

# DISABILITY RESOURCES

Annual Report for 2017-2018

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# Executive Summary

The Office of Disability Resources recognizes disability as an aspect of human diversity that is integral to society and to our campus community. We serve as a partner in fostering an inclusive and equitable environment at the University of Minnesota Duluth. This office employs three Disability Specialists, one Executive Office and Administrative Specialist, three American Sign Language Interpreters and twelve student employees to fulfill our mission of ensuring equal access to all programs and services offered by the university.

**The theme of 2017-2018 is “improving access through innovation.”** For many years, Disability Resources has been noting an increased demand for. We have come to realize this isn’t a passing trend; this is the new face of disability access in higher education. Further, student cases continue to be complex, and require a good amount of time to analyze and strategize - with both students and faculty - what equal access looks like and how to implement it. We must work within the time & staff available to ensure that the access needs of our campus community are met. At the same time, we must also balance great efficiency with great service. To that end, this year Disability Resources launched its new disability records database system in October 2017. This system allowed staff to more quickly provide notices to faculty of accommodation requirements. In Spring 2018, our attention shifted toward creating a self-service student portal in which students can more independently engage in tasks such as sending accommodation notices and scheduling exams. This office has never accepted that we do things a certain way because that is how it has always been done. Now, more than ever, this innovative mindset is critical.

**Mental health remains at the forefront of our work.** 39% of students using accommodations via Disability Resources identify as students with mental health conditions. This is a 1% increase over the previous year, and all indicators suggest that these numbers will continually increase. While our office strives to find ways to streamline the accommodations process for all students, the simple fact is that these cases tend to be more complex and require a

# Executive Summary

higher degree of interaction and analysis in determining reasonable accommodations. There is, perhaps, no amount of efficiency that can effectively address the time demands for responding appropriately to complex circumstances. In the years ahead, we'll need to turn our eyes towards advancing access and inclusion for all. Through effective, inclusive design, the requirement for individual accommodations can be reduced.

**Technology & accessibility is still at issue.** Disability Resources, along with key campus partners, continues to lead the way in ensuring accessibility of technology. In Fall 2017, Chancellor Black appointed the recommended Teaching and Learning Product Technical Working Group. The group - now called the Accessible Academic Technology Team - completed its onboarding and training in Spring 2018 and are already working to leverage local resources while also tapping into the broader network of resources within the University of Minnesota system.

**As always, Disability Resources looks forward to continuing to build upon our successes, and seeking creative opportunities to enhance and optimize the ways we work with students.**

# Mission, Vision & Values

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## **Our Mission:**

The Office of Disability Resources promotes an equitable and inclusive learning environment by facilitating reasonable and appropriate accommodations, empowering students to become self-advocates, and educating the campus community.

## **Our Vision:**

We envision UMD to be an equitable and inclusive learning environment in which disability is understood to be an aspect of diversity and individuals with disabilities are an integral part of the University community.

**Our Values:** Supportive. Engaged. Strengths-Focused. Equitable Access.

## **University of Minnesota Board of Regents Policy on Disability Services:**

As a campus within the University system, UMD endorses the Board of Regents' policy on disability services and is committed to equitable access and opportunities for students, faculty, staff, and guests with disabilities. Read the [University of Minnesota Board of Regents Policy on Disability Services](#).

# Goals

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## Goal Area 1: Learning

Create learning experiences to help students know and understand of the impact of their disability condition.

Provide learning experiences so students will understand their rights and responsibilities under ADA and Sec 504.

Provide learning experiences and resources to help students know how to use accommodations and services.

## Goal Area 2: Cultural Competence and Equity

Provide information and educational opportunities to help campus partners become aware of the legal obligations pertaining to accessibility for students with disabilities.

Provide information and educational opportunities to help campus partners understand how to use accommodations, services and resources pertaining to ensuring access to students with disabilities.

## Goal Area 4: The “Student Life Experience”

Partner with other campus offices/services to increase awareness of the importance of inclusive and accessible course media and technology.

## Goal Area 5: Resources

Apply a strategic, visionary, student-focused and sustainable approach in developing, managing, and continually assessing human, fiscal, physical, and technological resources.

Utilize resources effectively, ethically, and efficiently through stewardship and collaboration.

