**Dr. Margaret Price 2021 AVETH Social Justice Seminar Series Transcript**

17:08:05 Dear All, welcome to the AVETH ETH Social justice seminar series of 2021. I'm Rosa, pronouns are She/Her, and I am happy to moderate today's session on: 'using quantitative and qualitative methods to uncover nuances of disabled peoples' experiences in higher education by Dr. Margaret Price.

Each year the seminar series concentrates on a theme to create scholarly opportunities to learn more about social justice.

We hope participation in the seminar series stimulates your curiosity and interest to be deliberately inclusive in your administrating, leadership, mentoring, and teaching.

Depending your understanding of disability is important for everyone and is essential to promote the growth and evolution of ETH in addition to the newly green lit barrier free project at ETH. IF you have any questions or comments or would like to become more involved in social justice at ETH please reach out to us through the diversity at AVETH dot ETH dot CH e-mail or go to the AVETH website where you can find more information on this year's seminar series.

We are happy to this year offer four leading experts in disability studies who will virtually join us at ETH. Our first seminar was Dr. Rosemarie Garland Thomson who talked about how to build an inclusive world the last week.

And today, we are happy to have our second seminar which is given by Dr. Margaret Price who I will introduce in a moment.

Our third seminar is entitled 'Academic Ableism: eugenics, accommodation, and design', by Dr. Jay Dolmage which will be on the Sixteenth of November, and our final seminar entitled 'Against Ableism in Teaching and Scholarship' by Dr. Stephanie S. Rosen is on the 30th of November from 5-6 pm again, as all of the other seminar series.

We will be happy too if you join the other ones and you can scan the QR code here to get a link to the registration.

Now, next I will share a few guidelines for today's sessions. There will be multiple communication and material formats for the seminar. We will record the event and make slides available shortly after the live seminar. As you may notice, there will also be automatically generated transcription in English during the session which works okay but is not entirely accurate. please bear with us for this.

17:08:11 This will also be saved as a transcription that we will edit and make available shortly after the live seminar.

17:08:19 You can type your questions into the chat box in English or in German, and we will then read the question aloud to the speaker in English during the Q&A session.

17:08:27 Well the chat is accessible for some, and even a preference, it is also a barrier for some people, so questions after the seminar can also be shared directly with us through the diversity email address, which can be found on our website.

17:08:45 While, we do not anticipate it any hateful or harmful comments will not be accepted and the individual will be removed from zoom room. Guidelines aside, I want to personally thank all of you for joining today.

17:08:59 And the entire AVETH ETH, and especially Mark for making it possible to organize the seminar series.

17:09:07 Without further ado, it is my personal pleasure to introduce our second speaker of the 2021 AVETH social justice seminar series, Dr. Margaret Price.

17:09:19 Dr. Price's pronouns are she/her, and she joins us today from Columbus, Ohio in the USA.

17:09:27 Dr. Price is an associate professor and director of disability studies at Ohio State University, where she also serves as a co founder and lead PI on the Transformative Access Project, which reimagines access as a collective

17:09:45 process that centers race, ethnicity, disability, class, gender, and sexuality. Her award winning research focuses on sharing concrete strategies and starting necessarily dialogues about creating a culture of care, and the sense of shared

17:10:07 accountability in academic speeches.

17:10:10 Her book, Mad at School: Rhetorics of Mental Disability and Academic Life, won the outstanding Book Award from the conference on College Composition and Communication. Other writings appear in Inside Higher Education,

17:10:29 Disability Studies quarterly, Smith magazine and Carlos, a journal for a Rhetoric, Technology and pedagogy.

17:10:38 In 2017, Dr. Price was introduced into the Susan M. Daniels Disability Memorial Hall of fame, and in 2020 she was awarded a Full Bright grant to study access and design at the University of Gothenburg in Sweden.

17:10:57 Today we are incredibly fortunate that Dr. Price will share with us details from her mixed method studies, which include surveys and interviews regarding disabled faculty in higher education.

