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FACULTAS MARGINEM: ASSESSING DISABILITY DATA AND PUBLIC AAU UNIVERSITIES' AFFIRMATIVE ACTION PLANS FOR SYSTEMIC BARRIERS FACING FACULTY WITH DISABILITIES

Joseph Carlton Barry
University of Kentucky, ukydsirt@outlook.com
Author ORCID Identifier:
https://orcid.org/0000-0003-3286-0219
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Joseph Carlton Barry, Student

Dr. Julian Vasquez Heilig, Major Professor

Dr. Jane McEldowney Jensen, Director of Graduate Studies

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DISSERTATION

A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Philosophy in the
College of Education
at the University of Kentucky

By

Joseph Carlton Barry

Lexington, Kentucky

Co- Directors: Dr. Julian Vasquez Heilig, Dean of the College of Education and
Dr. Eric Thomas Weber, Professor of Educational Policy Studies & Evaluation

Lexington, Kentucky

2022

https://orcid.org/0000-0003-3286-0219

ABSTRACT OF DISSERTATION

FACULTAS MARGINEM: ASSESSING DISABILITY DATA AND PUBLIC AAU UNIVERSITIES' AFFIRMATIVE ACTION PLANS FOR SYSTEMIC BARRIERS FACING FACULTY WITH DISABILITIES

This dissertation contributes to education equity scholarship produced by academics seeking to develop understandings of disability, Persons with Disabilities (PWD), and how both are situated amongst faculty in institutions of higher education. As such, this dissertation centers on a study of public US universities belonging to the Association of American Universities (AAU). This study looks for institutional level associations between respective rates by which college and university faculty with disabilities (FWD) are employed, certain aspects of disability policy drawn from each institution's 2020 Affirmative Action Plans (AAP), and various other instances of empirical disability data (EDD).

While this study contributes to literature focused on understanding the number of FWD employed by colleges and universities in the US, it is mainly focused on continuing to develop measures of certain environmental barriers; specifically, in facing FWD amongst the 36 public institutions of the AAU, and deriving from certain aspects of institutional praxis, disability policy and the general quality of certain instances of EDD. Ultimately, this work aims to reduce the impact of educational injustices faced by PWD by addressing certain systemically based institutional level barriers which may be leading to the heightened degree of marginalization adversely affecting college and university FWD in the United States (US).

KEYWORDS: Facultas Marginem (FM), faculty with disabilities (FWD), Association of American Universities (AAU), Affirmative Action Plan (AAP), datistic efficacy (DE), Program Analysis of Service Systems' Implementation of Normalization Goals (PASSING).

Joseph Carlton Barry

(Name of Student)

12/09/2022

Date

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By
Joseph Carlton Barry

Julian Vasquez Heilig
Co-Director of Dissertation

Eric Thomas Weber
Co-Director of Dissertation

Jane McEldowney Jensen
Director of Graduate Studies

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Date

DEDICATION

To *my grandmother, Renee Victory: My accomplishments would not have been possible without your encouragement and guidance to pursue education. To my children and their mothers, my family (immediate, extended, or otherwise). And, in memory of Nicholas Maurice Broadway, Rob and Sergio Murti, Anthony "Ant" Brown Sr, Tony "Tone" Scott, Joseph "JoJo" Reaves, and Auntie Vicky.*

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This dissertation also benefited greatly from the input and guidance of Dr Eric Thomas Weber. I am extremely grateful for his presence in both focusing my work while also allowing me the space and time to explore different avenues in ultimately finding my literary scholarly voice. This was priceless in building my confidence and understanding of the subject matter presented here.

It is important that I acknowledge the personal support I've received while completing this dissertation. The overall number of persons having ultimately supported me in obtaining this goal far exceeded what I'd ever expected prior to embarking on it. For that I've felt honored, empowered, and extremely grateful. With that said, I need to especially acknowledge the persons having been regularly by my side; sacrificing, supporting, and growing with me while conducting this work in Kentucky: Joseph Jr, Evelyn, Tyre, and Jolynn who hasn't waivered one bit in being by my side during the whole process. To that, I couldn't be the father, student, nor professional that I've been able to be here at UKY without the support of two beautiful women, Carmen, and Akia. I thank you both for the vital support

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Lastly, I still mean every day to make my ancestors proud and bring honor to my family's name. And most importantly, Mom, I know that none of this would be had it not been for everything you've done exactly in raising me: I love you.

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This dissertation contributes to education equity scholarship produced by academics seeking to develop understandings of disability, Persons with Disabilities (PWD), and how both are situated amongst faculty in institutions of higher education. As such, this dissertation centers on a study of public US universities belonging to the Association of American Universities (AAU). This study looks for institutional level associations between respective rates by which college and university faculty with disabilities (FWD) are employed, certain aspects of disability policy drawn from each institution's 2020 Affirmative Action Plans (AAP), and various other instances of empirical disability data (EDD). While this study contributes to literature focused on understanding the number of FWD employed by colleges and universities in the US, it is mainly focused on continuing to develop measures of certain environmental barriers; specifically, in facing FWD amongst the 36 public institutions of the AAU, and deriving from certain aspects of institutional praxis, disability policy and the general quality of certain instances of EDD. Ultimately, this work aims to reduce the impact of educational injustices faced by PWD by addressing certain systemically based institutional level barriers which may be leading to the heightened degree of

[1] The term *Facultas Marginem* combines the Latin terms *facultas*, which translated to English means "ability" (OnlineTranslationPro.com, 2022a), and *marginem*, which translated to English means "margin" (OnlineTranslationPro.com, 2022b).

marginalization adversely affecting college and university FWD in the United States (US).

This dissertation not only contributes to education equity scholarship seeking to develop understandings of disability and Persons with Disabilities (PWD), it also contributes to education equity scholarship focused on the operation of environmental barriers affecting disability, and how each are situated amongst institutions of higher education: Most namely, in the areas of Affirmative Action Plan (AAP) programming and faculty employment. Ultimately, the study grounding this dissertation utilizes mixed methods to assess 18 public universities physically located in the United States (US) and belonging to the Association of American Universities (AAU). This study looks for statistical associations resulting from tests aimed specifically at developing institutional level understandings of the rate by which faculty with disabilities (FWD) are employed and the operation of certain systemically based environmental barriers affecting their employment.

In aiming to establish these understandings this work relies quantitatively on a study of newly compiled empirical data derived from Affirmative Action Plans (AAPs) associated with each of the 18 AAU institutions basing this study, respectively. Additionally, this dissertation also relies on a qualitative study of contextual data centering on the text comprising these same AAPs. The qualitative aspect of this study is heavily guided by Wolfensberger & Thomas' (Wolfensberger, 1983; 2007, 2015) PASSING instrument. The data ultimately utilized by this study was sourced from both, the Affirmative Action Plans

(AAPs) belonging to each of the 18 studied institutions, and, certain other related instances of empirical data produced by federal research agencies, (i.e., the US Census Bureau, the Bureau of Labor Statistics, the Integrated Postsecondary Education Data System, and the National Science Foundation.).

In sum, this dissertation contributes to literature focused on developing ontological understandings and empirical measures related to disability, PWD, FWD, and the operation of systemically based environmental barriers affecting their employment, according to the following areas: 1) Jurisdictional factors; 2) Institutional factors; 3) Institutional level aspects of AAP programming policy, and; 4) Federal law governing AAP programming praxis. Ultimately, my aim here is to reduce the impact of educational injustices most namely facing PWD by addressing the operation of certain systemically based institutional level barriers affecting their employment as institutional academic faculty.

The challenges facing FWD are particularly problematic on two levels: An existential level, and a hermeneutical level. For example, in arguing that institutions of higher education need to improve reasonable accommodation (RA) services for FWD, Joseph Grigely (2017) referenced both, existential and hermeneutical challenges, as being fundamental factors in complicating institutions' ability to adequately provide RA services for FWD. While his argument was more so addressed at the operation of a very practical, or otherwise existential, type of systemic barrier facing FWD, (i.e., inadequate RA services for FWD), determining his ultimate position at various points in his argument had been complicated since many of his grounds stemmed from a key hermeneutical

premise echoed by other scholars (Evans et al., 2017a; Price et al., 2017), to wit: There is very little scholarship aimed at understanding FWD, and more specifically, the rate by which FWD are employed at the institutional level.

Explicitly, Grigely's argument is aimed at the existential aspects of the problem. That is, where he begins by pointing out that amongst the little data that does exist on FWD employment rates, "these numbers are discouraging" (2017, para. 3). He then goes on to argue that systemically based inadequacies in the RA services institutions make available to FWD are, as he stated, "one of the biggest challenges for disabled faculty members" (2017, para. 4). Next, Grigely uses these two claims to ultimately base his enthymeme, "It's time to rethink how colleges process faculty requests for disability accommodations (RA)" (2017, para. 6).

From there, the rest of Grigely's argument can be viewed as a long-drawn-out conclusion. Whereas he finished his argument by listing several more specific issues owing to shortcomings in RA services while concurrently offering some practical solutions aimed at redressing them. Some examples of the issues he raised throughout the rest of his argument included: the hesitancy of FWD to request needed RA services due to perceived conflicts of interest (i.e., most notably, with regards to one's goals for tenure), the discouragement of students with disabilities from becoming faculty (i.e., FWD), and the fostering of disability stigma, prejudice, discrimination, etc. Hinting at what seems to be the underlying problem however, Grigely's final statement touched more broadly on the problems facing FWD while also connotatively highlighting some of the stigmatic

and hermeneutical factors complicating their redress. That is, where he closed by providing a specific instance of data that he claimed "show just how little institutions value the input of people who know disability issues best – their own faculty members" (2017, para. 17).

Circling back now, to the more nuanced hermeneutical component of Grigely's argument, to wit: In making his argument Grigely began by echoing the sentiment of many other scholars, having noted the sparsity of academic literature, and subsequently, the sparsity of institutional level data on FWD. Without meaning to sound unappreciative of his article, I'd pose that the argument Grigely made therein severely underestimates the ramifications this sparsity has in further complicating the redress of the systemic challenges he specified as facing FWD, (i.e., those deriving from shortcomings in institutions' ability to provide adequate RA services).

Whereas, in identifying the dearth of available scholarly research on, or otherwise common understanding of, how many FWD are employed amidst institutions of higher education, i.e., having pointed out that "surprisingly little is published about this subject" (2017, para. 3); Grigely's argument consequentially then begs a critical epistemological question: How might one reasonably address institutional level problems facing FWD, (i.e., in this case, being shortcomings in institutions' ability to provide adequate RA services), if the number of FWD existing at the institutional level is not reasonably understood?

Thus, the hermeneutical component of Grigely's argument then seems to identify this dearth in understanding of FWD employment rates (i.e., resulting

from the sparsity of scholarly research on FWD), as being a certain specific type of systemic epistemological problem which ultimately compounds the existential problems already facing FWD. In summary, Grigely's argument, though not explicitly aimed to address shortcomings in the availability of academic research on FWD, it emblematizes the challenges facing FWD which continue to result from the ongoing dearth in scholars' production of academic research on FWD: Specifically, in producing institutional level aggregates of empirical disability data (EDD) on FWD.

Consequentially, the systemic problems associated with inadequate EDD take on a reciprocative type of nature in affecting PWD. Or put another way, in being associated with inadequacies in EDD, certain systemically based existential problems facing PWD remain constantly both, symptomatic and indicative of certain inadequacies in EDD: They are constituted necessarily as being both, the cause and the effect of inadequacies in EDD. This duality ultimately results in the strong, widespread, or entrenched operation of a specific type of hermeneutical void affecting PWD.

Because this hermeneutical aspect of the problem is so entrenched, the compounding effect, or the reciprocative nature of issues associated with inadequate EDD is exemplarized by the theoretical tensions undergirding them. To make this point more clear, the second half of the previous sentence is restated here using a phenomenological exemplar to provide context: This compounding effect, or the reciprocative nature, of issues being associated with inadequate EDD is exemplarized by the ongoing theoretical tension complicating scholars'

ability to assess societally based barriers facing PWD. That is, where the same issues undermining Grigely's argument, again undermine scholars' ability to assess societally based barriers facing PWD. Again begging the question: How might we develop adequate understandings of societally based barriers facing FWD, if the number of PWD existing amidst a given societal context is not reasonably understood?

Whereas certain underdeveloped understandings of PWD not only stem from phenomenological types of sources (e.g., disability stigma, discrimination, prejudice, subversive approaches to diversity equity and inclusion – DEI, etc.), but they also stem, even more largely, from epistemological types of sources as well (e.g., inconsistencies in the theoretical and methodological approach taken by academics in producing empirical research on PWD). Thereby, resulting in the operation of a specific hermeneutical void that enacts certain reciprocative types of injustices accordingly affecting the condition of PWD (i.e., phenomenologically), and the condition of EDD (i.e., epistemologically).

This dissertation addresses both aspects of the problem by looking at several levels of empirical data drawn in relation to PWD which might reflect conditions that are more or less indicative of systemically based barriers affecting their employment as FWD. As such, this work centers most on institutional level data appearing in federally mandated Affirmative Action Plans (AAPs) belonging respectively to the 36 public institutions of the Association of American Universities located in the United States (AAU). Federal laws aimed at protecting

equal employment opportunities for PWD require that AAPs explicitly report the number of PWD, and accordingly, FWD employed at the institutional level.

Building on the work of existing scholarship aimed at addressing issues of education, education equity, and educational research; and guided by evaluation theory in seeking to know, essentially, how many FWD actually exist at the institutional level, and how FWD rates may be affected by the presence of certain systemic barriers operating at the AAP programming level: The present work poses that new language (i.e., Facultas Marginem) is necessary, and looks specifically at several aspects of both, EDD, and the AAPs belonging to the AAU, to pose several key research questions. Stated here in the following subsection, the research questions (RQs) aim specifically to develop understandings of both, FWD rates, and the potential operation of certain systemically based hermeneutical and socioenvironmental barriers adversely affecting the existence of FWD, (i.e., in their being employed amongst the AAU institutions).

Research Questions

To assess FWD rates and the potential operation of certain hermeneutical and socioenvironmental barriers affecting the employment of FWD amidst the AAU, the study basing this dissertation uniformly addresses the following research questions (RQs):

1) What is the FWD employment rate amongst public AAU research universities in the United States? To what extent might FWD employment rates be disproportionate to analogous data (e.g., on employment, disability, and PWD)?

2) How might disability, PWD, and most namely FWD, be framed, portrayed, or otherwise understood in the text comprising AAPs belonging to AAU institutions? Might certain systemically or policy based hermeneutical and socioenvironmental barriers be identified as operating at the institutional AAP programming level to disproportionately affect the employment of FWD at AAU institutions (i.e., according to the EDD and the AAP data ultimately collected by this study)?
3) What actions and policy proposals are suggested for persons tasked with improving institutional policy, or the laws governing them; to improve institutions' ability to employ FWD and implement more effective DEI, EEO, and AAP programming affecting them?

From an overarching perspective, these questions act as the theoretical pillars guiding this dissertation. As such, its study centers on a multi-level analysis of newly compiled data on FWD drawn from AAPs belonging to public AAU institutions located in the US. Specifically, the study basing this work explores the quantitative and qualitative data appearing in the collected AAP documents for institutional level data displaying FWD employment rates, while also exploring a wide ranging body of collected data for associative patterns that might exist between certain aspects of federal law & institutional policy governing AAP programming praxis and certain aspects of collected empirical disability data that may be indicative of the operation of certain systemic barriers facing the employment of FWD.

Outline of the Work

This dissertation is based on a study of FWD employment rates and the operation of certain systemic barriers facing the employment of FWD according to the public US universities belonging to the AAU as of November 2021. As such, this dissertation consists of five chapters: 1) Introduction; 2) Review of the Literature; 3) Methods; 4) Findings, and; 5) Discussion. The first chapter is titled *Chapter 1: Introduction*. Chapter One begins by introducing the background and basic aspects of the problem addressed by this project (i.e., disparities in FWD rates). Then, the purpose, scope, and significance of the study are discussed before closing the first chapter with a section of text on the author's reflexivity and positionality with regards to creating this work.

The second chapter of this dissertation is titled *Chapter 2: Review of the Literature*. Chapter Two begins by reviewing literature which more exactly identifies, defines, and discusses the problem. Then after reviewing literature on the disciplinary and theoretical aspects of the problem, a review of literature supporting the theoretical approach, thereby coined Facultas Marginem (FM), is then taken up. The second chapter closes by clearly explaining the overall theoretical framework grounding the methodological approach taken in the study basing this project.

The third chapter appearing in this dissertation is titled *Chapter 3: Methods*. After beginning Chapter Three with an introduction to the methods utilized by the study basing this dissertation, an explanation of the methodological framework applied in guiding this study is then provided. After which, Chapter

Three then provides an overview of the study before going on to list the definitions regularly used when discussing the methods and resulting findings before identifying the variables this study specifically utilizes in its measures. Then Chapter Three moves to providing an explanation of the exact methods utilized by this study to obtain the statistical findings basing this work. The exact methods utilized in basing the statistical findings of this study are explained in Chapter Three according to three distinct aspects of its process: 1) Methods applied in data collection; 2) Methods utilized in basing descriptive findings, and; 3) Methods used to obtain analytical test results. Finally, Chapter Three provides more of a theoretical description of the methods utilized in reasoning how the data obtained by this study's findings may formulate a response to each of the RQs specifically addressed by this dissertation.

The fourth chapter of this dissertation is titled, *Chapter 4: Findings*. In Chapter Four the findings resulting from the study basing this work are presented. Chapter Four generally adheres to the layout of the text appearing in Chapter Three explaining the exact methods utilized in basing the statistical findings of this study. That is, where Chapter Four first exhibits this study's data collection results before subsequently moving to exhibit this study's descriptive findings, and analytical test results, respectively.

Finally, the last chapter of this dissertation is titled *Chapter 5: Discussion*. Chapter Five begins with a discursive overview of this study's findings in terms of the key points covered by this dissertation, (i.e., the collected data, FWD rates, framing disability and PWD, and systemic barriers). Chapter Five then presents a

discussion of this study's findings in the context of formulating a direct response to each of the RQs guiding this work. Furthermore, the potential implications, limitations, and calls for future work are also peppered throughout the text comprising Chapter Five.

CHAPTER 1: INTRODUCTION

This chapter introduces several foundational aspects of this dissertation. It is broken down into the following main sections: *Overview of the Problem*, *Purpose of the Study*, *Scope of the Study*, *Significance of the Study*, and *Reflexivity and Positionality Statement*. In sum, the text appearing in Chapter One aims to continue clarifying the exact problem addressed by this dissertation while also introducing the theoretical underpinnings guiding the approach this work takes to address it.

Overview of the Problem

Alfredo Artilés has claimed (2016, 2017, 2019) that the very meaning of the term *disability* continues to be overly contentious. This is a key premise echoed by disability scholars, and across various fields covered by academic literature (Bogart et al., 2017; Kanter, 2006, 2020; Monteleone & Forrester-Jones, 2017). For example, Betty A. Weitz argued that democratic norms calling for the minimizing of inequalities should be limited when applying to differences in the treatment of people that are only reflective of "natural inequalities" (1993, p. 421). Whereas Douglas C. Baynton (2011) contradicted Weitz's position by arguing that natural differences between people have always been used in discriminatory ways, noting that disability is one of the most prevalent justifications for inequality in American history.

The Americans with Disabilities Act of 1990 (ADA, 1990; ADAAA, 2008) epitomizes this debate. That is, where the ADA is fundamentally aimed at redressing discrimination on the basis of disability, yet while empowering citizens

with tools for redress of injustices, it draws on a definition of disability which still identifies PWD in a way that associates them (at least to some degree), with certain aspects of life that are inherently stigmatized (i.e., notions related to illness, impairment, inactivity, and deviancy).

The point of the present work is not to get to the philosophical core of what inequality, unethical discrimination, nor inherently stigmatized aspects of life mean, or actually are, as such notions generally regress to being somewhat paradoxical. Rather, my point in exhibiting the ongoing debate around the meaning of disability is two-fold: 1) As a means to introduce the pervasiveness of contemporary inconsistencies in how disability and PWD are conceptualized, and accordingly 2) To begin emphasizing the degree to which certain fundamental standards for understanding disability and PWD are critically needed.

Which brings me to a pivotal, yet relatively untapped voice in the writ-large debate over the true meanings of disability and PWD: Persons who identify as PWD. That is, where disability and being a PWD makes up a fundamental aspect of one's active identity. These are persons whose fundamental notion of self rests on having negotiated, or even still negotiating, the mostly falsely portrayed paradox seeming to exist between those inherently stigmatized terms often related to disability (e.g., notions illness, impairment, inactivity, deviancy, etc.), the realities of disability, and being a PWD.

Doris Fleischer & Freida Zames (2011) described the context by which this identity came about (i.e., those identities loosely equated here with that of PWD). Where they first provided a brief but efficient description of the

contemporary history of PWD (p. 11-13). Whereas their description highlighted several of the key societally based impetuses behind PWDs' relatively recent formation of a unified identity, having emerged by the 1970s ((Fleischer & Zames, 2011, p. 13).

Fleischer & Zames' description relied on a brief sharing of Randolph Bourne's legacy to encapsulate a key root factor in PWD's ultimate formulation of identity. That is, where Randolph Bourne's work began to expose a foundational hermeneutical barrier that prior to then impeded PWD from knowing that they uniformly shared certain sociocultural experiences and physiological traits. And thus, fundamentally affecting how they perceived themselves, (i.e., to an individual/psychological level), as embodying a certain societal status, and ultimately, how they interpreted themselves to be in relation to the world.

From a purely theoretical perspective, PWD are necessarily the foremost experts on what disability means, and what being a PWD means. Unfortunately, inconsistencies in the way that disability and PWD are conceptualized societally extend beyond the theoretical realm of epistemology. These inconsistencies are also pervasive in the contemporary empirical or scientific realm as well. Referencing the works of Robert Anderson (2006a) and Rhonda Olkin (2011), Evans et al. (2017a) claimed, "Information as basic as the numbers of staff and faculty with disabilities working in higher education is unknown" (p. 198). This gap in knowledge stems in large part if not directly from the poor condition of empirical disability data (EDD), specifically in academics' production of aggregates explaining FWD. While empirical data have been fundamental in

understanding and counteracting many aspects of educational inequality, EDD may also be grossly insufficient: Or possibly worse, existing EDD may even be counterproductive to societal attempts to redress educational inequalities.

Whereas the reciprocative nature of the aforementioned hermeneutical void again rears its head. That is, where instances of insufficient EDD are particularly problematic in terms of complicating issues affecting PWD, since such instances not only draw from inconsistencies in the meaning of terms related to disability and PWD, but in being insufficient, then EDD may also be contributing to the ongoing theoretical dissonance encompassing contemporary understandings of disability and PWD. Ultimately, poor EDD complicate scholars' ability to formulate any meaningful address of certain issues related to disability and PWD, and thereby, reciprocally undermining their ability to establish, develop, and ultimately advance scholarship aimed at addressing certain issues related to disability, and maximally, issues related to PWD.

Furthermore, occurrences of bad, exclusionary, poor, or inconsistent EDD are remarkable because they perpetuate injustices that transcend PWD alone. Historically marginalized identities that intersect with disability (e.g., African Americans with Disabilities, Women with Disabilities, etc.), are especially marginalized in being precluded from EDD. Whereas PWD are often precluded in many specific demographical respects according to the systemic production of empirical data aggregating certain components of societal diversity. By precluding PWD amidst such aggregates, systemically produced empirical data is then guilty of marginalizing the very existence of PWD amongst widely adopted

statistical understandings of basic aspects comprising their identity (e.g., race, gender, sexual orientation, employment status, etc.).

By undermining a key aspect of diversity (i.e., stemming from that of PWD), then disparities in FWD rates deriving by a hermeneutical void in existing EDD on FWD are not only indicative of actual institutional conditions, but they are also more so an exhibition of a certain problem: One that undermines many of an institution's (legally required) functions related to certain persons (i.e., being either or both, PWD & FWD). That is, shortcomings in scholars' production of EDD necessarily enact some degree of injustice, most specifically against FWD, and most often by either, neglecting to include them, or by utilizing inconsistent theoretical and methodological frameworks in measures of disability and PWD. Thereby, resulting paradoxically in complicating scholarly aims, and perpetuating misunderstandings regarding disability.

Challenges facing FWD emanating from differing theoretical approaches to understanding disability are also exemplified where faculty members feel conflicted about identifying their needs for reasonable accommodations (RAs), while at the same time desiring to avoid discrimination and being associated with stigmas unfortunately related to disability. Scholars have noted that many FWD struggle to obtain the RAs that the ADA law calls for, and for several reasons (Grigely, 2017; Steinberg et al., 2002a, 2002b). The risk involved in requesting RAs inhibits the gathering of data needed to conceptualize, understand, and address the needs of persons with disabilities, a problem of the kind that Miranda Fricker (2007) has labelled "epistemic injustice."

When problematic EDD is accepted amongst scholars, it creates a type of double bind; injustice first to epistemological goals, which thereby prevent the redress of further injustices related to disability. The poor quality of extant EDD regarding disability is both – indicative of, and symptomatic of – unethical discrimination based on disability, withstanding its having either or both, phenomenological and hermeneutical impacts in affecting PWD. Despite this unethical discrimination occurring from a general sense, unintentionally, the existential impacts that poor EDD have on the lives of PWD mustn't be trivialized. Whereas in stemming from the systemic production of inadequate EDD, these unjust impacts ultimately affecting PWD epitomize an instance of what Miranda Fricker's (2007) argues is a particularly dehumanizing, precedential type of epistemic injustice potentially faced by marginalized people: That is, where hermeneutical marginalization ultimately bases a particular instance of hermeneutical injustice (p. 154).

The impacts of problems stemming from the production of inadequate EDD are particularly remarkable in the case of faculty with disabilities (FWD). Where, as previously stated, many scholars have pointed out that there is very little literature focusing on understandings of FWD (Anderson, 2006a, 2006b; Dundon, 2020; Evans et al., 2017a; Grigely, 2017; Olkin, 2011; Shigaki et al., 2012; Steinberg et al., 2002a, 2002b). Subsequently, where the little EDD on FWD does exist, it seems to either, reflect contradictory or inconsistent data on FWD employment rates (i.e., as I've come to see it), or, as some scholars note, it appears to reflect especially pronounced disparities appearing amidst the data on

FWD employment rates; i.e., markedly low FWD employment rates (Anderson, 2006a, 2006b; L. Burke, 2021; Grigely, 2017; Olkin, 2011; Shigaki et al., 2012).

Therefore, I'd pose that the existing literature which most accurately encapsulates the amount of FWD employed by institutions of higher education stems from scholars (Dundon, 2020; Steinberg et al., 2002a, 2002b) agreeing with the sentiment expressed by Evans et al., (2017a) who stated "Information as basic as the numbers of staff and faculty with disabilities working in higher education is unknown" (p. 198). Nevertheless, scholars do ultimately agree that there is not enough scholarship aimed at understanding FWD, empirically or otherwise. Summarily, this agreement amongst scholars in combination with the aforementioned dissonance existing amongst scholars (i.e., regarding the actual rate by which institutions employ FWD), epitomizes the sheer scope of the hermeneutical challenges facing FWD.

Contemporary scholarship aimed at unmasking the ongoing void in understanding PWD, and FWD specifically, has also garnered attention from the increased production of literature aimed at supporting the contemporary push from university leadership to incorporate diversity, equity, and inclusion (DEI) initiatives amidst many aspects of their collective praxis. This has also been the case with scholarship aimed to improve access and educational outcomes for PWD, specifically with regards to their presence and participation levels amid colleges and universities in the US.

Yet, scholars have continued to note the lack of established understanding of university and college FWD, thereby presenting a problem then also to

universities in pursuing their DEI goals. Accordingly, scholars' ability to address disparities facing FWD are further complicated by competing theoretical approaches to adequately understand disability: Thereby, also further clouding institutional abilities in terms of achieving their DEI goals.

This dissertation is universally based on the argument that academic scholars and other systemically based research operations alike, must begin gathering better EDD on FWD rates as a means of bolstering institutional level mechanisms aiming to avoid, diminish, and redress discriminatory barriers adversely affecting their employment. From an overarching perspective – or on a surface level or in the most general of terms – the problem being addressed most fundamentally by this work is specified henceforth as being, disparities in FWD rates. Stating the problem here as being disparities in FWD rates, a reasonable connotation might be that addressing such should be simple: Either drawing from a need to count, and/or increase the hiring rate for FWD.

However, the factors contributing to disparities in FWD rates owe to certain conditions that present a markedly complex epistemological task to scholars' ability to redress them. Where, as repeatedly noted thus far, disparities stem from both, a seemingly disparate amount of FWD existing (i.e., being employed amongst institutional bodies of faculty), and an existential void in being able to conceptualize disability and thus properly formulate adequate EDD: That is, as needed to specifically assess the degree to which FWD may be disproportionally underrepresented at the institutional level. Put bluntly, the problem's causes and effects are asymmetrical, if not reciprocal, in nature.

Ultimately underdeveloped understandings related to disability owing to both theoretical and methodological inconsistencies in the production of academic literature on PWD and issues related to disability, then necessarily, perpetuate the ongoing (re)production of problematic EDD: Paradoxically, further complicating scholars' ability to address (or possibly to adequately understand) the fundamental derivatives of the problem; the notion of disability, PWD/FWD, and the longstanding existence of disparities in PWD/FWD rates reflected by EDD, i.e., being especially prevalent in the area of education.

Therefore, building on the work of existing scholarship aimed at addressing issues related to disability, PWD, education, equity, and the praxis of research, the present work first aims to show that in the case of FWD, shortcomings in systemic instances of EDD exhibit two categorical points of marginalization: 1) Being, that existing EDD generally reflects phenomenological types of disparities experienced by FWD, i.e., evident in terms of EDD therein reflecting relatively low FWD rates, and; 2) Being, that non-existing and poor instances of EDD reflect problematically more so as ontological or empirically-based disparities in exacting the existence of FWD, i.e., more so evident in epistemological terms regarding EDD – or according to the rate, or degree, by which FWD rates respectively comprise a given aspect of EDD. Thereby basing this dissertation's theoretical approach, not only to specifically redressing disparities in FWD rates in terms of responding to the RQs posed by this work, but also to more broadly inspire the more difficult redress of the ongoing operation of hermeneutical injustice, adversely affecting many aspects of society,

and most namely, according to issues inherently related to disability, PWD, and FWD alike.

The Conditions of PWD and Empirical Disability Data

Persons with Disabilities (PWD) make up a significant amount of the population: The exact amount, however, of PWD existing in the US remains a matter that is overly subjective. For example, in 2000 the US Census Bureau claimed that 19.3% of persons aged five years and older reported having a disability (Waldrop & Stern, 2003). While more recently, US Census Bureau data claimed that as of 2019 only 12.7% of people in the US reported having a disability (US Census Bureau, American Community Survey, 2019). This discrepancy, being a significant drop between 2000 and 2019, in the relative number of PWD existing in the US owes mainly to a change (i.e., taking place after the 2000 US Census) in the way PWD are counted (Brault & Stern, 2007).

Understandings of the number of PWD existing in the US are further complicated when considering that the Center for Disease Control (CDC) reported that in 2018 PWD accounted for closer to 25% of the US population (CDC, 2018). Meaning in summary, that depending on the organization calculating the number of PWD, and more importantly, how the number of PWD is calculated, then roughly 12-25% of the population in the US might generally be considered as having a disability. Discrepancies in the basic number of PWD existing in the US epitomize complications in understandings of disability which are in accordance with the poor condition of systemically based instances of EDD.

As previously noted, instances of poor or non-existing EDD on FWD are especially prevalent. Existing EDD points to a disproportionally low amount of FWD working amongst institutions in the United States (US). Yet like EDD on PWD, existing EDD are inconsistent in reflecting disparities related to the FWD existing in the US. For example, the National Center for Science and Engineering Statistics (NCSES) reported that in 2019 9.1% of US university faculty in the fields of science, engineering, and health were identified as having at least one or more disabilities (2021, p. 48). While only two years earlier, the US Census Bureau reported that in 2017 only 4.4% of all "postsecondary teachers" in the US consisted of PWD (2019, tbl. 1). Lastly, in an even more recent publicly available report issued by the University of Kentucky (UKY) to the US Department of Labor (USDOL) Office of Federal Contract Compliance Programs (OFCCP), the institution claimed that in 2020 a mere 1.1% of the 3085 persons employed as faculty at the institution identified themselves as being an "Individual with a Disability (IWD)" (University of Kentucky, Office of Institutional Equity and Equal Opportunity, 2021, app. I, p. ii). [2]

My intention in providing these FWD rates is not to demonstrate the degree to which FWD are employed in various regards. Rather, I've provided these rates to emphasize the degree to which they are disparate or inconsistent in terms of their constituting an instance of EDD: Are they measuring the same population? That is, where again the apparent discrepancy in FWD rates, appearing between the individual datasets, owes mostly to differences in the way

[2] In general, the term *IWD* equates to the term *PWD*.

FWD are identified by each of the three individual datasets. Whereas the USCB and the NCSES used similar but slightly different phenomenological measures to determine disability rates (i.e., aligning methodologically with the work being done by the Washington Group of Scholars on disability statistics: The prevailing method utilized by researchers to determine disability rates writ-large in the US). While the data put forth by UKY utilized an identity rights (IDR) type of methodology: Where disability rates are determined binarily according to FWD who identify themselves as a PWD, or otherwise affirm their own disability status.

Purpose of the Study

This study seeks to offer valuable insight to academics who are tasked with addressing educational disparities related to disability. On a fundamental level this dissertation is aimed at addressing the problem of disparities in FWD rates. Its most underlying aim then is to improve the lives of PWD, namely in the area of their being FWD. Put more specifically, this work aims to redress systemically based injustices facing FWD which stem from both hermeneutical and socioenvironmental barriers related to disability potentially operating amongst institutions of higher education.

Additionally, the production of scholarship aimed at unmasking the ongoing void in understanding PWD and/or FWD, has also stemmed from the ongoing – if not increasing – production of scholarship aimed at supporting the contemporary push from university leadership to expand DEI initiatives many aspects of institutional praxis. Thus, another fundamental aim of this dissertation

is to also help guide law makers, institutional leaders, and related policy makers seeking to improve organizational praxis in the area of higher education in the US.

Scope of the Study

The scope of this study stems from its aims to develop understandings of disability, PWD, and institutional (or organizational) approaches to disability by looking specifically at the 36 public institutions belonging to the Association of American Universities (AAU) in the US. Since the problem (i.e., disparities in FWD rates), also manifests as a particular epistemological problem, disparities in FWD rates then is also a problem which, in many respects, transcends being faced merely by FWD. That is, FWD are also PWD. And then, due to the intersectional nature of disability, FWD are also necessarily constituted by all other types of underrepresented minorities with disabilities as well (i.e., by sex, race, ethnicity, gender, age, religion, etc.). Thus, gaps in understanding FWD rates poses a type of hermeneutical void that transcends PWD alone. Thereby, affecting all persons, and most namely those experiencing heightened degrees of marginalization due to their status as belonging to a certain underrepresented minority group(s).

Specifically, this dissertation puts forth a study whereas its scope is fundamentally focused on the following:

- The present work adds literature that aims to develop several key aspects of the most widely understood, or otherwise prevailing

theoretical model(s)[3] for understanding the notion of disability, and accordingly, PWD;

- This work aims to develop, or otherwise improve understandings of EDD, and thus the condition of extant EDD;
- Relatedly, and since developing understandings of extant EDD entail developing understandings of EDD in its reflecting the existential status or condition of PWD; Then, in aiming to improve understandings of extant EDD, thus work also necessarily aims to improve understandings the existential status or condition of PWD. This aim is most specifically focused in aiming to improve understandings thereof, according to FWD rates;
- The underlying scope of this work touches on the employment of PWD, that is in its adding literature aimed specifically at developing understandings of disparities in FWD rates, and most specifically at the institutional level according to certain aspects of institutional policy and institutional AAP data;
- This work aims at developing understandings of systemically based hermeneutical and socioenvironmental barriers[4] (i.e., as a certain locus in manufacturing, or producing, a key aspect of disability) facing FWD

[3] The theoretical models referred to here as being a main focus addressed amid the scope of this dissertation include two relatively differing versions of the social model of disability; being specifically, the phenomenological model (WG) and the cultural identity/disability rights model (IDR).

[4] While there is little consistency in terminology utilized in research to address the types of *barriers* identified in this dissertation, scholars may refer to these types of barriers as, *barriers facing PWD*, or *barriers to disability*, by also possibly using the terms, *environmental barriers*, *societal barriers*, *organizational barriers*, *institutional barriers*, and the like.

at the institutional level according to several contextual factors which include the following, respectively: certain aspects of institutional praxis and AAP programming policy being related to disability and PWD policy, and, the existential condition of certain aggregates of EDD according to the observed aggregates appearing in respective institutional AAP data, and relatedly;

- In aiming to further develop understandings of socioenvironmental barriers facing FWD according to certain institutional dynamics (i.e., institutional level policy, and respective institutional level instances of EDD) this work also aims at developing understandings of the nature of organizations, especially in their pursuit of equal employment opportunities (EEO), and other diversity, equity, and Inclusion.
- This dissertation also speaks to scholarship aimed at addressing the marginalization of certain identity groups, especially in the area of education, which necessarily owes to their being (either rightly or wrongly), associated with the notion of disability. Ideally, by aiming to improve understandings of disability, then this work aims to also redress the harms done to persons belonging to certain marginalized identity groups who are unjustly associated with disability.
- Finally, and contrasting a bit with the last point of this dissertation's scope, by being aimed at developing fundamental understandings of PWD, this work is also necessarily aimed at developing understandings of the intersectional identities of PWDs who also

necessarily identify as belonging to another historically marginalized identity group(s), i.e., most namely with regards to sex, race, immigration status, and sexual or gender orientation. However, since the intersectional aspects of PWD identities are as diverse as might be possible, I mean not to put caps on the degree to which certain contexts might exhibit marginalization according to a given aspect of one's identity. This aim means to shed light on the marginalizing effects of considering people only as either, PWD, or as their inherently associated intersectional type of identity. This is especially true when their inherent intersectional identities are also meaningfully based in another historically marginalized type of identity group.

Significance of the Study

I view the significance of this dissertation as deriving from the potential it holds for creating, or otherwise adding to scholarship which positively affects the aspects listed previously here in the scope of this work. However, it is important to explain another dynamic regarding the significance of the present work in how it might create new understandings related to disability.

Whereas this dynamic draws from the aspects of the scope of this dissertation as previously mentioned, that are situated more so in the environment. That is, another aspect of the scope of this project deserving mention pertains to the potential contribution that its study makes to methodological literature. In particular, I view this work as contributing to scholarship aimed at developing the theoretical and methodological aspects of program and policy evaluation. Also,

(maybe) less directly, this study also contributes to literature aimed at developing methodological approaches to empirical measurement (e.g., scale development, modelling of data, theoretical modelling, etc.), most namely, in the disciplines of evaluation theory, item response theory, and disability studies in the measurement of PWD rates and/or in the phenomenological conditions related to disability.

The last point to be made here is based on the contribution I feel this dissertation makes to systems and organizational theory. It seems that by studying various aspects of disability, namely, in the degree to which disability might derive from factors categorically situated in a given socio-environmental context (i.e., in the case of this work, amidst certain aspects of institutional climates), or otherwise according to the existence of socioenvironmental barriers amid institutional settings, this dissertation then also necessarily lends insight to scholars focused on understanding organizational nature: esp., the nature of institutional organizations, specifically of higher education. In short, it seems that addressing organizational barriers which enact, portray, or otherwise manifest a degree of disability in the lives of PWD, then this study also elicits philosophical discussion as to understanding the existential nature of institutions and other organizational bodies. Most namely, in their being capable of exhibiting physiological traits and psychometrical qualities otherwise only understood as being the quality of human beings. And thus begging the question; Can institutional bodies (i.e., organizations) be meaningfully disabled?

Reflexivity and Positionality Statement

In this section of the work, I discuss two points of reflexivity. In short, they are: 1) A discussion of how I identify myself as a researcher and author of this dissertation and, building a bit on the content already introduced here, the second point of reflexivity I touch on here is based in, and; 2) A discussion of how I view my overall reflexivity in relation to, or as a means of, the work itself. The text comprising this section of the work is broken down specifically into two subsections. I begin, in the first subsections, by explaining how I've come to perceive the most basic components of my identity, i.e., disability status, race, age, and sex – including gender, LGTBQ status, and sexual orientation. Then, in the second subsection, I go on to discuss, specifically, how I view three aspects of the overall theoretical reach of the work, (i.e., purpose of the study, the scope of the study, and the significance of the study).

Positionality Statement Regarding My Identity Writ Large

In this subsection I discuss how I view my positionality being related to this work in terms of the factors I perceive as comprising my identity; that is phenomenologically and demographically. In terms of my demographical identity, I specifically discuss how I perceive myself being according to my age, sex, gender orientation, race, and disability status (here as being a PWD, as opposed to my diagnosis). I begin in the following paragraph by first introducing some context by discussing some of my life experiences, having seemed accordingly, quite influential in shaping my reasoning in deriving how I've come to perceive myself contemporarily, i.e., in short, as a multicultural mixed race middle aged

male Person with a Disability (PWD). While I will address each categorical aspect of my identity respectively, I first mean hear to briefly explain only the conditional aspects of how I see my identity being constructed. Looking back over my experiences in life, I feel that I differ from others mainly due to my having had an increased amount of experiences at each of the opposite ends of life's spectrum. That is, should I consider myself meaningfully different from others, which seems to be a reasonable consideration at times, then my differences then, must draw from my seemingly full experiencing of instances of both despair and happiness.

Furthermore, it seems that owing first to the intense degree I feel despair has impacted my life, especially in my younger years, I see it also that, consequently, drawing from my heightened experience with anguish and pain thereto, has also positively influenced my capability to experience the existential intensity to which one's life means. For instance, my struggles having started with having to process being very different from every one else at a very young age while also going through intense physical pain, both due to my diagnosis, have also contrastingly, impacted the degree to which I am capable of experiencing the more positive aspects of life, i.e., both, in being content, and in experiencing happiness. For example, my perception of myself today draws heavily from having experienced a feeling of an underlying type of anger or despondency over a large part of my life due to my diagnoses,[5] particularly where doctors repeatedly

[5] My diagnosis being unique, as far as I'm aware: Where specifically my current diagnosis (according to Dr. George T. Rab, Orthopedic Surgeon at the University of California Davis Medical Center, 1990), is that I have at least some of the symptoms of three particular conditions,

informed me that I faced immanent death: first at age three, then at ages 13 and 17, and lastly at age 25. However, my experience with feelings more so related to gloom drew from other aspects of my life too. One example of the despair I've faced over my life is centered on a time when I was 16 years old. Circumstance had me to be on my own, being relatively homeless amongst the somewhat less desirable areas of South Sacramento.

While this example highlights a time in my life where I remember being faced regularly with feelings of distress, it also speaks to the somewhat extreme degree of adversity I feel I've had to face in terms of what constitutes my identity. Furthermore, whereas adversity has caused me angst, it has also served as a locus from which I've drawn strength. For instance, from the ages of 16-17 years old, having then also having been experiencing homelessness, and driven in part because I was homeless, I rededicated myself therein to having then also graduated from high school. Thus, highlighting an exemplary instance in pointing to what I often describe as my having spent a relatively high amount of time experiencing the opposite ends of life's spectrum. Whereas in my having spent a lot of time persevering (i.e., through certain aspects of my diagnosis, namely the chronic pain and the seemingly stacked odds of my facing premature death, and while at one point also having to navigate the pitfalls of teenage homelessness), I've also came to have at many times also experienced an intense feeling of joy (i.e., not only in my having graduated high school, but also in achieving many specific goals, educational or otherwise).

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but I don't have all of the symptoms of any single one: Polyostotic Fibrous Dysplasia, McCunne's Albright Syndrome, and Osteogenesis Imperfecta.

Furthermore, these ends rely on each other for meaning. Where any intense feeling of joy I've had, has seemed also to always consider the adversity I've had to face. And thereto, both sentiments arising somewhat readily even in my experiencing the relatively average joyous parts of life, or that which generally brings joy to all of us (e.g., having children, becoming a homeowner, and accomplishing any number of life's goals). Contrastingly, the same might be drawn from the way I feel my experience with adversity consequentially has not only invoked feelings of despair upon my life, but also my capacity for content, and joy. Where I've had to face adversity intensely, and accordingly a degree of agony relatively more often than others, and especially at certain points in my life, so too have I intensely experienced the positives of joy and content. That is, where the degree of despair I've experienced therein respectively, seems to have also positively affected the degree to which I feel the intensity of everyday joys.

My Categorical Identity: Who I Am in Relation to Others

My reflexivity in authoring this dissertation derives most heavily from my strong identity as a PWD. In the text comprising this section, I first provide an overview of my identity by discussing how I perceived certain aspects of my identity deriving either or both a point of utility or otherwise a point of hindrance, in terms of creating this work. After discussing my overall identity I will then discuss how I perceive each aspect of my identity as a person with disabilities (PWD) being similarly switched situated that is as a point of either or both utility and hindrance to me creating this work.

While I see my identity as a PWD as the most pertinent point for informing my psychology in approaching this dissertation, for now, I will only touch briefly on this aspect of who I am. Yet, I start my explanation of my overall identity here by first pointing out that I am a PWD who specifically, has an obvious physical disability being made evident in large part according to both my regular use of a wheelchair and the significant amount of deformity constituting a large aspect of my physical presence. Most namely, I have deformities that comprise my face, left humerus, and both legs.

However as is likely the sentiment amongst most persons diagnosed with any relatively significant type of disability, no matter how influential I may feel disability is in constituting my perception of who I am in general, I also perceive disability very clearly to be only one aspect of my overall identity. What I mean specifically, is that I feel disability is an inherently intersectional aspect of one's

overall identity, that is, withstanding any consideration of identity in terms of it being mine or otherwise.