# Overview of 2017-2018 Objectives

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1. Implement the “Current Issues in Disability Service Provision” presentation for faculty partners as previewed to collegiate deans in May 2017. Topics to be addressed include: reframing access and accommodations, increased numbers of students with mental health conditions and the related implications, animals on campus, accessibility of technology, and balancing the requirement for accommodation with the need to preserve the integrity of course learning objectives.
2. Continue work in advancing accessibility of technology by providing leadership and shared oversight to the newly formed Teaching and Learning Product Technical Working Group.
3. Redefine the mission and vision of Disability Resources, and develop a set of values that guide the work of this office.
4. Engage in a complete review of the Disability Resources website to ensure that the language used reflects the newly revised missions, vision, and values of this office.
5. Convene a work group of faculty volunteers to review and develop a plan to launch a series of videos on key disability topics as part of a faculty enrichment program on disability.

# Objective 1

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Implement the “Current Issues in Disability Service Provision” presentation for faculty partners as previewed to collegiate deans in May 2017. Topics to be addressed include: reframing access and accommodations, increased numbers of students with mental health conditions and the related implications, animals on campus, accessibility of technology, and balancing the requirement for accommodation with the need to preserve the integrity of course learning objectives.

**Action Steps Taken:** Disability Resources staff reviewed the content of the presentation to ensure continued accuracy and relevance. As a reminder, this presentation was designed as a follow up to a 2013 presentation that covered the basics of access and accommodations.

Topics addressed in the follow up presentation included: reframing why we seek to provide accessibility, starting with improved usability, followed by ethical compliance and then legal compliance; animals, including service animals and emotional support animals; accessible technology; increasing numbers of students with mental health conditions; and balancing reasonable accommodation with preserving course objectives.

Following the presentation to the deans group, a small number of collegiate units requested a departmental presentation. Groups requesting a presentation included the Marketing department and the CEHSP department heads group. There was limited requests for the presentation. In Spring 2018, SCSE requested a more customized presentation which incorporated several themes, one of which was addressing disability issues in the classroom. This office was part of both presentations.

**Status of Objective Achievement:** Met, with subsequent modifications to plans to provide outreach to collegiate faculty partners. It is apparent that faculty are craving more information and more ways to provide effective accommodations to students with disabilities, but the presentation format does not appear to be effective. A proposal to offer coffee breaks within the collegiate units on a continual basis is being considered as an alternative, and hopefully more effective means, of providing faculty outreach.



# Objective 2

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**Continue work in advancing accessibility of technology by providing leadership and shared oversight to the newly formed Teaching and Learning Product Technical Working Group.**

**Action Steps Taken:** Previous annual reports document the formation and work of a group called the Accessibility Task Force. Although the charges of the Task Force have been met and the group concluded, the director of Disability Resources has continued to provide leadership to ensure the recommendations of the Task Force are fulfilled.

A key recommendation from the Accessibility Task Force was the appoint a technical working group charged with overseeing and advancing accessibility of classroom teaching products. Appointments to this group were confirmed during July 2017. At that time, a plan for training and onboarding team members was also identified. Due to scheduling limitations, the onboarding training commenced in March and April 2018.

The onboarding training spanned 3 days, with the first training session dedicated to advancing awareness of digital accessibility. The second training focused on defining UMD's priorities for advancing digital accessibility and the third training focused on action planning and goal setting.

The technical working group, now named the Accessible Academic Technology Team, has completed work to compile a list of digital accessibility resources to share with new faculty who participate in the new faculty orientation. They also completed an analysis of the larger system-wide efforts around advancing digital accessibility and determined areas in which team members should participate in larger system-wide work groups.

**Status of Objective Achievement:** Ongoing. Disability Resources will continue to be involved in this work as the Accessible Academic Technology Team will report the director of the office, in addition to the director of ITSS and vice chancellors. It is important to note that ensuring accessibility of electronic and information technology is a continual process, not a project.

# Objective 3

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**Redefine the mission and vision of Disability Resources, and develop a set of values that guide the work of this office.**

**Action Steps Taken:** Disability Resources staff engaged in staff retreat at the end of the 2017-2018 academic year. The purpose of this retreat was the review the mission and vision statements of this office to determine how they aligned with our current practices and how they benchmarked against best practices in the field. The consensus was that our mission and vision were perhaps more reflective of the work we did on a daily basis, and not as deeply rooted in our beliefs as they could be. We agreed that we would work to revise these statements, but also felt compelled to first begin our work by establishing values that would inform our interactions, language, and decisions.

Together we landed at the follow four values that will guide our work:

- ▣ Supportive
- ▣ Engaged
- ▣ Strengths-focused
- ▣ Equitable access

Our team will convene again in the year ahead to confirm these values still align and work well as guiding principles. Following that, we will turn our efforts towards reviewing and revising our mission and vision as needed.

