

The Gregory S. Fehribach Center: An Evidence-Based Internship Program for Students with Physical Disabilities

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The Gregory S. Fehribach Center began with a strategic observation shared between two disability leaders at Ball State University (BSU) in 2008. Greg Fehribach is an Indianapolis attorney, national disability expert, civic leader, and wheelchair user. He served on the University's Board of Trustees years after becoming the first physically disabled student body president there while earning his bachelor's and master's degrees (Williams, 2002). He has been a long-time supporter of BSU's Disability Resources (DR) office and frequently collaborates with former DR director, Larry Markle, who also served as president of the Indiana Association on Higher Education and Disability (IN AHEAD). During one of their conversations, Fehribach observed that he rarely saw other people with physical disabilities at leadership meetings where important decisions were made about disability policies or practices. They knew the same was true across the state's higher education ecosystem. "We need to build a bench," Fehribach told Markle, using an athletic metaphor both sports fans could appreciate. The "bench" would be a pipeline for a younger generation of professionals with disabilities ready to move into leadership roles. Fehribach looked at his friend and asked, "What are we going to do about it?"

Summary of Relevant Literature

Ball State University is a public, Midwestern university long recognized for its efforts to create a welcoming, accessible environment for disabled students, particularly those with physical disabilities (i.e., mobility, orthopedic, visual and/or hearing impairments; Chang, 2019). The disability resources office sponsors an active, student-led Alliance for Disability Awareness group, for example, as well as wheelchair basketball and power soccer teams (Amos, 2023). Fehribach's charge led campus leaders to examine

why Ball State graduates with physical disabilities were not finding equitable employment after graduation. This question emerged at a time when two conditions were in place: Ball State's ongoing tradition of supporting the growth and matriculation of students with disabilities coupled with a paucity of local or state services to assist them in finding equitable employment after graduating (Wessel et al., 2009).

A determination was made to focus improvement efforts on students with physical disabilities, who often encounter implicit bias by employers (Maciujec, 2017). Existing services such as Vocational Rehabilitation and the Erskine Greene Training Institute, while limited, already targeted some of the needs of young adults in Indiana with other types of disabilities. College students and graduates with physical disabilities often experience unique barriers when seeking employment, such as inaccessible physical and digital environments, inadequate preparation for employment in secondary and postsecondary education, lack of accessible housing and transportation options, and confusion over the impact that employment may have on their disability benefits (DiYenno et al., 2019; Parker & Markle, 2021; Pillette, 2019).

Campus leaders conducted informal interviews with current students and alumni who had these disabilities. Those conversations led to the realization that, in most cases, students with physical disabilities were not adequately preparing for post-graduation employment. This deficit included low levels of engagement in paid work experiences or internships. As a member of the Board of Trustees at both Ball State and the Health and Hospital Corporation of Marion County in central Indiana, Fehribach connected both organizations in an exploration of possible internships for Ball State students with physical disabilities. The Health and Hospital Corporation is the parent organization of Eskenazi Health, the public hospital and health care system in Indianapolis. Christa Hicks, the

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Chief Human Resources Officer at Eskenazi Health, was an early and enthusiastic champion of this partnership. She and other Eskenazi leaders viewed the partnership as highly congruent with the organization's educational mission and diversity efforts.

One Ball State student interned in a pilot internship at Eskenazi Health in 2011. In 2013, Eskenazi Health then formalized this successful start by creating the Initiative for Empowerment and Economic Independence (IEEI). The program initially hosted only Ball State students, with one student in 2013, four in 2014, and five each in 2015 and 2016. Beginning in 2017, IEEI began seeking interns from additional local campuses. In 2018, it began recruiting students with physical disabilities from colleges and universities across the state along with Indiana residents attending college out-of-state. In recognition of his vision and leadership in establishing the program, IEEI was renamed the Gregory S. Fehribach Center in 2019.

While the Fehribach Center offers unique programming in its home state, its leaders have learned from programs across the United States that do related work, often with different populations. While small in number, this growing group of programs offered helpful insight into services, organizational frameworks, and even funding and marketing options that could be developed in Indiana. See Table 1 for examples.