In terms of my race, I identify most strongly with being multiracial, or of mixed racial ancestry. Admittingly, I acknowledge that the complexion of my skin is fairly light. As children, my mother most often referred to us (i.e., herself, me, and my siblings) that racially we were “not quite white.” And while I've not had my DNA necessarily verified, my mother has. Building from both sides of my family narrative (i.e., my mother and my father) and additionally drawing from having seen my mothers' DNA verification, I understand my racial makeup to be as follows: being comprised roughly as 75% White being mostly Irish, English, and German, 10% Indigenous Native (US) American being Mokelumne Miwuk, and 15% Guatemalan Caribe being a mix of Indigenous Native (Guatemalan) American, Black/(arguably Indigenous) African (Guatemalan) American, and likely some amount of Euro Spanish descent considering this part of my lineage's Hispanic ethnicity.

A large part of my maternal familial narrative regarding our race has centered on my Mother’s experience with my Grandmother in having raised her. On a somewhat unrelated note, my Grandma was the single most influential person to have instilled my regard for understanding the importance of education. As children, we were often reminded by my Mother of her general resent for having grown up in a household where my Grandmother always did her best in every aspect of her life to pass as being White despite being thoroughly mixed in terms of her innate racial ancestry. For example, my Mother often claimed to have

not been allowed to speak Spanish in the presence of anyone outside of herself and my Grandmother, including being discouraged from speaking Spanish in front of her biological family members of the same home; i.e., being her biological Father and siblings.

In terms of how I perceive my overall identity according to my age, sex, and gender-based associations comprising who I am, I feel I can best convey their influence on my overall perception of my identity by explaining these aspects of my identity in the context of my everyday experience in terms of my current family life. Specifically, I am a 42-year-old straight (or otherwise heterosexual), gender-conforming male. I am currently married to and have during the entire course of my life, only been romantic with, a Black/African American Woman. I have two biological children from a previous common law marriage. Consequently, I identify strongly as being a Father since I've been blessed to have been able to raise them both under my roof for the entirety of their lives thus far. I also am proud to claim that I have three additional children who aren't biologically mine, but who either refer to me explicitly as Dad or otherwise that I've been blessed in being able to contribute parentally to their being raised.

Deriving first or drawing first from a key strength I see in my identity; I aim to clarify and explain the emphatic role by which intersectionality or intersectional points of identity have in constituting this work. Thus, I want to acknowledge the points of my identity which intersects with other persons in terms of certain categorical types of identity being a fundamental focus of this dissertation, which if not limited by my perception of my identity or by my hand

in creating this work, at least warrants further address as a point of future scholarship, or, in developing understandings through specific discussion.

CHAPTER 2: LITERATURE REVIEW

In this chapter I discuss and review scholarly literature and policy related to disparities facing FWD in the US. The overall aim of chapter two is to provide a clear understanding drawn from literature related to both, the problem and the general conceptual approach taken in this dissertation to address it. I begin in the first (of five) main sections appearing here, by basing a thorough discussion and review of literature which focuses on identifying and contextualizing the existential status of the problem facing FWD in a section titled *Identifying the Exact Problem Facing FWD*. I then go on to discuss and identify legislation and policy affecting the equal (employment) rights of PWD in a section titled *Federal Law, Institutional Praxis and the Employment of PWD in the US*.

After which, I continue clarifying and framing a more exact understanding of the problem facing FWD, while also correspondingly addressing the general scope of this dissertation, in a section titled *The Theoretical Underpinnings of the Problem*. Put more exactly; in the third main section appearing in this chapter I continue by discussing and reviewing literature drawn more specifically to several complicating aspects of the problem affecting our understandings of FWD amongst institutions of higher education. The fourth mains section appearing in this chapter is titled *Analytical Summary: The Problem According to the Reviewed Literature*. As implied by its title in this section my aim in the fourth section is to provide a more exact understanding of the problem by summarizing the reviewed literature which focuses on several fundamental aspects by which it exists, including: the measure of disability, the measure and assessment of

praxeological policy affecting PWD in their being FWD, and the measure of hermeneutical and socioenvironmental barriers facing FWD.

I then pivot slightly in the fifth main section appearing here in this part of the work by then providing a description of the conceptual framework while also beginning to introduce the methodological approach taken by this work to address the problem facing FWD. This fifth and final section appearing in this chapter of the dissertation is titled *Facultas Marginem (FM) as the Theoretical Framework*. The final section appearing in this chapter is aimed both, to finalize an understanding of the problem, and to introduce the general conceptual approach taken here to address it. However, a more exact discussion of the specific methodology utilized by the study put forth in this work appears in the following chapter, (i.e., titled *Chapter 3: Methods*).

Identifying the Exact Problem Facing FWD

Here in the first main section of the literature review I clearly identify the exact problem addressed in this dissertation by using two subsections. Together they aim to provide a clear understanding of the problem by demonstrating the two main conditions by which the problem exists. After making a brief statement as to the exact nature of the problem this work aims to address, I begin in the initial subsection appearing here (i.e., titled, *Historical Epistemology*) by reviewing historically focused literature which in sum narratively exhibit several key points in contemporary understandings of disability; That is, as deriving from the historical context. Then, in the next subsection titled *The Problem According*

to Empirical Disability Data (EDD), I discuss several problematic aspects of existing EDD.

The problem, having been previously identified, is restated here as being exactly, *disparities in FWD rates*. My ultimate aim in creating this work is to address, in various regards, disparities exhibited in FWD rates: The rate by which college and university FWD are known to exist. Yet, while this goal – to address disparities in FWD rates – seems relatively clear in terms of it being understood as addressing a certain specific problem, understanding the existential conditions regarding disparities in FWD rates is far more complicated.

When considered from a more overarching perspective, disparities in FWD rates can also accurately be conceived of as being more so emblematic: Representative of a larger and more complex set (system) of problems that stem from there being what Grigely described as "surprisingly little (scholarship) published" (2017, para. 3) regarding FWD. In this way then, the term disparities in FWD rates, serves as a moniker of sorts: That is, in not only specifying the exact problem (i.e., the relative non-existence of FWD), but additionally, in necessarily identifying a particular aspect of the exact problem's derivatives (i.e., a certain disparate void in existing EDD: Thereby reflecting FWD rates).

Additionally, disparities in FWD rates necessarily manifest as a particular epistemological problem which then transcends being faced only by FWD. Thereby, not only specifically affecting all PWD, but also every other underrepresented identity group as well; i.e., by blurring understandings of the PWD necessarily constituting them. This transcendence owes to the problem by

way of its being epistemological in nature. By being an epistemological problem, disparities in FWD rates then necessarily also affects certain praxeological bodies (e.g., in this case being institutions of higher education). That is, in terms of their capability in executing certain aspects of a given praxis, and according to the respective praxeological body's degree of misunderstanding related to disability and diversity. Ultimately, epistemological injustices can be very damaging to the persons they affect (Collins, 2000, 2011, 2012, 2015b; Crenshaw, 1989, 1991, 2012; Freire, 2014; Fricker, 2007; Turner et al., 2008; University of Colorado Denver, n.d.).

Thus, disparities in FWD rates refers to the problem exactly as being dually constituted. That is, unless otherwise noted, the term disparities in FWD rates refers henceforth to the problem as being constantly comprised of both: 1) A pragmatic, more existential, component (i.e., being exactly, not enough, or a disparity in, the existential amount of FWD existing), and; 2) An epistemic, more praxeological, component (i.e., being exactly, A certain void, gap, immaturity, etc., owing to a relatively significant abundance of missing, contradictory, inadequate, inconsistent, underdeveloped, etc., or otherwise poor hermeneutical resources; i.e., instances of EDD, and most specifically, regarding FWD). Therefore, without backing down from my initial assertion that, from an overarching perspective, or at the most basic or fundamental level, this work aims most exactly to address disparities in FWD rates.

Historical Epistemology

"*Thus, we should not ignore the intertwined pasts of disability with race, social class, gender, immigration, and language*"

Alfredo Artilés (2019, p. 326).

Alfredo Artilés (2016, 2017, 2019) has called on scholars to draw from historical epistemologies related to socio-political understandings of disability when conducting education equity research: To better understand a wide range of contemporary issues in education; i.e., in their oft being (intrinsically) related to PWD, and particularly the notion of disability. In this section of the dissertation, I argue that historically the devaluation of persons according to their being related, or relatable, to a notion of disability, continues to root many contemporary injustices related to disability: Especially, in the case of educational praxis in the United States (US), and more specifically, in owing from disparities in FWD rates.

While societal devaluation of persons deriving by attributing meanings related to disability goes back arguably to prehistoric times (Baynton, 2005; 2011), contemporary issues related to disability are explained here as deriving most significantly from a more recent past: Being of the widespread adoption of eugenic ideologies during the turn of the 20th century (Schweik, 2009).

The socio-political environment of the 1920s epitomized that which empowered scholars' making of prejudicial errors in basing contemporarily new scholarship (Dunbar-Ortiz, 2014). Scholars were often given heightened credibility due to the fact that science and scholarship had been making

monumental instances of progress in certain areas (esp. technology, engineering, and the medical sciences), and at a pace previously unseen, while also aligning however, with sociological understandings were markedly less developed: Being prejudice, discriminatory, and unethical in many respects, usually deriving from racism (Elkins & Pedersen, 2005b, 2005a; Fleischer & Zames, 2011; Hixson, 2013; Veracini, 2010). Key works of scholarship, such as Charles Darwin's findings on evolution (Darwin et al., 2008), capturing the public eye during the turn of the 20th century, were generally perceived by the public as being a particular instance of science that validated, if not having entirely proved ableist and racist ideologies to be a matter of fact (Artilés, 2019; Schweik, 2009).

The works scholars produced often supported eugenicist claims, regarding the scientific and axiomatic reasonings therein, and usually also took some discriminatory stance as to the genetical constitutions, if not the worth, of certain persons (Schweik, 2009). Unfortunately, because axiomatic theologies necessarily derive from a proposition, and thus is based on a certain degree of prejudice. Thereby, works often produced by scholars were considerably prejudiced in their aims, if not in every aspect of their creation, creating a certain degree of falsity between understandings of that which constitutes science, and that which constitutes belief (Dunbar-Ortiz, 2014; Dunbar-Ortiz & Rachleff, 2003).

These works were particularly damaging because they perpetuated falsely based or otherwise illogical forms of racism and ableism. Furthermore, the impact that eugenicist claims had on society were magnified exponentially by the socio-political environment. Scholarly findings which effectively equated disability (as

a derivative of one's sub-humanity), to various traits specifically held by non-white people, had been overwhelmingly welcomed by society. Yet, in being necessarily based on a prejudicial logic, such scholarly findings were not only inaccurate, they've also been particularly harmful to the communities that the works focused on. The harm done to these communities[6] derived to being extremely impactful, mainly, since the scholarly findings they drew from could be framed as a vetted type of mechanism which thereby (falsely) validated that which otherwise amounted to prejudiced ideologies based contemporarily in the time's widespread adoption of White supremacist beliefs.

Furthermore the harms done to devalued communities were particularly pervasive since such logic escaped the confines of being merely a matter of theoretical point. And thereby, being a driving force in the enactment of many inhumane laws, policies, community actions, and ultimately in devalued communities' experiencing of suffering, torture, sterilization, violence, and even death: Thereto also being generally validated by mainstream American culture through the equating of devalued cultural, racial, and economic traits with some unacceptable notion of disability, and thus, sub-humanity (Baynton, 2005; Schweik, 2009; Wolfe, 1999).

There were a great many factors contributing to the socio-political climate of the day. A related factor to the racism contemporary to the early 1900s that resulted whereas the adoption of a White allegiance provided a type of defense mechanism. Whereas Whites collectively viewed non-Whites as a threat to their

[6] i.e., Consisting not only of PWD, but additionally thereof, also an array of identity groups being economically, racially, culturally devalued.

attainment of resources perceived as limited, such as well-paying jobs and the operation of successful businesses. More examples of the pervasiveness of the climate included The Supreme Court Decision of Plessy V. Ferguson, (Plessy v. Ferguson, 1896) federal adoption of The Chinese Exclusion Act (Chinese Exclusion Act of 1882, 1924), and the fact that the Ku Klux Klan had (temporarily) become the largest political party in the United States (US) with membership surpassing a million whites in the mid-1920s. Whereas these historical points serve as exemplary reflections of the socio-political environment of the era.

The deep entrenchment of negatively held beliefs about disability in the US likely stems in large part from longstanding historical understandings of disability, and more exactly, PWD, as being subhuman, morally corrupt, and worse. Ultimately, persons deemed to epitomize traits related to disability were so too subjugated to the dehumanizing connotations associated with disability. And accordingly, were also precluded from having any basic human rights in their being considered by macro societal culture in the US as being inherently unworthy of any right to existence. For example, as previously noted, the early 20th century accordingly saw the rise of the eugenics movement and widespread adoption of inhumane discriminatory policies aimed at persons considered to be unworthy due to their being perceived as epitomizing traits equated to disability.

This unfortunate historical legacy is captured by Susan Schweik (2009) in her book titled, The Ugly Laws. Where she captured the operational nature of the hostilities many faced regularly as a part of the general macro cultural climate of

the early 20th century. Having contemporarily derived by society's widespread acceptance amongst popular or macro cultural norms that would otherwise today be disapproved of as being unacceptably unethical in terms of one another's general treatment of people: More specifically put, the eugenics movement marked a particularly significant dark point in an era that is often generally well regarded: Namely, in affecting non-Whites prejudicially by the socio-political situating of disability, and more exactly PWD, as the epitome of invalid human traits which were there also equated to various (unfavorable) aspects of, one's being (i.e., race, social class, immigration status, etc.), and a particularly dehumanizing notion inferiority (Kuhl, 1994; Schweik, 2009).

It must be re-emphasized here, that widespread societal reasonings – as a (significant) aspect of macro-culture – were formed prejudicially, melding notions of disability, inferiority, insanity, criminality, deviancy, danger, menace, immorality, etc., in scientific terms. The prejudicial views of eugenics forced a societal precipice, whereas societal tensions emanating from widespread acceptance of ideologies which embraced eugenics and racism, culminated in Nazi Germany's implementation of the Aktion T-4 Program (Kuhl, 1994; Steger et al., 2011),[7] and the ensuing genocidal extermination of European Jews, and ultimately, WWII.

After WWII, led by African Americans, many marginalized communities began to collectively push back, as the Civil Rights era began to take shape; esp.,

[7] Link to more information on Nazi Germany's Aktion T4 Project https://www.bing.com/search?q=aktion+t4&form=ANNTH1&refig=b962381dec304d47b94b2a6f8fd3ceaa&sp=1&pq=aktion&sc=8-6&qs=LS&sk=PRES1&cvid=b962381dec304d47b94b2a6f8fd3ceaa

during the 50s and 60s. PWD were no different in making a political push for public policy protecting their Civil Rights (X & Haley, 2015). The plight of PWD began to center on access to education during the 1970s (T. F. Burke & Barnes, 2018; Butler, 2016; Fleischer & Zames, 2011; Little, 2009; Longmore, 2003, 2009; Nario-Redmond & Oleson, 2016; Pelka, 2011; Smith, 2005; Trybus et al., 2019). Whereas prior to the ratifications made to sections 503 & 504 of the Rehabilitation act of 1973 (Section 504 The Rehabilitation Act of 1973, 1973; Section 503 of the Rehabilitation Act of 1973, as Amended, 1973; Section 504, 1975), governmental policies had uniformly committed to the exclusion of PWD from public forms of education: Thereby, being a relatively recent holdover of prejudicially formed understand according with the public's uniform stigmatization of disability and PWD, and on a global level (Black et al., 2016; Kuhl, 1994).

The Problem According to Empirical Disability Data (EDD)

As previously noted, a meaningful theoretical difference in the way disability is considered has affected how disability is measured (Leake, 2015). This has complicated scholars' ability to formulate a consistent notion of disability. Most namely this complicates scholars' abilities in the conduct of education equity research related to disability. Reciprocally, this compounds complications in the consistent production, availability, or otherwise in the existence of EDD.

Accordingly, understandings of FWD rates have been complicated, most namely in several keyways. The first of which, as previously noted, draws from

the resulting production of contradictory EDD. For example, FWD rates according to the US Census Bureau (2019) the FWD rate is 4.4%, while the National Science Foundation (2017) claimed that FWD rates in STEM fields in 2017 were as high as 9.8%. Some scholars claim FWD rates are as low as 2% or less (Grigely, 2017; Olkin, 2011). Comparatively, the US Census Bureau (n.d.) claimed in 2019 the rate of all PWD was 12.7% while the Center for Disease Control (CDC, 2018) put that number closer to 25% in 2018.

The second foundational way in which the problem appears derives from a specific lack in the production of EDD; especially in terms of a lack of systemic institutional level data on FWD. The lack of EDD at the institutional level may stem most from a void where many institution's praxeological concept of diversity doesn't consider disability status. Much of the work of Katherine Aquino focuses on the preclusion of disability amidst institutional goals for diversity, equity, and inclusion (DEI) (Aquino, 2016; Kim & Aquino, 2017). The phenomenon of missing EDD is particularly remarkable when considering historically marginalized identities that intersect with disability (e.g., African Americans with Disabilities, Women with Disabilities, etc.). Whereas even amidst data appearing in Affirmative Action Plan (AAP) documents, such demographical indices are non-existent and are otherwise precluded amongst instances of existing institutional level EDD.

Furthermore, current measures of the amount of FWD working in the US stem heavily from differing methodological approaches to assessing disability. Whereas systemic data collected by the US Department of Labor (DOL) mainly

falls under a continuum-based understanding of disability, epitomized by the current International Classification of Disability (ICD-9) framework (i.e., the WG approach). While on the other hand, institutional level data seems only to exist, at least consistently, amongst institutions' Affirmative Action Plan (AAP) documents which utilize a binary, Identity Rights (IDR), approach to framing, and in turn, assessing disability amongst their respective faculty. Bourke, et al. (2021), pointed to how this discrepancy manifests appearance amongst statistical EDD. This problem[8] further complicates scholarly understandings of the amount of FWD working amongst institutions of higher education.

The final key point of discord in the production of EDD stems from a lack of scholarly agreement on the methodology for assessing the socioenvironmental and structural aspects of disability (i.e., on the empirical measurement of environmental barriers). That is, to say that there is relatively little scholarly agreement on how socioenvironmental, hermeneutical, and structural barriers exist – empirically or otherwise – amongst contemporary scholarship (Clarke et al., 2019; Loidl et al., 2016): Posing an ongoing challenge to scholars. These challenges are discussed further by more specifically reviewing related literature over the next three main sections of this chapter titled: *Institutional Praxis and Disability in the United States; Review of Literature on Barriers Facing FWD, The Theoretical Aspects of the Problem Facing FWD and Facultas Marginem (FM) as the Conceptual Framework.*

[8] i.e., Whereas systemic institutional level data uniformly follows an IDR framework for understanding FWD devoid of an ICD-9 approach to collecting AAP data on FWD, and, where national level data consistently utilizes – differing versions of – an ICD-9 framework, devoid of an IDR approach to understanding FWD.

Federal Law, Institutional Praxis, and the Employment of PWD in the U.S.

Scholarship speaking to the conditions faced by FWD draws from a wide array of disciplinary fields. Fundamentally, this includes literature related to the fields of the philosophy of education, organizational behavior, critical disability studies, identity theory, measurement theory, and communication studies (i.e., namely in the communication of in-group vs out-group membership and the communication of stigma or oppression). Some of these fields offer insight that is more pragmatic while insight garnered from others may tend to be more theoretical in nature. I will begin here with a more pragmatic assessment of current policy affecting FWD before going on to review literature speaking more to the theoretical complications underlying the problem, (i.e., disparities in FWD rates).

PWD are protected by the equal protection clause (i.e., the Fourth Amendment) constitutional law in that, as stated by Barron & Dienes, "classes (e.g., PWD) cannot be treated differently on an arbitrary basis" (1991, p. 300). However, PWD are also protected by laws that prohibit unethical forms of discrimination targeting them. In the case of them being FWD, laws protecting PWD in the areas of both, education and employment apply. Prior to 1975 PWD were generally excluded from participating in public education (Black et al., 2016). At which time federal legislation such as Sections 503 & 504 of the Rehabilitation Act (Section 504 The Rehabilitation Act of 1973, 1973; Section 504 The Rehabilitation Act of 1973, 1973; Section 504, 1975) and the Education for All Handicapped Children Act (Education For All Handicapped Children Act

(1975 - S. 6), 1975) began to be enacted to protect the rights of PWD in the contexts of employment and education (Butler, 2016; Colker, 2008; Colker & Milani, 2010; Fleischer & Zames, 2011; Little, 2009; Pelka, 2011; Smith, 2005).

While several federal laws aimed at protecting or improving various aspects of life for PWD have been enacted (ADA, 1990; Executive Order 11246, As Amended | U.S. Department of Labor, 1965, p. 11246; Section 504 The Rehabilitation Act of 1973, 1973; Section 503 of the Rehabilitation Act of 1973, as Amended, 1973; Section 504, 1975) since the Civil Rights Movements of the 1950s-60s.), laws related to affirmative action and their being required to protect the employment rights of PWD might contemporarily be their biggest ally in redressing discrimination. The laws protecting FWD from discriminatory hiring practices amongst our Nation's universities stem from those laws protecting the equal employment opportunity granted to all persons in the US. These laws have jurisdiction over institutions of higher education since they are nearly always a recipient of significant amounts of federal funding as a specific type of federal contractors (i.e., institutions of higher education).

These affirmative action laws were originally enacted by Executive Order (EO) 11246 (Executive Order 11246, As Amended | U.S. Department of Labor, 1965), and are recorded under the US Code of Federal Regulations Title 41, Parts 60-250, 60-300, (U.S. Department of Labor Office of Federal Contract Compliance, 2013). This federal requirement calls for all universities[9] to submit an annual report to the Department of Labor (DOL) Office of Federal Contract

[9] Applies to all universities employing more than 50 people and that receive funding from federal contracts.

Compliance Programs (OFCCP) explaining the number of protected minorities they employ annually, and how they plan to go about providing equal employment opportunities to certain protected minorities including PWD.[10] This report is known as an institution's Affirmative Action Plan (AAP).

Institutions found to be out of compliance with filing their annual AAP may lose any federal contract funding they receive (Executive Order 11246, As Amended | U.S. Department of Labor, 1965). However, the degree to which an institution may include PWD, as well as the way in which each institution may consider disability and PWD vary greatly in their respective AAP reports. This inconsistency, in the reflection or representation of disability and PWD amongst institutions in their respective AAP reports, may be indicative of the heightened existence of socioenvironmental barriers being faced by PWD according to certain institutions in their policy and praxis toward them; i.e. toward PWD. Thus, contributing to the hermeneutical barriers they appear to also be facing.

Institutional Leadership and Educational Disparities

Scholars have also pointed out that disparities facing FWD in the United States (US) may be acting as a key factor in the operation of a transcendent variety of educational injustices related to disability; that is, affecting P-20 educational settings (Abram, 2003; Aquino, 2016; Artiles, 2016, 2017, 2019; Evans et al., 2017b; Rothstein, 2018; Schnellert et al., 2019). These injustices

[10] Protected minorities required to be included in an institution's Affirmative Action Plan (AAP) report according to the following: gender (i.e., male and female), race (i.e., Asians/Pacific Islanders, African Americans, Native Americans, and Caucasians), ethnicity (i.e., Hispanics and non-Hispanics), veteran status (i.e., protected Veterans), and disability status (i.e., Persons with Disabilities).

include disparities, for example, in school discipline according to disability status and race, in there being an ongoing lack of minority representation – especially by PWD – amongst instructors at all grade levels, in disproportionate rates of minorities found to have learning disabilities, etc. As such, many universities are increasing their commitment to invest in diversity equity and inclusion (DEI) initiatives that include PWD as a means to provide them with more equitable education outcomes.

Diverse educational environments have been shown to have many positive benefits on education outcomes (Baysu et al., 2021; Bowman & Park, 2015; Denson & Bowman, 2013; Grissom et al., 2015; Gurin et al., 2002; Hurtado, 2007). Yet, because disability is often overlooked as a fundamental aspect of diversity, very little is understood about how diverse educational environments might benefit persons with disabilities (Aquino, 2016; Kim & Aquino, 2017).

This gap in knowledge is especially true in the case of understanding how faculty representation might benefit persons with disabilities. That is, since we do not know how many faculty members actually have a disability, it is impossible to understand how their presence, or lack thereof, might be affecting students with disabilities and other interested institutional communities, including those in charge of implementing effective DEI initiatives, reasonable accommodation policy, affirmative action compliance, etc; for better or worse.

Systemically Based Socioenvironmental Barriers Facing PWD

As noted by Evans et al., "Disabled staff and faculty face multiple challenges on campus" (2017a, p. 199). Robert Carl Anderson pointed to what

might be the most significant challenge faculty with disabilities face, stating; “The personal, political, and lived aspects of disability are still relatively unstudied inside higher education environments” (2006a, p. xii). Thus, much of what is known about barriers facing FWD must be informed by what is known about barriers faced by PWD: Namely, in barriers to equitable employment.

Scholarly literature on understanding and assessing environmental barriers facing PWD remains premature but has increasingly drawn attention from scholars. Especially on an international level where the United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2020) has called for the development of literature on measures of disability (i.e., assess the number of PWD existing amidst a given population), which also account for the role of attitudinal and environmental barriers in determining the experience of disability, or more accurately, in determining who might be considered disabled or otherwise a PWD (Altman, 2014, 2016; Bickenbach, 2011; CDC, 2018; Madans, 2016; Madans et al., 2011; Weeks, 2016).

The Theoretical Underpinnings of the Problem

While some scholars aim to specifically address disparities in the rate at which persons with disabilities (PWD) are employed as college faculty at the institutional level (Abram, 2003; Aquino, 2016; Evans et al., 2017a), a wider range of the literature merely points to disparities facing FWD as being a complicating factor in works aimed more exactly at addressing either, another specific practical injustice affecting PWD (e.g., graduation rates for PWD), or theoretically, at the way that disability itself might be better understood (Barton,

2009; Bickenbach, 2011; Evans et al., 2017b; Hong, 2015; Leake, 2015; Olkin, 2011).

Having only discussed literature providing a clearer understanding of the problem in general terms, I move here to reviewing literature that focuses more specifically on the complicating aspects of the problem. The first key underlying factor I point to as complicating the address of disparities in FWD rates is based in the lax terminology regularly used to conceptualize specific meanings drawn from the term disability. Furthermore, in owing – at least to some extent – to theoretical and ultimately terminological discord around the scholarly meaning of disability, shortcomings evident according to empirical understandings of disability demarcate another key factor in the complication of scholars' ability to address many issues related to disability. The final key factor underlying education inequities being evidenced by disparities in FWD rates draws from systemic or institutional shortcomings according to their respective praxes related to disability.

The Condition of Disability Terminology

In this subsection, I exhibit the terms *disability*, *Disability*, and *PWD*, not only to standardize my use of disability terminology throughout this dissertation (i.e., to accurately convey various notions related to disability and PWD), but also to base an introductory description of a key aspect of the main problem addressed in this work; That is, the terminological inconsistency related to disability. In other words, in this section I base an introductory level discussion around disability terminology that means to begin establishing both, meanings that are

important to this work, the identification of terminologically based inconsistencies being a key point amongst the factors complicating the address of FWD rates: Thus, laying the groundwork for my reasoning for expanding terminology related to disability by introducing Facultas Marginem (FM) later in this work. Put more exactly, in this subsection of the work I will begin specifying how shortcomings in disability terminology serve to encapsulate various aspects of the problem which owe to the development and common use of language related to disability: thereby marking a key point in complicating contemporary understandings of disability, i.e., more specifically here being FWD rates.

Misunderstandings drawn from the inconsistent or lackadaisical use of basic disability terminology present a key point of interest amongst the factors complicating the address of FWD rates. For instance, Alfredo Artilés (2017, 2019) claimed, in his work presented at the 2017 Brown Lecture of the American Educational Research Association, that in conducting educational research, "we should understand the situated meanings of disability in the socio-historical contexts of global societies that mediate what counts as disabled, who gets this label, and the consequences of such institutional decisions" (2019, p. 330). Yet, as I will explain further in the following subsection titled, Persons with Disabilities (PWD), though competing understandings drawn from disability related terminology have undoubtedly evolved while being perversely affected by our society's collective and historically based isms, such perversions alone cannot be fully blamed for the contemporary condition of disability terminology being for better or worse.

This poses an additional dilemma to scholars. Whereas Barbara Altman (2014) claimed the term *disability*, "has become a word almost without meaning because it has been used to represent so many different aspects of the process (i.e., of experiencing disability)" (p. 3). When the term *disability* is utilized in this way as I've posed it often is, then becomes susceptible to being entangled as to its exact meaning. Because, here the term *disability* is not only most often associated both practically and connotatively with meanings owing to certain deficit-based notions thereby also deriving to a certain extant trait or condition of individuals: For example, in the statements, "John has a disability," or "Jane's disability causes her to use a communication device."

Confusion deriving by use of the term *disability*, in terms of what is meant to be conveyed, is then further risked by another communicative factor. Specifically, since *disability*, while adhering universally to the meanings already discussed, the term then is also regularly used to refer to another certain more praxeological notion. That is, being, again here for better or worse, and as it is vitally important to note, the term *disability* is additionally meant to convey a certain phenomenological concept where *disability* derives to a generic means of experience, (e.g., disability affects millions of Americans, or scholars have had a tough time measuring disability).

To be clear, *disability* regularly means both, a certain categorical quality or trait of individuals, and a specific type or category of experience that certain individuals have to a more or less degree. Where a single term (i.e., *disability*) is used arbitrarily if not paradoxically, to denote either: A certain individual's (or

group of individuals') condition, specifically held by some people, or; A certain experiential condition, potentially had by all people. Put bluntly, *disability*, arbitrarily specifies both; persons' identity, and persons' experience. Comparatively, consider how the term *White* is used to identify White persons, while the term *Whiteness* is used to specify experiences related roughly to being White. Whereas nearly every other aspect of identity utilizes a different term to denote the experience(s) associated with them. And where nearly every other aspect identity (at least amongst the widely accepted ones) emphasizes the sociocultural dynamics associated with such identities. While *disability* on the other hand, not only emphasizes the associated sociocultural dynamics like every other aspect of identity, it also emphasizes a very praxeological dynamic in its conveyance of meaning.

Epistemic Injustice

While disparities in the rate of FWD reflect an operation of injustice among our Nation's institutions of higher education which necessarily harms Persons with Disabilities (PWD), being faculty or otherwise, as a point of prejudicial discrimination, the operation reflected by disparities in FWD also exacerbates the problem of unjust FWD rates in several ways. That is, disparities reflect a certain operation of injustice at the institutional level which: 1) exacerbate already increased levels of disability stigma facing FWD; 2) Exacerbate shortcomings in empirical disability data; and 3) Paradoxically compounds our inability to address the problem (disparities in FWD rates) by complicating our notion of interests, being shared or otherwise. As such, the

operation of injustice amongst our Nation's universities is indicative of a phenomenon which Miranda Fricker (2007) has coined *Epistemic Injustice*.

Fricker's (2007) theory of epistemic injustice is extremely telling. In the case of FWD specifically, the shortcomings in extant data which complicate Grigely's (2017) argument to improve reasonable accommodation programming for FWD meet all of the qualifying conditions to be considered a true occurrence of epistemic injustice (i.e., meeting the conditions of both a testimonial injustice and a hermeneutic injustice) as laid out by Fricker. Furthermore, I pose that it is necessary to understand the issue of disability one must understand that the disability which is projected unto PWD by socioenvironmental barriers must have a name. For if not, it will always be the responsibility of PWD to get better, and institutional bodies won't be held accountable in any way because there is not language which differentiates between societally based factors (i.e., impairments) which manifest as a particular aspect of disability, and individually or personally based factors which manifest as the classical aspect of disability.

Miranda Fricker (2007) claimed that in the most central case of epistemic injustice the situation consists of two specific, yet interrelated types of epistemic injustice, (i.e., testimonial injustice and hermeneutical injustice). She introduces each type in relation to the other, by stating, "testimonial injustice is caused by prejudice in the economy of credibility, and that hermeneutical injustice is caused by structural prejudice in the economy of collective hermeneutical resources" (p. 1). I will start here by first identifying each of the two categorical types of epistemic injustice according to Fricker, while also explaining how I view what

she considers to be the most damaging type of testimonial injustice being a necessary condition of the hermeneutical injustice being specifically addressed by this dissertation in my utilization of FM: in both the naming and the theoretical framing of the specific injustice affecting FWD being the core focus of this work.

Fricker (2007) begins by explaining epistemic injustice by first describing an instance of testimonial injustice. She claims that testimonial injustice may refer to any instance where one's (i.e., a speaker's) credibility as a knower is reduced or subverted by another (i.e., a hearer) according to the other's adherence to some prejudicial belief drawn by their (i.e., the hearer's) perception of the former's identity (i.e., the speaker's identity). Thus, the process of communication thereto is interrupted, a priori: prior to any proper process for message conveyance.

This establishes a key point of subversion in the communication process. Whereas the hearer's prejudicial perception of the speaker's identity subverts all processes of communication, especially those communicative processes that are required to exchange or share even the most basic epistemological aspects of communicating certain concepts. Consequently, in being portrayed by the hearer, prejudicially, as lacking a fundamental level of credibility to know something, the speaker then, by way of default, becomes held effectively to being trapped, or forced to a false state of having a certain (prejudicial) deficit in their respective credibility.

This can be very damaging to persons according to the context by which it may occur. Fricker (2007) claimed, "testimonial injustices can carry a symbolic weight to the effect that the speaker is less than a full epistemic subject: the

injustice sends the message that they are not fit for participation in the practice that generates the very idea of a knower" (p. 145). Yet, as she then goes on to explain, every instance where one is prejudicially perceived to wrongly lack testimonial fortitude as a speaker doesn't necessarily qualify as being an instance of testimonial injustice that is reprehensibly unjust. Fricker (2007) claims that situations where one is falsely held by another's prejudice to having a certain type of credibility deficit often occur to persons according to various aspects of both, an individual's unique nature and the unique contextual factors of circumstance.

To be clear, Fricker (2007) claims a testimonial injustice occurs whenever one's being as a speaker is incorrectly rendered, according to others' prejudicial perception of their identity, as being incapable of having the ability, or even the fundamental authority, to know and therefor speak meaningfully about a certain thing. However, while Fricker (2007) claims that any instance of testimonial injustice is necessarily one that is unethical, she also points out that some instances are particularly more harmful than others. Specifically, stating the occurrence of a testimonial injustice having merely adhered to this definition alone, "do(es) not instantiate our central case (of testimonial injustice)" rather, she claims, "the most severe forms of testimonial injustice are persistent and systematic" (Fricker, 2007, p. 29).

Fricker (2007) then goes on to explain another distinct type of epistemic injustice, (i.e., hermeneutical injustice). She begins by pointing to the notion of hermeneutical marginalization (p. 152), as being, "the unequal hermeneutical participation with respect to some significant area(s) of social experience, (then)

members of the disadvantaged group are hermeneutically marginalized" (p.153). Fricker continued by first explaining hermeneutical injustice as a certain type of "structural identity prejudice" (2007, p. 155) which encapsulates the discriminatory nature by which hermeneutical injustice takes place. She defined hermeneutical injustice as, "the injustice of having some significant area of one's social experience obscured from the collective understanding owing to a structural identity prejudice in the collective hermeneutical resource" (Fricker, 2007, p. 155).

Hermeneutical Marginalization. I begin here by first revisiting Fricker's (2007) description of hermeneutical marginalization: specifically, where she addressed it emanating from a certain dysfunctional locus amidst our collective hermeneutical condition. She claimed that instances of hermeneutical dysfunction subvert the epistemic abilities of both the in-group (i.e., FWD) and the out-group (everyone else), thereby disabling the collective cognitive episteme or otherwise creating a certain expanse in the "hermeneutical lacuna" (p. 153). Consequently however, harms deriving to this specific aspect of the hermeneutical lacuna do not befall all parties involved equally. Whereas members of the in-group (e.g., FWD) are done an injustice where the others (i.e., members of the out-group) are not, that is, according to the same instance of dysfunction operating amidst the writ-large hermeneutical lacuna. Fricker claimed this discord, (i.e., between those negatively affected by instances of hermeneutical dysfunction and those who are not), is where the locus gives way to the manifestation of hermeneutical marginalization, and the production of hermeneutical injustice.

Fricker (2007) captured the phenomenal locus of hermeneutical marginalization by pointing to the historical processes having resulted in society being capable of identifying occurrences of sexual harassment in the workplace (i.e., prior to it being considered unjust and subsequently made illegal). Referring to the case of sexual harassment Fricker stated, "In the present example, harasser and harassee alike are cognitively handicapped by the hermeneutical lacuna – neither has a proper understanding of how he (the harasser) is treating her (the harassee) – but the harasser's cognitive disablement is not a significant disadvantage to him(self)" (p. 151). In the exemplar offered by Fricker, the heuristic tool by which the marginalized (Women in the workplace) were liberated became known as that which is now easily referred to as sexual harassment. However, in the case of FWD the epistemic injustice, or more precisely the hermeneutically marginalizing conditions of the epistemic injustice, still keeps FWD bound to a key unnamed point of obscurity. The hermeneutical marginalization of FWD then, being evident contemporarily in understandings specifically of FWD rates, exists necessarily according to an occurrence of a similar type of hermeneutical void. That is, similar to the hermeneutical void that prior to being named, had once relegated Women in the workplace to having to face sexual harassment.

In the following subsection, I will also lean on the work of Cho, Crenshaw, & McCall (2013), to guide a discussion which helps conceptualize how hermeneutical injustices are related to FWD and FM. As a point of insight or clarity, in depicting my utilization of intersectionality studies here, I mean to

emphasize a point in the call made by Cho, Et al., (2013) where they stated, “The future of intersectionality studies will thus, we argue, be dependent on the rigor with which scholars harness the most effective tools of their trade to illuminate how intersecting axes of power and inequality operate to our collective and individual disadvantage and how these very tools, these ways of knowing, may also constitute structures of knowledge production that can themselves be the object of intersectional critique” (p. 794). The point being made here, is that highlighting hermeneutical injustices calls for scholars to focus on, and therefore illuminate, certain axes of power. That is, by harnessing, developing, and critiquing, the necessary heuristic tools.

Intersectionality Studies and Hermeneutical Injustice. S. Cho, K.W. Crenshaw, & L. McCall (2013), conceptualized what is commonly considered the theory of intersectionality as being a type of discipline; stating that, “the widening scope of intersectional scholarship and praxis has not only clarified intersectionality’s capacities; it has also amplified its generative focus as an analytical tool to capture and engage contextual dynamics of power” (p. 787). By utilizing this understanding of intersectionality, as being an analytical tool of sorts, we can begin to focus in on the instance of epistemic injustice affecting FWD specifically. To put it another way, Fricker’s (2007) description of epistemic injustice has thus far provided an overarching look at how persons according to a certain aspect of identity are generally harmed by instances of epistemic injustice. Whereas a framework guided by the field of intersectionality studies according to Cho, Crenshaw, & McCall (2013), provides a mechanism by

which to focus discussion aimed on the instance of epistemic injustice specifically affecting FWD in the US.

Identity Based Prejudice, Discrimination, and Stigma. In the case of disability stigma, the operation of injustice reflected by disparities in FWD rates are also indicative of heightened levels of disability stigma. Whereas heightened levels of disability stigmatization have been shown to reduce PWD's willingness to openly disclose their disability status (Menendez, 2018). Reluctance to self-disclose one's disability status amongst our Nation's FWD, subsequently affects the accuracy of empirical data drawn from measures which rely on self-disclosure of one's disability status. Paradoxically, contributing to disparities in data, and in maintaining, if not perpetuating heightened degrees of disability stigma amongst FWD. Furthermore as a theoretical point, the preclusion of PWD from intellectual communities complicates researchers' overall efficacy in advancing accurate understandings of disability.

While this example highlights the role disability stigma plays in exacerbating shortcomings in understanding disability drawn from empirical data according to the interests of FWD, it is only one example of the complex nature of the operation of injustice drawing on disparities facing FWD. Another example of the operation which highlights its complexity is related to shortcomings in being able to understand disability from the perspective of institutional interests. That is, not only do an injustice by contributing to the marginalization of FWD drawing from disability stigma, but the shortcomings also affect the way universities measure disability amongst current and potential faculty; again demarcating an

important point. Katherine Aquino's (2016) work, which is centered on a framework she's coined as, the Disability-Diversity Disconnect Model, focuses on the conceptual factors which may be complicating scholars' ability to properly conceive of disability as an equally important aspect of diversity amongst institutional types of settings. Thereby, complicating institutional leaders' ability to successfully implement DEI initiatives.

The Systematicity of Existing Barriers Facing PWD at Key Points of Societal Power. In the context of higher education this is an important consideration. Let me explain this importance by first referring back to the work of Cho et al., (2013) where they noted a key point of inquiry that should be sought in utilizing intersectionality studies as a theoretical framework for exploring social movement organizations. They posed specifically, "One set of questions has to do with how identities, awareness, and transformation are fostered within organizations that attend to a diverse array of issues and power differentials among members" (p. 799-800). Thus by considering the differing natures of separate instances of hermeneutical dysfunction exist (i.e., here being specifically that of FM and sexual harassment), one can gain a key point of insight for exploring the operation of hermeneutical injustice amongst organizational settings.

This is also where the notion of power becomes extremely relevant. As Fricker (2007) pointed out, that injustice results from situations where the less powerful of the two (i.e., the speaker and the hearer) is relegated to being incapable of establishing a certain conceptual meaning when it would otherwise

be in their best interest to convey. Or more to the point of epistemological communication, when communicative discord is based on the hearer's prejudice toward the speaker, it undermines both of their ability to build and ultimately establish any relatively uniform conceptualization of a given topic (Cho et al., 2013; Collins, 2000, 2015a, 2015b; Crenshaw, 1989, 1991, 2020a, 2020b; Crenshaw et al., 2019; Fricker, 2007).

Consequently, then neither the speaker nor the hearer is capable of communicating any respectable degree of meaning regarding the topic. Which in turn, subverts both of their ability to establish any logical evidence of the other's epistemological capability. That is, as the hearer's prejudicial inability to adequately receive the speaker's message undermines then his/her capability to accurately judge the speaker's epistemological fortitude thereto, the speaker is also subverted in his/her capability to accurately judge the hearer's epistemological capability to interpret certain meanings. Both parties might very well mistakenly short-change the other in terms of how each perceives the other's epistemological efficacy: both mistaking the other for being less than intelligent regarding a certain subject. Each of their exact intelligence levels then are made existentially unrecognizable. And, thereby subverting their becoming of actual existence (at least) between themselves.

Paulo Freire (2014) also captures this phenomenon in his description of the term dialogue. He argues that dialogue is a necessary component of one's humanity, and in the establishing of one's existence (p. 87-124). Stating specifically:

> "*Dialogue is the encounter between (wo)men, mediated by the world in order to name the world hence, dialogue cannot occur between those who want to name the world and those who do not wish this naming dash between those who deny others the right to speak their word and those whose right to speak has been denied them those who have been denied their primordial right to speak their word must first reclaim this right and prevent the continuation of this dehumanizing aggression*" (p. 88).

Freire's sentiment is echoed by Kimberle Crenshaw (1989, 1991), when she brought attention to the subversive functions of prejudicial racism that exists according to a refusal to acknowledge the identificative multiplicity constituting all person's individual identity; by more specifically bringing attention to the phenomenological aspects by which this sentiment marginalized Black Women.

Analytical Summary: The Problem According to the Reviewed Literature

The reviewed theoretical literature appears to point to a problem which requires a certain paradigm shift in the way scholars have classically conceived of disability and PWD. However, scholarly calls for paradigm shifts in the way disability is regularly framed in scholarly literature are also pointed to by other scholars as being a key exacerbator in the ongoing clouding of academic understandings of disability. Ultimately, and without staking a claim in this debate, I see it that to some extent the mere presence of the debate itself epitomizes the paradox complicating the point many other scholars, especially

those focused on shortcomings in basic disability data, appear to be trying to make.

That is, the ultimate impact of problems facing PWD which derive specifically from key underdeveloped points in disability data, have a dually problematic nature. Meaning that, the nature of such problems, including their subsequent impact on PWD, is that have a dually compounding somewhat paradoxical nature in that they are paradoxically complicated by simultaneously enacting injustices that congruently both, symptomatic or indicative (i.e., the existential effect resulting from a given problem), and, epidemiological (i.e., the root problem which causes a given existential effect), in basing while also compounding the effects and the operation of injustices that align with the one's addressed in this work as facing FWD.

In cases where there are not simple points of information to base understandings related to disability and PWD, (e.g., where a point of data reflecting the number by which PWD exist amongst a given population is not only non-existent, but where also the thought of collecting such a point of data is practically just as void), then one's grounds to base arguments aimed at simply identifying injustices attached in any way to their identity as a PWD, do not exist. Thus in such cases, PWD are not only subjected to certain injustices that might very well otherwise be deemed unethical by a majority of the larger population, but in conjunction with, immediately upon, or whereas the manifestation of such injustices, PWD then also are bound to being subjected to the effects caused by them.

Societal Barriers and the Enactment of Inequality Ultimately Manufacturing a Known Aspect of Disability. In this subsection, I begin by briefly introducing a key problematic aspect by which theoretical discord results in the manifestation of instances of poor EDD. Then I close this subsection by briefly explaining the significant degree to which poor EDD complicates scholars' and institutional leaders' ability to address injustices affecting FWD by leaning on Joseph Grigely's (2017) article published in the Chronicle of Higher Education.

In a 2017 article published by Higher Ed, titled "The Neglected Demographic" Joseph Grigely called for a national level investment in reasonable accommodation (RA) programming for college faculty with disabilities (FWD). Whereas he claimed that such reasonable accommodation (RA) programs seemed to be fundamentally broken, thus violating the rights of persons with disabilities, and harming the institution of higher education in the US. Specifically, he claimed that current institutional practices not only impede FWD from requesting and receiving a RA, but they also dissuade students with disabilities from becoming college professors, which in turn harms colleges' existential purpose (Grigely, 2017).

