REPORT OF THE
AMERICANS WITH DISABILITIES ACT (ADA) REVIEW TASK FORCE

Submitted to Jeffrey S. Vitter, Provost and Executive Vice Chancellor

July 2011
PREFACE

The formal policy statement adopted (Fall, 2010) by the University of Kansas states, “As a premier international research university, the University of Kansas is committed to an open, diverse and inclusive learning and working environment that nurtures the growth and development of all. KU holds steadfast in the belief that an array of values, interests, experiences, and intellectual and cultural viewpoints enrich learning and our workplace. The promotion of and support for a diverse and inclusive community of mutual respect require the engagement of the entire university.”

In December of 2010, an Americans with Disabilities Act (ADA) Review Task Force was convened and charged to engage in a campus-wide review of accessibility on the Lawrence campus. The charge of the ADA Review Task Force was to: 1) Evaluate whether additional actions, policies or practices are necessary to improve access to campus facilities and programs, and to make recommendations for such improvements, as necessary to build upon the University’s ongoing commitment for an inclusive campus community; 2) Identify opportunities for improved coordination, communication and resource sharing; and 3) Minimize duplicative efforts across University departments, including recommending appropriate changes in University organizational structure.

A comprehensive review of the KU Lawrence campus was guided by an ambitious timeline which resulted in over 100 administrators, faculty, staff and students engaged in the process. To organize the campus-wide review, the following six sub-groups were formed: 1) Academic Accommodations; 2) Employment; 3) Information Technology; 4) Facilities; 5) Parking and Transit; and 6) Student Services. The final report was drafted and reviewed. It was prepared and presented to the Provost and Executive Vice Chancellor in July 2011.

As part of the report, an Executive Summary is provided that identifies the process undertaken, the six sub-groups and the overall recommendations as a result of their findings. In addition, it became apparent that there were related matters that may overlap among the six sub-groups. Thus, themes emerged that have been identified as a summary from the ADA Review Task Force Steering Group. While not completely separate unto themselves, they nonetheless reflect the general findings of the review. Finally, each of the full sub-group reports with supporting documentation are provided in the appendices of this report.
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EXECUTIVE SUMMARY

University of Kansas states, “As a premier international research university, the University of Kansas is committed to an open, diverse and inclusive learning and working environment that nurtures the growth and development of all. KU holds steadfast in the belief that an array of values, interests, experiences, and intellectual and cultural viewpoints enrich learning and our workplace. The promotion of and support for a diverse and inclusive community of mutual respect require the engagement of the entire university.”

On December 10, 2010, Fred Rodriguez, Interim Associate Vice Provost For Diversity and Equity, and Ola Faucher, Director of the Human Resources and Equal Opportunity Department, convened and charged the ADA Review Task Force to engage in a campus-wide review of accessibility on the Lawrence campus with regards to the Americans with Disabilities Act (ADA) and the ADAAA (ADA Amendments Act) of 2008. The charge of the ADA Review Task Force was to:

- Evaluate whether additional actions, policies and practices are necessary to improve access to campus facilities and programs, and to make recommendations for such improvements, as necessary to build upon the University’s on-going commitment for an inclusive campus community.
- Identify opportunities for improved coordination, communication and resource sharing.
- Minimize duplicative efforts across University departments, including recommending appropriate changes in University organizational structure.

In essence, the goals of this charge are to endorse a campus climate that will sustain attention to the Americans with Disabilities Act (ADA) in the spirit in which it was designed; and to provide the KU campus community a climate of inclusiveness. The recommendations set-forth in this report are designed to pursue and attain these goals.

Initially, several areas and issues were identified that would capture the breadth and depth of the ADA review. As a result, six target areas were identified and the ADA Review Task Force began by forming sub-groups to review each of the specified areas. Members of the university community, including administrators, faculty, staff and students were invited to serve as members of the respective sub-groups with a Steering Group member acting as the chair of each sub-group.

The six sub-groups identified were: 1) Academic Accommodations; 2) Employment; 3) Information Technology; 4) Facilities; 5) Parking and Transit; and 6) Student Services.
As a result, each sub-group developed and implemented a plan for the review of its target area. Each sub-group report is part of this report. In compiling the final report it became apparent that several themes emerged from the sub-groups’ findings and recommendations. These are also provided in the report.

The overall recommendations that constitute this report are provided below. Again, it should be noted that specific recommendations are identified within the section entitled “Themes Emerging From The Sub-Group Recommendations” as well as within each sub-group report. The following recommendations are not listed in priority order.

**Personnel and Funding Recommendations**

- Appoint a dedicated full-time administrator with expertise to serve as an ADA resource for the campus.
- Establish and fund a full-time ADA assistive technology position within KU Information Technology.
- Establish and fund an ADA Facilities Coordinator/Project Manager within the DCM office.
- Establish on-going centralized funding and prioritization of facility improvements and personnel accommodations.

**Process and Procedures Recommendations**

- Provide additional on-going professional development for faculty and staff in the area of accessibility.
- Enhance and strengthen the climate for individuals with disabilities on campus.
- Utilize information technology to improve overall services.
- Collect additional information on current services and perceived needs regarding ADA.
- Create a permanent committee to provide sustained attention to the ADA and monitor compliance.
- Designate an academic testing site for students with disabilities.
- Clarify policies and procedures regarding ADA compliance.

The recommendations and findings within this report are intended to better position KU to realize the campus community it aspires to create.
THEMES EMERGING FROM THE SUB-GROUP RECOMMENDATIONS

Based upon the review, the ADA Review Task Force Steering Group identified the following themes among the six sub-group recommendations. Most themes identified below have bullet points—which were gleaned from each of the sub-group recommendations--that either illustrate the pattern of consistency across the sub-group findings and their recommendations; or were determined to be more aligned within the theme identified. (The specific recommendations provided from each sub-group’s report appear in the appendices of this report.)

The following are the identified general themes that illustrate the most frequent sub-group recommendations.

1. **Appoint dedicated administrators with expertise to serve as campus resources.**
   - Identify a coordinator with the authority and responsibility to ensure that best practices are applied consistently University-wide.
   - Establish and fund a full-time campus ADA Coordinator position to coordinate existing available services and resources and research/implement new or improved services and resources to meet campus needs.
   - Appoint a dedicated staff person(s) with expertise to serve as an ADA resource for the campus.
   - Establish and fund a full-time assistive technology position within KU Information Technology.
   - Allocate the resources necessary to add an ADA Facilities Coordinator / Project Manager position within the DCM office.

2. **Provide additional on-going professional development for staff and faculty in the area of accessibility.**
   - Continue providing educational opportunities for faculty, staff, and students on issues of disability and their responsibilities to contribute to an inclusive environment.
   - Clarify expectations and coordination between Disability Resources and academic units for academic accommodations.
   - Update procedures and guidelines for the appropriate qualifications of note takers and scribes.
   - Train all staff responsible for the removal of snow or ice.
Focus efforts on outreach and training and build capacity in KU Information Technology.

Promote KU web accessibility and analyze other applications for accessibility. Evaluate a policy requiring that departments use the KU Web Template and centralized hosting. Leverage the new State of Kansas contract for "Accessibility Assessment Tools and Services" (SSB BART Group and is the "Accessibility Management Platform" (AMP) Enterprise edition including the InFocus tool as well as training) for assessing and improving accessibility among other campus applications and web site.

Use web-based check-lists to enhance the provision of accessible services. Provide additional professional development for staff and faculty in the area of accessibility.

Create a communication package that will provide information to individuals developing official university communications and anyone seeking such information when communications are developed.

Conduct annual training sessions of KU’s maintenance personnel.

3. **Enhance and strengthen the climate for individuals with disabilities.**
   - Promote events that would heighten awareness and showcase the National Disability Employment Awareness Month.
   - Add a contact number on handicap stall signs for problems or complaints.
   - Move some accessible stalls to the south end of Allen Fieldhouse Garage on levels with crossover to Allen Fieldhouse.
   - Expand the Architectural Barriers Committee (ABC) to more fully represent the community of disabled persons and advocates, involve ABC with evaluation of existing accessibility barriers and determining the location and difficulty rating of exterior accessible routes around campus.
   - Use signage and nomenclature that support the use of terms that emphasize “accessibility.”
   - Update the Campus Accessibility Map and distribute it widely.
   - Identify the necessary resources and install standardized “trailblazer” signage to identify key exterior accessible routes.
   - Modify or replace beverage/vending machines to enhance accessibility.

4. **Utilize information technology to improve services.**
Establish and fund a full-time ADA assistive technology position within KU Information Technology.

Create an ADA/Disability webpage on the HR/EO website. The Disability and ADA Issues Policy should be revised.

Expand accessibility software and accessible workstations available across campus. Provide central funding to increase the number of licenses. Provide funding for specialized equipment designed for greater accessibility.

Use web-based check-lists to enhance the provision of accessible services. Provide additional professional development for staff and faculty in the area of accessibility.

Create an on-line accessibility map that shows the location of accessible parking stalls, accessible pathways, accessible entrances to buildings, elevators, door openers, etc.

5. **On-going centralized funding and prioritization of facility improvements and personnel accommodations.**

   Centralized funding for facility improvements and personnel accommodations.

   Explore funding to add door openers to all levels of northeast stair tower in Allen Fieldhouse Garage.

   Establish priorities for facility improvements.

   Establish priorities within buildings for specific elements that should be improved first.

   Provide additional funding resources to address facility improvements and to support on-going improvements.

   Establish and fund an ADA Facilities Coordinator/Project Manager position within the DCM office.

6. **Collect additional information on current services and perceived needs.**

   Provide an annual report of ADA progress and accomplishments to the University community. Explore enhanced tracking of accommodations through the use of technology.

   Review and update the Request for Reasonable Accommodation Form used for employment purposes.

   Create a self-assessment and planning tool to enhance accessibility for the campus community.
o Create and initiate action items from a best practices checklist to be utilized by the campus community.

o Conduct a full campus survey to further assess all ADA related issues. Train all supervisors on ADA issues and policies on an on-going basis.

o Continue work with DCM, and an outside consultant as needed, to prioritize any necessary alterations to accessible stalls, quantify the costs of such alterations, and develop the designs, schedule and plans necessary to begin the work.

o Contract with a consultant with expertise in the area of paratransit services and policies, to assist in evaluating coordination of paratransit services with the City.

o Include questions regarding accessibility in future Parking and Transit satisfaction surveys, so that all KU on Wheels riders are included.

o Expand the Architectural Barriers Committee (ABC) to more fully represent the community of disabled persons and advocates, involve ABC with evaluation of existing accessibility barriers and determining the location and difficulty rating of exterior accessible routes around campus.

7. Creation of a permanent committee to provide sustained attention to the ADA and monitor compliance.

8. Designate an academic testing site for students with disabilities.
   o Determine the most cost effective method (central, academic unit, etc.) to provide support for testing accommodations, e.g. a designated testing site.

9. Clarify policies and procedure.
   o As alterations (or new lots) are designed, a standard of 8.5 foot stall widths for all parking stalls should be used wherever possible.
   o Parking and Transit and DCM should work together to revise procedures regarding the disruption of accessible parking spaces during construction projects.
   o Review and update KU design standards to reflect current 2010 ADA requirements.
   o Develop and implement standards for accessible means of egress from each existing building.
   o Develop a checklist of ADA guidelines related to key maintenance issues for use by KU maintenance personnel.
BRIEF OVERVIEW OF THE AMERICANS WITH DISABILITIES ACT (ADA)

The ADA contains five Titles, two of which directly apply to the University of Kansas.\(^1\) Title I of the ADA prohibits discrimination in employment against a qualified individual with a disability, and requires employers to provide reasonable accommodations to such individuals unless such accommodations would impose an undue hardship. As an employer, the University is governed by Title I.

Title II of the ADA requires that the services, programs, and activities of public entities be accessible to qualified persons with disabilities. Public entities may not deny a qualified individual with a disability the opportunity to participate in or benefit from the programs or services offered; may not provide such individual with an opportunity to participate that is not equal to that afforded others; may not provide such individual with a service that is not as effective in affording equal opportunity; and may not provide different or separate benefits or services unless necessary to provide effective services. As a public institution, the University is governed by Title II.

Pursuant to Title II, all University programs, services, and activities, whether academic or non-academic, must be accessible to qualified individuals with disabilities. The requirements of Title II include modifications to policies, practices, and procedures; administering services, programs, or activities in the most integrated setting appropriate; modifications to physical facilities; providing effective means of communication; and providing accessible transportation. Title II is similar in its requirements to Section 504 of the Rehabilitation Act of 1973, which applies to public entities that receive federal financial assistance.

On September 25, 2008, the Americans with Disabilities Act Amendments Act of 2008 (ADA Amendments Act) was signed into law to become effective January 1, 2009. The ADA Amendment Act emphasizes that the definition of disability should be construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of the ADA and generally shall not require extensive analysis.

\(^1\) Title III of the ADA prohibits discrimination against individuals with disabilities in places of public accommodation that are operated by private entities, and therefore does not apply to the University. Title IV of the ADA, an amendment of the Communications Act of 2002, applies to common carriers of voice transmission and therefore does not apply to the University. Title V is entitled “Miscellaneous Provisions” and contains many sections that help to interpret the other Titles of the ADA.
CONCLUSION

“As a premier international research university, the University of Kansas is committed to an open, diverse and inclusive learning and working environment that nurtures the growth and development of all. KU holds steadfast in the belief that an array of values, interests, experiences, and intellectual and cultural viewpoints enrich learning and our workplace. The promotion of and support for a diverse and inclusive community of mutual respect require the engagement of the entire university.”

The findings and recommendations provided in this report represent a plan which will allow the University to continue to enhance and strengthen its effort to be an inclusive campus community. The recommendations cited were established within the context of the ADA Review Task Force’s charge:

- Evaluate whether additional actions, policies or practices are necessary to improve access to campus facilities and programs, and to make recommendations for such improvements, as necessary to build upon the University’s ongoing commitment for an inclusive campus community.
- Identify opportunities for improved coordination, communication and resource sharing.
- Minimize duplicative efforts across University departments, including recommending appropriate changes in University organizational structure.

In addition to the sub-groups’ report recommendations, the identification of general themes illustrated the most frequent recommendations across all six sub-groups.

This report acknowledges that these recommendations are comprehensive and will have implications for the campus community. However, it should be noted that KU has and continues to enhance our campus accessibility in several areas including facility improvements. It is also acknowledged that realistically not all of the recommendations can be undertaken simultaneously. As a result an incremental phasing process may have to be initiated.

The findings and the recommendations that have been identified are intended to continue to position the University of Kansas to realize the community it aspires to create. This report and its findings are intended to also heighten the awareness and understanding of the Americans with Disabilities Act for the campus. The ADA Review Task Force Steering Group strongly endorses a systematic and sustained effort toward an inclusive campus community.

The Office of the Provost will lead and coordinate the implementation of these findings and recommendations across the University.
APPENDICES

APPENDIX A: ADA Review Task Force Steering Group Members
APPENDIX B: ADA Review Task Force Sub-Group Members
APPENDIX C: Academic Accommodations Sub-Group Report and Attachments
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APPENDIX G: Parking and Transit Sub-Group Report
APPENDIX H: Facilities Sub-Group Report and Attachments
APPENDIX A: ADA REVIEW TASK FORCE STEERING GROUP MEMBERS

Steve Ramirez, Co-Chair
EO Specialist/ADA-Title IX Coordinator
Human Resources & Equal Opportunity

Fred Rodriguez, Co-Chair
Vice Provost
The Office of Diversity & Equity

Ola Faucher, Director
Human Resources & Equal Opportunity

Diane Goddard, Vice Provost
Administration and Finance

Lisa Hoebelheinrich, Associate General Counsel
Office of the General Counsel

Donna Hultine, Director
Parking & Transit

Julie Loats, Director
Enterprise Applications & Services
Information Technology

Kim McNeley, Assistant Dean
Student Academic Services, College of Liberal Arts & Sciences

Mary Ann Rasnak, Director
Academic Achievement and Access Center

Barbara Romzek, Senior Vice Provost
Academic Affairs

Barry Swanson, Interim Associate Vice Provost
Operations
APPENDIX B: ADA REVIEW TASK FORCE SUB-GROUP MEMBERS

**Academic Accommodations Sub-Group**  
*Kim McNeley, Chair*

Diann Burright, Interim Director, University Advising Center  
Michele Casavant, Program Director, School of Education  
Abby Coffin, Director of Academic Services, School of Engineering  
Cara Farnell, Advisor, School of Journalism  
Debbie Ford, Research Assistant Professor, School of Nursing  
Alicia Green, Advisor, School of Business  
Gretchen Heasty, Associate Director, Supportive Educational Services  
Gene Hotchkiss, Associate Dean, School of Pharmacy  
Dorothy Knoll, Dean of Students, Student Services, University of Kansas Medical Center  
Cortney McKay, Advisor, College of Liberal Arts and Sciences  
Kim McNeley, Assistant Dean, Student Academic Services, College of Liberal Arts & Sciences  
Vicki Mignot, Administrative Associate Sr., School of Social Welfare  
Patty Noland, Career Development Coordinator, School of Journalism  
Rita Riley, Director, School of Music  
Sally Roberts, Associate Dean, School of Education  
Andrew Shoemaker, Associate Director, Academic Achievement And Access Center  
Lynn Tidwell, Retired Staff, School of Journalism  
Wick, Sandra, Associate Director, University Honors Program, College of Liberal Arts and Sciences

**Employment Sub-Group**  
*Ola Faucher, Chair*

Joanne Altieri, Assistant Vice Chancellor, Research and Graduate Studies  
Mike Broadwell, Director of Human Resources, Libraries  
Ola Faucher, Director, Human Resources & Equal Opportunity  
Kip Grosshans, Associate Director, Student Housing  
Marla Herron, Associate Registrar, University Registrar  
Allen Humphrey, Employee Relations/ EO Manager, Human Resources & Equal Opportunity  
Erin Spiridigliozi, Assistant Dean for Faculty and Staff Affairs, College of Liberal Arts & Sciences
APPENDIX B: ADA REVIEW TASK FORCE SUB-GROUP MEMBERS (Continued)

Facilities Sub-Group
[Barry Swanson, Chair]
Mary Chappell, Director, Recreation Services
Joe Heppert, Associate Vice Chancellor, Research & Graduate Studies
Jim Modig, Director, Design & Construction Management
Brad Nachtigal, Associate Athletic Director, Facilities, Kansas Athletics
Wayne Pearse, Building Engineer, KU Memorial Unions
Judy Pottorff, Corporate Counsel, Kansas Athletics
Doug Riat, Director, Facilities Operations
Diana Robertson, Director, Student Housing
Barry Swanson, Interim Associate Vice Provost for Operations
Carmen Thomas, student and AbleHawks & Allies
Tim Van Leer, Executive Director, Lied Center
Glen White, Director, Research Group on Rehabilitation and Independent Living

Information Technology Sub-Group
[Julie Loats, Chair]
Jennifer Church-Duran, Assistant Dean of Libraries
Todd Cohen, Director, University Relations
Cindy Derritt, Assistant Vice Provost, Student Information Systems
Paul Farran, Senior Systems Specialist, Information Technology Services
Ola Faucher, Director, Human Resources & Equal Opportunity
Julie Fugett, Systems Analyst, Information Technology Services
Matt Garrett, Manager, Information Technology Services
Julie Loats, Director of Information Technology, Enterprise Applications and Services
Altat Uddin, Associate Director, Student Information Systems
Susan Zvacek, Director, Instructional Development and Support
APPENDIX B: ADA REVIEW TASK FORCE SUB-GROUP MEMBERS (Continued)

**Parking and Transit Sub-Group**  
*[Donna Hultine, Chair]*
Donna Hultine, Director, Parking and Transit  
Danny Kaiser, Assistant Director, Parking and Transit  
Julie Loring, Disability Specialist, Academic Achievement and Access Center  
Derek Meier, Student Transportation Coordinator  
Dot Nary, Gerontology  
Steven Schrock, Assistant Professor, Civil, Environmental and Architectural Engineering  
Carmen Thomas, student and AbleHawks and Allies

**Student Services/Programs Sub-Group**  
*[Mary Ann Rasnak, Chair]*
David Mucci, Director, Kansas Memorial Unions  
Diana Robertson, Director, Student Housing  
Fred Pawlicki, Executive Director, KU Continuing Education  
Rueben Perez, Director, Student Involvement and Leadership Center, and Interim Director, Office Multicultural Affairs  
Lisa Pinamonti Kress, Director, Office of Admissions  
Mary Ann Rasnak, Director, Academic Achievement and Access Center  
Marlesa Roney, Vice Provost, Student Success  
Bill Steele, Program Assistant, Office of Professional Military Graduate Education

**Additional Resources**
Allen Humphrey, Assistant Director, Human Resources & Equal Opportunity  
Gwen Jansen, EO Specialist, Human Resources & Equal Opportunity  
Mike Leitch, Associate General Counsel, Office of the General Counsel  
Fred Pawlicki, Executive Director, KU Continuing Education  
Rachel Rolf, Assistant General Counsel, Office of the General Counsel  
Deb Teeter, Director, Institutional Research & Planning (or Designee)  
Sara Trower, Associate General Counsel, Office of the General Counsel
Scope of Review

The goal of the Academic Accommodations Sub-group was to collect and evaluate information about the knowledge, resources, and procedures utilized in the various academic units to provide reasonable academic accommodations to students with disabilities. While Disability Resources (DR) and other units play a critical role in providing a breadth of services, the focus of this sub-group’s report was on the academic units as partners in providing reasonable academic accommodations. The review of Disability Resources, and other student support services, is the focus of the Student Services Sub-group.