Setting and/or Participant Demographics

The Fehribach Center has experienced significant growth in recent years. What was initially a partnership between Ball State and Eskenazi Health has expanded to include all colleges and universities in Indiana (and select schools in contiguous states) and many additional Indiana-based employers. At the time of this writing, the Center has facilitated 396 internships for 195 students (students can participate in multiple internships). The interns have come from 40 colleges and universities and 39 employers have hosted Center interns.

While the internship program is the foundation of the Fehribach Center's work, in 2020 a national Research Advisory Board (RAB) was established to guide the Center's efforts to fund research projects to better understand employment outcomes for college graduates with physical disabilities. In time, these research findings will be used to inform policy recommendations at the state and national level. The Center has also engaged in educational outreach with secondary and postsecondary educational institutions to facilitate evidence-based career development for students with physical disabilities.

Today the Fehribach Center staff includes a number of leadership roles. These include two full-time positions (director and program manager); a half-time program manager of research, educational outreach and communication; and two consultants: an internal evaluator and a career consultant. In addition to the Center's Research Advisory Board, the organization has been well served from its inception by an advisory board composed of Indiana leaders in government, education, medicine, professional sports, and well as community leaders, all of whom share their time, talent, and connections. It was this group that helped early Center leaders obtain corporate funding that launched and continues to help underwrite much of the program's financial costs.

Depiction of the Problem

Disabled college graduates in both Indiana and nationally experience significant gaps in employment success compared to nondisabled college graduates. A recent U.S. jobs report on labor force participation rates indicated that only 33.7% of working age people with disabilities were employed, compared to 76.2% of those without disabilities (U.S. Department of Labor, 2021). In 2020, the employment rates of working-age people with disabilities in Indiana ranged from 20.8% (rural areas) to 49.7% (urban areas) (Research and Training Center, 2020). Both national literature and statewide practices also depicted low rates of effective engagement between college students with disabilities and campus Career Services (CS) offices (Pilette, 2019).

Given these findings and the limited in-state employment services for Indiana students and graduates, Fehribach, Markle, and other early supporters sought meaningful ways to provide greater work experience and professional development to busy undergraduates. From their review of the literature and anecdotal knowledge, they recognized that paid work experience related to the students' majors would be key. They also understood the need to find employers who valued the diversity that disabled employees could bring to the workplace in a manner that has since been termed the Diversity, Equity, Inclusion, and Accessibility (DEIA) movement (The White House, 2021). Finally, they appreciated the logistical challenges of making accessible housing and transportation available to students who needed it as well as help putting employment accommodations into place if warranted. While early thinking focused on the needs of BSU student and graduates, Fehribach, Markle, and other early leaders recognized a need for statewide programming that could address a larger gap.

Table 1*Employment Preparation Programs for Students with Disabilities*

Campus-Based Programs	
Campus	Name
Wright State University	College2Careers https://www.wright.edu/disability-services/career-and-vocational-support
University of Illinois	DRES Career Services https://www.disability.illinois.edu/academic-accommodations-and-supports/career-services
University of Washington	DO-IT Pals, DO-IT Mentors https://www.washington.edu/doi/programs/do-it-pals https://www.washington.edu/doi/programs/do-it-mentors
University of Massachusetts Medical School	WorkWithoutLimits https://workwithoutlimits.org/about/
Off-Campus Programs	
Name	
Entry Point! https://www.aaas.org/programs/entry-point	
Disability:IN https://disabilityin.org/	
The Lime Connect Fellowship Program https://www.limeconnect.com/programs/page/the-lime-connect-fellowship-program	
Workforce Recruitment Program (WRP) https://www.wrp.gov/wrp	
BroadFutures https://broadfutures.org/	
Starkloff Disability Institute https://starkloff.org	
Erskine Green Training Institute https://www.erskingreeninstitute.org	