In making his argument, Grigely explicitly pointed to a significant precedential injustice that is representative of education's ongoing epistemological and pedagogical struggles that result from the hermeneutical lacuna specifically associated with disability and PWD. Whereas Grigely's (2017) work encapsulated a specific issue – i.e., inequities in RA for FWD – in a way that effectively demonstrates the challenges FWD face due to disparities in FWD

rates. Thereby highlighting an instance where disparities in FWD rates seem to manufacture, or exacerbate, a key aspect of disability. That is, disability which stems specifically from the environment (Madans, 2016; Madans et al., 2011; Patel & Brown, 2017; The Washington Group on Disability Statistics, 2020, 2021b, 2021a, 2021c; Weeks, 2016; World Health Organization, 2020, 2021; World Health Organization et al., 2008).

The Dual Nature of the Problem: The Manufacture of Facultas Marginem (FM)

Disparities in the data that does exist regarding PWD reflects a seemingly disproportionate degree of inequality affecting them in many aspects of life, especially with regards to their being FWD. And acknowledging that where scholarly debate as to the relative degree by which existential injustice is or is not actually being reflected by these disparities does exist (e.g., Douglas C. Baynton, 2011; Weitz, 1993), I pose it is more often misguided at best, and irrelevant here at worst, especially when considering equality in relation to the overall wellness of society, and specifically, when regarding issues facing society that stem from poor EDD (i.e., in facing PWD, FWD, and many other identity groups alike; withstanding any regard to their existential disability status).

Therefore, I pose here that the problem of disparities in FWD rates is emblematic of the conditions experienced by PWD according to their (not) being reflected by, or related (adequately) to instances of EDD. And where disparities in FWD rates then warrant being understood as a particular instance of injustice that is necessarily worthy of scholarly address. And furthermore, I pose that the larger

group of injustices stemming from systemic shortcomings in EDD are not only particularly prevalent, but accordingly the same larger group of injustices is also then necessarily indicative of a wide range of phenomenon operating harmfully in the lives of many persons beyond those only considered categorically as having a disability or being a PWD.

Due to the complex nature of disparities in FWD rates, and the degree of hermeneutical injustice by which it exists, then address of the problem warrants scholarship aimed entirely at addressing both of the following conditions: 1) The phenomenological conditions directly impacting PWD according to the existential condition of certain socioenvironmental aspects, barriers, or condition(s) exactly negatively affecting them, and; 2) The epistemological conditions directly impacting all persons according to the (non)existence of certain hermeneutical necessities in understanding disability, and the relative condition of PWD.

Whereas, the problem being addressed here also operates reciprocally, to wit: Being that problematic instances of (missing or illogical) empirical disability data (EDD) perpetuates inequality in two fundamental ways: 1) It complicates understandings of data related to educational outcome disparities amongst an array of identities intersecting with disability, and; 2) It frustrates our ability to form an accurate concept of disability in the educational sphere, thus perpetuating problematic understandings which impede justice by complicating any epistemological tasks required to address them. Thus, upon instances of missing or bad EDD being identified, or otherwise discovered, then accordingly also manifesting existentially as instances of environmental barriers: Or otherwise

enacting a certain condition regarded by scholars as disability, disproportionately upon those subjected according to certain aspects of one's categorical identity.

Facultas Marginem (FM) as the Theoretical Framework

Over the text comprising this section I explain Facultas Marginem (FM) as both, holding a certain definitional meaning, and, as the conceptual methodology driving this work. I begin here by first briefly establishing an introductory understanding of FM. I mean specifically to convey two fundamental aspects of its meaning, i.e., the general definition of the term FM, and FM as the theoretical framework. To be clear, I utilize the term FM over the course of this dissertation as both, the moniker for the theoretical framework guiding this project, and to denote a certain specific type of phenomenon.

Returning to a key aspect of the literature, being that it seemingly points to a specific problem that I've framed as being two-fold. That is, where disparities facing FWD first points to the lack of FWD existing at the institutional level due to socioenvironmental barriers. And, then disparities facing FWD are thereby being exacerbated by hermeneutical barriers to understanding how to address issues of disability, (i.e., issues affecting FWD). Thus, it is important that this study's approach to addressing disparities facing FWD by responding to the specified research questions adequately accounts for both aspects of the problem. That is, from barriers that exist amongst organizational settings from a socioenvironmental standpoint, and then also organizational level barriers that exist from a hermeneutical standpoint.

Restating again, as noted in referring to the works of Robert Anderson (2006a, 2006b) and Rhonda Olkin (2011), Evans et al. (2017a) claimed, "Information as basic as the numbers of staff and faculty with disabilities working in higher education is unknown" (p. 198). In attempting to answer the driving research questions previously listed, and building on the question of how might we properly assess the empirical – and in turn the existential – condition of FWD there are several key underlying questions by which I aim to approach the subject: 1) How might we best assess the number of PWD existing as FWD? 2) How might we best assess the institutional barriers by which PWD face in becoming FWD? and, 3) How might we best assess the role of institutional policy and praxis in affecting the institutional barriers that pose challenges to PWD in terms of their also being FWD. Consequentially, several considerations of empirical measurement in turn present themselves: Namely, the measure of FWD (i.e., the measure of disability – including how might we consider disability and PWD from a theoretical standpoint), the measure of policy and organizational praxis affecting FWD, and the measure of structural socioenvironmental barriers facing FWD.

In response, I pose the term Facultas Marginem (FM) as a means to best address the problem of disparities in FWD rates. From a definitional, existential, or operational standpoint, FM can be understood as a term utilized here to denote the specific aspect of disability which manifests necessarily from a specific locus which disproportionately impedes, impairs, or otherwise disables certain persons, and most importantly, that is therein situated categorically amidst a given

environmental setting or context: As opposed to being situated within individual persons nor PWD. More succinctly defined, FM denotes any existential aspect of disability which derives specifically from environmental factors, as opposed to any particular aspect of Disability, or any other component of one's inherent physiological state, albeit of impairment or otherwise.

Conceptualizing FM as the theoretical framework guiding this dissertation may not be as readily explained, However, it can be best understood, at least initially, as aligning with the definitional meaning of FM that I've provided here: Of which, will remain conceptually consistent throughout this work. Meaning that I will utilize the term FM throughout this dissertation consistently in terms of its definitional meaning and how it should be conceptualized as the theoretical framework. In other words, the definitional meaning of FM that I've introduced here will remain conceptually consistent in terms of my use of it as both, a moniker for the specific phenomena I've described here (i.e., as being the environmental aspect of disability), and as a moniker for, or the underlying theoretical approach guiding this work.

Admittingly, I am introducing FM here as both a relatively unestablished term, and, as a relatively unestablished theoretical framework. However, one should not conceive of nor understand FM necessarily as being an altogether newly formed concept: definitionally, theoretically, nor otherwise. When conceiving of FM in a way that focuses on its (that is, FM's) infancy, one is only accurate with regards to such infancy, in relation to scholars' familiarity or utilization of the actual term itself: FM. That is because FM, in being based on

identifying the environmental aspects of disability, is rooted in established disability literature.

To clarify, by acknowledging FM's relative infancy, then two points warrant being made: 1) The term FM, in itself is a relatively moot point as I have no preference should the term be popularized or otherwise known by another name, for it is the concept and the associated ontological phenomena to which the term specifically refers that is my concern, (i.e., should scholars choose a different term, e.g., XY Zebras, so long as the denoted meaning remains consistent, I'd not raise any point of contention), and; 2) While my utilization of term FM might be unprecedented, the phenomenological aspects FM specifies are well documented in the literature.

I utilize the term FM here as a mere, yet much needed moniker related to disability; not only with regards to its utility as a term for specifying the theoretical approach unique to this dissertation, but also with regards to my use of FM to delineate between and otherwise name certain aspects of a relatively undefined, yet no less existential, type of phenomenon. On a fundamental level, any proper reference to the term FM should, at least in its basis, convey a certain notion: That is, any aspect of disability which by definition manifests categorically from some aspect of a given environment. Use of the term FM is advantageous here because of the slight, yet important, way that the term builds on the previously established work of disability scholars. Furthermore, as I have begun to point out in the previous chapter of this dissertation, it seems that the slight addition to language and theory contributed here by FM is not only

warranted, but more importantly, is necessary. That is, in terms of FM being necessary to conceptualize, name, and communicate several aspects of the problems facing PWD, and accordingly in my approach to addressing disparities in FWD rates.

As such, FM should not be considered a reconceptualization of neither disability, nor any other previously established ontological entity thereof: FM is not conceived of here as a certain re-conceptualized end. Rather, it is conceived here more so a means of reconceptualizing a key aspect of the problems faced by PWD, a means of reconceptualizing an aspect of disability identification, a diagnostic means, or more pointedly, a means of making a key point of identification (i.e., of environmentally based disability). That is, where FM specifies a certain key theoretical point of disability. Being where FM specifically delineates, between the aspects that inherently derive from disability according to it necessarily being a condition of an individual person (i.e., being from disability, Disability, or more pointedly, from PWD), and the aspects that inherently derive from disability according to it necessarily being a condition of a societal body(ies), the environment, socioenvironmental contexts, etc. That is, where in the former case the term disability still refers adequately, but where in the latter, the term FM is utilized hereto throughout the remainder of this work in place of the term disability, when it is necessary to specifically denote a particular phenomenon generally conceived as disability according to the relative degree of existence in an identifiable (set of) environmental barrier(s).

As the theoretical approach guiding this dissertation, FM must also be described hereby as aligning in two ways. From a PWD, or individual identity perspective, FM frames disability using an approach which aligns most heavily with the social model of disability. From a societal, or institutional perspective, FM frames the socioenvironmental settings, or the institutional climate in their understanding and exhibition of (its) disability, by aligning more so with a medical model. In other words, FM denotes a particular aspect of the experience of disability (i.e., the phenomenon of disability) which draws from one's interaction with certain conditions of a given socioenvironmental setting.

FM utilizes an approach that instead of posing theoretically that disability is a dichotomous condition of persons, rather, this dissertation poses that categorically disability is also a continuous condition of societies and organizations (i.e., thus, in this case being FM): Specifically, of institutions of higher education in the US. Put more clearly, FM refers to any disabling socioenvironmental aspect(s) or condition(s) that are specifically located in therein the respective environment. That is, as opposed to any condition of the respectively situated individual(s). The significance here, is that FM specifies a theoretical construct of disability that in the context of FWD and higher education, lays categorically within the institution's body, or the respective societal body. As such FM may prove useful in understanding how phenomena related to disability seemingly operate as a condition of a given institutional body, namely, in affecting systemic types of inequities (for better or worse); i.e., in this case injustices facing FWD evidenced by disparities in FWD rates.

It is also important to remain mindful of the overall focus of this dissertation being conceptualizable as being two-fold in another vital regard. That is, this work's adherence to an epistemic duality of sorts, in its theoretical approach to understanding socioenvironmental barriers evidenced in disparities reflected by FWD rates, being: 1) To address socioenvironmental factors affecting disparities appearing in FWD rates from a traditional sense (e.g., institutional climate, policy, institutional practice, etc.), and relatedly, from a less traditional sense; 2) To address the role that empirical disability data (EDD) plays in being a socioenvironmental factor, thereby not only complicating disparities appearing in FWD rates, but more importantly, complicating all understandings of FWD rates, and thus FWD.

FM as an Exercise of (Critical) Disability Studies

In this section, I explain FM further by discussing how it relates theoretically to a certain point of delineation between two aspects that are commonly conceived of as "disability," while also being regularly marked by paradox and prejudice (i.e., the common notion of disability pride, and the existential condition of PWD). The need for Facultas Marginem (FM) as a specific theoretical approach draws initially from our generic use of the term disability: and thus our generic understanding of that which derives its meaning. It is by this genericness that differing connotations drawn by disability are exacerbated to a problematic point. By pointing to a certain aspect of disability, FM holds a point of specificity which limits the exacerbation of differing connotations owed to a single use of the term disability.

I've labelled the specific theoretical framework guiding the proposed dissertation FM. FM is used as a moniker that refers to any extant, identifiable, nonessential or otherwise reasonably redressable, instance(s) of a socioenvironmental or hermeneutical barrier(s). Therein mirroring the way disability is conceived dynamically as being a condition of people. That is, being a certain type of continuous unidimensional trait naturally existing – at least to some degree – in every individual's physiological body (e.g., John Doe, Jane Doe, etc.). Where contrastingly then, FM is conceived here dynamically as being a condition of societal bodies. That is, being a certain type of continuous unidimensional trait naturally existing – at least to some degree – in every individually identifiable societal body's constitution (e.g., colleges and universities, the US federal judiciary, the State of California, the University of Kentucky, etc.).

Systems Theory and the Diagnoses of FM Affecting Institutional Bodies' Ability

Fricker (2007) claimed that when understandings related to a given culture's experience are systemically clouded, injustices that seem obvious to members of the given culture become hard to articulate to others. This conceptual gap, in turn perpetuates injustices because those who are victims of the injustice are discredited as to the existence of the injustice. FM is put forth as a theoretical framework conceived in the spirit of alleviating the epistemic injustice which seems to be operating in relation to disability. That is, in being aimed at differentiating between notions of disability that derive from the condition(s) of

PWD and those that derive necessarily from the environment. Thereby, placing ownership of a given aspect of disability upon its rightful source, and removing the burden placed on PWD by incorrect or indistinguishable allocations of disability in that they do not stem from them (i.e., PWD).

As a theoretical framework FM is an amalgamation of sorts, which draws heavily from the established theoretical frameworks of, critical theory, disability studies, intersectionality, and host of related scholarly frameworks for understanding the ontological condition of disability. In order to adequately conceptualize FM and disability, and how the two notions are related, an understanding of certain cultural and historical factors that explain disability's extant condition within the larger society is fundamental. Throughout the proposed work, I use the term FM to label the marginalization of FWD caused necessarily by redressable shortcomings in systemic data and institutional policy. In this way, the shortcomings in extant education data (i.e., the preclusion of FWD from the aggregate of US college faculty in annually published data from the USDOE) act as the redressable nonessential societal barrier which accords an instance of societal marginalization to FWD, (i.e., FM).

Diagnosing FM as an Undesirable Condition of Colleges and Universities

FM provides the language which differentiates between disability as a notion which is the quality of people and disability as a notion which is a quality of the socioenvironmental context: FM being the latter. This distinction is important as the following section will show that current scholarly understandings

of disability build on the social model of disability in claiming that the true meaning of disability incorporates both. FM aims to add to the theoretical and linguistic components which are necessary for understanding the harms caused to PWD as a result of being marginalized by extant systemic data and deficiencies in institutional policy, (i.e., shortcomings in systemic data related to disability).

Organizational Bodies, Societal Systems, and Identity

Building from Katherine Aquino's (2016) Disability Diversity Disconnect Model, I utilize general systems theory as the overarching framework for guiding and understanding several key aspects of this study's structure. Each one of the 36 institutions being focused on in this study represent a closed system of analysis. More specifically, each one of their AAPs and EEO websites will be analyzed for the degree to which they might contain both structural (socioenvironmental) barriers, and the degree to which they (i.e., including their respective indices of EDD) considers disability and diversity (hermeneutical barriers). To assess structural barriers, this study leans heavily on Social Role Valorization (SRV) Theory (Wolfensberger, 2004) as the underlying framework guiding this study's analysis. And to assess hermeneutical barriers this study utilizes a simple approach guided by the underlying principles behind the theory and discipline of intersectionality studies (Cho et al., 2013) and epistemic marginalization (Fricker, 2007).

In the following sub-sections of this dissertation, I briefly discuss each of the four main theoretical frameworks guiding the logic behind the instrument to be applied in this study's analysis. These four subsections are respectively titled

Systems Theory, *Social Role Valorization (SRV) and PASSING*, *Hermeneutical Marginalization and Intersectionality Studies*, and *Facultas Marginem as the Underlying Outcome Variable*.

Systems Theory. James L. Bess & Jay R. Dee stated, "General systems theory was conceptualized at a high level of abstraction so that it could apply to systems as diverse as single cells within organisms or complex human societies" (2012, p. 94). In this study each institution represents an individual system. This study compiles data that looks at the aspect of each institutional system that has to do with the employment of FWD. The compiled data makes up what I will often refer to as each of the institutional profiles that serve as the core data of study in this work. In this way general systems theory serves more so as a theoretical framework which helps to describe and conceive of the way this study is constructed. That is, as opposed to it being heavily influential in driving the actual instrument and methods utilized here. Metaphorically, systems theory acts here more so as the canvas upon which the picture is drawn, as opposed to the actual paint used to draw the picture.

The main take away here is that each system (i.e., each individual institution basing this study), acts as a singly closed autonomous systemic body. Warranting not only measure, but also acting in a way that displays psychometric traits, and thus also warranting psychometric measure. Whereas, systems theory acts more so as the canvas, the following frameworks act more so as the different paints. That is, the following frameworks do more to drive, inform, and guide the actual instrument and measurement methodology utilized in this study's analysis.

Social Role Valorization and PASSING. Building from normalization and social role theory, Wolf Wolfensberger (2004) framed barriers facing PWD through his theory of Social Role Valorization (SRV). In short, SRV poses that persons, and classes of persons, are generally valued or devalued based on the societal valorization of the social roles in which those persons are perceived as holding. Wolfensberger lists eight major role domains: 1) relationships; 2) residence, domicile; 3) economic productivity, occupation; 4) education; 5) leisure, sports, recreation; 5) community, civic identity & participation; 7) cultus, values; and 8) culture (Wolfensberger, 2004, p. 30).

This study's instrument borrows from each of the eight major domains to guide the analysis applied here. When disability or PWD are mentioned in AAPs scores will be assigned as to the degree to which they are or not reflected, either positively or negatively in each of the eight categorical domains. These scores will contribute to the creation of each of the institution's respective data profiles. The SRV framework will heavily guide this work's assessment of the systemic barriers ultimately measured by its study, (i.e., being specifically, both hermeneutical and socioenvironmental types of barriers facing FWD).

Hermeneutical Marginalization and Intersectionality Studies. According to Miranda Fricker, "The notion of marginalization is a moral-political one indicating subordination and exclusion from some practice that would have value for the participant" (2007, p. 153). In terms of the hermeneutical barriers, FWD are not only excluded in many practical respects from participating fully as a member of the faculty, but just as significantly, they are widely excluded from

being counted in many respects of EDD. One obvious area FWD are excluded from being counted is readily framed by the field of intersectionality studies (Cho et al., 2013). That is, in AAP documents aggregates of faculty gender and racial demographics are compiled separately from disability status information. Meaning that, AAP documents contain no aggregates that consider for example, African American FWD, Women FWD, and especially not African American Women FWD. This precludes institutions and certain minority groups with disabilities from understanding how persons with multiple marginalized identities might be represented in experiencing their position amongst the faculty. This form of hermeneutical marginalization aligns directly with Kimberle Crenshaw's early work in identifying the theory of intersectionality (Crenshaw, 1991).

Thus, I lean on these two frameworks together in guiding the part of this study's instrument that aims to measure hermeneutical barriers. That is, as a major point of focus in this study which looks to where data and the general consideration of PWD, and especially in relation to historically marginalized intersecting identities, does or does not exist. This aspect of the study is expected to be emphasized especially in the case of web page images and in constructing scores drawn from applying SRV to the socioenvironmental variables described previously.

Facultas Marginem as the Underlying Outcome Variable. Restating here, FM is loosely conceived of here as socioenvironmental barriers that exacerbate the condition of disability or otherwise complicate the full participation of PWDs. Leaning on principles of program evaluation theory and

practice, and guided by the aforementioned frameworks, this study uses an instrument to test for institutional level indicators of heightened socioenvironmental and hermeneutical barriers respectively. The methodology utilized by this study calls for an understanding of FM as the main outcome variable. Furthermore, this dissertation conceives of FM as a measure comprised of both types of barriers at the institutional level (i.e., socioenvironmental, and hermeneutical barriers). Thus, it also conceives of FM as being a trait, quality, condition, etc., of institutional bodies (i.e., the individual public AAU universities measured in this study). As such, it is assumed here as it then also necessarily follows, that: Each and every defined societal institution, organization, or any other type of societal body necessarily exhibits psychological traits which entail them individually to also necessarily being capable of being subjected to psychoanalytical measures.

CHAPTER 3: METHODS

The methods utilized in this study are aimed at obtaining findings resulting from statistical tests of data collected from various sources. As such, this study's methods are uniformly geared at testing certain aspects appearing across collected data as a means to observe several key points in lending insight to the existential status of systemic barriers which might be operating amidst certain institutional level contexts related to AAP programming, (i.e.: the disability and employment rates associated with PWD, FWD, and each aspect of the target population (TP); the portrayal of disability, PWD, FWD, and additionally, how such might be portrayed in relation to the TP; the DE levels observed in each aspect of the collected data, and lastly; the existence of systemically based challenges facing institutions' ability to implement effective institutional level AAP programming).

Put more clearly, the methodological approach taken by this study is applied by uniformly keeping the main purpose of this dissertation in mind (i.e., to develop scholarship aimed at alleviating existing disparities in FWD rates). And consequentially, where the methods applied in this study aim to uniformly develop certain advantageous scholarly understandings: Specifically of the following: 1) The rate at which FWD are employed; 2) The way in which disability and PWD are framed at the institutional programming level, and; 3) The potential existence and operation of certain systemic based institutional barriers adversely affecting institutional ability levels, and posing challenges to employment faced especially by PWD, FWD, and the rest of the TP.

The text comprising this chapter of the work aims to clearly explain the methodological approach utilized by this study in aiming to accomplish these goals. This explanation encompasses nine main sections, respectively titled: *Introduction*, *Methodological Framework*, *Overview of the Study*, *Definitions*, *Identification of Variables*, *Methods for Data Collection*, *Methods for Descriptive Findings*, *Methods for Obtaining Analytical Results*, and *Methods for Addressing the Research Questions*.

Introduction

From a foundational standpoint the methods utilized in this study rely on data drawn from AAPs belonging to public institutions in the US having membership with the Association of American Universities (AAU). Furthermore, to achieve this dissertation's underlying goals the methods guiding the application of this study are geared uniformly to address the following research questions (RQs):

1) What is the FWD employment rate amongst public AAU research universities in the United States? To what extent might FWD employment rates be disproportionate to analogous data (e.g., on employment, disability, and PWD)?
2) How might disability, PWD, and most namely FWD, be framed, portrayed, or otherwise understood in the text comprising AAPs belonging to AAU institutions? Might certain systemically or policy based hermeneutical and socioenvironmental barriers be identified as operating at the institutional AAP programming level

to disproportionately affect the employment of FWD at AAU institutions (i.e., according to the EDD and the AAP data ultimately collected by this study)?

3) What actions and policy proposals are suggested for persons tasked with improving institutional policy, or the laws governing them; to improve institutions' ability to employ FWD and implement more effective DEI, EEO, and AAP programming affecting them?

In order to address the RQs, the methods applied in this study aimed to obtain test results via a study geared to test EDD produced by 36 US public institutions belonging to the AAU. The AAU is an institutional membership organization consisting of fairly large research institutions that are both public and private. The official AAU website (2022) stated the organization's mission statement as follows:

> *Founded in 1900, the Association of American Universities (AAU) is composed of America's leading research universities. AAU's 66 research universities*[11] *transform lives through education, research, and innovation.*
>
> *Our member universities earn the majority of competitively awarded federal funding for research that improves public health, seeks to address national challenges, and contributes significantly*

[11] There are 66 total AAU research universities consisting of: 38 public institutions (i.e., with 36 being located in the US, and 2 being located in Canada), and 28 private institutions all located in the US.

to our economic strength, while educating and training tomorrow's visionary leaders and innovators.

AAU member universities collectively help shape policy for higher education, science, and innovation; promote best practices in undergraduate and graduate education, and strengthen the contributions of leading research universities to American society.

Public institutions belonging to the AAU make up a substantial portion of the nation's top four-year colleges and universities. Whereas AAU membered institutions represented in 11 of the top 12 "National Universities in 2022-2023" according to the annual U.S. News & World Report Rankings of "Top Public Schools" (2022). As such, AAU institutions also represent a substantial slice of the top faculty membership bodies in in the US as well. That is, in terms of providing postsecondary education to college students and conducting high level institutional research amongst public four-year research institutions in the US.

At the same time however, any prestige associated with AAU membership doesn't absolve them from having to comply with the federal laws governing AAP programming. Put bluntly, AAU institutions are also subject to the Equal Employment Opportunity (EEO) laws protecting the employment rights of PWD. California State University, Sacramento's AAP (2019), highlighted institutions' responsibility to comply, by citing a small section of federal law mandating Equal Employment Opportunity (EEO) program compliance including the production of AAPs. Whereas CSUS's AAP (2019, p. 5) stated:

Under Section 503[12] a business with a federal contract of more than $15,000 is requited to treat qualified individuals with disabilities without discrimination on the basis of their physical or mental disability in all employment practices, and to take affirmative action to employ and advance in employment individual with disabilities. If the company has at least 50 employees and a single contract of $50,000 or more, then it must also develop a Section 503 AAP, as described in 41 CFR 60-741, Subpart C.[13] Section 503 applies to businesses with federal construction contracts, but not to businesses with federally assisted construction contracts

The 36 particular AAU institutions originally sought for participation in this study were purposely specified (i.e., as opposed to the remaining 30 AAU institutions that were not), because of their being both, public, and also located in the US. The thought with regards to seeking public AAU universities for this study, was that the public institutions might be more transparent with regards to submitting the requested AAPs. And thus, more likely to provide the EDD needed for this study via the empirical data legally required to appear in the AAPs being specifically request by this study. Additionally with regards to the sought AAU institutions being public, this study also assumed that public AAU institutions

[12] More information about AAP requirements under Section 503 of the ADA can be accessed at https://www.dol.gov/ofccp/regs/compliance/sec503.htm

[13] 41 CFR 60-741, Subpart C can be accessed at https://www.dol.gov/dol/cfr/Title_41/Chapter_60.htm

would generally be more representative of four-year colleges and universities operating in the US, (i.e., as opposed to private AAU institutions).

With regards to having sought AAU institutions located in the US for inclusion in this study, the methodological reasoning also considered the representative aspect just mentioned. Additionally, and somewhat more importantly, US based AAU institutions were also specifically sought due to this study's reliance on AAP data on FWD (i.e., in terms of it being required for conducting this study). When having taken this reliance into consideration, coupled with a consideration of the potential complications which may result from the author's having no familiarity with Canada's laws regarding the production of data comparable to the necessary data provided by AAPs, it was assumed that the pursuit of such data from Canadian institutions would be outside the purview of this work.

Methodological Framework

The methodological framework driving this study ultimately aims to respond to the RQs by developing understandings in three general areas: 1) This study aims to develop understandings of the existential rate at which FWD are employed at the institutional level, and; 2) This study aims to develop understandings of the way disability, and more importantly, how PWD are conceptualized amidst certain aspects of AAP programming in ultimately affecting them at the institutional level, and; 3) This study aims to develop understandings of the operation of certain systemically driven factors related to AAP programming and ultimately adversely affecting PWD at the institutional

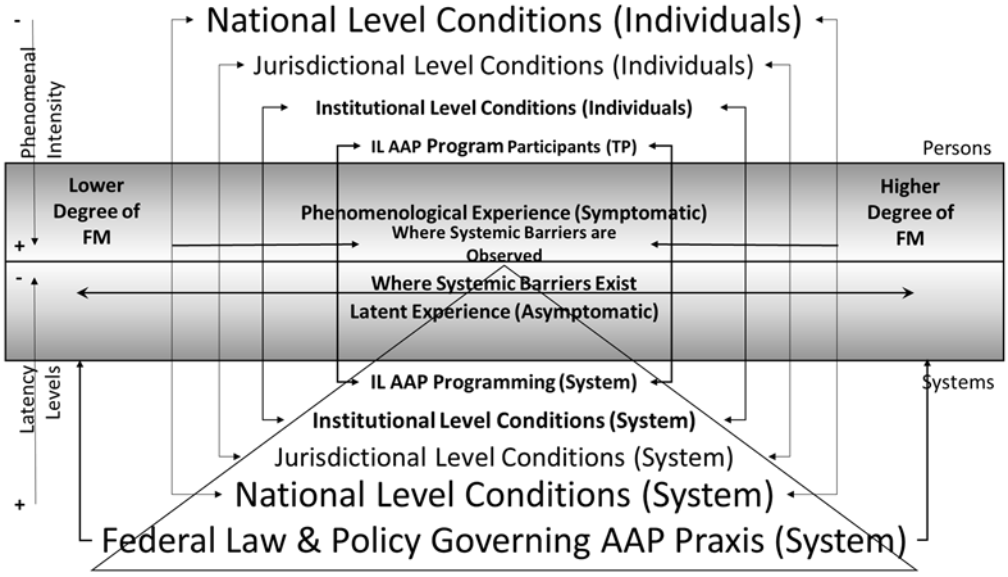
level; (i.e., understandings of certain systemic barriers facing PWD at the institutional level).

As such, this study places emphasis on developing understandings of systemic barriers facing PWD at the institutional level. Particularly, where the operation of these barriers complicate institutions' ability to employ PWD, and especially, FWD; (i.e., systemic barriers facing PWD). Figure 3.2.1 displays a model that explains this study's overarching methodological framework. Whereas this study utilizes evaluative methods to look at several layers of data (i.e., at the national, jurisdictional, institutional, and AAP programming settings levels) according to data collected from the RG AAPs it obtains. Specifically, this study aims to observe the degree to which barriers might exist across the systemic aspects of these settings in ultimately being observed where they affect persons at the institutional AAP programming level.

While this study's evaluative methods draw conclusions based on the qualitative and quantitative characteristics displayed by data collected about both systems and individuals, it is important to note that this study's methodology assumes that the quantitative data collected about individuals (i.e., the TP) at the institutional AAP programming level reflects symptomatically. That is, in being indicative of the existence of systemic barriers operating to affect them (i.e., the TP) at the institutional AAP programming level. And while the qualitative and quantitative aspects observed in the data collected at both the systems and individual levels may be determined to play differing roles in the operation of systemic barriers, withstanding the TP in their interest being employed as faculty,

these aspects are no less considered as ultimately being a contributing factor to the operation of systemic barriers.

Figure 1 (3.2.1) *Model: Overarching Methodological Framework for Observing Barriers*



Despite this study's position that aspects stemming from the conditions of individuals beyond the institutional AAP programming level ultimately may enact certain contributing factors (i.e., in the operation of systemic barriers at the institutional AAP programming level), the methodological framework assumes that the locus of existence deriving to systemic barriers is inherently situated in societally based systems. This study assumes that the effects of systemic barriers are experienced phenomenologically by individuals. And these effects are the most intense amongst the individuals specifically associated with them. While the effects felt by persons are phenomenologically observable, they occur concurrently in also latently affecting the systems they embody.

Thus, this study's methodology makes two final assumptions: First it is assumed by this study that the degree to which a particular systemic barrier might

operate amidst a given system occurs most intensely within the specific system by which it is housed, and; Second, this intensity can be best measured by observing empirical data on the thing(s), associated with the outcomes specified, or otherwise generally understood, as belonging to a given system's praxis. In this case, as it often is in others, the thing associated with the outcomes of the system in question is individuals: Specifically, those belonging to the TP.

To explain this aspect of the methodological framework guiding this study, it is posed here that the systemic barriers facing persons belonging to a given marginalized identity group (e.g., PWD) are best measured by observing demographical data associated with a given system, as opposed to surveying individuals. That is, because systemic barriers are inherently a condition of systems, as opposed to individuals. Thus, the most observable stance from which to capture understandings of systemic barriers derives by the source from which they're located.

One's experience isn't their nature, but an aspect of one's experience can be dictated by nature, and in certain contexts according to systemic barriers. Meaning that, it is not in their nature to reflect this experience with a systemic entity because it is not theirs. Whereas it is in the nature of a systemic entity to reflect this experience in the collective experiences or realities it dictates and otherwise imparts; not upon the individual's reality (i.e., from a perceptible interaction type of standpoint, or in being meaningfully experienced much past interacting directly with the system), but instead, conditionally, upon the shared reality reflected in the societal outcomes.

Moreover, these outcomes are readily observable according to the degree by which a given system's symptoms manifest, that is by the degree to which they are present in the societal reality experienced conditionally by the system's imparting of these outcomes deriving from those aspects of society that a given system is directly tasked in its existence with addressing, or that by its existence, is at least commonly understood to be necessarily associated with. And most importantly, these outcomes are reflected in empirical data either collected in association with a given systems goals or indirectly as a measure of things associated with them. Whereas the data then acts as a type of psychoanalytical measure of the latent conditions affecting it.

Quantitative Methods: Empirical Disability Data & DE

In short, this study's findings result from measures applied over three main parts. The first part comprises of a descriptive analysis of the target population according to each of the (three) named variables, i.e., institutional policy documents, FWD employment rates, and respective points of existing data and coded data. The second part exacts an exploratory measure of the three variables by drawing alert from any observable manifestations reflecting associative relationship levels of societal barriers and each institution's employment of FWD, any aspects of institutional policy documents, and any abnormally discriminatory aspects found to be apparent in respective points of data. In Part Three, the study's focus shifts to a linear modelling approach as a way to best understand the data for the purposes of making effective policy recommendations to institutional leaders and policy makers.

Qualitative Methods: The PASSING Evaluation

Several fundamental and simple adjustments to the PASSING instrument were applied in the present study. For example, across PASSING/SRV based items, the measures applied here consider both, Image Projection ratings and Competency ratings, as being one thing (i.e., Institutional Ability). Meaning that, where PASSING, as a measure used to assess service program quality, generally considers Image Projection ratings as being measures of the quality of the image projected unto the larger society about the persons they serve unto the larger overall society by the program(s) being assessed, and, where PASSING considers Competency ratings as being measures of the effect the service program actually has on increasing the competency levels of the persons they serve (i.e., in whichever way the service program proclaims to do), then this work deviates a bit from the PASSING framework.

The methodology guiding this study agrees with the PASSING framework in that it generally considers what Wolfensberger & Thomas call "Image Projection ratings" and "Competency ratings" (Wolfensberger & Thomas, 2015) to be two categories for measuring the same condition, ultimately being, service program quality. The deviation between the two methodologies begins here however, with a small nuance. That is, the present work assumes that service program quality is synonymous with service program ability. Therefore, if one is measuring service program ability, (or even acceptably still put here, as measuring service program quality), then in the case of this study, where the measure of the service programs being assessed, (i.e., Institutional AAP/EEO

Policy) is a measure of those service program's ability to improve the competency of the institution (i.e., in its ability to hire a diverse workforce, or specifically, in its ability to hire FWD).

- And, if then one is assessing the service program's ability to improve the institution's competency/ability, then a measure of the image or competency of any aspect of the target population, at least in this work, makes no sense. That is, because the image and competency in this case, would apply to the image and competency of the institution, which seems to be a moot point since it might easily be assumed that in for colleges and universities in the US, societal image and perceived competency are generally one in the same: Institutional quality, institutional efficacy, or as put in this work, institutional ability to be effective in its institutional praxis.
- Thus, this study assumes: 1) The differentiated PASSING ratings of Image Projection and Competency to both be measures of Ability, and; 2) All measures of Ability ultimately assess only the institutions comprising the studied Response Group (RG), at both the institutional level, and at the program level.
- And, in being a measure of the degree to which the RG may be unable or otherwise deficient in their ability to create a diverse workforce, this measure is then also a measure of FM. That is, based on the assumption that institutional inability or deficiency is synonymous with institutional disability, which as such,

necessarily creates/manifests an existential amount of institutionally/societally based socioenvironmental barriers and/or disability which emanates from an institutional/societal locus (FM).

This argument is meant to demonstrate the theoretical and methodological framework utilized by this dissertation, in the context of applying the parameters used to apply this study's PASSING Evaluation. In short, this study's analysis is meant to observe and measure the RG's respective institutional ability to employ a diverse faculty, and most specifically in being able to employ FWD. Finally, this dissertation also assumes that low institutional ability levels are indicative of heightened degrees of FM. And thus, depending on the more specific parameters assessed here, (e.g., certain aspects of the TP, certain aspects of the institution and its setting, the observed degree to which low institutional ability levels might be found to exist, etc.), then should lend insight to researchers, institutional leaders and policy-makers, and legislative or governmental law makers alike, about where FM may be affecting certain aspects of the RG's institutional praxis problematically; specifically, in the area of the RG's AAP and related EEO programming.

Assumptions

Upon reviewing the literature, the following study is conducted under several mentionable assumptions which are geared in response to a certain universal point of paradox around disability. Paradox around disability continues to present scholars with an additional factor significantly complicating (key

hermeneutical components, therein subverting the development of) understandings of the conditions facing FWD, evidenced by disparities in FWD rates. Thus, several clarifications and mentioning of the methodological assumptions made in the present study are warranted. They are as follows:

- To be clear, despite focusing most fundamentally on FWD rates – and at times also focusing on PWD, this study is more so a study – or a measure – of the nature of institutions amidst higher education in the US, that is, as opposed to it being a study that focuses mostly on disability as a condition of people, PWD, and/or FWD.
- Furthermore, since institutions and their respective nature(s) should be considered the most fundamental subject(s) – as a means of embodiment, or in other words, as the main response group – of this study, they (institutions of higher education) are assumed necessarily to exhibit, demonstrate, or otherwise source the core unit of analysis measured by this study (i.e., FM).
- From an overarching perspective, the measure of FM at the institutional level generally aligns with the ICD9 framework (World Health Organization, 2020) – the prevailing rendition of the social model – for understanding disability.
- However, by also framing FM as a certain (undesirable) condition of disability which manifests categorically amidst the institution(s) of higher education, as being at the core focus of this study, then from that more exact perspective, this study then also generally aligns with

the more traditional medical model of disability as well; that is, at the institutional level in attempting to diagnose and treat an undesirable deficiency of institutional ability. In other words, this dissertation assumes that heightened degrees of FM existing amidst an institution(s) of higher education are not only undesirable (i.e., as a type of institutional impairment), but also consequently, by such instances being undesirable, this study further assumes that such instances warrant treatment. Thus in that way, this study also aligns with the theoretical underpinnings of the medical model of disability.

- Because this study is most fundamentally focused on understanding the nature of institutions of higher education, specifically, in terms of them being more or less indicative of, affected by, or otherwise a source of FM, this study specifically refrains from making sweeping claims about the condition of all institutions of higher education in general.
- To make this point more clearly, I'll lean here on an analogy to Covid-19. That is, this study aims to understand or diagnose FM, much like studies initially sought to understand, identify, otherwise diagnose the Covid-19 virus. This study isn't designed to make scholarly assessments about the relative degree by which any of its variables (e.g., FWD rates, FM, etc.) may or may not exist amongst all institutions of higher education: This study refrains from making assertions that would be analogous to determining the infection rate of

> Covid-19 amongst a larger population. This study seeks to understand what FM is much like scientists initially sought to understand what Covid-19 was, as opposed to understanding the degree to which FM might be impacting the overall population (i.e., in this case, of all institutions of higher education) or much like scientists who currently make claims about the number of people infected with Covid-19. This study aims to understand what FM is more so than determine what degree to which it relatively affects institutions of higher education beyond those included in the study. Establishing more generalizable understandings of FM, that is not only according to institutions of higher education, but in other socioenvironmental contexts as well, should be the aim of future work.

In short, the following study consists of a multi-level evaluation of socioenvironmental barriers facing FWD. Whereas it is driven methodologically by specifically drawing data from disability related policy documents, FWD employment rates, and a measure of the quality or functional ability of respective aggregates of EDD.

Conceptualizing Systemic Barriers

The methodological framework guiding this study is constituted by two separate but interrelated considerations in the empirical measures applied. Both of these considerations were applied consistently in the applied utilized throughout this study. As such, when applying measures this study considers the collected data by uniformly focusing on in two ways: 1) This study uniformly focuses on

the collected data in the classical sense, as portraying a certain existential condition, (i.e., here specifically being on the condition of certain socioenvironmental barriers, PWD, FWD, the existential aspects of related policy, law, and practice, etc.), and; 2) This study uniformly focuses on the collected statistical/quantitative data in a hermeneutical sense (i.e., of EDD). While this study draws data as a means to assess the conditional nature of three particular existential bodies (i.e., PWD, EDD, and individual institutions in certain aspects of their policy and praxis), the exact variables at the study's core stem from two different ontological loci: That is existential socioenvironmental variables and, epistemic hermeneutical variables.

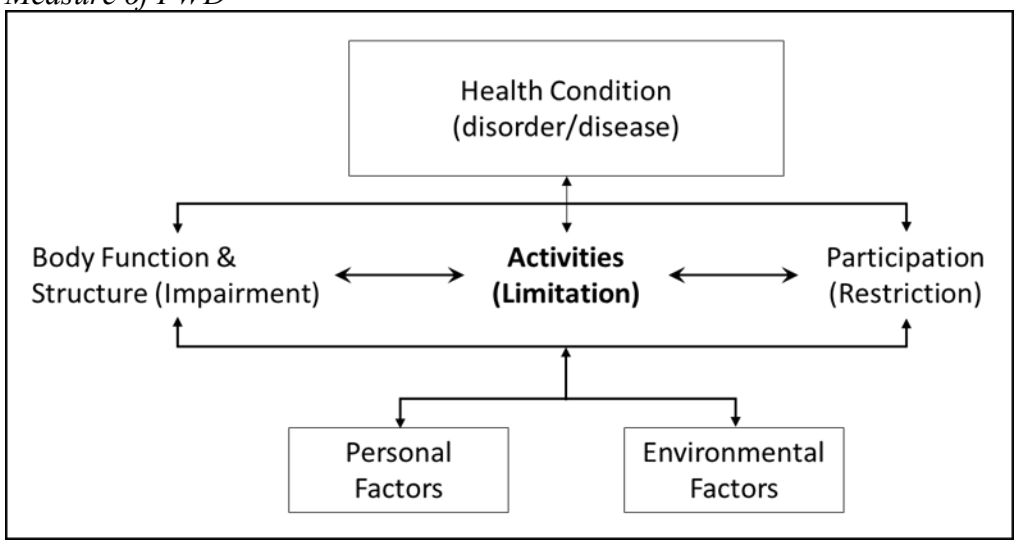
In other words, this study is comprised of distinct yet interrelated measures. And as previously noted, both are applied consistently throughout this study. Put more exactly, this study does both: 1) Assess existing data to develop understandings of the existential conditions of FWD and institutional bodies of higher education, and 2) Assess institutional EDD for its respective degrees of existence and efficacy to develop understandings of PWD. And in-turn, thereby assessing an institutions' respective degrees of existential capability regarding several aspects of policy and praxis affecting FWD.

The operation of systemic barriers facing FWD undergird the aim of the qualitative portion of this dissertation. From a methodological perspective this study utilizes an instrument that is guided by SRV theory (Wolfensberger, 2004) and the PASSING framework for assessing human service programs (Wolfensberger, 1983; Wolfensberger & Thomas, 2007, 2015). The qualitative

instrument aims to measure both socioenvironmental and hermeneutical barriers potentially appearing in this study's analysis of institutional AAP documents. The guiding principles behind this study's measure of hermeneutical barriers builds on SRV theory, namely in calling for societal inclusion of marginalized groups (esp., PWD), by drawing from both, hermeneutical marginalization (Fricker, 2007) and intersectionality studies (Cho et al., 2013; Crenshaw, 1989, 1991, 2001).

It is important to note that certain systemic barriers operating at the institutional AAP programming level ultimately derive from systemic factors operating amidst the laws, policies, and practices driving the praxis of AAP programming: Thereby, regularly transcending the institutional level aspects of AAP programming. Since certain factors driving the praxis of AAPs supersede the existence of systemic barriers affecting PWD exclusively at the institutional level, it is vital that this study extend its scope to also consider these transcending systemic factors operating amidst the praxis of AAP programming. Whereas, in attempting to develop understandings of certain systemic barriers facing PWD at the institutional AAP programming level, this study also considers certain aspects of federal law, policy, and programming practice that despite not existing at the institutional AAP programming level, are key in driving the praxis of AAP programming, and thus the existential conditions facing PWD at the institutional AAP programming level.

Figure 2 (3.2.4.1) *The Methodological Framework Utilized by the Prevailing Measure of PWD*



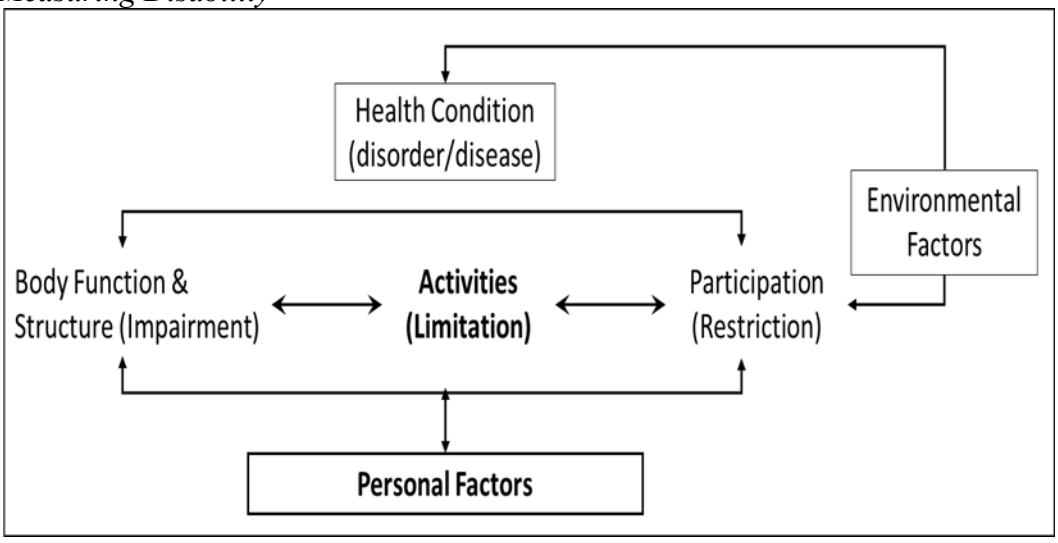
Note. This is the methodological framework guiding research on PWD which utilize a phenomenological approach to measuring disability. Barriers facing PWD (i.e., listed in the figure as Environmental Factors) are understood here as interacting seemingly equally or in addition to, or if neither, then at least being situated from a similar, if not the same, source as personal factors

Figure 3.2.4.1 demonstrates the methodological framework generally utilized by phenomenological measures of disability: That is, the prevailing model for determining the number of PWD present amidst a given context. Notice that, barriers facing PWD, denoted in the figure as "Environmental Factors" are conceptualized by this model in a way that seemingly equates them to "Personal Factors" (see, Fig 3.2.4.1). The FM framework utilized by this study poses this to be a fundamental flaw, ultimately complicating scholars' ability to adequately assess the barriers facing PWD.

