# University of Minnesota GAAD 2023 – Resources Shared by Participants in Chat and Collective Notes Documents

## A2 – Alternative Text for Scientific Graphics

* Effective Practices for Description of Science Content within Digital Talking Books – [opens as a webpage](https://www.wgbh.org/foundation/ncam/guidelines/effective-practices-for-description-of-science-content-within-digital-talking-books). Created by GBH, Boston’s Public TV station, this resource offers guidelines for and examples of describing STEM images.
* Stephen Few’s *Show Me the Numbers : Designing Tables and Graphst to Enlighten* (2012, 2nd ed.) is available as a print book at UMTC and UMD libraries: the Libraries’ [permalink opens to records for both locations](https://primo.lib.umn.edu/permalink/f/11uk8fo/UMN_ALMA21337877660001701).
* Describing Images for Enhanced Assessments – [opens as a webpage](https://www.wgbh.org/foundation/ncam/guidelines/describing-images-for-enhanced-assessments) with sections offering further links providing an introduction to image descriptions, guidelines for describing images for assessment, and professional development resources to support STEM-based faculty who are using images in assessments.

## B1 – Working Together: Teachers and Learners on Amplifying Accessibility

### On Teaching

* Podcast series of 6 short segments (less than 30 minutes) focused on “rigor as inclusive practice” hosted by Columbia University’s Center for Teaching and Learning. The transcripts with links to audio podcasts have been gathered into [a single google folder](https://drive.google.com/drive/folders/1SYgopOGlcz4Y47tjB75dHuvztoVIjv6c?usp=drive_link). (Note: transcripts created by participants in a teaching in higher education course as part of learning digital accessibility principles and practices.)
* “Teaching with Access and Inclusion” is a resource created by Angela Carter to convey principles and practices through sections focused on Key Concepts, Grounding Principles, and Everyday Practices. [The short link – z.umn.edu/TAI – opens as a google document](https://z.umn.edu/TAI).
	+ Inspired by the TAI document, Jennifer Englund’s “Use Canvas Gradebook to increase access and inclusion” Canvas resources instructors might use to expand access, foster belonging, use differentiated instruction, and offer structured flexibility. This blogpost [opens as a webpage](https://umn-extra-points.blogspot.com/2023/01/use-canvas-gradebook-to-increase-access.html).
* In “Where are we now? A Student Readiness Survey will help you find out,” Sara Schoen provides an overview of why and how to build readiness surveys that combine queries about access to technology with questions focused on students’ learning practices, access needs, and course-related considerations. This blogpost [opens as a webpage](https://umn-extra-points.blogspot.com/2022/08/where-are-we-now-student-readiness.html).
* Lydia X. Z. Brown reminded us – via a [blog post that opens as a webpage](https://autistichoya.net/resources/syllabus-language/) – of her ways of addressing Access and Accommodations in syllabuses for course she teaches.
* A participant in this and the keynote session noted the long-term impact of Brown’s Ableism/Language web resource (created July 2012, updated September 2022) that [remains available as post on Brown’s now inactive personal blog](https://www.autistichoya.com/p/ableist-words-and-terms-to-avoid.html).

### On Face-to-Face Meetings

The Accessible U website offers a “Face-to-Face Meetings and Events” resource that includes How-To and Do/Don’t guidance for organizing face-to-face meetings, events, conferences in what that help “ensure everyone feels welcome, understands what is presented, and participates in discussions and activities.” The resource [opens as a webpage with tabs](https://accessibility.umn.edu/what-you-can-do/extend-core-skills/face-face-meetings-events).

### On Academic Job Market

* Chris McGunnigle’s edited collection on *Disability and the Academic Job Market* is not currently owned by the University of Minnesota Libraries. (We’ll work on that.) In the meanwhile, we’ll include its full citation and a PDF sample offered by the publisher:
	+ MLA Citation: McGunnigle, Christopher, ed. *Disability and the Academic Job Market*. Vernon Press, 2022. For a preview, a 38 page sample that includes a table of contents and opening chapter is [available as a pdf](https://vernonpress.com/file/17306/e5f73d43ba573fe0663490f50c061c6b/1651730374.pdf).

