



Sustainable Methodologies: Crip Futures

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Background

Common Threads

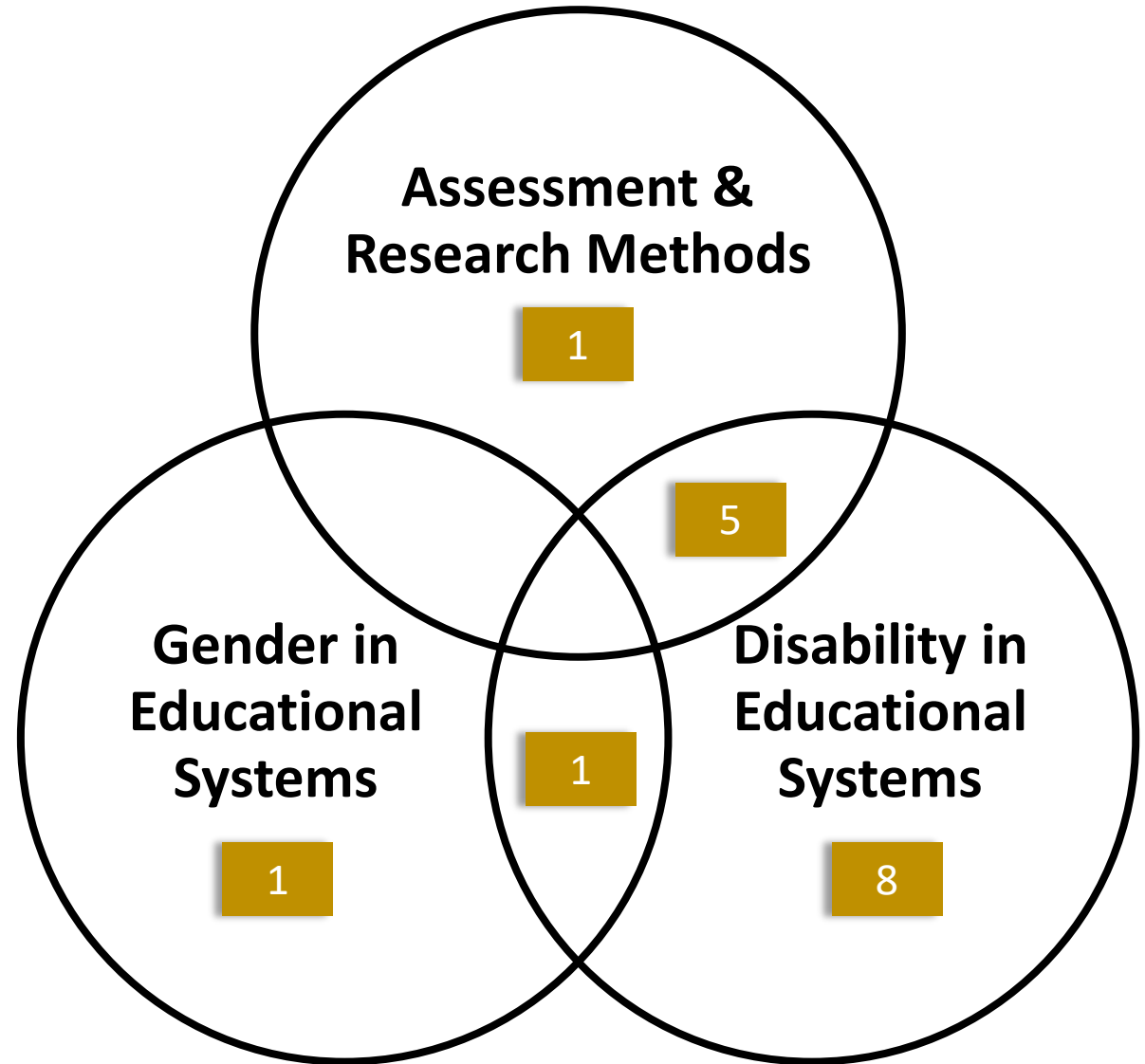
- 1) Diversity & Social Justice
- 2) Systems Thinking
- 3) Ecological Thought

Number of Publications:

10 Peer Review Journal Articles
5 Chapters in Edited Books
1 Academic Book

Publication Impact:

463 Citations
9 h-index



Example: Diversity & Social Justice

Brown, K., Peña, E., & Rankin, S. (2017). Unwanted sexual contact: Students with autism and other disabilities at greater risk. *Journal of College Student Development*. 58(4), 771-777.