Description of Practice

The Fehribach Center recruits students with physical disabilities at colleges and universities across Indiana for full-time, eight week, paid internships in positions related to the student's academic major. The Center seeks to place between 50 to 60 students each summer, with a limited number of fall and spring internships also available. Students can apply for the program after completing their first year of college through one year after graduation. Graduate students are also encouraged to apply. Internships can be arranged for students with any academic major. Most internships are onsite in the Indianapolis area, though remote options exist and provisions are made for employers who are outside of Indianapolis. For students who normally reside outside of the Indianapolis area, free, accessible housing is provided to the intern during the summer. For interns who are unable to drive, transportation assistance is provided to get them to and from their internship site. The Fehribach Center also provides weekly professional development opportunities to interns and offers additional career development assistance to current and former interns in the form of disability-informed career assessments and career coaching.

Intern Recruitment

The Fehribach Center staff are former postsecondary Disability Resources (DR) professionals with longtime connections to colleagues in Indiana. When the Center began recruiting students for internships at campuses beyond BSU, they arranged on-campus meetings on each college and university in Indiana to explain the program and its benefits for students. Given this background, on-campus recruitment efforts have been hosted by DR offices. The Center asks DR professionals to collaborate with colleagues in CS to promote the internship program. They encourage all students to meet with CS professionals to get assistance with resumes, cover letters, and interviewing preparation. To apply for a Center internship, students need to submit a resume, cover letter, and three letters of reference. Center staff members then schedule a Zoom interview with each student to learn more about what he/she/they would like in an internship.

Internship Placement

After receiving application materials and speaking with students, Fehribach Center staff then seek out internships for the applicants. This is a personalized process; Center staff look for an internship specifically fitting with that student's academic major and career goals. The Center then connects the stu-

dent with a supervisor at Eskenazi Health or one of its employer partners so the student can learn more about the type of work in the specific internship. The supervisor and the intern then determine if this internship would be a good fit for both parties. With over 30 employers in its network, including Fortune 500 corporations, the Center can facilitate internships for students with any academic major. In its most recent summer internship program, the Center provided 56 internships, with Eskenazi Health hosting approximately half of the interns. Among the majors represented in this cohort were engineering, health services, education, computer science, communications, chemistry, marketing, social work, political science, and human resource management. All interns are onboarded at the organization in which they will work and paid competitive wages by that employer, with most interns making at least \$18/hour.

Professional Development and Networking Opportunities

In addition to the paid internship, all summer Fehribach Center interns are invited to join in weekly professional development opportunities. These are typically conducted over the lunch hour and presented, free of charge, by experts who are supportive of the Center's mission. Since interns are in multiple locations throughout Indiana, the sessions are delivered virtually. See Table 2 for example topics.

In addition to weekly professional development sessions, the Center hosts networking events each summer for interns. Interns, supervisors, and local civic and business leaders are invited. These social activities have included professional sporting events, including attending a minor league baseball game and a Women's National Basketball League game, receptions celebrating the anniversary of the Americans with Disabilities Act, and a business dining etiquette meal hosted by a local restaurant.

Additional Supports for Interns

Housing: For interns living outside of the Indianapolis area, free, accessible housing is provided at apartments operated by a local university. These apartments are adjacent to Eskenazi Health. Typically, two interns share an apartment. In addition to being on a university campus, these apartments are next to a state park with recreation trails, a concert venue, and several museums and restaurants close by.

Transportation: The Fehribach Center offers transportation assistance for interns who do not drive. This includes access to a lift-equipped van, access to a corporate account for a ride-sharing service, and the purchase of passes for public transportation systems.

Table 2*Sample Professional Development Workshops for Fehribach Interns*

Topic	Presenter or Company
Professionalism in the workplace, both in onsite and remote settings	Eskenazi Health Institute for Professional Development
Appropriate usage of social media	Eskenazi Health Public Affairs and Communication
The disability rights movement and how students can get involved	Judy Heumann, Greg Fehribach
The importance of civic engagement, volunteering, and joining local boards	Joseph Maley Foundation
Disability disclosure and requesting accommodations in the workplace	Attorney with a disability on the Center's Advisory board
Financial literacy, including understanding credit	Indianapolis Neighborhood Housing Project
The value of mentoring and being mentored	Pass the Torch Foundation
Interviewing skills, resume preparation, and networking	Talent Acquisition team at Eli Lilly & Company
The impact paid work experiences can have on benefits	Indiana ABLE Authority

Meal cards: Onsite interns in Indianapolis are given a meal card to help offset the costs of daily lunches.

