

Survey of Faculty with Disabilities



Image by Chona Kasinger, courtesy of Disabled And Here

Welcome to the Survey for Faculty with Disabilities! It will provide the Division for Equity and Inclusion (DEI) with a better understanding of the diversity of disabilities among faculty at UNM -- including but not limited to

- Cognitive disability (e.g., dyslexia),
- Emotional disability (e.g., anxiety disorder),
- Mental disability (e.g., depression),
- Physical disability (e.g., wheelchair use),
- Sensorial disability (e.g., Deafness),
- Chronic health disabilities (e.g., Crohn's disease), and
- Combinations of the above (e.g., traumatic brain injury)

-- and the various answers to the question:

"What is **your** experience of being a disabled faculty member at UNM?"

Are you a faculty member with a disability?

☐ Yes

☐ No

Consent:

Please review the following 3½ -minute close-captioned video describing the purpose, content, and risks of this survey: <https://vimeo.com/733290107> Resources to support faculty as they complete the survey may be accessed at: <https://campusclimate.unm.edu/faculty-with-disabilities-survey/about-the-survey.html>

Please indicate that you agree to participate in the survey described in the video:

- ☐ I provide my consent to participate.
- ☐ I do NOT provide my consent to participate.

Thank you for agreeing to complete the Survey for Faculty with Disabilities! The survey should take at least 15 minutes to complete. You may submit the completed survey via US Post, intra-institutional mail, or dropbox to:

Division for Equity and Inclusion
Attn: Survey for Faculty with Disabilities
Scholes Hall Suite 203
1 University of New Mexico
MSC05 3405
Albuquerque, NM 87131

No identifying information is associated with your responses or included in the data set (e.g., responses that identify particular departments, staff, or faculty members by name). You may also refuse to answer any of the questions at any time. As an incentive and a token of appreciation, all faculty who complete the survey will receive a \$20 gift card that will be emailed to you on or about December 15, 2022.

The time it takes to complete the survey will depend on how you choose to respond to the prompts. Checking boxes (i.e., providing quantitative data) may take less time than filling the open fields or uploading, and possibly creating, files (i.e., providing qualitative data).

SELF-IDENTIFICATION I: Disability

How do you classify your disability? Please select all that apply:	How do you prefer to describe your disability? Please describe in the space below:
<input type="checkbox"/> Physical (e.g., wheelchair use)	
<input type="checkbox"/> Mental (e.g., depression)	
<input type="checkbox"/> Cognitive (e.g., dyslexia)	
<input type="checkbox"/> Emotional (e.g., anxiety disorder)	
<input type="checkbox"/> Sensorial (e.g., Deafness)	
<input type="checkbox"/> Chronic health disabilities (e.g., Crohn's disease)	
<input type="checkbox"/> Chronic	
<input type="checkbox"/> Intermittent	
<input type="checkbox"/> Congenital	
<input type="checkbox"/> Acquired	
<input type="checkbox"/> Evident (e.g., visible, audible)	
<input type="checkbox"/> Non-evident (e.g., invisible, non-audible)	
<input type="checkbox"/> Situationally/Occasionally evident	
<input type="checkbox"/> Something else. Please describe:	

Self-Identification II: Intersectionality

What positionalities shape your experience and identity? Please select all that apply:

- ☐ Disability
- ☐ Deaf Culture
- ☐ Race and Ethnicity
- ☐ Tribal Affiliation. Please enter the tribe(s) you are affiliated with below:

- ☐ Gender, Gender Identity, and Gender Expression
- ☐ Sexual Orientation
- ☐ Religious or Spiritual Identity
- ☐ First-Generation College Status
- ☐ Something else. Please describe:

How do you prefer to describe yourself identity-wise? Please describe; if you need additional pages or wish to provide non-narrative forms of response, such as drawings, you may add them at the end of this survey with the label "Self-Identification II":

Does your disability status pre- or post-date your employment at UNM?