17:11:10 She will talk with us about the different kinds of knowledge that are built through these different methodologies. Key questions that we will touch upon today are: what motivates...,

17:11:24 What motivations and experiences drive disabled people's decisions on the job, and what do disabled people know about working in higher education that non disabled people need to know. Hope you're as excited as I am to learn from Dr.

17:11:36 Price how quantitative and qualitative methods can work together to build robust knowledge about disabled experience. And how this knowledge could lead to create access for all. Please address your questions and comments to Dr.

17:11:52 Price or to me, using the chat box function, and we will get to them during the Q&A session. For now I'd like to give the word to Margaret. Please begin whenever you're ready with sharing your screen, I will not stop sharing mine, and I'm looking forward.

17:12:09 Thank you so much Rosa, and also Mark, and everyone who's here as part of this very impressive seminar series. I'm truly honored to be included.

17:12:24 I noted when we were talking about putting questions in either German or English that I speak a tiny bit of German.

17:12:32 But the only time I have occasion to use it anymore is when skating with my international friends during the Athens to Atlanta road skate every October.

17:12:42 The most recent time I tried to have a conversation in German, I was helping someone who had fallen, and I was able to say phrases such as there is a van coming for us.

17:12:55 And they will have medical supplies and I discovered on that occasion that that's probably the limit of my German anymore.

17:13:03 If people would like to put questions in the chat.

17:13:08 That would be wonderful. I'm also happy to answer questions while I'm speaking.

17:13:13 When I had my PowerPoint up I can't really see very much that's happening in the zoom.

17:13:19 But Rosa and Mark have promised to keep an eye out for raised hands or questions or anything else that might mean I could pause for a moment and we could go to a question or just address some problem that's occurring.

17:13:36 Along the way, I'm planning to speak for no more than 30 minutes I'll keep a close eye on my watch. And then we'll have some time for discussion. Rosa, I just want to check in before I share my screen is there anything I forgot that I should attend

17:13:49 to before. I launch.

17:13:53 Nope, I think you're ready.

17:13:55 Okay, great.

17:14:11 Today I will talk about a study that I've been conducting since 2013.

17:14:16 This study focuses on the experiences of disabled faculty and other employees in higher education settings.

17:14:24 The cover slide shows a screenshot from the studies web page. And for those who'd like to look around at a broader context while someone is speaking.

17:14:33 You're very welcome to go to this web page and just kind of explore some of the information about this study, the pages at my professional website, which is Margaret price, all one word dot WordPress.

17:14:48 com, and you just click on the tab that's labeled disabled faculty study.

17:14:54 So I'll pause for just a moment for those who might need to get there.

17:15:16 Very briefly to review existing research about disabled employees in higher education. There's not a lot. There's more since 2013 but the picture is still not abundant and disabled employees in higher education are rarely studied systematically, the studies

17:15:28 that do exist tend not to cite one another, in part because they're spread across a wide range of disciplines.

17:15:36 This leads to the research record being one researcher called fragmented.

17:15:42 Now interestingly, there are many, I would say over 100 at least that I found individual articles or chapters, or very small n- studies, like two people, three people, things like that.

17:15:57 And an interesting refrain that I found in those very, those accounts from individual people or very small studies, is that the author or the participants feel completely isolated, even going so far as to say there is no other research on disabled faculty,

17:16:29 and the most recent study of this kind that I found was published in 2020.

17:16:29 Larger studies, a few do exist, they tend to exist

17:16:29 not in US research, I found one that was conducted by the UK guardian.

17:16:33 There are also some larger ones that are conducted by the US National Science Foundation.

17:16:39 The World Health Organization has some research, but these really tend to be mostly nose counting.

17:16:45 That is how many people do we have that we can identify through some not very nuanced metric as disabled. Okay, it's not enough. What should we do, they tend to underplay the complexity of the issues involved.

17:17:00 For example, the emotional toll of trying to obtain and keep accommodations, which is something I'll talk about in more length a bit later.

17:17:10 An interesting anecdote arising from the survey of 267 disabled faculty that my colleagues and I conducted.