Disability access: While not all interns need accommodations for their job demands, the Fehribach Center works closely with interns and their supervisors when an accommodation is needed. Accommodations provided have included sign language interpreters, captioning, screen-reading or magnification software, larger computer monitors, and voice-activated software. The Center's program manager is a certified assistive technology specialist who also happens to be blind. He works individually with interns and employers as needed to help them address accessibility barriers.

Career Assistance Offered to Interns

While the Fehribach Center is clear that it is not a job placement service, it does offer interns a variety of options that assist them in clarifying and implementing their career plans in self-determined ways.

Career assessments: All interns are given the opportunity to complete a career assessment with a local professional whose private practice specializes in working with students with disabilities. These entail two 1-hour virtual sessions a week apart. The assessments utilize industry-standard instruments: the

Myers-Briggs Type Indicator and the Strong Interest Inventory. Interns receive a lengthy written report that provides detailed feedback and recommendations for building on their internships as they begin looking for employment. These career assessments are adapted for students with disabilities to ensure their accessibility, promote self-determination, and include disability-specific resources individualized to the questions or needs identified by that intern during the intake process. With interns' signed consent, copies of the reports are then shared with Center staff.

Career consultant: All current and former Fehribach Center interns have access to a career consultant employed by the Center. This campus professional, with a strong background in CS in higher education, provides personalized assistance with career development activities such as resume preparation, interviewing skills, and assistance with job searches.

Direct connection with employers: Fehribach Center employer partners are organizations who see the value in a diverse workforce and recognize disability as an important component in their diversity, equity, inclusion, and accessibility (DEIA) efforts. These employers often share job openings with the Center in the hope of attracting Center alums for full-time, professional positions.

Mentoring opportunities: Each intern is given the option of being connected with a mentor during the internship. These mentors include members of the Fehribach Center's Advisory Board, former interns who are now successfully employed, or senior leaders at Eskenazi Health. The Center also partners with a national organization (Pass the Torch for Women Foundation) that provides a mentoring program and offers this opportunity to women interns.

Fehribach Center Funding

The Fehribach Center insists that each internship it facilitates is a paid internship. Employers hosting Fehribach Center interns pay their interns at the same rate they pay non-disabled interns. Eskenazi Health, the home of the Fehribach Center, pays the salaries and benefits of the Center's staff members along with the salaries for 25 interns annually. All additional expenses described above come from funds the Fehribach Center has received through grants or gifts from individual or corporate donors.

Evaluation of Observed Outcomes

To ensure that it was establishing an evidence-based internship program and to receive unbiased feedback about the program, in 2018 the Fehribach Center contracted with an external evaluator to develop an assessment and evaluation protocol for the Fehribach Center. The evaluator established an extensive data collection process to enable formative and summative evaluation, including obtaining descriptive quantitative data as well as qualitative data from stories and narratives. As a part of their participation in the program, each Center intern is asked to provide pre- and post- internship reports that assess outcomes in four areas: (1) autonomy and self-determination, (2) professional development, (3) career readiness, and (4) meaningful and accessible work experiences. In addition to their ratings of Likert-scale questions in these domains, interns are asked to respond to open-ended prompts about their experiences.

Key Findings from the Most Recent Intern and Supervisor Assessment Reports

Interns

When completing the anonymous assessment reports, interns are asked if this is their first Fehribach Center internship experience or if they have previously interned through the Center. While an assumption could be made that returning interns would report higher levels of competencies in each of these categories, they are often assigned more complex

and demanding internships. This pattern potentially challenges assumptions of their career readiness and abilities to perform required tasks given to them. Annual internal reports reflect respondents' high levels of perceived competence and satisfaction from both new and returning interns.