**Status of Objective Achievement:** Partially met. Values have been established, but will be reviewed and confirmed in Fall 2018. After that, the mission and vision will be reviewed and revised as needed.

# Objective 4

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Engage in a complete review of the Disability Resources website to ensure that the language used reflects the newly revised mission, vision, and values of this office.

**Action Steps Taken:** This objective has taken a different shape over time. As has been documented in previous annual reports for this office, Disability Resources is partnering with ITSS to develop a new record-keeping system to manage student information and accommodations. The development of this product has provided Disability Resources with a profound opportunity to examine its business practices to ensure they were streamlined, flexible, and were not so riddled with policy and procedure that they introduced an additional barrier to access.

At the same time, we recognized that the language we use in our Letters of Accommodation needed significant revision to reflect a more inclusive mindset and more closely adhere to the social model of disability, in which that the “problem” of disability is not within the individual, but within an inaccessible environment. One major change that came from this was a complete revision of the language used to communicate the barriers to access a student experiences. Previous language was more suggestive of specific diagnoses and were more likely to reflect a medical model of disability. New language focuses specifically on the barriers experienced and speak to the design element of a course or setting that is inaccessible. For example, Disability Resources may have previously noted “mild/moderate hearing loss” as a student’s limitations. Using our new language, we may note that the barrier to access as “accessing auditory information.”

Another change that occurred was a significant revision to the content of the Letter of Accommodation. While this office has always tried to embrace and reflect our belief in the social model of disability, language is ever-evolving and there is room for continuous improvement. The revised letter now speaks more to designing environments to be accessible and emphasizes that faculty members are key partners in practicing the University’s commitment to creating inclusive opportunities for all students.

**Status of Objective Achievement:** Partially met. This office felt that focusing our efforts in the language used to communicate accommodations could reach an important targeted audience at this campus. Website language will be revisited and revised as needed when the next phase of our new database - a student self-service portal - is launched in the 2018-2019 academic year.

# Objective 5

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Convene a work group of faculty volunteers to review and develop a plan to launch a series of videos on key disability topics as part of a faculty enrichment program on disability.

**Action Steps Taken:** This objective was not meaningfully implemented into the overall work of Disability Resources during the 2017-2018 academic year. While the video resources were exciting and offered a unique opportunity to potentially meet the needs of UMD faculty, the simple fact was that the staff of this office spent more time providing individual consultation to students, faculty and staff. The demand for services and consultation were so great last year that there was not time to recruit a team of faculty volunteers to review the content and analyze if the resource would be a good fit for the needs of this campus.

It remains undeniable that faculty are craving more information about disability issues and advancing access in their classrooms. However, it seems that there is greater interest in individual consultations and targeted information that speaks to the unique needs of the instructors at UMD. This degree of individualized attention is likely not sustainable at UMD with the demands from students and the staff available in this area to meet the students for individualized attention from both students and faculty.

**Status of Objective Achievement:** Not met. There are 3 key new initiatives that Disability Resources will further explore during 2018-2019 that will hopefully provide opportunities for faculty enrichment that are more specific to UMD.

# Assessment

## **Student Learning Outcomes Assessment**

As noted in last year's annual report, 2017-2018 was the first year implementing the revised assessment plan for student learning outcomes.

As a brief recap, the student learning outcomes were revised due to flaws in the design of the previous learning outcomes. The first learning outcome to be assessed in this new cycle received a great response. The results were informative and promising of many opportunities for improvement. See the following pages for a more expansive discussion on what was measured, the methodology employed, and the results.

# Assessment

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## Student Learning Outcome 1 - Assessed in 2017-2018

1. As a result of information provided by Disability Resources, students can express understanding of their right to an accessible experience on campus.

Students will learn this via:

- Initial intake meeting
- Disability Resources website
- Follow up check-in email or check-in meeting

Disability Resources will measure this:

- After a student has been affiliated with Disability Resources for 2 semesters

Disability Resources will measure this by:

- Anecdotal records:
  - Number of instances in which student identifies a new barrier & indicates the need for accommodation
  - Number of instances a student reaches out to a professor to indicate a barrier to access
- Narrative text questions:
  - What does the right to an accessible experience mean to you?
  - How do you experience an accessible educational environment?
  - Do you feel like you have an accessible educational environment?
- Student Survey
- Staff Checklist

# Assessment

Assessment of SLO 1 was completed during the Spring 2018 semester. The following survey was administered to students with an active Letter of Accommodation during the spring term:

1. A letter of accommodation lists the accommodations necessary to remove barriers to access. How will have your faculty and/or staff members been to provide the accommodations listed in your letter?

