

Building on existing efforts to enhance and create a culture of accessibility and inclusion in undergraduate laboratory experiences across Science departments (Sukhai et al., 2017), we showcase a contextualized, collaborative, adaptive and iterative approach to address complex educational challenges for an increasingly diverse student body (Salazar et al., 2017; Smith et al., 2022). While lab courses cultivate foundational disciplinary competencies, they present unique accessibility challenges creating sensory, physical, cognitive, and psychological barriers for some.

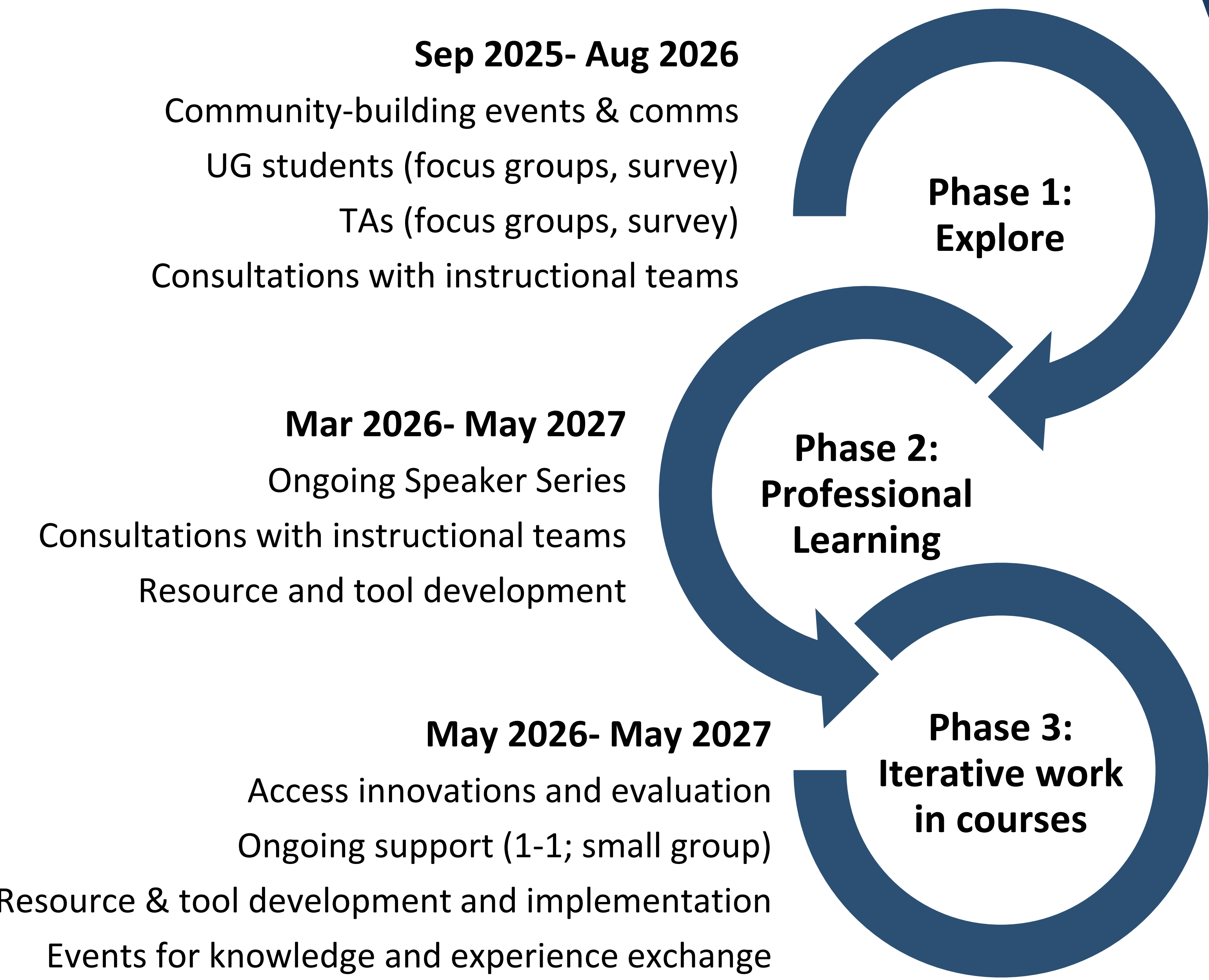
Our contextualized, collaborative, adaptive and iterative approach

Cultural, curricular, and pedagogical transformation emerge from creating opportunities for situated professional learning, tool and resource development, and ongoing support as **informed by the voices, knowledge, and experiences of partners**:

- **Students:** lived experience
- **Instructional teams:** disciplinary, teaching & local expertise
- **Cross-unit staff:** disciplinary, educational & broad context expertise
- **External consultants:** resources, experience beyond local context