Figure 3.2.4.2 makes a slight yet key adjustment to the prevailing methodological framework exhibited by the previous table. Whereas the barriers,

being still denoted as “Environmental Factors,” now appear in Figure 3.2.4.2 as situated more distinctly outside of the aspects of disability that are more inherently tied to individuals’ (i.e., or otherwise PWDs’) inherent physiological make-up. Furthermore, the updated model allows one to conceive of such barriers more readily as interacting more so with certain aspects of one’s experience and/or “Health Condition (disorder/disease).”

Figure 3 (3.2.4.2) *FM, Adjusted Prevailing Methodological Framework for Measuring Disability*



Note. This figure makes a slight yet key adjustment to the prevailing methodological framework guiding contemporary measures of disability (e.g., the approach taken by the Washington Group of Disability Statistics. Whereas the barriers facing PWD, denoted here as “Environmental Factors,” appear here to be situated more distinctly outside of the aspects inherently tied to one’s physiological make-up. Whereas in the updated model one’s experience of such barriers is more readily conceived of as interacting more so with one’s experience of disability as it relates more specifically to those external aspects of one’s

experience in the contexts of their "Participation (Restriction)" and/or "Health Condition."

Socioenvironmental Barriers. This study will utilize existing data to assess the condition of PWD in relation to FM. Existing statistical indices regarding PWD, FWD, and Students with Disabilities (SWD) will be assessed for their being indicative of socioenvironmental barriers, (i.e., put more exactly, observable levels of FM). This aspect of the study focuses on the existential condition of FWD across the institutions comprising the target population of this study. One can also accurately conceive of this aspect of the study as focusing more so on understanding the existential institutional conditions facing PWD in their role as FWD: That is, as opposed to the hermeneutical aspect of this study which focuses more so on the condition of the EDD as a specific type of barrier facing FWD, this aspect of the study focuses on the both the EDD and the text comprising each of the RG institutions' AAPs more so in terms of it reflecting the existential condition(s) of FWD.

In short, one of the two underlying measures driving this study focuses specifically on the existential conditions (i.e., including any socioenvironmental barriers that may exist at the institutional level), facing FWD, PWD, and individual institutions. Variables comprising this aspect of the study include for example, the number of FWD employed by a given institution, types of disability policy emphasized in respective AAPs, factors guided by the SRV framework, etc. Socioenvironmental measures focus on conditions and barriers existing at the institutional level.

Hermeneutical Barriers. This aspect of the study focuses on the existential condition of empirical disability data (EDD). Whereas this study assesses the respective EDD for its being indicative of a certain type of environmental (hermeneutical) barrier. This aspect of the study assesses the degree to which the larger set of empirical data (being at the core focus of this study), includes theoretically consistent indices of respective EDD. Hermeneutical measures aim to understand the general efficacy of EDD relative to the general efficacy of respective data regarding all demographical indices thereof the same instance of data.

In seeking an understanding of shortcomings in systemic data related to disability, this aspect of the study focuses specifically on the fortitude of AAP data as it relates to FWD at the institutional level. The aforementioned hermeneutical aspects make up the second part of the study's two measures. That is, where the fortitude of AAP data regarding FWD, hermeneutical barriers are measured amongst each of this study's three key aspects of the target population (FWD, AAP data, and public AAU institutions).

Another aspect of hermeneutical measures has to do with assessing the general way each institution frames disability conceptually amidst their respective policy and praxis. That is, what type of model(s) seem most prevalent or neglected amidst a given institutional setting. For example, might an institution's respective AAP, EEO web page, and their associated DEI initiative statements frame disability through a deficit lens, a rights-based approach, a medical model, a social model, etc.? And, to what extent?

Overview of the Study

In short, this study looked at 18 public AAU institutions' AAPs. The AAP text was studied for FWD employment rates and Datistic Efficacy (DE) before being subjected to a qualitative analysis, based heavily on Wolfensberger's (1983; 2015) PASSING ratings instrument for program evaluation and SRV theory, to explore for possible systemic barriers facing FWD. To obtain sufficient PASSING evaluation scores (PES), the applied PASSING evaluation criteria necessitated the subsequent collection of respective civic and institutional data on the settings associated with each of the 18 AAU institutions comprising the Response Group (RG). The resulting PES were then tested for unidimensionality. Then, correlational studies were conducted between the collected data, PES, the observed AAP FWD rates, and the observed levels of DE. Finally, comparative analyses were conducted between the data associated with RG AAPs that included FWD employment rates, those that did not.

This study's structure, including the applied methods, were uniformly aimed at answering the RQs driving this dissertation. Stated again here, they are:

1. What is the employment rate for FWD amongst US public AAU research universities? Are the observed employment rates for FWD disproportionate to analogous data on the employment of PWD? If so, in what ways?
2. How might disability and PWD be framed (understood and portrayed, conceptually) amid the Affirmative Action Plans of public research universities belonging to the AAU? How might the Affirmative Action

Plans of public AAU research universities be indicative of certain systemic barriers facing FWD (i.e., socioenvironmental and hermeneutical barriers)?

3. What actions and policy proposals might be suggested for institutional policymakers or federal lawmakers to improve AAPs in their effectiveness for contributing to institutions ability to employ FWD and better achieve DEI, EEO, and related AAP programming goals?

The methods used to base the main findings of this study are based on the application of an in-depth analysis of both qualitative and quantitative data drawn from institutions' AAPs. More specifically, this study's main findings are reliant upon data collected via a document analysis applied to 18 of the 36 public universities in the US belonging to the Association of American Universities (AAP). Ultimately, the document analysis resulted in the collection of both quantitative and qualitative data which was then submitted to various types of statistical tests and analysis aimed at developing the understandings needed to respond to the specific RQs addressed by this dissertation.

After having collected data resulting from the aforementioned document analysis, analogous quantitative and quantitative data was then collected from a myriad of sources (i.e., US Census Bureau, US Department of Labor Bureau of Labor Statistics, DOL BLS, NCSES, IPEDS, NSF). The subsequent collection of data was aimed at building a dataset that could be compared against the previously collected data having resulted from the document analysis applied to the AAPs. Of note: Initially, despite having reviewed and collected some

information about the federal laws requiring the production of AAPs prior to the official data collection process, while applying the qualitative analysis to the AAPs certain aspects of such laws were revisited, coded, and considered data used to base the findings of this study.

Thus, it should be noted that while the data collected from federal laws on the production of AAPs didn't result from a though analysis of Affirmative Action Programming law, Affirmative Action Programming law did source some of the data utilized to base this study's findings. The following section provides definitions for certain words and identifies concepts regularly used in the through the application of this study. After providing these definitions, the methods and structural aspects of the study then continue to be addressed in the text appearing throughout the rest of this chapter more specifically.

Definitions

Certain terms and acronyms not commonly used in everyday contexts, but that are regularly used in the conduct of this study, are explained here.

AAP – Affirmative Action Plan vs Affirmative Action Program

In many cases it is necessary to distinguish between the terms *Affirmative Action Plan (AAP)*, *Affirmative Action Program*, *program(s)*, and *programming*. While an AAP is necessarily a part of a given Affirmative Action Program, and the term the terms *program* or *programming* might be used at certain times in the context of both *AAP(s)* and *Affirmative Action Program(s)*, each of these terms shall not equate, convey meanings that are conceived of as arbitrarily interchangeable, nor convey arbitrary understandings of their meaning in relation

to each other. The definitions applied to these terms throughout this study are specified over the following three subsections, respectively.

AAP – Affirmative Action Plan. Thus it is very important to note that the terms *Affirmative Action Plan(s)* and *AAP(s)* shall refer specifically to the document(s) submitted to the US Department of Justice Office of Federal Contract Compliance (OFCCP) as required under the laws governing Affirmative Action in the US. While *Affirmative Action Plan (AAPs)* meet a specific requirement under a larger body of federal laws mandating the implementation of Affirmative Action programs, the terms *Affirmative Action Plan(s)* and *AAP(s)* shall not mean or otherwise be conceived of as equating to the term *Affirmative Action Program*.

Affirmative Action Program. The term *Affirmative Action Program* shall always be used when it's necessary to specify the concept. The term's (i.e., *Affirmative Action Program*) use most often means to denote, identify, distinguish, specify, or otherwise aim to convey meaning to the larger Affirmative Action Program where it is being referenced as, either governing the manufacture of a given AAP, or being governed by the text appearing in a given AAP. Conceptual differentiation between the terms (i.e., *Affirmative Action Program* and *AAP*) derive most in this case, from the term's (*Affirmative Action Program*) conceptual emphases on programmatic, parental, governing, etc., concepts.

DE – Datistic Efficacy

The term *DE* is used here as the acronym for *Datistic Efficacy*. The meaning of the term *DE* is similar to the meaning(s) conveyed by the term *Data*

Quality. However, there is a conceptual distinction between their meanings that warrant this study's use of the term *DE*. Where Data Quality usually refers to the general quality of the data (i.e., in terms of the data generally being present, accurate, consistent, codable, etc.), *DE* refers to the general ability of the data to address a given variable or a given set of variables. Or more specifically, in the case of this study, *DE* refers to the general ability of institutions' AAPs to produce data that addresses the TP.

To be clear, Data Quality means to assess the quality of the data against a given set of standards for data quality, (i.e., as an ends in itself). While on the other hand, *DE* means to assess the quality of the data against a given set of standards for data quality on the subject, (i.e., as a means in the subject). As such, *DE* identifies a fundamental variable in this study's analysis. The methods used to calculate this variable are specified in the section titled Qualitative Code Scoring Methods appearing in the following text of Chapter 3.

FM – Facultas Marginem

The term *FM* is used here as an acronym the term *Facultas Marginem*. *FM* is defined here as being synonymous with *Systemic Programming Barriers* and *Institutional (Dis)Ability*. More specifically, *FM* is defined here specifically as institutions' AAP programming existential degree or level of (dis)ability. The FM levels observed in this study depend on the observed levels of two specifically on a combination of two observed levels: 1) The degree to which barriers exist, and; 2) The degree to which from i.e., in this study the organization affecting,

exhibited, experienced, exercised, practiced, exerted by given societal organization (i.e.,

FWD – Faculty with Disabilities

The term *FWD* is an acronym for the term *Faculty with Disabilities*. Simply put, *FWD* refers to Faculty with Disabilities. Put more eloquently, *FWD* refers to PWD that are employed as faculty. This study regularly uses the term *FWD* in contexts where PWD who are employed as faculty are being referenced.

IFWD – RG Institutions that Included FWD Data

The term *IFWD* is an acronym for *Included FWD*. The term *IFWD* is more exactly defined here as, AAPs that included data on FWD.

NFWD – RG Institutions that Did Not Include FWD Data

The term *NFWD* is an acronym for *No FWD*. The term *NFWD* is more exactly defined here as, AAPs that didn't include data on FWD.

PASSING Evaluation

The term *PASSING Evaluation* refers to the qualitative aspect of this study where individual RGs were used to base a study of certain aspects of an institutions' AAP Programming which explored for the existence of systemic barriers that might be facing FWD. The term *PASSING* is an acronym, coined by Wolfensberger (1983; 2015) which stands for *Program Analysis of Service Systems' Implementation of Normalization Goals*.

PES – PASSING Evaluation Scores

The term *PES* is used to refer to scores resulting from the PASSING Evaluation conducted by this study.

RA – Reasonable Accommodation

The term *RA* is used as an acronym for the term *Reasonable Accommodation*.

RG – Response Group

The term "Response Group" (RG) refers to the 18 public AAU institutions, and their respective AAPs, which uniformly comprised the response group ultimately subjected to the specific analyses applied in the study.

SL – Settings Level

The term *SL* is an acronym for *Settings Level*. Whereas the term *Settings Level* is regularly used in this study to refer to a certain aspect of the data, almost always being at either the national (or macro), the jurisdictional, the institutional, or the AAP program, Settings Level.

MSL – Macro Settings Level. The terms *Macro Settings Level* and *MSL* refer to, or is identified by, the observed societal characteristics specifically of the largest civic or governmental jurisdiction, being shared amongst and basing a measure amidst, a given aspect of the Settings Level of the RG. Observed macro characteristics acting as the basis of comparison to the Response Group (RG), by which a certain aspect of the data are observed or measured. In most cases *macro* refers to the United States as being the basis of comparison to the RG. There are a few times where *macro* refers to a certain state, or a group of states as being the basis of comparison to the RG. However, *Macro* is most often used in this study to mean the US or nation. For example, this study might say, "Macro level data reflected..." Such an instance shall be interpreted as, "US national level data

reflected...” Unless otherwise state the term *MSL* may accurately be considered as synonymous with the term *US national level*.

JSL – Jurisdictional Settings Level. The term *Jurisdictional Settings Level* refers in general to the observed societal characteristics shared amongst the specific cities (as defined by the USCB) according where the 18 institutions comprising the Response Group (RG) are physically located; respectively. *Jurisdiction* is most often used in this study in the context of data or measure thereof taken at the *JSL.*

ISL – Institutional Settings Level. The term *Institutional Settings Level* refers to the observed organizational characteristics (i.e., institution-wide or wholistic properties) shared amidst the 18 institutions comprising the RG; respectively. Because the RG is constituted here by institutions of higher ed, (i.e., educational organizations) the term i*nstitutional* usually points to observed organizational characteristics that can generally be categorized as education or educational type characteristics. However, because this study also focuses on employment there are many aspects of the institutional data collected for this study that can be categorized as employment, or labor type characteristics.

While use of the term *Institutional Settings Level* shall follow the parameters defined here, conceptually the parameters defined here don’t conflict with more simpler understandings of the term. Ultimately the term *institutional*, should most convey a conceptual point that considers the wider range of institutional or school level conditions (attributes, data, characteristics, conditions,

points of measure, etc.), shared amidst the RG and most often assessed against macro level education and employment data.

AAP Program SL. The term *AAP Program SL* refers or points to data drawn specifically, or the specific context of being set amidst the parameters of the AAP, and or the programming associated with it.

TP – Target Population

The term *TP* is the acronym for *Target Population* and shall refer in general to the four identity groups specifically protected by the various federal laws governing Affirmative Action Programming in the US: And subsequently, requiring the TP to be included in certain types of data required in institutions' production of AAPs. The TP groups are specified here in the general sense, as Women (W), Racial Minorities (RM), PWD, and Protected Veterans (PV) (Executive Office of the President & Office of Management and Budget, 2016). The TP is uniformly protected by Affirmative Action laws that require the 18 institutions constituting the Response Group (RG) to file annual AAPs with the US Department of Labor (USDOL) Office of Federal Contract Compliance (OFCCP). Furthermore, it is important to note that PWD, and therefore FWD, constitute one of the four protected TP identity groups. Developing understandings of the TP according to the data collected for this study bases a foundational point of analysis: Not only in terms of the applied study's methodology, but also in terms of the theoretical goals underlying this project. As such, the term *TP* is consistently utilized throughout the remainder of this dissertation and its meaning shall remain constant.

This study most often utilizes the term *TP* in the context of pointing to or referring to a certain identity group which comprises it. For example, this work often states something like, "When looking at the dataset, it was determined that Racial Minorities were not counted where certain other aspects of the TP were." Similarly, the term *TP* is also regularly used throughout this study to refer to the TP generically as a single whole (e.g., whereas the text might state something like "the dataset did not include TP data"). Finally, the four specific identity groups comprising the TP are consistently identified throughout this study respectively, according to certain specific acronyms. Thus, the consistently used acronyms used to refer specifically to each of the TP identity groups are listed here in the following four subsections.

W – Women.

The term *W* is used throughout this study to denote or identify Women, Females, or any other concept or use of terminology equating with such.

M – Minorities.

The term *M* is used throughout this study to denote or identify Racial Minorities, Racial Identity Groups, Persons of a certain Racial Category, or any other concept or use of terminology equating with such, according to the specific Racial Identity Groups specified by federal laws governing Affirmative Action, Equal Employment Opportunity (EEO), and the Civil Rights. For the purposes of this study, the terms *Racial Minorities* and *M* adhere to the definitional parameters set in the required standards federal agencies must follow in their official conduct of research.

Specific Racial Identity Groups. The terms identified by the following acronyms and racial identity groups are regularly referenced throughout this study.

AAB – African American/Black.

IA – Indigenous American/Native.

AS – Asian.

NHPI – Native Hawaiian or Other Pacific Islander.

HLX – Hispanic/LatinX.

2+R – Two or More Races.

PWD – Person with a Disability.

The term PWD is used as an acronym for the terms Person with a Disability, Persons with a Disability, Person with Disabilities, and Persons with Disabilities. PWD shall be synonymous both definitionally and conceptually with regards to all other applications of person first type of references to a Person with a Disability; (e.g., Disabled Person, Disabled Persons, Individual with a Disability, Individual with Disabilities, etc.). At times the term *PWDs* will be used in the text to more readily convey notions that emphasize or are otherwise related to the plurality of the population being talked about. For example, it might be easier to follow a statement like, "PWDs are more likely to be affected by poverty" than it might be to follow the same statement phrased like, "PWD are more likely to be affected by poverty."

PV – Protected Veterans.

The term *PV* refers to *Protected Veteran(s)* as defined by 41 CFR 60-300.2(q) (U.S. National Archives and Records Administration, 2022, p. 2).[14]

Identification of Variables

The variables utilized in this study are difficult to accurately conceptualize when considered in the classical sense. That is, conceiving of the variables used in this study according to each aspect of the column and row data would be quite difficult at best, since when considering the specific variables that way, they would total nearly 500. More importantly, all of the individual variables share meanings that can readily fall into much smaller groups comprised of anywhere from 5-10 categories depending on how the categories are specifically conceived. As noted previously, this study will assess both socioenvironmental barriers, and hermeneutical barriers according to its evaluation of RG institutions' AAPs and the full body of collected data comprising each of the RG's constructed institutional profiles (IPs). An entire list of the items constituting the RG IPs can be found in the Appendices section of this dissertation; (i.e., Appendix B).

Founding Independent Variable

The most underlying independent variable is defined here as the Response Group (RG). That is because, all of the measures taken in this study derive entirely from the AAPs associated respectively with each member of the RG

RG. The Response Group (RG) acts unilaterally as this study's founding, or most underlying independent, or explanatory variable: The subject, when

[14] 41 CFR 60-300.2(q) provides a specific, relatively lengthy, definition of PV. In short, the term PV generally refers to veterans who've seen active duty and are now discharged: Both honorably, and dishonorably in certain contexts.

framed by a classical testing approach. Such an understanding is accurate and entirely sufficient for understanding the methods applied in this study. However, when conceived from an item response type of theoretical lens, the RG might best be understood as comprising Beta, or the providing individually, the person scores used for determining theta. As noted, in several points of the text appearing previously in this dissertation, the analysis applied here is guided in its approach, by conceiving of the RG as the latter. That is not to say that the methods applied in this study should be categorized as IRT: They're not. Rather, this study's analysis tests several statistical hypotheses that provide insight into the into whether such methods might be useful in recommending future work. Thus, the RG as the independent variable, is generally conceived of in this study as providing the person responses necessary for determining locations of theta.[15]

Foundational Variables

Foundational Independent Variables are important in terms of them either, deriving directly to certain points in the data being analyzed, or deriving directly from the methodological approach to understanding the RG. Therefore, the Foundation Variables hold certain conceptual intricacies aligning with the explanatory properties of the RG, depending on which aspect of the RG being addressed. In that way it is entirely adequate to conceive of the Foundational Variables as a type of response or dependent variable, especially when it is in alignment with one's conceptualization of the RG. However, the Foundational Independent Variables are more accurately conceived of according to the

[15] A more detailed explanation of the methodological approach to this study, see the section titled "Methodological Framework" appearing previously in Chapter 3.

methodology applied in this study as a type of (sub) explanatory variable, (i.e., independent). That is, when viewed in some of this study's analyses, especially those contrasting directly with the RG, the Foundational Variables are considered dependent response type of variables: No more interpretation needed. But because the Foundational Variables are measured across the purely dependent categories, they are made explanatory at certain points of this study's analysis, (i.e., especially those conducted in Phases II and II).

FWD and PWD. FWD Employment Rates as the Underlying explanatory Variable. The presence of PWD in relation to the TP also a driving measure, i.e., strong indicator variable. Institutional level employment rate data for FWD and PWD will be uniformly measured against both of the barrier variables to explore for patterns that support the presence of FM deriving from institutional policy and praxis. That is, as being a negative factor amidst the assessed points of data on the respective employment rates of FWD.

TP. The Target Population (TP) is identified as a foundational variable when loosely defined as the four identity groups specifically protected by federal Affirmative Action laws: consists of 35 specific identity groups that remain consistently in the focus of this work. The TP as defined for this study is draws from the identity groups specifically covered by EO 11246; i.e., Women, Racial Minorities (Minorities), Protected Veterans (PV), Individuals/Persons with Disabilities (PWD). However, in line with the theoretical underpinnings guiding this dissertation, the TP was expanded further. First, the TP was expanded here to count the six racial/ethnic categories consistently considered in federally

mandated demographic data; i.e., African American/Black (AAB), Indigenous/Native American/Alaskan (IA), Native Hawaiian and Other Pacific Islander (NHOPI), Asian, Hispanic/LatinX (HLX), and Two or more races/Mixed (2+M). And finally, the TP was expanded here to count certain intersectional identities to the second level; i.e., Focusing on only two aspects of identity, where in this case there are up to four – Gender, Race/Minority status, PWD, and PV (4). For example, the identity group of AAB Women is a second level intersectional identity, as opposed to the identity group of AAB Women PWD (being a possible third level intersectional identity in this case), or even, the identity group of AAB Women PV PWD (being a possible fourth level intersectional identity).

The decision not to expand the TP as we did here, but not past second level intersectional identities, was based on the existential AAP data. That is, the most expansive demographic data reported by an AAP included in this study, only aggregated intersectional data to that level.

PASSING Evaluation Scores – PES. PASSING Evaluation scores (PES) are a fundamental variable of this study. Not only are PES fundamental in developing understandings of the possible presence of systemic barriers facing FWD, as such, PES are also fundamental in ultimately formulating this study's response to both RQ2 and RQ3.

Primary Variables – SLs

The Settings Levels (SLs) defined previously, make up, constitute, or should otherwise be considered as this study's Primary Variables.[16] In other words, this study's Primary Variables are most practically defined as being synonymous with the SLs by which a given measure may be applied. Primary Variables are necessarily conceived of here as being dependent, or outcome, or response, type variables. To be clear, Primary Variables like Foundational Variables, identify certain categories, groups, or buckets comprised of the specific dependent variables ultimately applied in this study.

While the Primary Variables, like Foundational Variables appear categorically at least once in every phase of the analysis, and even in cases where they might be accurately considered to have an explanatory purpose, the Primary Variables are entirely dependent upon the RG, and often dependent on the Foundational Variables, in categorizing and providing responses to the explanatory variables' applied measure. The Primary Variables can be accurately conceptualized as basing categorical dependencies where they may apply a different lens, or focal point for looking at the RG, and or the Foundational Variables being measured. The Foundational Variables might be better understood in this context as being independent, uniform, or unilateral in being applied across the measure. Primary Variables are uniformly dependent in providing outcome types of responses according specifically to the categories they represent.

[16] The Primary Variables are explained in more detail further along in Chapter 3 under the section titled "Primary Variables"

Affirmative Action Plan Program SL Variables. AAP Program SL variables present a fundamental point of view for accomplishing this study's goals for responding to the RQs. AAP Program SL variables are utilized in addressing both quantitative and qualitative aspects of the collected data that are equally fundamental in formulating this study's response to the RQs.

PASSING Evaluation – SL. The PASSING Variables are introduced here in Table 3.1, titled: *PASSING Evaluation Variables*. For a complete list of PASSING Evaluation Variables can be found in the Appendices.[17]

Table 1 (3.5.3.1) *Initial PASSING Evaluation Variables*

Program Setting Harmony	Disability Framing	Structural Components	Specific Components
Jurisdictional SL	Juxtaposition	Incumbency	RA
Institutional SL	Inclusivity	Goal Setting	Harassment
Program SL	Medical Deficit	Action-Oriented Programming	Confidentiality
Federal AAP Law	Morality/Deviancy	Organizational Profile	Hiring
	Identity Rights	Data Dissemination	Staff
	Subversive		Faculty

Founding Outcome Variable

The founding outcome variable should be conceived of here as the variable that this study aims to develop understandings of the most: Barriers facing FWD.

Systemic Barriers (Facing FWD). While this study aims most to develop understandings of FWD, there is generally an already established amount of

[17] See Appendix B. The PASSING Evaluation variables constitute the complete RG IP compiled dataset. PES specifically, coincide with IP Item Numbers (No.) 282-299.

understanding this population. Whereas at least in the general sense, scholarly understandings of socioenvironmental barriers affecting PWD, and more specifically, in terms of the barriers facing FWD, are far less developed. Not only is developing understandings of the barriers facing FWD an underlying aim of this dissertation. It is in the area of developing understandings of societal barriers, facing FWD specifically, where the most volume for developing scholarly understandings is precedented entailing this study's identifying Societal Barriers as the underlying dependent response variable. Societal Barriers (facing FWD) are further broken down into two categories: *Hermeneutical Barriers*, and *Socioenvironmental Barriers*.

Foundational Dependent Variables

- Total Populations
- Employment
- Education
- US data
- City data

Specific Dependent Variables

- Population Rates
- Employment Rates
- Enrollment Rates
- Median Home Values
- Social Services and Healthcare Budget Size
- ESL Households

- Residing Doctoral Recipients Receiving Federal Funding to Conduct Research in Science and Engineering Fields
- Postsecondary Teachers (Academic Faculty)

IFWD v NFWD as a Quasi-Experimental Variable

This variable bases a foundational aspect of the study where the observed DE scores, FWD rates, and PES can be tested against the nine IFWD RG institutions and the institutions NFWD. In this way, IFWD v NFWD acts as a quasi-experimental variable. Furthermore, IFWD institutions act as the grouping variable which allows for this study's testing for correlational patters associated with the FWD rates observed in the collected RG AAPs.

Methods: Data Collection

In order to address the literature which calls scholars to develop agreement in determining FWD rates, this study aims specifically at understanding institutional level FWD rates amongst the 36 US public institutions belonging to the AAU. Due in large part to a seeming lack in the existence of sources reporting institutional level data reflecting FWD, this study turned to the respective AAPs produced by these institutions to obtain this information. To obtain the AAPs sought by this study, rigorous public internet searches along with official public records requests were made to each of the 36 US public AAU institutions.

At the same time, in order to address the literature calling for scholarship to develop better understandings of the existential barriers affecting PWD, this study also aims at developing understandings of the barriers faced by FWD. Ironically, in attempting to obtain the institutional level data required for this

study, the seeming lack in the existence of such data, coupled accordingly with the level of scholarly disagreement on the amount of FWD existing in the US, a very fundamental type of systemic barrier was immediately made apparent. Thus, this study's focus was widened in the context of developing understandings of barriers facing FWD, almost from the very beginning. That is, where even before data collection began, this study's focus was geared specifically to address barriers facing FWD, which inherently drew from hermeneutical types of sources, and those that drew from more socioenvironmental types of sources.

Nearly a year after beginning this work, it was decided that the 36 US based public AAU institutions' AAPs provided an ideal source from which to draw data for this study. This decision was made for two main reasons: 1) Due to the AAU institutions specifically. That is where public AAU institutions in the U.S. were chosen for more practical, if not ideological, types of reasons. Put more exactly, AAU institutions were chosen simply due to their having AAU membership (i.e., a practical reason), and accordingly, their also having AAU membership institution characteristics (i.e., an ideological reason), and; 2) Due to this study's necessary parameters being entailed by data appearing present specifically in institutional AAPs only. That is, where AAP documents were chosen to be sourced for more praxeological types of reasons. To put it more clearly, since systemically drawn institutional level FWD employment rate data were imperative for conducting this work, and; since AAPs posed the only source to obtain such data; AAP documents were initially chosen as a data source more

so out of necessity. Or in short, AAPs were initially sourced as a praxeological means required for the operation of this work.

While settling on the final data source utilized by this study may have posed some challenges initially, the sourcing of data from AAU AAPs eventually proved fruitful. Together the 36 public AAU institutions comprised a single yet diverse group of institutions This diversity owed to AAU institutions not being limited by only being representative of any certain geographical area of the country. Also, AAU institutions aren't limited by the scope of the academic fields covered in the educational programs they provide. Meaning that, AAU institutions cover a wide range of academic fields. Furthermore, because AAU institutions must adhere to the same rules as other institutions with regards to the federal EEO laws stemming from Executive Order 11246 (i.e., in being required to AAPs annually), they necessarily produce the data necessitated by this study.

As such, the AAPs of public AAU institutions provided this work with a very useful point of insight by sourcing the empirical tabular data needed for this study while also sourcing extremely useful qualitative data. The utility of the qualitative data mustn't be understated. Whereas AAPs exhibit information resulting from a very specific systemic operation. Not only do they exhibit information which results from a systemic process, to which they are inherently attached themselves. That is, the praxis of AAPs results from systemic programming, or a certain systemic process. Whereas, various institutional programming aspects, including certain aspects of institutional policy, and various governmental aspects, including certain aspects of law, not only contribute

systemically to the existential conditions affecting PWD at the institutional level, but they also contribute systemically to affecting the existential condition of AAPs themselves; (i.e., in their manifestation, their structure, their purview, their portrayals, etc.). The level of specificity drawn from AAPs allowed this study to focus intently on a context that is inherently tied to the operation of systemic barriers. Thereby, providing an ideal point of insight for developing scholarly understandings of systemic barriers. While it is quite possible to understand why AAPs might not be considered a useful data source, (esp. with regards to empirical disability data), in the case of this study, the sourced RG AAP data proved to be fairly ideal.

The collected AAPs not only based the quantitative aspects of this study, (i.e., in providing the basis for studying tabular data related to FWD), but they also based the qualitative aspects of the study as well, (i.e., in providing the basis for studying the contextual factors related to the potential existence of barriers facing FWD). Put more directly, AAPs provided the basis for this study's look at the tabular data explaining FWD employment rates. While at the same time, the AAPs also provided the basis for this study's look at the potential barriers facing FWD. Thus, this study ultimately aims at collecting three specific types of data: 1) Observed empirical data on the TP; 2) Observed DE data on the datasets incorporated for use in this study, and; 3) Subjected PASSING Evaluation Scores (PES) on the observed contextual dynamics seemingly related to certain systemic barriers.

Initial Data Collection

Public records requests for complete institutional employee Affirmative Action Plans (AAP) were submitted to all 36 public AAU institutions in late spring of 2022. Data collection ended June 30th, 2022. At that time 17 AAPs were received electronically via pdf or Word file, and 1 was obtained via being publicly available online. Ultimately, this study's Response Group (RG) was determined based on the 18 institutions where AAPs had been obtained. Notedly, right away it became apparent that despite making public records requests that specified complete AAPs, (i.e., including all datasets, appendices, attachments, etc.), only nine of the 18 institutions' AAP documents included FWD data. It was also immediately apparent that each institution returned seemingly partial AAPs, namely where demographical data was concerned. That is, there hadn't been consistency in the quantitative parameters appearing amidst the AAPs received.

National Level Data Collection

Secondary data collection began with what is referred to here as Phase I Data Collection. This step of the data collection process focused on the building of institutional profiles. Institutional profiles were built for each of the 18 institutions comprising the Response Group (RG). Institutional profile data was initially drawn from quantitative data appearing in RG AAPs. Despite the inconsistencies in the type of data each RG AAP included, ultimately, they revealed several vital points of quantitative data utilized in this study. Specifically in terms of being vital to this study, RG AAPs regularly included data on the Target Population (TP) in according to certain areas of the RG institutions'

employment practices, (i.e., hiring, Non-Academic staff, and faculty). Of note, because AAPs generally focus on the TP, and in this study's case, the employment of faculty specifically, the collected RG AAP data successfully resulted in this study's obtainment of institutional level data on Faculty with Disabilities (FWD).

Phase I Data Collection also focused on the building of institutional profiles by collecting additional RG data from both, the US Census Bureau (USCB) Quick Facts website, and the Integrated Postsecondary Education Data System (IPEDS) College Navigator website, respectively. In each case, RG data drawn from USCB and IPEDS websites was compiled to correspond respectively, (i.e., with the RG institutions and the cities where each RG institution was known to be physically located). For example, say Institution A (having submitted their AAP for the study) was determined to be located in Miami, Fl. Then, IPEDS College Navigator data on the general institutional setting of Institution A, (e.g., number of undergraduate students, 6-year graduation rates, tuition costs, etc.), and: USCB Quick Facts data on certain demographical characteristics was drawn for Miami, Fl (e.g., overall population, median income, median home value, etc.). A complete list of the variables considered in this study is provided in the appendices; See Appendix B.[18]

Macro Analytical Data Collection

Finally, Phase I Data Collection efforts focused on the collection of Macro Analytical Data. The Macro Analytical Data listed here identify the exact variable

[18] See Appendix B.

sourcing the attributes applied by this study in response to, or to compare with the RG AAP data basing it. That is, the Macro Variables appearing in the following numbered list are used in this study to compare with certain aspects of the Final RG Institutional Profiles in conducting the statistical tests needed to respond to the RQs.

1. 2017 Workers with a Disability by Detailed Occupation – USCB ACS
2. 2021 Persons with a Disability Labor Force Characteristics – USDOL BLS
3. 2019 Women, Minorities, and Persons with Disabilities in Science and Engineering – NSF Report
4. 2021 Students with Disabilities (K-12) – NCSES 2019
5. Residing doctoral scientists and engineers by field and disability – NSF/NCSES
6. 2021 Employment status of persons 18 years and over by TP – USDOL BLS
7. 2021 Employment status of the civilian noninstitutional population by TP2 – USDOL BLS

Jurisdictional Level Data Collection

Phase II data collection started with the processing of DE scores. DE scores were counted by counting the missing attributes appearing across the completed institutional profile dataset. As such, DE scores allow for categorical

analyses of missing attributes according to any of the specific variables, or according to the categorical variables as stated in Chapter 3.[19]

Institutional Level Data Collection

Phase III Data collection marks the final data collection phase of this study. In Phase III Data Collection the final cleaning and scoring of data resulting from this study's data collection efforts are conducted before being added to finalize the RG institutional profiles (IPs) ultimately applied to this study.

RG AAP Program Level Data Collection

AAP program level data collection methods ultimately aim to provide the foundation for the mixed methods aspect of this study. That is, where the methods applied here are geared to adequately collect from RG AAPs, both: The quantitative data required for this study, (e.g., FWD rates), and; They are also geared to adequately collect the qualitative data required for this study, (e.g., text observed in applying PES). AAP program level data collection methods then pose a fundamental component of this study, a key aspect of this study's praxis. As such, AAP program level data collection methods, remained somewhat fluid throughout the entire study, and ultimately, should be conceived of as an existential dynamic of the exact findings stated in direct response to the RQs appearing in Chapter Four of this work.

Datistic Efficacy (DE) Data Collection

This section explains the logic behind the instrument used to measure data quality by building Datistic Efficacy (DE) scores. Building from the PASSING

[19] See Chapter 3: Methods, section titled *Identified Variables*.

framework and because a lack of data and data quality quickly became a theme during the early stages of this work, especially in terms of the AAP analysis, measures to explain this phenomenon were developed. DE scores assess the number of missing attributes amongst a given dataset. This becomes particularly important when compiling data from various sources using equally constructed datasets (e.g., IPEDS Institutional Profiles across colleges where Institutional Profiles report SAT scores respectively, and whereas most institutions report this particular attribute, and some do not). DE measures the extent to which data is present according to a set of predetermined variables. For example, one may be looking for the number of PWD/IWD in each occupation according to race by looking to various different tables on the number of persons employed by specific occupation. In this case there may be some tables/datasets that include PWD, and some that may include PWD according to race, whereas others respectively may not.

Several versions of the DE measure will be utilized in this study. However, the DE measure applied across all tables utilized in this study assesses whether each table includes diversity data according to the Target Population (TP). DE scores provided across the tables used in this study are constructed using an instrument that assesses each of the tables used in this study for the presence of data according specifically to each of the 35 identities defined in this work as the TP. A point is given for each instance where one of the 35 TP variables covered in a given data set. Then all of the points are tallied and divided by 35. A perfect DE score in any case would be 1; whereas here, all 35 of the 35 potential

variables are covered amongst a given table/dataset (35/35, DE = 1). The lowest DE score possible in this case is 1/35 (DE = .0286). Furthermore, DE for each aggregate of the TP can be assessed and compared against themselves, making it possible to assess the relative degree to which data might be more or less problematic in enacting barriers against certain aspects of the TP.

PASSING Evaluation Data Collection Instrument

The second round of data collection also marked a shift in this study's data collection focus: That is, a shift from collecting quantitative data used to build RG institutional profiles (IPs); to collecting qualitative data used to conduct this study's AAP PASSING Evaluation of the RG AAPs. In short, qualitative data collection efforts resulted in data drawn from the coding and compiling of thematic patterns appearing in the AAP text.

More specifically, the collected data provided 7 overarching points of insight regarding the potential existence of systemic barriers being evident in RG AAP's: 1) The framing of disability and PWD; 2) The general structure or layout; 3) How TP and PWD were juxtaposed in different contexts of the text (i.e., juxtaposed, that is, amongst each other and amidst the rest); 4) The address of Reasonable Accommodation and other Action-Oriented types of programs 5) The address of data dissemination and confidentiality 6) The degree to which the TP and PWD were present in different contexts of the text. 7) Federal Laws on AAP programming. For a complete list of data collected via the AAP PASSING Evaluation Data Collection instrument see the appendices.[20]

[20] See Appendix B: Item ID No. 282-299.

Table 2 (3.6.8.1) *PES Coding Mechanism for Analyzing AAP Modelling of Disability and PWD*

Code	Description
1	IDR
2	Social
3	Occupational - Rehabilitation
4	Governmental
5	Medical - Deficit
6	Objective
7	Moral
8	Paternalistic/Burden
9	Subversive

Data has been coded as a "1" for missing attributes vs as a "0" non-missing attributes amongst each of the 217 variables to measure for the existence of hermeneutical barriers. The data is also being coded using Wolfensberger's (2015) PASSING framework (i.e., on a five-point scale being 0-4) to measure for the existence of systemic barriers, including the framing of disability. Finally, should time permit, the coding for systemic barriers will be combined with the measure of hermeneutical barriers as a kind of grand total to assess for FM (i.e., to measure for the existence of institutionally based barriers facing PWD/FWD).

Final RG Institutional Profile (IP) Data Collection Instrument

The final version of the data collection instrument officially applied in the first phase of this study consisted of 299 items: 239 quantitative items, and 57 qualitative items. Of the 57 qualitative items, 42 were aimed directly at assessing hermeneutical barriers by addressing the quality of the EDD including those appearing amidst RG AAPs, while the final 15 items derived directly from the PASSING framework (Wolfensberger, 1983, 2004; Wolfensberger & Thomas, 2007, 2015), and aimed more so at assessing socioenvironmental barriers by

addressing the text-based aspects of the AAP documents. The 239 quantitative items compiled respectively, USCB data (30 items), DOE IPEDS data (84 items), and AAP data (125 items). The 239 quantitative items focused on general data (i.e., data that did not directly apply to the TP – e.g., overall population numbers, overall median home values, average travel time to work, etc.), and TP data (i.e., data focused on Women, Minorities, PV, and PWD – including AAB, IA, Asian, HLX, NHOPI, and 2+M racial groups, and certain second level intersectional identities. For a complete list of items originally used to compile the data for this study, See Appendix B.

Methods: Descriptives

In alignment with the principles for properly conducting a PASSING Evaluation, as outlined in the PASSING Ratings Manual (Wolfensberger & Thomas, 2007, 2015), this study aimed to establish a relatively deep understanding of the AAP program setting. Therefore, the descriptive findings reported in Chapter Four of this work cover copious aspects of the AAP program setting. Yet, while this study ultimately took in a girth of information aimed at developing understandings of the institutional setting amongst each of the institutions comprising the RG as a means of obtaining sufficient PASSING Evaluation scores (PES), the descriptive findings presented in Chapter Four of this work only display certain aspects of that information.

From an overarching perspective, the data collection efforts geared towards developing sufficient PES amounted to a wide range of data being collected. Properly reporting descriptive findings on each aspect of the collected

data used in informing this study's application of PES would be all but impossible in this context. to demonstrate proper descriptive data on each one of the aspects considered in forming PES. While a list of the specific points of data utilized in this study's formulation of useful PES, only those aspects of the collected data deemed key that regard are officially exhibited in the Descriptive Findings section appearing in Chapter Four of this work.

The reasoning behind choosing to display the specific variables appearing in the Descriptive Findings section of Chapter 4 will be made more clear as the analytical methods are explained in the following section titled Analytical Methods. Beginning in the following subsection, the introductory descriptive findings appearing in Chapter 4 are first specified. Then additional descriptive findings are specified respectively in subsequent paragraphs according to the order of the analytical phases by which they the data they explain are applied in answering the RQs.

Methods: National Settings Level (SL) Descriptives

Introductory descriptives appearing in the Descriptive Findings section of Chapter 4 aim to develop understandings of the collected data comprising the RG. Introductory Descriptives stem from certain aspects appearing at each level of the data comprising the built RG institutional profiles. As such, the focus begins with an introduction to the general characteristics of the RG AAP data before touching briefly on the general characteristics of the RG cities and institutions. Finally, the Introductory Descriptives then touch briefly on the parameters basing the collected PASSSING Evaluation and Datistic Efficacy (DE) data. The specific

Introductory Descriptive Findings, respecting the order they appear in Chapter 4, are listed below.

1. Introductory Structural Traits of AAPs.
    a. No. of total AAPs received
        i. Mean total no of pages
        ii. Variance in total no of pages

Methods: Jurisdictional SL Descriptives

1. Introductory Traits of the RG Jurisdictional cities where the institutions are physically located.
    a. Total Population
        i. Median City Populations
        ii. Range in City Populations
        iii. Frequency counts of USCB categorical city classifications
        iv. Frequency Bar Chart of USCB categorical City Classifications

Methods: Institutional SL Descriptives

Institutional Cities Totals and according to the associated AAP IFWD v NFWD category.

1. Introductory Traits of the Institutions comprising the RG
    a. Bar Chart Displaying
        i. Mean UG enrollment
        ii. Mean Graduate Enrollment
    b. Bar Chart Displaying

i. Mean no of UG degrees awarded

ii. Mean no of Graduate degrees awarded

c. Bar Chart Displaying

i. Mean no of Employed Faculty

ii. Mean no of Supplemental Faculty

Methods: AAP Level Descriptives

1. Structural Dynamics of AAPs

   a. Frequency counts

   b. Frequency Distribution Table

   c. Variance in structural codes/structural condition of AAPs

The methods used to obtain Descriptive Findings resulting from AAP data were chosen to clarify two points: 1) The RG's employment status of the TP, including PWD and FWD alike, as appearing amidst the RG AAP tabular data, and; 2) Datistic Efficacy (DE), which assesses the level of inconsistency in the AAP's ability to display common aggregates amidst the tabular TP data appearing amongst RG AAPs. The specific AAP Descriptive Methods listed below aim to accomplish these goals by explaining tabular AAP employment data on the TP from three interrelated points of view; i.e., overall TP data, TP data according to DE counts, and TP data according to DE counts amongst IFWD and NFWD RG categories.

Empirical AAP data Descriptive Methods. The methods utilized to obtain the empirical AAP data Descriptive Findings appearing in Chapter 4 of this

work are listed below, respectively, according to the following subheadings titled, *Hires*, *Staff*, and *Faculty*.

Staff. The empirical AAP data Descriptive findings appearing in Chapter 4 drawn from RG AAP tabular data on the number of employed non-academic staff (Staff) will include tables specifying *Women*, *Minorities*, *PWD*, and *Protected Veterans (PV)*; respectively. Each table displays the following calculations:

1. Totals (for the number of Staff reported in RG AAP data).
2. Number (of counts comprising Staff total)
3. Mean (number of Staff per institutions reporting data)

Faculty. The empirical AAP data Descriptive findings appearing in Chapter 4 drawn from RG AAP tabular data on the employed academic faculty (Faculty) will include tables specifying *Women*, *Minorities*, *PWD*, *Protected Veterans (PV)*, and *FWD*; respectively. Each table displays the following calculations:

1. Totals (for the number of Faculty reported in AAP data).
2. Number (of counts comprising Faculty total)
3. Mean (number of Faculty per those institutions reporting data).

Methods PES Descriptives

PES reflected here means to be analogous to, or positively associated with, the existence of FM. Or in other words, the degree of PES exhibited in this study has been designed to be indicative of the degree of FM operating amidst the specific aspects of the institutional environment, most namely in terms of those

aspects of the environment having been evaluated by this study in being related to RG AAP programming. In short, higher PES equate here to a relatively higher degree of observed barriers and/or disability which comes from the environment: Thus, being undesirable. Whereas on the other hand, lower PES aim here to reflect a lower degree of observed barriers and/or disability which comes from the environment: Thus, being relatively more desirable.