- ☐ Pre-date
- ☐ Post-date

Please select your race/ethnicity. Check all that apply:

- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic
- ☐ Native American/First Nations
- ☐ Latinx
- ☐ Pacific Island
- ☐ White
- ☐ Race(s) not listed. Please describe below:

Please select your Gender/Gender Identity/Gender Expression

- ☐ Cis-gender woman
- ☐ Cis-gender man
- ☐ Non-binary
- ☐ Gender non-conforming
- ☐ Queer
- ☐ Transwoman
- ☐ Transman
- ☐ Gender, gender identity, or gender expression not listed. Please describe:

Please select your sexual orientation:

- ☐ Bisexual
- ☐ Gay
- ☐ Heterosexual
- ☐ Lesbian
- ☐ Sexual orientation(s) not listed. Please describe:

Please select your religious or spiritual identity:

- ☐ Catholic
- ☐ Christian, please specify:
- ☐ Hindu
- ☐ Jewish
- ☐ Muslim
- ☐ Tribal faith, please specify:
- ☐ Agnostic
- ☐ Atheist
- ☐ Religious affiliation or spiritual belief not listed. Please describe:

Self-Identification III: Institutional Status

Which of the following best describes your status at UNM? Please select all that apply:	What aspects of your institutional status impact uniquely and/or are impacted especially by your disability? Please describe in the space below:
<input type="checkbox"/> Tenure-Stream Faculty	
<input type="checkbox"/> Clinical Faculty	
<input type="checkbox"/> Research Faculty	
<input type="checkbox"/> Lecturer	
<input type="checkbox"/> Graduate Instructor	
<input type="checkbox"/> Part-Time Faculty	
<input type="checkbox"/> Post-Doc or Visiting Faculty	
<input type="checkbox"/> Something else. Please describe:	

Disclosure I: Who

To which of the following UNM entities/groups have you disclosed your disability? Please select all that apply.

- ☐ Compliance, Ethics, & Equal Opportunity (CEEEO) (formerly OEO)
- ☐ Department/Program Chair
- ☐ Dean
- ☐ Colleagues
- ☐ Staff
- ☐ Students
- ☐ Counseling, Assistance & Referral Services (CARS) healthcare provider
- ☐ Someone(s) else. Please describe:
- ☐ No one / Not applicable

With whom at UNM have shared your disability status, either formally (disclosure) or informally? Please describe:

Please select the colleagues to whom you have disclosed your disability:

- ☐ All colleagues
- ☐ Some colleagues
- ☐ Only colleagues with disabilities
- ☐ Only colleagues who are also friends

Please select the staff to whom you have disclosed your disability:

- ☐ All staff
- ☐ Some staff
- ☐ Only staff with disabilities
- ☐ Only staff who are also friends

Please select the students to whom you have disclosed your disability:

- ☐ All students
- ☐ Only undergraduate students
- ☐ Only graduate students
- ☐ Only students/mentees
- ☐ Only students with disabilities

Disclosure II: Why

Which of the following reasons inform(ed) your decisions about disclosure at UNM? Please select all that apply:	Using the space below, please describe the factors that shape(d) your decisions about sharing your disability status at UNM. Your descriptions will be incredibly helpful in identifying institutional conditions that shape perceptions and experiences of disclosure.
<input type="checkbox"/> Fear of stigmatization	
<input type="checkbox"/> Internalized bias about disability in academia	
<input type="checkbox"/> Anxiety about the process	
<input type="checkbox"/> Privacy and confidentiality concerns	
<input type="checkbox"/> Do not think it is necessary	
<input type="checkbox"/> Want to be an advocate	
<input type="checkbox"/> Want to be an ally	
<input type="checkbox"/> Want to be a role model	
<input type="checkbox"/> Other reason(s). Please describe:	

Disclosure III:

How can UNM create a safe place for disclosure? Please describe below; if you need additional pages or wish to provide non-narrative forms of response, such as drawings, you may add them at the end of this survey with the label "Disclosure III":

Terms of Employment I: General

How does your disability impact your experience of the basic terms of faculty employment at UNM? Please select all that apply:

- ☐ Teaching
- ☐ Research, scholarship, and creative productivity
- ☐ Service
- ☐ Retention
- ☐ Promotion
- ☐ Something else. Please describe:

How specifically has your disability impacted your experience teaching at UNM? Please select all that apply:

- ☐ Accessible schedule (e.g., time between classes)
- ☐ Unaccommodating schedule (e.g., time between classes)
- ☐ Accessible physical classroom(s)
- ☐ Inaccessible physical classroom(s)
- ☐ Flexible modality(s)
- ☐ Mandated modality(s)

