor; 112M1 & 113W1	☑	☑	☑	☑	☐	☑	☑	☑	☑	☐	Only 1st and 3rd Floors had accessible bathrooms		
10			3rd Floor; 312W1 & 313M1	☑	☑	☑	☐	☐	☑	☑	☑	☐	☐			
11	KIVA	Kiva Lecture Hall		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	NO ACCESSIBLE BATHROOMS		
12	SANDS	Sands Classroom Building	1st Floor; 100W & 100M	☑	☑	☑	☑	☐	☑	☑	☑	☐	☐	1st Floor Bathrooms only accessible		
13	SDFCW	Sun Devil Fitness Complex	1st Floor; 126T2	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	Accessible Shower Room - not bathroom		
14			1st Floor; 126T3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐			
15			1st Floor; 102T1	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐		
16			3rd Floor; 310T1	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	
17	UCB	Univeristy Center Building	Men's & Women's Locker Room	☐	☐	☑	☑	☑	☑	☑	☑	☑	☐	☐	Open Doorway - button not needed	
18			1st Floor; 110T1	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐		
19			2nd Floor; 210W1 & 210M1	☐	☐	☑	☐	☐	☑	☑	☑	☑	☐	☐		

Appendix F

Section 1 of 5

Is this accessible?

If you answer no, to this question, just click no for the rest of the questions and we will come back to this building later.

Does this building have a gender-neutral bathroom?

Yes

No

Section 2 of 5

ASU Accessibility Map - Bathroom Data

Description (optional)

Building Name *

Short answer text

Is this bathroom open to students/visitors?

Yes

No, only staff have access to it.

Other...

Floor Location *

1st

2nd

3rd

Other...

Door Number

Short answer text

Appendix F (continued)

Section 3 of 5

Automatic Doors

Description (optional)

Button on Outside *

☐ Yes

☐ No

Button on Inside *

☐ Yes

☐ No

Appendix F (continued)

Section 4 of 5

Wheelchair Accessibility

Description (optional)

Door Wide Enough (32 inches or wider) *

☐ Yes

☐ No

Sufficient Pace to Navigate to Toilet and Sink *

☐ Yes

☐ No

Lack of Tight Corners *

☐ Yes

☐ No

Grab Bars Around Toilet *

☐ Yes

☐ No

User >48 in. Can Reach Everything *

☐ Yes

☐ No

After section 4 - Continue to next section

Appendix F (continued)

Section 5 of 5

Other Important Considerations

Description (optional)

Is mounted sink wheelchair accessible? *

☐ Yes

☐ No

Floor Urinal for Catheter Users *

☐ Yes

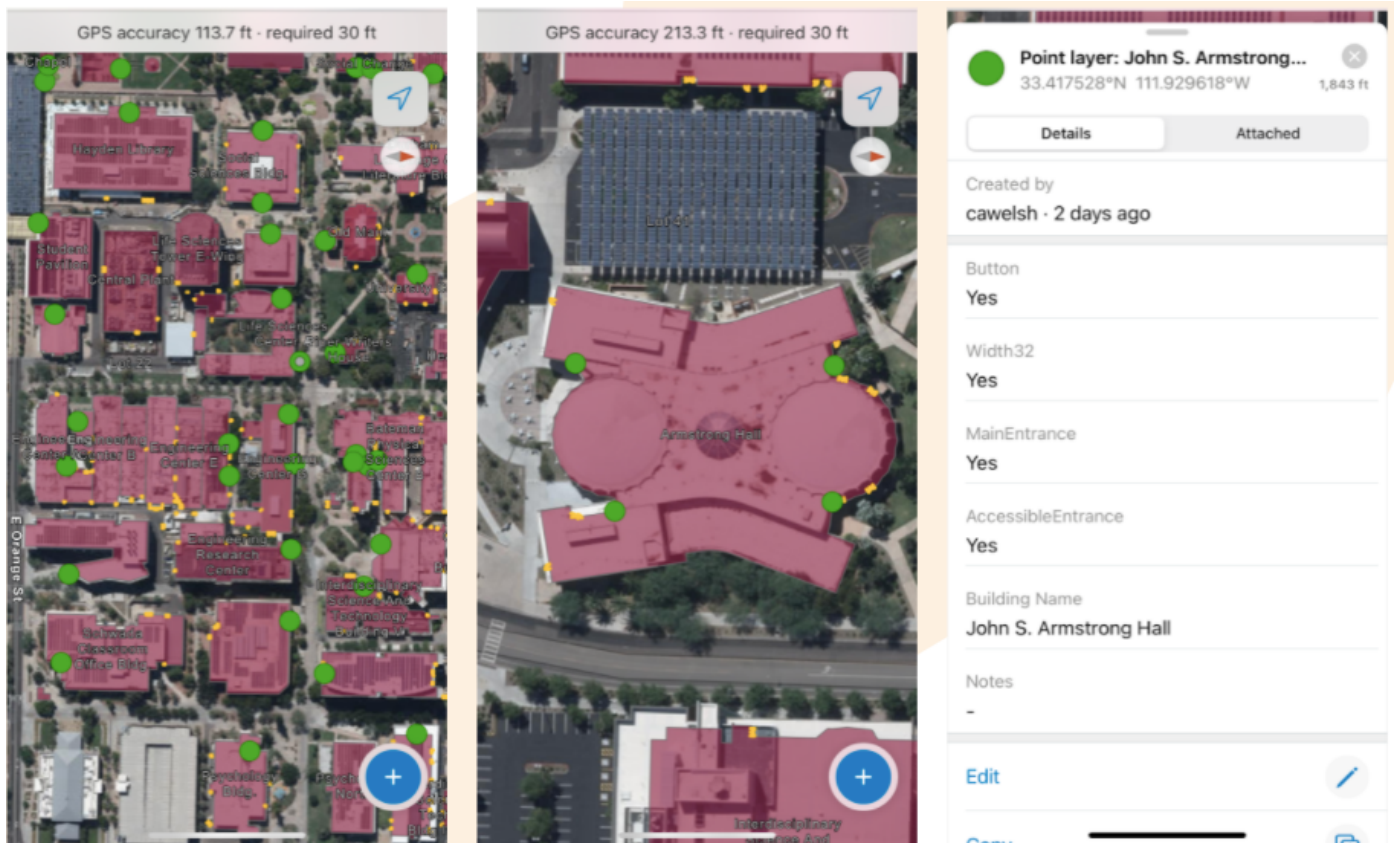
☐ No

Universal Adult-Sized Changing Table *

☐ Yes

☐ No

Appendix G



Mapping Access @ ASU: A Guide for Universities to Cultivate Inclusion

RaNiyah Taylor
Barrett, The Honors College Thesis
Fall 2021 Defense