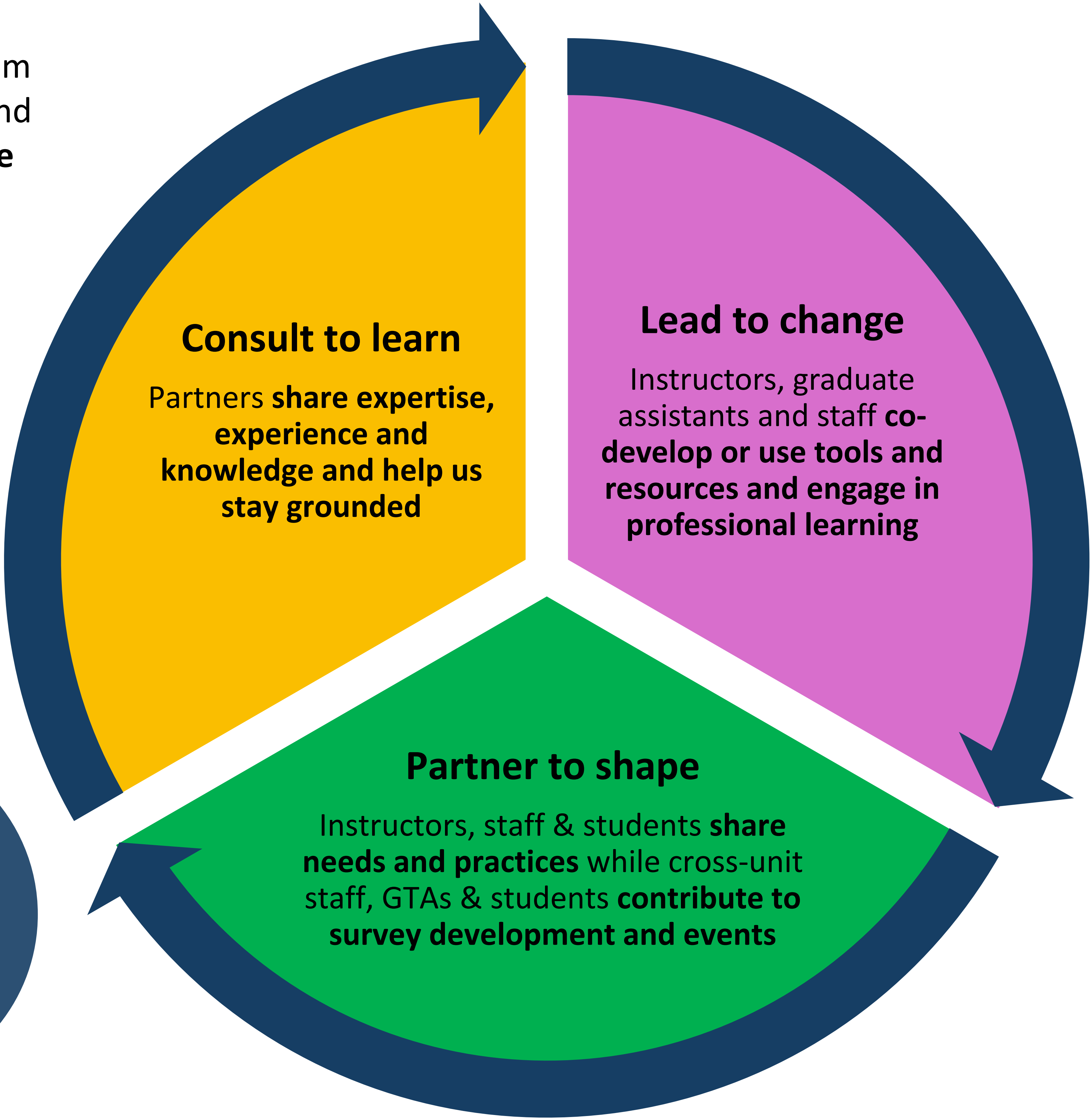
(Smith et al., 2022)

Our approach over time



Key Takeaways

- Working together helps us achieve more than working alone
- Ongoing funding keeps momentum and engagement strong
- Our approach helps us to meet people where they are
- Visible, ongoing support encourages meaningful change
- We need to go slow to go fast



So far...

Partners appreciate the collaborative and contextually informed effort to transform laboratory teaching and learning. Together, we:

- Secured additional funding through a co-constructed proposal.
- Deepened our understanding of disability and accessibility through Speaker Series events.
- Co-created a laboratory accessibility toolkit as a professional learning and pedagogical improvement tool.
- Co-developed surveys to learn about undergraduate student experience of accessibility and Teaching Assistant experience of supporting access needs in lab courses.

References
Salazar, M. d. C., Norton, A. S., & Tuitt, F. A. (2017). Weaving promising practices for inclusive excellence into the higher education classroom. *To Improve the Academy*, 28(1), 208-226. <https://doi.org/10.1002/j.2334-4822.2010.tb00604.x>
Smith, A. H., Grupp, L. L., Doukopoulos, L., Foo, J. C., Rodriguez, B. J., Seeley, J., Boland, L. M., & Hester, L. L. (2022). Taking teaching and learning seriously: Approaching wicked consciousness through collaboration and partnership. *To Improve the Academy: A Journal of Educational Development*, 41(1). <https://doi.org/10.3998/tia.453>
Sukhai, M. A. & Mohler, C. E. (2017). *Creating a culture of accessibility in the sciences*. Academic Press.



Companion handout
(<https://tinyurl.com/IUT26handout>)