Students and community members collaborated in a cross-disciplinary, cross-professional, cross-campus, community-engaged approach to learning about disability access by Mapping Access on a medical school campus.

Twenty-nine students—from Landscape Architecture, Medicine, and Law—learned basic principles of universal design, disability justice, and collective access. They worked in teams led by community members who identify as disabled and/or aging. The Mapping Expedition Teams explored access and barriers on campus, documenting their findings with photos and narrative. While primarily educational and experiential, these outcomes will be presented to medical school administrators to advocate for more access and inclusion on campus.