Using a five-point Likert scale where 5 is the highest level, both new and returning interns' average scores were above 4.0 on these two prompts:

- "I am competent in my work and able to perform my responsibilities well."
- "I had meaningful, work-related responsibilities in my internship."

First-time interns reported the highest levels of growth in the follow areas. These qualitative data are an essential part of the Center's efforts to seek and learn from interns' lived experiences.

- "I network by professionally interacting with others on work interests in a real-world workplace."
- "I manage my time by efficiently controlling how I spend the hours of my day."
- "I am aware of organizational culture; I understand why things happen the way they do in a workplace."

Returning interns reported the highest levels of growth in the follow areas.

- "I am aware of organizational culture; I understand why things happen the way they do in a workplace."
- "I have the skills needed to succeed professionally."
- "I am confident I will succeed professionally."

Supervisors and co-workers

Supervisors and co-workers are asked to complete a report at the end of the student's internship with the questions pertaining to the inclusivity and accessibility of the environment and their perceptions of their ability to mentor and supervise the intern. In the most recent assessment cycle, these colleagues of the interns generally reported a high level of comfort working alongside people with physical disabilities and that their interns did their duties well. The internship seemed to raise awareness among supervisors and co-workers of issues pertaining to physical and technological accessibility: only 69% of respondents reported a physically accessible workplace and 72% felt their workplace was technological accessible.

Key Findings from PICSS

A more recent assessment of Fehribach Center interns is the Post-Internship Career Status Survey (PICSS). PICSS, created by the same external evaluator who conducts the internship and supervisor evaluations, seeks to determine immediate next steps in the career journey for interns. It is administered four months after the completion of the internship and provides a career engagement rate (documenting professional employment, continuing education, or additional internships) for each cohort of interns and, when available, state-level employment data. The career engagement rate measures students' progress towards major career development goals including college completion and the attainment of employment following graduation. In December 2023, the internal evaluator averaged PICSS findings from the prior six administrations to create a larger data set (see Figure 1). Three key findings emerged:

- The career engagement rate for interns was 91.0% (71.1% continued their education; 15.2% were professionally employed; and 4.7% were interning again).
- 84% of interns professionally employed were working in positions directly related to their academic studies.
- Of those interns who were employed, 28% received job offers prior to graduation.

In addition to the extensive quantitative data gathered from interns through pre- and post-internship reporting and through PICSS, the Fehribach Center routinely collects rich qualitative data from interns. Direct access to interns' authentic voices through this approach, funded qualitative studies, and their regular participation on panel discussions hosted by the Center are invaluable efforts to understand and learn from interns' lived experiences. This information allows staff members to regularly monitor students' progress in their internships, to intervene if there are concerns, and to gain valuable feedback from them about their experiences in the program.

Each Fehribach Center intern is required to complete a journal on a weekly basis during their internship in which they are asked to write a paragraph responding to two prompts: "Related to your work experiences, what did you do in your internship this week?" and "Related to the staff and office, what did you learn about the staff and culture this week?" At the end of the second week of the internship, interns send their journals to Fehribach Center staff members to review and to take action if the intern expresses concerns about the experience. The completed jour-

nal is then due at the end of the internship. While the main purpose of the journal is to afford interns the opportunity to reflect on their experiences, the information that the interns share help the Fehribach Center staff members better understand what internship placements are working well and those that may not be best in the future.

Written feedback through reporting and journals is complemented with regular interaction that staff members have with interns to "check in" on their internships. For those living onsite in the housing provided by the Fehribach Center, these check-ins also include conversations about how that experience is going for them. Staff members try to meet either in person or online individually with each intern during the summer. One or two returning interns are also designated to be cohort leaders who help convey program information to students and to plan additional after-hours events and programming for interns. Fehribach Center staff members meet regularly with cohort leaders to get their perspectives on interns' experiences and to assist with ideas and planning for Fehribach Center events. Fehribach Center leaders are currently planning to implement an alumni council that would meet quarterly to provide input on the internship program and to generate ideas for weekly professional development offerings and social events for interns.