This study consistently looked at the total observed PES from two different perspectives, that is according to the RG, and according to the group of items utilized by this study to comprise PES; referred to hence forth in this paper as item group (IG) PES. This approach is taken by this study since looking at the RG PES allows this study to observe the degree to which systemic barriers might be affecting institutions respectively. While at the same time by looking at the IG PES this study may also look at which particular systemic barriers seem to be affecting institutions more or less across the RG.

Methods DE Descriptives

The methods used to base the Datistic Efficacy (DE) Descriptive findings appearing in Chapter 4 are drawn directly from counts of missing attributes appearing amidst the RG institutional profile (IP) tabular data. The data resulting from DE counts are initially introduced in the DE Descriptive Findings appearing in Chapter 4 to emphasize the degree of inconsistency operating in the reporting of common attributes across the data comprising RG IPs.

As such, the methods used to base the DE Descriptive Findings stated in Chapter 4 specify DE counts according to two underlying aspects of the collected

data: That is, DE Descriptive Findings are displayed respectively, according to the overall attributes appearing amidst the RG IP tabular data at the item level, and; they are displayed respectively, according to the overall attributes appearing amongst the RG IP tabular data at the RG level. The DE displayed at the item level (mentioned a priori), is further aggregated respectively according to items specifying the total or overall population, and each of the identity groups comprising the TP, (i.e., W, RM, PWD, and PV). This allows the study to assess the relative degree to which each aspect of the TP is affected by DE. The specific methods applied to base the DE Descriptive Findings Appearing in Chapter 4 are listed below according to each of the three dynamics identified by the subheadings that follow. The subheadings are titled: *DE – RG IP Data*, *DE – Item Level IP Data*, and *DE – TP IP Data*. The specific descriptive measures applied to each of these dynamics, respectively, consist of:

1. Grand Total (DE count observed amongst all attributes comprising the collected RG IP Data)
2. Total (Respective DE counts according to the point of measure, i.e., RG members, individual items, item groups, TP groups, or individual aspects of the TP)
3. Mean
4. Median
5. Std Deviation
6. Histogram

The descriptive findings resulting from these measures appear in Chapter Four of this work under the subheading DE Descriptive Findings.

DE – RG Data. The methods used to base the DE Descriptive Findings appearing in Chapter 4 on the observed DE levels affecting the RG tabular data aim to assess the degree to which DE affects the data according to each institution comprising the RG. Histogram

DE – Item Level Data. The methods used to base the DE Descriptive Findings appearing in Chapter 4 on the observed DE levels affecting the item level tabular data aim to continue emphasizing the aforementioned inconsistencies in the tabular RG IP profile data by focusing on the level by which these inconsistencies can be observed in specifically affecting RG IP data at the Item level on two main accounts. That is, the DE affecting RG IP data at the item level not only allows this study to observe the DE existing amidst the Item Groups (IG) comprising each RG IP SL, but it also allows this study to observe the DE affecting each aspect of the TP data. That is, by aggregating DE at the item level this study can observed DE affecting the TP both across SLs, and, across each of the individual identity groups comprising the TP.

DE – TP Data. The methods used... Thus, the methods utilized to base the findings appearing in Chapter 4 (i.e., in the subsection titled DE Descriptives) resulted in the uniform display of the tables listed after this paragraph according to several points from which to observe the DE levels affecting the collected empirical data on the TP.

Methods for Obtaining Analytical Results

The methods discussed here apply to the specific tests applied in this study as a means to formulate responses to the RQs. Summarily, this section of the work explains the methods used where this study looked at 18 public AAU institutions' AAPs to develop understandings of FWD employment rates, how AAP texts frame PWD, and how systemic barriers might be viewed as affecting PWD and FWD according to RG AAPs.

To accomplish this study's aims, AAP texts were studied for FWD employment rates and Datistic Efficacy (DE) before being subjected to a qualitative analysis, based heavily on Wolfensberger's PASSING ratings instrument for program evaluation and SRV theory (Wolfensberger, 1983, 2004; Wolfensberger & Thomas, 2007, 2015), to explore for possible systemic barriers facing FWD. To obtain sufficient PASSING evaluation scores (PES), the applied PASSING evaluation criteria necessitated the subsequent collection of respective civic and institutional data on the settings associated with each of the 18 AAU institutions comprising the Response Group (RG). The resulting PES scores were then tested for unidimensionality. Then, correlational studies were conducted between the collected data, PES, the observed FWD rates, and the observed levels of DE. Finally, a comparative analysis was conducted between certain data associated with IFWD and NFWD.

After exhibiting descriptive findings Chapter Four goes on to state the analytical findings resulting from tests conducted over the three main phases grounding this study. The specific methods utilized in each of the three phases of

this study's testing are stated respectively in three following subsections, titled: *Methods Phase 1*, *Methods Phase 2*, and *Methods Phase 3*.

Methods Phase 1

Phase one analytical methods are geared toward formulating this study's response to RQ1:

What is the FWD rate amongst public AAU research universities in the United States (US)? To what extent might FWD rates be disproportionate in comparison to other jurisdictional measures of disability rates/PWD (e.g., city, state, national, employees, students, program participants, etc.)?

To formulate a response to this question this study first collected institutional level data on FWD rates amongst public AAU universities in the US. Due to a lack of sources reporting institutional level data on FWD, this data was ultimately sourced from 18 collected AAP documents.

These AAP documents produced raw data on FWD rates for nine public AAU universities that covered academic years ranging from 2016-2022. This data was then compared respectively to various measures of disability rates. Most namely, to USCB USDOL BLS employment rates for postsecondary teachers with a Disability at both the National and respective Jurisdictional levels. General and specific descriptive data was then collected and will be presented in Chapter 4 of this work.

General descriptive data on FWD collected from the studied AAP was compared to a wide range of respective data on PWD and FWD, including; National USCB data from the American Community Survey (ACS); Educational

data from the USDOE, NCSES, NSF, and IPEDS; and Labor force data from the USDOL and the BLS. This data will focus on the presence of FWD and PWD amongst various respective societal settings (e.g., USDOL data on employment rates for PWD in various occupations and industries). General descriptive data reported in Chapter 4 of this work also includes figures of scatter plots and histograms for AAP PWD rates and AAP FWD rates reported in across the 18 public AAU universities studied (i.e., the Study Group).

Because the descriptive data reported in Chapter 4 shows observable differences between the nine reported AAP FWD rates, and the respective DOL BLS data, and at both, the National and Jurisdictional levels (i.e., including their relative Means, and Std Devs, and Z-scores), tests were run. This comparison resulted in initial Z-scores for each of the nine AAP measures of FWD rates in relation to each other. These initial Z-scores are reported as part of the AAP descriptive data in Chapter 4 of this work.

Based on these differences, several statistical tests were then run to assess the means and variance of AAP FWD rates in relation to the DOL BLS data on PWD rates amongst postsecondary teachers. The first type of statistical test run to test for statistical differences between data on FWD was the regular Z-test score using the larger population FWD and PWD employment data proportion Z-tables to determine where the respective AAP FWD data measured within it.

The second statistical test followed the same logic but adjusts the Z-score formula to test specifically between two proportions. This second Z-test uses the "Proportion of Success" to focuses on the proportional relationship between the

two variables, while still accounting for the size and variance between the two populations. This method is used to test for significant statistical differences observed against the mean proportions (i.e., being of FWD rates) displayed in the collected RG AAP data and two separate national datasets, (i.e., published by the USCB and NCSES, respectively). The formula for the Z-test using the Proportion of Success is displayed here in Equation 1.

(1)

$$Z = \frac{(\hat{P}_1 - \hat{P}_2) - D_0}{\sqrt{\hat{P}(1-\hat{P})\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

The Proportion of Success is used as a method in the present study since the proportions being tested assumed to measure different aspects or segments of what is seemingly the same population, US institutional faculty and FWD. This can also be accurately conceived of in terms of there potentially being some overlap in the subjects comprising each aspect of the tested population means.

Methods Phase 2

The methods applied to come to Phase II analytical findings are focus on the testing of PES. Initial PES testing is regularly applied at both levels as a means to not only develop understandings necessarily of RG institutions, but also as a means for developing understandings specifically of the systemic barriers potentially operating across institutional contexts, including those comprising the RG. By strategically observing the collected data in this way, this study seeks to also develop two more key understandings. The first being this study's seeking to develop basic methodological understandings of PES, in terms of assessing its utility, not only in being used here, but also for being used in future work. The

second reason for regularly assessing PES at both the RG and IG level, draws from the promise that such an approach offers for developing basis understandings of how systemic barriers might be observed in affecting different aspects of the TP disproportionately across the collected RG data

The second part exacts an exploratory measure of the three variables by drawing alert from any observable manifestations reflecting associative relationship levels of societal barriers and each institution's employment of FWD, any aspects of institutional policy documents, and any abnormally discriminatory aspects found to be apparent in respective points of data.

Methods Phase 3

In Part Three, the study's focus shifts to a linear modelling approach as a way to best understand the data for the purposes of making effective policy recommendations to institutional leaders and policy makers. Phase 3 also leans on a two-way Anova test, with replications, to test for interactions between major barrier type IG PES and RG PES.

Methods for Addressing the Research Questions

In the text comprising the following subsections, I address the specific research questions (RQs) driving the main focus of the study. As such, the RQs are generally addressed respectively by three main parts of the study. In the first part of the study, FWD employment rates are assessed against other employment rates and measures of PWD. In the second part of the study, the compiled data is assessed for patterns that lend insight into which aspects of institutional praxis and policy might correlate with FWD employment rates. Finally in making

specific recommendations to institutional leaders and policy makers, more advanced analyses, such as an IRT analysis, may be conducted as the may be deemed tenable.

Addressing Research Question 1

RQ 1: *What is the FWD rate amongst public AAU research universities in the US? To what extent might FWD rates be disproportionate in comparison to other state and national measures of disability rates/PWD?*

The descriptive statistics and the t-tests to be ran by this study against the collected measures of EDD explaining FWD rates will ultimately determine this answer.

Addressing Research Question 2

RQ 2: *What hermeneutical and systemic (policy-based) barriers facing FWD might be identified in AAU research institutions' Affirmative Action Plans (AAP)? How are disability, PWD, and most namely FWD, framed or otherwise conceptualized in these policy documents?*

This study utilizes a mixed method approach to answer research question two. Specifically, this study builds institutional profiles which first rely on a document analysis of the respective AAP documents collected from each of the 36 public AAU institutions. This analysis focuses most on the presence and framing of PWD and the identifiable socioenvironmental barriers to their being employed as FWD. Secondarily, institutional profiles will also draw from an image analysis of public AAU institutions' Equal Employment Office (EEO) and

main DEI regarding the presence and framing of PWD, especially in the context of socioenvironmental barriers to their being employed as FWD.

Data will then be analyzed according to any thematic categories of analysis that are made apparent based on the data drawn from AAP, diversity policy documents, and EEO webpages. Basic linear correlational test findings will then also be reported (e.g., Chi Square and p-value statistics). Matrices of the specific factor variables guiding the coding instrument can be found in the Tables section located at the end of this work. Reported statistics include, frequency rates appearing amongst coded data, disability rates (PWD. FWD, and SWD) at the institutional level, data type, and any other coded categorical variables comprising institutional level data, including those drawn from policy documents.

This part of the study focuses specifically on the fundamental points of analysis drawn from this work, or otherwise which generally make up the main body of findings derived from this study. The specific findings will regularly be explained by surface level statistics (e.g., alpha, p-value, etc.). However, analytical findings deriving from various linear regression analyses, a (main effects) ANOVA, an exploratory factor analysis (EFA), and finally a latent class analysis (LCA) will also be explained.

Addressing Research Question 3

RQ 3: *What actions and policy proposals are suggested for AAP, EEO, or DEI law and policy to better address issues facing FWD?*

This will be the most robust part of the analysis. Whereas high level measures will be taken to attempt to model the way institutions behave in

enacting or otherwise manifesting disability (FM); the diagnosis and degree to which a given institution is disabled. To answer research question three this study utilizes findings obtained in the previously applied tests to assess model data fit according to the qualitative coding and analysis of the data as makes sense in response to the findings resulting from RQ2. In doing so, the long-range goal of these methods is to obtain a level of model fit and unidimensionality that will ultimately lead to future works where the model is tested using an IRT methodological model to assess FM/PES. As previously noted, an IRT analysis may lend insight into which aspect(s) of the measured data seems to be responding most accurately to the model. That is, which assessed aspects of each of the AAP documents seem to be explained most by the presence of FM (i.e., institutional level barriers). It is assumed by the present work that should enough data be collected to eventually make an IRT model tenable, the insight gleaned from future works using an IRT methodological approach (e.g., a nine-parameter graded response model) would provide the most benefit to scholars in their developing understandings of societal barriers, and most specifically, in their ability to accurately inform institutional policy makers and leaders tasked with improving FWD rates.

CHAPTER 4: FINDINGS

This chapter exhibits the statistical findings resulting from this work's applied study. This chapter begins by first exhibiting the data collection results utilized in obtaining the specific data basing this study. Then in the second main section of this chapter descriptive findings resulting from this study are presented.

Ultimately, this study found that FWD were employed at a rate of approx. 1.57% across RG institutions that included FWD data (IFWD) amidst their respective AAPs, (i.e., FWD rates according to the empirical data displayed amongst IFWD AAPs). The totals observed in IFWD AAPs were as follows: Institutions comprising IFWD (N = 9); Faculty employed across IFWD institutions (N = 41,312); FWD employed across IFWD institutions (N = 649), or at a rate of 1.57%.

Data Collection Results

The Response Group (RG) was ultimately determined by the specific Affirmative Action Plans (AAPs) obtained during the data collection process. In order to protect the privacy of the institutions comprising the RG, they were each assigned a nominal letter so individual institutions and their associated information could be uniquely referenced without the actual institution being publicly identified. Keeping the fundamental aim of this work in mind, to develop understandings of FWD, received RG AAPs were immediately scanned for FWD employment data upon receipt. Unfortunately, the obtained AAPs did not consistently yield the sought FWD information: Foreshadowing a major underlying theme evident throughout this study's findings.

Table 3 (4.1.1) *Underlying Characteristics of Collected RG AAP data*

RG ID	AAP Year	IFWD	Total No. of Pgs.	Source Code
A	1920	Yes	414	PRR
B	2021	No	54	PRR
C	2122	No	94	PIS
D	2121	No	44	PRR
E	1722[♯]	Yes	171	PRR & PIS
F	1617	Yes	66	PIS
G	2021	Yes	582	PRR
H	1921	Yes	270	PRR
I	1920	No	66	PRR
J	1920	Yes	142	PRR
K	2021	No	116	PRR
L	1819	Yes	323	PRR
M	2021	No	1,148	PRR
N	1920	Yes	50	PRR
O	2021	Yes	34	PRR
P	2021	No	59	PRR
Q	2021	No	76	PRR
R	2021	No	38	PRR

Note. RG AAP Count (N = 18), IFWD Count (N = 9). *RG ID* = Response Group ID, *IFWD* = AAP includes FWD data, *Source Code* = methods by which AAP obtained, *PRR* = public records request, *PIS* = public internet search.

[♯] 1722 denotes collected AAP data on Institution E which resulted from combined AAP data from the years of 2016-2017 (1617) and 2021-2022 (2122). The Institution E AAP data utilized in this study ultimately combined Institution E's 1617 AAP Academic Faculty data collected via public internet search, and Institution E's 2122 AAP Non-Academic Staff data obtained via public records request. Despite having obtained the 2122 Academic Staff data via public records request, the publicly obtained 1617 Academic Staff AAP was chosen for this study, as opposed to the 2122 Academic Staff AAP, because Institution E's 1617 AAP data included FWD, where the 2122 AAP did not.

Descriptive Findings

Complete descriptive findings resulting from this study are reported here. The first four subheadings describe the descriptive findings generally related to the environmental and TP characteristics observed amidst each of the specific settings levels analyzed by this study, (i.e., NSL, JSL, ISL, and AAPSL).

After which, the descriptive findings resulting from this study's applied PASSING Evaluation are exhibited under the fifth subheading appearing here, titled PES Descriptives. The PASSING Evaluation descriptives findings displayed in this section of Chapter Four, derive specifically from the observed levels by which PASSING Evaluation Scores (PES) were observed upon having applied the PASSING Evaluation methods described in Chapter Three.

Finally, the DE descriptive findings are exhibited under the final subheading appearing in this section, titled, DE Descriptives. The DE descriptive findings exhibited in this section of the work derive from the DE levels observed amongst each aspect of the TP and each aspect of the RG, according respectively, to each aspect of the data comprising the finalized RG institutional profiles (IPs): Which includes the collected data describing; the JSL, the ISL, and the AAPSL.

National Level Descriptives

The US Census Bureau estimated disability rates in 2020 amongst the 321,525,041 noninstitutionalized persons living in the US as follows: In total, 40,7864,61 (i.e., 12.7%) had a disability; Of all Males, 12.5% had a disability; Of all Females, 12.8% had a disability; Of all Whites, 13.3% had a disability; Of all African Americans/Blacks, 14% had a disability; Of all Native

Americans/Indigenous Americans/Alaskans, 16.9% had a disability; Of all Asian Americans, 7.2% had a disability; Of all Native Hawaiian and Other Pacific Islanders, 11.3% had a disability; Of a single other – or unknown – race, 9.1% had a disability; Of Mixed race (i.e., two or more) persons, 10.4% had a disability; of Whites – not Hispanic/LatinX, 14% had a disability, and; Of LatinX Persons/Hispanics, 9.2% had a disability (U.S. Census Bureau, 2020).

U.S. Workforce Descriptives. The US Department of Labor claimed the civilian working age (i.e., age 16 and over) population in 2021 consisted of roughly 261,445,000 persons. Of these persons, roughly 161,204,000 (61.7%) participated in the labor force. Working age PWD totaled roughly 31,804,000, 11.9% of the overall working age population. However, while in general 61.7% of working age civilians participated in the workforce, for PWD only 21.3%, or roughly 6,619,000 participated in the labor force (Bureau of Labor Statistics, 2022). Full tables of labor force data in relation to PWD status, Gender, Race, and PV status can be found in the Appendices of this work.

Table 4 (4.2.1.1) *Workers with a Disability in the U.S.* [21]

Setting	Source	Year	Total	MoE	PWD	MoE	PWD
U.S.	USCB	2017	155,041,900	138,778	9,085,980	51,790	0.0586[♯]

Note. MoE = Margin of Error. Raw data drawn from US Census Bureau (USCB) American Community Survey (ACS) data on Total Workers (Civilian, Noninstitutionalized, Employed Pop 16 Years and Over). Total = employed workers, PWD = employed workers with a disability

[♯] Proportion of employed workforce that are PWD shown here is calculated.

[21] The raw USCB data shown in tables 4.2.1.1 can be accessed at https://www.census.gov/data/tables/2017/demo/disability/acs-17.html

Table 5 (4.2.1.2) *Workers with a Disability in the U.S. by Detailed Occupation*[22]

Employment Field	Total Workers	P. (of All Workers)	PWD	P. (of PWD in Field)
All Workers	155,041,900	1	9,085,980	0.0586
Postsecondary Teachers	1,562,100	0.0101	68,105	0.0436
Education Workers	9,288,600	0.0599	422,215	0.0455
STEM Faculty	1,008,950	0.0065	95,700	0.0949

Note. P. = proportion. All data shown displays employed workers in the U.S. as defined by the USCB (2017). The data shown for All Employed Workers, Postsecondary Teachers, and Education Workers was drawn from 2017 USCB ACS data. The data displaying STEM Faculty was drawn from 2019 National Center for Science and Engineering Statistics (NCSES) data.

Further national level descriptive data, having been utilized in basing certain PASSING Evaluation Scores (PES), are displayed over three following subsections that follow. These subsections are titled *US Population Descriptives*, *US Educational Institution Descriptives*, and *US Workforce Descriptives*, respectively.

Jurisdictional Level Descriptives

According to the USCB the jurisdictional populations (i.e., populations of the city in which a given institution is located) for the 18 comprising the RG ranged from 35,110 to 3,849,297; (N = 18, M = 469,035.1, SD = 882,045.2). Of which, the population of working age PWD (i.e., PWD under the age of 65) ranged from 1,194 to 246,355; (N = 18, M = 29,884.39, μ = 5.575, SD = 2.0173).

[22] The raw USCB data shown in tables 4.2.1.2 can be accessed at https://www.census.gov/data/tables/2017/demo/disability/acs-17.html. The raw NCSES data on STEM Faculty, displayed in Table 4.2.1.2, can be accessed by viewing NCSES *Table 7* located at https://ncses.nsf.gov/pubs/nsf21320

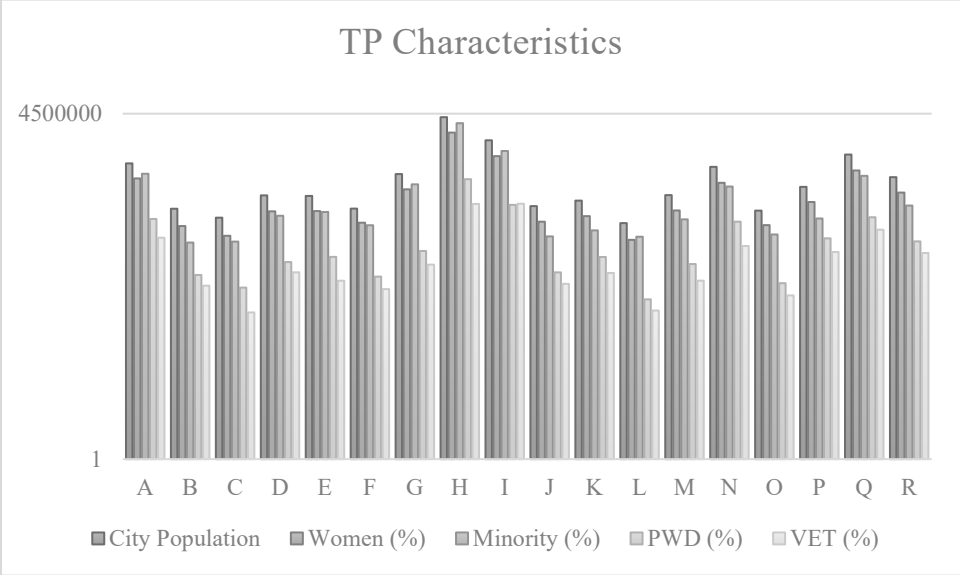
Table 6 (4.2.2.1) *RG Jurisdictional City Total Population Characteristics*

RG ID	Total Pop.	Women	Minority	PWD	VET
A	496,461	254,684	313,267	42,199	18,350
B	66,424	30,821	14,813	3,520	2,189
C	44,672	20,013	15,457	2,010	668
D	120,019	59,169	48,608	6,241	3,962
E	117,145	59,861	57,518	7,849	2,730
F	66,799	35,737	31,930	3,273	1,879
G	309,031	156,988	195,926	10,198	5,564
H	3,849,297	1,943,895	2,948,562	246,355	82,183
I	1,381,611	683,897	859,362	78,752	82,884
J	74,596	37,373	19,470	3,954	2,375
K	95,256	47,819	25,433	7,811	3,845
L	35,110	16,712	19,170	1,194	728
M	121,536	61,497	41,444	5,712	2,735
N	425,336	209,691	177,790	37,430	12,718
O	61,128	32,092	21,211	2,445	1,423
P	175,096	89,474	43,074	17,860	9,743
Q	733,919	362,556	285,494	45,503	26,211
R	269,196	135,944	76,452	15,613	9,345

Table 7 (4.2.2.2) *RG Jurisdictional City Proportional Population Characteristics*

RG ID	Population	Pop. Per Sq. Mile	Women (%)	Minority (%)	PWD (%)	VET (%)
A	496,461	3,685.7	51.3	63.1	8.5	3.7
B	66,424	2,407.5	46.4	22.3	5.3	3.3
C	44,672	3,283.1	44.8	34.6	4.5	1.5
D	120,019	2,355.6	49.3	40.5	5.2	3.3
E	117,145	11,917.3	51.1	49.1	6.7	2.3
F	66,799	6,703.8	53.5	47.8	4.9	2.8
G	309,031	4,689.4	50.8	63.4	3.3	1.8
H	3,849,297	8,304.2	50.5	76.6	6.4	2.1
I	1,381,611	4,255.9	49.5	62.2	5.7	6.0
J	74,596	2,923.3	50.1	26.1	5.3	3.2
K	95,256	2,779.7	50.2	26.7	8.2	4.0
L	35,110	6,191.4	47.6	54.6	3.4	2.1
M	121,536	4,391.9	50.6	34.1	4.7	2.3
N	425,336	7,962.1	49.3	41.8	8.8	3.0
O	61,128	2,871.2	52.5	34.7	4	2.3
P	175,096	3,998.1	51.1	24.6	10.2	5.6
Q	733,919	8,791.8	49.4	38.9	6.2	3.6
R	269,196	3,391.2	50.5	28.4	5.8	3.5

Figure 4 (4.2.2.1) *Bar Graph: Jurisdictional City Proportional Population Characteristics*



Note. Figure 4.2.2.1 utilizes a logarithmic scale to demonstrate the relative TP characteristics shown here for each of the corresponding RG institutions. While the bar graphs respect differences in respective RG populations, they should not be considered as reflecting exact RG population numbers.

Institutional Level Descriptives

This section demonstrates AAP data on PWD in relation to the target population, specifically in the areas of hiring, non-academic staff, and faculty. The RG institution 2020 enrollment numbers reported by the Integrated Postsecondary Education Data System (IPEDS) reflect both undergraduate and graduate students. The institutions comprising the RG, being that they are members of the Association of American Universities (AAU), should be conceived of as being relatively large doctorate granting research institutions. Institution D reported the largest student population with just over 70,000 students. Institution P reported the smallest enrollment totals at just over 20,000

students. More information about the types of institutions represented amongst the AAU membership can be obtained by visiting the AAU home page.[23]

Table 8 (4.2.3.1) *General RG Institution Population Characteristics*

RG ID	Faculty	Students	U.G.S.[♯]	U.G.S. Transfers	G.S.[♯♯]
A	4,369	43,859	17,461	949	26,398
B	2,509	30,708	25,808	1,354	4,900
C	3,349	50,344	37,806	1,000	12,538
D	4,206	72,530	56,723	2,847	15,807
E	4,464	45,036	31,814	2,679	13,222
F	4,652	40,050	31,657	2,978	8,393
G	3,658	36,505	29,449	2,878	7,056
H	6,776	46,116	32,122	3,434	13,994
I	5,120	41,885	33,343	3,602	8,542
J	3,218	29,909	21,608	1,052	8,301
K	3,906	26,780	19,158	1,169	7,622
L	4,351	41,272	30,922	1,952	10,350
M	8,260	50,278	32,282	1,407	17,996
N	6,932	52,376	36,209	1,900	16,167
O	5,421	31,641	19,845	1,039	11,796
P	1,949	22,257	18,602	1,020	3,655
Q	9,836	52,434	36,201	1,551	16,233
R	6,314	47,016	34,561	1,146	12,455

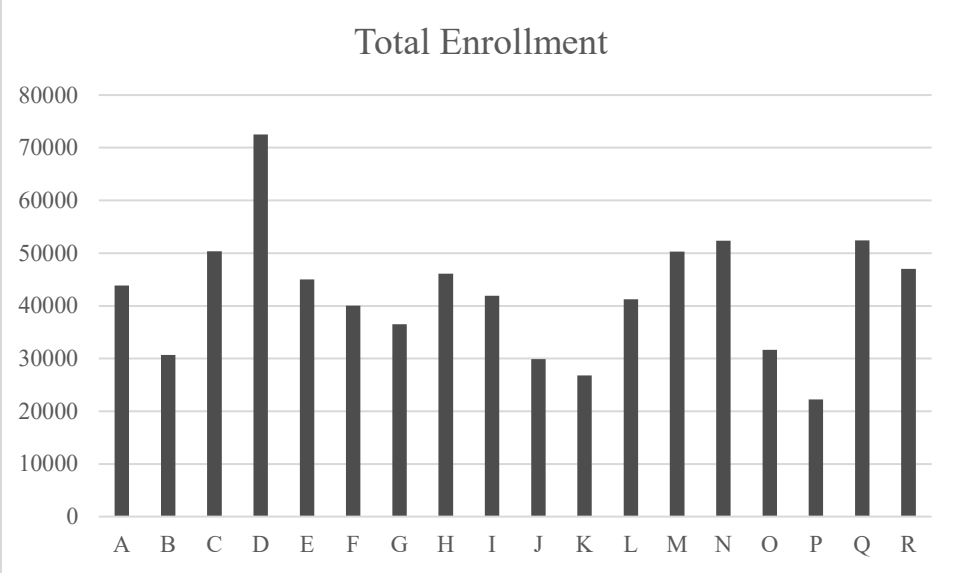
Note. This table shows data regarding the TP having been collected from the Integrated Postsecondary Education Data System (IPEDS). Because the faculty totals appearing in this table are reported by the IPEDS system and thus may be different than those reported amidst the AAPs collected for use in this study.

[♯] U.G.S. = undergraduate students.

[♯♯] G.S. = graduate students.

[23] See https://www.aau.edu/

Figure 5 (4.2.3.1) *Total Enrollment Amongst RG Institutions*



Note. This figure displays total enrollment data from the Fall of 2020 as reported by the National Center on Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

Figure 6 (4.2.3.2) *Total Employed Faculty*

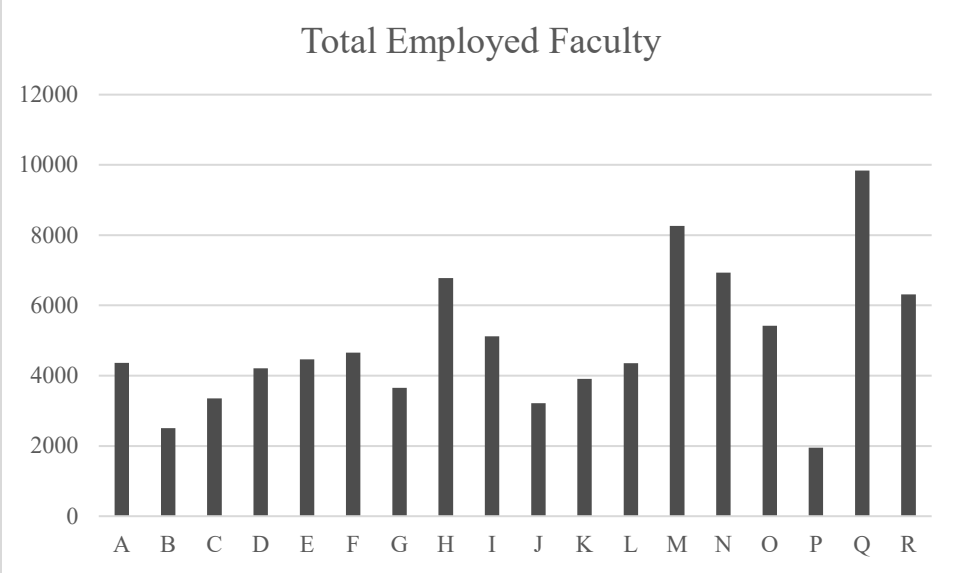


Figure 7 (4.2.3.3) *Type and Number of Degrees Awarded, Bachelor, Master, and Doctorate*

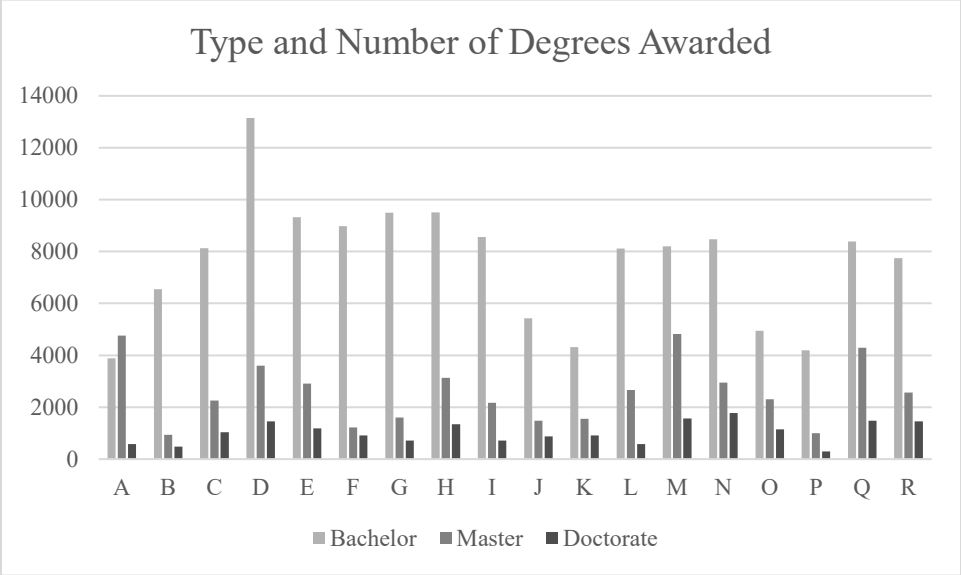


Figure 8 (4.2.3.4) *Total Number of On-Campus Safety Violations in 2020*

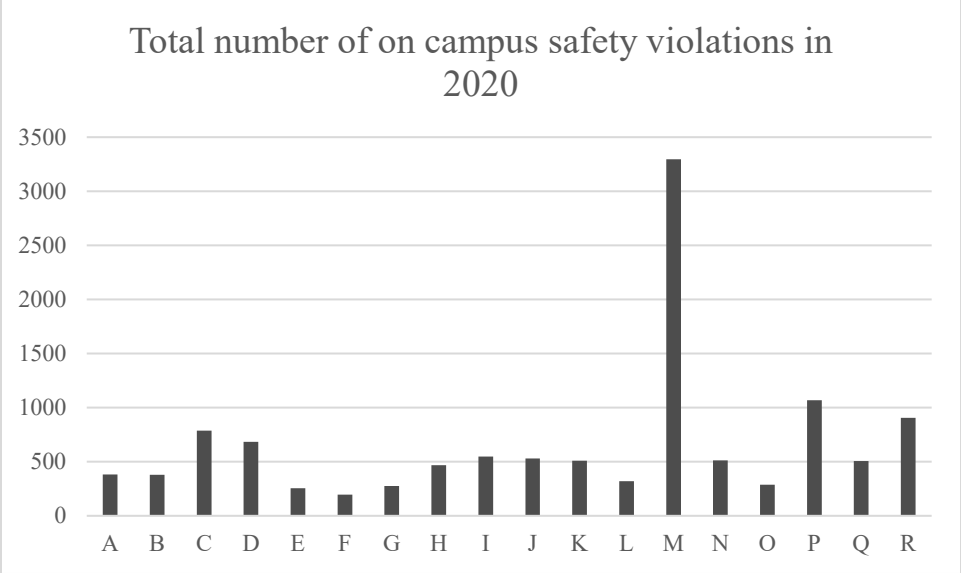


Figure 9 (4.2.3.5) *Target Population Undergraduate Enrollment*

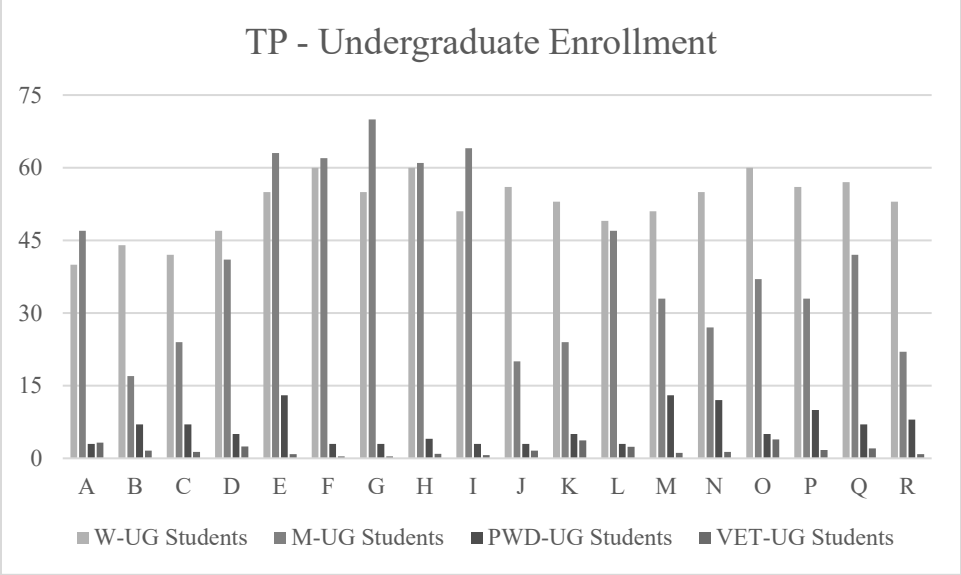


Figure 10 (4.2.3.6) *Undergraduate TP Enrollment Line Graph*

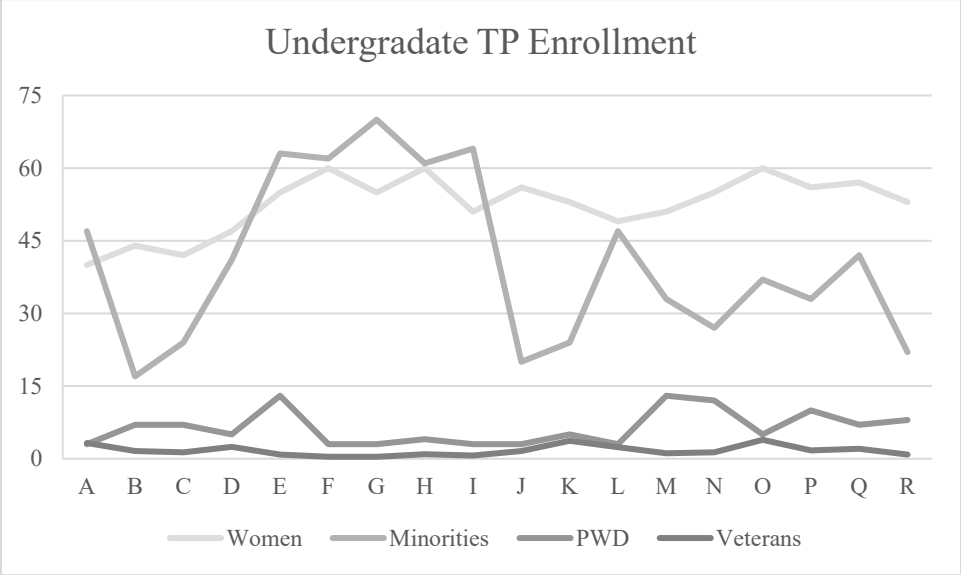


Figure 11 (4.2.3.7) *Total Applicants at RG Institutions in the Fall of 2021*

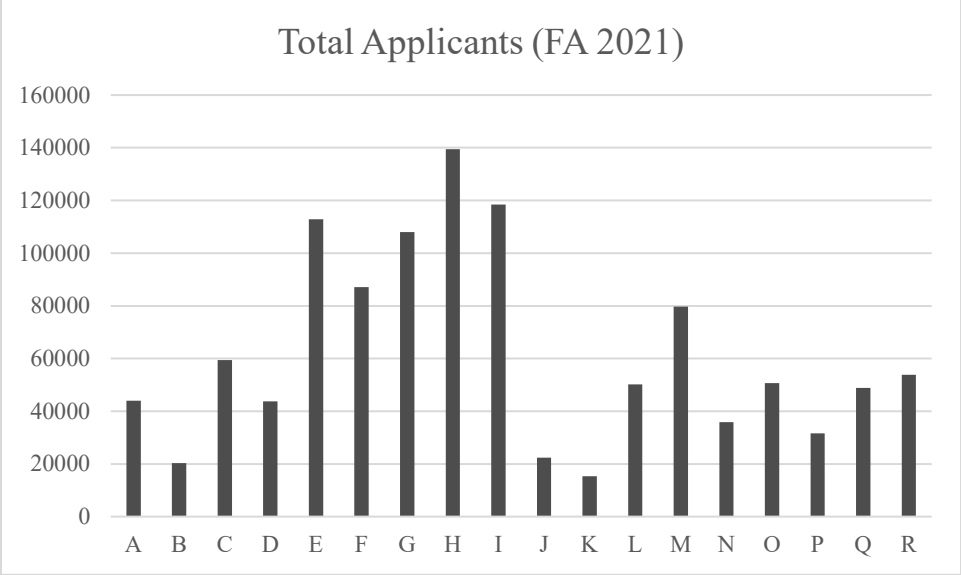


Figure 12 (4.2.3.8) *Women Application, Admission, and Enrollment Rates Amongst RG Institutions*

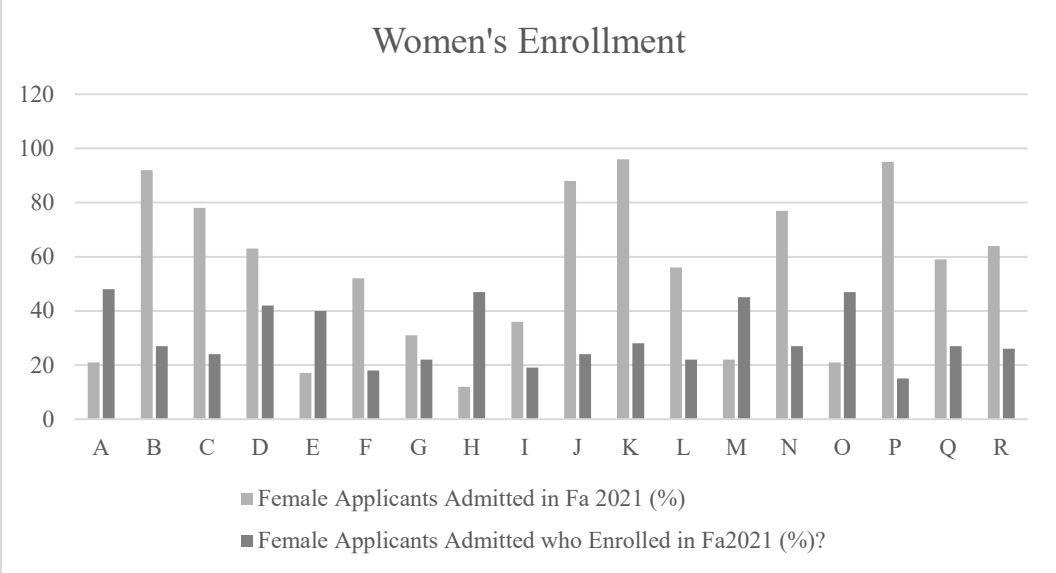
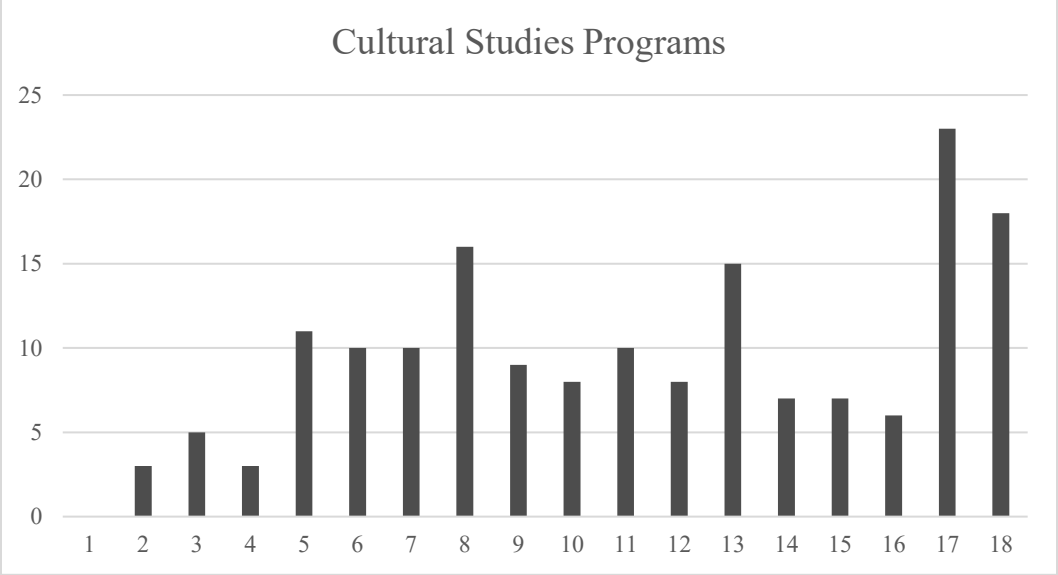


Figure 13 (4.2.3.9) *Total Number of Cultural Studies Programs*



AAP Level Descriptives

Descriptive statistics for quantitative AAP level findings are reported here. These findings are broken down over two subsections titled *Staff (Non-Academic)* and *Faculty*, respectively.

Staff (Non-Academic). AAP staff data appeared in 12 of the collected AAPs. In general those AAPs regularly counted the number of Women and Minority staff they employed. Five of the AAPS included individual racial categories, of which only four included persons identifying as Mixed (2+R), and only three included data on Native Hawaiian or Other Pacific Islanders (NHOPIs). Nine counted the number of PWD employed as staff. And four counted PV. Table 4.2.4.1 displays population totals exhibited in RG AAPs staff data according to each aspect of the TP. In addition to these counts Table 4.2.4.1 also includes information on the number of times each overarching identity group comprising the TP were included amidst staff counts reported by each of the RG AAPs.

Table 9 (4.2.4.1) *RG AAP Data Counting Staff According to TP Identity*

	Staff	W	M	PWD	PV
No.	12	11	11	9	4
Total	169,608	88,877	42,413	3,833	987
Mean	14,134	8,080	3,856	426	247
Med	11,437	6,812	2,987	325	216
SD	10,128	6,401	2,622	379	111

Note. No. = the number of RG AAPs displaying the associated data.