- Very unwilling
- Somewhat unwilling
- My faculty and/or staff are neutral
- Somewhat willing
- Very willing

2. Have you ever experienced a time when a faculty and/or staff member did not provide an accommodation documented in your Letter of Accommodation?

- Yes
- No

# Assessment

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3. If you were to experience a scenario in which a faculty and/or staff member was unwilling to provide an accommodation documented in your Letter of Accommodation in what ways might you respond? Check all that apply.

- I would follow up directly with the faculty member
- I would ask the department head for support
- I would ask Disability Resources for assistance
- I would seek support from another campus resource (ex: Counseling Services staff, Housing & Residence Life staff, Career & Internship Services staff)
- I would not take further action
- I did not know there was anything I could do if faculty/staff denied an accommodation
- Other (please describe)

4. In the question above, if you selected "I would not take further action ," please share why.

5. In your own words, what does the right to an accessible campus experience mean to you?



# Assessment

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Responses to Question 5 were scored using the following rubric:

Beginner	Developing	Accomplished	Advanced
<p>Does not connect right to access with ADA or civil rights.</p> <p>Describes access as an advantage, not a right.</p> <p>Describes access as “an extra” or connects it to success</p>	<p>Explains &amp; communicates right to equal access in terms of specific laws and statutes.</p>	<p>Synthesizes knowledge of laws and statutes AND context of personal experience to articulate right to equal access</p>	<p>Evaluates context-specific factors evaluate if there is a need for disclose disability and accommodation requirements to benefit from the right to equal access.</p> <p>Anticipates barriers, articulates history of barriers to access and effective remedies</p>

# Assessment - Results Summary

The sample size was 250 students, with 105 students completing the survey (42% completion rate). There was attrition by Question 5 of the survey, with 80 students submitting an open-text response to the prompt.

For the purposes of discussion, here are the key highlights:

- Nearly 83% of students find that University personnel are very willing or somewhat willing to provide reasonable accommodations.
- 16% of students responding experienced a time what UMD personnel did not provide an accommodation noted in the Letter of Accommodation.
- 84% of students indicated that they would seek addition support in implementing denied accommodations.
- 4% of students would not take further action, and for a range of reasons. Cited rationale centered on these themes:
  - concern that pursuing the matter would exacerbate disability condition
  - desire to preserve interpersonal relationship with faculty/staff
  - power differential between student and faculty/staff
  - lack of awareness of ability to pursue the matter
- 6% of students did not know there was anything that could be done if an accommodation was denied.
- 80 students responded to Question 5. Using the rubric, the responses scored as followed:
  - 55% of students were “beginner”
  - 40% of students were “developing”
  - 5% of students were “accomplished”
  - 0% of students were “advanced”

# Assessment - Results Discussion

Many students (83%) reflect an experience that is expected; that is, one in which faculty and/or staff willingly implement the accommodations determined to be reasonable by the Office of Disability Resources. While this is encouraging data, what is concerning is that 16% of students report an instance in which accommodations are not provided. This means that the student does not have full access to the programs & services offered by the University. Not only does this disadvantage a student and denies them an equal opportunity to engage in the programs and services offered at the University, but it also places the University at risk for failing to meet its legal obligation to ensure equal access.

There are two noteworthy trends that emerge from this data:

1. In sum, 10% of students either would not, or did not know, that they could pursue additional follow up steps in instances when accommodations determined to be reasonable are not implemented.

This suggests that Disability Resources should find opportunities to help a student understand how to respond to instances when faculty or staff are not willing to implement accommodations.

2. A majority of students (55%) do not connect disability access as a right.

This trend is worrisome, as it suggests that the majority of students are identifying their right to access as an advantage. There are many potential reasons for this, and that is perhaps worthy of further investigation. It may be helpful for this office to better understand if students are classifying access as an advantage out of desire to downplay their disability status or avoid any potential stigma associated with disability access. Likewise, it could be true that students simply do not understand that disability access is a civil right because it has never been presented in that context before.

# Assessment - Action Steps

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In years previous, Disability Resources has advised students of their opportunities to dispute accommodation decisions - including options for stating concerns and making complaints about implementation of accommodations - via the following methods:

- Informal discussions during student meetings with Disability Resources
- Information found online at <http://www.d.umn.edu/disability-resources/about/grievances>
- Providing a copy of the “Taking Charge of Your Education” information & welcome handout

The limitation with each of these methods is that it takes a more passive approach, most often relying on the student to either address the topic or seek out additional information on their own. Most often this would occur after a student experiences an instance when an accommodation is denied.