History of Services Provided

The 1973 Vocational Rehabilitation Act mandated that all recipients of federal financial assistance make their programs and activities accessible to qualified individuals with disabilities. The University of Kansas developed its first self-evaluation for compliance in June of 1978 after publication of the implementation regulations in 1977. The numbers of students with disabilities enrolling in higher education additionally increased as a result of passage of the Individuals with Disabilities Education Act (IDEA) in 1986 which mandated specific transition planning for all students eligible for special education. Students with disabilities viewed enrollment in higher education as the next logical step. According to the National Center for Educational Statistics, almost 11 percent of students in postsecondary education in 2008 report having a disability. With the passage of the Americans with Disabilities Act of 1990 (ADA), University of Kansas’ commitment to equal access was reaffirmed. A formal self-study was completed in 1995 and annual informal evaluations have initiated changes in both administrative structure and services illustrate this commitment.

While there was not a distinct review of academic accommodations, specifically the role played by the academic units, the following recommendations recognizing the important interaction between Disability Resources and academic units were noted in the Self-Study conducted in 1995. These recommendations continue as a focus of the current Academic Accommodations Sub-group review.

1996 Self-Study Recommendations:

- Continue to provide opportunities that sensitize faculty, staff and students to issues of disability and their responsibilities to contribute to an accepting environment.

In 1996, SSD met with all School Deans, Associate Deans and key academic administrators to evaluate service delivery systems and discuss procedures.
• Continue to develop accessible materials that describe and amplify procedures for use of available services.

In 1996, revision of the Options brochure, basic information about procedures and services was finished, with enough printed to send to all counselors in Kansas public schools and targeted out-of-state recruitment areas. Braille printing is now available. Closed captioning was added to the New Student Orientation video about the community. There is commitment via Instructional Development and Support (formerly Media Services) to consider accessibility in purchases and production.

• Complete the entry and analysis of data regarding past and current students with disabilities enrolled at KU.
• Continue discussion with academic departments regarding degree requirements, substitutions and other exceptions.

In 1996, discussion was continued and written position statements were made.

• Develop a more systematic approach to review of written materials to ensure that issues of disability are included and representative of the available opportunities.
• Continue to serve as advocates for students with disabilities to increase accessibility to all programs.

In 1996, SSD staff participated in meetings of School Deans and Associate Deans, Housing, Academic policy committees, Senate Transportation Board, and the Architectural Barriers Committee. Changes in Commencement ceremonies necessitated a change in physical access which was made in a timely way.

• Continue to work toward providing an open, supportive climate for persons with disabilities.

In 1996, continued effort was made with prospective, new and returning student interactions.

• Develop and distribute a written policy or statement that addresses the issue of faculty response to students who approach them for accommodations but who have not followed established procedures to document eligibility.

Reference information was gathered during 1996.

• Review the system for getting books on tape in light of the changes being made at Records for the Blind and Dyslexic in their rate structure, as well as the arrangements in
place with the campus bookstore. Revise Reader Guidelines and republish in all formats.

- Continue to pursue the addition of full-time staff members to support Section 504 requirements. The enrolled population has grown significantly since the last increase in staff.

Several administrative changes have provided central services support for academic units as they respond to the needs of students with disabilities. For example, by late 2002 the office of Services for Students with Disabilities (SSD) had merged with the Student Development Center (SDC) and, recognizing the increase in the numbers of students with Learning Disabilities (LD) and Attention Deficit Hyperactivity Disorder (ADHD), a full-time LD specialist was hired and joined the SSD staff during the spring 2003 semester. By the end of 2004 the staff of SSD consisted of the Director, Associate Director, Interpreter Coordinator, LD Specialist and a half-time Sign Language Interpreter. The Sign Language Interpreter position was increased to 75% time in 2005.

In a move to better clarify its mission, both SDC and SSD were renamed the Academic Achievement and Access Center (AAAC) in 2004. SSD became Disability Resources (DR) under the AAAC umbrella. Due to the increase in the numbers of students with LD and ADHD, DR hired an Assistant LD Specialist/Alternative Exam Coordinator in 2008. In the spring of 2009, the Associate Director announced her retirement and the LD Specialist was promoted to Associate Director and a Disability Specialist was hired to coordinate accommodations for students with disabilities other than LD or hearing impairments.

Over the past 11 years, both service delivery and technology have changed the way the University responds to students’ requests for academic accommodation. In an effort to increase student participation in the interactive process of requesting accommodations, DR modified the procedures for faculty notification of eligibility for academic accommodations. DR switched from mailing out letters to instructional staff to an Accommodation Request Form (ARF) that the student would complete with her/his assigned specialist each semester as to better identify the specific accommodations necessary for each individual class, rather than a general letter listing all possible accommodations a student might be eligible to use. The ARF specifies which accommodations a student will use in class and then requires signatures from the instructor, the student and the specialist. A main benefit to this procedural change was students would have increased contact with both DR and course instructors. Requiring signatures from all involved in the accommodation process facilitates better communication and promotes self-advocacy.

The increase in technology has also had a positive impact on how services are provided to students with disabilities. In 2003, DR began producing textbooks in electronic formats. SSD used to hire students to read textbooks and other required reading onto tape. Depending on the size of the textbook or material needed, tape recording a book can take up to three months to complete. Electronic Text (e-text) is the process of scanning the textbook and converting the
image file into a text file. Once the text file has been completed, it needs to be edited for content accuracy. This can cut down the time it takes to convert material to three weeks depending on the type of material (math, science and technical material require a longer time to edit). DR currently has two high speed Cannon duplex scanners and text conversion is coordinated by student workers. Students access the files via a text reading program on the computer.

Technology has also helped provide access for students who are Deaf or Hard-of-Hearing. While sign-language interpreting has been a common accommodation in postsecondary education, DR has also provided Computer Assisted Real Time Translation (CART) and Remote CART. By 2002, DR was able to provide Remote CART in large lecture halls and classrooms with wireless internet access and, as wireless access points increase across campus, remote CART is possible in more classrooms.

**Current Status of Services Provided**

Disability Resources has provided the University with a centralized approach to provide consistent advising and support, specifically to academic accommodations, to students across all academic units. Disability Resources has also taken the lead in providing information for faculty, staff, and other units on campus. A review of the most common student services ‘entry’ websites and information for incoming/new students looking for ADA and/or academic accommodation information and referrals, includes the following:

**Admissions:**
All of the online event registration forms ask/have language about students or guests needing any form of accommodation. [http://admissions.ku.edu/visit/](http://admissions.ku.edu/visit/)

In the printed Freshman and Transfer Viewbooks there is information about Disability Resources (DR) and the Academic Achievement and Access Center (AAAC)—freshman book, p. 24; transfer book, p. 10.

**New Student Orientation (NSO):**
A general statement about participants (students or guests) needing accommodation is listed within the NSO registration site (which is not accessible by staff).

[http://orientation.ku.edu/faq.shtml?kulc](http://orientation.ku.edu/faq.shtml?kulc) (See the FAQs at the bottom left side of the page.)

[http://orientation.ku.edu/docs/2010NSOGuide.pdf](http://orientation.ku.edu/docs/2010NSOGuide.pdf) (See p. 30 on PDF copy/p. 28 on actual paper NSO guide page, under the “Disability Resources” heading.)
In the two aforementioned units, while the information is there, it is somewhat buried within each site. Unless a student is savvy enough to translate the language and ask the right questions to find it, the information is not readily available. Once the information is found, it is often primarily a referral to the Disability Resources Office/Academic Achievement and Access Center.

The two units listed below have much more complete and instructive information about academic accommodations and ADA compliance.

**Academic Achievement and Access Center (AAAC):**
http://www.achievement.ku.edu/ (the main office page, with a link to the Disability Resources site.)

http://www.disability.ku.edu/ (the main DR page.) The accommodations process (Accommodations Process) and other appropriate topics and forms (Test Accommodations Form, Required Documentation, LD & ADHD Evaluations, Sample Syllabus Statement) are on the right side of the page. Also listed are Guidelines for Services.

Also on the DR page are two related references and links to the following websites on the University Career Center page.

**University Career Center (UCC):**
(Per Megan Hill, Associate Director) “As far as I know, the only place the University Career Center uses the Disability Resources statement is on the course syllabi for PRE 210, LA&S 492, and PRE 595/LA&S 490. However, we do also have a website specifically for Students with Disabilities. Here is the link to the page: http://www.kucareerhawk.com/s/762/2column.aspx?sid=762&gid=1&pgid=860

(Megan continues…) In addition, we also have a website for the Workforce Recruitment Program, which is a federal program which helps connect students with disabilities with internship opportunities within various federal agencies. Here is the link to that page: http://www.kucareerhawk.com/s/762/2column.aspx?sid=762&gid=1&pgid=908.”

The UCC page could be viewed as a ‘best practices’ example, given its clear information, relevance, and implications for student use. While Disability Resources is a centralized
resource for academic services for students, other units could take a more active role in sharing related information for their target audiences.

Libraries:
http://www.lib.ku.edu/services/ada/

Policy Library:
https://documents.ku.edu/policies/HR/EO/DisabilityADAissues.htm

Currently, academic accommodations provided across the University are not systematically recorded. Documentation indicating the use of specific accommodations (testing proctors, etc.) provided centrally by Disability Resources is available. Disability Resource data indicates that a significant increase in services provided centrally (full report attached). During the 2008-2009 academic year, Disability Resources administered a total of 773; during the 2009-2010 academic year, Disability Resources administered a total of 1,192 exams.

Data regarding the type or quality of accommodations provided by academic units is not available; therefore, a complete picture of the utilization rates and cost of services is not available at this time.

It is the expectation of the Disability Resources (DR) that accommodations for testing are the primary responsibility of the academic unit, and that DR may provide accommodations as a backup only. It is currently unclear whether the increase in testing accommodations by DR is due to an increase in student need or a shift in the academic unit’s ability/practice to provide for such accommodations. This raises a significant issue as to where the most cost effective, equitable accommodations should be administered.

Finally, the strength of Disability Resources and the centralized system currently in place relieves academic units of the primary role in evaluation and decision-making regarding academic accommodations involving testing, etc. While this model improves consistency in decision-making, this centralization may have also, while unintended, minimized the academic unit’s sense of responsibility to ensure faculty and staff within the unit continue to be updated on current practice and procedures. An attitude of “they’ll let us know what we need to do” or “we do what they tell us” may be prevalent. Understanding the current: 1) level of awareness and understanding of expectations, and 2) practice of updating/training for faculty, instructional staff, graduate teaching assistants and student support staff regarding ADA and Section 504 was determined to be a critical outcome of this review process.

Review Process

Representatives for the Academic Accommodations Sub-group were selected to ensure that each academic unit (Schools and the College) and Student Success unit partnering to provide
academic accommodations for students at the University provided input. The specific representation of these units has been outlined previously in the report.

The review consisted of the following:

1. An initial sub-group discussion of current strengths and weaknesses of the University-wide system supporting the academic needs of students with disabilities.
2. An academic unit survey designed to evaluate the: a) level of awareness and understanding of expectations, and b) practice of updating/training for faculty, instructional staff, graduate teaching assistant and student support staff regarding ADA and Section 504.
3. Request for student input.
4. Confirmation of current GTA and new faculty training topics/programs.
5. Summary of findings where compiled to form the basis of recommendations.

Each academic unit identified the individuals from their unit that were positioned to provide the best feedback regarding the issue. For example, Undergraduate Coordinators in each of the over 50 departments in the College were surveyed.

Findings

All academic units rely on a centralized Disability Resources (DR) to: 1) determine eligibility for accommodations, 2) determine students’ needs for academic accommodations, 3) advise regarding reasonable accommodations, and 4) assist in coordination of the accommodations when requested. In general, all academic units appear to be satisfied with the expertise of and service provided by DR (12% Very Satisfied; 44% Satisfied; 12% Somewhat Satisfied; 28% Neutral). Unless there is a question about the appropriateness of a particular accommodation given the requirements of a particular course, generally the accommodations recommended by DR are implemented without hesitation.

Initial concerns regarding the awareness of or education provided to faculty, instructional staff, graduate teaching assistants, and student support staff related to providing reasonable accommodations to students with disabilities were explored through an academic unit survey. Two item responses, in particular, reinforced the Academic Accommodations Sub-group’s perception:

- 59% of respondents indicated that faculty, instructional staff, graduate teaching assistants, and student support staff do not have an understanding of the American Disabilities Act (ADA) and Section 504.
- 64% of respondents indicated that additional training was needed, focusing on the requirements of the ADA and Section 504, the procedures for providing reasonable
accommodations, and information regarding various disabilities and tips on classroom and instructional management of those disabilities.

Most academic units do not appear to have a systematic process for disseminating ADA and Section 504 related information to faculty. This lack of information may lead to unintentional errors during the process of providing accommodations, or to students not receiving reasonable accommodations when they are entitled to the same.

The following provides a synthesis of responses and comments from Academic Accommodations ADA Survey:

Units were first asked to evaluate the level of knowledge of faculty, instructional staff, Graduate Teaching Assistants (GTAs), and Support Services Staff regarding the following common academic accommodations:

1. **Arrangements for textbook and other in-class information that needs to be in alternate formats (e.g., CDs, electronic text)?**

<table>
<thead>
<tr>
<th></th>
<th>Expectations</th>
<th>Expectations</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clear</td>
<td>Unclear</td>
<td>Unsure</td>
</tr>
<tr>
<td>Faculty</td>
<td>45.83%</td>
<td>16.67%</td>
<td>37.50%</td>
</tr>
<tr>
<td>Instructional Staff</td>
<td>36.00%</td>
<td>24.00%</td>
<td>40.00%</td>
</tr>
<tr>
<td>Graduate Teaching Assistants</td>
<td>28.00%</td>
<td>20.00%</td>
<td>52.00%</td>
</tr>
<tr>
<td>Student Support Staff</td>
<td>29.17%</td>
<td>20.83%</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

The expectation is that individual instructors will make any accommodations necessary, based on the form provided by the student. If there is a question about feasibility or appropriateness, the options would be discussed with Disability Resources (DR). One school/department felt that the responsibility should lie with instructional staff and student support staff, not faculty or GTAs. Another commented that student support staff do not get involved in this area. Several commented that they work with DR personnel when input/support is needed. The School of Journalism does not provide any information to professors about the accommodations they are to provide and did not believe that DR provides information for the school. More information about accommodations was requested. Responsibilities that appeared unclear were:

- Who pays for adaptations?
- What about faculty who don’t identify their text early in the prior semester?
II. Access to electronic teaching modalities (Blackboard, captioned video, etc.)?

<table>
<thead>
<tr>
<th>Category</th>
<th>Expectations Clear</th>
<th>Expectations Unclear</th>
<th>Expectations Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>33.33%</td>
<td>20.83%</td>
<td>45.83%</td>
</tr>
<tr>
<td>Instructional Staff</td>
<td>32.00%</td>
<td>28.00%</td>
<td>40.00%</td>
</tr>
<tr>
<td>Graduate Teaching Assistants</td>
<td>25.00%</td>
<td>25.00%</td>
<td>50.00%</td>
</tr>
<tr>
<td>Student Support Staff</td>
<td>28.00%</td>
<td>24.00%</td>
<td>48.00%</td>
</tr>
</tbody>
</table>

A number of the respondents were unsure, unaware, or uncomfortable with access to electronic teaching modalities. There were several individuals who do try to ensure that Bb has appropriate capabilities and utilize electronic teaching modalities in their classes. The department of special education serves as a resource for other SOE and KU faculty and staff including in the area of assistive and instructional technology.

III. Accommodations for laboratory or field work.

<table>
<thead>
<tr>
<th>Category</th>
<th>Expectations Clear</th>
<th>Expectations Unclear</th>
<th>Expectations Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
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<td>13.04%</td>
<td>56.52%</td>
</tr>
<tr>
<td>Instructional Staff</td>
<td>29.17%</td>
<td>16.67%</td>
<td>54.17%</td>
</tr>
<tr>
<td>Graduate Teaching Assistants</td>
<td>22.73%</td>
<td>13.64%</td>
<td>63.64%</td>
</tr>
<tr>
<td>Student Support Staff</td>
<td>21.74%</td>
<td>13.04%</td>
<td>65.22%</td>
</tr>
</tbody>
</table>

While laboratory and field work are not a part of the schools/departments of most respondents, it was suggested that they would work with the student to provide any necessary accommodations. It was suggested that many faculty might not equate accommodation to legal requirements but more as just being good instructors. Overall, there was an expressed willingness to provide any reasonable accommodation.
IV. **Provisions for travel and lodging that are necessary for class participation.**

<table>
<thead>
<tr>
<th></th>
<th>Expectations Clear</th>
<th>Expectations Unclear</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>17.39%</td>
<td>17.39%</td>
<td>55.22%</td>
</tr>
<tr>
<td>Instructional Staff</td>
<td>20.83%</td>
<td>20.83%</td>
<td>58.33%</td>
</tr>
<tr>
<td>Graduate Teaching Assistants</td>
<td>17.39%</td>
<td>17.39%</td>
<td>55.22%</td>
</tr>
<tr>
<td>Student Support Staff</td>
<td>16.67%</td>
<td>16.67%</td>
<td>66.67%</td>
</tr>
</tbody>
</table>

Basically respondents were either unsure about how this would be handled/arranged or didn’t believe it was an issue for their school/department. The Edwards campus does outline the options for transportation and helps arrange carpooling. The Department of Special Education has had extensive experience in this area and had multiple examples/suggestions including peers making travel arrangements, accompanying the individual with disabilities, and carpooling. Respondents would like more information about this area.

V. **Arrangements (exam availability, location, proctor, etc.) for testing/exam accommodations?**

<table>
<thead>
<tr>
<th></th>
<th>Expectations Clear</th>
<th>Expectations Unclear</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>62.50%</td>
<td>12.50%</td>
<td>25.00%</td>
</tr>
<tr>
<td>Instructional Staff</td>
<td>56.00%</td>
<td>20.00%</td>
<td>24.00%</td>
</tr>
<tr>
<td>Graduate Teaching Assistants</td>
<td>54.17%</td>
<td>12.50%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Student Support Staff</td>
<td>50.00%</td>
<td>20.83%</td>
<td>29.17%</td>
</tr>
</tbody>
</table>

Respondents seemed most comfortable with this area of accommodations, particularly exam proctoring. Several commented that they had used DR staff for support and help, and multiple examples of how schools/departments were handling accommodations were provided.

VI. **Identification of note takers for lectures and/or other classroom activities**

<table>
<thead>
<tr>
<th></th>
<th>Expectations Clear</th>
<th>Expectations Unclear</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>41.67%</td>
<td>25.00%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Instructional Staff</td>
<td>36.00%</td>
<td>36.00%</td>
<td>28.00%</td>
</tr>
<tr>
<td>Graduate Teaching Assistants</td>
<td>37.50%</td>
<td>29.17%</td>
<td>33.33%</td>
</tr>
<tr>
<td>Student Support Staff</td>
<td>28.00%</td>
<td>32.00%</td>
<td>40.00%</td>
</tr>
</tbody>
</table>

Again, respondents were knowledgeable about this area. Concerns/suggestions expressed included:
- What if there was no volunteer?
- Note-taking is visible so the student’s privacy isn’t protected.
- No plan as a unit.
- Quality of note taking is inconsistent; finding a dependable volunteer can be a challenge.
- Faculty post their notes and materials online so note taking isn’t as critical as it was a few years ago.
- As posted by DR, faculty should review the quality and content of the notes and recommend the most qualified note taker.

**VII. Identification of scribes or individuals to take dictation for the student during exams or assessments?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Expectations</th>
<th>Expectations</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clear</td>
<td>Unclear</td>
<td>Unsure</td>
</tr>
<tr>
<td>Faculty</td>
<td>37.50%</td>
<td>25.00%</td>
<td>37.50%</td>
</tr>
<tr>
<td>Instructional Staff</td>
<td>32.00%</td>
<td>36.00%</td>
<td>32.00%</td>
</tr>
<tr>
<td>Graduate Teaching Assistants</td>
<td>33.33%</td>
<td>29.17%</td>
<td>37.50%</td>
</tr>
<tr>
<td>Student Support Staff</td>
<td>25.00%</td>
<td>29.17%</td>
<td>45.83%</td>
</tr>
</tbody>
</table>

Most respondents have not encountered this need but expressed willingness to provide the accommodations if required. A few commented that they were unfamiliar with this accommodation and unaware of departmental policies. The math department provides a staff person to act as the scribe because of the need for specialized content knowledge (advisor or instructor). More information about this area was requested.

**VIII. Student Referral**

*What are your academic unit’s faculty, instructional staff, graduate teaching assistants (GTAs), and support staff responsibilities to students who are registered with Disabilities Resources (DR) regarding: Student referral if a concern is raised?*

This is clearly done on an individual student basis. Respondents expressed willingness to work with the student and intercede with faculty if that is the issue. Several were unclear about their responsibility in this situation and would defer to Dean’s office and/or DR.
What are your academic unit’s faculty, instructional staff, graduate teaching assistants (GTAs), and support staff responsibilities to students who are not registered with Disabilities Resources (DR) regarding: Student referral if a concern is raised?

This question resulted in a variety of responses. Several believe it wasn’t applicable to them in their position. While willing to work with the student, most felt that they would refer to the Dean’s office and/or DR.