Table 10 (4.2.4.2) *RG AAP Data Counting Staff According to Specific Racial Minority Identity*

	AAB	IA	AS	NHPI	HLX	2+R
No.	5	5	5	3	5	4
Total	73,25	322	10,168	94	7,700	1,010
Mean	14,65	64	2,034	31	1,540	253
Med	1,228	58	2,257	36	1,280	82
SD	1,255	60	1,526	21.5	1,268	317

Note. No. = the number of RG AAPs displaying the associated data.

Faculty. Every AAP exhibiting staff data also displayed faculty data. The only difference between AAPs exhibiting staff data and AAPs exhibiting faculty data, was that Women and Racial Minorities were counted uniformly in AAP faculty data. Meaning that where Institution H's AAP only displayed data on the total staff employed, (i.e., having not aggregated staff totals by sex or race), it then went on to display total faculty data that aggregated both Women and Minorities. Of the 18 collected AAPs: 12 ultimately displayed faculty data on Women and Minorities, eight aggregated individual racial categories; only six of which included 2+R, and only four of which included NHOPI, Nine included FWD, and four included PV. Table 4.2.4.3 displays the faculty totals exhibited by the RG AAPs.

Table 11 (4.2.4.3) *RG AAP Data Counting Faculty According to TP Identity*

	Faculty	W	M	FWD	PV
No	12	12	12	9	2
Total	53716	23119	16468	649	107

	Faculty	W	M	FWD	PV
Mean	4476	1927	1372	72	54
Median	4584	1930	1292	71	54
SD	1814.4	851.3	655.3	59.5	25.5

Table 12 (4.2.4.4) *RG AAP Data Counting Faculty According to Specific Racial Minority Identity*

	AAB	IA	As	NHPI	HLX	2+R
No	8	8	8	4	8	6
Total	1193	117	8698	21	2102	358
Mean	149	15	1087	5	263	60
Median	133	12	1166	3	306	32
SD	76.4	10.9	466.2	5.1	127.8	50.8

PES Descriptives

Descriptive Findings resulting from the qualitative aspects of this study are introduced here. While PES derive mostly from observations made at the AAP setting level (SL), they are also notedly based on observations of data collected by this study across SLs. When observing the PES displayed by this study, keep in mind that PES reflected here mean to be analogous to, or positively associated with, the existence of FM. Or in other words, the degree of PES exhibited in this study has been designed to be indicative of the degree of FM operating amidst the specific aspects of the institutional environment, most namely in terms of those aspects of the environment having been evaluated by this study in being related to RG AAP programming.

Meaning in short, that instances of relatively higher PES displayed by this study reflect relatively higher degrees of FM. That is, where relatively higher PES reflect a relatively higher degree of institutional disability and/or systemic barriers being present. While concurrently, instances of relatively lower PES displayed

here are designed to indicate the instances of relatively lower degrees of institutional disability and/or a reduced degree of systemic barriers facing PWD existing amidst institutions, namely in the areas specified by this study in being related to AAP programming.

The overall total observed PES (N = 324, M = 5.04, SD = 1.98) was normally distributed across all measures, as generally was the case with the total RG PES. However, the total IG PES distribution skewed right. This was likely due to Item 10 being an outlier. Complete descriptive statistics are provided for total PES, total RG PES, and total IG PES are provided in Table 4.2.5.1. Descriptive findings regarding the RG and IG PES totals specifically are provided in more detail over the following text.

Table 13 (4.2.5.1) *Total PES,[♯] RG PES, and IG PES*

	TOTAL PES	TOTAL RG PES	TOTAL IG PES
Mean	5.0	90.8	90.8
SE	0.1	5.5	2.7
Median	5.0	93.5	89.7
Mode	4	N/A[♯♯]	91
SD	1.98	23.5	11.27
Var.	3.9	550.9	127.1
Kurt	-0.9	-0.8	6.8
Skew	0.0	-0.4	2.1
Range	8	73.5	51
Min	1	49	77
Max	9	123	128
Sum	1,634.3	1,634.3	1,634.3
Count	324	18	18
CL (95.0%)	0.22	11.67	5.61

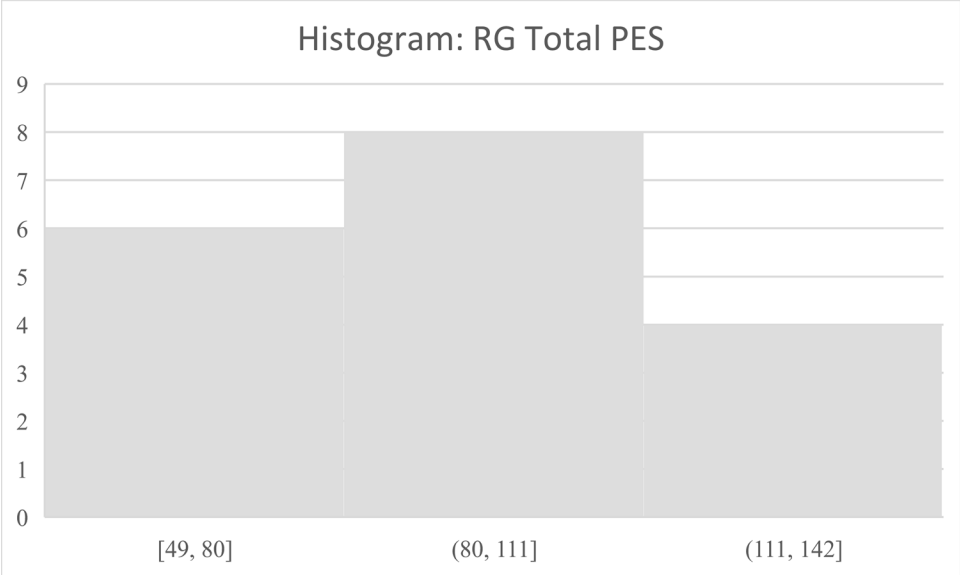
Note. PES = PASSING Evaluation Score(s).

[♯] Total PES shown includes Item 10.

[♯♯] RG PES data did not exhibit a Mode.

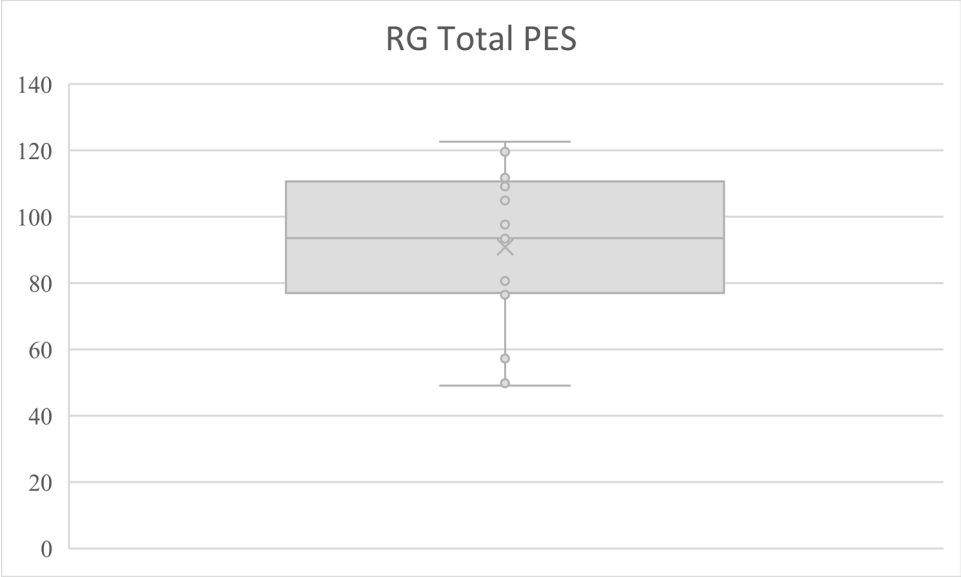
PES observed amongst individual institutions comprising the RG were fairly normally distributed across the RG, having a slight left skew. The distribution of PES scores across the RG is displayed here as a histogram in

Figure 14 (4.2.5.1) *Histogram: RG Total PES*



The RG PES distribution didn't contain any extreme outliers, (mean = 90.8, median = 93.5, range = 73.5, min RG PES = 49.1, max RG PES = 122.6). The observed distribution of PES amongst the individual institutions comprising the RG (RG PES) is further demonstrated in the box and whisker plot labelled Figure 4.2.5.2.

Figure 15 (4.2.5.2) *Box and Whisker Plot: RG Total PES*



The total PES observed by this study according to each RG institution, are displayed here in Table 4.2.5.2. Of note, individual RG PES are also exhibited in the table alongside RG institutions' IFWD status. Whereas later in this chapter findings are display having resulted from this study's testing of the collected data, including the observed PES, against IFWD and NFWD institutions comprising the RG.

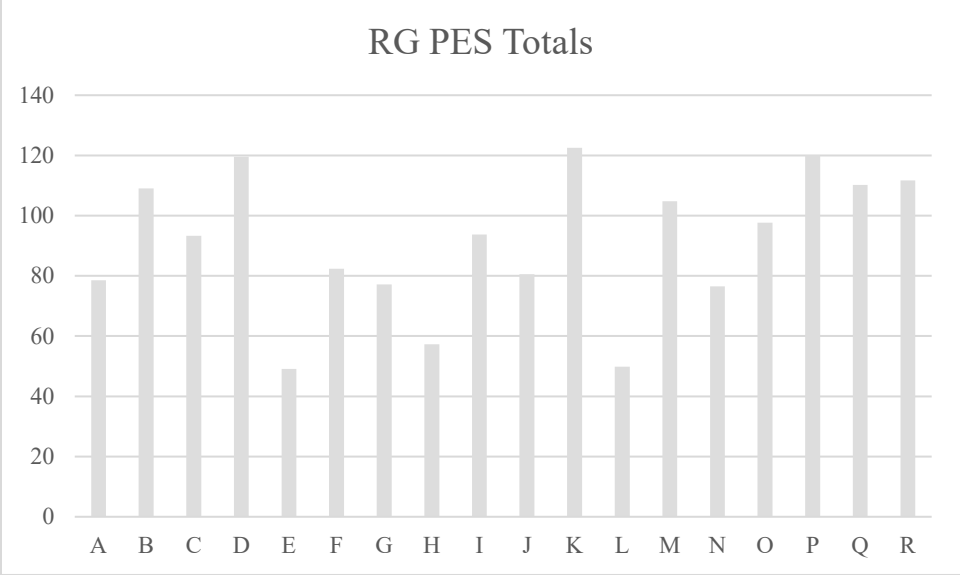
Table 14 (4.2.5.2) *RG Institutions' Total PES and Associated Z-Scores*

RG ID	IFWD	PES	Z-Scores
A	Y	78.6	-0.535
B	N	109.1	0.802
C	N	93.3	0.111
D	N	119.6	1.262
E	Y	49.1	-1.829
F	Y	82.4	-0.367
G	Y	77.2	-0.598
H	Y	57.3	-1.471
I	N	93.8	0.129
J	Y	80.6	-0.448
K	N	122.6	1.394
L	Y	49.8	-1.796
M	N	104.8	0.615

RG ID	IFWD	PES	Z-Scores
N	Y	76.5	-0.627
O	Y	97.7	0.301
P	N	120.1	1.284
Q	N	110.3	0.853
R	N	111.8	0.919

Individual RG Institutions' PES totals are exhibited in Figure FF4.5.3. Institution E demonstrated the lowest PES observed in this study (PES = 49.1), while Institution K demonstrated the highest (PES = 122.6).

Figure 16 (4.2.5.3) *Individual RG Institutions' PES Totals*



Pivoting here, away from RG PES to now begin demonstrating the Item Group (IG) total PES totals observed by this study. Keep in mind that IG PES encapsulate this study's measures aimed specifically at assessing the operation of systemic barriers. That is, where RG PES ultimately derive to understandings of the conditions evident in the RG, (i.e., the 18 institutions comprising the research group), IG PES on the other hand, ultimately derive to understandings of the conditions, or of the factors, evident in driving certain systemic barriers operating

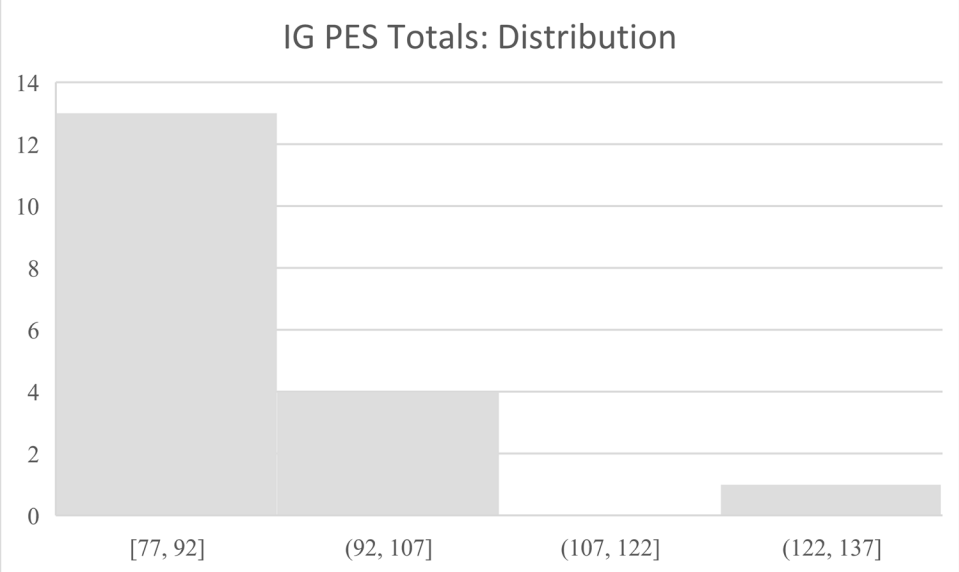
across the RG and ultimately affecting institutions (i.e., the 18 items comprising the PASSING Evaluation measure resulting in PES). Table 4.2.5.3 provides an overview of the IG total PES observed by this study.

Table 15 (4.2.5.3) *Item Group (IG) Total PES*

No.	Sum	Mean	Median	SD	CI .95	Skew	Range	SE	Kurt
18	1,634.3	90.8	89.7	11.27	5.61	2.1	51	2.7	6.8

Due to Item 10 being an outlier, the IG PES skewed right. This is evident in Figure 4.2.5.4 shown here.

Figure 17 (4.2.5.4) *Histogram: IG Total PES Distribution*



The highest IG PES were observed in Item 10 Gender ID (PES = 128, Z = 3.396), Item 18 AAP Data Quality (PES = 99, Z = .749), Item 3 AAP Program Setting (PES = 98, Z = .657), and Item 11 Required AAP Components (PES = 98, Z = .657). The individual items exhibiting the lowest IG PES were observed in Item 17 Legal References (PES = 77, Z = -1.259), Item 4 Sociological Juxtapositions TP (PES = 78, Z = -1.168), and Item 5 Inclusivity (PES = 82, Z = -

0.803). These IG PES descriptives offer early insight into the highest and lowest levels by which systemic barriers were observed as a result of this study's PASSING Evaluation. A complete list of the individual IG PES item totals and their associative Z-scores are exhibited here in Table 4.2.5.4.

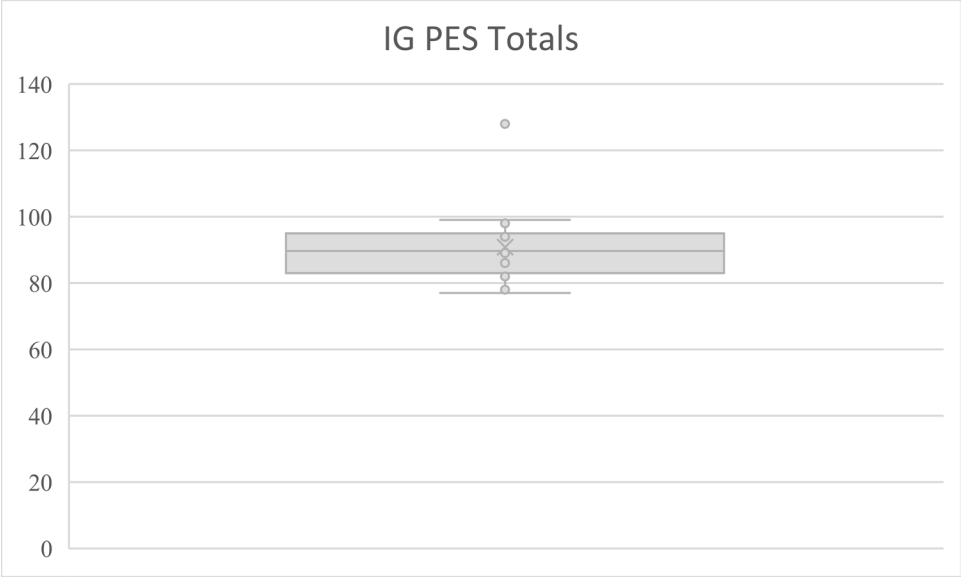
As previously noted, IG PES Item 10 demonstrated enough outlier qualities (PES = 128, Z = 3.396) to warrant consideration for removal from the measure. However, unless noted otherwise, this study uniformly included Item 10 in each of the tests it applied. Not just as a means to assess how the item might affect any particular model, but also since Item 10 reflects key data in determining the findings ultimately resulting from this study's PASSING Evaluation.

Table 16 (4.2.5.4) *IG PES: Individual IG PES Totals and Associative Z-Scores*

IG ID	Item Label	Scores	Z
1	Jurisdictional Setting	88	-0.255
2	Institutional Setting	83	-0.712
3	AAP Program Setting	98	0.657
4	Sociological juxtaposition	78	-1.168
5	Inclusivity	82	-0.803
6	Disability Modelling	90	-0.042
7	Medical Objectification	91	0.019
8	Paternalistic/Deviant	91	0.019
9	IDR	94	0.292
10	Gender intersections	128	3.396
11	Req'd components	98	0.657
12	RA	89	-0.164
13	Action-Oriented Programs	83	-0.712
14	Data Dissemination Policy	88	-0.255
15	Disability Definition	91	0.019
16	Harassment/Crime Policy	86	-0.438
17	Legal references	77	-1.259
18	Data quality	99	0.749

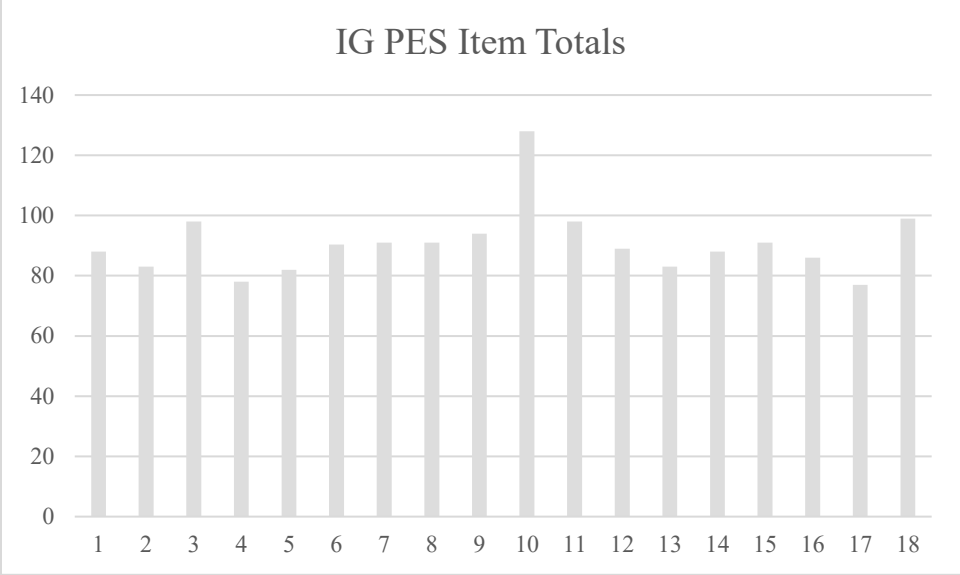
The outlier characteristics of IG PES Item 10 are highlighted against the other IG PES items comprising the IG PES totals distribution displayed in the box and whisker plot provided by Figure 4.2.5.5.

Figure 18 (4.2.5.5) *Box and Whisker: IG PES Totals, Distribution Variance*



Other than IG PES Item 10, the observed IG PES totals had a much tighter distribution than did RG PES totals. This is highlighted in the bar graph displaying the IG PES totals exhibited in Figure FF4.2.5.6

Figure 19 (4.2.5.6) *Bar Graph: Individual IG PES Item Totals*



Note. Item 10, Gender/Intersections ID was determined to be responsible for skewing the distribution pattern of IG PES totals.

IG PES Descriptives According to Major Barrier Type. Overall, the systemic barriers observed by this study leaned more so to those categorized as being of the Hermeneutical Barrier Type (HBT), having accounted for 52.5% of the observed PES (N = 162, Total PES = 857.3, M = 5.3). That is, as opposed to those categorized as being of the Socioenvironmental Barrier Type (SEBT), having accounted for 47.5% of the observed PES (N = 1,625, Total PES = 777, M = 4.8). The overall PES and the PES categorized by overarching systemic barrier type (i.e., Hermeneutical and Socioenvironmental systemic barriers) observed by this study is shown in table 4.2.5.5

Table 17 (4.2.5.5) *Total IG PES by Overarching Barrier Type*

	No.	PES	Mean	Median	SD	P. Total PES
HBT PES	162	857.3	5.3	5.9	2.13	0.5246
SEBT PES	162	777.0	4.8	4.5	1.78	0.4754
Total PES	324	1,634.3	5.04	5.00	1.980	1

Note. HBT = Hermeneutical Barrier Type, SEBT = Socioenvironmental Barrier Type.

Descriptive statistics for the observed PES totals associated with HBT and SEBT are described further here.

Table 18 (4.2.5.6) *Descriptives, Total IG PES by HBT and SEBT*

Statistic	HBT PES	SEBT PES
Mean	5.29	4.80
SE	0.17	0.14
Median	5.92	4.5
Mode	7	4
SD	2.138	1.787
Var	4.572	3.194
Kurtosis	-0.88	-0.76
Skewness	-0.27	0.27
Range	8	7
Min	1	1
Max	9	8
Sum	857.3	777
Count	162	162
CI .95	0.33	0.28

Item Group PES explaining Hermeneutical Barrier Type 2 (IG PES HBT2) were noted by this study as being the highest indicator of systemic barriers displayed amongst the four measured barrier types (N = 90, PES = 494.3, M = 5.49). IG PES SEBT4 recorded the lowest PES observed by this study according to barrier type. (N = 72, PES = 344, M = 4.78). Complete descriptive statistics for IG PES according to specific barrier type are listed here in Table 4.2.5.7.

Table 19 (4.2.5.7) *IG PES According to Specific Barrier Type*

Descriptive	HBT1	HBT2	SEBT3	SEBT4
Mean	5.04	5.49	4.81	4.78
SE	0.27	0.21	0.17	0.23
Median	5	6	5	4
Mode	7	7	4	4
SD	2.33	1.96	1.66	1.95
Var	5.42	3.85	2.74	3.81

Descriptive	HBT1	HBT2	SEBT3	SEBT4
Kurtosis	-1.22	-0.50	-0.46	-1.03
Skew	-0.13	-0.34	0.37	0.20
Range	8	8	6	7
Min	1	1	2	1
Max	9	9	8	8
Sum	363.0	494.3	433.0	344.0
Count	72	90	90	72
Largest (k5)	8	9	8	8
Smallest (k5)	1	2	2	2
CI .95	0.55	0.41	0.35	0.46

The observed PES reflected according to each of the overarching barrier types are further broken down according to four more specific categories. Hermeneutical Barrier Type 1 (HBT1) comprised of four IG PES Items. Descriptive statistics are displayed for HBT1 are shown in Table 4.2.5.8. HBT1 sought to capture PES observed by this study that essentially diluted one's positionality, (i.e., in being a member of the TP). The highest PES observed according to HBT1 centered on systemic barriers owing to data quality (N = 18, PES = 99, M = 5.5), and the juxtapositions facing the TP reflected by demographical data on RG's AAP program setting (N = 18, PES = 98, M = 5.4). Table 4.2.5.8 displays the descriptives for the data observed by this study according to the individual PES items comprising HBT1.

Table 20 (4.2.5.8) *IG PES Hermeneutical Barrier Type 1: TP Positionality*

Descriptive	Juxtapositions	AAP Setting	Data Policy	Data Quality
Mean	4.3	5.4	4.9	5.5
SE	0.57	0.37	0.66	0.56
Median	3.5	5.5	4.5	5.5
Mode	3	7	7	8
SD	2.43	1.58	2.78	2.36
Var	5.88	2.50	7.75	5.56
Kurtosis	-1.49	-1.08	-1.54	-1.50
Skewness	0.20	-0.24	-0.11	-0.08
Range	7	5	8	7

Descriptive	Juxtapositions	AAP Setting	Data Policy	Data Quality
Min	1	3	1	2
Max	8	8	9	9
Sum	78	98	88	99
Count	18	18	18	18
Largest(1)	8	8	9	9
Smallest(1)	1	3	1	2
CI .95	1.21	0.79	1.38	1.17

Hermeneutical Barrier Type 2 (HBT2) on the other hand assessed the way in which disability was modelled by RG AAPs. As such, HBT2 was also observed by this study as an indicator of systemic barriers ultimately diluting one's positionality. However, in this case the effects are viewed as being specific to PWD. Descriptives for IG PES observed by this study as HBT2, Framing Disability and PWD, are displayed here in Table 4.2.5.9

Table 21 (4.2.5.9) *IG PES Hermeneutical Barrier Type 2: Framing Disability and PWD*

Descriptive	Dis Mod	MED	PDM	IDR	Gen ID
Mean	5.0	5.1	5.1	5.2	7.1
SE	0.30	0.50	0.54	0.50	0.23
Median	5.4	5	5	5	7
Mode	6.6	5	7	5	7
SD	1.26	2.13	2.29	2.10	0.96
Var	1.58	4.53	5.23	4.42	0.93
Kurtosis	-1.21	-0.28	-1.44	-0.13	-0.21
Skewness	-0.43	-0.20	0.06	-0.20	0.65
Range	3.75	8	7	8	3
Minimum	2.8	1	2	1	6
Maximum	6.6	9	9	9	9
Sum	90.3	91	91	94	128
Count	18	18	18	18	18
Largest(1)	6.6	9	9	9	9
Smallest(1)	2.8	1	2	1	6
CI .95	0.63	1.06	1.14	1.05	0.48

Note. Dis Mod = Overall Disability Modelling, MED = Medical/Objectified, PDM = Paternalistic/Deviant, IDR = Identity Rights Model, Gen ID = Gender/ID Intersections.

Socioenvironmental Barrier Type 3 (SEBT3) Exhibited the most impactful socioenvironmental measure of systemic barriers. Whereas the observed PES scores assessing the RG AAPs inclusion of legally required components observed PES higher than any other socioenvironmental type of barrier across (N = 18, PES = 98, M = 5.4). Table 4.2.5.10 displays the total IG PES observed by this study in its measuring SEBT3.

Table 22 (4.2.5.10) *IG PES, Socioenvironmental Barrier Type 3 (SEBT3): Structural AAP Programming*

Descriptive	Req'd	RA	AOPs	HCP	Legal
Mean	5.4	4.9	4.6	4.8	4.3
SE	0.6	0.2	0.4	0.4	0.2
Median	5	5	4.5	4.5	4
Mode	8	5	4	4	4
SD	2.4	1.0	1.6	1.8	1.0
Var	5.8	1.0	2.5	3.2	1.0
Kurt	-1.84	-0.15	-0.73	-0.52	0.39
Skew	-0.08	0.12	0.02	0.31	-0.25
Range	6	4	5	6	4
Min	2	3	2	2	2
Max	8	7	7	8	6
Sum	98	89	83	86	77
No.	18	18	18	18	18
Largest(1)	8	7	7	8	6
Smallest(1)	2	3	2	2	2
CI .95	1.20	0.50	0.78	0.90	0.51

Note. Req'd = Required AAP components, RA = Reasonable Accommodation Programming, AOPs = Action Oriented Programs, HCP = Harassment and Crime Policy, Legal = Legal References.

The IG PES explained by this study's observation of the parameters comprising socioenvironmental barrier type four (SEBT4) ranked the lowest out of the four specific barrier types assessed by this study. However, it is worth mentioning that of the four measures assessing PES amongst the RG, the Disability Definitions item yielded the highest PES observed in SEBT4 (N = 18,

PES = 91, M = 5.1). Table 4.2.5.11 displays descriptive statistics for each of the parameters observed in the study under SEBT4.

Table 23 (4.2.5.11) *IG PES, Socioenvironmental Barrier 4: AAP Program Setting and Inclusivity*

Descriptive	JSL	ISL	Inclusivity	SDD
Mean	4.9	4.6	4.6	5.1
SE	0.5	0.4	0.6	0.4
Median	4.5	5	4	4.5
Mode	3	5	8	4
SD	2.03	1.50	2.50	1.76
Var	4.10	2.25	6.26	3.11
Kurt	-1.4	-0.6	-1.4	-1.3
Skew	0.1	-0.2	0.4	0.4
Range	6	5	7	5
Min	2	2	1	3
Max	8	7	8	8
Sum	88	83	82	91
No.	18	18	18	18
Largest(1)	8	7	8	8
Smallest(1)	2	2	1	3
CI .95	1.007	0.746	1.244	0.878

Note. JSL = Jurisdictional Settings Level, ISL = Institutional Settings Level, and SDD = Stated Disability Definition.

The descriptive findings now turn to look more specifically at the RG PES, that is, in relation to the two main barrier types explored by this study. Where the average PES observed tighten a bit when viewed from the aspect of the RG institutions. Whereas RG PES for the hermeneutical barrier type (HBT) total for each institution comprising the RG (N = 9, PES = 857, M = 95.26) was still higher than SEBT RG PES (N = 9, PES = 777, M = 86.33), this wasn't as pronounced as PES observed at the RG level considering the Median's reflected by each grew remarkably closer. Table 4.2.5.12 displays basic descriptives for HBT and SEBT according to their being observed at the IG or RG levels.

This is an important look at the data because it provides a foundational look at how PES were distributed across the RG while also being counted at the IG level.

Table 24 (4.2.5.12) *Barrier Type Indicating at RG and IG Levels*

Descriptive	IG PES HBT	IG PES SEBT	RG PES HBT	RG PES SEBT
No.	18	18	9	9
RG Sum	857.3	777.0	857	777
Mean	47.63	43.17	95.26	86.33
Median	50.0	43.0	91	86
SD	13.3	10.2	12.9	5.7
Skew	-0.38	-0.15	1.83	0.53

Applied collectively, the nine measures of hermeneutical barrier types (HBT) were observed by this study as being more positively associated with RG PES than were the socioenvironmental barrier types (SEBT). This study's PASSING Evaluation resulted in its finding HBT PES at the individual institution level (RG PES) to be most present in Institution D (N = 9, PES = 66.6, M = 7.4), and least present in Institution E (N = 9, PES = 23.1, M = 2.6). Table 4.2.5.13 displays the HBT PES descriptives associate with each of the institutions comprising the RG.

Table 25 (4.2.5.13) *RG HBT PES: Hermeneutical Barrier Type PES Observed Amongst the RG*

ID	Mean	SE	Med	SD	Var	Kurt	Skew	Sum	CI .95
A	4.6	0.69	4.6	2.1	4.23	1.9	1.1	41.6	1.6
B	5.8	0.83	7	2.5	6.16	-1.9	-0.4	52.1	1.9
C	5.5	0.45	6	1.4	1.84	-0.3	-0.7	49.3	1.0
D	7.4	0.48	7	1.4	2.09	-1.1	-0.2	66.6	1.1
E	2.6	0.50	2	1.5	2.29	3.2	1.5	23.1	1.2
F	4.6	0.50	4.4	1.5	2.24	-1.3	0.3	41.4	1.2
G	4.5	0.56	4	1.7	2.80	-1.2	0.1	40.2	1.3
H	3.3	0.57	3	1.7	2.94	-1.2	0.5	29.3	1.3
I	5.8	0.46	5.8	1.4	1.94	-1.0	0.2	51.8	1.1
J	4.5	0.59	4	1.8	3.10	0.9	1.5	40.6	1.4
K	7.1	0.21	7	0.6	0.39	0.4	0.2	63.6	0.5
L	2.5	0.75	2	2.2	5.01	5.2	2.1	22.8	1.7

ID	Mean	SE	Med	SD	Var	Kurt	Skew	Sum	CI .95
M	5.6	0.80	6	2.4	5.74	-0.4	-0.5	50.8	1.8
N	4.8	0.39	5	1.2	1.38	0.6	0.4	43.5	0.9
O	5.6	0.55	6	1.7	2.73	2.9	-1.1	50.7	1.3
P	7.0	0.41	7	1.2	1.48	-0.3	1.1	63.1	0.9
Q	6.9	0.34	7	1.0	1.06	-0.2	-0.6	62.3	0.8
R	7.2	0.24	7	0.7	0.53	0.8	-0.6	64.8	0.6

Note. The PES shown in this table reflects totals for the hermeneutical barrier type PES observed amongst each of the individual institutions comprising the RG.

CI .95 = confidence interval at the .95 significance level.

The nine measures of socioenvironmental barriers (SEBT) taken amongst the institutions comprising the RG resulted in PES that ultimately weren't as high as was observed in HBT PES. However, this doesn't necessarily mean that the SEBT PES were not just as prevalent, or otherwise meaningful, as the HBT levels observed by this study. This point is discussed in more length in Chapter 4 of this work.[24] This is summed up here by stating, while HBT PES responded better to differences in institutions, SEBT PES responded better to differences in systemic barriers.

Ultimately, RG SEBT PES was most observed in affecting Institution K's AAP programming (N = 9, PES = 59, M = 6.6). And was least observed in affecting Institution E's AAP programming (N = 9, PES = 26, M = 2.9). The complete set of RG SEBT PES descriptive statistics observed by this study is displayed in Table 4.2.5.14.

Table 26 (4.2.5.14) *RG SEBT PES: Socioenvironmental Barrier Type PES Observed Amongst the RG*

ID	Mean	SE	Med	SD	Var	Kurt	Skew	Sum	CI .95
A	4.1	0.45	4	1.4	1.86	-0.8	0.1	37	1.0

[24] See Chapter 5: Discussion; in the first main section titled "Discursive Overview," go to the text appearing under the sub-heading, "FM: Systemic Barriers and DE."

ID	Mean	SE	Med	SD	Var	Kurt	Skew	Sum	CI .95
B	6.3	0.60	7	1.8	3.25	-1.7	-0.6	57	1.4
C	4.9	0.45	4	1.4	1.86	3.0	1.8	44	1.0
D	5.9	0.51	6	1.5	2.36	-1.3	0.2	53	1.2
E	2.9	0.26	3	0.8	0.61	-1.0	0.2	26	0.6
F	4.6	0.53	4	1.6	2.53	-0.7	0.0	41	1.2
G	4.1	0.48	4	1.5	2.11	2.0	-1.2	37	1.1
H	3.1	0.42	3	1.3	1.61	-1.3	0.7	28	1.0
I	4.7	0.44	4	1.3	1.75	-2.1	0.0	42	1.0
J	4.4	0.56	4	1.7	2.78	-1.1	0.1	40	1.3
K	6.6	0.50	7	1.5	2.28	-1.1	-0.7	59	1.2
L	3.0	0.33	3	1.0	1.00	-2.4	0.0	27	0.8
M	6.0	0.53	5	1.6	2.50	-1.7	0.5	54	1.2
N	3.7	0.41	3	1.2	1.50	0.3	0.8	33	0.9
O	5.2	0.32	5	1.0	0.94	0.0	0.5	47	0.7
P	6.3	0.47	7	1.4	2.00	-1.1	-0.4	57	1.1
Q	5.3	0.67	5	2.0	4.00	-1.6	0.3	48	1.5
R	5.2	0.60	5	1.8	3.19	-0.6	0.8	47	1.4

DE Descriptives

DE levels were observed at each major settings level comprising the final RG institutional profile data. DE was observed at both the RG level (rows) and at the item level (columns), i.e., where the items comprising the RG intuitional profile data are grouped according to the specific settings level each item was associated with. By observing DE in this way, the study attained the ability to understand not only to what extent DE might be impeding institutional abilities, but also in doing so, to what extent might DE associated with the TP, thereby potentially enacting thereby enacting certain impediments at the institutional AAP programming level that may affect the TP disproportionately.

Ultimately, this study's data collection efforts resulted in the compiling 18 institutional profiles (IPs) being associated with the RG. Once finalized RG IPs constituted a dataset which drew from four specific sources and that summarily

consisted of 299 individual variables displaying data for each of the 18 institutions comprising the RG; resulting in a grand total of 5,436 attributes comprising the finalized dataset. By which DE occurred in 2009 of the total 5,436 attributes observed by this study.

The compiled AAP SL dataset demonstrated the highest DE levels in accounting for 97.96 % of the overall DE levels observed by this study (N, total attributes = 2,250, DE = 1,968, P. = .8747). DE and attribute grand total grand totals, totals according to the specific data source constituting the RG IPs, and the proportion by which DE was present in the attributes observed by this study are displayed in Table 4.2.6.1.

Table 27 (4.2.6.1) *Total DE Observed According to Each Aspect of the Collected Data*

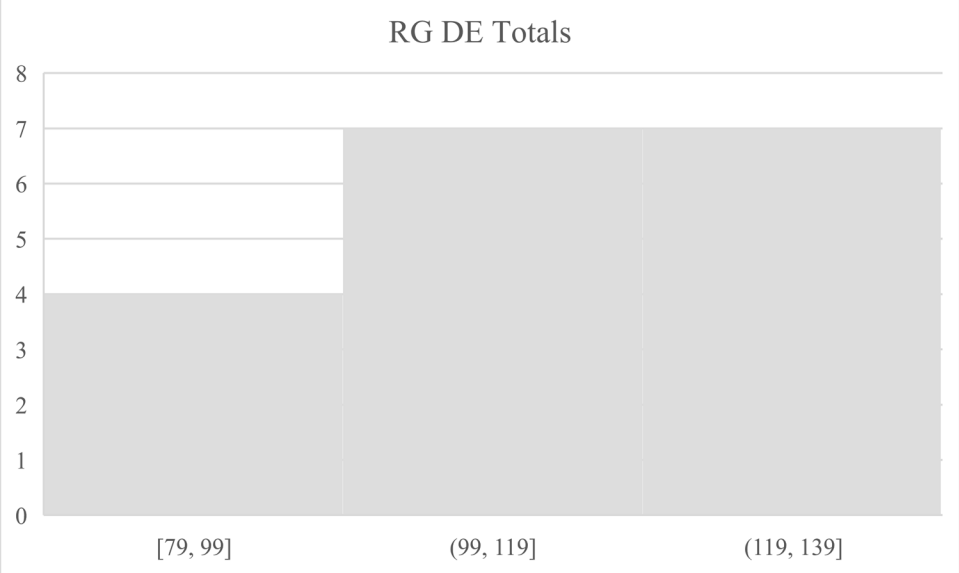
Totals	Attributes	DE	P. (of Att.)	p. (of DE)
Grand Total	5,436	2,009	0.3696	1
Total JSL	540	7	0.0130	0.0035
Total ISL	1,280	34	0.0266	0.0169
Total AAP SL	2,250	1,968	0.8747	0.9796
Total PE SL	1,080	0	0	0

Note. Attributes reflect counts of the individual measures taken, (i.e., the individual cells observed), in conducting this study against the RG institutional profiles. DE = Datistic Efficacy, P. (of Att.) = proportion of the total attributes observed with DE, p. (of DE) = the proportion of DE present amidst a given aspect of the data, in comprising the total DE observed by this study, JSL = jurisdictional settings level (data compiled from USCB), ISL = institutional settings level dataset (compiled from IPEDS), AAP SL = empirical AAP dataset (compiled from RG AAPs), PES SL = empirical PASSING Evaluation dataset

(compiled from qualitative and quantitative counts of certain aspects of RG AAPs resulting from the conduct of this study's PASSING Evaluation).

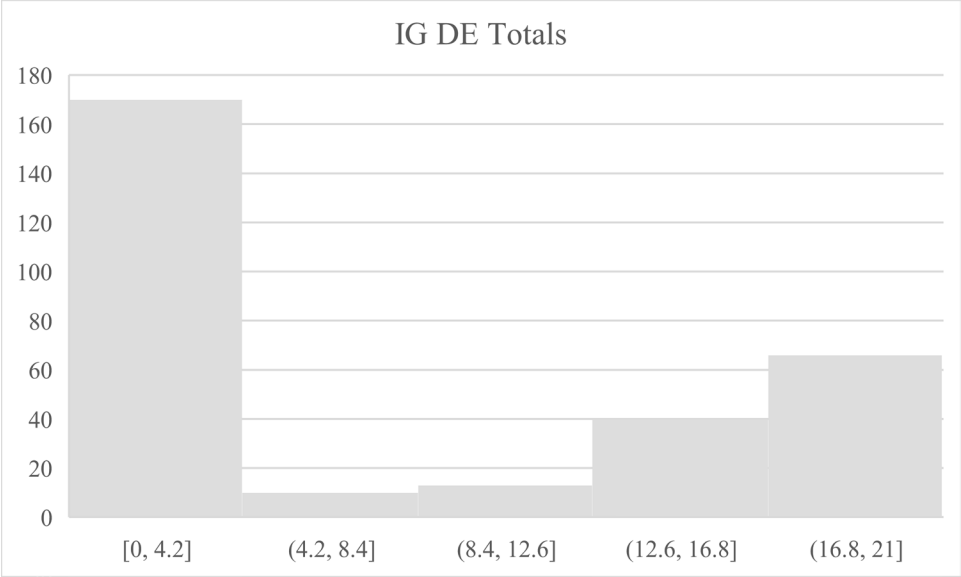
DE was observed across the compiled RG institutional profiles at both the RG and IG levels. Institutional RG DE totals reflected fairly uniform distributed with a fairly pronounced left skew (N = 18, DE = 2,009, M = 111.6, SD 14.95). The RG DE distribution is displayed here in Figure 4.2.6.1.

Figure 20 (4.2.6.1) *Histogram: Distribution of RG DE Totals Observed by this Study*



On the other hand, IG DE totals reflected a bimodal distribution peaking positively skewing right (N = 299, DE 2,009, M = 6.7, SD = 7.98). The distribution pattern for the IG DE totals observed by this study is displayed in Figure 4.2.6.2.

Figure 21 (4.2.6.2) *Histogram: IG DE Totals Observed by this Study*



The DE observed at the RG AAP SL reflected DE levels for each institution comprising the RG (N = 18, DE = 1,968, M = 109.3, SD = 15.35). The descriptives for the total DE observed according to each of the specific data sets utilized by this study in compiling the final RG IPs are shown in Table 4.2.6.2.

Table 28 (4.2.6.2) *Total DE Observed in RG IP Dataset According to Data Source*

	Descriptive	Total DE	JSL	ISL	AAP SL	PES SL
RG DE	Mean	111.6	0.4	1.9	109.3	0
	SE	3.5	0.2	0.5	3.6	0
	Med	113	0	1	109.5	0
	Mode	125	0	0	125	0
	SD	14.95	0.78	1.97	15.35	0
	Var	223.43	0.60	3.87	235.53	0
	Kurt	-0.5	7.2	-2.1	-0.4	NA
	Skew	-0.6	2.5	0.2	-0.7	NA
	Range	50	3	4	50	0
	Min	79	0	0	75	0
	Max	129	3	4	125	0
	Sum	2009	7	34	1968	0
	Count	18	18	18	18	18
	Large (k5)	125	1	4	125	0
	Small (k5)	102	0	0	99	0
	CI .95	7.43	0.39	0.98	7.63	0

	Descriptive	Total DE	JSL	ISL	AAP SL	PES SL
IG DE	Mean	6.7	0.2	0.4	15.7	0
	SE	0.5	0.1	0.2	0.3	0
	Med	0	0	0	17	0
	Mode	0	0	0	18	0
	SD	7.98	0.82	1.72	3.15	0
	Var	63.75	0.67	2.97	9.93	0
	Kurt	-1.7	16.8	16.5	2.0	NA
	Skew	0.5	4.0	4.2	-1.6	NA
	Range	18	4	8	12	0
	Min	0	0	0	6	0
	Max	18	4	8	18	0
	Sum	2009	7	34	1968	0
	Count	299	30	84	125	60
	Large (k5)	18	0	2	18	0
	Small (k5)	0	0	0	7	0
	CI .95	0.91	0.31	0.37	0.56	0

Keep in mind that like PES where higher scores are undesirable, observed DE levels that are larger reflect attributes where DE is present, making the data less capable, and so too then higher DE levels are also undesirable. Six institutions tied in exhibiting the highest RG DE observed by this study in the collected AAP data at the AAP SL, (N = 125, DE = 125). Meaning in short, that six RG institutions' AAPs did not include any consequential empirical data. While Institution I and Institution Q tied with the highest RG DE observed by this study across RG institutional profiles, (N = 299, DE = 129). The lowest RG DE was exhibited by Institution M, whereas Institution M exhibited the lowest total RG DE (N = 299, DE = 79), and the lowest RG DE observed amidst institutions' AAPs (N = 125, DE = 75). The total RG DE, and the RG DE observed at the AAP SL are displayed here, alongside information on each RG institutions' IFWD status and total RG PES, in Table 4.2.6.3.

Table 29 (4.2.6.3) *RG Information: IFWD, DE at AAP SL, Total DE, and Total PES*

RG ID	IFWD	RG DE (AAP SL)	RG DE	RG PES
A	Y	93	94	78.6
B	N	125	125	109.1
C	N	91	92	93.3
D	N	125	125	119.6
E	Y	109	114	49.1
F	Y	107	112	82.4
G	Y	89	93	77.2
H	Y	101	105	57.3
I	N	125	129	93.8
J	Y	110	110	80.6
K	N	125	126	122.6
L	Y	99	102	49.8
M	N	75	79	104.8
N	Y	117	117	76.5
O	Y	108	108	97.7
P	N	119	123	120.1
Q	N	125	129	110.3
R	N	125	126	111.8

Note. IFWD = AAP included FWD data,

Analytical Findings

This section of the work displays the study's analytical findings. The findings displayed here make up the main aspect of this study's response to the RQs. As such, the findings displayed here draw from several layers of testing aimed at formulating a response to each of the RQs driving this work. The test results are observed here over three subsections respectively titled *Phase 1 Analytical Findings*, *Phase 2 Analytical Findings*, and *Phase 3 Analytical Findings*.