# Assessment - Action Steps

In its current process, Disability Resources requires students to come to our office to complete an intake form. The focus of this form is brevity, so a lengthy list or discuss of ADA rights is not included as part of this stage of the process. While the “Taking Charge of Your Education” handout does speak to ADA rights – and responsibilities – its use within the office is inconsistent, at best. And while it is important to have information available in a range of formats, anecdotal evidence would suggest that students rarely read the print resources provided by this office.

Beginning this year students will have an opportunity to request accommodations online via a student portal. As part of this “intake” process, before students can submit their request, they will need to read and acknowledge receipt of information pertaining to ADA rights. This information has been written in what is – hopefully – plain language that will be meaningful to students. The language also – again, hopefully – frames access within the context of a right and a component of equally accessing the programs and services offered by the University. Further, action is being pursued to make a copy of these rights (and responsibilities) available in a list of documents a student can access within their student portal. This would give students a quick and easy guide to refer to should they need to review the content.

It is our hope that making this change will positively impact student’s understanding of their right to an accessible experience at UMD.

# Disability Resources by the Numbers

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494 students served



3580 tests proctored



113 alternative format textbooks



1107 student contacts



694 hours of interpreted events



10 hours of access assistance



50 hours of media captioned



85 note taker requests

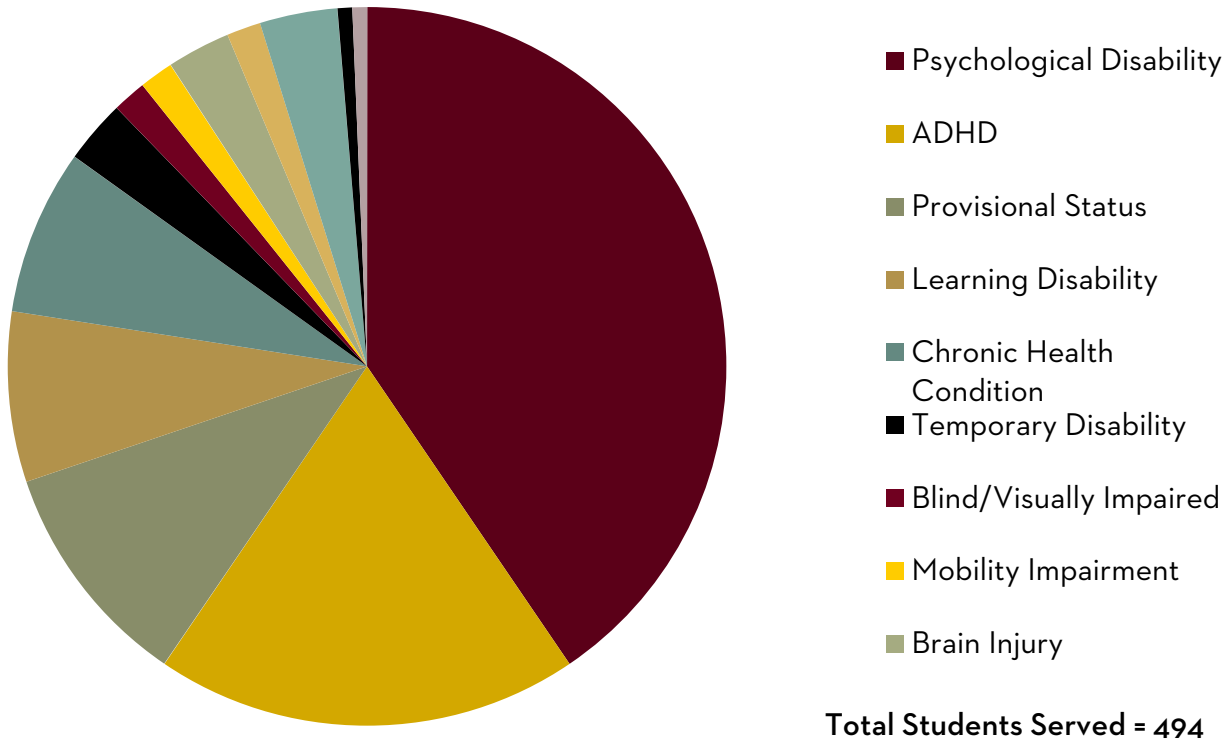


338 applications for admission reviewed

# A Closer Look at Students Served

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## Students by Disability Category