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Clear</th>
<th>Unclear</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>30.43%</td>
<td>21.74%</td>
<td>47.83%</td>
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<tr>
<td>Instructional Staff</td>
<td>33.33%</td>
<td>20.83%</td>
<td>45.83%</td>
</tr>
<tr>
<td>Graduate Teaching Assistants</td>
<td>34.78%</td>
<td>21.74%</td>
<td>43.48%</td>
</tr>
<tr>
<td>Student Support Staff</td>
<td>33.33%</td>
<td>16.67%</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

IX. Changes (substitutions or waivers) to degree or major requirements

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Clear</th>
<th>Unclear</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>37.50%</td>
<td>16.67%</td>
<td>45.83%</td>
</tr>
</tbody>
</table>

While several stated the willingness of faculty to work with students, it was clear that most believed these are program issues and as such should be handled centrally at the administrative level.

Several items were designed to gain understanding regarding the current training and communication regarding ADA and Section 504 issues. The items are summarized below.

How are current faculty, graduate teaching assistants (GTAs), and instructional staff apprised/updated of the University's policy on making reasonable accommodations for programs/courses?

There was no common method mentioned. The various information avenues included:

- E-mail from DR.
- E-mail or direct communication from department chairs, associate deans’ office
- Believe there is no centralized approach for information dissemination; occurs indirectly; no mechanism.
- Active mentoring for faculty, GTAs, and instructional staff where information on accommodations is provided.
- HR and Special Education appear to have established a process for dissemination.
Please describe the forms of notification used by your academic unit to notify/inform your students of the existence of DR and the services DR offers?

While one respondent was unaware of any ways in which students were notified, two options were listed—individual information provided by peer advisors and in-person advising appointments.

Do you have any concerns that have not been addressed in the survey? If so, please describe.

The primary response to this question was “no” although there were comments about the length and composition of the survey and whether he/she was the appropriate person to be responding. There seemed to be a concern that the survey implied that they should be doing more but were unaware of what this might entail. One individual believed that the University should take a much stronger stand in welcoming students with disabilities to KU, indicating that “disability issues remain a marginalized part of the university’s efforts to become a more diverse and welcoming community.”

How are new faculty, graduate teaching assistants (GRAs), and instructional staff apprised of the University’s policy on making reasonable accommodations for programs/courses?

The following were mentioned:
- GTA orientation.
- Orientation sessions.
- Socialization to the profession seminars; memos from administration or DR.
- GTAs working with faculty.
- Individual communication with the Associate Chair.
- Mentoring.
- Suggestion—put information into faculty handbook.

Please describe new assistive technology necessary for your academic unit that KU does not currently provide.

Respondents either didn’t know what assistive technology is nor had no idea of what might be needed.

Suggestions for training/information needed:
- Substitutions/waivers of major/minor requirements.
- Services and resources offered by the university, which students qualify and how, how students should be referred to DR.
- Options for making print and electronic material accessible.
- Session to review procedures and requirements.
The following sites outline the current training option for GTAs and faculty:

Current GTA Training
http://www.graduate.ku.edu/-
downloads/NewGTAs/New%20GTA%20Conf%20Flyer.SP11.pdf


Center for Teaching Excellence
http://www.cte.ku.edu/

Applicable Legal Requirements

Information regarding applicable legal requirements is available at:

U.S. Department of Education, Office for Civil Rights:
http://www2.ed.gov/about/offices/list/ocr/disabilityoverview.html

Association on Higher Education and Disability – AHEAD:
http://www.ahead.org/resources

Recommendations

The following recommendations have been determined by the Academic Accommodations Sub-group:

1. Continue to provide opportunities that sensitize faculty, staff, and students to issues of disability and their responsibilities to contribute to an accepting environment. While this was a recommendation in 1996, it is more critical today.

2. Identify training and update procedures (communication strategies, training modules, on-line resources, etc.) regarding ADA and Section 504 issues, as well as, teaching best practices to meet the diverse needs of students with disabilities. This would include the identification of specific offices (Office of the Provost, Human Resources, Center for Teaching Excellence, Disability Resources, etc.) to serve as visible coordinator with the responsibility for acquiring and the authority to ensure that best practices are applied consistently University-wide. This type of authority/responsibility likely requires a full-time upper-level administrator.
3. Clarify expectations between Disability Resources and academic units for the following accommodations:
   - Arrangements for textbook and other in-class information that needs to be in alternate formats (e.g., CDs, Braille, electronic text.)
   - Access and training in best electronic teaching modalities (Blackboard, captioned video, etc.)
   - Accommodations for laboratory or field work.
   - Provisions for travel and lodging that are necessary for class participation.
   - Arrangements (exam availability, location, proctor, etc.) for testing/exam accommodations.
   - Identification of note takers for lectures and/or other classroom activities.
   - Identification of scribes or individuals to take dictation for the student during exams or assessments.
   - Changes (substitutions or waivers) to degree or major requirements.

While some of this information is available on the DR website, it is important to further clarify and post to department advising sites in high traffic areas.

4. Develop additional components of the process for the identification of note takers and scribes that ensures appropriate student qualifications (i.e., cumulative GPA, course performance).

5. Determine the most cost effective method to provide support for testing accommodations (central, academic unit, etc.). A designated testing center (staff and physical location) would provide a critical resource to addressing increased student need and challenges from the academic units to facilitate testing within the department.

6. Explore enhanced accommodations-tracking technology to provide the possibility to provide proactive, as opposed to reactive support for student needs.
## Academic Achievement and Access Center

### Disability Resources

Testing report for 2008-2009 academic year

<table>
<thead>
<tr>
<th>FALL 2008</th>
<th>Proctor</th>
<th>Read</th>
<th>Scribe</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 08</td>
<td>57</td>
<td>8</td>
<td>4</td>
<td>69</td>
</tr>
<tr>
<td>October 08</td>
<td>102</td>
<td>11</td>
<td>5</td>
<td>118</td>
</tr>
<tr>
<td>November 08</td>
<td>68</td>
<td>10</td>
<td>6</td>
<td>84</td>
</tr>
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<td>December 08</td>
<td>22</td>
<td>5</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Finals week</td>
<td>83</td>
<td>5</td>
<td>3</td>
<td>91</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>392 total exams</strong></td>
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<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
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<th>Proctor</th>
<th>Read</th>
<th>Scribe</th>
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</tr>
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<td>74</td>
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<tr>
<td>March 09</td>
<td>71</td>
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<td>April 09</td>
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<td>81</td>
</tr>
<tr>
<td>May 09</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Finals week</td>
<td>80</td>
<td>8</td>
<td>4</td>
<td>92</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>339 total exams</strong></td>
<td></td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>SUMMER 2009</th>
<th>Proctor</th>
<th>Read</th>
<th>Scribe</th>
<th>Total</th>
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<td>July 2009</td>
<td>28</td>
<td>3</td>
<td>0</td>
<td>31</td>
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<th>2008-2009</th>
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<tbody>
<tr>
<td></td>
<td>648</td>
<td>88</td>
<td>37</td>
<td><strong>773 total exams</strong></td>
</tr>
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</table>

During the 2008-2009 academic year, Disability Resources administered a total of 773 exams on behalf of KU professors, lecturers and GTAs. Ten student staff members were employed by DR at various times throughout the year to manage these exams. The course and room scheduling staff in the Registrar’s office was instrumental in securing reduced distraction testing spaces. Clear, frequent communication with faculty, staff and students is imperative in maintaining a smooth delivery of testing services.
**Academic Achievement and Access Center**  
**Disability Resources**  
**Testing report for 2009-2010 academic year**

<table>
<thead>
<tr>
<th><strong>FALL 2009</strong></th>
<th>Proctor</th>
<th>Read</th>
<th>Scribe</th>
<th>Total</th>
</tr>
</thead>
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<td>9</td>
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<tr>
<td>October 09</td>
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<td>7</td>
<td>167</td>
</tr>
<tr>
<td>November 09</td>
<td>95</td>
<td>9</td>
<td>4</td>
<td>108</td>
</tr>
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<td><strong>1,192 total exams</strong></td>
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During the 2009-2010 academic year, Disability Resources administered a total of 1,192 exams on behalf of KU professors, lecturers and GTAs. Eleven student staff members were employed by DR at various times throughout the year to help manage these exams. The course and room scheduling staff in the Registrar’s office was instrumental in securing reduced distraction testing spaces. Clear, frequent communication with faculty, staff and students is imperative in maintaining a smooth delivery of testing services.
APPENDIX D

Employment Sub-Group Report
APPENDIX D: EMPLOYMENT SUB-GROUP REPORT

History of Services Provided

A Transition Plan listing the physical barriers in the University’s facilities and plans to remove those barriers was completed in December 1977. The plan was maintained by the Architectural Barriers Committee (ABC) to identify and address barriers found in University facilities. In June 1978 KU submitted a self-evaluation plan to the Kansas Department of Administration as a requirement of Section 504 of the Rehabilitation Act of 1973. In June 1992 the University finished a transition plan to update the 1977 plan. In September 1995, in accordance with the Americans with Disabilities Act of 1990 (ADA), the University of Kansas conducted a supplemental self-evaluation. This was accomplished through the work of the ADA Advisory Committee (ADAAC). In April 2000 KU submitted an update of the self-evaluation plan to include the modifications made possible with the 1996 Crumbling Classrooms Projects monies appropriated to the Kansas Board of Regents.

Since self-disclosure of disabilities is not a requirement, departments and central administration do not know the full extent of persons with disabilities in our workforce. When known, employment issues for persons with disabilities are handled primarily and informally at the department level with varying levels of sensitivity and success, often without any central awareness of the outcome. Departments represented by membership on the ADA Review Task Force also provide a variety of services to employees with disabilities.

In 2004, the Equal Opportunity Office was combined with Human Resources to become the Department of Human Resources and Equal Opportunity (HR/EO). The combination was made to improve operating efficiencies and to address compliance and the recruitment process management for faculty and staff. At the same time, an Interim Associate Vice Provost for Diversity and Equity was appointed to guide University in efforts for inclusion and diversity. These two offices coordinate services for employees. In HR/EO, Allen Humphrey is the EO Manager, and Steve Ramirez, EO Specialist, is the ADA Coordinator. Ramirez, assisted by Humphrey, facilitates requests for reasonable accommodation, investigation of complaints, and resolution of issues raised. HR/EO also provides required federal reporting and training related to ADA. Fred Rodriguez, Interim Associate Vice Provost for Diversity and Equity, coordinates campus strategies for fostering campus inclusion and diversity.
**Current Status of Services**

The University policy on Disability and ADA Issues is available at:  
https://documents.ku.edu/policies/HR/EO/DisabilityADAIssues.htm

Steve Ramirez reviews requests for reasonable accommodation for faculty/staff and coordinates with medical providers and campus departments to determine the feasibility of making accommodations. During 2010, HR/EO processed eight requests for faculty/staff reasonable accommodation. Information about accommodations is available at:  
http://www.HR/EO.ku.edu/policies_procedures/ea_aa/ada.

Steve Ramirez and Allen Humphrey investigate and resolve complaints related to ADA issues using the HR/EO discrimination complaint resolution process. This process is fully described at:  

During 2010, one compliance investigation was conducted, and one external complaint was resolved with findings of no probable cause related to ADA issues. HR/EO staff also conducts campus training on ADA topics, including a regular ADA component in supervisory training. Mr. Ramirez also responds to campus requests related to accessibility issues (e.g. alternatives when elevators are inoperable, the need for temporary ramps, etc.).

Additional information is available on the HR/EO website regarding ADA-related topics at:  

Mr. Rodriquez has coordinated contacts with advocacy groups on campus to ascertain needed improvements on ADA topics. Having one clearly identified campus contact for ADA services is a known area for needed improvement. Other campus website models are also being considered to improve the availability of ADA information in one location.

**Review Process**

The Employment Sub-Group of the ADA Review Task Force took a variety of approaches to review the status of ADA services and information available to employees at the University of Kansas. One of our first steps involved a thorough review of all current policies and related forms that are relevant to ADA issues. In addition to the review of KU policies and our own websites, we reviewed a number of websites from other universities and institutions with expertise in ADA information. Finally, we developed a short survey to garner specific information on ADA information, policies, and services that targeted 92 employees at KU who have voluntarily reported an existing disability to the Human Resources and Equal Opportunity Office at some time during their employment. The following reports in this section will provide additional details on each of the processes used for our review.
Review of Current Policies

The policy subgroup reviewed existing University ADA policies and forms for completeness and applicability of the information provided, the ease and ability to find the policies and related forms, and to determine if additional policies were needed.

The following policies/forms were reviewed:

- Nondiscrimination, Equal Opportunity, and Affirmative Action Policy.
- Disability and ADA Issues Policy.
- KU Discrimination Complaint Resolution Policy.
- Kansas Department of Administration ADA – Notice to the Public.
- State of Kansas ADA Grievance Procedure.
- Disability Disclosure Form.
- Request for Reasonable Accommodation Form.

Websites Reviewed

- University of Texas – [http://www.utexas.edu/disability/](http://www.utexas.edu/disability/) (Attachment 1)
- Ohio State University – [http://ods.osu.edu/](http://ods.osu.edu/) (Attachment 2)

ADA Survey of Current Employees who have Self-Reported Disabilities

HR/EO identified 99 KU employees who were self-identified as having a disability. The list was further reduced by those employees who are currently on long-term leave. The following email was sent to each individual employee identified and included a link to the Survey (Attachment 6).

From: Faucher, Ola
Sent: Friday, February 25, 2011 3:47 PM
To: XXXXX
Subject: Feedback Needed - ADA Review

It has been some time since KU has reviewed its programs, policies, services, and facilities in the context of the Americans with Disabilities Act (ADA). We are now engaged in that review, coordinated by the University ADA Review Task force, with work
groups considering the areas of academics, employment, facilities, information technology, parking and transportation, and student services. As the chair of the Employment Group, I am soliciting your assistance in our review process.

At some point during your career with KU, you chose to confidentially self-identify an existing limitation to Human Resources and Equal Opportunity (HR/EO). That information remains confidentially with HR/EO. I believe that your viewpoint will assist our work group assess how well KU provides a supportive work climate to persons with limitations.

I invite you to complete an anonymous, confidential survey to assist the work group with that ADA assessment. I hope you will complete this survey by March 4, 2010. [https://www.surveymonkey.com/s/ada_review2](https://www.surveymonkey.com/s/ada_review2)

If you would prefer a confidential interview with one of the work group members, rather than completing the survey, please reply to this e-mail and provide a contact phone number. In response, a member of the work group will contact you to schedule a meeting.

Please share this e-mail and survey invitation with other KU faculty or staff with limitations who wish to have input into the review process.

Thank you for assisting us in this review process. Please feel free to contact me with any questions you may have. Ola

The Survey itself was limited to only eight questions that the Committee felt were particularly relevant to employee issues related to ADA. It was not intended to cover the full scope of ADA-related issues that were covered by other Sub-Groups. The survey questions were as follows:

1) Do you believe there are clear and simple procedures for employees to make requests or ask questions with respect to ADA issues?
2) To my knowledge KU employees have adequate access to disability programs and services.
3) To my knowledge, KU offers adequate employment opportunities for people with disabilities.
4) Do you believe additional actions, policies and practices are needed to improve access to disability services?
5) What recommendations do you have for ways to suggest improvements about ADA coordination at KU?
6) Please identify opportunities for improved communication in relation to disability issues.
7) Please identify any barriers or challenges to an inclusive environment for KU employees with disabilities.
8) Please add any general recommendations for improvements you may have.
**Findings**

**Review of Current Policies**

A review of the policies related to ADA issues determined that they clearly articulate ADA related-information within the context of compliance, processes, and contact information. The information is relevant and should afford a University employee with necessary information to determine the protection offered by the ADA and the University’s obligation for compliance by providing reasonable accommodation, discrimination prohibition, complaint process, and internet hyperlinks to applicable forms and non-University resources (e.g., Equal Employment Opportunity Commission, Workplace Disability Information). While some wording and/or grammar changes were recommended, the sub-group did not find a need for additional policies at this time.

**Form Review**

- **Disability Disclosure Form** – minor grammatical changes were suggested. These changes have been completed. Additionally, it was noted that while there is a hyperlink to the form in the Disability and ADA Issues Policy there is no explanation concerning the use of the form at the hyperlink. Instead, this information is provided only on the form itself.

- **Request for Reasonable Accommodation Form** – Several changes have been suggested in terms of terminology clarification to ensure University employees understand the intended meaning.

**Ability to Find Policies, Forms, and Related Materials**

A limited review of the ease in finding ADA policies, forms, and related materials on the University website provided mixed results. Some of the “testers” found the information quickly while others reported longer time periods and not finding the information as quickly as they should have been able to. Currently, the ADA information shares a “webpage” on the HR/EO website titled “Equal Opportunity/Affirmative Action (EO/AA).” The ADA information is interspersed with other types of equal employment opportunity information (e.g., Racial and Ethnic Harassment).

**Website Assessments**

We found a large variance in content at each of the sites we reviewed. The highlights and best points are noted below for each site visited:

- **University of Texas** – [http://www.utexas.edu/disability/] (Attachment 1)
  - Usable design.
  - Practical Organization and Navigation.
Interactive Accessibility Map of Campus.
• Interactive web-based program (A Walk in Their Shoes.)
• Ohio State University – http://ods.osu.edu/ (Attachment 2.)
  o Virtual tours of campus.
  o Disability disclosure during job interview video.
  o Dancing Wheels Performance.
• Colorado State University – http://oeo.colostate.edu/disability.aspx (Attachment 3)
  o Good navigation and menu.
  o Good site design.
  o Contact information.
• Cultural Access Network of New Jersey –
  http://culturalaccessnetwork.org/resource_library/tools_for_your_ada_plan/ada_self_assessment_planning_survey.html
  o Excellent and Robust Self-Assessment tool.
• TechQuest, Pennsylvania Catalyst for Technology Business development. Best Practices Checklist -
  http://www.tccp.org/node/102 (Attachment 5.)
  o Another excellent checklist/assessment.

### ADA Survey of Current Employees who have Self-Reported Disabilities

We received responses from 22 of the 92 self-identified employees with disabilities who were asked to participate in the survey. While this is not a significant response rate, the comments portrayed some fairly consistent messages, which can be categorized into three main topics:

1) The overall atmosphere of acceptability for employees with disabilities on campus needs improvement;
2) The accessibility of information for employees and supervisors is adequate, but could be improved; and,
3) There is a need for additional communication, education, and training on campus for persons with disabilities and for all supervisors so that we can be compliant and consistent in our application of current policies.

Some specific responses are listed below to illustrate these three major topics:

#### Atmosphere of Acceptability

- “Not every department on campus will accommodate someone willingly.”
- “...I don’t want to be stigmatized.”
- “The university does not seem to embrace a spirit of universal design, but of minimal legal accommodation.”
- “A climate of accommodation does not exist.”

#### Accessible Information

- “…finding the information at first is not always easy.”
• “No set procedures for requests or questions are in place in my office.”
• “A central location to report access problems would be a start.”
• “The problem is I don’t know where to look.”
• “I don’t think disability programs and services are very well-publicized.”

Communication, Education and Training
• “I can’t even tell you what disability programs and services are available to employees and I’ve been here over 20 years.”
• “Faculty, staff and students should be made aware that services for the disabled are available.”
• “There needs to be a better way to advise disabled employees and students of what services are available.”

A complete listing of the Survey responses is included in Attachment 6.

Applicable Legal Requirements under the (ADA)

ADA Title I employment provisions apply to colleges and universities as well as private employers, state and local governments, and labor unions. Employers with 25 or more employees were covered by the ADA regulations as of July 26, 1992. Employers with 15 or more employees were covered beginning July 26, 1994.

In general, the ADA prohibits discrimination in all employment practices, including application procedures, hiring, firing, advancement, compensation, training, recruitment, advertising, tenure, layoff, leave, fringe benefits, plus all other employment-related activities.

Employment discrimination is prohibited against applicants who are "qualified individuals with disabilities," as well as employees. An individual is considered to have a "disability" if s/he has a physical or mental impairment that substantially limits one or more major life activities, has a record including impairment, or is regarded as having an impairment. Individuals are also protected against discrimination if they have a known association or relationship with an individual with a disability.

The first part of the definition makes clear that the ADA applies to persons who have impairments which substantially limit major life activities. An individual with epilepsy, paralysis, HIV infection, AIDS, a substantial hearing or visual impairment, developmental disability, or a specific learning disability is covered; however, an individual with a minor, non-chronic condition of short duration, such as a sprain, broken limb, or the flu, generally would not be covered.

The second part of the definition protecting individuals with a record of a disability would cover a person who has recovered from cancer or mental illness.
The third part of the definition protects individuals regarded as having a substantially limiting impairment, even though they may not actually have limitations.

A qualified individual with a disability is a person who meets legitimate skill, experience, education, or other requirements of an employment position that s/he holds or seeks, and who can perform the essential functions of the position with or without reasonable accommodation. If the individual is qualified to perform essential job functions except for limitations caused by a disability, the employer must consider whether the individual could perform essential functions with a reasonable accommodation. Employers are not required to reallocate essential job functions as reasonable accommodations. In addition, employers are not required to give preference to qualified applicants with disabilities over other applicants. They are free to select the most qualified applicant available and make decisions based on reasons unrelated to a disability.

Employers may not make any pre-employment inquiry about a disability or the nature or severity of a disability. An employer may, however, ask questions about ability to perform specific and essential job functions and may, with certain limitations, ask an individual with a disability to describe or demonstrate how s/he would perform these functions. In addition, employers may condition employment on the satisfactory result of a post-offer medical examination or inquiry if this is required of all new employees in the same job category.