17:17:19 When we tried to publish this article we actually completed data collection in 2013, and we were ready to send our article out by early 2014.

17:17:33 However, our article was desk rejected, that is not even sent out for review by four different education journals.

17:17:41 All of the editors told me personally, that studies of disabled faculty were outside of the scope of their journals. One of the journals actually specializes in disability and higher education.

17:17:54 And again, that picture has changed a little bit since 2014, but it's still very common to see people assuming that research on disability and higher education, really just means research on student, not any other inhabitant in higher education contexts.

17:18:15 That study was finally published in the journal Disability Studies Quarterly in 2017.

17:18:23 So given this highly fragmented picture. One of my foremost research challenges when working on this study was even figuring out what questions to ask.

17:18:34 And also even trying to find samples for the two studies the survey and the interviews.

17:18:40 So in my talk today I'm going to offer an account of how this study came to be, with special focus on its methodology because the methodology had to emerge along with the study, in a sense we were learning as we went. And the main question I'll focus on

17:18:57 is this one:

17:18:59 How can we ask better questions about disability and higher education in order to solve long standing problems, such as achieving greater inclusivity.

17:19:19 So some brief background about the study, as I mentioned the study was launched in 2012 as a collaborative effort between me, Stephanie Kerschbaum, Mark Salzer, and Amber O'Shea. Mark and Amber are both psychologists. Mark is a rehab psychologist, and Stephanie

17:19:37 and I both work in rhetoric and composition, which is partly a humanities and partly a social science discipline.

17:19:46 But rhetoric scholars tend to be located in English departments, as Stephanie and I are. Mark and Amber were both at Temple, are both at Temple University.

17:19:58 I started out at a small college called Spelman College, which is a historically black college for women. I moved to Ohio State in 2016 and Stephanie during her time working on the study was located at the University of Delaware.

17:20:14 The survey had 267 participants. It began with a relatively narrow focus, looking only at faculty who self-identified as having mental health histories.

17:20:25 When the study, went to the interview phase, we decided to broaden it to include faculty who self-identified as having disabilities of any kind.

17:20:38 Now it's important to note that the process of this study has been quite slow, as you can tell, since we launched it nine years ago.

17:20:46 One reason for the slow pace is that the methodology had to be adjusted in response to our own physicians as disabled researchers, but also in response to our findings as they emerged.

17:20:58 This was one reason why we gave up the narrow focus on mental health disabilities and brought into disabilities, of any kind.

17:21:08 It became evident through the survey that trying to draw a bright line between mental and physical disabilities.

17:21:15 Wasn't really leading us to the kinds of questions that most needed to be asked.

17:21:22 We also had to take into account the fact that several of the researchers, including myself, are disabled. So we did the interviews in various modalities, including face to face signing, phone calls with an interpreter captioning, a face to face kind of

17:21:40 of hybrid of speech and signing, a video conference with just oral speech, like we're doing now, instant messaging chat, email, and various combinations of these. In every case researchers defer to participants, according to their preference for modality.

17:21:57 And this is a very common directive in qualitative research, always try to defer to your participant. Make sure your participant is comfortable. Meet in a location that works for them, use a timeframe that works for them, but an interesting thing that we

17:22:14 found as we were conducting interviews, was that our own disabilities, inevitably shaped the interview situation. So, the mythical objective qualitative researcher wasn't really a story that was possible to sustain over the course of this study, and Stephanie

17:22:32 and I published two articles talking about that in more detail.

17:22:37 Price and Kerschbaum (2016), which is in the Canadian Journal of Disability Studies and Kerschbaum and Price (2017), which is in the journal College English.

17:22:53 Now I'm going to talk for a moment about how we selected participants for the survey since the survey had to be completely anonymous due to regulations from our institutional review board.

17:23:09 We didn't have any opportunity to sort of try for any kind of sampling, other than convenience sampling. And we also didn't have any way to link survey data to interview data so that kind of triangulation which would be really valuable for future studies,

17:23:27 was not something we were able to do for this study. For the interview study, we decided pretty early on that it would be useful to use a method called Maximum Variation Sampling.