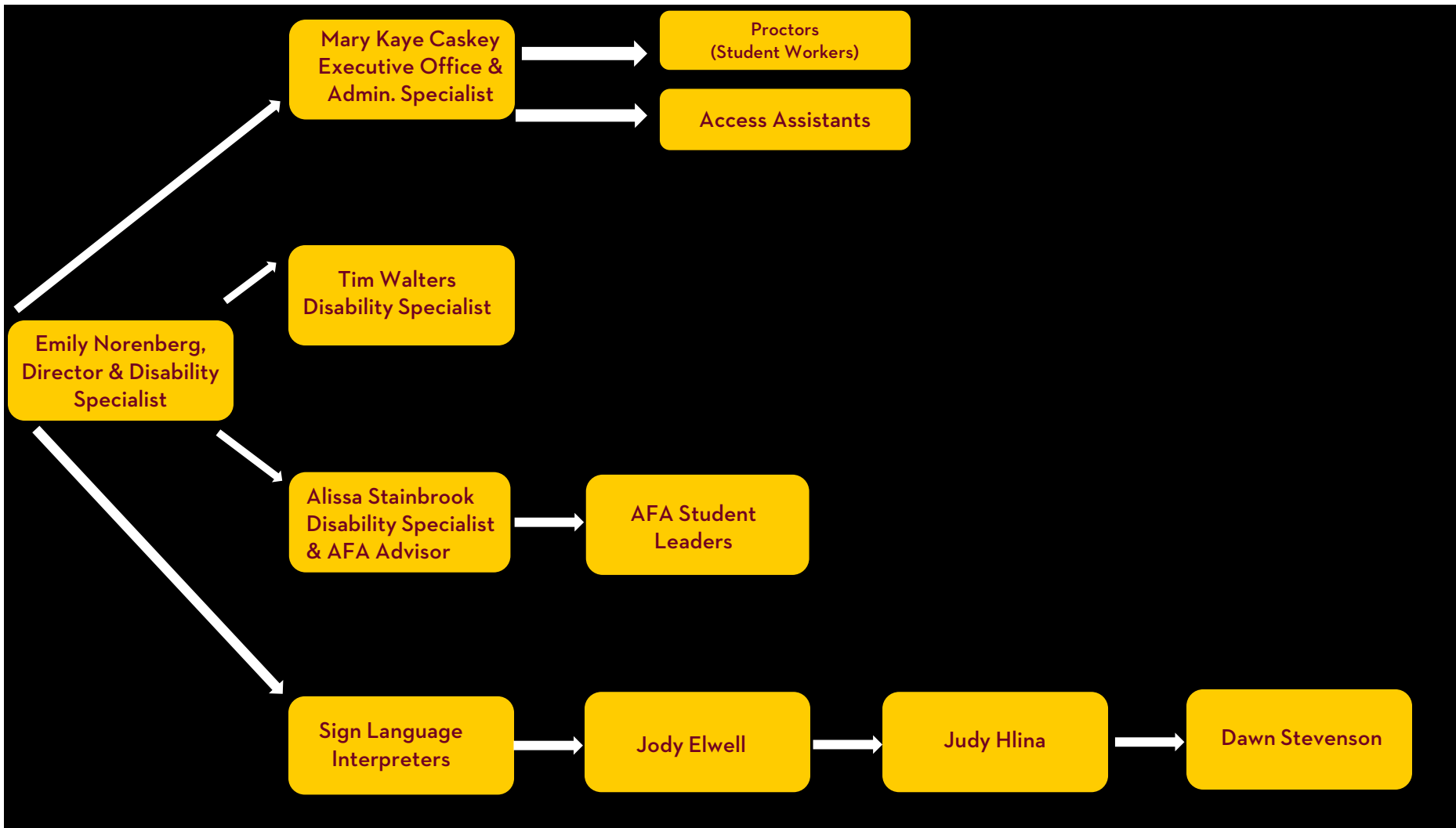


A few notes about this snapshot of students receiving accommodations:

- Some students have multiple disability conditions. This chart accounts for the **primary disability** condition reported.
- **Provisional Status** refers to students who are receiving accommodations temporarily (no longer than 1 semester) while either working with a medical professional to explore a disability diagnosis, or to obtain documentation of a previously diagnosed disability.