If an individual is not retained because a post-offer medical examination or inquiry reveals a disability, the reason(s) must be job-related and consistent with business necessity. The employer also must show that no reasonable accommodation was available that would enable the individual to perform essential job functions, or that accommodation would impose an undue hardship. A post-offer medical examination may disqualify an individual if the employer can demonstrate the individual would pose a "direct threat" in the workplace (i.e., a significant risk of substantial harm to the health or safety of the individual or others) that cannot be eliminated or reduced below the direct-threat level through reasonable accommodation. This type of disqualification is considered job-related and consistent with business necessity. A post-offer medical examination may not disqualify an individual with a disability who is currently able to perform essential job functions because of speculation that the disability may cause a risk of future injury.

Information from all medical examinations and inquiries must be kept apart from general personnel files as a separate, confidential medical record, available only under limited conditions.

An employer is only required to accommodate a "known" disability of a qualified applicant or employee. The requirement generally will be triggered by a request from an individual with a disability, who frequently will be able to suggest an appropriate accommodation. Accommodations must be made on an individual basis, because the nature and extent of a
disabling condition and the requirements of a job will vary in each case. If the individual does not request an accommodation, the employer is not obligated to provide one except for accommodations that are obvious to the employer. If a person with a disability requests, but cannot suggest, an appropriate accommodation, the employer and the individual should work together to identify one.

An employer is not required to make an accommodation if it would impose an "undue hardship" on business operations. "Undue hardship" factors include the nature and cost of the accommodation in relation to the size, resources, and structure of the operation and are determined on a case-by-case basis. In general, a larger employer with greater resources would be expected to make accommodations requiring greater effort or expense than would be required of a smaller employer with fewer resources.

If a particular accommodation would be an undue hardship, the employer must try to identify another accommodation that will not pose such a hardship. Also, if the cost of an accommodation would impose an undue hardship on the employer, the individual with a disability should be given the option of securing funding for that portion of the cost which constitutes an undue hardship for providing the accommodation.

The employer's obligation under Title I is to provide access for an individual applicant to participate in the application process, and for an individual employee with a disability to perform the essential functions of a job, including access to the work site, equipment, and facilities used by employees. Under Title I, an employer is not required to make existing facilities accessible until a particular applicant or employee with a particular disability needs an accommodation, and then the modifications should meet that individual's work needs.

**Recommendations**

1. Creation of an ADA/Disability webpage on the HR/EO website that is devoted to and provides a single access point for all ADA and/or disability related polices, forms, resources, etc.

2. The Disability and ADA Issues Policy should be revised to include:
   a. specific language addressing the prohibition of discrimination of individuals that have associations with persons with disabilities; and,
   b. language explaining the use of the Disability Disclosure Form at the hyperlink to the form (See Attachment 7).

3. A review should be done by HR/EO staff of the Request for Reasonable Accommodation Form for clarity of terminology and determination if all the text remains applicable and necessary.
4. Completion of a self-assessment and planning tool such as the one described on the Cultural Access Network of New Jersey website.

5. Review and selection action items from the “Best Practices Checklist” (See Attachment 5.)

6. A full campus survey to further assess all ADA related issues should be done.

7. Training for all supervisors on ADA issues and policies in a recurring format should be provided.

8. All staff members who are responsible for the removal of snow should have training to heighten their care and understanding of ADA obstacles related to blocking sidewalks, doorways, parking spots, etc.

9. Develop and assign a coordinating committee to promote events that would heighten awareness and showcase the National Disability Employment Awareness Month by partnering within the KU community. HR/EO could assist in the coordinating role.

10. The University ADA Review Task Force should provide an annual report of ADA progress and accomplishments to the University community.

Next Tasks for the ADA Review Task Force Sub-Committee (TFSC)

1. TFSC will follow up with the 92 survey participants to thank them for their participation and to share the TFSC’s report.
APPENDIX D: Employment Sub-Group Report

Attachments

Attachments 1-5: Web Site Assessments
1. University of Texas
2. Ohio State University
3. Colorado State University
4. Cultural Access Network of New Jersey

Attachment 6: ADA Survey of Current Employees Who Have Self-Reported Disabilities
Attachment 7: HR/EO Reasonable Accommodation Form
Appendix D: Employment Sub-Group Report

ATTACHMENT 1: University of Texas – Austin, Disability Resources Website

Resources for People with Disabilities
http://www.utexas.edu/disability

Disability Resources Home

The Americans with Disabilities Act (ADA) was amended effective January 1, 2009 and it is referred to as the Americans with Disabilities Act Amendments Act (ADAAA).

U.T. Offices/Staff Dedicated to Helping Persons with Disabilities
- ADAAA Points of Contact - who to contact with questions concerning the Americans with Disabilities Act Amendment Act of 2008.
- Office of Institutional Equity - serving the University in fulfilling the intent and spirit of equal opportunity laws.
- Services for Students with Disabilities - committed to providing a supportive and challenging environment for students with disabilities.

ADAAA Policies and Procedures
- ADAAA Policy - Disability Accommodation for Applicants and Employees
- Ask an ADAAA Question or Send Comments
- UT Employee Request for Accommodation (PDF) or UT Employee Request for Accommodation (MS Word) (download Adobe Reader - download MS Word Viewer)

UT Resources for Persons with Disabilities
- Accessibility Maps of Campus
  - 8/2008 Update: Darrell K Royal Stadium Accessibility
  - ADAAA Accessible Entrances for Football Games (PDF)
  - ADAAA Accessible Parking for Football Games
- Assistive Technology Lab
- Construction Updates - information regarding campus construction projects and how they may affect you.
- In Their Shoes (requires EID) - an interactive web-based program that provides insight to walk in the shoes of an individual with a disability.
- Parking for Persons with Disabilities
- TTY Locations on Campus - TTY is a telecommunication device for people who have a hearing disability.

Web Accessibility Resources
- Designing Accessible Web Sites
- UT Austin Web Accessibility Guideline
- WebAIM Section 508 Web Accessibility Checklist

Additional Resources for Persons with Disabilities
- Governor’s Committee on People with Disabilities -
- Relay Texas - (1-800-RELAY-TX for TDD users; 1-800-RELAY-VV for voice calls) Relay Texas provides comprehensive access to the telephone network by Texans who are telecommunicatively challenged (deaf, deaf-blind, hard-of-hearing or speech-impaired), and to allow hearing persons a way to contact persons with these disabilities.
- Department of Assistive and Rehabilitative Services (DARS)

Updated 2010 September 14
Comments to ADAAA Coordinator
Appendix D: Employment Sub-Group Report

ATTACHMENT 2: Ohio State University, Disability Website

The Office for Disability Services collaborates with and empowers students who have disabilities in order to coordinate support services and programs that enable equal access to an education and university life.

Check Out The New ODS Videos

Virtual Tour of ODS

Virtual Tour of our Computer Training Center

Disability Disclosure during the Job Interview

Dancing Wheels Performance

THE OHIO STATE UNIVERSITY | OFFICE OF STUDENT LIFE

Office for Disability Services (ODS) | 158 Pomerene Hall | 1760 Neil Avenue | Columbus, OH 43210

Phone: (614) 292-3307 | Fax: (614) 292-4190 | VRTel: (614) 429-1324

General Questions Email: ods@studentlife.osu.edu | Exam/Oral Accommodations Email: odsexam@studentlife.osu.edu

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If you have trouble accessing this page and need to request an alternate format, please contact the Student Life web development team at accessibility@studentlife.osu.edu

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Appendix D: Employment Sub-Group Report

ATTACHMENT 3: Colorado State University, Disability Office Website

Disability

Americans with Disabilities Act

Colorado State University complies with the Americans with Disabilities Act (ADA) which prohibits discrimination on the basis of disability in the areas of employment, public accommodations and services, public transportation and telecommunications.

The Act was designed to provide a clear and comprehensive national mandate for the elimination of discrimination against persons with disabilities; to provide enforceable standards addressing discrimination and to ensure that the Federal government plays a central role in enforcing these standards.

The Director of the Office of Equal Opportunity is responsible for the coordination of Universally compliance with the ADA.

- Definition of Disability
- Employment
- Educational Programs/Activities

Definition of Disability

In order for a determination to be made that a person is covered under the ADA an individual must meet one of the following definitions:

- Have a physical or mental impairment that substantially limits one or more of the major life activities;
- Have a record of such an impairment; or
- Be regarded as having such an impairment.

A determination that a person is disabled in other contexts, short-term or veterans' disability for example, will not necessarily mean that a person is covered under the ADA.

Major life activities include, but are not limited to:
- Walking
- Standing
- Sitting
- Lifting
- Reaching
- Expressing
- Expressing
- Communicating

An impairment is substantially limiting if it prohibits or significantly restricts an individual's ability to perform a major life activity as compared to the ability of the average person in the general population to perform the same activity. An impairment substantially limits an individual's ability to work if it prevents or significantly restricts the individual from performing a class of jobs or a broad range of jobs in various classes not just the job the employee is currently doing.

If a person is determined to be covered under the ADA (See Employment or Educational Programs/Activities for process) the University must provide reasonable accommodation to the individual to permit them to perform the essential functions of the job or access educational programs/activities. The determination of whether an accommodation is reasonable is made on a case by case basis and may vary among individuals with the same impairment.

Employment

Disability Issues: Employment

Colorado State University provides reasonable accommodation to qualified persons with disabilities in the application and testing process for employment. To request accommodation when applying for an Academic Faculty or Administrative Professional position contact the Office of Equal Opportunity. When applying for a State Classified position contact Human Resource Services.

Reasonable accommodation is also provided to assist current employees in performing the essential functions of a position.

Tenure-track faculty should refer to Section E 9.4 of the Academic Faculty and Administrative Professional Manual for assistance in requesting extension of the probationary period as an accommodation.
Medical Data

Any employee requesting reasonable accommodation must submit such a request along with appropriate medical data (see below) to the Office of Equal Opportunity to document the disability and support the request. Requests for accommodation will be judged on a case-by-case basis to determine reasonableness.

Appropriate medical data should include, but is not limited to:

Documentation from a licensed or credentialed professional preferably practicing in the field of the disability described (for example a psychologist should not be used to provide documentation for an orthopedic condition).

- A description of how the condition impacts the individual today
- Current and past accommodations, services and/or medication usage related to the condition.

Diagnostic statement

- A description of how the condition was diagnosed, including diagnostic methods utilized
- Information on the impact and typical progression of the condition.

*AHGQ Best Practices Disability Documentation in Higher Education: The Association of Higher Education and Disability

Educational Programs/Activities

Disability Issues

The ADA requires the University to provide physical and programmatic access to all academic and co-curricular programs and activities. Programs or activities may be made physically accessible by moving them to an accessible venue. Program accessibility may be gained through a number of means including but not limited to: alternative testing, alternative presentation of material, substitution of classes and/or provision of note takers, interpreters, readers or assistive devices.

Students who need accommodation in academic programs should contact the Office of Resources for Disabled Students, (973) 491-3335 to initiate the process. The website address is: www.cgsu.edu/ou/crad/PDCA

Requests for physical or programmatic access by other users should be directed to the unit, department or organization responsible for the program or activity.
Appendix D: Employment Sub-Group Report

ATTACHMENT 4: Cultural Access Network of New Jersey Website

The Cultural Access Network has instituted this self-assessment and ADA planning tool in direct response to comments from arts organizations as they endeavored to write a comprehensive and usable ADA plan that would assist them in their efforts to make their programs and facilities accessible to people with disabilities. In developing this tool with the NJ State Council on the Arts, the Cultural Access Network relied heavily on Federal, State, and service organization generated guidelines and survey tools such as the ADA Accessibility Guidelines (ADAAG), the National Endowment for the Arts' Arts Accessibility Checklist, VSA arts of Massachusetts' Cultural Facility Access Survey and Teaching Instrument, and Adaptive Environments Centers' ADA Title II Action Guide. This document incorporates information and guidance from the above resources, as well as "best practices” and practical advice from Cultural Access Network members, arts leaders and people with disabilities. While it is impossible for this document to provide all necessary support material for each organization's unique circumstances, this new tool provides a compilation of information that can be used by cultural institutions in their process of ensuring the arts in New Jersey are accessible to people with disabilities.

For ease of downloading, the document has been divided into the following sections:

1. Table of contents
2. Part I
3. Part II
4. Appendix
5. Resources
Sensitivity training sessions
2011

Learn from a panel of individuals with disabilities how your organization can effectively communicate, offer assistance and provide a truly welcoming experience for all individuals attending your venue and participating in your activities. All members of your staff are encouraged to attend, especially those that interact directly with the public (i.e., ushers, volunteers, box office and concession personnel, docents, etc). These sessions are also an opportunity to hear about the new Cultural Access Network website, an online resource for patrons with disabilities and the state’s arts organizations.

The Cultural Access Network is a co-sponsored project of the New Jersey Theatre Alliance and the New Jersey State Council on the Arts / Department of State, a Partner Agency of the National Endowment for the Arts.

Most Popular Content:
- Web Accessibility Resources
- Transportation Resources
- Performing Artist Forums 2010
- Visual Artist Forum 2010
- Four people, One body
Appendix D: Employment Sub-Group Report

ATTACHMENT 5: TechQuest, Best Practices Checklist

BEST PRACTICES CHECKLIST
TechQuest, Pennsylvania Catalyst for Technology Business development

The following checklist was compiled using the findings and review structure of the EEOC’s Task Force that was assigned to study “best” equal employment opportunity policies, programs, and practices of private sector employers; the Disability Employment 101 Guide updated in 2007 by the Office of Special Education and Rehabilitative Services within the U.S. Department of Education; and the best practices of award winners in ODEP’s Circle of Champions. - http://www.tccp.org/nede/102

(1) Inclusion Practices - The “inclusion practices” category embraces any other policies, programs, or practices not readily identifiable in the previous five groups.

Gaining Support - Securing commitment from top levels of leadership within a company

- Is the CEO committed to a disability-friendly workplace?
- Do people with disabilities serve on the board?
- Are workers with disabilities employed at all skill levels in the workforce, including senior management positions?

Access For All - Provide accessible facilities and services.

- Strive for Universal Design when building, remodeling and/or purchasing equipment
- Are buildings, parking areas, work spaces and communication systems accessible to people with disabilities?
- Is your website and application process accessible?
- Is the entrance to the building on an even, hard surface without steps? If the accessible entrance is not immediately apparent, are there directional signs?
- Are there handicapped parking signs and spaces with necessary access space for vans with lifts?
- Does the building have accessible restrooms, phones and water fountains?

Customer Inclusion - Ensure that products, programs, services, and information are available to customers with disabilities or age-related limitations.

- Are your products and services marketed to customers with disabilities?
- Do people with disabilities purchase your goods and services?

(2) Workplace Inclusion - The focus of “workplace inclusion” is on disability accommodation programs, pay equity, insurance, employee benefits, and work-life and disability-friendly policies and practices.

Educate all staff on disability issues.

- Does new staff orientation include disability awareness training?
- Have coworkers been trained to know how to welcome workers with disabilities?
APPENDIX D: Employment Sub-Group Report


1. Do you believe there are clear and simple procedures for employees to make requests or ask questions with respect to ADA issues?

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<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
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<tr>
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</tr>
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Please explain your answer 16

Answered question 22
Skipped question 0

2. To my knowledge KU employees have adequate access to disability programs and services.

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Total Rating Average 2.91 22

Please explain your answer 15

Answered question 22
Skipped question 0
3. To my knowledge, KU offers adequate employment opportunities for people with disabilities.

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Please explain your answer

Answered question 22
Skipped question 0

4. Do you believe additional actions, policies and practices are needed to improve access to disability services?

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Please explain your answer

Answered question 22
Skipped question 0

5. What recommendations do you have for ways to suggest improvements about ADA coordination at KU?

<table>
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Answered question 17
Skipped question 5
6. Please identify opportunities for improved communication in relation to disability issues.

Response
Count
13

Answered question 13
Skipped question 9

7. Please identify any barriers or challenges to an inclusive environment for KU employees with disabilities.

Response
Count
16

Answered question 16
Skipped question 6

8. Please add any general recommendations for improvements you may have?

Response
Count
13

Answered question 13
Skipped question 9
1. Do you believe there are clear and simple procedures for employees to make requests or ask questions with respect to ADA issues? Please explain your answer.
   1. I think this goes dept by dept. Not every department on campus will accommodate someone willingly. People are often afraid to speak up.
   2. They have not been explained to me for a long time. Perhaps I have forgotten.
   3. I have an accommodation whose cost will need to come from department funds, and I have been apprehensive to ask because I don't want to be stigmatized. I have not looked into asking "how" to approach my Chair.
   4. No set procedures for requests or questions are in place in my office. My supervisor has been very accommodating to requests for equipment that assist but it's not an office policy.
   5. I've never had to follow any request guidelines.
   6. It seems that the information could be made more accessible.
   7. The diffusion of responsibility and the baroque nature of the process for getting an accommodation accomplished is unacceptable for an entity the size of KU. Factor in the law is 20 years old and it's even more unacceptable.
   8. Employees who do not have access to computers are often unaware of what their options are or are given minimal information.
   9. After I was left in the stairwell during a fire alarm many letters were written but it was not clear how to deal with it in addition after a second time promises were made but I'm not certain we have resolution. I am also not aware of a system that is told to new employees and students.
   10. I assume one could go to a website for the procedures.
   11. If a new employee really reads the material in their new employee packet, they find the name and number of the contact. Searching the KU web might be helpful. Otherwise, I don't know how else people would know where to go with an ADA issue.
   12. When is this explained to employees? If they are told about this when they are hired, but have no issues until they have been with KU for a number of years, they may not remember what they need to do. Health issues are not always something one wishes to tell the HR rep in the office or the supervisor for that matter.
   13. It took me 20 min. to find the ADA information on the Faculty and Staff website. I admit to not being the savviest searcher but it seems that a separate listing could be made in the alphabetical listings so that it would be found quickly.
   14. There is a difference now and when I stared in the late 80s. Before it was not clear cut and now it is a little more. All I have to do is contact Steve R. Very thankful for Steve. He is a Godsend.
   15. Once you know the routine it is pretty simple, but finding the information at first is not always easy. It is difficult to find the right place to start looking for information.
   16. I have not read or seen the procedures.

2. To my knowledge KU employees have adequate access to disability programs and services. Please explain your answer.
   1. I believe the programs and services are there but I do not believe that people take advantage of them.
2. Disability is not recognized in the curriculum as a kind of culture/diversity and there is not group that I know of that advocates for disabled people and that openly solicits feedback from people with disabilities. The campus is VERY unaccessible, for example the tearing up of the road + sidewalk near the union-- no way to get through. I've been in a classroom that visibly demonstrated any kind of accommodation. The university does not seem to embrace a spirit of universal design, but of minimal legal accommodation. Also, the state health insurance presents barriers to people with certain disabilities (e.g., psychological) requiring certain services (e.g., psychiatric).

3. I have no idea what programs are in place for employees. The last time I checked for assistance, there were only services for students.

4. I don't know what "disability programs and services" are. I do know that one visually impaired international student recently was extremely well looked after at KU, but I don't know how staff and faculty have fared.

5. There needs to be a better way to advise disabled employees and students of what services are available.

6. The emphasis at KU is on "minority" programs and services; disability is always, always an afterthought, if it's given the dignity of a thought at all.

7. The majority do, but see response above.

8. See above.

9. I was only disabled temporarily. Accommodations were made for me during that time. I didn't know there were programs and services available to me.

10. For those that know and acknowledge their disability I would agree.

11. I can't even tell you what disability programs and services are available to employees and I've been here over 20 years.

12. If they know. I do not believe they know enough.

13. Overall, the services seem pretty good.

14. I believe that there is a culture of disrespect for disability, and that there can be undesirable consequences for identifying as a person with a disability and requesting accommodations.

15. I don't think disability programs and services are very well-publicized.

3. To my knowledge, KU offers adequate employment opportunities for people with disabilities. Please explain your answer.

1. Departments try very hard to hire individuals with disabilities.

2. In my hiring process, I believe certain members of the faculty voted against me because of my disability. I was told to keep silent about my disability even though my research area is disability related and I was required to discuss my research. I do not feel that most of my colleagues are knowledgeable or embracing of people with disabilities, as I've overheard extremely offensive dialogue, even publicly. I would not be willing to discuss particulars; even confidentially, for fear that it could jeopardize my future.

3. A climate of accommodation does not exist. Disabilities are held against employees when it comes to promotions and evaluations because I. Disabled employees may not be able participate in meetings, events or other efforts that are interpreted as extra effort on an employee's part. Example: The recent leadership conference with poor acoustics and moving from room to room was full of good information but was a stressful, distressing
experience. And, 2. Requests for accommodations -- even something as simple as sitting in a different chair in a conference room -- are often viewed as an annoyance to other employees or "special" treatment for the disabled. This creates the impression that a disabled employee takes a lot more effort and limits the opportunities available to them.

4. I don't know what "adequate employment opportunities for people with disabilities" are.

5. It's entirely unclear whether this is true as nothing; nothing is ever published and/or acknowledged as to the statistics on this.

6. I don't know about University wide however in Dole and Haworth there seems to be good representation. Yet the Third Floor of Haworth Hall Stewart wing does not have a women's wheelchair accessible stall. Yet installing one would probably limit the bathroom to one toilet - not a good idea on a floor dominated by women.