17:23:41 That means recruiting participants, or simply selecting participants off the list, who represent as wide as possible a range of experiences and situations.

17:23:56 So, the 36 interviewees in the disabled faculty study self identified with a very wide range of disabilities, including blindness, deafness, mobility impairment, paralysis, mental illness, chronic pain, cognitive impairment, chronic illnessl and others.

17:24:23 Interviewees also self identified with a wide range of races, ethnicities, genders, sexualities, classes, ages and fields of studies. They also work in a wide range of academic appointments, including non-tenure track faculty, tenure-track faculty, tenured,

17:24:41 clinical positions, staff positions that include instruction, and in a couple of cases graduate students who were students only at their own universities, but also worked as an adjunct to other universities, essentially in order to pay the bills.

17:24:58 Now, if you're accustomed to an approach to sampling that is much more systematic and aimed at representative samples,

17:25:06 this can seem pretty chaotic.

17:25:09 So, the key question for this kind of sampling, Maximum Variation or Diversity Sampling is not to aim at who is representative of a particular group.

17:25:20 The idea is not to uncover typical experiences, in a sense, it's to go in exactly the opposite direction and ask the question, who is unimagined, who would be thrown out of a representative study as an outlier whose experiences might be in comprehensible

17:25:38 through present frameworks, and are some are, not our assumption, but sort of our hunch, or hope, as we went forward with this kind of sampling, was that working with this sort of sample would allow us to ask better questions.

17:25:55 We already knew from our early work that we were being surprised by things that our participants were telling us, and we decided to go forward on the assumption that there was much more to be told, but we didn't yet know quite what to ask. I also mentioned

17:26:13 that the idea of being an unimagined type is from Tanya Titchkosky's wonderful book, The Question of Access, which was published in 2011.

17:26:27 I want to mention one other thing about this study that is perhaps not unique, but certainly something that was a significant research challenge:

17:26:37 the question of keeping participants identities confidential.

17:26:58 In the US, it is rare enough for a faculty member to be disabled, at least to be known as disabled, that simply describing the briefest details of a particular person's profiles would often be sufficient to say who they are.

17:27:01 So for example, if I described one of our participants. This is a fictional profile as a wheelchair user and linguistic scholar who teaches at a small liberal arts college in the American northeast.

17:27:16 Those few details alone would probably be enough to identify them, it's that rare to see faculty using wheelchairs or to take some other examples, it's that rare to have blind colleagues, it's that rare for a signing, non-speaking deaf person to be working

17:27:33 full-time in a faculty position or for that matter and a staff position.

17:27:37 So, this issue of potentially identifying information was discussed with each participant, and each participant has come up with their own bio.

17:27:49 In some cases, identifying, for example, one of our participants chose to identify only as a woman of color, and not to be more specific about her race or ethnicity, but it was also very important for her to say that she identified as an immigrant to the

17:28:04 US. So, we always defer to how participants wanted to identify themselves, but we really noticed that a seemingly unexplored issue in working with disabled academics, is that there are a lot of us statistically speaking.

17:28:24 But we are hard to find in the research, and if we are

17:28:31 findable with their disabilities,

17:28:34 we are suddenly kind of luridly findable.

17:28:37 Everybody knows who we are.

17:28:40 So I'll talk just briefly about the survey analytical process. The analysis was conducted using SPSS. Amber O'Shea did most of this analysis with the rest of the research team, contributing questions and specific combinations to analyze.

17:29:01 Most of our findings because it was a first of its kind and convenience sampled survey are descriptive in nature.

17:29:09 We were, some of the things that we were surprised by, and thought we needed to follow up on more closely included over half of our 267 respondents reported that they did not request accommodations despite the fact that they were entitled to them.

17:29:24 Over half of the respondents also reported not even knowing how to request accommodations at their institutions.

17:29:31 And we also, one of our major findings, was that the vast majority of our respondents reported that their most important supports came from off campus resources, such as personal friends, spouses, mental health supports that they pursued separate from their

17:29:47 jobs.

