Erin Mayo
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Worcester Polytechnic Institute

In the space below, please describe your involvement with ACPA, including any leadership positions you have held.

- ACPA Ambassador (2019)
- ACPA Coalition on Disability: Marketing & Social Media Co-Coordinator (Spring, 2020 - Present)
- ACPA Equity and Inclusion Advisory Board (March, 2021 - Present)
- Advocacy Coordinator - ACPA 22 Equity & Inclusion Team (July, 2021 - Present)
- Attended ACPA Mid-Year Leadership Summit (July, 2021)

Please describe how you will work to advance ACPA's Core Values if elected/appointed to this position.

If elected to the governing board position, I am committed to advancing ACPA's Core Values. I endeavor to not speak for, but using my own identities, and to make space for voices that are not your own. Having varying identities is important to have multiple points of view and for multiple perspectives to be included in the conversations. I believe as a professional, we are continuously learning, growing so we can ultimately serve our students and our colleagues better. By continuing to develop challenging goals we connect with and advocate for others including our students and our peers while increasing equity in higher education.

After reviewing the qualifications of the position for which you are applying, please describe briefly below how you believe you meet each qualification.

I am currently in good standing with ACPA and plan to continue being in good standing. I value my membership of ACPA and I am committed to staying a member because of how much I value the opportunity to have various experiences in the organization and learn from others to help transform higher education. I have committed to ACPA financially through my own means as my recent prior institution did not provide entry level professionals with professional development funds.

I graduated from graduate school in May, 2019 and worked for 16 months full time between my undergraduate and graduate degrees; I have worked full time in the profession less than 5 full years.

As a leader, how will you contribute to the work of the Association?

I believe I will be a voice as the association implements the recommendations from the Universal Design committee to ensure greater accessibility throughout the organization. In addition, I hope to push forward the ACPA Strategic Plan through the next phase. As a member of the governing board, I hope to listen to entry level professional needs within the association to ensure that their voice is heard and that their needs are met which is a segment of the strategic plan. In addition, through the strategic plan I hope to increase the use of the benefits and resources of ACPA is also a priority. This will assist with member engagement and retention especially of entry level professionals. Throughout the past few years, I have worked as a graduate student/entry level professional at various types of higher education institutions, including Big 10 research 1 land grant institutions, large private schools in a city, Jesuit Institutions and small private religious affiliated schools. In addition, my undergraduate is a Hispanic Serving Institution as well as a public state university teaching University where the focus is supporting the students, less on research and more on serving the local community. I have had the opportunity to see how these different institutions with varying mission statements outlive their vision to support their students and their local community. I believe that I will take that experience from serving on the governing board representing entry level professionals in the field.

After reading the introductory statement about the ACPA Leader Selection Process and the Strategic Imperative for Racial Justice and Decolonization, take a moment to self-reflect on your own experiences at the intersections of diversity, equity, and inclusion. How will your identities, experiences, and competence help you in the Association's work to champion diversity, equity, and inclusion within and outside the ACPA community?

I identify as a woman and as an individual with a disability that impacts my processing speed and working memory. I believe that my dominant and marginalized identities intersect each other. I had an Individual Education Plan (IEP) through my junior year of high school where it was determined I no longer needed accommodations. As an 18 year old, I thought my disability would never impact me again because I had "graduated out" of special education. I didn't identify with my learning disability throughout undergrad and I did fine in my classes without accommodations. During my first semester of graduate school, I was in a higher education law course where the professor only lectured verbally, no PowerPoints or handouts and there was only one final exam. I was granted accommodations for extended time. I learned to advocate for myself in my workplace when a supervisor read me my evaluation word for word for two hours while asking consistent follow up questions. I have low processing speed and had not learned how to disclose to my supervisor because until that point, I didn't know how my disability impacted me in the workplace. Higher Education still has so many misconceptions about disabilities and the microaggressions such as "You don't look like you have a disability and higher education professions (outside disability services) aren't trained on how to work with individuals with disabilities. Being a woman and an individual with a disability impacts my identity as some in k-12 did not recommend me to attend a 4 year public institution as they had believed I would struggle. I was determined to attend college and be like my peers who were also attending four-year institutions.

As a member of the Residence Life Department, I demonstrated experience working with individuals of diverse cultural backgrounds including members who identify as having a disability. I am committed to creating a diverse community for our students by working collaboratively with colleagues to problem solve so we can best support our students. In August, 2020, I advocated for Residence Life to purchase clear masks to all student and professional staff in the department. The clear masks support our students who are deaf or hard of hearing so that we could better support our students especially during crisis situations. The masks allow students to read lips as the non-verbal cues we give using our mouths can often be comforting and convey that we are listening to them. Clear masks would be helpful for the ACPA 2022 Convention. In addition, I encouraged our department to enable closed captioning for all zoom meetings, and sending student staff their performance evaluations ahead of time, This promoted the components of Universal Design for Learning (UDL) of multiple means of engagement, representation and action and expression. Students shared that they could prepare for discussions, process the information by using the closed captioning and reading the live transcript. This is important for students who may be deaf or hard of hearing, have slower processing speed or whose first language is not English. I ask my students what they need to be successful so I can assist in advocacy for them within the professional staff team. I strive to communicate effectively with others while understanding that everyone communicates differently depending on how they learn and process information.

As the co-chair for the Equity and Inclusion departmental committee I supported creating the foundation of a mentoring program. The mentoring program focused on equity and inclusion to assist staff in finding their sense of belonging in the department while keeping in mind how intersectionality and how our multiple identities influence each other. In the spring, 2021 semester, I assisted in the development of professional development sessions including a campus partner panel that educated professional staff on how to support students from a variety of functional areas through a diversity equity and inclusion (DEI) lens. I am continuously trying to further implement universal design to increase access for individuals of all abilities.