The first subsection appearing here, titled *Phase 1 Analytical Findings*, is geared to specifically address RQ1 by initially introducing the data to be applied in obtaining test results. Then, findings resulting from several statistical tests of the collected data on FWD rates drawn from AAP documents against analogous

instances of federal data on FWD produced by the USCB and NSF, respectively. The tests applied in Phase 1 aim to understand the degree to which the FWD employment rates shown in RG AAP data, might reflect disparities when compared to the FWD employment rates displayed amidst data accepted at the national level.

In the second subsection appearing here, titled *Phase 2 Analytical Findings*, this study moves to applying tests aimed more so at formulating a response to RQ2. However, unlike in Phase 1 where this study's response to RQ1 is generally completed, this study's response to RQ2 is ultimately formulated by observing the descriptive statistics provided in the previous section and the test results obtained over both of the final two phases appearing here in this section. Whereas this study's address of RQ2 requires a more elaborate approach.

The analytical findings presented in Phase 2, similarly to those presented in Phase 1, begin by first displaying specific aspects of the observed PES data to be subsequently applied to testing. After which, findings resulting from several statistical tests that are aimed specifically at addressing RQ2 are then demonstrated. The first set of testing appearing there focuses on obtaining findings geared at explaining disability is modelled amidst RG institutions' AAPs at both the IG and RG levels. Phase 2 then moves to demonstrating findings resulting from tests of the observed PES aimed at explaining the degree to which systemic barriers might be operating: Again, at both the IG and RG levels. Finally, Phase 2 closes by introducing findings resulting from tests aimed at assessing the tenability of this study's measure(s) of the observed PES. That is, in

terms of the PES observed by this study in its ability as a model aimed at adequately measuring the potential presence of systemic barriers facing FWD, or otherwise to capture manifestations of FM.

Then in Phase 3 the present study culminates by continuing to test the tenability of PES as model for assessing FM. Initially, by exhibiting the correlational properties of both IG and RG PES via two correlation matrices. Then the analytical findings appearing here conclude by reporting the findings ultimately grounding the tenability of PES observed by this study in formulating an adequate response to both RQ2 and RQ3. Specifically, in concluding Phase 3, this study first applies a two-way Anova test with replications against the associative properties extant between RG PES, and IG PES, and where the IG PES tested there are also necessarily accorded to their being a measure of either, socioenvironmental or hermeneutical, types of systemic barriers.

Phase 1 Analytical Findings

Findings resulting from Phase 1 of the applied analysis are reported here. More specifically, the following text first displays the specific data utilized in the tests subsequently applied here by this study. After displaying this data, this study then moves to demonstrating the findings resulting from multiple comparison analyses applied to the collected RG AAP FWD employment data.

The first analysis exhibits Z scores for each of the RG AAPs displaying FWD employment data, (i.e., relative to each other). The second analysis findings exhibit test results for Test 1, where RG AAP FWD employment rates were compared to 2017 US National level FWD employment rates collected from the

USCB. Finally, the third analysis appearing in this section of the work exhibits findings resulting from Test 2. That is, where RG AAP FWD employment rates were compared again, this time to 2019 NSF FWD data drawn from US national level employment rates for residing doctoral scientists and engineers with disabilities. In both tests the null hypotheses pose that there is no significant statistical difference between FWD rates displayed by the tested data.

Phase I findings aim to formulate a response to RQ1. This study's response to RQ1 draws ultimately from the results obtained via testing of the (null) hypothesis: There is no statistically significant difference between the employment rates for FWD displayed at the institutional level (i.e. in the collected IFWD AAP data) and the employment rates for FWD displayed at the national level (i.e., in the collected USCB and NSF data).

Nine of the 18 AAPs collected from the RG displayed empirical data on FWD: Constituting the IFWD. The FWD employment totals observed amidst IFWD AAP data at the institutional level, ranged from 7 to 199. Additional totals observed in IFWD AAPs were as follows: Institutions comprising IFWD (N = 9); Faculty employed across IFWD institutions (N = 41,312); FWD employed across IFWD institutions (N = 649), or approx. 1.57%.

This information can be found here in Table 4.3.1.1, and earlier in this chapter: See Table 4.1.3 along with the rest of the FWD employment data displayed at the institutional level; (i.e., N = 9, Total = 649, M = 72.1, Std. dev = 59.5). Tables 4.3.1.1 and 4.3.1.2 provide an overarching statistical look at the collected FWD data utilized here for testing against this hypothesis.

Table 30 (4.3.1.1) *Table: FWD Counts Observed in IFWD AAP Data*

No.	Total	Mean	Median	Std. Dev
9	649	72.1	71	59.5

Table 4.3.1.2 displays the Z scores and related descriptives for the individual FWD employment counts observed in empirical RG AAP data (i.e., where provided by IFWD).

Table 31 (4.3.1.2) *Table: Individual Z-Scores for FWD Counts Observed in RG AAP Data*

Count	Institutional Code	Total FWD	Z-Scores
1	A	10	-1.02
2	E	43	-0.47
3	F	76	0.08
4	G	80	0.15
5	H	71	0.00
6	J	24	-0.79
7	L	7	-1.07
8	N	139	1.14
9	O	199	2.15

Phase 1 Test Results. This subsection begins by first exhibiting the findings resulting from Test 1. Test 1 applies two separate t-tests using the traditional two tail approach. Whereas the observed AAP FWD rates, as a proportional mean are tested against the national level FWD data published by the NCS and USCB, respectively.

Test 1. Test 1 compares the FWD rates displayed in the collected RG AAP data with the FWD rates displayed in national level faculty employment data published by the U.S. Census Bureau (USCB). Test 3 compares FWD rates displayed in the collected AAP data with the FWD rates displayed in national level STEM field employment data (i.e., specifically on residing doctoral scientists and engineers), published by the National Science Foundation (NSF).

Test 1, H_0: A) *There is no statistically significant difference between the proportion of FWD exhibited by the collected RG AAP data, and the FWD rates exhibited by the national level data published by the NSF*; B) *There is no statistically significant difference between the proportion of FWD exhibited by the collected RG AAP data, and the FWD rates exhibited by the national level data published by the USCB*. Table 30 exhibits the findings resulting from the test of this hypothesis.

Table 32 (4.3.1.3) *Left Tail T-Test of Proportion Means: AAP vs NSF and USCB FWD Rates*

Source	$\hat{P}$	SD (Mue)	T-Score	P	A	0.95	0.99
AAP	0.0157	0.00184	0	0.5	0.5	Fail	Fail
NSF	0.0949	0.00144	-55.11	0.0058	0.9942	Reject	Reject
USCB	0.0436	0.00119	-23.47	0.0136	0.9864	Reject	Fail

Note. Tests were conducted at the single-tail level, using cumulative distribution function.

The initial t-tests were reapplied here in the other direction, as a means of testing the potential impact had on the results due to the relatively small sample obtained from RG AAPs. The results of this reapplication are shown in Table 4.3.1.4.

Table 33 (4.3.1.4) *Right Tail T-Tests of Proportion Means: RG AAP Data vs NSF and USCB Data*

Source	$\hat{P}$	SD (Mue)	T-Score	P	A	.95	.99
AAP	0.0157	0.00184	0	0.5	0.5	Fail	Fail
NSF	0.0949	0.00144	43.05	0.0074	0.9926	Reject	Reject
USCB	0.0436	0.00457	15.17	0.0210	0.9790	Reject	Fail

Note. Tests were conducted at the single-tail level. In this case, where all of the observed t-scores were positive, significance probability was observed in the right-hand side of the tail.

Test 2. Test 2 tests for significance in the differing FWD employment rates shared between collected AAP data and 2017 USCB employment data on PWD. Table 4.3.1.5 displays the specific parameters utilized in applying Test 2, specifically.[25]

Table 34 (4.3.1.5) *Data Utilized in Test 2, Comparing FWD Employment Rates with USCB Data*[26]

Data Source	Total Faculty	Total FWD	Mean	Std. Dev.
AAP FWD	41,312	649	.0157	76
USCB FWD	1,562,100	68,105	.0436	7132

Test 2, H_0: *There is no statistically significant difference between the employment rates for FWD displayed in RG AAP data and the employment rates for FWD displayed in 2017 USCB PWD Detailed Occupation data.*

Table 35 (4.3.1.6) *Test 2 Findings, Z-Test of USCB and AAP data using Proportion of Successes Statistic*

$\hat{P}$ (SPSS)	Z	*P*
0.0429	-27.62	***

Note. PSS = Proportion of Success Statistic.

*** $P < .0001$

Test 2 Results. Since Z < .0001 one is required to Reject the Null Hypothesis. Meaning that with at least 99.999% certainty, one can affirm that the null hypothesis is false. Or in other words, one can be 99.999% certain that the claim, "there is no statistical difference between the tested means," is false.

[25] Specifically Test 2 and Test 3 both utilize the Z-Test using the Proportion of Successes Statistic method. More information about this method can be found in the Phase 1 Methods subsection appearing in Chapter Three of this dissertation, or by visiting https://online.stat.psu.edu/stat415/lesson/9/9.4

[26] USCB FWD defined as "Postsecondary Teachers with Disabilities."

Test 3. In a similar fashion to Test 2, Test 3 utilizes the proportion of success method to test for significance in the differing FWD employment rates displayed between the collected AAP data and 2019 NSF data on residing doctoral scientists and engineers.[27]

Test 3, H_0: *There is no statistically significant difference between FWD employment rates displayed in the collected AAP data and FWD employment rates displayed in 2019 NSF data on residing doctoral scientists and engineers*.

Table 36 (4.3.1.7) *Data Utilized in Test 3, Comparing AAP FWD Employment Rates with NSF Data*

Data Source	Total Faculty	Total FWD	Mue	SD
AAP FWD	41,312	649	0.0157	76
2019 NSF FWD	1,008,950	95,700	0.0949	1,450

Table 37 (4.3.1.8) *Test 3 Findings, Z-Test of NSF and AAP data using Proportion of Successes Statistic*

$\hat{P}$ (SPSS)	Z	*P*
0.091738062	-54.62	***

Note. PSS = Proportion of Successes Statistic.

*** $P < .0001$

Test 3 Results. Since Z < .0001 one is required to Reject the Null Hypothesis. Meaning that with at least 99.999% certainty, one can affirm that the null hypothesis is false. Or in other words, one can be 99.999% certain that the claim, there is no statistical difference between the tested means, is false.

Test 4. Finally, the FWD rates displayed amidst the NSF and USCB data appeared to be particularly different from one another. Considering the size of the populations reflected in the data, (NSF, Total Faculty = 1008950, FWD = 95700;

[27] NSF/NCSES FWD are defined as *PWDs that are doctoral recipients employed as residing scientists & engineers conducting federally funded research*.

& USCB, Total Faculty = 1562100, FWD = 68105), and considering the reputability of the sources, (i.e., being that they are both widely respected as being foundational providers of research and statistical information accepted for used across the US), the discrepancy reflected between them terms of the FWD rates each reported, at least first glance felt a bit odd.

Whereas the NSF FWD rates ($\overline{x}$ = .0949), were noted as seeming particularly higher than the FWD rates observed in the UCSB data ($\overline{x}$ = .0436). Thus the findings resulting from this study's application of a t-test aimed at determining if the different FWD rates exhibited between the NSF and USCB datasets were statistically significant, or merely an instance of chance.

Before continuing here, it's vital to note that the importance of this test mustn't be understated. That is, because both the NSF, and the USCB utilize the same phenomenological method to produce widely disseminated data appearing writ-large to be a *count* of PWD. Whereas this work uniformly posits that this approach is more honestly stated as a method to *determine*, the number of PWD to be reflected amidst a given set of data including those to be tested here. T-test results obtained by comparing FWD rates displayed in NSF data to the FWD rates displayed by USCB data are shown here in Table 4.3.1.9.

Test 4*, H_0*: *There is no statistically significant difference between the FWD rates displayed by the NSF data and the FWD rates displayed by the USCB data.*

Table 38 (4.3.1.9) *Left Tail T-Tests of Proportion Means: NSF vs USCB Data*

Source	FWD Rate	SD	t-score	P	A	0.95	0.99
NSF	0.0949	0.00144	43.16	0.0074	0.9926	Reject	Reject
USCB	0.0436	0.00119	-35.70	0.0089	0.9911	Reject	Reject

Note. Tests were conducted at the single-tail level. In cases where the t-score was positive, significance was observed in the right-hand side of the distribution's tail.

Test 4 Results. As displayed in Table 4.3.1.9, the test resulted in a rejection of the null hypothesis being significant past the .95 confidence level. The test also rejected the null hypothesis at the .99 level. By rejecting the null hypothesis at the .99 level, this test confirmed the suspicions garnered in by this work, that there is a significant statistical difference exhibited between the data reflected on FWD by the NSF data set, and the data reflected on FWD by the USCB data set. More importantly, with regards to a key argument made by this work, the findings resulting from this study provide supportive evidence to the claim that the prevailing measure for determining the number of PWD, or otherwise accounting for their presence is fundamentally problematic. This argument and the findings resulting from this test are discussed in more detail in Chapter Five of this work.

Phase 2 Analytical Findings: PES and DE

The Phase II findings presented here center on findings resulting from several tests of the PASSING Evaluation Scores (PES) observed by this study. These findings are presented here according to the PES observed by this study at both the RG and IG levels: First, in being associated with the modelling of disability, and PWD; Second, in being associated with the identification of barriers.

Phase 2.1 Test Results: The Modelling of Disability and PWD. The following test results begin observationally by simply assessing the observed PES

describing how disability and PWD were both officially defined and generally modelled amidst the text appearing in the RG AAPs. As such, the present study found that in general, RG AAPs most often framed disability and PWD according to the standard governmental or legal model of disability. Since the standard governmental definition of disability relies to some degree on the medical or deficit-based model of disability, it seems reasonable to conclude then, that the RG AAPs regularly framed disability and PWD in this way as well.

However, because the underlying definition applied to disability and PWD basically appearing uniformly in RG AAPs cited the federal definition verbatim, and because the federal definition isn't a mere reflection of the medical deficit model of disability, this study found it important to make this distinction when observing PES. Thus despite the medical/deficit model of disability being reflected as the mean PES, ultimately, this study finds the governmental standard definition to be the most present disability framework present amongst RG AAPs.

Table 39 (4.3.2.1) *Descriptives: IG PES, The Framing of Disability and PWD Amongst the RG*

Descriptives	Disability Modelling	Disability Definitions
No.	18	18
Total	90.3	91
Mean	5	5.1
Median	5.4	4.5
SD	1.2	1.7
Min	2.8	3
Max	6.6	8

Note. Disability Modelling PES stem from this study's observation of how AAPs portray disability and PWD in general. Disability Definition PES stem from this study's observation of the stated definition of disability and PWD required of RG AAPs.

At the same time however and considering that the RG AAPs generally relied on the governmental or standardized understanding of disability, it was a bit surprising to see the degree to which some AAPs deviated to what might be described as less healthier models for framing PWD. Whereas many of the AAPs regularly associated disability indirectly with criminality, drug use, and other deviant types of behavior. While a few others were steadfast in conceptualizing disability from a more socially or identity rights-based framework, most often by framing disability from a vocational or rehabilitative lens.

Table 40 (4.3.2.2) *RG PES Findings – RG AAP Disability Modelling*

RG ID	Disability Modelling	Ordinal Code(s) Model	Disability Definitions	Ordinal Code(s) Definitions
A	4.6	Govt/Med	4	Govt
B	4.1	Govt	7	Moral
C	6.3	Object	4	Govt
D	6.6	Object/Moral	6	Object
E	3.1	OR	3	Occ Rehab
F	4.4	Govt	4	Govt
G	5.2	Med	5	Med
H	3.3	OR	4	Govt
I	5.8	Med/Object	6	Object
J	3.6	OR/Govt	3	Occ Rehab
K	6.6	Object/Moral	7	Moral
L	2.8	MiSoc/OR	4	Govt
M	5.8	Med/Object	8	Burden
N	4.5	Govt/Med	3	Occ Rehab
O	5.7	Med/Object	5	Med
P	6.1	Object	8	Burden
Q	6.3	Object	7	Moral
R	5.8	Med/Object	3	Occ Rehab

Note. Object = Objectifying Framework, OR = Occupational/Rehabilitative Model, Med = Medical Model, MiSoc = Mild Social Model. While nearly every RG AAP defined disability and PWD using the federal standard definition adopted in the ADA, the definitions regularly consisted of additional input that might portray disability and PWD more or less positively. When additional input

was substantial enough to be noteworthy, the associated PES was assigned, if not then code "4" was generally the base code applied.

Test 5. A simple linear regression model was run to explore the extent to which IG PES derived from the stated disability definitions appearing in RG AAPs explain IG PES resulting from the overall modelling of disability and PWD. This model is also used here to test the significance of the relationship exhibited between the two variables. Test 5 was conducted using both Excel and SPSS, using the Disability Definition IG PES as the independent or predictor variable against the Disability Modelling IG PES as the dependent or response variable to test the following null hypothesis.

Test 5, H_0: *There is no significant relationship between Disability Definitions and Disability Modelling.* Table 40 displays the summary output table produced by Excel.

Table 41 (4.3.2.3) *Regression Model: IG PES, Stated Disability Definitions Predicting Associated Disability Modelling; Summary Output*

Regression Statistics	
Multiple R	0.5741
R Square	0.3296
Adjusted R Square	0.2877
Standard Error	1.0608
Observations	18

The SPSS regression output demonstrated a similar correlation between the two items $r(17) = .7538$, $p < .001$, as the excel output $r(17) = .7577$, $p < .001$. For reasons of brevity, only the SPSS outputs are displayed in the following tables. Whereas the SPSS outputs provided the following regression line equation: $y = .409x + 2.951$. Table 4.3.2.4 shows the SPSS correlation output.

Table 42 (4.3.2.4) *Regression Model: IG PES, Stated Disability Definitions Predicting Associated Disability Modelling; SPSS Correlation Output (Correlations)*

		Dis Mod	Stated DD
Pearson Co (r)	Dis Mod	1	0.7538
	Stated DD	0.7538	1
Sig. (1-tailed)	Dis Mod		0.0002
	Stated DD	0.0002	

Table 43 (4.3.2.5) *Anova Statistics*

	df	SS	MS	F	Sig. F
Regression	1	8.8516	8.8516	7.867	0.013
Residual	16	18.0034	1.1252		
Total	17	26.8549			

Table 44 (4.3.2.6) *Regression Output*

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	2.951	0.778	3.792	0.0016	1.3015	4.6012
Disability Definition	0.409	0.146	2.805	0.0127	0.0998	0.7179

Figure 22 (4.3.2.1) *Stated Disability Definition Line Fit Plot*

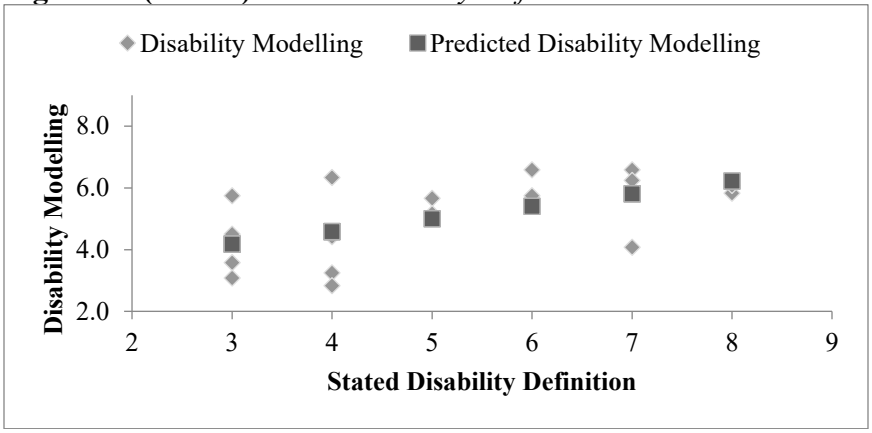


Table 45 (4.3.2.7) *Residual Output*

Observation	Predicted Disability Modelling	Residuals	Standard Residuals
1	4.5869	-0.0036	-0.0035
2	5.8136	-1.7302	-1.6813
3	4.5869	1.7464	1.6971
4	5.4047	1.1786	1.1453

Observation	Predicted Disability Modelling	Residuals	Standard Residuals
5	4.1780	-1.0947	-1.0638
6	4.5869	-0.1703	-0.1654
7	4.9958	0.1709	0.1660
8	4.5869	-1.3369	-1.2991
9	5.4047	0.3453	0.3356
10	4.1780	-0.5947	-0.5779
11	5.8136	0.7698	0.7480
12	4.5869	-1.7536	-1.7040
13	6.2225	-0.3891	-0.3781
14	4.1780	0.3220	0.3129
15	4.9958	0.6709	0.6519
16	6.2225	-0.1391	-0.1352
17	5.8136	0.4364	0.4241
18	4.1780	1.5720	1.5275

Figure 23 (4.3.2.2) *Stated Disability Definition Residual Plot*

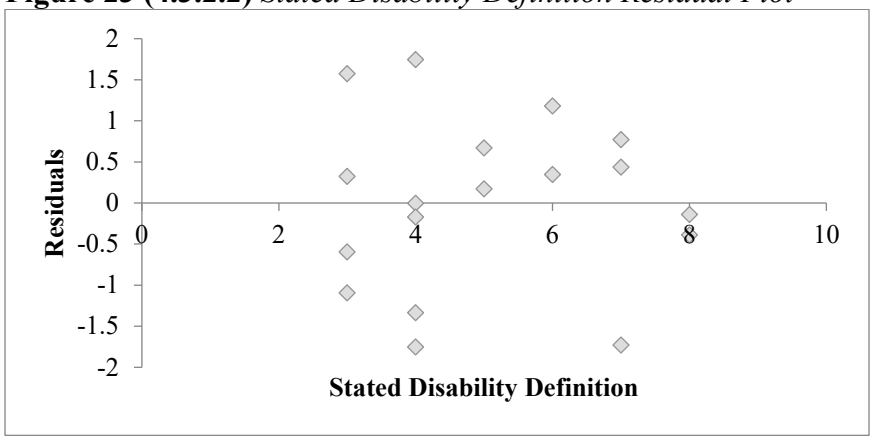


Table 46 (4.3.2.8) *Probability Output*

Percentile	DISABILITY FRAMING
2.78	2.83
8.33	3.08
13.89	3.25
19.44	3.58
25	4.08
30.56	4.42
36.11	4.50
41.67	4.58
47.22	5.17
52.78	5.67
58.33	5.75
63.89	5.75

Percentile	DISABILITY FRAMING
69.44	5.83
75	6.08
80.56	6.25
86.11	6.33
91.67	6.58
97.22	6.58

Figure 24 (4.3.2.3) *Normal Probability Plot*

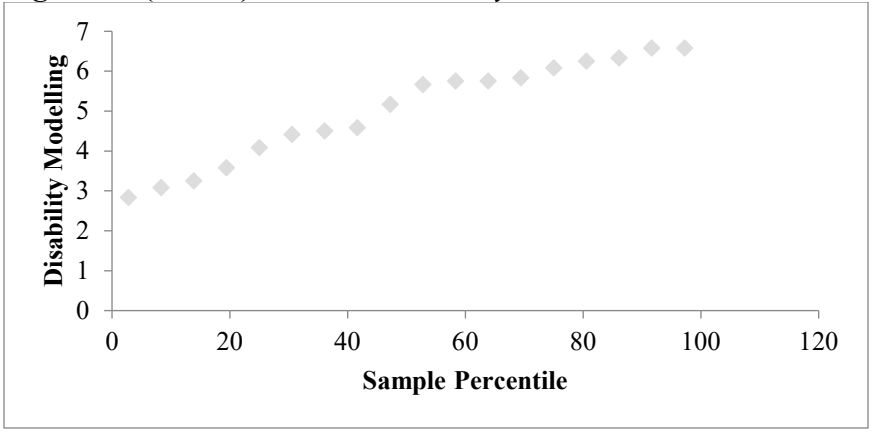
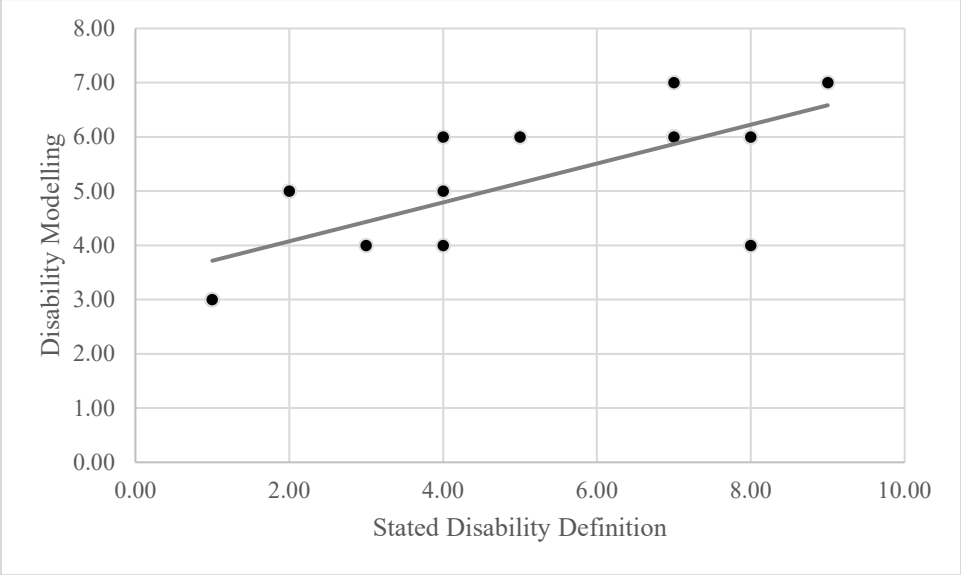


Figure 25 (4.3.2.4) *Scatter Pot, PES6 Disability Modelling by PES 14 Stated Disability Definition*



The linear regression model provides much insight regarding the relationship between the two variables. From a predictive standpoint, for each one

unit increase in Disability Definition IG PES, one can be confident at the .95 level that it will be associated with a .409 increase in Disability Modelling IG PES. While there is much insight to be gained from this model, ultimately it showed a relatively strong positive correlation between the two variables.

Test 5 Results. Since $r(17) = 0.7538$, and $p = 0.0002$, the null hypothesis must be rejected. And thus, one can be confident that there is a significant, relatively strong, positive linear relationship between the Disability Definition IG PES and Disability Modelling IG PES.

Phase 2.2 Test Results. The findings appearing here derive from the results of tests aimed at analyzing several key aspects of the data observed by this study. The initial tests displayed here aim to assess the overall reliability of the observed PES. That is, the tests are geared specifically at first assessing whether or not the observed PES occur randomly across the RG, or if they seem to be loading on certain aspects of the data in a way that contradicts such randomness. Subsequent test results displayed here, then aim at determining the degree to which the observed PES might be reliable in pointing to certain factors appearing in the data observed by this study which may help scholars identify systemic barriers faced by institutions, most namely in areas related to AAP programming.

Test 6. The first test conducted here aims to test the indicative ability of IG PES observed by this study. That is, do IG PES occur randomly, or do IG PES occur in a way that is not random, but rather, more so reflective of something informing their occurrence. Put plainly, Test 6 asks, “Do the items used to observe PES tell us something, or otherwise provide any meaningful

information?" To do this, Test 6 utilizes the observed IG PES data (i.e., shown here in Table 4.3.2.9.) to conduct a One-way Anova test. Specifically, Test 6 utilizes a One-way Anova to test for significance in the discriminatory properties of the observed IG PES.

Test 6, H_0: *There is no significant statistical difference existing amongst the PES observed at the IG level.* Table 47 (4.3.2.9) shows the data used to conduct the single factor (one-way) Anova basing Test 6.

Table 47 (4.3.2.9) *Test 6, Data Utilized to Base Anova Single Factor Test of PES: Summary Output*

Groups	Count	Sum	Average	Variance
Jurisdictional Setting	18	88	4.89	4.10
Institutional Setting	18	83	4.61	2.25
AAP Program Setting	18	98	5.44	2.50
Sociological Juxtaposition	18	78	4.33	5.88
Inclusivity	18	82	4.56	6.26
Disability Modelling	18	90	5.02	1.58
Med-Deficit	18	91	5.06	4.53
Paternalistic	18	91	5.06	5.23
Identity Rights Frame	18	94	5.22	4.42
Gender ID	18	128	7.11	0.93
Req'd AAP Components	18	98	5.44	5.79
RA	18	89	4.94	1.00
Action-Oriented Programs	18	83	4.61	2.49
Data Dissemination Policy	18	88	4.89	7.75
Disability Definition	18	91	5.06	3.11
Harassment and Crime Policy	18	86	4.78	3.24
Legal References	18	77	4.28	1.04
AAP data Quality	18	99	5.50	5.56

Note. Test 2.1 (Anova Single Factor) tested PES according to all of the PASSING Evaluation measures applied by the instrument. Meaning, in this case, Item 10 (Gender ID) was not removed since the aim of Test 2.1 was to test for significance in the overall discriminatory properties of the instrument, (i.e., in

terms of the resulting PES having a significant capability to identify differences amongst the PES associated with the institutions comprising the RG, respectively).

Test 6 output; F-Statistic = 1.879, *P* = .019. Table 4.3.2.10 shows the output data resulting from the One-way Anova applied against IG PES in Test 6.

Table 48 (4.3.2.10) *Test 6: IG PES, One-Way (Single Factor) Anova Test*

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups (IG)	120	17	7.061	1.879	0.019*	1.656
Within Groups (RG)	1150	306	3.759			
Total	1270	323				

Note. Number of RG AAPs tested = 18, number of PES items tested = 18, total number of observed PES tested (N) = 324. *P-value* used to determine test results are shown in bold.

$^{*}p < .05$, two-tailed.

Test 6 Results. Reject the null hypothesis, ($F_{.05,17,306} = 1.879$, F critical = 1.656, F > 1.656, P = .019).

Test 7. A One-way Anova is applied here in Test 7 to test for the same conditions, only this time against the total observed RG PES. In short Test 7 seeks to find out if the observed PES provide any useful information about differences between each of the RG institutions. Summary data obtained from Test 7 is shown in Table 4.3.2.11. Specifically, Test 7 utilizes a One-way Anova to test for significance in the discriminatory properties of the observed RG PES by testing the null hypothesis:

Test 7, H_0: *There is no significant statistical difference existing amongst the PES observed at the RG level*. Table 4.3.2.11 shows the summary data utilized in conducting Test 7.

Table 49 (4.3.2.11) *Summary Data, RG PES*

Groups	Count	Sum	Average	Variance
A	18	79	4.37	2.94
B	18	109	6.06	4.51
C	18	93	5.19	1.83
D	18	120	6.64	2.70
E	18	49	2.73	1.39
F	18	82	4.58	2.24
G	18	77	4.29	2.35
H	18	57	3.18	2.15
I	18	94	5.21	2.05
J	18	81	4.48	2.77
K	18	123	6.81	1.33
L	18	50	2.77	2.89
M	18	105	5.82	3.91
N	18	77	4.25	1.71
O	18	98	5.43	1.78
P	18	120	6.67	1.76
Q	18	110	6.13	3.05
R	18	112	6.21	2.78

Table 50 (4.3.2.12) *Test 7: RG PES, One-Way (Single Factor) Anova Test*

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	520	17	30.605	12.488	***	1.656
Within Groups	750	306	2.451			
Total	1270	323				

Note. Number of RG AAPs tested = 18, number of PES items tested = 18, total number of observed PES tested (N) = 324. P-value used to determine test results are shown in bold.

*** $p < .001$, two-tailed.

Test 7 Results. The output data reflected an F statistic of 12.488 with F Crit still equals 1.656 and significance being observed at < .001 (i.e., 3-star level). Therefore, Test 7 resulted in this study's rejection of the null hypothesis ($F_{.05,17,306}$

= 12.488; F critical value = 1.656; F > 1.656, P < .0001). Table 4.3.2.12 shows the output data from the One-way Anova resulting in this study's rejection of the null hypothesis in Test 7.

Test 8. Because significant differences in the total PES observed by this study support its tenability, this study then moved to test categorical barrier types. First this study conducted a z-test of mean differences in the PES levels observed among hermeneutical types of barriers – HBT (n = 162, M = 5.29, var = 4.57) and those observed in socioenvironmental types of barriers - SEBT (n = 162, M = 4.80, var = 3.19). Whereas this study specifically tested the following null hypothesis: *H_0; There is no significant statistical difference between mean HBT PES and mean SEBT PES*. The output for Test 4 produced by Excel is shown here in Table 4.3.2.13.

Table 51 (4.3.2.13) *Test 8: Z-Test: Two Sample for Means*

	HBT♯	SEBT♯♯
Mean	5.29	4.80
Known Variance	4.57	3.19
Observations	162	162
Hypothesized Mean Difference	0	
z	2.26	
P(Z<=z) one-tail	0.0118	
z Critical one-tail	1.64	
P(Z<=z) two-tail	0.0235	
z Critical two-tail	1.96	

Test 8 resulted in z = 2.26, being significant at both the one tail and two tail levels (one tail P = .0118, two tail P = .0235). Meaning that there is significant probability that the two means are statistically different to the .9765 confidence

level, and that there is a significant probability that HBT is statistically larger than SEBT to the .9882 confidence level.

Test 8 Results. These results led this study to reject the Test 4 null hypothesis: *There is no significant statistical difference between mean HBT PES and mean SEBT PES.*

Phase 3 Analytical Findings

This phase of the study focuses on introducing basic measures of reliability and model fit regarding the observed PES. As such, the findings reported here begin by providing two correlation matrices that takes a general look at the correlational properties displayed by the observed PES. Each of these correlation matrices again look specifically at the RG PES and IG PES levels, respectively. These correlation matrices are displayed here to not only continue providing insight as to the general tenability of the observed PES, but they also provide an introductory or overarching look at the overall model fit of the observed PES as well. The initial correlation matrix is displayed in Table 4.3.3.1.

The findings reported here then focus on assessing the overall tenability of this study's model for assessing overarching barrier type – HBT and SEBT according to the observed PES. Whereas this tenability is tested here by utilizing a Two-Way Anova with Replications Test. This is the final and most robust test conducted by this study. Test 9 is conducted to determine the relative degree to which we might consider the differences between the observed HBT PES and the SEBT PES to be reliable in making suggestions that are based on them. The resulting findings are reported here under the subsection titled *Test 9*.

Correlation Matrices. According to the correlation matrix (i.e., Table 4.3.3.1), IG PES continue to demonstrate promise. Whereas the correlations shown amongst PES data at the RG level, in being not overly evident or strong, provide more evidence of the PES' tenability in being applied here as a reliable measure.

Table 52 (4.3.3.1a) *IG PES Correlation Matrix*

IG ID	1	2	3	4	5	6	7	8	9
1	1								
2	0.952	1							
3	0.808	0.698	1						
4	0.478	0.542	0.510	1					
5	0.551	0.522	0.603	0.772	1				
6	0.393	0.436	0.339	0.520	0.555	1			
7	0.225	0.298	0.322	0.307	0.403	0.757	1		
8	0.352	0.364	0.384	0.284	0.441	0.860	0.698	1	
9	0.325	0.384	0.361	0.595	0.412	0.841	0.745	0.730	1
10	0.125	0.193	-0.028	0.331	0.138	0.007	-0.173	-0.215	-0.158
11	0.558	0.539	0.517	0.632	0.844	0.745	0.505	0.650	0.546
12	0.349	0.262	0.629	0.156	0.059	0.236	0.425	0.368	0.477
13	0.390	0.440	0.320	0.302	0.192	0.317	0.471	0.077	0.375
14	0.652	0.608	0.672	0.688	0.859	0.766	0.539	0.657	0.602
15	0.418	0.491	0.385	0.560	0.696	0.651	0.608	0.657	0.629
16	0.223	0.363	0.137	0.262	0.256	0.698	0.706	0.713	0.745
17	0.008	-0.048	0.274	0.226	0.277	0.367	0.204	0.500	0.313
18	0.403	0.383	0.403	0.754	0.604	0.631	0.204	0.432	0.608

Table 53 (4.3.3.1b) *IG PES Correlation Matrix (cont.)*

IG ID	10	11	12	13	14	15	16	17	18
10	1								
11	-0.094	1							
12	-0.054	-0.018	1						
13	0.315	0.171	0.327	1					
14	0.082	0.924	0.236	0.295	1				
15	-0.157	0.752	0.146	0.258	0.715	1			
16	-0.256	0.467	0.221	0.385	0.389	0.691	1		
17	-0.276	0.363	0.133	-0.250	0.400	0.347	0.006	1	
18	0.169	0.616	0.113	0.216	0.694	0.535	0.193	0.567	1

Table 54 (4.3.3.2a) *RG PES Correlation Matrix*

RG ID	A	B	C	D	E	F	G	H	I
A	1								
B	0.02	1							
C	-0.16	0.21	1						
D	-0.12	0.61	0.55	1					
E	0.34	-0.07	0.33	0.07	1				
F	0.54	0.01	0.05	-0.30	0.20	1			
G	0.60	-0.41	0.02	-0.44	0.31	0.60	1		
H	0.33	-0.03	-0.07	-0.05	0.61	0.38	0.35	1	
I	0.12	-0.26	0.31	0.18	0.39	-0.13	0.45	0.41	1
J	0.05	0.24	0.13	0.22	0.31	0.45	-0.09	0.32	-0.37
K	-0.18	0.31	0.34	0.50	-0.30	-0.25	-0.22	-0.47	0.01
L	0.41	0.25	0.24	0.18	0.70	0.47	0.38	0.66	0.16
M	-0.02	-0.34	0.27	-0.22	0.26	0.04	0.17	-0.29	-0.01
N	0.52	-0.30	0.13	-0.10	0.32	0.65	0.60	0.62	0.36
O	0.25	-0.24	0.31	-0.12	0.42	0.64	0.51	0.45	0.21
P	-0.16	-0.33	0.29	0.09	-0.06	-0.15	0.16	-0.07	0.39
Q	-0.09	0.10	0.17	0.55	0.08	-0.43	-0.25	-0.03	0.39
R	0.05	0.15	0.34	0.57	-0.09	-0.17	-0.31	-0.19	0.17

Table 55 (4.3.3.2b) *RG PES Correlation Matrix (cont.)*

RG ID	J	K	L	M	N	O	P	Q	R
J	1								
K	-0.16	1							
L	0.58	-0.26	1						
M	-0.13	0.14	-0.08	1					
N	0.18	-0.37	0.34	-0.07	1				
O	0.29	-0.30	0.54	0.23	0.65	1			
P	-0.15	0.47	-0.11	0.32	0.10	0.03	1		
Q	-0.35	0.27	-0.25	0.11	0.04	-0.25	0.06	1	
R	-0.16	0.42	-0.38	-0.02	0.21	-0.07	0.07	0.66	1

Together the correlation matrices for the observed PES demonstrate a degree of model fit that warrants further exploration into the model's tenability. This should be the subject of ongoing and future work.

Test 9. An Anova two factor test with replications was then conducted on PES according to RG institutions and specific IG barrier type, with overarching

barrier type (i.e., HBT vs SEBT) as the independent variable. The Summary output produced by Excel on the data utilized in Test 9 of this study are shown in Table 4.3.3.3.

Table 56 (4.3.3.3) ***Summary Data for Two-Way Anova with Replications Test of PES***

	HBT				SEBT			
RG ID	Count	Sum	Mean	Var	Count	Sum	Mean	Var
A	9	41.6	4.62	4.23	9	37	4.11	1.86
B	9	52.1	5.79	6.16	9	57	6.33	3.25
C	9	49.3	5.48	1.84	9	44	4.89	1.86
D	9	66.6	7.40	2.09	9	53	5.89	2.36
E	9	23.1	2.56	2.29	9	26	2.89	0.61
F	9	41.4	4.60	2.24	9	41	4.56	2.53
G	9	40.2	4.46	2.80	9	37	4.11	2.11
H	9	29.3	3.25	2.94	9	28	3.11	1.61
I	9	51.8	5.75	1.94	9	42	4.67	1.75
J	9	40.6	4.51	3.10	9	40	4.44	2.78
K	9	63.6	7.06	0.39	9	59	6.56	2.28
L	9	22.8	2.54	5.01	9	27	3	1
M	9	50.8	5.65	5.74	9	54	6	2.5
N	9	43.5	4.83	1.38	9	33	3.67	1.5
O	9	50.7	5.63	2.73	9	47	5.22	0.94
P	9	63.1	7.01	1.48	9	57	6.33	2
Q	9	62.3	6.92	1.06	9	48	5.33	4
R	9	64.8	7.19	0.53	9	47	5.22	3.19
RG ID	Count	Sum	Mean	Var	Count	Sum	Mean	Var
Total	162	857.3	5.29	4.57	162	777	4.80	3.19

Table 57 (4.3.3.4) *Summary Totals for Test 9, Two-Way Anova with Replications, Test of PES*

RG ID	Count	Sum	Average	Variance
A	18	78.6	4.37	2.94
B	18	109.1	6.06	4.51
C	18	93.3	5.19	1.83
D	18	119.6	6.64	2.70
E	18	49.1	2.73	1.39
F	18	82.4	4.58	2.24
G	18	77.2	4.29	2.35
H	18	57.3	3.18	2.15
I	18	93.8	5.21	2.05
J	18	80.6	4.48	2.77
K	18	122.6	6.81	1.33

RG ID	Count	Sum	Average	Variance
L	18	49.8	2.77	2.89
M	18	104.8	5.82	3.91
N	18	76.5	4.25	1.71
O	18	97.7	5.43	1.78
P	18	120.1	6.67	1.76
Q	18	110.3	6.13	3.05
R	18	111.8	6.21	2.78

Table 58 (4.3.3.5) *Test 9 Output: Two-Way Anova w/Replications Test Results for Effects on PES*

Source of Variation	BT PES	RG PES	Interaction	IG PES	Total
SS	19.918	520.293	41.250	688.765	1,270.227
df	1	17	17	288	323
MS	19.918	30.605	2.426	2.392	
F	8.329	12.797	1.015		
P-value	0.0042	0.0000	0.4420		
F crit	3.874	1.658	1.658		

Test 9 Results. Test 9 supports tenability of the model since it demonstrates a significant difference occurring amidst the two types of barriers measured by this study (BT PES, $p < .01$; RG PES, $p < .0001$), yet the interaction is not significant, $p = .442$). This is a desirable test result since the BT PES tested in this model aren't intended to correlate or otherwise be influenced between PES scores assigned to each of the institutions comprising the RG.

CHAPTER 5: DISCUSSION

This dissertation aimed to address the problem originally identified as disparities in FWD rates by applying a study geared specifically to respond to each of the three RQs posed by this work. Here in Chapter Five of this work, the findings resulting from the tests applied in this study are discussed. This chapter begins by first discussing an overview of this study's findings. Then, the findings resulting from this study are discussed further in the context of formulating a direct response to each of the RQs guiding this work. After responding to each of the research questions, this chapter goes on to discuss the potential implications of this study's findings before then identifying and discussing several limitations of this study's findings. These limitations are generally approached here by considering how they might adversely be affecting the underlying aims of this work. Finally, Chapter Five then concludes this work by building summarily on the discussion taking place over the course of this chapter while also reintroducing certain points made within the body of this work, as a means to briefly assess the progress this dissertation makes towards achieving its underlying goal in terms of ultimately specifying calls for future work.

Discursive Overview of the Findings

The findings resulting from this study provided many valuable points of insight regarding the RQs. The key findings resulting from this study epitomized the disparities reflected amidst RG AAPs, and ultimately facing FWD, while also bringing attention to underlying issues complicating contemporary EDD, and thus, the ability to address issues stemming from these disparities.

The Collected Data

Of the 36 public records requests originally sent out, 18 institutions AAPs were ultimately collected for use in the study. Of the 18 AAPs collected for this study, nine included data on the respective number of FWD employed. The importance of this early finding became clear right away for several reasons. The first reason that having half of the collected AAPs exhibiting FWD data and half not, immediately became important is that it provided a certain point of data that presented an opportunity to gain extremely valuable insight on two fundamental levels. First, having half of RG include FWDs in their AAP data provided the grounds and warranting for the exploration of potential differences in the existential condition of institutions depending on whether or not they included FWD, (i.e., differences in such things as the number of students, faculty, Women, Minorities, etc., associated with a given institution). Second, having half of the RG include FWD in their respective AAP documents, provided the grounds and warranting for exploration of the observed condition of the AAP documents themselves. That is, AAP documents which included FWD and those that did not, based an extremely praxeological point of discrimination for basing a host of assessments aimed to better understand the general quality of the RGs' AAPs, especially where they exhibited institutional policy related to data dissemination and confidentiality.

FWD

From a statistical perspective, FWD rates appearing in the collected RG AAPs (1.57%) were deemed to be significantly lower than the FWD rates

reported by the collected USCB (4.36%) and NSF (9.49%) data. While the disparity evident in AAP FWD employment rates might be generally expected by some, as they had been in my designing of this work, it is vitally important to express the extent by which these disparities mustn't be trivialized. Despite the relatively small sample size, or the number of instances measured, the FWD rates observed in RG AAPs are significantly lower than the FWD rates observed in the national level data would generally call one to scientifically expect. To put it another way, when utilizing the proportion of success method, and according namely to the FWD rates observed in the NSF data, the odds of observing only 649 FWD being present amongst a sample of 41,312 total faculty are somewhat astronomical, ($Z = -54.62$, $p < .0001$). And while the USCB data didn't point to as big of a disparity in FWD rates, when using the same method, this study determined that at minimal USCB still reached an extremely rare significance level, ($p < .0001$).