7. I do believe we had an applicant that was borderline for the job. Wheelchair accommodations with in the office would have been necessary.

8. Every person I know (self included) struggling with a disability in the workplace has been met not with compassion or a "how can we make this work for all of us attitude" but with resistance, outright roadblocks, negativity and condemnation. Most of us give up.

9. When applying for a job felt somewhat put out. However the frustration may have been more that I didn't know the behind the scenes of the process. I was fortunate that I used to work in this department as a graduate student. It's the feeling as I search for jobs of "do I have a chance."

10. I don't know what opportunities KU offers to persons with disabilities.

4. Do you believe additional actions, policies and practices are needed to improve access to disability services? Please explain your answer.

1. NO - I do not like policies - I think educating people is the answer. People need to overcome their fear of individuals with disabilities. Policies will not help this – only educating them will.

2. More information sharing with campus community.

3. I think KU is the kind of place where people generally want things to be the way they've always been, and because of that I have no idea how to change the culture. I will say it's disappointing that there is no network or interest in networking for disabled people, but I don't think that's something that would be HR/EO's doing or responsibility.

4. 1. Make it easier to find information on the web as to what services are available. 2. Have annual informational/reminder presentations for all managers -- something like the Conflict of Interest reporting where it's more than just an easily discarded email message sent to them.

5. Have you ever tried to get into Strong Hall, for example, in a wheel chair or with a baby carriage?

6. The affirmative action office should not be making excuses for maintenance issues in which disabled access is affected.

7. Better and more widespread marketing of the service to the university community.

8. Senior administrators have to acknowledge the status of disability in all levels of employees, students, and guests in order to move into the 21st century approach to achieving access.
9. Campus wide knowledge to those who do not have access to computers or are not given adequate information when a situation arises.
10. See #1
11. We are compliant until someone with a disability proves different. Those questions should be asked of the disabled.
12. If the office is not wheelchair accommodated, the office should have special funding to make the updates (provided the applicant is qualified for the position). Special funding should be there for any type of accommodation. Offices may not have it in their budget to pay for upgrades....
13. Every person I know (self included) who struggles with a disability in the workplace has been met not with compassion or a "how can we make this work for all of us attitude" but with resistance, outright roadblocks, negativity and condemnation. More education on "invisible disabilities" like heart conditions, chronic pain conditions, etc., needs to be done. Understanding of how simple accommodations like a place to rest mid-day can make a huge difference in one's ability to work. There is so much fear about giving people "special treatment." [The administration of my unit has just decided to take away "rest" space for myself (who is a declared disabled person) and others who just suffer migraines or chronic pain without being "officially" disabled. It adds to the list of things I deal with to think I'll have to go through Steve R. to get an accommodation for a place to rest. If these people were at all educated maybe they would save Steve and me and themselves the headache and time and money for having to make a resting place a formal accommodation. Good grief!]
14. The problem is I don't know where to look. Or what kinds of services there are that KU offers.
15. The structure of where ADA falls is confusing. We need a one-stop shop for students, faculty and staff. It shouldn't matter what your affiliation with KU is, only that you need services or information for disabled persons.
16. There needs to be an embracing of the fact that disability is a common human experience, and a clear message that employees with disabilities deserve the same respect and opportunities as nondisabled employees. At KU, disability does not seem to engender the same level of respect as other aspects of diversity and multiculturalism. The unspoken message seems to be that people with disabilities will be tolerated, at best.
17. Employees need to know how to report access issues. For example, if an elevator or door opener is out of service, whom should be contacted? Does KU have a strategic plan for improvement? If so, where is it? If not, KU should develop one.

5. What recommendations do you have for ways to suggest improvements about ADA coordination at KU? Response text:
   1. It would be good for healthy employees to understand what it is like to be disabled much like what the Pharmacy students do. Experimenting with a wheelchair or crutches helps you understand how hard it is to move around on this campus.
   2. (1) Disability services needs to be more visible. (2) Disability should be included along with race, gender, etc. in all materials used for reporting diversity. (3) Violations, such as tearing up the road and both sidewalks, working elevators, broken disability entrances,
snow plowed into disability parking, and so must be stopped quickly, and KU facilities 
needs to be more cognizant of ADA, rather than waiting for violations to be reported.
3. 1. Do this type of survey on an annual basis. 2. Set up a method to collect anonymous 
comments throughout the year.
4. Ask disabled people what the issues are, or have some of the administrators tour the 
campus in a wheel chair.
5. Remove as many physical obstacles as possible for persons with disabilities. This should 
include more disabled - access Parking Places.
6. Assess the best practices in major entities, business, government, and higher education 
and match them one for one.
7. None
8. Get the word out to a broader base.
9. Don't know since I'm not sure what's in place already. For the Parking Department which 
supports itself it would probably be helpful if they were reimbursed for the lost revenue 
for providing Handicapped access parking both for individual spaces and the twice for 
the van access spaces.
10. I believe some feel a stigma placed on them if they declare they have health issues. 
Therefore, they wish not to declare their handicap/disability.
11. More education in the form of newsletters, memos? Statements from those with power 
that this IS an important issue.
12. Don't know what's possible so I don't know how to answer this one. I just go to Steve. 
Actually educating employees during orientation would be a good way.
13. 1) A centralized place where all ADA issues can be managed; 2) KU could benefit from 
having a range of expertise within their staff to relate to different disabilities. The 
services or assistance needed for a blind person are not the same as those for a person in a 
wheel chair.
14. I recommend a provost-level task force on disability with a clear mission of changing the 
campus climate regarding rights and accommodations for people with disabilities. There 
needs to be one staff position dedicated to ADA issues to catch up on all the access issues 
that have piled up unaddressed over the years (not just staff-related but for all issues, 
many of which affect staff.)
15. KU needs to be more proactive about assessing needs and improving things like access. 
Once needs are identified, KU needs to prioritize the needs and work on improving 
access.
16. I can park anywhere in the state of Kansas with my handicap stick but not at KU. There 
is not enough handicap parking available on campus. Allowing those with a handicap 
sticker to park anywhere would solve the problem without changing parking zones. 
Additionally, anyone with a handicap sticker should be allowed to drive on campus.
17. More people with disabilities should be in charge of disability programs because those who 
are not may not be empathetic.

6. Please identify opportunities for improved communication in relation to disability issues. 
Response Text:
1. Group settings on campus - relay races with wheel chairs or crutches, etc – make it 
interesting but a learning experience.
2. An example of something that works really well is Ohio State University's Office of Disability Services. Their ADA director sends out periodic newsletters and reports all events that pertain to disability. Of course, Ohio State has a strong disability studies program, and the director participates in that, so the interest as well as the proficiency of streamlining communications exceeds what would be possible here. But in the 2 years I've been here, I have not heard of a single event (lecture, group, meeting, and social mixer) that mentioned disability.

3. Would like to see this as part of a required training for all managers. (I stress the required part of that comment because people who attend optional managerial training might not need as much increased sensitivity and information on this issue as those who don't feel they need to participate in managerial training.)

4. Faculty, staff and students should be made aware that services for the disabled are available.

5. Give it visibility and acknowledgment as an important issue to the University

6. None

7. Flyer to all new staff and students.

8. Education for the masses would be good. What the university can do to assist you as an individual and how you can be a more productive employee.

9. We get diversity newsletters so why not disability issue newsletters. A KU website search under "disability" brings up things for students. Seems like there should be things targeted to employees and not just students. Hey, I found out there is a Disability network! However, the last event was back in 2008. :-( I suspect most folks with disabilities have enough to do just to survive day to day with little time left to advocate for themselves.

10. If people just knew who to go to.

11. I have never received any direct communication related to information that would assist me with my disability. A disabled person must go out and search for it.

12. A central location to report access problems would be a start. A signage system that notes accessible routes around campus would be another. These issues have been discussed for years--but no action or progress. (These are narrowlyfocused suggestions, but relay the fact that disability issues have remained unprioritized and unaddressed for a long time.)

13. Stakeholders from various areas (parking, FO, HR, Provost, IT etc) should collaborate on a strategic plan to address ADA and accessibility issues on campus.

7. Please identify any barriers or challenges to an inclusive environment for KU employees with disabilities. Response Text:

1. There will always be barriers that must be overcome. I believe you must continue to educate people daily on this subject.

2. Walking during winter time. Gym/Swim. Change the VAN access to more car parking.

3. The campus is a nightmare for physically disabled people. Blackboard is not accessible to people with certain disabilities. Professors are not encouraged to provide syllabus, lectures, demonstrations, etc. in multiple formats. There is no opportunity for social interaction/networking among disabled people. There is formally organized scholarly engagement between people who research disability (ivory tower syndrome?). I get the feeling that our faculty + staff are unaware of and unsympathetic to disability issues. The
KU website is a disaster for all but the most patient and knowledgeable students, staff, faculty--it needs to be user friendly and accessible to people using adaptive technologies. Classrooms are not set up for compliance (e.g., lights are either on or off, no speaker system).

4. 1. Lack of training or participation from managers. 2. Hesitation on the part of disabled employees to continually point out needs, or make requests, for what is too often seen as "special" consideration.

5. see above

6. Some of the barriers are poorly thought out; ramps that are too steep or not wide enough, inadequate signage, too few parking spaces set aside for the disabled. When a person has a disabled tag on their vehicle, why do they need to purchase a parking permit?

7. The list is endless; the KU Union is a perfect example of how inclusiveness isn't even given a thought. The parking garage has no signage as to what floor the elevator should stop on to get across to the entrance; the pitiful excuse for making the walkway weather proof, the lack of signage about accessible restrooms in the Union itself...this is just a small example of what the "picture" is of the University's concern for showing it is inclusive...just go to the KSU Union and you will see the difference.

8. None

9. See above. Snow is not always cleared away from the location of the switch to operate doors.

10. Concerns about budget constraints to make changes in the offices to accommodate those with disabilities/handicaps. Again, the employee must feel comfortable enough to talk about their health issues....

11. Attitude is the first one. Some disabilities get more "sympathy" than others. My issues are less visible but just as cumbersome to deal with as someone in a motorized wheelchair. The times I am in my scooter, I usually get help with the doors but when I'm not, I can't tell you how many times I have been "run over" by students/co-workers in a hurry to get thru the doors of the building where I work. Maybe I need to wear a slow moving vehicle/handicapped sign on my back so others around me would be more careful. Sigh.

12. One barrier is just the element of surprise that people encounter when I go to meetings with new people. Also I am the only one in a wheel-chair and it would be nice to see more people like me so it is not such an unnatural feeling. I want it less weird.

13. There are several places on campus where railings and steps are dangerous: behind the Burge Union; the stairs inside the main Union, and others where aesthetics seem to have taken precedence over function.

14. Attitude of KU leadership that people with disabilities are to be tolerated but not included or accommodated. There seems to be a lack of dedication to the values section of the KU Mission: The university is committed to excellence. It fosters a multicultural environment in which the dignity and rights of the individual are respected. Intellectual diversity, integrity and disciplined inquiry in the search for knowledge are of paramount importance.

15. Wheelchair access to Strong can often be difficult, KU needs signage to show the accessible route from the computer center to Jayhawk Blvd., KU needs to seek input about barriers and needs and a system to address such barriers.

16. None to date.
8. Please add any general recommendations for improvements you may have? Response Text:

1. You have to get people involved - starting at the top. Work with the USS, UPS, SENEX, etc to see if they cannot get some educational programs started.
2. Bring back where handicap parking can be anywhere because sometimes they have to park two to three blocks away from building they work in.
3. Strongly believe that this topic needs to be brought to the attention of everyone in a supervisory role on a reoccurring basis.
4. see above
5. There are agencies in the community that could perform a more accurate survey of the state of appropriate access at the University of Kansas. After nearly 26 years the ADA is not really being fulfilled at KU.
6. The ADA is 20 years old. I have been affiliated with the University from student to visitor to staff for all of those 20 years and I am embarrassed at the approaches the University takes to disability awareness, inclusiveness and accommodation. Suffice it to say, litigation shouldn't have to be the solution, but little else remains in the face of such neglect.
7. None
8. For the most part I think KU does a great job. I just think that all employees have access to the same information or know where to seek assistance.
9. I personally have no issues. The office has been great with time off for appointments and minor adjustments in the work place. I feel that other offices/departments do not want to keep staff with disabilities on their payroll.
10. All staff in KU administrative positions should have to try to navigate this campus and their buildings in particular in a motorized wheelchair/scooter and see what a challenge that is...bumpy sidewalks, ill-timed doors with inadequate space in the airlocks to maneuver or get over the thresholds; handicapped parking that is reduced or totally taken over on game days. I used to work on Saturdays to get in my full work week but gave up on that when my normal parking areas were commandeered.
11. At orientation maybe we should have them meet other employees who are disabled. For instance, even me, I need to know the proper way to address a person who is blind or hearing impaired.
12. It would be nice if KU could provide some learning strategies for assisting (not enabling) persons with disabilities. It would also be helpful if KU had some workshops for learning to use some of the technology that is available. The disabled person is left to their own devices after they get the equipment to figure out how it works.
13. There needs to be attention paid to the spirit of the Americans with Disabilities Act, rather than effort to figure out how little can be done to meet the letter of the law. This will be increasingly important in an aging society.
CONFIDENTIAL

REQUEST FOR REASONABLE ACCOMMODATION

A. To be completed by applicant or employee

Name: ____________________________

Home Address: ____________________________ Home Phone: ____________________________

Unit/Department: ____________________________ Campus Phone: ____________________________

Supervisor: ____________________________ Campus Phone: ____________________________

Stage of Employment: □ Application □ Interview □ On-the-job

Type of Accommodation Requested to perform the Essential Functions of your job (Please Check):

□ Work Site Modification □ Acquisition or Modification of Assistive Device(s)

□ Flexible Personnel Policies □ Job Restructuring

□ Other: (Please Describe): ____________________________

I authorize my medical provider(s) ____________________________ to release the following
information from my patient file to ____________________________ for the purpose of determining
appropriate job accommodations to my disability.

Signature: ____________________________ Date: ____________________________

B. To be completed by medical practitioner

Diagnosis of disability(ies): ____________________________

Will the disability(ies) result in a long term or permanent condition? □ Yes □ No

Is the patient taking medications or treatments that would be expected to affect job performance, that would pose a
direct threat or safety risk? (See attached job description for statement of duties) □ Yes □ No

If yes, please explain: ____________________________

Please describe how the disability(ies) limit(s) the patient’s ability to perform the essential functions of the job.

Are additional functional limitations anticipated? If so, Please explain: ____________________________

Accommodations Needed (See opposite side for a list of possible accommodations, attach an additional page, if
necessary) Please check:

□ Work Site Modification □ Acquisition or Modification of Assistive Device(s)

□ Flexible Personnel Policies □ Other: (Please describe): ____________________________

Signed: ____________________________ Address: ____________________________ Date: ____________________________

C. To be completed by manager/supervisor in consultation with applicant/employee
Will accommodation(s) allow the person to perform the essential job duties?  □ Yes  □ No  
Please explain__________________________________________________________  

Identify limitations resulting from the disability(is) that would affect completion of job tasks:__________________________________________________________  

Accommodations approved  □ Yes  □ No  
Supervisor__________________________________________________________ Date__________
ADA Coordinator_______________________________________________________ Date__________  

Please return this form to: The University of Kansas, Department of Human Resources and Equal Opportunity, ADA Coordinator, 103 Carruth-O'Leary Hall, 1246 W. Campus Road, Lawrence, Kansas, 66045.  Tele: 785-864-4945 / Fax: 785-864-5790.
Instructions for completing a Request for Reasonable Accommodations form

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) requires that no otherwise qualified person solely by reason of handicap, be subjected to discrimination under any program receiving federal financial assistance. Federal regulations require that reasonable accommodations be provided to the known physical or mental limitations of a disabled applicant or employee. The Kansas Act Against Discrimination gives additional protection from disability discrimination in employment. Whether or not the required accommodations are reasonable cannot be determined until they are described and considered in the context of whether or not they enable the disabled employee to perform the essential functions of the job.

A. To be completed by applicant or employee.
Provide the name of the person requesting the accommodation and other pertinent information to help contact the persons necessary to facilitate the accommodation.
Job function: Designate specific job function(s) for which you need the accommodation.
Check the type of accommodation you need to perform the essential functions of your job.
It is necessary to authorize your medical provider to provide us with adequate medical information in order to make an accommodation for you. This information will be used solely for this purpose.

B. To be completed by the medical practitioner.
This section is to be completed to identify the disabling conditions and functional limitations of the requestor. It is not necessary for the employee to authorize their treating medical practitioner to release information unrelated to the workplace accommodation. THE COST OF AN EXAMINATION IS BORNE BY THE EMPLOYEE REQUESTING THE ACCOMMODATION. Determination of need for a health care practitioner’s statement will not be used in retaliation for an employee’s request for accommodation.

C. To be completed by the manager/supervisor in consultation with the applicant/employee.
Identify limitations to job tasks resulting from disabilities. Limitations to job tasks are defined as those restrictions to standard or average performance of job duties, which are described on the employee’s job description or performance expectations. For example, if an employee’s performance expectations include tasks requiring the ability to lift up to 50 pounds in weight, and the employee has an orthopedic disability which restricts his/her lifting 20 pounds, the description of the limitations should reflect; “cannot lift weight over 20 pounds,” limiting ability to carry out job duties requiring higher lifting capacity.

Please work with the employee and your human resource professional to ensure that the position description is accurate and distinguishes the essential and marginal functions of the position.

Accommodations needed: Job accommodations can include many factors (e.g., flex-time or job restructuring).

POSSIBLE ACCOMMODATIONS:
- work site modification
- personal assistant
- acquisition and/or modification of assistive device(s)
- job coach
- flexible personnel policies
- architectural modification
- flexible hours
- job restructuring
- work from home
- modified work schedule
- reduction in hours
- transfer
demotion
- voluntary demotion
- return to work plan
- transitional work
leave of absence
reserved parking
interpreter, e.g. sign
driver
other**

reassigned to a vacant position
reader
transportation

** Every request for an accommodation of a disability will be evaluated on a case-by-case basis. The above list is not a complete list; other accommodations will be considered after consultation with the person making the request, the department, and if necessary, the medical practitioner.

If you have questions about this form or about the ADA, contact Steve Ramirez, ADA Coordinator at 785-864-4946.
APPENDIX E

Information Technology Sub-Group Report
Scope of Review

The Information Technology subcommittee met to review and analyze the status and availability of accessible technologies at KU.

History of Services Provided

The information technology resources for accessibility available at KU have primarily been introduced within the last ten years. For example, the first State of Kansas Web Accessibility Requirements policy was initiated by the Kansas Information Technology Executive Council in 2000 and since that time much of the accessibility focus has been on accessible web sites and applications used in daily teaching, research and learning activities at KU. In addition the KU IT public labs have been providing accessibility software for a comparable timeframe. Beyond the scope of the last decade, no significant data exists about accessible technologies provided.

Current Status of Services Provided

As with other campus information technology services, ADA related technologies are currently provided around KU in a distributed technology environment. KU Information Technology provides ADA services centrally on computers provided in public labs for all faculty, staff and students. Other technologies are provided to populations by departmental IT units. In an effort to better understand the activities across campus, a brief informal survey was distributed by the IT subcommittee to campus Technical Liaisons. Technical Liaisons are department and school IT representatives who manage local technology resources across campus.

Public Computing Labs - Since 2003 the KU Information technology public computing labs have provided five wheelchair-accessible computer workstations that have accessibility software installed. Four are located at the Harris Computer Lab (Kansas Union), Watson Library, Anschutz Library, and the Edwards Campus Library. The fifth is a “floating” machine that is currently in use in the Budig Instruction Lab. Installed accessible software on these workstations includes:

- JAWS 12 – performs screen reading.
- Open Book 9 – software developed for blind and visually impaired individuals to read, edit and manage scanned images.
• FS Reader 2 – navigates and reads material in DAISY format.
• FS OCS 10 – a driver for Open Book.
• FS OmniPage 9 – optical character recognition (OCR) software.
• HP Scanning Solutions 13 – OCR and scanning software.
• PDF Creator 1 – converts documents to PDF format which is recommended for OCR capabilities.

In August 2010, IT Project 1005 was initiated to upgrade the ADA machines and the accessibility-related software installed. Work was completed in December 2010.

**Procedures:** Accessible workstations are identifiable by signs placed at the stations. Library professional staff and students with disabilities are consulted when testing products and determining what software to make available. KU IT works in partnership with the KU Disability Resources office to learn what could be done to improve services.

**Personnel:** All public computing labs are supported by KU Information Technology. A list of KU IT public computing lab locations is available at http://www.technology.ku.edu/services/servicemap.pdf

**Utilization Rates:** Data is not available, but based upon informal observation; the accessible workstations are rarely in use by those with actual accessibility needs.

**Average total annual cost for current service:**
- **Hardware:** $2,500.00
- **Software:** $600.00
- **Personnel:** Data not available.
- **Other:** Data is not available on various related costs such as infrastructure (electricity, networking, etc.), server costs for imaging, and server costs for printing.

**Level of Success:** The service seems under-utilized. Perhaps additional marketing and/or awareness would increase utilization.

**Comparable Services at other Universities and the Private Sector:** The hardware and software utilized at KU is commonly in use at other universities and in the private sector.

**KU Libraries** - The KU Libraries web page entitled “Services for People with Disabilities” (http://www.lib.ku.edu/services/ada/) presents information on services provided to address various disabilities. Primarily, workstations with accessible software installed are provided in the Watson and Anschutz Libraries on the KU campus and the Regents Center Library on the Edwards Campus. For details, see Public Labs above. In addition, the Library web site strives to follow established guidelines for accessibility (as described under “KU Web Presence” below).