Internal Review of Intern Outcomes

On an annual basis, Fehribach Center staff attempt to connect with former interns to get an update from them on what they are doing professionally. This is accomplished through a variety of ways including in person meetings, emails, phone calls, and reviewing social media accounts such as LinkedIn. An internal review of the current status of all 162 individuals who had interned through the Center from its inception found that 69 had graduated and were employed, while 75 were still pursuing undergraduate or graduate degrees. Only eight reported being unemployed, with three of these interns not working for health reasons. The Center has lost contact with eight former interns and two are deceased. These numbers demonstrate that 89% of interns who had graduated were professionally employed. Further, 85% of those graduates were employed in fields directly related to their college major.

Implications and Transferability

Students with physical disabilities interning through the Fehribach Center are successfully completing college-level internships. As recommended by

Figure 1

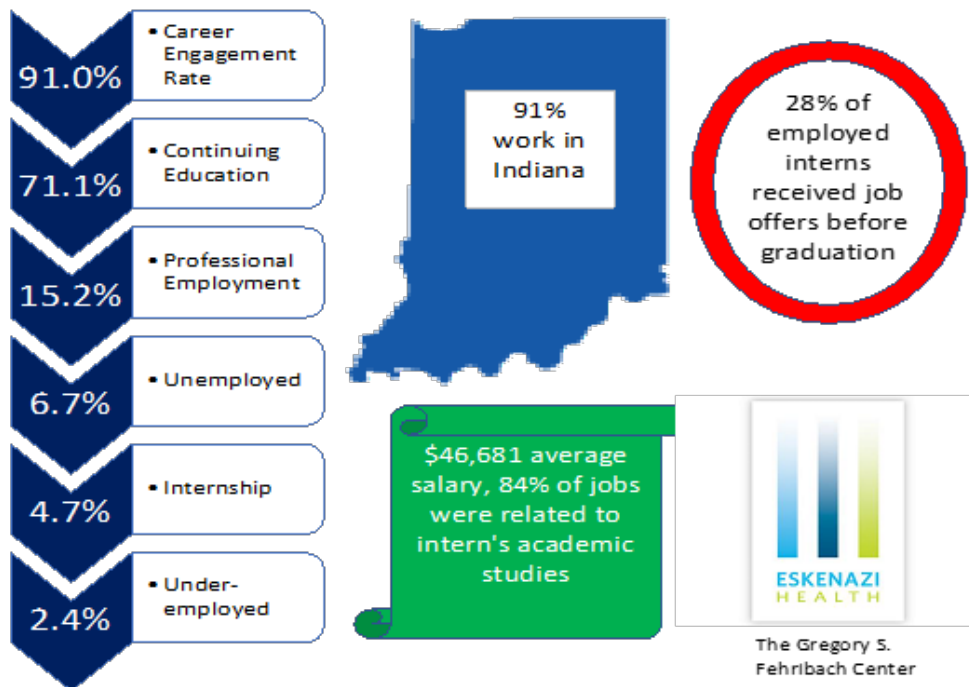
Career Engagement Rates of Fehribach Center Interns

Post-Internship Career Status Survey (PICSS) Report

All Interns as of December 13, 2023

PICSS provides data on post-internship career steps taken by interns sponsored by the Fehribach Center at Eskenazi Health. An overall career engagement rate provides a percentage of interns actively advancing in their careers following the internship.

This is a summary of data for all interns since the start of PICSS, that is the spring cohort 2021 through the summer cohort 2023. Among the 212 interns, information was gathered on 211 of them, a 99.5% response rate.



Note. Salary data benchmarked against Annual Disability Statistics Compendium (Paul et al., 2023) annual median earnings of full-time, full-year for civilian workers ages 18-84 years old: (a) in the United States, \$43,228 for individuals with disabilities, compared with \$51,413 for individuals without disabilities, and (b) in Indiana, \$41,174 for individuals with disabilities, compared with \$51,394 for individuals without disabilities.

the literature (Cmar et al., 2018; Oswald et al., 2015), these experiences are helping students find professional work after graduation. The previously mentioned high career engagement rate for former Fehribach Center interns makes a strong case for the efficacy of paid internships and professional development experiences for students with physical disabilities.