# Disability Resources Organizational Chart

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# Budget - Disability Resources

**UMD Disability Resources**  
**Student Life FY18 Annual Report**  
**DeptID 10437 (ALL Funds excluding CDAF - 1000 10437 20884)**  
**Revenue/Expense Statement Actuals**

UM Report Budget Account Versus Actual Activity - Current Non-Sponsored Funds  
 Data as of Tuesday, 08/28/2018

<b>Fiscal Year</b>	<b>2017-2018</b>
<b>Prior Year Carry Forward</b>	
Fiscal Year End Carry Forward	44,640
<b>Total Carry Forward</b>	<b>44,640</b>
<b>Revenue</b>	
Student Fees	4,000
State O&M Appr Redistribution	365,023
External Sales	2,120
<b>Total Carry Forward + Revenue</b>	<b>415,783</b>
<b>Expenses</b>	
Payroll	270,301
Fringe	83,348
27th PD Accrual PR & Fringe	665
General Oper Supplies and Services	19,637
Telecommunications	1,540
Travel	5,044
Federal Non-Reimbursable	242
Consulting and Professional Services	2,409
Non-Capital Equipment	2,630
Short Term Rents & Leases/Bldg/Fac	239
Repairs and Maintenance	99
Enterprise Assessment	4,730
<b>Total Expenses</b>	<b>390,885</b>
<b>Transfers</b>	
Transfers In	13,013
Transfers Out	(644)
<b>Total Transfers</b>	<b>12,368</b>
<b>Ending Balance</b>	<b>37,266</b>

**A note regarding the Carry Forward balance in the Disability Resources budget:**

For several years, Disability Resources has identified a goal of selecting and implementing a new database application. This office has earmarked carry forward funds for the purchase of a new application. Disability Resources started working with ITSS to develop a new records management system in Spring 2017. Phase 1, a new staff portal, was launched in October 2017. Phase 2, the development of student portal, is currently in development.

A new budgeting mechanism is also being implemented for Disability Resources. This office maintains separate budget lines in order to distinguish between operating expenses and accommodation expenses. Because accommodation expenses are unpredictable, the UofM Central Budget Office will cover accommodation expense overruns, however, it will utilize all funds associated with the Disability Resources Dept ID before backfilling cost overruns.

To that end, it appears that the office has a large surplus of funds, but those funds will go towards reconciling the overall expenses of providing disability accommodations to ensure equal access.

# Budget - Central Fund for Accommodations

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UMD Disability Services	
Student Life FY18 Annual Report	
Revenue/Expense Statement Actuals	
Central Disability Accommodations Fund (CDAF) - 1000 10437 20884	
UM Report Budget Account Versus Actual Activity - Current Non-Sponsored Funds	
Data as of Tuesday, 08/28/2018	
Fiscal Year	2017-2018
<b>Prior Year Carry Forward</b>	
Fiscal Year End Carry Forward	(57,264)
<b>Total Carry Forward</b>	<b>(57,264)</b>
<b>Revenue</b>	
State O&M Appr Redistribution	70,816
Student Fees	0
<b>Total Carry Forward + Revenue</b>	<b>13,552</b>
<b>Expenses</b>	
Payroll	46,725
Fringe	10,026
27th PD Accrual PR & Fringe	233
General Oper Supplies and Services	5,938
Travel	48
Consulting and Professional Services	17,145
Non-Capital Equipment	60
Short Term Rents & Leases/Bldg/Fac	0
Repairs and Maintenance	0
Enterprise Assessment	805
<b>Total Expenses</b>	<b>80,980</b>
<b>Transfers</b>	
Transfers In	22,699
Transfers Out	0
<b>Total Transfers</b>	<b>22,699</b>
<b>Ending Balance</b>	<b>(44,729)</b>

## A few notes on the Central Fund for Accommodations:

The Central Fund was established in 2010 to ensure that UMD would have sufficient funds to cover the cost of reasonable accommodations for students and guests with disabilities.

Accommodations covered by the UMD Central Fund for Accommodations include, **but are not limited to:**

- Sign language interpreting
- Audio description
- Textbooks in alternative formats (Braille and e-text)
- Conversion costs for books in alternative formats,
- Note-takers and SmartPens
- Proctored exams
- Specialized software
- FM systems and t-coil systems for hard of hearing students/visitors
- Captioning of videos when required for course access

**These costs are difficult to predict since the number and needs of students and visitors requiring reasonable accommodations vary from year to year.**