Evans, N., Broido, E., **Brown, K.,** & Wilke, A. (2017). *Disability in higher education: A social justice approach*. Jossey-Bass.



Unwanted Sexual Contact: Students With Autism and Other Disabilities at Greater Risk

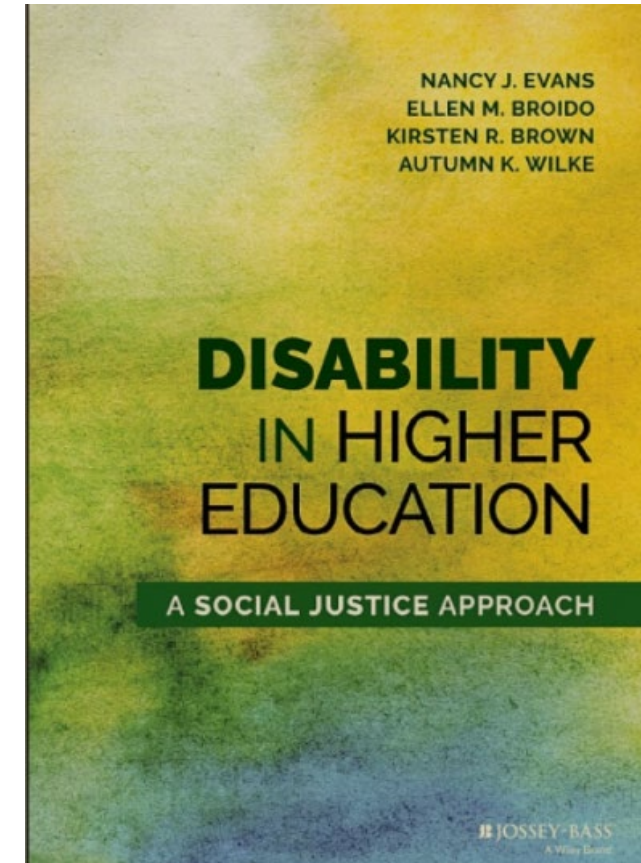
Kirsten R. Brown, Edlyn Vallejo Peña, Susan Rankin

Journal of College Student Development, Volume 58, Number 5, July 2017, pp. 771-776 (Article)

Published by Johns Hopkins University Press
DOI: <https://doi.org/10.1353/csd.2017.0059>



➔ For additional information about this article
<https://muse.jhu.edu/article/665682>



Example: Systems Thinking

Brown, K., Wilke, A., & Peña, M. (2020). Staff to student ratios: National benchmarking and best practices in disability services. *Journal of Postsecondary Education and Disability*, 33(3), 289-298.

Broido, E., Brown, K., Stygles, K., & Bronkema, R. (2015). Responding to gendered dynamics: Experiences of women working over 25 years at one university. *The Journal of Higher Education*, 86(4), 595-627. doi:10.1353/jhe.2015.0023

Persuasive Metrics: Caseload Benchmarking and Data-Driven Tools for Budgetary Advocacy

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Abstract

Caseload (student-to-staff ratio) is a metric commonly used by upper level administrators to inform budgetary allocations. Using a national, random sample we found that the average caseload is 133.0 students per disability practitioner. Institutions with one disability practitioner had a caseload of 154.9 students; institutions with two or three practitioners carried a caseload of 140.7 students. Practitioners working in offices with four or five full-time staff averaged 126.6 students and those with six or more full-time professionals carried a caseload of 135.2 students. Relying solely on caseload metrics to inform budgetary decisions is problematic because practitioners often have extensive workload responsibilities beyond student caseload, current caseloads may reflect overwork rather than socially-just staffing, and caseload metrics assume students use similar accommodations and these accommodations take comparable amounts of time to administer. Thus, we describe eight additional data-driven tools and illustrate how disability leaders can employ these tools for budgetary advocacy.