## B2 – Accessibility in Research

* Erin Durban’s 2022 article, "Anthropology and Ableism appeared in *American Anthropologist*, and is available as via [a public open access link that downloads as a pdf](https://anthrosource.onlinelibrary.wiley.com/doi/pdfdirect/10.1111/aman.13659?casa_token=dxACIvzD82MAAAAA:hcL86v7s1lz2OuO6Ey4lX-liIRv8mYoNSaifpLsbD_pPjp_EdtrgVWfwHFxP4kpyY8u4EX0gWNz6SYw).
* Components of the exhibition “Indisposable: Tactics for Care and Mourning,” co-curated by Jessica A. Cooley, are showcased in [a webpage](https://www.fordfoundation.org/about/the-ford-foundation-center-for-social-justice/ford-foundation-gallery/exhibitions/indisposable-tactics-for-care-and-mourning/) that includes photographs of some installations, as well as links to description of related events during the project’s 2022 run at the Ford Foundation Gallery in New York City.
* Jessica Cooley’s co-authored article “Crip Curation as Care: A Manifesto,” published in 2022 in *Theater* is [available to UMTC students, staff, faculty as a pdf download via a Libraries link](https://primo.lib.umn.edu/permalink/f/dkvf4l/TN_cdi_proquest_journals_2683594275).

## B3 – Data Accessibility

* Khaled Musa created a handy JAWS & VoiceOver Keyboard Shortcuts resource that is [available as a google document](https://docs.google.com/document/d/1TL4_lWyBycAQqOXDJ6vFl9up4Sd-d7U36XXmUtZFRgc/edit#heading=h.dh454s2auqbn).
* Pope Tech is a system-wide web accessibility checking tool that allows editors to scan a website for accessibility issues, and view a specific errors and location report to resolve website accessibility errors. The [overview resource opens as a webpage](https://it.umn.edu/services-technologies/pope-tech) with further links to getting started and “how to” resources.
* The “Accessibility Data Primer” defines accessible data as material that “compatible with assistive technologies, as well as featuring the considered use of design features such as color contrast, font size and legibility, and alternatives to visual presentations of information such that users with physical/sensory disabilities or who are neurodivergent have equivalent access to the information represented by the data.” [Opening as a github document](https://github.com/DataCurationNetwork/data-primers/blob/master/Accessibility%20Data%20Curation%20Primer/accessibility-data-curation-primer.md), this resource follows a brief introduction with sections addressing “accessibility by data type,” and provides appendices focused on areas for further study, key definitions, and freely available tools.

## C1 – Data Visualization

* The Do No Harm Guide Project offers several guides for researchers and analysts working to approach their work through diversity, equity, and inclusion lenses. Rather than offering prescriptions, each guide is designed to encourage analysts to consider how they work with and present data. [The Do No Harm webpage link](https://www.urban.org/projects/do-no-harm-project) opens to showcase further links to four guides, one overview video, and a collection of Additional Resources.
* Citations for articles, books, sites suggested by participants:
	+ *Cognitive Load Theory in Action* by Oliver Lovell – the book seems not included in UMN system libraries. For an overview, [a Learning and the Brain website post](https://www.learningandthebrain.com/blog/the-best-book-on-cognitive-load-theory-ollie-lovell-to-the-rescue/) noting this as “the best book on cognitive load theory” offers on overview addressing why/how this is an excellent resource.
	+ Amy Cesal, data visualization designer and instructor, shares representative publications and guide-focused resources [on her site's Writing webpage](https://www.learningandthebrain.com/blog/the-best-book-on-cognitive-load-theory-ollie-lovell-to-the-rescue/).
	+ The Work of Edward Tufte and Graphics Press [website](https://www.edwardtufte.com/tufte/) offers links to a rich collection of resources focused on data visualization principles, practices, and projects – some featuring Tufte, an early voice as data visualization emerged as an area of research and practice.

## C2 – PDF accessibility

* The system-wide [Digital Accessibility Badging Program webpage](https://it.umn.edu/services-technologies/digital-accessibility-badging-program) sets out six self-paced short online workshops community members can complete to learn how to create emails, course sites, slide decks, documents – including PDFs – that are more accessible for staff, students, and instructors to navigate and understand.