**Service:** Assistance with Print Materials – Print materials may be magnified or scanned using adaptive technology available on designated workstations. Assistance with rare or fragile materials that cannot be scanned is available through the library’s ADA Coordinator, who will
discuss options and provide recommendations, which may include the assistance of a reader through the Office of Disability Services.

**Procedures:** Individuals must have an active KU Online ID to use the accessible workstations containing the accessible software.

**Personnel:** Staff from the following Library units supports this service:
- Resource Sharing and Circulation (retrieve from shelf, scanning, book deliver, etc.)
- Circulation/Reference/Instruction: Minimal level of help using adaptive technologies (with more help available from KU IT support staff.)
- Library Integrated Technology Department (web accessibility.)

**Utilization Rates:** Data is unavailable.

**Cost of Services:** Data is unavailable. Expense would primarily be staff time in providing assistance. Costs for hardware and software are incurred under Public Labs.

**Level of Success:** Data is unavailable; however, based on anecdotal comments and direct input channels such as the Able Hawks student group, there appears to be room for improvement with the quality, availability and version of adaptive technology in use.

**Comparable Services at other Universities and the Private Sector:** The types of accessibility services provided by the KU Libraries is consistent with what other universities and the private sector provide; however, the discrepancy may be in the number of accessible workstations as some institutions offer more, and/or offer private rooms where workstations with voice recognition software can be used without disturbing others.

**Instructional Resources & Courseware - Blackboard** - Blackboard is the learning management system supported by KU Information Technology and Instructional Development and Support for faculty and students in delivering online course materials. Version 9.1 of the Blackboard Learn software, currently in use at KU, was recently awarded a Nonvisual Accessibility Gold Certification by the National Federation of the Blind, the first and only learning management system to achieve certification.

**Procedures:** Blackboard, the software vendor, measures and evaluates accessibility levels using two sets of standards: Section 508 of the Rehabilitation Act issued from the US federal government and the Web Accessibility Initiative issued by the World Wide Web Consortium. Audits of the software are conducted by a third party to ensure the accessibility of the product.

**Personnel:** Three KU IT staff provides technical support for the service and end-user support and training is provided by IDS.

**Utilization Rates:** During an average fall or spring semester, there are approximately 2400 courses using Blackboard for distribution of materials, communication, assessment, and management.
**Cost of Services:** The University pays a negotiated license fee. There are no additional costs for accessibility features. There are no fees passed on to the end user. No estimates of staff time costs are available.

**Level of Success:** Faculty and students from every school and department on campus use the Blackboard system. It is also used for intra-departmental communications and material distribution, as well as various governance activities.

**Comparable Services at other Universities and the Private Sector:** Blackboard is the foremost learning management system on the market and is predominantly used by KU’s peer institutions.

**Instructional Resources & Courseware - Continuing Education/Independent Study:** KU Continuing Education delivers high-quality programs to every corner of the globe using traditional classroom settings, interactive voice conferencing and cutting-edge online education technology. The department provides development and training for working professionals and Independent Study online courses for both KU credit and noncredit programs. Their courses are designed by KU faculty and industry experts for excellence, convenience and flexibility to advance personal and professional academic goals.

**Procedures:** The department takes the following steps to ensure their marketing and Independent Studies web sites and course content are ADA compliant:

- The KU web template is used and site content is text-based for easy translation.
- Descriptive tags are used for images so readers can translate them for the user.
- The web site developers use WC3 validator to check content for accessibility.
- Visitors to the site are encouraged to contact Continuing Education if they need special accommodation.
- Course content is displayed online as HTML, which is readily translated by accessibility software.
- Some AV course content has been transcribed for the visually impaired and the department plans to continue transcribing content as resources allow.

**Personnel:** Continuing Education Independent Study includes seven staff capable of providing services related to ADA accessibility (four instructional designers, three in Student Services).

**Utilization Rates:** No data available, but estimate very light usage.

**Level of Success:** No data available, but all students needing ADA-related services are accommodated.

**Comparable Services at other Universities and the Private Sector:** Unknown.

**KU Web Site and Web Template** – KU IT Web Development and Interface Design group maintains the university’s web site which recently ranked 21 out of 183 college web sites
studied for accessibility for blind students (http://chronicle.com/article/BestWorst-College-Web/125642). The group manages web site accessibility in the following ways:

- Ensures KU adheres to standards for software accessibility. The web developer’s design guide lists multiple links for accessibility standards http://webtools.ku.edu/resources/.
- Ensures the KU template, which is in use by approximately 75% of campus web sites, is ADA compliant, which greatly assists campus web developers in staying ADA compliant.
- Employs the following free analysis tools:
  - W3C Validator - http://validator.w3.org/
  - Web Accessibility validator - http://wave.webaim.org/
  - Cynthiasay accessibility validator - http://www.cynthiasays.com/
- KU IT hosts the KU Web Developers group, a monthly meeting that shares best practices, new technologies, and provides annual training on the state’s web accessibility policy, program and requirements.

**Procedures:** Web sites are developed with 508 Accessibility standards. Once development of a new site is complete, it is validated with the above-referenced validators.

**Personnel:** KU Information Technology WDID staff consists of six full-time and two student employees, all of who follow these standards. Distributed web developers across campus in various schools and departments are also encouraged to adhere to these standards by promotion of the KU web template and educational opportunities advertised to all developers through the KU Web Developers forum monthly meetings.

**Utilization Rates:** KU IT estimates approximately 75% of KU web sites use the KU template.

**Cost of Services:** The tools used to analyze web site content are available at no charge, so the only cost incurred is staff time for creating, testing and maintaining the accessibility aspect of web sites.

**Level of Success:** Extensive effort has been put into development of the KU web template and distribution of the template campus wide. Relatively speaking, the KU web sites are very successful at ADA compliance, as can be seen by the ranking.

**Comparable Services at other Universities and the Private Sector:** Based on networking with colleagues at other universities, WDID is not aware of any other practices being used elsewhere.

**Audio Reader** - The Kansas Audio-Reader Network is a reading and information service for blind, visually impaired, and print disabled individuals in Kansas and western Missouri. They read daily newspapers, magazines and best-selling books on the air and on the internet, 24 hours a day, and offer automated newspaper readings by telephone.

**Procedures:** All materials are provided in Braille if requested.
Personnel: Audio Reader employs .5 FTE who does the Braille conversions.

Utilization Rates: There are over 60,000 listeners.

Cost of Services: Services are offered free of charge to anyone in the listening area who is unable to read normal printed material.

Level of Success: Data unavailable.

Comparable Services at other Universities and the Private Sector: There are approximately 100 similar services worldwide. Most are affiliated with libraries. KU was the first to provide this service on a university campus. There are approximately 20 campuses now providing similar services.

Telecommunications - There are four telecommunications services specifically for accessibility currently available on campus; clarity phones, hearing-aid compatible handsets, teletypewriter, and relay service. Other options are available but are not currently in use as there have been no requests for them. For example, video phones might be useful in place of TTYs for those who communicate using sign language, but would require a video transmission rate of 30 frames per second or higher, and the use of a sign language relay service to transfer the call to the recipient.

- **Clarity Phones:** Telephone devices for individuals with High Frequency Hearing Loss are available by placing a request with KU IT. This line of analog phone sets provide greater amplification than standard hearing aid compatible phones. Currently, there are approximately four Clarity Phones in use on campus at a cost of $2.50/month per set which is billed to the unit as part of their phone charges. Clarity sets, or similar devices, are widely used by other universities and the private sector where such services are required.

- **Hearing Aid Compatible Handsets:** All telephone handsets manufactured after 1999 are Hearing Aid Compatible (HAC). All phone handsets work with hearing aids – they do not require any external device to be added. Hearing aid compatible handsets typically include a telecoil that detects or is compatible with the telecoil in a hearing aid. This enables the telephone to couple with the hearing aid without any audible interference between the phone and the hearing aid.

- **Teletypewriter (TTY):** The Teletypewriter (TTY) is used to connect to another TTY. The device provides Voice Carry Over (VCO) to allow caller to use a TTY without typing—speaking to the other party and reading the caller responses and Hearing Carry Over (HCO) for those who may not be able to talk but can hear the response. Departments may acquire TTY software or hardware independently or through KU IT and are currently in use by Public Safety, KU Libraries, Life Span Institute, Speech Language Hearing Clinic, and Disability Services.

- **Kansas Telecommunications Relay Service:** This service is available for those who need to communicate but cannot converse over the phone. The relay service acts as an intermediary. All phone users in Kansas may use the Kansas Relay Service although they
must provide a method of payment if they ask the KRS to place a toll call for them. To use, the caller dials 7-1-1 and provides the number of the party to be reached. The relay service establishes the connection via phone or TTY, depending on which side of the conversation needs the TTY. The caller tells the service what to say and the service types it into their TTY for the person on the other end of the call to read. The TTY user types a response and the relay service reads it to the caller. If both parties use a TTY, the relay service is not required.

**Review Process**

The following research was completed, and information utilized, to inform this report:

*Technical Liaison survey* – The technical liaisons were surveyed on the type and quantity of ADA-related technical services they provide for their departments. Information gathered is represented in the “Current Status of Services” section of this report under “Hardware, Software and Peripherals”. A copy of the Technical liaison survey questions is provided in Attachment 1.

*Review of other institution web sites* – The group looked at web sites for other universities to identify how technical services and assistance for individuals with disabilities were identified and displayed. We determined that the best method is to provide one web site that lists all disability resources, both technical and non-technical, with links to information on the various resources provided. Examples of web sites using this approach include:

- Illinois State University - [http://illinoisstate.edu/home/accessibility/](http://illinoisstate.edu/home/accessibility/)
- Colorado State University - [http://accessibility.colostate.edu/](http://accessibility.colostate.edu/)
- George Mason University - [http://accessibility.gmu.edu/](http://accessibility.gmu.edu/)

*Interview with Professor for KU Special Education* – A Professor was interviewed about various types of disabilities, beyond hearing and visual impairments, and the types of services he might recommend KU offer for individuals with disabilities. He pointed out a distinction between having information accessible and being able to successfully use it. He said there is evidence to suggest that there are more “under the radar” disabilities such as learning disabilities that outnumber the more obvious disabilities. He recommended:

- Providing content in a variety of formats.
- Checking navigation issues, such as how many clicks it takes to find the info desired.
- Promoting a “universal design” which makes content easier for everyone to access, regardless of disability.
- Addressing literacy and communication problems (the disconnect between being able to read and being able to process and understand what is read.)
- Partnering with other agencies and organizations (i.e. the school for the deaf in Olathe), learning from what others are doing.
**HR/EO data regarding KU Employees with Self-Identified Disabilities** – De-identified information gathered from employee who had reported having disabilities. Based on the information gathered it is clear that there are many disabilities other than visual and KU must think broadly when considering how to address and support all needs.

**Departmental Data Collection** – Audio Reader, Continuing Education and Disability Resources provided current information about their services as they relate to technology.

**Input from KU Campus Organizations** – A meeting was held on August 26, 2010 with representatives from KU Libraries and KU Information Technology with Able Hawks, a KU student campus organization which serves as an advocacy group for students with different abilities, raises awareness of disability issues on campus, and provides opportunities for students to join together in promoting disability as a multicultural and diversity issue. [http://groups.ku.edu/~ablehawk/](http://groups.ku.edu/~ablehawk/). The following technology related issues were discussed:

- Versions of Jaws and OpenBook provided in public labs are outdated. Jaws 8.0 and OpenBook 5.0 were currently installed. Newest versions are Jaws 11 (soon to release 12 which is currently out as of March 2011) and OpenBook 8 (9 is now available as of March 2011).
- With current versions installed, there are internet problems. Jaws has trouble reading all of the items on web sites (including a few library databases, which from my understanding, cannot be fixed because they are not KU databases).
- Hardware is inadequate/slow/outdated according to AbleHawks. Specifically these computers are not accessible for “high end users.” Their opinion is that there are RAM and bus speed problems, and recommend higher end computers.
- Both Jaws and OpenBook will freeze the entire computer during use
- The default volume settings are too high for students who sit down and plug in headphones.
- No scanners are available at the desk, which makes OpenBook useless.
- No shortcuts available to easily re-open Jaws if it crashes.
- Need to have Acrobat Pro installed for Optical Character Recognition (OCR)
- Suggestions:
  - Headphones with volume control on wire.
  - Speakers with volume control on speakers.
  - Keyboard with volume control on keyboard.
  - Standard shortcut for Jaws: Alt+Ctrl+J.
  - Standard shortcut for OpenBook: Alt+Ctrl+O.
- As a result of that meeting, IT Project 1005 was created and completed. (See Public Labs under “Current Status of Services” for details.)
Applicable Legal Requirements

KU IT’s Web Development and Interface Design group provides annual training to web developers across campus on the following resources for State of Kansas standards for software accessibility:

- State of Kansas Web Accessibility Requirements. [http://www.kansas.gov/about/accessibility_policy.html](http://www.kansas.gov/about/accessibility_policy.html)

The United States Access Board is an independent Federal agency devoted to accessibility for people with disabilities - [http://www.access-board.gov/](http://www.access-board.gov/). Resources available include:

- Telecommunications Act Accessibility Guidelines [http://www.access-board.gov/telecomm/rule.htm](http://www.access-board.gov/telecomm/rule.htm) - provides requirements for accessibility, usability and compatibility of telecommunications equipment and customer premises equipment covered by the Telecommunications Act of 1996.
- Electronic and Information Technology [http://www.access-board.gov/508.htm](http://www.access-board.gov/508.htm) (section 508 of the Rehabilitation Act.)

Recommendations

Based on our research and discussions, the IT subcommittee makes the following recommendations:

1. **Establish and fund a full-time campus ADA Coordinator position to coordinate existing available services and resources and research/ implement new or improved services and resources to meet campus needs. This position would:**

   - Serve as a single point of campus contact for those seeking ADA accommodations.
   - Ensure relevant KU offices, departments, and employees are aware of their role in ADA issues.
   - Coordinate existing available services and resources and research/implement new or improved services and resources to meet campus needs.
   - Create and maintain a KU ADA Resources web site that serves as an overall online authority for KU ADA information.
   - Coordinate and champion the creation and maintenance of guidelines and policies concerning ADA including identification of specific positions of accountability across campus.
2. **Establish and fund a full–time ADA assistive technology position within KU Information Technology. This position would:**

- Specific to technology, focus efforts on guidelines/standards for computer labs, course content/text transcripts, and campus wide coordination of technology related ADA issues.

3. **Focus efforts on outreach and training**

- HR/EO add ADA information via the existing New Employee Orientation program, ensuring new employees receive it as early as possible.
- Student Success provide ADA information via the existing New Student Orientation program, ensuring new students receive it as early as possible upon enrolling at the university.
- Build capacity in KU Information Technology, likely with an additional FTE, to develop expertise and provide training on the use and administration of accessibility software in public and departmental labs and for other campus technical liaisons and direct support for users. In addition, provide faculty support in their development of online course content and materials with accessibility in mind including captioning of AV content and/or text transcripts, etc.

4. **Expand accessibility software and accessible workstations generally available across campus**

- Provide central funding and create a university wide strategy to increase availability and promote accessible workstations in both public and departmental provided computing labs (including pursuing more enterprise wide licensing approach to leverage pricing options).
- Provide funding for specialized equipment designed for greater accessibility, such as keyboards, headsets, adjustable workstations which accommodate wheelchairs, etc.

5. **Promote KU web accessibility and analyze other applications for accessibility**

- Consider adopting a policy requiring all departmental web sites use the KU Web Template and preferably be hosted on central web servers to ensure ADA compliance, among other benefits.
- Leverage the new State of Kansas contract for "Accessibility Assessment Tools and Services" (SSB BART Group and is the "Accessibility Management Platform" (AMP) Enterprise edition including the InFocus tool as well as training) for assessing and improving accessibility among other campus applications and web site.
APPENDIX E: Information Technology Sub-Group Report

Attachment

ADA Review Task Force IT Sub-group Survey

of Campus Technical Liaisons
Technical Liaison survey about departmentally provided ADA software/hardware – A brief 17 question survey was prepared by the subcommittee and distributed to 183 campus Technical Liaisons. Thirty-eight staff responded and their responses are attached. The survey included the following questions:

1. Do you support and/or provide any software or hardware related to ADA accommodations either to DEPARTMENTAL LABS or INDIVIDUAL USERS?
2. Do you support and/or provide any HARDWARE or SOFTWARE related to ADA accommodations in the DEPARTMENTAL LABS you manage?
3. Please specify any ADA related SOFTWARE products you support/provide and number of licenses you currently own in your DEPARTMENTAL LABS. For example, JAWS, OpenBook, Dragon Dictate, Zoomtext, etc.
4. Please specify any specialized ADA related HARDWARE you support/provide to your DEPARTMENTAL LABS. Please mark all that apply.
5. Do you support and/or provide any HARDWARE or SOFTWARE related to ADA accommodations for INDIVIDUAL USERS?
6. Please specify any ADA related SOFTWARE products you support/provide and number of licenses you currently own in support of INDIVIDUAL USERS. For example, JAWS, OpenBook, Dragon Dictate, Zoomtext, etc.
7. Please specify any specialized ADA related HARDWARE you support/provide to your INDIVIDUAL USERS. Please mark all that apply.
8. Please specify the nature of the INDIVIDUAL USERS you are supporting. Mark all that apply.
9. Please specify any training you or your IT staff have received on the ADA products and devices you support. Mark all that apply.
10. Do you offer group training or individual consultations to your department on any of the ADA related software/hardware?
11. Are you interested in receiving training on disabilities best practices, policies or compliance options at KU?
12. What are the top issues or challenges you face in providing needed assistance technologies and support?
13. How many TIMES PER WEEK do you receive requests for ADA related product support?
14. How many HOURS PER WEEK of your time are spent supporting ADA related technologies (including installation, updates, user support, etc.)?
15. ANNUALLY, how much does your department spend purchasing ADA related hardware, software, peripherals, and training? (Approximately)
16. I AM FAMILIAR WITH the following campus-based resources that provide information or support for providing assistance technologies. (Please mark all that apply.)
17. I HAVE UTILIZED the following campus based resources that provide information or support for providing assistance technologies. (Please mark all that apply.)
ADA Review Task Force IT Sub-group Survey of Campus Technical Liaisons

1. Do you support and/or provide any software or hardware related to ADA accommodations either to DEPARTMENTAL LABS or INDIVIDUAL USERS?

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- **answered question**: 38
- **skipped question**: 0
ADA Review Task Force IT Sub-group Survey of Campus Technical Liaisons

2. Do you support and/or provide any HARDWARE or SOFTWARE related to ADA accommodations in the DEPARTMENTAL LABS you manage?

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answered question 19
skipped question 19
3. Please specify any ADA related SOFTWARE products you support/provide and number of licenses you currently own in your DEPARTMENTAL LABS. For example, JAWS, OpenBook, Dragon Dictate, Zoomtext, etc.

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</tr>
<tr>
<td>skipped question</td>
<td>31</td>
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ADA Review Task Force IT Sub-group Survey of Campus Technical Liaisons

4. Please specify any specialized ADA related HARDWARE you support/provide to your DEPARTMENTAL LABS. Please mark all that apply.

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answered question 7
skipped question 31
ADA Review Task Force IT Sub-group Survey of Campus Technical Liaisons

5. Do you support and/or provide any HARDWARE or SOFTWARE related to ADA accommodations for INDIVIDUAL USERS?

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answered question 17
skipped question 21

![Pie chart showing responses to the survey question](image)
6. Please specify any ADA related SOFTWARE products you support/provide and number of licenses you currently own in support of INDIVIDUAL USERS. For example, JAWS, OpenBook, Dragon Dictate, Zoomtext, etc.