Keywords: student-to-staff ratio, caseload, socially-just staffing, budgetary support

Caseload is a ratio measure of work calculated by dividing the number of students by the number of staff. Caseloads are common benchmarking metrics in academic services (e.g., academic advising) and student-to-faculty ratios are a standard that institutions use to describe teaching capacity. Thus, disability leadership can expect upper level administrators will apply the logic of ratios when making budgetary decisions. It is imperative that disability leaders can effectively employ caseload metrics when advocating for their department. However, very little data exists on actual or ideal caseloads for disability service providers. A recent bi-annual report from the Association on Higher Education and Disability (AHEAD) provided the only known systematically collected data on workload metrics within the profession (Scott, 2017). Scott found that on average, respondents worked with 164 students and stated that "no single number reflects a 'typical' case load for DS professionals" (p. 13).

Unfortunately, at least 25% of disability practitioners reported that their institutions are not AHEAD members (Brown, 2017). Thus, measurement issues potentially influence existing caseload benchmarks (e.g., Scott, 2017) by excluding practitioners at institutions without access to disability specific professional development. It is possible that postsecondary institutions that fiscally support membership in a national professional organization (e.g., AHEAD) may enroll more students with disabilities making it easier to justify membership costs. Nationally representative and random selection techniques are necessary to assess the full-spectrum of employment within the field. Further, listserv discussions (e.g., DSSHE-L) anecdotally indicate that caseload may vary by institutional factors (e.g., size, institution type). Data that parse differences in caseload by institutional characteristics do not appear to be currently available.

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Responding to Gendered Dynamics: Experiences of Women Working Over 25 Years at One University

In this feminist, constructivist case study we explored how 28 classified, administrative, and faculty women's experiences working at one university for 25-40 years have changed. Participants ranged from 45- to 70-years-old at the time of their interview, with more than half older than 60, and 84% identified as White. Women with extended history of service to a single institution provide a unique lens for examining institutional change and gendered structures as they have, in their longevity, thrived or survived. In this article we explore a subset of the findings focused on how women recognize gendered dynamics within the university, and how women respond to inequitable dynamics. Women's descriptions of the climate include experiences of modern and benevolent forms of sexism in this institution; however, few participants identified these behaviors as sexist. We extend current understandings by documenting modern sexism in higher education and identifying patterns of description and denial of sexism, as well as adaptation and resistance to gendered dynamics. We demonstrate that climate cannot be measured solely by reports of sexual harassment, and explain why sexism is likely to be underreported.

Keywords: higher education, women, sexism, modern sexism, climate, resistance, qualitative

Over the last 40 years, the passage of Title IX, the marked expansion of middle and upper-class women in the paid workforce, and greater control over fertility have dramatically shifted women's experiences in the United States. Significant changes have taken place in the context of higher education, including women surpassing men's enrollment at

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The Journal of Higher Education, Vol. 86, No. 4 (July/August)
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Example: Ecological Thought

Wilke, A., Evans, N., Varland, C., Brown, K., & Broido, E. M. (2019). Access and integration: Perspectives of disabled students living on campus. *Journal of College and University Student Housing*, 46(1), 46-61.



Access and Integration: Perspectives of Disabled Students Living on Campus

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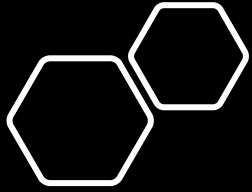
notably absent from the literature. Therefore, three research questions guided this study: (a) How do disabled students describe their residential experiences? (b) How does the residential experience promote social integration? (c) How might the residential experience be modified to support disabled students?