How specifically has your disability impacted your experience with research, scholarship, and creative productivity at UNM? Please select all that apply:

- ☐ Accessible laboratory
- ☐ Inaccessible laboratory
- ☐ Accessible archives
- ☐ Inaccessible archives
- ☐ Accessible library services
- ☐ Inaccessible library services
- ☐ Accessible conferences, seminars, and lectures
- ☐ Inaccessible conferences, seminars, and lectures
- ☐ Accessible collaborations (e.g., co-investigators who respect your needs)
- ☐ Inaccessible collaborations (e.g., co-investigators who bully or harass you)
- ☐ Support for travel
- ☐ Lack of support for travel
- ☐ Something else. Please describe:

How specifically has your disability impacted your experience serving UNM? Please select all that apply:

- ☐ Expected to represent Persons with Disabilities (PWD)
- ☐ Excluded from service roles due to disability
- ☐ Flexibility with mode(s) of participation
- ☐ Inflexibility with mode(s) of participation
- ☐ Excluded from leadership consideration due to disability
- ☐ Service to organizations related to disability not recognized by UNM
- ☐ Something else. Please describe:

How specifically has your disability impacted your experience of retention at UNM? Please select all that apply:

- ☐ Flexible timetables
- ☐ Inflexible timetables
- ☐ Range of institutionally recognizable modes of production
- ☐ Rigidity in institutionally recognizable modes of production
- ☐ Mentors available: role models, allies, and/or advocates
- ☐ Lack of mentors
- ☐ Collaborators who respect and accommodate your needs
- ☐ Collaborators who bully or harass you for working differently from them
- ☐ Something else. Please describe:

How specifically has your disability impacted your experience of promotion at UNM? Please select all that apply:

- ☐ Welcome inclusion in leadership roles
- ☐ Subtle or overt exclusion from leadership roles
- ☐ Flexible timetables
- ☐ Inflexible timetables
- ☐ Range of institutionally recognizable modes of production
- ☐ Rigidity in institutionally recognizable modes of production
- ☐ Mentors available: role models, allies, and/or advocates
- ☐ Lack of mentors
- ☐ Collaborators who respect and accommodate your needs
- ☐ Collaborators who bully or harass you for working differently from them
- ☐ Something else. Please describe:

Terms of Employment II: Essential Functions

According to the UNM Faculty Handbook, the essential functions of faculty members include teaching, research, and service. How has your disability impacted your experience fulfilling these essential functions? Please describe below; if you need additional pages or wish to provide non-narrative forms of response, such as drawing, you may add them at the end of this survey with the label "Terms of Employment II":

Terms of Employment III: Retention and Promotion

Academic benchmarks can be especially challenging to academics with disabilities who experience time differently than nondisabled faculty -- sometimes referred to as "crip time" -- or who need material, technological, environmental, or other accommodations to pursue their scholarly, pedagogical, and service goals. Please describe your experience with retention and promotion policies and procedures at UNM below; if you need additional pages or wish to provide non-narrative forms of response, such as drawings, you may add them at the end of this survey with the label "Terms of Employment III":

Terms of Employment IV: Needs and Allocations

As a faculty member with a disability, what resources and opportunities do you need from UNM, and how would you like those resources and opportunities to be allocated? Please describe in the box below; if you need additional pages or wish to provide non-narrative forms of response, such as drawings, you may add them at the end of this survey with the label "Terms of Employment IV":

ABLEISM

An often-cited definition of ableism is “a network of beliefs, processes and practices that produces a particular kind of self and body (the corporeal standard) that is projected as the perfect, species-typical and therefore essential and fully human. Disability then, is cast as a diminished state of being human” (Fiona Kumari Campbell, “[Inciting Legal Fictions: Disability's Date with Ontology and the Ableist Body of the Law](#),” Griffith Law Review 10 (2001): 42-62, qte. 44). If possible, please respond to both quantitative and qualitative prompts so we may gain a fuller understanding of faculty experiences of ableism at UNM.