17:29:49 So, these kinds of findings led us to the some of the questions we were able to ask in the interview phase, including the question of why disabled faculties seem to have so much difficulty locating support at their institutions. In the US, this is supposed

17:30:05 to be a straightforward process. It's driven by a piece of legislation called the Americans with Disabilities Act. And if you ask someone who's responsible for implementing that act.

17:30:17 For example, a government official or a person at a university who is representing the university's interests in disability cases, you will be told that it's a very straightforward process. You will literally be told

17:30:31 There are three steps: identify the problem,

17:30:36 identity the accommodation that is needed to address that problem, implement the accommodation.

17:30:43 However, over half our respondents on the survey reported many different kinds of problems which caused us for the interview phase to want to say, what's going on in that process.

17:30:55 The official word is that this is a very simple process and legally mandated, yet it seems to go so badly, not just some of the time, but at least over half the time.

17:31:04 According to the 267 people reporting their, their experiences on the survey.

17:31:11 Incidentally, I mentioned that one of the factors that caused us to open the interviews to participants with disabilities of all kinds, is that some survey respondents reported that their experiences seeking accommodations for physical disabilities, did

17:31:26 not go any better, which really piqued our interest. These were anecdotal data, there weren't enough reports for us to say oh this is a significant chunk of our respondents.

17:31:36 But given that that reflected Stephanie's and I's personal experiences as well, we thought that seems weird, if you have an accommodation need that is as seemingly straightforward as a sign interpreter will show up for one hour and interpret during a meeting,

17:31:53 why does this so often go so wrong?

17:31:57 Now moving on to the analysis of the interviews. I'm not sure how many people in the audience are qualitative researchers, so please forgive me if I'm going over information that's already obvious to you. The qualitative coding method that I used.

17:32:15 Oh and I mentioned that Stephanie decided to work on a different book project, and Mark and Amber were just on for the survey. So at this point, from interview analysis on word, this is me. as an individual researcher.

17:32:29 So my qualitative coding process draws from approaches including Grounded theory, category construction, and situational analysis.

17:32:38 The process for grounded theory, essentially, there are various versions of it.

17:32:44 But essentially it involves an inductive process in which the researcher identifies initial codes, just kind of trying to notify and notice almost everything.

17:32:55 That seems to speak in any way to the research questions.

17:32:58 Those are then group together or modified into what are called axial or focused codes.

17:33:05 So here you have fewer codes, and ideally they're kind of matching each other in some sort of more parallel scheme, at which point you start to build a specific coding scheme where your codes are not only organized into specific categories but the category

17:33:32 also work together to form some kind of larger picture. The categories don't exist in isolation. They're part of a dynamic unit.

17:33:34 So it took me literally years and years to eventually develop the coding scheme for these interview data. Part of the reason is that I just am not funded very well. Most humanities researchers in the US are not.

17:33:50 And part of the reason is that the findings themselves were just surprising and were emerging slowly.

17:33:56 Ultimately, I developed a coding scheme that includes four major categories.

17:34:05 In some qualitative coding approaches these big overarching categories would be called dimensions. And then the specific categories within them are called codes.

17:34:14 You could also call the big categories codes and the littler categories sub-codes, doesn't really matter as long as you're consistent.

17:34:21 So the four major dimensions that I ultimately arrived at are Cost, Time, a Company Event/Relations, and Space.

17:34:31 Each of these dimensions includes between 10 and 16 codes and some examples of specific codes that I'm coding for within these interviews are, within cost, one code is cost of accommodations. That is, how much they literally cost and money,

17:34:50 use of personal resources by the participant, who pays for what when paying for accommodations, missing events or losing things. And then there's another series of codes there. Within Time some of the examples of codes include pace, stamina, duration

17:35:10 needed to get accommodations in place, time of day. Time actually is the most capacious dimension with 16 codes. Now, as you can tell from these particular examples.

17:35:22 Some of these are quite objective. Time of day is simply coded every time a participant mentions the time of day in the context of something else are talking about.