However, as noted throughout this work, understanding the condition of FWD, in this way, only addresses the problem at a surface level. Whereas the significant differences in FWD employment rates observed in the tested national level data and the observed AAP data, are indicative of both aspects of the problem defined initially in this work as disparities in FWD rates. It seems that by this study's coming to find the employment rates exhibited in the RG AAP data to be disparately low, has also stirred up key point of discussion regarding the underlying aim of this work. That is, since making such a claim on one hand seems relatively obvious, while at the same time, such a claim fundamentally

oversimplifies the problem: At best, and at worst, such a conclusion might be considered outright flawed from an existential perspective.

When viewed from this way, then it seems that the RG AAP data must be considered superior in two specific regards despite the low FWD rates appearing there. The first regard mentioned here stems, in this case, from the RG AAP data being readily identified as the only one of the three datasets that was designed to specifically, actually, purposefully, or at least reliably, measure what it ultimately claims to be measuring, PWD. The second regard worth mention here stems from the variability present in the other two measures of FWD, (i.e., the NSF/NCSES and USCB data sets).

Before, getting too far down this road in discussing a key aspect of this work's findings, it should be clearly stated here that it is not my intention to be dismissive or disdainful of measures like the ones used by the USCB and the NSF to determine disability rates. These methods have been key in developing understandings related to PWD, especially with regards to their phenomenological condition, and especially in basing the framework used by this work. It is not the position of this work that such measures should be done away with in any regards, rather quite the opposite. Such types of measures should not only continue to expand they should evolve to expand understandings of how the phenomenological condition of disability is experienced across the overall population, and especially in affecting societal bodies and persons belonging to historically marginalized identity groups according to certain key environmental contexts.

My point moving forward is not to put the phenomenological measure of disability to shame or otherwise disrespect its established utility. Instead, my point in this context is to distinguish it as not being a measure of individuals, or persons, known for nearly 100 years as IWD, PWD, Disabled Persons, and the like. The phenomenological measure currently accepted amongst most systemic producers of research, is actually a measure of one's experience. An ontologically different thing than is one's adopted identity.

Simply concluding that FWD rates appearing in the RG AAP data are significantly lower would be problematic on several grounds. The first being, that despite the low FWD rates reflected by RG AAP data, by taking a binary approach to identifying PWD, each aspect of the empirical data reflected amidst RG AAPs remained consistent in identifying the persons being counted, (i.e., in this case Individuals, or otherwise Persons, being with a Disability – or Disabilities, or the like). Where on the other hand, the phenomenological methods, employed here by the NSF and the USCB data sets, ultimately determine the rate by which persons are present, or otherwise displayed amidst the data.

This determining of counts associated with one's identity according to parameters set by researchers, as opposed to the people being counted, not only poses a range of ethical dilemmas, as observed in this study's findings, this approach is also problematic from a methodological stance as well. Specifically, when demographical counts of persons, and especially when counts are of persons belonging to certain historically marginalized identity groups, rely solely on

phenomenological methods in being applied, researchers' conducting these studies necessarily violate a very fundamental rule of validity. That is, the rule stating that any single instance of a measure's validity is inherently reliant upon the measure respecting the principle of unidimensionality: Does it measure the one thing that it specifically claims to measure? Unfortunately, due to the uniform adoption of phenomenological methods being solely applied in the case of most contemporary data portraying counts of PWD, the thing widely adopted studies regularly claim to be measuring (i.e., counts of PWD), is not the actual thing being measured. Phenomenological methods, while undoubtedly useful and in many regards even vital to understanding and improving the lives of persons experiencing disability, which is especially the case with PWD, since they address the phenomenological experiences of persons related to disability; are nonetheless that, a measure of one's experience. That is, prevailing phenomenological measures assess one's condition, how they are: Not, who they are. The question of how one is, addresses an entirely different ontological point than the question of who one is. Phenomenological methods for measuring disability address an issue that is dependent, and on a range of dynamics: An issue that derives necessarily from factors located outside of one's self invoked identity, or knowledge of self. Begging the question, how might researchers count how many persons encompass a given setting if researchers are tasked at the same time with determining how many persons are considered to be encompassing a given setting.

Therefore, while phenomenological measures of disability are unique in being able to better understand the experience of persons according to their

association with the dynamic of disability, they are problematic at best, when tasked with being the sole mechanism for counting or otherwise identifying PWD. Phenomenological approaches to disability in having been tasked in this way over roughly the past two or so decades, as the prevailing methodological model researchers utilize when taking seemingly simple counts of disability, has undoubtedly contributed to the poor contemporary status of empirical disability data.

The findings resulting from this study's testing of FWD data produced by the NSF/NCSES and the USCB are presented in Chapter Four of this work: See Test 4, Table 38 (4.3.1.9). These test results not only demonstrate the dysfunctional nature embodying contemporary empirical disability data and provide specific evidence of the challenges emanating from the prevailing conduct of research which relies solely on phenomenological approaches to determine, or otherwise estimate, the rate by which PWDs comprise a given societal context.

Explained here briefly, to wit: Likely owing to differences in the way researchers from the NSF and USCB decide on what's known as the cut off point for determining who will be counted or otherwise deemed as disabled, and then ultimately, how many persons will appear in the data being produced as reflecting the number of PWD that were counted. While attempts to standardizing researchers' application of this cut off point continue to be made, they have yet to be formally established. Furthermore, since phenomenological measures of disability inherently require researchers to determine this cut-off point in every

instance in which they're applied, (i.e., and especially when they're applied standing alone, as is almost always the case), then the problems associated with this aspect of phenomenological measures will always be at least somewhat present.

Being that many measures or counts of persons according to how they identify demographically are regularly taken, and against many types of identity-based populations, then the complications related to contemporary measures of PWD come across as paradoxical. With regards to contemporary measures of disability, the rash of invalidity has undoubtedly stemmed from the term *disability* itself. This is the very point made by Alfredo Artilés (2017, 2019), when he claimed that the term *disability* is used contemporarily as a trope. I would build on Artilés' argument by adding that contemporary scholarship and other widely disseminated avenues of research use the term *PWD* as a trope as well. And it is here in the latter, that the usage of the term *PWD* as a trope is particularly problematic and potentially dangerous by risking a certain societal stripping of the true identification and identity of PWD. And this is why it should be a matter of extreme importance to standardize measures and counts of PWD to include a single binary item which simply asks; *Do you identify as a Person with a Disability (PWD)?*

Despite having shown the lowest FWD rates, the methods utilized in the RG AAPs to observe FWD rates are extremely vital in several ways and should not be done away with in favor of the contemporary adoption of phenomenological means for determining the same: 1) All of the reasons stated in

the preceding paragraph; 2) Binary or identity rights based measures of disability/PWD are becoming increasingly obsolete, and thus the methodology utilized in the production of AAPs may be the only existing systemically based source which considers FWD in this way; 3) Relatedly, the methods utilized in the production of AAPs to observe FWD rates seem to be becoming more and more rare in any research aimed at assessing or otherwise counting PWD, and; 4) The information gleaned by using such methods to assess PWD/FWD rates, AAPs and other measures of PWD utilizing the same methodology have the potential to provide researchers with a key point of insight as to the degree to which barriers and stigma may be affecting PWD according to the given context. I would pose that this insight can be made extremely valuable by having data resulting from both measures available to researchers studying PWD, disability, and FM according to a specific societal context (i.e., binary IDR measures and phenomenological measures); 5) Finally, the AAP data on FWD should be considered the most accurate in relation to the other measures of FWD observed by this dissertation, since this data was collected utilizing the only methods that were specifically designed to measure what they claimed to measure, FWD.

Framing Disability and PWD (PES Levels)

This study found that in general RG AAPs most often framed disability and PWD conceptually according to the standard governmental or legal model of disability. Since the standard governmental definition of disability relies to some degree on the medical or deficit-based model of disability, it seems reasonable to conclude then, that the RG AAPs regularly framed disability and PWD in this

way as well. However, because the underlying definition applied to disability and PWD basically appearing uniformly in RG AAPs cited the federal definition verbatim, and because the federal definition isn't a mere reflection of the medical deficit model of disability, this study found it important to make this distinction when observing PES. Thus ultimately, finding the governmental standard definition to be the present amongst RG AAPs.

FM: Systemic Barriers and DE Levels

Overall, the systemic barriers observed by this study leaned more so to being hermeneutical types of barriers (HBT), whereas HBT accounted for 52.5% of the observed PES, as opposed to those categorized as being Socioenvironmental types of barriers (SEBT), having accounted for 47.5% of the observed PES (N = 162, Total PES = 857.3, Mean = 5.3). Meaning that wholistically this study found HBT to be more present in affecting the RG at the institutional AAP programming level.

As such PES at the IIGI level, hermeneutical barriers were observed most intently by Item 10: Hermeneutical Barriers resulting from; the Framing/Modelling of disability and PWD according to; the recognition, acknowledgement, activation, etc., of Gender/Sex Identity (N = 18, Total = 128, Mean = 7.1, SD = .96). Table 4.2.5.4 displayed in Chapter Four shows a complete list of PES according to each individual item comprising the total IG PES (accordingly identifying the specific systemic barriers) measured in this study.

Discussion of Findings in Response to the RQs

This dissertation's official response to the RQs is displayed here. The specific responses to each of the three RQs made here take place over three subheadings titled, *RQ1 Discursive Response*, *RQ2 Discursive Response*, and *RQ3 Discursive Response*. Under these subheadings this work makes several specific claims contrived in response to each of the RQs. These claims each rely on discussion of this study's findings which lend supportive evidence for the credence of the claims made in response to the RQs. As such, the discussion appearing in this section address the findings resulting from this study uniformly.

RQ1 Discursive Response

FWD Rates. In general, there is an observable significant statistical difference between the two population proportions reported in the data: FWD employment rates observed in the RG AAP data, and the FWD employment rates observed in USCB and NCF data. This difference shows that the RG FWD employment rates observed in AAP data (approx. 1.6%), are significantly lower than those observed in analogous USCB (approx. 4.4%) and NSF data (9.5%).

It is very important to acknowledge that interpretations of these test results should stop short of confirming with any certainty that the FWD employment rates observed in the AAP data are statistically representative of FWD employment rates across all public AAU universities located in the US, nor should they be considered statistically representative of the overall FWD rate. This limitation owes initially to the collected RG AAP not being large enough at the US institutional level data to allow for test results to be generalizable to the

overall population: Albeit at the National or AAU levels. That is, where n = 18, and nationally, N > 1200; and where in the case of all public US AAU N = 36. This limitation was further complicated due to the questions this dissertation raised about the validity of the collected EDD owing to competing methodology for counting PWD. And while a case might be made that the data observed by the current project confirms with statistical certainty that the employment rates for FWD observed in the RG AAP data are significantly lower than FWD rates observed at the national level, (i.e., observed in both, the USCB and NCSES data), the issues raised by this work regarding the validity of the national datasets makes this a somewhat difficult conclusion to come to. That is, in terms of existentially, or in any meaningful way much past from a purely statistical standpoint.

RQ2 Discursive Response

AAP Modelling of disability and PWD. The observed PES revealed that in general PWD and the notion of disability are most regularly modelled in the RG AAP text according to the contemporary legal, or governmental standard, definition of PWD adopted by the US federal government.[28] Themes regarding the modelling of disability and PWD evolved according to the two different factors specifically observed in this study's review of RG AAPs; i.e., the AAP's required statement defining disability and PWD, and, the general sentiment

[28] The governmental definition of disability draws directly from the definition of disability used in the Americans with Disabilities Act of 1990. More information on the governmental definition of disability according to the ADA can be accessed at https://adata.org/faq/what-definition-disability-under-ada

expressed throughout the text comprising each of the RG's AAPs in ultimately framing the conceptualization of disability and PWD each portrayed.

The legal, or governmental standard definition model of disability was almost uniformly adopted amongst RG AAPs, in terms of their required statements on how they defined disability and PWD. And while there was an aspect appearing thematically, where disability was also regularly modelled under the classic medical deficit model of disability, medically based portrayals of disability hadn't been nearly as evident as the legally based one had in the context of providing required statements defining disability.

The Operation of Systemic Barriers Facing FWD. As theorized by this work, the operation of systemic barriers facing FWD ultimately observed in this study derived mainly from hermeneutical types of barriers, as opposed more specifically to socioenvironmental ones. This still held true even when not accounting for the hermeneutical barriers evident in the observed DE levels. For instance, the systemic barriers most evident in the observed textual aspects of the AAP data drew mostly from juxtapositions of the TP exhibited amidst the observed AAP text. These juxtapositions regularly subverted the racial and sexual identities of both, PWD and PVs alike. And while some of the impacts owing to the subversion of racial identity in affecting PWD may have been softened or at least more readily dispersed amongst PES scores, as opposed to the ones in the observed DE levels, the subversion of sexual identities amidst the RG AAP texts appeared far more overtly in occurring than any other systemic barrier observed by this study.

PES also proved insightful with regards to understanding the shared differences in the types of barriers occurring amongst RG institutions observed as scoring high in the operation of barriers and those that scored much better. PES scores measuring hermeneutical barriers appeared to be the most powerful in identifying parameters more or less indicative of the operational degree of institutional level barriers. While on the other hand, PES scores addressing specific practices seemed to be the most effective at distinguishing more specifically between institutions that received higher or lower PES.

RQ3 Discursive Response

Recommendations. The following subsections respond directly to RQ 3 regarding recommendations to policy makers and institutional leaders. As such, three specific recommendations are made under three separate subsections, respectively. These subsections are titled *Recommendation 1*, *Recommendation 2*, and *Recommendation 3*.

Recommendation 1. Improvement of the quality of data through standardization should be adopted both at the institutional and legislative level, (i.e., either, via a change in legislation, or via changes to institutional level policy regarding AAP data dissemination standards). Meaning in general, that institutions should be required to produce data about the TP in a non-discriminatory manor. Institutions should be required to produce an equal degree, or amount, of descriptive data for each respective aspect of the target population. Also in general, institutions should be required to disseminate AAP data in a more transparent way. How the final version of a standardized transparency policy

looks regarding AAP data may be a matter of debate, (e.g., Should such an AAP data transparency law follow a framework similar to California's Ballot Initiative Transparency Act of 2014, which requires that data be made publicly available on the internet; Should AAP data be required to be made uniformly available only through the public records request process; Should AAP data standards require the data be made uniformly available in a limited fashion, say only to researchers who have an institutional affiliation; etc.). Nonetheless, there is a need for more AAP data transparency if understandings about the disproportionately low amount of FWD seeming to exist in the data is to be better understood, and if the praxis of AAP/EEO policy, namely with regards to the production of individual AAP documents is to be improved.

Recommendation 2. Additionally, standards aimed at improving the quality and transparency of AAP documents, especially with regards to the data and its dissemination, should also aim more specifically at improving understandings of institutional level EEO and DEI program praxis, and ultimately, improvements in EEO and DEI programming at the institutional level. As such, standards might focus more specifically the following aspects of AAP production: developing institutional level understandings of disability disclosure rates, and the factors that may be affecting them, especially amongst FWD; assessing for a wide range of systemic barriers, especially in the case of physiological ones, which may be operating at the institutional level, and; assessing the efficacy of institutional level DEI practices, especially in the area of reasonable accommodation for FWD.

Finally, the most fundamental factor in predicting the degree to which systemic barriers might be present at the institutional AAP programming level undoubtedly centered on the availability and quality of the empirical data displayed by RG AAPs. And while it seems reasonable to claim that federal law requires institutions' AAPs to publicly report certain empirical data regarding the TP, institutions' adherence to current federal law governing this issue is ultimately a matter of debate.

Furthermore, even when institutions interpret existing federal law as requiring them to publicly exhibit empirical data on TP employment appearing in their AAP, federal laws ultimately determining the specific aspects of empirical data that must be included amidst a given AAP seem ultimately to be a matter of translation. That is, federal laws specifying the particular aggregates of empirical data that must be included in AAPs are overly hard to navigate, somewhat contradictory, and ultimately convey directions that are at best confusing, and at worst, are seemingly incomplete.

In short, certain aspects of Federal law and policy governing the production of empirical AAP data locus a fundamental aspect of the systemic barriers facing institutions, FWD, and the rest of the TP by operating at the institutional programming level. Put more exactly, Federal law and policy governing institutions' production of empirical AAP data were observed by this study as driving key contemporary inconsistencies affecting empirical AAP data, and stemming across two pivotal hermeneutical dynamics owing to the notion of (in)consistency: 1) Inconsistencies in Federal law and policy governing

institutions' requirement to comply with the production, dissemination, or public disclosure of empirical data on the TP. Thereby, ultimately leading to inconsistencies in institutions' disclosing such data to the public, researchers or otherwise, and; 2) Inconsistencies in Federal law and policy specifying which particular aggregates must be included amidst the empirical AAP data production requirements. Thereby, ultimately leading to inconsistencies in the aggregation of key data points (i.e., key data points according to either or both, the TP, and the institution's employment practices). That is, regarding the data being a key requirement for formulating understandings applying across institutions' by appearing at least once amidst a given set of institutions' empirical AAP data. And while the same data being a key requirement for formulating understandings applying across all institutions, subsequently, then not appearing concurrently across the same given set of institutions' empirical AAP data. Ultimately, contemporary federal law and policy governing the production of empirical AAP data continues to result in inconsistencies affecting empirical AAP data that undermine its utility.

Institutional policy makers, federal legislators, and those in leadership roles at any societal level would do well in contributing to the reduction of systemic barriers facing FWD by advocating for, or otherwise enacting law and policy aimed at improving institutions' ability to produce and disseminate efficacious empirical disability data. Law, policy, and leadership initiatives aimed at standardizing the empirical data exhibited in AAPs by clarifying, or otherwise

establishing uniform reporting requirements for institutions to adhere to when producing their AAPs.

Such standards should ultimately aim to establish the consistent exhibition of key aggregates ultimately resulting in the consistent production of for the empirical data displayed and encourage public support for legislation, or institutional policy which mandates, or at least calls for public transparency regarding such data. Lawmakers and institutional leaders can look at California's Ballot Transparency Act of 2014[29] for an example of how transparency legislation can serve the mutual interests shared between the public, law and policy makers, and institutional leaders alike.

Recommendation 3. Institutional policy makers tasked with improving PWD and PV representation amongst their institution's faculty should reconsider, or otherwise reconstitute the traditional qualifications necessary for the hiring of such persons. Meaning that, institutions sincerely meaning to improve the employment rates of PWD, and PV should actively pursue the hiring of instructional faculty who are PWD and PV that are regarded as having more severe types of disability by basing such hiring decisions on criteria that doesn't adhere to traditional academic or intellectual requirements. For example, should a PWD/PV have what is regarded as a more severe type of disability, then they should be hired based on other factors such as passion, personability, experience, articulateness, etc. While this may potentially be a controversial recommendation,

[29] More information on the California Ballot Initiative Transparency Act of 2014 (BITA) can be accessed at https://escholarship.org/content/qt4qp8459t/qt4qp8459t_noSplash_6d3dbca4b0fa1d0bb84bc79d7908eda4.pdf?t=oqwz6v

it is also somewhat obvious and wasn't necessarily derived from the findings of this study.

This recommendation uses the following logic. In nearly all academic fields, and especially those applied academic fields with a strong sociological component (e.g., education, healthcare/medicine, criminal justice, civics, etc.) there exists a quandary as to how to approach and or otherwise incorporate PWD, including certain PV, and especially where one's disability is considered to be severe. Where having institutional FWD, especially those FWD whose disability is considered to be severe, to help educate tomorrow's leaders, even if by providing nothing more than their instructional presence, would be beneficial to the larger society as a whole. The presence of such persons amongst institutional faculty would provide a point of valuable educational insight as to how such persons might best be served by the societal institutions future college graduates will one day end up serving.

While this argument may become less valid when considering highly scientific fields (e.g., nuclear physics, molecular biology, etc.), the range of fields that could undoubtedly benefit from having the presence of such persons amongst institutional faculty remains significantly wide. A few important considerations should lead the discussion should an institution decide to take up such an endeavor, such as: It would be important to pay such persons competitive wages; Such persons should be able to contribute both to instruction and research (i.e., even if only as a contributing team member), and; As stated previously, the more

common and/or severe one's impairment/diagnosis is considered to be, the more value should be given to their role as an institutional faculty member.

Appendices

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Appendix A: Outline of the PASSING Evaluation Scoring Methods

PASSING Evaluation Methodological Framework/Outline of Methods

FINAL SCORES

FM (PES) – Assesses Program (Dis)Ability (PASSING Evaluation Scores)

Drawn from the following Barrier Scores

- PES Societal Barrier Scores

PES Barrier Scores are Drawn from the following Score Coding Methodological Considerations

- Systemic Barriers
    - Systemic Barriers (External – Quantitative Data)
    - Systemic Barriers (Internal – AAP & Law)
- Hermeneutical Barriers
    - Universal
- DE Scores
    - Empirical

Disability Framing – SD Score

Juxtapositions – SD Score

- Presence – SD Score

Score Coding Methods AAP: The Data Scoring Dynamics were applied to the Raw Data/Codes for each AAP According to each of the Numbered Parameters appearing after the bulleted list. Scoring Dynamics are scored individually by

assigning SD/PES code and proper emphasis score to all items applied to PWD, respectively.

- Juxtaposition of TP – PWD
- Disability Framing – PWD
    - Presence Level – PWD
        - Emphasis/Intensity Level – of PWD Scoring Dynamics
        - Apply the proper Emphasis/Intensity score Observed at the Raw Data level.
- Structural Setting – PWD
- Programming Services/RA – PWD
- Stated Policy – PWD
- Data Dissemination – PWD

The bulleted list appearing above is coded using the raw data collected by the PASSING Sub-Variables listed below.

1 PASSING Sub-Variables

2 Collected Raw Data

3 Structural Composition of AAP

4 Required AAP Components

5 Action-Oriented Programs

6 RA

7 Stated Disability Definition

8 Disability Modelling

9 Data Dissemination Policy

Appendix B: List of Institutional Profile Items

ID	Item Label
1	Population Estimates, July 1 2021 (V2021)
2	Persons over 65 (%)
3	Foreign Born Persons 2016-2020 (%)
4	Median (Owner Occupied) Home Value 2016-2020 ($)
5	Median Gross Rent 2016-2020 ($)
6	Language other than English Spoken at Home, Population (Age 5+) 2016-2020 (%)
7	Households with Broadband (%)
8	Persons (Age 25+) with HS Diploma 2016-2020 (%)
9	Persons (Age 25+) with Bachelors Degree or Higher 2016-2020 (%)
10	Persons (Age 16+) in Civilian Labor Force 2016-2020 (%)
11	Total Health Care & Social Assistance Receipts/Revenue, 2017 (in $1,000)
12	Mean Travel Time to Work (min)
13	Median Household Income, 2016-2020 (in 2020 $)
14	Persons in Poverty (%)
15	All Employer-Owned Firms (2017)
16	Pop/Sq. Mile (2020)
17	Land Area 2020 in Sq. Miles (2020)
18	Female Population (%)
19	Black/AA (%)
20	Indigene American/Native American/IA/NA (%)
21	Asian
22	NHPI
23	Two or More
24	LatinX
25	Veterans (2016-2020)
26	PWD under 65, 2016-2020 (%)
27	In Civilian Labor Force (Age 16+), Female, Percent of Population (%) (2016-2020)
28	Women-Owned Employer Firms (2017)
29	Minority-owned employer firms (2017)
30	Veteran-owned employer firms (2017)
31	TOTAL ENROLLMENT FA 2020
32	Undergraduate ENROLLMENT FA19
33	Student Faculty Ratio (given as ## to 1)?
34	Campus setting?
35	Full-Time Faculty (Employed)
36	Part-Time Faculty (Employed)
37	Full-Time Instructional Faculty (Employed)
38	Part-Time Instructional Faculty (Employed)
39	Full-Time Research and Public Service Faculty (Employed)
40	Part-Time Research and Public Service Faculty (Employed)

ID	Item Label
41	Total Employed Faculty
42	Graduate Assistants (Part-Time Student Faculty)
43	Instructional Graduate Assistants (Part-Time Student Faculty)
44	Research Graduate Assistants (Part-Time Student Faculty)
45	Total Faculty (Student and Employed Faculty)
46	FT Undergrad In State Tuition and Fees (2021-2022)
47	FT Undergrad Out of State Tuition and Fees (2021-2022)
48	Average Total In State Undergrad Expenses 2021-2022 ($)?
49	Average Total Out of State Undergrad Expenses 2020-2021 ($)?
50	Average Total Undergrad Expenses 2021-2022 ($)?
51	Graduate Student In State Tuition & Fees, 2021-2022 ($)?
52	Graduate Student Out of State Tuition & Fees, 2021-2022($)?
53	Total Average Graduate Student Tuition 2021-2022 ($)
54	Total enrollment for the fall of 2021?
55	Total Undergrad enrollment for the fall of 2021?
56	Undergrad (UG) transfer enrollment for the fall of 2021
57	Total Graduate enrollment for the fall of 2021
58	Average amount of Undergrad financial aid received 2020-2021 ($)?
59	Retention rates Fall 2020 - Fall 2021 for first-time full time students pursuing bachelor's degrees (%)?
60	Overall graduation rate in 2021 for students beginning in fa 2015
61	total number of bachelor degrees awarded during AY 20-21
62	Total number of Masters degrees awarded during AY 20-21
63	Total number of doctorate degrees awarded during AY 20-21
64	Total number of on campus safety violations in 2020
65	Total number of different awards offered
66	Non-Resident Alien Undergraduate Students FA 2021 (%)?
67	Race/Ethnicity Unknown undergraduate students FA 2021 (%)?
68	undergrad students aged 25 and over FA 2021 (%)
69	UnderGrad Student Residence - In State FA 2020 (%)
70	UnderGrad Student Residence - Out of State FA 2020 (%)
71	UnderGrad Student Residence -Foreign Countries FA 2020 (%)
72	Undergrad students not enrolled in any distance education FA 2020 (%)
73	Graduate Students not enrolled in any distance education FA 2020 (%)
74	Total number of applicants FA 2021
75	Total Percent admitted FA 2021 (%)
76	Total Percent Admitted Who Enrolled FA 2021 (%)
77	Non-Resident Alien 6-Year Graduation Rate for Students Pursuing Bachelor's Degree(s) (FT first-time students beginning in FA2015)
78	Race/Ethnicity Unknown 6-Year Graduation Rate for Students Pursuing Bachelor's Degree(s) (FT first-time students beginning in FA2015)
79	SAT Scores of Admitted Students at or under 25th percentile Reading & Writing
80	Admissions with SAT at or above 75th percentile Reading & Writing
81	Admissions with SAT at or under 25th percentile Math

ID	Item Label
82	Admissions with SAT at or above 75th percentile Math
83	Undergraduate students who are formally registered with office of disability services (%)
84	Female Undergraduate students Fa 2021 (%)
85	Native American undergraduate students
86	Asian undergraduate students
87	Black/African American undergraduate students?
88	LatinX undergraduate students?
89	NH/PI undergraduate students
90	Two or More Races undergraduate students
91	Number of Female Applicants (Fa2021)
92	Female Applicants Admitted in Fa 2021 (%)
93	Female Applicants Admitted who Enrolled in Fa2021 (%)?
94	Female 6-Year Graduation Rate for Students pursuing Bachelor's Degree(s) (FT Female students who first began in Fa 2015)?
95	Native American 6-Year Graduation Rate for Students Pursuing Bachelor's Degree(s) (FT first-time students beginning in FA2015)
96	Asian 6-Year Graduation Rate for Students Pursuing Bachelor's Degree(s) (FT first-time students beginning in FA2015)
97	Black/AA 6-Year Graduation Rate for Students Pursuing Bachelor's Degree(s) (FT first-time students beginning in FA2015)
98	LatinX 6-Year Graduation Rate for Students Pursuing Bachelor's Degree(s) (FT first-time students beginning in FA2015)
99	NHOPI Graduation Rates
100	Mixed/Two or More Races 6-Year Graduation Rate for Students Pursuing Bachelor's Degree(s) (FT first-time students beginning in FA2015)
101	Number of Students Receiving PV Benefits/Assistance
102	Average amount of benefits/assistance for Service Members and Veterans awarded through the institution ($)
103	Retention Rates for First Time Undergrad Servicemembers and Veterans retention (FT students from AY13-14 to AY 14-15)
104	DS Program?
105	Women's Studies
106	Native American Studies
107	Asian American Studies
108	African American Studies
109	LatinX/Hispanic Studies
110	NHOPI Studies
111	LGBTQ Studies
112	African Studies
113	Asian Studies
114	Total No. of Area, Ethnic, Cultural, and Group Studies Programs
115	Total New Employee (Academic and Non-Academic Staff) Job Openings
116	Total New Employee (Academic and Non-Academic Staff) Jobs Filled
117	Total New Employee (Academic and Non-Academic Staff) Applicants

ID	Item Label
118	Total New Employee (Academic and Non-Academic Staff) Job Offers
119	Total New Employee (Academic and Non-Academic Staff) Hires
120	Total New Employee (Academic and Non-Academic Staff) Applicants - W
121	Total New Employee (Academic and Non-Academic Staff) Applicants - Minorities
122	Total New Employee (Academic and Non-Academic Staff) Applicants - AA
123	Total New Employee (Academic and Non-Academic Staff) Applicants - IA
124	Total New Employee (Academic and Non-Academic Staff) Applicants - Asian
125	Total New Employee (Academic and Non-Academic Staff) Applicants - NHOPI
126	Total New Employee (Academic and Non-Academic Staff) Applicants - Hispanic/LatinX
127	Total New Employee (Academic and Non-Academic Staff) Applicants - 2+
128	Total New Employee (Academic and Non-Academic Staff) Applicants - IWD/PWD
129	Total New Employee (Academic and Non-Academic Staff) Applicants - PV
130	Total New Employee (Academic and Non-Academic Staff) Job Offers - Women
131	Total New Employee (Academic and Non-Academic Staff) Job Offers - Minorities
132	Total New Employee (Academic and Non-Academic Staff) Job Offers - AA
133	Total New Employee (Academic and Non-Academic Staff) Job Offers - IA
134	Total New Employee (Academic and Non-Academic Staff) Job Offers - Asian
135	Total New Employee (Academic and Non-Academic Staff) Job Offers - NHOPI
136	Total New Employee (Academic and Non-Academic Staff) Job Offers - Hispanic/LatinX
137	Total New Employee (Academic and Non-Academic Staff) Job Offers - 2+
138	Total New Employee (Academic and Non-Academic Staff) Job Offers - IWD/PWD
139	Total New Employee (Academic and Non-Academic Staff) Job Offers - PV
140	Total New Employee (Academic and Non-Academic Staff) Hires - Women

ID	Item Label
141	Total New Employee (Academic and Non-Academic Staff) Hires - Minorities
142	Total New Employee (Academic and Non-Academic Staff) Hires - BA
143	Total New Employee (Academic and Non-Academic Staff) Hires - IA
144	Total New Employee (Academic and Non-Academic Staff) Hires - Asian
145	Total New Employee (Academic and Non-Academic Staff) Hires - NHOPI
146	Total New Employee (Academic and Non-Academic Staff) Hires - Hispanic/LatinX
147	Total New Employee (Academic and Non-Academic Staff) Hires - 2+
148	Total New Employee (Academic and Non-Academic Staff) Hires - IWD/PWD
149	Total New Employee (Academic and Non-Academic Staff) Hires - PV
150	New Academic Employee (FAC) Job Openings - Total
151	New Academic Employee (FAC) Jobs Filled - Total
152	New Academic Employee (FAC) Applicants - Total
153	New Academic Employee (FAC) Job Offers - Total
154	New Academic Employee (FAC) Hires - Total
155	New Academic Employee (FAC) Applicants - Women
156	New Academic Employee (FAC) Applicants - Minorities
157	New Academic Employee (FAC) Applicants - AA
158	New Academic Employee (FAC) Applicants - IA
159	New Academic Employee (FAC) Applicants - Asian
160	New Academic Employee (FAC) Applicants - NHOPI
161	New Academic Employee (FAC) Applicants - Hispanic/LatinX
162	New Academic Employee (FAC) Applicants - 2+
163	New Academic Employee (FAC) Applicants - PV
164	New Academic Employee (FAC) Job Offers - Women
165	New Academic Employee (FAC) Job Offers - Minorities
166	New Academic Employee (FAC) Job Offers - AA
167	New Academic Employee (FAC) Job Offers - IA
168	New Academic Employee (FAC) Job Offers - Asian
169	New Academic Employee (FAC) Job Offers - NHOPI
170	New Academic Employee (FAC) Job Offers - Hispanic/LatinX
171	New Academic Employee (FAC) Job Offers - 2+
172	New Academic Employee (FAC) Job Offers - PV
173	New Academic Employee (FAC) Hires - Women
174	New Academic Employee (FAC) Hires - Minorities
175	New Academic Employee (FAC) Hires - AA
176	New Academic Employee (FAC) Hires - IA
177	New Academic Employee (FAC) Hires - Asian
178	New Academic Employee (FAC) Hires - NHOPI
179	New Academic Employee (FAC) Hires - Hispanic/LatinX
180	New Academic Employee (FAC) Hires - 2+
181	New Academic Employee (FAC) Hires - PV

ID	Item Label
182	Total staff/non-academic employees
183	Total staff/non-academic employees (Women)
184	Total staff/non-academic employees (Minorities)
185	Total staff/non-academic employees (AA)
186	Total staff/non-academic employees (Native American/Alaskan)
187	Total staff/non-academic employees (Asian)
188	Total staff/non-academic employees (NHOPI)
189	Total staff/non-academic employees (LatinX)
190	Total staff/non-academic employees (2+)
191	Total staff/non-academic employees (IWD)
192	Total staff/non-academic employees (PV)
193	Total staff/non-academic employees (W-AA)
194	Total staff/non-academic employees (W-Native American/Alaskan/IA)
195	Total staff/non-academic employees (W-Asian)
196	Total staff/non-academic employees (W-NHOPI)
197	Total staff/non-academic employees (W-LatinX)
198	Total staff/non-academic employees (W-2+)
199	Total staff/non-academic employees (W-IWD)
200	Total staff/non-academic employees (W-PV)
201	Total faculty/academic employees?
202	Total faculty/academic employees (Women)?
203	Total faculty/academic employees (Minorities)?
204	Total faculty/academic employees (AA)?
205	Total faculty/academic employees (IA)?
206	Total faculty/academic employees (Asian)?
207	Total faculty/academic employees (NHOPI)?
208	Total faculty/academic employees (LatinX)?
209	Total faculty/academic employees (2+)?
210	Total faculty/academic employees (PV)?
211	Total faculty/academic employees (AA-W)?
212	Total faculty/academic employees (IA-W)?
213	Total faculty/academic employees (Asian-W)?
214	Total faculty/academic employees (NHOPI-W)?
215	Total faculty/academic employees (LatinX-W)?
216	Total faculty/academic employees (2+-W)?
217	Total faculty/academic employees (PV-W)?
218	New FWD - Applicants
219	New FWD - Job Offers
220	New FWD - Hires
221	FWD Promotions
222	FWD Terminations
223	Total FWD
224	Total FWD (Women)
225	Total FWD (Minorities)
226	Total FWD (AA)

ID	Item Label
227	Total FWD (IA)
228	Total FWD (Asian)
229	Total FWD (NHOPI)
230	Total FWD (LatinX)
231	Total FWD (2+)
232	Total FWD (PV)
233	Total FWD (AA-W)
234	Total FWD (IA-W)
235	Total FWD (Asian-W)
236	Total FWD (NHOPI-W)
237	Total FWD (LatinX-W)
238	Total FWD (2+-W)
239	Total FWD (PV-W)
240	Total number of pages included in the AAP?
241	Total number of tables included in the AAP?
242	TOTAL NUMBER OF PAGES EXHIBITING ANY TABLE DATA
243	Total number of pages that include at least one instance/attribute of demographical data/datatables?
244	Does AAP include any employee data that is aggregated by specific job/position group?
245	Does AAP include any Faculty attributes in the data that are aggregated by institutional dept, college, organizational unit, etc?
246	Does AAP include a data table that specifies the Pay/Wages of staff and/or faculty?
247	Does AAP include any demographical data on new faculty hires
248	Does AAP include any demographical data on faculty promotions
249	Does AAP include any demographical data on faculty terminations
250	Does AAP include data charts or other visual representations of demographical data?
251	Does AAP specifically include a "utilization analysis" data table
252	Does the AAP include an "availability analysis" data table?
253	Does AAP report underutilization or identify "problem areas" regarding any aspect of the TP, or otherwise exhibits a "problem areas" or an "underutilization analysis" data table?
254	Does AAP include a "placement goals" data table or otherwise specify any "placement goals" to address problem areas?
255	How many pages exhibit Statistical Data/Data tables that specifically address gender/sex/Women?
256	How many pages exhibit Statistical Data/datatables that specifically address IWD/PWD?
257	How many pages include Statistical Data/data tables that specifically address race/Minorities?
258	How many pages of AAP include Statistical Data/Data tables that specifically address PV?
259	How many tables exhibit gender/sex data?

ID	Item Label
260	How many tables exhibit racial data?
261	How many tables exhibit PV data?
262	How many tables exhibit IWD/PWD data?
263	How many pages of the AAP include intersectional data/data tables explaining any aspect of the TP? (e.g., AA Women, LatinX PWD, Women PV, etc.)?
264	How many tables exhibit intersectional data (Women)?
265	How many tables exhibit intersectional data (Race/Minorities)
266	How many tables exhibit intersectional data (IWD)
267	How many tables exhibit intersectional data (PV)
268	Quality/Reliability of Gender/Women Data (Score)
269	Quality/Reliability of Racial/Minority Data (Score)
270	Quality/Reliability of PV Data (Score)
271	Quality/Reliability of IWD/PWD Data (Score)
272	Robustness of Women Data (Score)
273	Robustness of Racial Minority Data (Score)
274	Robustness of PV Data (Score)
275	Robustness of IWD/PWD Data (Score)
276	How many pages include a data table(s) specifying FWD?
277	How many tables specifically explain FWD
278	How many tables exhibit intersectional data (FWD)
279	How many pages in AAP include any charts or visual representations of data specifying FWD?
280	Quality/Reliability of FWD Data (Score)
281	Robustness of FWD Data (Score)
282	PES JSL Score
283	Institutional Setting Score
284	AAP/TP Setting Score
285	Sociological Juxtaposition Score
286	Inclusivity Score
287	DISABILITY FRAMING
288	MEDICAL/DEFICIT/OBJECT EMPHASIS
289	Paternalistic/DEVIANCY Modelling Score
290	IDR Modelling Score
291	Gender intersections
292	REQ'D AAP COMPONENTS
293	RA
294	ACTION ORIENTED PROGRAMS
295	Data Dissemination Policy Score
296	Disability Definition
297	Harassment/Crime Policy
298	LEGAL REFS
299	AAP Data Quality Scores
300	RG DE Scores

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X, M., & Haley, A. (2015). *The Autobiography of Malcolm X*. Random House Publishing Group.

VITA

JOSEPH CARLTON BARRY

University of Kentucky | Lexington, KY

EDUCATION

University of Kentucky
Ph.D. Education Sciences – Educational Evaluation and Policy (Expected) **2023**
Dissertation: "Facultas Marginem: Assessing Disability Data and Public AAU Universities' Affirmative Action Plans for Systemic Barriers Facing Faculty with Disabilities"

California State University, Sacramento
(ABD) Ed.D. Education – Policy and Leadership Emphasis **2019**
Dissertation: "Disability as Conceptualized in Educational Leadership Programs"

California Baptist University
M.A. Disability Studies – Policy Emphasis **2013**
Thesis: "Communication and Attitudes Toward Constructs of Disability"

California State University, Sacramento
B.A. Communication Studies – Intercultural Emphasis **2010**

Sacramento City College
A.A. Music – Audio Production Emphasis **2001**

Boards and Commissions Leadership Institute, Sacramento
Certificate – Boards and Commissions Leadership **2015**
Areas of Concentration: Board Processes & Grant Writing

Responsible Conduct of Research Training
Certificate – CITI Training Group, Human Subjects Research Training **2020**
(Non-medical)

APPOINTMENTS

Fayette County Public Schools
Fayette County Public School Board, Equity Committee **2019-2022**
Committee Member

University of Kentucky
Evaluation Center **2020-2021**
Research Assistant

University of Kentucky, College of Education
Dean's Office **2019-2020**
Research Assistant

Disability Organizing Group For Initiating Total Equality (DOGFITE)
Executive Board, California state level advocacy group **2008-2019**
Board President

Resources for Independent Living (RIL), *Sacramento and Yolo Counties*
Executive Board, Community-based non-profit **2018-2019**
Board Chair and Board Member

Capitol Region Organizing Project (CROP)
Executive Board, California state-level advocacy group**.** **2018-2019**
Board Chair

California Civic Engagement Project housed at UC Davis, *(now Center for Inclusive Democracy housed at USC)*
Research Group, Academic Political Research **2015-2018**
Senior Researcher

California Employment Development Department (EDD)
Governor's Disability Advisory Committee (DAC) **2010-2013**
Committee Member

AWARDS AND RECOGNITIONS

Received South East Athletic Conference (SEC) Emerging Scholar Award **2021**
University of Kentucky

Recognized as a distinguished influencer of statewide disability legislation **2018**
California Department of Health and Human Services (DHSS)

Recognized as "Disability Rights Champion" **2018**
Sacramento Observer Newspaper

Received RIL Advocate of the Year Award **2014**
Disability Organizing Group For Initiating Total Equality (DOGFITE)

Recognized member of distinguished Disability Advisory Committee (DAC) **2012 & 2013**
"For leadership in helping guide a California State Agency to record levels
in employing Persons with Disabilities (PWDs)"

California State Employment Development Department (EDD)

TEACHING EXPERIENCE

University of California, Davis
Paid Speaker – "Lobbying at California State Level" **2017**
Developed and administered presentation to Political Science Undergraduate course on University of California Davis campus.

Sacramento City College
Program Proposal – "Disability Studies AAT" **2016-2019**
Working with administration to design and proposed disability studies program at Sacramento City College.

RELATED EXPERIENCE

Advocate
Californians for SSI **2012-2019**

Owner
Achieve Inclusive Results (AIR) Lobbying Firm **2017-2019**
Founder of lobbying firm.

Candidate for Election
Sacramento City Council District Five **2014 & 2018**
Organized and planned political campaign.

Program Representative
Employment Development Department, State of California **2006-2014**
Processed and adjudicated Californians' State Disability and Unemployment Insurance Program claims.

PUBLICATIONS AND PAPERS

Technical Report (Co-Author): "*Stakeholder Feedback Existing Data Review: Key Findings Report.* (College of Education Quality Assurance & Accreditation Report, (2019/2020)"
University of Kentucky Evaluation Center. **2020, Nov**

Organizational Report (Featured): *"Meet the Advocates"*
Western Center on Law and Poverty Annual Review 2018/19. **2019, Jul**

Journal Article (Co-Author): "*Considering the ethnoracial and gender diversity of faculty in United States college and university intellectual communities*"
South Texas College of Law, Houston: Hispanic Journal of Law & Policy. **2019, May**

Op-Ed Essay (Author): "*Protect special education students from budget cuts*"
Sacramento News and Review. **2019, Jan**

Journal Article (Contributor): "*The Ballot Initiative Transparency Act: Examining its impact on legislative compromise in California*"
California Journal of Politics and Policy. **2018**

Journal Article (Contributor): "*California's 2014 Ballot Initiative Transparency Act (BITA) and its impact on public involvement in the ballot initiative process*"
California Journal of Politics and Policy. **2017**

CONFERENCE AND OTHER PRESENTATIONS

- **Conference Presentation**: Panel Session. Topic: Student Perspectives on the Future, Moderated by Frank Lutz. Concordia Lexington Summit 2022 (Lexington, KY, 2022).
- **Conference Presentation**, Panel Session. Topic: Facultas Marginem (FM) as an identifier of the epistemic dysfunction around understandings of disability embraced by both PWD and the praxis of education. Annual Southeast Philosophy of Education Society Conference 2021. Held virtually (SEPES, Virtual Conference, 2021).
- **Recognized Paper Discussion**, Considering the Ethnoracial and Gender Diversity of Faculty in US College and University Intellectual Communities: Topic International perspectives on Diversity, Roundtable Discussion at Annual Conference of American Educational Research Association 2020. Cancelled due to Covid-19. (AERA, San Francisco CA, 2020).
- **Conference Presentation**: Conference Session. Topic Alius Modi Fasho as focus of conference session at Philosophy of Education Society 73rd Annual Conference (PES, Pittsburgh, PA, 2020).
- **Conference Presentation**: Panel Session. Topic Alius Modi Fasho as part of a panel on Disability at Southeast Philosophy of Education Society (SEPES, Athens, GA 2020).
- **Conference Presentation**: Panel Session. Topic: Employing PWD for Council of State Governments Annual Conference (CSG, San Juan, Puerto Rico 2019).
- **Conference Presentation**: Poster Session. Topic Disproportionality and Looming Budget Crisis Facing Sacramento City Unified School District. Annual Conference for Academic Research in Education (CARE, UNLV, 2019).
- **State Agency Presentation**: Information Session. California Department of Health and Human Services on new California legislation (Sacramento Convention Center, 2019).
- **Conference Presentation**: Panel Session. Topic the Organizational Conduct of a Board Directed Advocacy Group (DOGFITE) at CFILC Conference (Sacramento Convention Center, 2018).

- **Conference Presentation:** Poster Session. Topic Disproportionality in the Sacramento City Unified School District. Multicultural Education Conference (CSUS, 2018).
- **Public Speech**: Motivational. Made to approx. 5000 attendees at Disability Capitol Action Day (South Steps of California State Capital Building, 2016).
- **Public Speech**: Motivational. Made to approx. 2500 attendees at Disability Capitol Action Day (West Steps of California State Capital Building, 2012).