Ableism I: What

Which of the following forms of ableism have you experienced at UNM? Please select all that apply:	Based on your experiences as a disabled faculty member at UNM, how do you define “ableism”? Please use this space to share your definition, and feel free to include examples, such as personal anecdotes and links to ableist university policies.
<input type="checkbox"/> Patronizing language	
<input type="checkbox"/> Verbal harassment	
<input type="checkbox"/> Presumptive physical behaviors (e.g., touching/guiding)	
<input type="checkbox"/> Physical bullying	
<input type="checkbox"/> Stigmatizing statements	
<input type="checkbox"/> Exclusionary behaviors (e.g., fail to provide accommodations)	
<input type="checkbox"/> Dehumanizing behaviors (e.g., not acknowledge your presence)	
<input type="checkbox"/> Ableist policies and procedures. Please describe:	
<input type="checkbox"/> Bias in committee assignments	
<input type="checkbox"/> Prejudicial statements on student evaluations	
<input type="checkbox"/> Something else. Please describe:	

Ableism II: Where

With which of the following offices and individuals have you experienced ableism? Please select all that apply:	Please use this space to describe where at UNM have you experienced ableism. We recognize that UNM activities and interactions take place on campus, off campus, and online.
<input type="checkbox"/> President's Office	
<input type="checkbox"/> Provost's Office	
<input type="checkbox"/> Compliance, Ethics, & Equal Opportunity (CEEO) (formerly OEO)	
<input type="checkbox"/> Vice President for Research Office (VPRO)	
<input type="checkbox"/> UNM Police	
<input type="checkbox"/> College Dean	
<input type="checkbox"/> Department/Program Chair	
<input type="checkbox"/> Colleagues	
<input type="checkbox"/> Staff	
<input type="checkbox"/> Students	
<input type="checkbox"/> Offices and/or individuals not identified here. Please describe:	

DISABLISM

Discrimination against people with disabilities, or disablism, can take the form of microaggressions or macroaggressions, including harassment, bullying, biased innuendo, and outright insult.

Disablism I: What

In which of the following ways have you been harassed, bullied, or otherwise discriminated against as a disabled faculty member? Please select all that apply:	Please use this space to describe your experiences of disablism at UNM.
<input type="checkbox"/> Discouragement from availing yourself of protections and resources to which you have a right through ADA	
<input type="checkbox"/> Resistance to implementing authorized accommodations	
<input type="checkbox"/> Presumption of diminished competence (e.g., equating disability with inability)	
<input type="checkbox"/> Disbelief (e.g., “you don’t look disabled”)	
<input type="checkbox"/> Resentment (e.g., you’re “getting away” with something)	
<input type="checkbox"/> Patronization (e.g., “you need simply to work harder”)	
<input type="checkbox"/> Depreciation of the seriousness of the issue (e.g., “our department is more accommodating than most”)	
<input type="checkbox"/> Something else. Please describe:	

Disablism II: Where

In which of the following contexts have you been harassed, bullied, or otherwise discriminated against as a disabled faculty member? Please select all that apply:	Please use this space to describe where at UNM have you experienced disablism. Again, we recognize that UNM activities and interactions take place on campus, off campus, and online.
<input type="checkbox"/> Department/Program meetings	
<input type="checkbox"/> Meetings with chair or dean	
<input type="checkbox"/> University-level committee meetings	
<input type="checkbox"/> College-level committee meetings	
<input type="checkbox"/> Department/Program-level committee meetings	
<input type="checkbox"/> Online classrooms	
<input type="checkbox"/> In-person classrooms	
<input type="checkbox"/> Hiring and/or onboarding	
<input type="checkbox"/> Somewhere else. Please describe:	

Ableism & Disablism: Resources

Which UNM resources have you sought for help with ableism and disablism? Please select all that apply:	UNM has resources to support faculty who have experienced ableism and disablism. Please use this space to describe if and how these resources were helpful for you.
<input type="checkbox"/> Equal Opportunity (CEEEO) (formerly OEO)	
<input type="checkbox"/> Faculty Ombuds	
<input type="checkbox"/> Accessibility Resource Center (ARC)	
<input type="checkbox"/> Division for Equity and Inclusion (DEI)	
<input type="checkbox"/> Center for Teaching and Learning (CTL)	
<input type="checkbox"/> Center for Teaching Excellence (CTE)	
<input type="checkbox"/> Center for Digital Learning (CDL)	
<input type="checkbox"/> Health Sciences Center Office for Diversity, Equity and Inclusion (HSC-DEI)	
<input type="checkbox"/> Women's Resource Center (WRC)	
<input type="checkbox"/> LGBTQ Resource Center	
<input type="checkbox"/> Faculty colleagues and administrators	
<input type="checkbox"/> Counseling, Assistance and Referrals (CARS)	
<input type="checkbox"/> Resource(s) not listed here. Please describe:	