We employed a critical constructivist multi-site case study methodology. The goal of a case study is to “understand an issue or problem using the case as a specific illustration” (Creswell, 2007, p. 73). We sought to understand how the residential experience of disabled students influences their experiences of social integration. Jones, Torres, and Arminio (2014) described the case study as having an “intensive focus on a *bounded* system” (p. 93); we concentrate on the student experience and delimit boundaries by institution type and geographic location. The study included participants from 4 of the 14 institutional members of the Associated Colleges of the Midwest (ACM) consortium. The ACM consortium limits the case study to small, selective residential liberal arts colleges while expanding the research beyond a single institution. Disabled students made up 10% to 22% of the student population at the four institutions in this study. These colleges focus on undergraduate education, enroll fewer than 3,000 students, and enroll predominantly White students.

Our approach is critical in that we center the construct of ableism, “a form of oppression that occurs on societal, cultural, institutional, and individual levels by valuing able-bodiedness, independence, and creating environments that are hostile to people whose abilities fall outside the scope of normalcy” (Brown, 2017, p. 102). We used the social

justice model of disability as a theoretical framework to guide this study. Social justice adherents view disability as a social construction, center the influence of ableism, reject the privileging of typical ways of functioning (Ostiguy, Peters, & Shlasko, 2016), and promote the development of positive disability identity (Evans et al., 2017). This framework emphasizes that all people have the right to enriching and successful educations in settings where they are respected as unique individuals with complex and varied identities (Evans & Herriott, 2009).

The primary data for this study came from interviews with 24 participants who attended four different colleges (see Table 1). Interviews lasted 60–75 minutes. Participants were compensated for their time with gift cards; the funding for these cards was provided through an ACUHO-I grant. We prioritized the participants’ preferred method of communication (e.g., in-person interview, real time text, Skype interview). Participants shared aspects of their social identities during the interviews, and we followed up with a short written questionnaire soliciting additional demographic data. Most of the participants ($n = 18$) were juniors or above; only five were first- or second-year students. Only one of the 24 participants identified as a first-generation college student. Ten participants reported multiple disabilities, most often a psychological disability in combination with another type of disability. Fourteen participants reported psychological disabilities, 11 learning disabilities, 3 Attention-Deficit/Hyperactivity Disorder (ADHD), and 2 autism. Seven participants indicated that they had physical disabilities (typically non-apparent chronic illnesses).



Current Agenda

Articles In Revision

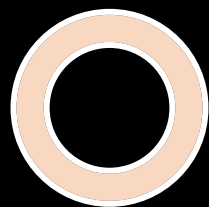
- Holmes, B., Zilvinskis, J., & **Brown, K.** (in revision). Disaggregating diverse disabilities within quantitative research for survey design. *Journal of College Student Development*

Articles Under Review

- Nachman, B., & **Brown, K.** (under review). Crip places: Dismantling disability discourse in the 2-year college literature. *Journal of Diversity in Higher Education*.
- **Brown, K.**, Wilke, A., Evans, N., & Broido, E., (under review). Doing my best, being healthy, and creating connections: Disabled students' narratives of collegiate success. *Journal of Diversity in Higher Education*.

Manuscripts In Preparation

- Wilke, A., & **Brown, K.** (April, 2022). "I am more than my diagnosis:" Disabled staff negotiation disability disclosure.
- Zilvinskis, J., **Brown, K.**, & Holmes, B., (June, 2022). Troubling the disability discourse: Critical theories and survey items development.



Future Directions

- Sustainable Methodologies
 - Survey item redesign
 - Second academic book
- Gender & Race in Educational Systems
 - Classified staff + 25 years
 - Whiteness and advancement
- Cripestemologies
 - Disabled places
 - Tension between self-description and medical identification of disability
 - Crip time





Thank You
&
Questions