Disability Inclusion Work Progression
Self-Assessment Tool for Campus Career Offices

	Level One	Level Two *(Plus Level One)*	Level Three *(Plus Levels One and Two)*
Accessibility & Approachability	• Ensures physical space, events, and resources are accessible to all students	• Communicates intentionally and inclusively through website, publications, and social media • Conducts audit of materials and communication • Establishes relationships with staff in university offices of disability services and other appropriate campus offices	• Considers student hiring and staff hiring practices with a focus on diversity for own team
Programming & Partnerships	• Familiar with additional campus resources for students with disabilities	• Establishes relationships with staff in university offices of disability services and other appropriate campus offices • Conducts specifically targeted outreach to students with disabilities • Offers specifically targeted programs and resources for students with disabilities • Links to other campus resources in designated website and other communications	• Forms strategic partnerships with campus disabilities teams and other appropriate staff offices in desire to best serve student population • Connects with student leadership (club for students with disabilities and/or student government, and/or other appropriate organizations) to best respond to campus-specific concerns and ideas • Forge meaningful opportunities for students with disabilities to connect with employers and alumni to gain insights into transitioning to the workforce, as well as general career/industry advice; includes proactively reaching out to employers and alumni to strategize and partner on events and services
Professional Development	• Some participation in disability trainings	• Includes disability training focus in inclusion conversations, intentionally discovering research on bias and discrimination in the hiring process, at all staff levels • Participation in disability training/programming should not be assigned to only one person in multi- person offices, it should be a team-wide approach • Consistently consider best practices for coaching/counseling/advising students with disabilities in individual appointments	• Team members drive quest for additional trainings and discussions to better serve students with disabilities • Trains team members, colleagues, and employer partners on technological advancements and resources available as accommodations to individuals with disabilities • Ensure access to updated trainings/expertise on legal aspects of disability hiring
Data & Analysis	• Collects data on students with disabilities	• Able to track all outcome surveys (first destination, event, outcomes, etc.) for students with disabilities	• Correlations are made from data collected across many layers of identity and engagement, from both the career office and partner offices • Data is used for evaluation, decision-making, and sharing stories with other campus and off-campus stakeholders

Developed by the 2019 Careers for Students With Disabilities Task Force