# 2018-2019 Strategic Plan - Goals

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UMD Disability Resources Goals	Mapped to University Goals	Mapped to Student Life Goals
<p><b>Goal Area 1: Learning</b> Provide learning experiences to help students know and understand the impact of their disability condition.</p> <p>Provide learning experiences so students will understand their rights and responsibilities under ADA and Section 504.</p> <p>Provide learning experiences and resources to help students know how to use accommodations and services.</p>	<p>1</p> <p>1</p> <p>1</p>	<p>1.1</p> <p>1.1</p> <p>1.1</p>
<p><b>Goal Area 2: Cultural Competence and Equity</b> Provide information and educational opportunities to help campus partners understand how to implement universal design principles to advance inclusion and access for students with disabilities.</p>	<p>2, 1</p>	<p>2.1, 1.1</p>
<p><b>Goal Area 4: The “Student Life” Experience</b> Partner with other campus offices/services to increase awareness of the importance of inclusive and accessible course media and technology.</p>	<p>2, 5</p>	<p>4.2, 2.2</p>
<p><b>Goal Area 5: Resources</b> Apply a strategic, visionary, student-focused and sustainable approach in developing, managing, and continually assessing human, fiscal, physical, and technological resources.</p> <p>Utilize resources effectively, ethically, and efficiently through stewardship and collaboration.</p>	<p>5</p> <p>5</p>	<p>5.1</p> <p>5.2</p>

# 2018-2019 Strategic Plan - Objectives

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1. Continue work in advancing accessibility of technology by participating in and providing leadership in the following areas:
  - ❑ Accessible Academic Technology Team (UMD driven initiative)
  - ❑ Digital Accessibility Steering Committee (system-wide)
2. Continue work in affirming the values that guide the work of Disability Resources, and revise the mission and vision of this office.
3. Develop a plan to launch the new student self-service portal for requesting new and continuing accommodations following completion of its development.
4. Plan, develop and launch several new initiatives to advance awareness of disability access in the context of creating an inclusive and welcoming campus climate:
  - ❑ Disability Ally training module
  - ❑ Coffee breaks in each collegiate unit
  - ❑ Explore partnering with Institutional Research to collect baseline retention data for students with disabilities
5. Continue exploring options for targeted programming that meets the needs of students on who identify as being on the autism spectrum and/or identify barriers pertaining to social engagement in the campus community
  - ❑ Engage in exploratory meetings with colleagues in Counseling Services to evaluate the demand, feasibility, and potential design of programming
  - ❑ Provide support and leadership to Access For All in creating a sensory-friendly space on campus

# 2018-2019 Strategic Plan - Assessment

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## Student Learning Outcomes (Measure SLO 2 in 2018-2019)

2. Students notify professors when accommodations are needed using Disability Resources guidelines.

## Program Outcomes

1. Evidence of achievement of Objective 1: Documentation of work and resources produced by the local Accessible Academic Technology Team and evidence of participation in system-wide accessibility work groups & initiatives.
2. Evidence of achievement of Objective 2: Affirmation of established values and development of a revised mission and vision.
3. Evidence of achievement of Objective 3: Implementation of the student portal during 2018-2019, and examples of print materials, web content, etc. marketing this option.
4. Evidence of achievement of Objective 4: Development and implementation of ally training and coffee break model; design meetings with institutional research to define goals of data tracking.
5. Evidence of achievement of Objective 5: Implementation of a sensory room on campus; documentation of planning meetings with Counseling Services and development of a proposal - if determined feasible - to offer programming options for students who experience social limitations that result in a barrier to access.

# Looking ahead to 2018-2019...

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**2017-2018 was busy year!** The increased demand for services is no longer a trend; it is simply the new landscape of disability service provision in higher education. Student numbers continue to grow, and we anticipate that the release of an online Request for Accommodation process and self-service student portal will only drive increased demand.

**2018-2019 will be about courage, innovation, and outreach.** In a time when demand for services continues to grow, it is easy to become focused on providing individual accommodations, on putting out the “small fires” of equal access. But it ignores the larger issue that the environment is, perhaps, not designed in a broadly inclusive way that considers the needs of individuals with disabilities. If one pauses to consider the overall themes of increased demand for services, increasingly complex cases, and the increased need for individual intervention to ensure equal access, it begs the question of how well the University setting is designed for students with non-standard needs, including students with disabilities. To that end, this will be a year of great courage as Disability Resources implements more opportunities to streamline work, and invests more time in providing education and outreach to help the campus community understand that inclusive environments must factor in the needs of those with disabilities. It is huge leap to invest time in these areas when we know that demand for services is high. But we do so with the courage that being innovative in our outreach efforts will offer a return on investment: that environments can be re-imagined and reconfigured to infuse accessibility in such a meaningful way that the need for individual accommodations will actually decrease. This is, indeed, a major shift in practice and it is equal parts exciting and terrifying. But it is also critically necessary, particularly as we consider the commitments UMD and the University of Minnesota has made to ensuring a welcoming, inclusive environment. The time is right to help our campus community understand disability as an aspect of diversity, and to “walk the walk” of our commitment to diversity and inclusion for those with disabilities.