## Lydia X. Z. Brown Keynote

### Books

* Jay Dolmage’s 2018 book, *Academic Ableism: Disability and Higher Education*, is described by the University of Michigan Press as “bring[ing] together disability studies and institutional critique to recognize the ways that disability is composed in and by higher education, and rewrites the spaces, times, and economies of disability in higher education to place disability front and center.“ The book is available as a free download:
	+ Access [the University of Michigan Press free ebook webpage](https://www.fulcrum.org/concern/monographs/1c18dg49d) to download the book as a single document. The page includes options to read the book online, download as a PDF or EBUP, or purchase the book.
	+ [A Project MUSE webpage](https://muse.jhu.edu/book/57058) offers chapter-by-chapter download of the full book.

### Margaret Price’s Mad at School: Rhetorics of Mental Disability and Academic Life, a 2011 University of Michigan Press publication “explores the contested boundaries between disability, illness, and mental illness in the setting of U.S. higher education. Much of the research and teaching within disability studies assumes a disabled body but a rational and energetic (an "agile") mind. In *Mad at School*,” the press description notes, “scholar and disabilities activist Margaret Price asks: How might our education practices change if we understood disability to incorporate the disabled mind?”

### This book does have download options via UMTC and UMM libraries. The [UMTC permalink](https://primo.lib.umn.edu/permalink/f/dkvf4l/TN_cdi_umichiganpress_fulcrum_10_3998_mpub_1612837) opens to list online access options.

* *Barriers and Belonging: Personal Narratives of Disability* is a 2017 Temple University Press anthology and edited by Michelle Jarman, Leila Monaghan, and Alison Quaggin Harkin. Comprised of 37 personal narratives, the collection addresses a core question: What is the direct impact that disability studies has on the lives of disabled people today?
	+ The book is available via Interlibrary Loan, and for bookstore purchase.
* *Design Justice: Community-Led Practices to Build the Worlds We Need*, edited by Sasha Costanza-Chock, is a book that “documents a multitude of real-world community-led design practices, each grounded in a particular social movement. Design Justice goes beyond recent calls for design for good, user-centered design, and employment diversity in the technology and design professions; it connects design to larger struggles for collective liberation and ecological survival.”
	+ The book was created as an Open Access document with options for downloading a full text or reading the book online [available via its open library webpage.](https://library.oapen.org/handle/20.500.12657/43542)

### Web Resources

* Writers of the *Disability Justice: An Audit Tool* [share their toolkit resource as one that can be read on screen or downloaded as a pdf](https://static1.squarespace.com/static/5ed94da22956b942e1d51e12/t/625877951e18163c703bd0f4/1649964964772/DJ%2BAudit%2BTool.pdf), and describe the tool as “aimed at helping Black, Indigenous and POC-led organizations (that are not primarily focused around disability) examine where they’re at in practicing disability justice, and where they want to learn and grow.” Sections 1-2 address disability justice definitions and political vision, with sections 4-6 setting out audit processes, practices, and examples.
* A group from the global [Ecoversities Alliance](https://ecoversities.org/) includes a yearly conference and community forum, both focused on reimaging education because **“how we learn changes how we live.** A world where diverse knowledge systems, ecologies and cosmologies coexist is needed and possible. It is possible to have a world where many worlds exist.” The [re-imagining education website](https://re-imagining.education/) links guests to conference archives and learning communities “reclaiming diverse knowledges, relationships and imaginations to design new approaches to higher education.”
* The Civics of Technology project notes its aims and offerings as: “to empower students and educators to critically inquire into the effects of technologies on their individual and collective lives. We conduct research, develop curriculum, and offer professional development. Our work seeks to advance democratic, ethical, and just uses of technology in schools and society.” The [Curriculum Resources webpage](https://www.civicsoftechnology.org/curriculum) provides a number of curriculum and classroom resources “to help students critically inquire into technology” by addressing critical questions through activities and inquiry design model questions.
* The Disability Academic Collective is “a group of undergraduates, graduate students, faculty members, and independent scholars who identify as disabled and are fighting for accessible higher education for all academics. We write on ableism, intersectionality, lived experiences, and disability studies.” The [front page of the group’s website](https://disabledacademicco.wixsite.com/mysite) provides further links to subscribe to Collective updates, to join the collective, and review blog posts as well as resources.