17:35:33 However, the code duration needed to get accommodations in place is a little more subjective and requires a more careful definition.

17:35:41 It reflects the finding that there's often a really significant gap between being granted an accommodation, and actually having that accommodation be available and usable to the participant.

17:35:54 And this sometimes involved quite a long story. So that was a code that required more interpretation. For this reason when doing qualitative coding, the coding dictionary will typically include a strict definition for the code, and some examples of data

17:36:13 that would be coded that way. And here I should shout out my wonderful research assistants who worked with me over the years.

17:36:21 Ryan Cartwright, Paige Mason, and Addison Torrents.

17:36:32 So what did all this lead to? All that stuff, which was either fascinating to you or a real snooze, depending on your inclinations around methodology.

17:36:43 My early codes provided an answer to one of my research questions which was a very simple question, what barriers are faced by disabled academics. However, I had not expected that in investigating that question, my findings would force me to look again,

17:36:58 sorry for the misspelling, at the question of what barrier actually means.

17:37:05 So for example, many of the respondents

17:37:08 in the interview phase of the study reported the same problem.

17:37:13 This problem was that their everyday lives, and especially the choices they made about how they did their work, were extraordinarily hard to explain to their colleagues or to their supervisors. A disabled person....

17:37:30 ...sorry, one of the faculty members in this study, or actually sorry several faculty members in the study, described grappling with common sense questions from their colleagues. For example, why don't you just explain the problem you're having to your

17:37:44 chair, or why not just ask your students for help? And these interviewees, as they told these stories, identified one issue, which was, it's very hard to explain why this is a problem to my non-disabled colleague, or my non-disabled supervisor

17:38:05 or sometimes even my doctor or my therapist.

17:38:08 I found that interviewees often seem to struggle to explain these issues, even to themselves. So one of the questions that was on our, our research guide, was the question, 'if you could have any accommodation you wanted,

17:38:27 what accommodation would you choose?'. And some faculty members being interviewed answered this quickly and readily. Oh, I'd like to have this and this and this, that would be great.

17:38:35 But some faculty members pause when we ask this question, and said, I don't know, and several of them said the same phrase which was, I can't even imagine.

17:38:48 And that really piqued my interest; that was what led to the major sort of investigation which is underpinning my book Crypt Space Time, which is, there seems to be this kind of different reality, what I'm calling Crip Space Time,

17:39:04 that seems very difficult to explain or justify if you're not the one experiencing it, and I got very interested as a rhetorician in how people tried to explain this, and how other parties to the conversation took up those explanations, or in some cases,

17:39:23 unfortunately, disregarded those explanations.

17:39:27 So here's a quick example of Crip Space Time, and I'm going to go fast because I think I just have about five minutes left.

17:39:34 The chart on the slide right now is something that I call The Accommodations Loop. And the way I arrived at this loop and its implications for disabled faculty is discussed at much more length in my article, Time Harms: disabled faculty navigating the accommodations

17:39:53 loop. It was just recently published in South Atlantic Quarterly.

17:39:58 Essentially this loop, if you, you can start anywhere, but we can start just for convenience at the upper left corner, the system itself is slow. This is already well documented.

17:40:11 The process of getting accommodations granted is time consuming. There may be delays before accommodations are actually put in place, figuring out how to use accommodations may be time consuming, or just arranging them may be time consuming.

17:40:28 For example, numerous deaf faculty members had to arrange their side interpreters every single time they needed them, and some accommodations are simply time consuming by nature.

17:40:39 Americans are very fond of referring to a level playing field in relation to disability access, but this is really just a story.

17:40:48 This is one reason why I'm interested in exploring space/time as a concept.

17:40:54 Justice doesn't necessarily mean equivalence.

17:40:57 So you combine that slow system with the fact that the employees need might be quite time sensitive, they might need that reader immediately,

17:41:09 they might be harmed if the air quality in their workplace is not addressed immediately, or a temperature issue is not addressed, and sometimes, as happens for all of us, a problem may arise suddenly and unexpectedly.