As the Fehribach Center continues to recruit additional employers to host interns, it will look to expand its reach beyond Indiana. Initial efforts have been made to recruit students with physical disabilities attending colleges and universities in other Midwestern states. This will help Fehribach Center staff determine the scope of its program and the capacity to host additional interns. While demand for internships is currently outpacing supply, the Center wants to chart planned growth to ensure that interns and supervisors continue to have quality experiences. Additionally, growth of the program could be limited by the availability of accessible housing, transportation, and personal care for students who utilize it.

Many aspects of the Fehribach Center's internship program could be replicated by other entities including organizations, campuses, employers and/or city/state agencies. The Fehribach Center model could be adapted to address the needs of college students with physical disabilities in other locations as well as for students with other types of disabilities. Teams who work with students on the autism spectrum or with mental health disabilities, for example, could use the Center's model to craft relevant programming for other cohorts of students. Below are a few first-step recommendations for DR professionals and others considering replicating aspects of the Fehribach Center model. Refer to Figure 2 for further suggestions.

- Identify which students to include: The founders of the Fehribach Center had expertise and experience in working with physically disabled students and recognized that these students were often not included in career development opportunities. Following this model, if an institution has a large number of students with autism, it could establish internship opportunities for students with autism.
- Start small: The Fehribach Center began with just one intern, and the student was carefully selected to be a good match with Eskenazi Health. There are many logistics to cover, so starting with just a student or two ensures quality control at the inception of the program.
- Partner with the Career Services office: Colleagues in CS are the experts on campus regarding career development needs of stu-

dents. DR professionals are the experts on the experiences of students with disabilities on campus. Partner with CS to ensure students with disabilities have access to accessible CS offerings.

- Use DEIA as a supporting rationale: Many of the Fehribach Center's employer partners recognize accessibility as a cornerstone of their diversity recruiting efforts. Seek out like-minded employers in your area to explore the possibility of them hosting an intern with a disability.
- Explore funding possibilities: An institution's grants office could help identify and write proposals to funders who may have an interest in supporting internship opportunities for disabled students. Additionally, foundation or development offices may know of alums or donors with an interest in disability matters.

Greg Fehribach's "bench" is being populated with Indiana college graduates with physical disabilities who are entering the workforce with the experiences, skills, and confidence to achieve equitable employment outcomes in fields matched to their academic majors. While there is more work to be done, the Fehribach Center's internship program has successfully filled a gap in services in the state of Indiana for college students with physical disabilities. The Center's efforts to connect Career and Disability Resources professionals is strengthening the creation of best practices in campus programming that benefits students in the career development process. The Fehribach Center model is one that can be replicated in many ways. Its staff members are eager to network with other professionals who wish to create similar programming.

Figure 2

Campus Strategies for Promoting Career Preparation for Students with Disabilities

- Forge collaborations between Disability Resources and Career Services
 - Make career fairs more accessible
 - Co-present at orientation meetings for incoming students to introduce career preparation as a 2- or 4-year process
 - Host panel discussions with alumni with disabilities who are now employed
 - Add disability-related content to Career Services websites
 - Develop a Community of Practice approach within your state or regional AHEAD organization (see Parker et al. Practice Brief in this issue)
- Ask students about their employment experiences when creating accommodation letters
- “Cross train” a member of the Career Services staff who has an interest in ADA/disability topics
- Infuse career assessments with disability-specific resources (e.g., Job Accommodation Network, DocsWithDisabilities.org, Vocational Rehabilitation) if students request this during an intake
- Train academic advisors to promote early and on-going career development mindsets
- Network with the multicultural center to infuse “A” (accessibility) thinking into diversity, equity and inclusion (DEI) efforts
- Develop policies and procedures for students who wish to request accommodations for any campus-sponsored internship
- Support the campus student events office to host a workshop about diversity in the workplace with alumni who share their experiences and recommendations (including graduates with disabilities)

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