HEALTH & WELL-BEING

Please respond to both quantitative and qualitative prompts in this section. The following prompts might be posed to disabled and non-disabled faculty. We recognize that your responses may reflect not just your disability status but also your other positionalities, like race and gender, and their intersection with disability.

Health and Well-being I

How often does your health and well-being suffer as a result of ableism, harassment, and other forms of stigmatization at UNM?	Please use this space to describe how ableism, harassment, and other forms of stigmatization at UNM effect your health and well-being.
<input type="checkbox"/> Once a week or more	
<input type="checkbox"/> About once a month	
<input type="checkbox"/> A few times a year	
<input type="checkbox"/> Less than once a year	
<input type="checkbox"/> Never	

Health and Well-being II

How often do you feel pressured to prioritize institutional responsibilities, including productivity as defined by the university, over your health and well-being?	Please use this space to describe the ways in which you feel pressured to prioritize institutional responsibilities, including productivity as defined by the university, over your health and well-being.
<input type="checkbox"/> Once a week or more	
<input type="checkbox"/> About once a week	
<input type="checkbox"/> A few times a year	
<input type="checkbox"/> Less than once a year	
<input type="checkbox"/> Never	

What negative physiological and mental health responses are triggered by your experiences as a disabled faculty member? Please select all that apply:	Please use this space to describe any negative mental health responses that are triggered by your experiences as a disabled faculty member and the experiences that trigger them.
<input type="checkbox"/> Feelings of isolation	
<input type="checkbox"/> Anxiety	
<input type="checkbox"/> Pain	
<input type="checkbox"/> Fatigue	
<input type="checkbox"/> Depression	
<input type="checkbox"/> Mania	
<input type="checkbox"/> Self-harm	
<input type="checkbox"/> Responses not listed here. Please describe:	

BUILT & VIRTUAL ENVIRONMENTS

The preceding questions focused on institutional culture and social environment. But accessibility is often understood in terms of built environments, so we want to make sure to ask about your experiences with the accessible and inaccessible features of UNM's built environments. We also need your input on UNM's virtual environments, which, especially since the start of COVID-19 pandemic, figure increasingly in UNM operations.

Built Environment I: Accessible

Which of the following elements of UNM's built environment do you find accessible? Please select all that apply.	Please use this space to describe how UNM's built environment is accessible and/or its impact on your sense of belonging or non-belonging at UNM.
<input type="checkbox"/> Classroom buildings	
<input type="checkbox"/> Individual classrooms	
<input type="checkbox"/> Libraries	
<input type="checkbox"/> Dining facilities (e.g., the SUB, Johnson Gym/Field)	
<input type="checkbox"/> Parking lots and parking structures	
<input type="checkbox"/> Bathrooms	
<input type="checkbox"/> Pathways (e.g., curb cuts)	
<input type="checkbox"/> Administrative buildings	
<input type="checkbox"/> Events structures (e.g., The Pit)	
<input type="checkbox"/> Specific UNM buildings. Please describe:	

Built Environment II: Inaccessible

Which of the following elements of UNM's built environment do you find inaccessible? Please select all that apply:	Please use this space to describe how UNM's built environment is inaccessible and/or its impact on your sense of belonging or non-belonging at UNM.
<input type="checkbox"/> Classroom buildings	
<input type="checkbox"/> Classrooms	
<input type="checkbox"/> Libraries	
<input type="checkbox"/> Events	
<input type="checkbox"/> Facilities (e.g., the SUB, Johnson Gym/Field)	
<input type="checkbox"/> Parking lots and parking structures	
<input type="checkbox"/> Bathrooms	
<input type="checkbox"/> Pathways (e.g., curb cuts)	
<input type="checkbox"/> Administrative buildings	
<input type="checkbox"/> Specific UNM buildings. Please describe:	