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</tr>
</tbody>
</table>
ADA Review Task Force IT Sub-group Survey of Campus Technical Liaisons

7. Please specify any specialized ADA related HARDWARE you support/provide to your INDIVIDUAL USERS. Please mark all that apply.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trackballs</td>
<td>66.7%</td>
<td>4</td>
</tr>
<tr>
<td>Joysticks</td>
<td>16.7%</td>
<td>1</td>
</tr>
<tr>
<td>Large Print Keyboards</td>
<td>16.7%</td>
<td>1</td>
</tr>
<tr>
<td>One Handed Keyboards</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>50.0%</td>
<td>3</td>
</tr>
</tbody>
</table>

answered question: 6
skipped question: 32

![Bar chart showing the distribution of specialized ADA related hardware supported by respondents. Trackballs have the highest percentage at 66.7%, followed by joysticks at 16.7%, large print keyboards at 16.7%, and other categories at 50.0% with varying counts.](chart.png)
8. Please specify the nature of the INDIVIDUAL USERS you are supporting. Mark all that apply.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>50.0%</td>
<td>4</td>
</tr>
<tr>
<td>Staff</td>
<td>87.5%</td>
<td>7</td>
</tr>
<tr>
<td>GTA/GRAs</td>
<td>25.0%</td>
<td>2</td>
</tr>
<tr>
<td>Student Employees</td>
<td>37.5%</td>
<td>3</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>25.0%</td>
<td>2</td>
</tr>
</tbody>
</table>

answered question 8
skipped question 30

![Graphic representation of ADA Task Force IT Subgroup Survey results](image-url)
9. Please specify any training you or your IT staff have received on the ADA products and devices you support. Mark all that apply.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Training</td>
<td>10.0%</td>
<td>1</td>
</tr>
<tr>
<td>Self-Taught</td>
<td>70.0%</td>
<td>7</td>
</tr>
<tr>
<td>Conference Participation</td>
<td>10.0%</td>
<td>1</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>20.0%</td>
<td>2</td>
</tr>
</tbody>
</table>

answered question 10
skipped question 28
ADA Review Task Force IT Sub-group Survey of Campus Technical Liaisons

10. Do you offer group training or individual consultations to your department on any of the ADA related software/hardware?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>14.3%</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>85.7%</td>
<td>12</td>
</tr>
</tbody>
</table>

answered question 14
skipped question 24

![Pie chart showing the response distribution for question 10. The majority of responses are 'No' (85.7%), with 14.3% responding 'Yes'.]
ADA Review Task Force IT Sub-group Survey of Campus Technical Liaisons

11. Are you interested in receiving training on disabilities best practices, policies or compliance options at KU?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78.6%</td>
<td>11</td>
</tr>
<tr>
<td>No</td>
<td>21.4%</td>
<td>3</td>
</tr>
</tbody>
</table>

answered question 14
skipped question 24
### 12. What are the top issues or challenges you face in providing needed assistance technologies and support?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>answered question</td>
<td>6</td>
</tr>
<tr>
<td>skipped question</td>
<td>32</td>
</tr>
</tbody>
</table>
ADA Review Task Force IT Sub-group Survey of Campus Technical Liaisons

13. How many TIMES PER WEEK do you receive requests for ADA related product support?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>78.6%</td>
<td>11</td>
</tr>
<tr>
<td>1 - 5</td>
<td>21.4%</td>
<td>3</td>
</tr>
<tr>
<td>5 - 10</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Over 10</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question 14
skipped question 24
# ADA Review Task Force IT Sub-group Survey of Campus Technical Liaisons

14. How many HOURS PER WEEK of your time are spent supporting ADA related technologies (including installation, updates, user support, etc.)?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 1</td>
<td>100.0%</td>
<td>14</td>
</tr>
<tr>
<td>1 - 5</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>5 - 10</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Over 10</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

*answered question 14  skipped question 24*
### ADA Review Task Force IT Sub-group Survey of Campus Technical Liaisons

15. **ANNUALLY, how much does your department spend purchasing ADA related hardware, software, peripherals, and training? (Approximately)**

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>42.9%</td>
<td>6</td>
</tr>
<tr>
<td>Up to $500</td>
<td>42.9%</td>
<td>6</td>
</tr>
<tr>
<td>Up to $1,000</td>
<td>7.1%</td>
<td>1</td>
</tr>
<tr>
<td>Up to $5,000</td>
<td>7.1%</td>
<td>1</td>
</tr>
<tr>
<td>Over $5,000</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

*answered question* 14  
*skipped question* 24
16. I AM FAMILIAR WITH the following campus-based resources that provide information or support for providing assistance technologies. (Please mark all that apply.)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Resources Office</td>
<td>81.8%</td>
<td>9</td>
</tr>
<tr>
<td>Beach Center on Disability</td>
<td>27.3%</td>
<td>3</td>
</tr>
<tr>
<td>KU IT</td>
<td>45.5%</td>
<td>5</td>
</tr>
<tr>
<td>KU Libraries</td>
<td>36.4%</td>
<td>4</td>
</tr>
<tr>
<td>IDS</td>
<td>45.5%</td>
<td>5</td>
</tr>
<tr>
<td>KU School of Education - Special Education</td>
<td>27.3%</td>
<td>3</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

answered question: 11
skipped question: 27
17. I HAVE UTILIZED the following campus based resources that provide information or support for providing assistance technologies. (Please mark all that apply.)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability Resources Office</td>
<td>85.7%</td>
<td>6</td>
</tr>
<tr>
<td>Beach Center on Disability</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>KU IT</td>
<td>14.3%</td>
<td>1</td>
</tr>
<tr>
<td>KU Libraries</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>IDS</td>
<td>28.6%</td>
<td>2</td>
</tr>
<tr>
<td>KU School of Education - Special Education</td>
<td>28.6%</td>
<td>2</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>0.0%</td>
<td>0</td>
</tr>
</tbody>
</table>

*answered question 7  skipped question 31*
APPENDIX F

Student Services/Programs Sub-Group Report
APPENDIX F: STUDENT SERVICES/PROGRAMS SUB-GROUP REPORT

Scope of Review

The Student Services Sub-group of the KU ADA Review Taskforce was charged with evaluating the status of student services with regard to accessibility to persons with disabilities. The Office of the Vice Provost for Student Success is the University’s comprehensive student services organization consisting of twenty one units providing the full range of student services at the University of Kansas. A complete organization chart appears in Attachment 1. Those units are organized into an administrative cabinet reporting to the vice provost and three centers reporting to three associate vice provosts:

Administrative Cabinet
Department of Student Housing
KU Memorial Unions
Nonacademic Student Conduct
Student Information Systems

Academic and Student Life Center
Academic Achievement and Access Center
KU Info
KU Writing Center
New Student Orientation
Office of Multicultural Affairs
Student Involvement and Leadership Center
University Advising Center
University Career Center

Recruitment and Enrollment Center
Financial Aid and Scholarships
Office of Admissions
Office of the University Registrar
Student Money Management Services

Wellness Center
Counseling and Psychological Services
Hilltop Childcare Services
KU Recreation Services
Legal Services for Students
Student Health Services
History of Services Provided

Prior to 2003, Student Success was called the Division of Student Affairs, led by a Vice Chancellor for Student Affairs and a Dean of Students. After the retirement of the incumbent Vice Chancellor, the Provost appointed a committee to restructure student services at KU. The Student Success organization emerged from that initiative. Marlesa Roney became the first Vice Provost for Student Success in the spring of 2003.

Specific accommodation and advocacy services for students with disabilities historically had been provided within the Student Affairs structure. In 2002, those services were incorporated into then Student Development Center. That office became the Academic Achievement and Access Center (AAAC) within which the current location for services for students.

Virtually all units within Student Affairs/Student Success, then and now, engage with large numbers of students every day. The University of Kansas Americans with Disabilities Act Self Evaluation (1995), Part Two, Section III, addressed “Program Accessibility” and “Academic Support and Assistance—Nonstructural Program Accessibility” for select services and programs that existed at that time. All recommendations in that report were related to services provided by the office of Services for Students with Disabilities.

Applicable Legal Requirements

Under the ADA’s general prohibitions against discrimination, no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any public entity. Information regarding applicable legal requirements is available at:

U.S. Department of Justice, ADA Home Page:
www.ada.gov

U.S. Department of Education, Office for Civil Rights:
http://www2.ed.gov/about/offices/list/ocr/disabilityoverview.html

Current Status of Services

All units within Student Success exhibit varying degrees of compliance with ADA. Exceptions are mostly in the area of internet accessibility for those with hearing and vision disabilities. Unit directors routinely refer students with disabilities or those with questions about disabilities
to AAAC/Disability Resources. Director’s report that when questions or issues arise, they are very comfortable consulting with AAAC/DR staff regarding appropriate accommodations. Virtually every director indicated a need for more formal, regular training on ADA and related issues as they apply to university students.

Two notable efforts are currently underway. The first is to improve communication about access to programs for people with disabilities. DR first proposed use of a modification of the standard “syllabus statement,” currently recommended for faculty use on syllabi for all courses. It simply states that accommodations are available upon request and facilitated by Disability Resources. Regular and consistent use of this statement is yet to be attained, but with the addition of a communications support unit, it is anticipated that insertion of the statement will become routine.

In addition, an accessibility review is being conducted of all websites, videos, and other media in use by Student Success units. The Communications office has purchased software to insert open and closed captions for all video material. As unit websites are updated, all changes will be monitored for accessibility.

**Review Process**

The Sub-group decided to use a five question questionnaire that could also be applied in a focus group setting. All units in Student Success were afforded an opportunity to provide either written responses to the questions or to respond in a meeting similar to a focus group. Some units chose to do both. A copy of the questionnaire is in Attachment 2.

In some cases, members of the Sub-group met with their own staff members to respond to the questions, e.g. Admissions, KU Memorial Unions. In other cases, members of the Sub-group met with unit directors in their Center groupings, where directors responded to questions and discussed issues particular to the services contained in that Center. The following section summarizes the findings of those interactions.

**Findings**

**Recruitment and Enrollment Center**

In addition to meeting with the directors of the units during their regularly scheduled Center meeting, specific information was received in responses to the questionnaire.
Admissions

Disabilities are not taken in to consideration during the initial admission process. Students must meet an admission requirement to be admitted. However, if a student is denied, then the student can bring up any disability during the appeal process. A staff member from the Disability Resources office is on the KU Admissions Appeals Committee.

This statement is listed in major publications: “The University of Kansas prohibits discrimination on the basis of race, color, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, and parental status.” In addition, the AAAC and Disability Resources are listed in the viewbooks as resources for students.

KU Visitor Center is handicap accessible (wheelchair friendly entrance (ramp and door opener), the auditorium has spaces for wheelchairs, and busses can accommodate wheelchairs. On any visit form, there is a line where students or guests can request accommodations. Sign language interpreting is available, upon request, through Disability Resources.

All videos are created with open captions. CollegeNet, the online application vendor KU uses, ensures its programming is compatible for applicants with visual impairments. On the admissions application, a student can request more information about Disability Services at KU. AAAC/Disability Resources then follows up and sends information about DR to students once they are admitted if this box is marked on the application. In addition, new and returning Admissions staff meet each year with DR staff to receive updates and training about issues related to their work as recruiters.

Financial Aid and Scholarships (FAS)

Financial Aid and Scholarships staff distribute Braille copies of the Free Application for Federal Student Aid in Braille when requested, and contacts AAAC/DR when sign language interpreting assistance is needed. Staff members discuss accommodation needs when scheduling appointments. The office in 50 Strong Hall is on the ground level, near the accessible entrance to the building. The FAS front door has an automatic door opener to enhance access; there is one desk in the lobby service area designed to accommodate someone in a wheelchair. All corridors and pathways meet ADA regulations to ensure sufficient space for wheelchair accessibility for students meeting with financial aid staff. FAS staff members have requested and received ADA-compliant work stations and other accommodations as needed/recommended by staff members themselves, AAAC, and/or HR/EO colleagues.
Office of the University Registrar (OUR)

The Office of the University Registrar has two service offices, one for faculty and one for students, on the first floor of Strong Hall which is accessible by elevator. Both offices have a height-adjusted service desk for individuals who use wheelchairs. In addition, when a door opener was installed to 121 Strong, the faculty services office, and furniture was arranged to insure room for wheelchair users. In addition, last fall, OUR paid to have a bump removed from the reception area to make the area more accessible. 151 Strong Hall, the Student Services office, does not have a door opener, but has an accessible service desk and ample room for movement of wheelchairs.

OUR is aware that sign language interpretation services, Braille services, and other accommodations are available through Disability Resources.

Wellness Center

A member of the Student Services Sub-group met with the Wellness Center directors and gathered the following information from those individuals.

All units in the Wellness Center ensure that doors, pathways, counter heights are accessible; they offer interpretation or alternative text as requested. Braille signage is available.

In Student Housing dining centers, students with physical disabilities are assisted by staff as needed. Students who are members of the AbleHawks and Allies student organization assist students with disabilities at the Ambler Student Recreation and Fitness Center. In addition, Recreation Services hosted an external consultant to provide a workshop for staff on vision and mobility issues.

Residence Life invites staff from Disability Resources to participate in August training of new and return Housing staff. Front line staff has engaged in HR/EO training to help them respond to staff needs. The Hilltop Child Care Center handbook addresses accessibility and the Burge Union lease for the space used by Legal Services for Students includes a checklist for ensuring accessibility of the facility.

Academic and Student Life Center (ASL)

The largest of the Centers in Student Success, the Academic and Student Life Center is comprised of eight services units. A member of the Student Services Sub-group met with the ASL and gathered the following information.
Each unit within the ASL has made extensive effort to include the accessibility statement on all materials publicizing services, events, and activities. While still aspiring to regular and consistent use of the statement, it is widely seen on most materials. Student Union Activities also uses this statement. In addition, all websites have been reviewed for accessibility, including those awaiting updating by Student Success Technology Services (Office of Multicultural Affairs and Student Involvement and Leadership Center).

The Writing Center, New Student Orientation, the Office of Multicultural Affairs, the University Advising Center, University Career Center, and the Academic Achievement and Access Center Tutoring Services all utilize Disability Resources for training of new and returning graduate and undergraduate student staff. All ASL units are in fully accessible locations and have accessible service stations. Directors regularly consult with DR staff regarding needs for sign language interpretation or other facilitated communication. The University Career Center collaborated with Disability Resources in a federal Workforce Recruitment Program with 10 students enrolled in internships this year and more projected for next year.

The Learning Studio, a collaborative remodeling project in the Anschutz Library, involved participation from the Anschutz librarians, and directors of the Writing Center, the University Career Center, KU Info, and the Academic Achievement and Access Center. All new service and study areas are fully accessible, including a specially designed information desk at the main entry.

Kansas Memorial Unions

The Kansas Memorial Unions (Burge Union and Kansas Union on the Lawrence Campus)

The Unions website is accessible to screen readers and also has a link to disability resources for accommodation information. A computer lab in the Kansas Union has a workstation equipped with a height adjustable table and adaptive software. The websites as well as other publications such as brochure and flyers, include the statement on accessibility and accommodations. Reception personnel also offer information about accessibility when requested.

All auditoria have assisted listening devices and seating for wheel chair users. Sign language interpretation is sought and secured on request and for major University events. The Unions undergo compliance reviews primarily through constituent concerns, building reviews related to construction or operations (Union Building Services, DCM and architects), State and insurance inspector reports, and informal reviews by interest groups such as AbleHawks.
KU Continuing Education (KUCE)

The building at 1515 St. Andrews Drive housing KU Continuing Education is ADA accessible, with the addition of an automatic front door entrance button added early this year. In addition it is equipped with an elevator, an available wheelchair, door openers on the restrooms, wide door entrances to offices, conference rooms and classrooms, lowered soap dispensers in the restrooms and low profile carpeting.

The KUCE Web site is screen reader friendly and all courses provide accommodations to persons with disabilities as noted on the web site and in print brochures. The receptionist is skilled at working with individuals with disabilities on the phone or in person.

KUCE has one full time staff member in a wheelchair and an assistance dog in training, both of which make our staff aware of protocol with wheelchairs and working dogs.

Bursar’s Office

Recently relocated from Carruth-O’Leary to remodeled space in 21 and 23 Strong Hall, the Bursar’s Office is fully accessible to wheelchair users and others with mobility disabilities. Service counters and desks are at accessible height. When students require sign language interpretation or vision assistance, Bursar’s staff has consulted with Disability Resources staff to provide services as needed.

Recommendations

The following recommendations were commonly voiced by directors of all student services.

1. A central office with at least one individual or point person, highly visible and with the ability to act on information to improve access, should be available to work with all units and individuals on campus exclusively on issues or comments related to the ADA and accessibility at KU.

2. Provide web-based check-lists related to providing fully accessible services, and, more important, regular, recurring, and required training on current ADA updates and KU policies and procedures for all faculty and staff. KU requires and offers regular training on search procedures designed to insure that the University attracts and can hire from a diverse pool of applicants. The next logical step is to insure that everyone working at KU has a basic understanding of the ADA and KU’s procedures to provide access. A recommendation for such inclusion of such training on the HR/EO “Professional
Development Calendar” was included in the earlier review. Training is more important than ever in a time of increasing participation by people with disabilities in all areas of the University by students, faculty, staff, families, alumni, and other visitors.

3. A central pool of funds should be available for improvements such as door openers, height appropriate service stations, and adaptive software. Many of the student service office directors mentioned that they would like to make their offices and services more accessible but lack the funds to do so.

4. As recommended in the 1995 report, create a “communication package” that would guide internet, print, video, and social media communications and provide a “ready-reference” for anyone seeking such information as communications are developed. KU sorely needs a more welcoming message and an inclusive web and print presence for people with disabilities and those who care about them.
APPENDIX F: Student Services/Programs Sub-Group Report

Attachments

Attachment 1: The Office of the Vice Provost For Student Success Organization Chart
Attachment 2: Questionnaire
APPENDIX F: STUDENT SERVICES/PROGRAMS SUB-GROUP REPORT

ATTACHMENT 2 - Questionnaire

The following questions are intended to help the Student Services Subcommittee of the ADA Review Taskforce gain an understanding of departmental efforts to ensure compliance with the Americans with Disabilities Act and meet the needs of students with disabilities. Please bear in mind that in addition to identifying ways that we are successful, we want to bring to light areas where our services can be enhanced in terms of accessibility.

1. What training has your staff engaged in to raise awareness about accommodating students and other customers who have disabilities? (e.g. AAAC, HR/EO, CTE, DCM, General Counsel)

2. How does your department address the accessibility of services and programs you offer for students with disabilities and customers with disabilities? (e.g. sign language interpreting, email and/or website accessible to screen reader, wheelchair friendly locations)

3. Is there a means by which you have more formally assessed your compliance with ADA? (e.g. have you worked with AAAC/Disability Resources, DCM, and HR/EO or reviewed against any federal or state regulations that pertain to your department?)

4. How does your department inform students or customers about the accessibility or your services and programs? (e.g. including the disability statement in brochures, flyers, or web sites, oral instructions from receptionist)

5. What information or assistance would be useful to you with regard to ADA compliance or accessibility of services?
APPENDIX G

Parking and Transit Sub-Group Report
Scope of Review

This area of review consisted of all physical parking stalls, access aisles and curb cuts leading from parking areas onto sidewalks; and parking permit requirements. This review also covers all of KU on Wheels transit and JayLift Paratransit services.

History of Services Provided

Parking Permits –

When the KU Parking Department began requiring permits in parking stalls in the 60’s, a KU Handicap permit was offered. Students would fill out a form, submit it to the Student Health Center and get a signature from the Director of Student Health services to receive a handicap permit. Faculty and staff had their family physician fill out the form. The permit allowed parking in color zone stalls and in handicap stalls.

Initially there was no charge for this KU issued permit (no state issued placard or license tag was required). At this time there was no specific violation for parking in handicap stalls without a permit, rather vehicles were ticketed for *no valid permit* - $7.50.

1979 - KU began charging $33.00 for the handicap permit. It continued to be valid in color zone stalls and handicap stalls.

1981 - The KU handicap permit charge was raised to $35.00.

1983 - A violation for parking without a permit in a handicap stall was added. The charge was $25.00.

1986 - KU stopped offering its own handicap permit. It was decided that the Parking Department should not be in the business of determining who should have access to handicap stalls – the state was already doing this. Students, faculty and staff with a handicap placard or license tag from the state could park on campus in handicap stalls and other zoned parking without any other permit and without charge.

1989 - Language about blocking a handicap ramp was added to the handicap stalls ticket and the price was raised to $50.00.
1991 - Registration of handicap placard/license tag was suggested but not required. Parking hoped to better understand the numbers of people we needed to serve. We continued to honor placards and tags in any otherwise unreserved stall.

1995 - Language about blocking a handicap access aisle was added to the stall and ramp ticket.

1996 - The fine for parking illegally in a handicap stall, ramp, and aisle was raised to $100.00.

1997 - Those with handicap placards/license tags were required to also display a KU parking permit in order to park on campus. The fee paid would be the fee of the permit for which they would normally qualify. The rule didn’t distinguish between accessible stalls and color zone stalls.

1998 - The fee for a KU parking permit for someone with a placard or tag was changed to $75.00 across the board.

2001 - The fee was raised to $85.00

2005 - Registration was now required but the fee was dropped. Patrons with valid handicap placards/license plates could park free in accessible stalls. To park in zoned stalls, patron would also have to purchase a KU parking permit.

Accessible Parking Stalls –

In January 1992, the Parking Department along with staff from Architectural Services and the Student Assistance Center conducted an evaluation of existing accessible parking on the campus of the University of Kansas to evaluate compliance with ADA guidelines. The number and location of accessible spaces on campus was based on that plan. Changes have occurred over time in response to changing circumstances, such as new construction. Parking and Transit believes that the formula for determining the number of accessible stalls may have been applied incorrectly during this original self-evaluation, resulting in too few accessible stalls.

DCM was asked to study accessible parking on campus in November, 2010. For purposes of this study, which is still ongoing, areas of campus were prioritized for review by location and density of need. The first phase of the study, which is nearing completion, focused on the central core of campus. Additional information regarding this study is provided below.

Transit –

For over 30 years KU on Wheels has provided transit service for the campus community. For much of that time this student run service was considered private transit. Buses provided by service provider were very old and did not have working lifts. Complementary paratransit services were provided to accommodate students with disability needs.
In 2008, responsibility for this system was taken over by the University. Newer used buses with operating lifts were purchased, including nine new low-floor buses utilizing ramps to board wheelchairs. In 2010, two new liftvans were purchased. Currently, the system has a fleet of 42 buses, and 2 vans, all of which are accessible and lift equipped.

**Current Status of Services Provided**

**Registration**

Registration of handicap placard/tag information is required for faculty, staff and students who regularly park on campus. Registration provides a KU handicap sticker at no charge to be displayed with an accessible placard or tag. The combination of a KU handicap sticker and the handicap placard/tag allows patrons to park in any accessible stall or any metered stall.