17:41:26 That combination leads to two different kinds of costs for disabled employees. They may decide to pay for their own accommodations, Or they may leave their job.

17:41:39 Numerous interviewees reported both strategies.

17:41:44 And another kind of cost, which is often unremarked on in the existing research, is that the person undergoing this loop, which is kind of more like a maze, is often experiencing significant emotional distress, and of course that's a factor in when employees

17:42:03 decide to either pay for their own accommodations because they just can't deal with the stress of it, or to leave the job altogether.

17:42:11 Of course that emotional distress can exacerbate the fact that the needs are time sensitive.

17:42:18 And when employees decide to solve a problem on their own, either by paying for their own accommodations or leaving their job,

17:42:26 this actually reinforces the slow system because the need appears to have disappeared.

17:42:34 And I'll go to the next slide to kind of summarize what this diagram, essentially means, from a disabled employees point of view.

17:42:43 First traversing this loop is not just time consuming. It exacts a huge emotional toll as well. Interviewees used words like devastated. Some cried during their interviews. Several interviewees, as I mentioned, have left academia since their interviews

17:42:58 took place.

17:43:00 In addition, and maybe even more insidious, the accommodations loop is generally imperceptible to those not traversing it. Disabled employees continue funding their own accommodations, or they find a way to manage the constant labor of justification and

17:43:16 surveillance. I didn't go into detail about this but many employees reported being really invasively surveilled as they tried to make a case for why they needed accommodations, or they may simply disappear from the system.

17:43:32 And when a disabled person leaves the university system, that loop closes and disappears. It essentially poof, their disappearance removes both the need for the accommodation, and also any trace of its history.

17:43:47 So that's depressing.

17:43:49 I'll get to the more cheerful part in just a moment.

17:43:52 In summary, the analytical process for just this one dimension, Time, suggests a possible answer to why inclusivity, it seems like such a difficult thing to achieve in higher education.

17:44:06 Everyone's in favor of it; everyone's working to achieve it, or almost everyone, but much of the process of exclusion is not perceptible to those who are not undergoing it.

17:44:18 And even those who are undergoing it may struggle to say what is actually happening. We don't have language for it, we don't have the discursive framework that would allow us to say, this is what's happening.

17:44:31 And that's what you really need the qualitative research for, is to get to those things that cannot be replied to on an instrument, such as a survey.

17:44:42 So, in conclusion, the disabled faculty study demonstrates that we are often not asking the most pressing questions about access in higher education.

17:44:53 For example, a frequent question that we ask ourselves and each other, is how can we make environments in higher education more accessible. How do we remove barriers, how do we write better policies, how do we support disabled students better, support

17:45:09 disabled employees better. But over the years of analyzing the data from the disabled faculty study, I realized there are other questions that might lead us more directly to the heart of the problem.

17:45:24 First, almost no one in higher education is against inclusion, a great deal of effort and money have gone into making higher education more accessible and inclusive.

17:45:34 But why then are our efforts not working very well?

17:45:37 The situation, of course, is highly variable in different countries. The US is not well known for knocking inclusion out of the park.

17:45:46 And it's also, of course, variable along lines of race, gender, sexuality, type of disability, and so on.

17:45:53 So the book that I'm working on talks about these issues using an intersectional framework.

17:45:59 For the purposes of this talk, I'm looking mostly at US higher education context, where

17:46:05 despite sweeping legal mandates for accommodation, a huge number of almost unnameable problems arise.

17:46:30 The second question that I think we need to explore is, why do disabled employees in higher education routinely report, a sense of working in a completely different world, or according to completely different logics than their non-disabled mentors and

17:46:31 colleagues. Interviewees reported being asked common sense questions, like, why didn't you just come to me and struggling to answer those questions for their colleagues or supervisors and also for themselves.

17:46:46 And finally, in closing, in order to find and explore those better questions. I've offered a couple of examples, but by no means have I nailed down all the better questions about inclusion in higher education.

17:46:58 We really need a wide range of methodologies, and we especially need to collaborate using the methods and methodologies that we do have.

17:47:06 Thank you very much.