Virtual Environment I: Accessible

Which of the following elements of UNM's virtual environment do you find accessible? Please select all that apply:	In the space below, please describe how UNM's virtual environment meets your needs as a disabled faculty member. How does it provide a sense of inclusivity and belonging at the university?
<input type="checkbox"/> UNM website	
<input type="checkbox"/> UNM social media	
<input type="checkbox"/> Employee data systems (e.g., Loboweb, MyUNM, Banner)	
<input type="checkbox"/> University communiques (e.g., "President's Weekly Perspective")	
<input type="checkbox"/> Learning Management System (LMS)	
<input type="checkbox"/> Online library resources	
<input type="checkbox"/> Information Technology (IT)	
<input type="checkbox"/> Surveys	
<input type="checkbox"/> Other online spaces. Please describe:	

Virtual Environment II: Inaccessible

Which of the following elements of UNM's virtual environment do you find inaccessible? Please select all that apply:	In the space below, please describe how UNM's virtual environment falls short of meeting your needs as a disabled faculty member. How does it contribute to or create a sense of exclusion from and non-belonging in the university?
<input type="checkbox"/> UNM website	
<input type="checkbox"/> UNM social media	
<input type="checkbox"/> Employee data systems (e.g., Loboweb, MyUNM, Banner)	
<input type="checkbox"/> University communiques (e.g., "President's Weekly Perspective")	
<input type="checkbox"/> Learning Management System (LMS)	
<input type="checkbox"/> Online library resources	
<input type="checkbox"/> Information Technology (IT)	
<input type="checkbox"/> Surveys	
<input type="checkbox"/> Other online spaces. Please describe:	

Built & Virtual Environments: Self-advocacy

How have you navigated inaccessible environments at UNM? Please describe below; if you need additional pages or wish to provide non-narrative forms of response, such as drawings, you may add them at the end of this survey with the label "Built & Virtual Environments":

FUTURE

The final section of this survey asks you to share your thoughts about your future at UNM.

Future I

Have you considered leaving UNM as a result of your experience as a disabled faculty member?	In the space below, please describe why you have remained a faculty member at UNM. What has kept you here, despite experiences of ableism and disablism?
<input type="checkbox"/> Yes, frequently	
<input type="checkbox"/> Yes, sometimes	
<input type="checkbox"/> No	

Future II

Have you considered leaving the profession as a result of your experience as a disabled faculty member?	In the space below, please describe why have you have remained in the profession. What has kept you in academia, despite experiences of ableism and disablism?
<input type="checkbox"/> Yes, frequently	
<input type="checkbox"/> Yes, sometimes	
<input type="checkbox"/> No	

Future III

How can UNM support your health and well-being – and promote your success at UNM – going forward? Please describe below; if you need additional pages or wish to provide non-narrative forms of response, such as drawings, you may add them at the end of this survey with the label “Future”:

Thank you for taking the survey. Please provide the e-mail address to which you would like your \$20 gift card to be sent.

Please be aware of the following resources:

- For resources available to UNM faculty, access <https://mentalhealth.unm.edu/>.
- AGORA Crisis Center (<http://www.agoracares.org/>) offers a help-line, online chat, information and referrals, and non-judgmental help for anyone in need of emotional support. Anyone is welcome to use the service, and one does not need to be "in crisis" to call or chat with them.
- Crip Liberation (criplib@unm.edu) is a student group seeking to redress ableism and accessibility for disabled students at UNM. Directing students with disabilities to this group is one option for faculty, both disabled and non-disabled, to help disabled students find community and accommodation.
- Counseling, Assistance, and Referral Services (CARS) (<https://cars.unm.edu/>) promotes a healthy work-life balance by providing on-site services to assist UNM faculty and staff members with professional and personal concerns. Relationship difficulties, anxiety, stress and job burnout, depression, eldercare, coworker conflicts, alcohol or other drug abuse, managing change, grief and loss issues and preparing for retirement are just a few of the issues CARS can address.
- Ombuds/Dispute Resolution Services for Faculty (<https://ombudsfac.unm.edu/odr-services-for-faculty/>) provides UNM provides consultation & mediation services to UNM faculty & administrators for potential or ongoing workplace conflicts.
- Wayfinder (forthcoming) is a resource for faculty, staff, and students to navigate options when confronted with harassment and bullying at UNM, including ableism.