Faculty, staff and students with a handicap placard or tag may also choose to purchase a current KU parking zone sticker. Visitors with handicap placard or tag may check in at information booths – show wallet ID or receipt and get courtesy parking in accessible stalls. Visitors who wish to park in regular zoned stalls on campus must purchase a visitor parking permit.

To date, Parking & Transit has issued 233 KU Handicap stickers (101 faculty/staff and 132 student). Parking & Transit hopes to automate the issuance of stickers in the future.

**Accessible Parking Stalls**

The current count of accessible parking stalls on campus is 353 regular accessible stalls and 53 van accessible stalls.

**Transit**

KU on Wheels ridership has more than doubled to 2.4 million boardings per year. JayLift provided 2,510 rides during the 2009-10 academic year. No JayLift passenger complaints were logged in the Parking & Transit office for that year. The FY10 operational expenses for KU on Wheels and Park & Ride were $2.9 million and $183,000 for JayLift. This amount does not include bus purchases, charter service or SafeBus expenses.

Due to the relatively small size of the JayLift operation, discussions have been held regarding whether and how JayLift service could be combined with the City’s T –Lift Paratransit service, perhaps with some portion of paratransit services, such as on-campus lift service, being retained by KU. A consultant who had previously advised KU and the City on fixed route service was asked to consult on this question. While some of the advice offered was useful, it proved to be incomplete for Parking and Transit’s overall needs. The discussions have been put on
hold, in recognition of the need for additional assistance from a consultant with expertise in the area.

**Review Process**

The Parking and Transit sub-group met several times and as a part of the review process, the sub-group reviewed current Parking rules and regulations, and the Transit handbook. Parking and Transit staff members on the sub-group conducted additional review, including website information. Information regarding the ongoing DCM study of accessible parking on campus was provided to the sub-group for review and discussion. A survey was sent to the nine current users of the JayLift Paratransit service.

**Findings**

There are currently 406 accessible stalls on the Lawrence campus. Parking and Transit estimates that 461 total accessible stalls are required, and that of that number, 137 should be van accessible under the 2010 ADAAG standards. These numbers are being confirmed as part of the DCM study mentioned above.

In addition, the ongoing DCM study indicates that some accessible stalls require alteration of sign height, and some stalls have significant slope issues.

In addition, DCM review has pointed out inconsistency - even in current parking lot projects – in how ADAAG specifications for accessible stalls have been followed or applied.

Sub-group members identified certain areas of frustration for individuals using accessible parking on campus. These areas included lack of an on-line accessibility map that shows the location of accessible parking stalls, in addition to accessible pathways, accessible entrances to buildings, elevators, door openers, etc. Also discussed were frustrations with use of accessible parking stalls by individuals without placards/tags and stickers, and aisles and disruptions caused by construction on campus.

Coordination with the City's T-Lift service with a single certification process would broaden rider access to all areas of the City, not just the campus. However, class-to-class service must be provided as a separate service with different standards to meet campus needs.

Because of the small sample size, individual survey responses from JayLift riders have not been included. However, the responses indicate that a majority of survey respondents were satisfied with the service. A majority of respondents were very satisfied with the reliability and availability of the service when they called to reserve the ride a day or more in advance.
Survey responses indicated that respondents were less satisfied when calling for same-day service. This result was not unexpected. Current policy provides for ride requests to be made at least 24 hours in advance in order to ensure a ride. Emergency or last-minute requests are incorporated as the JayLift schedule permits. A majority of respondents were either somewhat or very satisfied with the JayLift reservation system. Specific reservation concerns raised have already been addressed with our contracted service provider.

**Applicable Legal Requirements**

General ADA information is available at: www.ada.gov


FTA ADA compliance information is available at: http://www.fta.dot.gov/civilrights/civil_rights_2360.html

**Recommendations**

- Parking and Transit should continue work with DCM, and an outside consultant as needed, to prioritize any necessary alterations to accessible stalls, quantify the costs of such alterations, and develop the designs, schedule and plans necessary to begin the work. Prioritization of work should take into account the nature of the needed alteration, the location and the density of need.

- To ensure better quality control on any future changes to accessible parking stalls – DCM should create a form that the design consultants and contractors would sign to confirm that the design, or in the case of the contractor the facility/site, fully complies with the ADA requirements. The form should include space to document measurements to verify compliance.

- Parking and Transit should create an on-line accessibility map that shows the location of accessible parking stalls, accessible pathways, accessible entrances to buildings, elevators, door openers, etc.

- Parking and Transit should add a contact number on handicap stall signs for problems, complaints.

- As alterations (or new lots) are designed, a standard of 8.5 foot stall widths for all parking stalls should be used wherever possible. Current ADA requirements use 8 foot stalls as the standard.
• The University should retain an in-house expert on ADA law and ADAAG requirements to inform and guide compliance in all areas.

• Though not required, Parking and Transit should explore funding to add door openers to all levels of northeast stair tower in Allen Fieldhouse Garage.

• Parking and Transit should move some accessible stalls to the south end of Allen Fieldhouse Garage on levels with crossover to Allen Fieldhouse.

• Parking and Transit and DCM should work together to revise procedures regarding the disruption of accessible parking spaces during construction projects. When disruption is unavoidable, Parking & Transit should give advance notice to users of the location of temporary accessible stalls and the timing and duration of the disruption, perhaps through some kind of list serve notification yet to be developed.

• The University should contract with a consultant with expertise in the area of paratransit services and policies, to assist in evaluating coordination of paratransit services with the City. It is estimated that the cost of this consultant would be in the range of $10-12,000. Based on the results of this study, talks with the City should resume on future coordination efforts.

• Parking and Transit should include questions regarding accessibility in future random satisfaction surveys, so that all KU on Wheels riders are included.
APPENDIX H

Facilities Sub-Group Report
Scope of Review

The Facilities Sub-Group of KU's ADA (Americans with Disabilities Act) Review Task Force was charged with reviewing the status of accessibility on the Lawrence campus and offering recommendations related specifically to facilities and the built environment. Specific goals and areas to be evaluated by the Task Force's Facilities Committee include:

- Actions, policies and practices that may be necessary to improve access to campus facilities and programs.
- Recommendations to build on KU's on-going commitment for an inclusive campus community.
- Identify opportunities for improved coordination, communication and resource sharing.
- Minimize duplicative efforts across KU departments, including recommendations for appropriate organizational changes.

Facilities are defined by the Equal Employment Opportunity Commission (EEOC) in the EEOC Technical Assistance Manual to include "all or any part of a building, structure, equipment, vehicle, site (including roads, walks, passageways and parking lots), or other real or personal property. Both permanent and temporary facilities are subject to the barrier removal requirements."

Other task force committees will evaluate issues and offer recommendations specific to the areas of academics, information technology, parking/transportation, student services/programs and employment.

History of Services Provided

KU has conducted numerous accessibility reviews, beginning in 1977. The last campus-wide accessibility evaluation was completed in May 1998. A copy of the 1998 evaluation is included in the attachment. The 1998 report included a Transition Plan, which set forth a list of physical barriers and buildings within which accessibility improvements were required. Other facility-related ADA efforts and services provided since the 1998 ADA evaluation are noted below.

KU's Office of Design and Construction Management (DCM), the Human Resources and Equal Opportunity office (HR/EO) and the Academic Achievement and Access Center (AAAC) or their predecessor units and personnel, since many of these departments have evolved in name and function over the years) have been collaboratively working to identify and resolve accessibility
issues since the first accessibility standard -- the ANSI A117.1 guidelines -- were released in 1961. These earlier efforts were absorbed into the Section 504 Task Force in 1977.

The Architectural Barriers Committee (ABC) was established in 1995 specifically to review proposed building design drawings and to advise DCM (and its predecessors) on accessibility issues related to new and renovated facility improvements. Its members include staff from KU departments that routinely address accessibility issues (DCM, HR/EO, AACS, Parking and Transit, Facilities Operations (FO)) and volunteer faculty, staff and student advisors who are disabled or who are knowledgeable about disability and accessibility issues.

In 1996, the Kansas Legislature approved the Crumbling Classrooms initiative to address the deferred maintenance needs of the Board of Regents institutions. KU's share of that funding was approximately $44.2 million and of that total, $4.1 million was allocated specifically to ADA improvements. At least 31 projects were completed which specifically improved accessibility on KU's campus. They ranged from a $12,000 project in the Kurata Lab building to a $10 million project to renovate J.R. Pearson Hall as the new home of the School of Education, updating a 1950's-era residence hall to a modern accessible teaching and office facility.

KU is annually allocated funding by the Kansas Legislature for Repair and Rehabilitation (R&R) improvements. Over the past 15 years, that amount has typically ranged between $2.5 million and $4 million total annually. The R&R funding includes work in categories such as classroom improvements, infrastructure improvements, streets and walks, fire code and ADA. This annual allocation is applied to a deferred maintenance backlog that is currently estimated to total approximately $300 million. DCM has recently been committing approximately $50,000 in additional funds per year towards ADA improvements out of each annual R&R funding allocation. The specific ADA improvement projects that are completed using these funds are determined by DCM in consultation with HR/EO, AAAC, ABC and FO.

The Department of Student Housing has renovated four of the eight large residence halls, 147 of the 295 single-student apartments, and 60 of the 278 graduate/family apartments, resulting in improved accessibility throughout. Additionally, accessible room options have been created in each of the other residence halls, and 2 of the 8 older scholarship halls have had elevators added to improve accessibility.

The Department of Student Housing has established a standard for facility renovations that surpasses code compliance to enhance functional accessibility in student living spaces. These working standards were established collaboratively with involvement from AbleHawks, HR/EO, DCM and DSH. Additionally, DSH has worked with individual students to retrofit suites and bathrooms to meet the specific, individual needs of students in wheelchairs and to add strobes as needed for hearing-impaired students.

The Kansas and Burge Unions often receive requests for accommodations related to temporary accessibility needs during events held within those facilities, and for permanent improvements
that are needed to improve accessibility in specific areas. Union and DCM personnel have undertaken numerous projects to address and resolve those requests. The most recent example is a proposed remodeling of the existing 6th floor men's restroom in the Kansas Union, which will be converted to a unisex restroom in order to provide an accessible restroom on that level, where none currently exists, rather than direct patrons to an accessible restroom on a different level.

Each of the Union's renovation projects or additions has addressed and improved accessibility. Major projects during the past fifteen years include the Phase 3 expansion and renovation of the Kansas Union, the addition housing the Multicultural Resource Center (MRC) and expanded bookstore and office spaces for the Union's operations. KU Dining Services is a component of the Union's operation, and has recently completed dining improvements which have improved accessibility within the Kansas Union, the Burge Union, Wescoe Hall and Hashinger Hall.

The KU Center for Research (KUCR) has addressed accessibility needs in research labs and facilities during each new or renovated research facility project. For example, most new or renovated research facilities include adaptable lab casework that can be converted or adjusted to comply with the ADA Accessibility Guidelines, on an as-needed basis. In addition, DCM has worked with individual researchers to address specific needs. Recently completed capital projects that serve research needs include the new Multidisciplinary Research Building (MRB) and the Structural Biology Center (SBC). A new engineering research facility is currently under construction adjacent to Learned Hall, a new computing core/server facility will be created in a renovated portion of Nichols Hall and new research labs are in design for Dyche Hall.

Significant renovation projects have been undertaken to address research needs in several campus buildings, including Malott Hall, Haworth Hall, McCollum Hall and Smissman Hall. Fire alarm projects, which included ADA-compliant horn-strobe warning devices, were installed in Youngberg Hall, Nichols Hall, Takeru Higuchi Hall and the Life Sciences Research Labs (LSRL; off-campus, on Wakarusa Street). ADA-compliant entrances were also completed at the LSRL facilities. In all cases, those projects have improved the accessibility of those research facilities.

Kansas Athletics Inc. (KAI) has undertaken major projects at nearly all of its athletic venues within the last fifteen years, and as a result, was able to improve accessibility at all locations. Major renovations were completed at Memorial Stadium and at Allen Fieldhouse. Both locations also received significant additions, including a new press box and suites at Memorial Stadium, and new elevators and the Hall of Athletics at Allen Fieldhouse. Other major capital improvement projects were completed at the baseball and softball venues, and a new Boathouse was built along the Kansas River, near downtown Lawrence, in a cooperative effort with the City of Lawrence.

Over the past 15 years, KAI has also addressed two ADA-related complaints which were filed by patrons to the Federal Office of Civil Rights (OCR). OCR personnel visited KU following receipt of each complaint and evaluated the conditions related to them. The first complaint was filed in 2000 or 2001, and related to parking issues at Allen Fieldhouse and Memorial Stadium. Those
issues were subsequently addressed by KU and resolved to OCR's satisfaction. The other complaint was filed in 2006, and related to seating, path of travel, inaccessible restrooms and miscellaneous ADA issues at Memorial Stadium. Those issues were resolved by KU to OCR's satisfaction in 2008.

KU Parking and Transit (KUPT) have made great progress improving the accessibility components of their facilities during the past fifteen years. Accessible parking stalls have been created in several new locations, as requested by the KU community and as new or renovation projects provide opportunities to do so. The Mississippi Street Parking Facility was completed in August 2000. It includes accessible stalls on all five levels, with more stalls provided on the entry levels for ease of access. A stair tower connects all five floors, and provides an accessible route from the top of the hill along Oread Drive to the bottom of the hill, near the Spencer Museum of Art. Given the protected nature of doors from the enclosed parking decks into the stair towers, it wasn't felt during design that power operators were needed on those doors. In 2009 KUPT received some complaints about this, so power operators were added to those doors to improve the ease and consistency of access throughout the facility.

Transit's Park and Ride facility was completed in 2006 and a new fleet of buses were put into service to serve this new facility in August 2006. The new buses feature improved lowering and seating accommodations for persons in wheelchairs. In the following year, approximately 35 used buses were purchased with ADA compliant features and initiated a replacement bus program providing new replacement buses to phase out the older buses. A new Transit Maintenance Facility was completed in December 2010, and provides facilities that are accessible for the administrative, maintenance and driver staff who use it.

**Current Status of Services**

DCM is the University of Kansas department responsible for managing the planning, programming, design and construction of new and renovated facility improvements, including new or altered buildings, site improvements, parking lots, roadways and sidewalks. DCM has a professional staff of licensed architects and engineers who manage projects that are designed by consultants, and who also do in-house design of facility improvement projects of all types and sizes. As part of the project management process, DCM staff strives to ensure that meaningful accessibility is provided and that ADAAG provisions are met.

DCM staff maintains the KU Design and Construction Standards, available online at: [http://www.dcm.ku.edu/standards/design/](http://www.dcm.ku.edu/standards/design/). One of the goals of KU's Design Standards is to achieve 'universal accessibility', which is the principle that all facilities incorporate accessibility as an integrated seamless component of design throughout the facility. A related goal is to avoid installing obvious 'handicapped' features that stand out from other similar components.
DCM works with all campus units in developing facility improvement projects and addressing accessibility issues. DCM supports and advises the Office of General Counsel (OGC), the Human Relations / Equal Opportunity (HR/EO) office and other campus units as needed on facility-related accessibility issues and concerns. DCM schedules meetings of the Architectural Barriers Committee (ABC) and communicates the ABC opinions and recommendations to the project designers and to the authorities having jurisdiction on those matters, related to code interpretations and compliance. On most of KU's projects, the authority having jurisdiction on ADA matters is State ADA Coordinator Anthony Fadale, with whom DCM often works closely to review and resolve ADAAG interpretations and needs. DCM periodically consults with the Great Plains ADA Center, a regional ADA clearinghouse and resource center that is funded in part by the U.S. Department of Education, to further clarify the intent of the ADA, from the federal perspective, and to resolve questions or differences of opinion between KU, consultants and state agency personnel.

Facilities Operations (FO) is responsible for the operation and maintenance of the entire state-owned KU physical plant, which includes buildings, streets, sidewalks, parking lots and the infrastructure / utility systems required to serve those facilities. FO maintains the accessible path of travel from parking lots and transit stops into and throughout KU's buildings. FO Housekeeping, Preventative Maintenance and shop personnel all contribute to the operation and maintenance of KU facilities, which runs the gamut from keeping the lights and heat or air-conditioning running, to clearing the streets and sidewalks of snow. FO crews are continually engaged in constructing limited scope projects which do not need to be bid to outside contractors and as such, are responsible for implementing that work consistent with DCM's design, so that the completed facilities provide appropriate accessibility. FO is constantly challenged to effectively meet this wide range of services and needs, with the limited resources it has available.

Some KU departmental units and affiliated corporations like the Unions, Athletics and Research, have their own internal policies, procedures and personnel who address accessibility issues, procedures and complaints within their units. DCM and HR/EO are consulted on facility-related accessibility issues. Each departmental unit works with DCM to identify project-specific accessibility improvements that are needed to address their program and facility needs. Affiliated corporations have their own construction and maintenance crews, who often do work related to ADA improvements.

The Academic Achievement and Access Center (AAAC) is a hub linking students at any level to a variety of academic support services. A key component of the AAAC is Disability Resources, which among other things, maintains an "Accessibility Map" for the Lawrence Main Campus and West Campus. The map includes building-specific accessibility information and accessible route recommendations. This map is posted online at the "KU Disability Resources" website ([http://www.disability.ku.edu/](http://www.disability.ku.edu/)).
The KU Architectural Barriers Committee or ABC is a volunteer advisory committee that was established in 1995 to assist DCM and HR/EO by reviewing proposed facility improvements and offering recommendations and opinions on accessibility and ADA compliance issues. It meets periodically, on an as-needed basis. The State ADA Coordinator often requests an opinion from the ABC prior to issuing his own, to ensure that this local advisory group agrees that the proposed improvement provides meaningful accessibility.

Other universities are structured to address facility improvements and related accessibility issues in a manner similar to KU's.

**Review Process**

The Facilities Sub-Group of the ADA Review Task Force met monthly over a period of 12 weeks, to review ADA issues that relate specifically to facilities. University, DCM, FO and State of Kansas DFM policies and procedures, as well as other documents relating to facilities were reviewed. This included review of the University’s prior ADA Self-Evaluation and Transition Plan. Information regarding representative KU facilities was collected and discussed. The 1991 and 2010 editions of the ADA Compliance Guide by Thompson Publishing, an industry-respected document which incorporates relevant material from multiple federal and other sources was used a reference.

**Findings**

DCM’s review of the University’s original Transition Plan indicated that most of the items architectural/facilities barriers listed in the Transition Plan had been addressed. The following exceptions were identified:

- **Lippincott Hall**: problems at the elevator entry, a lack of handrails along the rear accessible entry route and undersized doors. These issues should all be addressed by improvements that are currently under construction, including the provision of a new accessible route into the east side of the building, instead of the rear, and new compliant doors.
- **Parker Hall**: an elevator was needed. Since then, Moore Hall has been built and includes an elevator, but existing level changes between Moore Hall and Parker Hall prevent that elevator from serving the lower level of Parker Hall.
- **Chamney Farm House**: an accessible entrance and restroom were noted as needed. The Center for Design Research facility that is currently under construction directly south of the Chamney Farm House will provide an accessible route to the building entrance.

The sub-group members discussed the need to update and improve the process of: 1)
periodically reviewing inventory and 2) prioritizing structural modifications. Additional surveys of the campus community and meetings with key stakeholders would help KU to identify the buildings and specific improvements currently deemed to be of highest priority by the campus community and support units.

The Sub-Group agreed that the level of knowledge and awareness about accessibility issues should be improved campus-wide. One area that the Committee noted for improvement is that maintenance personnel, from both FO and other departmental / affiliate corporations, will occasionally repair or replace facility elements in ways that unintentionally reduce accessibility or create barriers. Examples of this include the replacement of plumbing fixtures or door hardware that doesn’t fully meet ADAAG. This can be addressed by additional training, a review and updating of the campus design and construction standards, and the development of purchasing guidelines. The purchasing guidelines will help to ensure that non-accessible items aren’t purchased or stocked, when accessible items would work just as well for both accessible and standard locations. Some examples are given in the recommendations section of this report.

**Applicable Legal Requirements**

By federal law, KU must comply with the Americans with Disabilities Act Accessibility Guidelines (ADAAG), issued by the US Department of Justice (DOJ). Kansas statute also adopts the particular version of the ADAAG that governs all proposed facility improvement projects in the State of Kansas.

On March 15, 2011 the 2010 edition of the ADAAG went into effect. On March 15, 2012 any existing facilities that should have been in compliance with the 1991 ADAAG but are not, shall be required to have the non-compliant elements brought into compliance with the 2010 ADAAG.

KU projects are reviewed by the Authority Having Jurisdiction (AHJ) for building code reviews, which includes reviews for ADAAG compliance. The AHJ entity varies depending on the property location/ownership. For all projects on state-owned property, the AHJ is the State's Division of Facilities Management (DFM), along with the State ADA Coordinator. For projects on privately-owned property (typically Endowment land or leased space/property) in Lawrence, the AHJ is the City of Lawrence - Planning and Development Services department.

DCM submits nearly all of KU's facility improvement projects to DFM for code review and approval. DFM code reviewers consult with the State ADA Coordinator, Anthony Fadale, on the ADA-related facility reviews. KU projects cannot proceed without code approval from DFM, which includes approval of the ADA-related components.
Recommendations

General Recommendations

1. Facility Priorities: Establish priorities for facility improvements. First focus on improvements in those buildings which are the most heavily-used by persons with disabilities. Survey the campus community and evaluate each building's programs/usage in order to determine the specific high-priority buildings and priority order. The following buildings are believed to be high priorities:
   a) Fraser Hall.
   b) Wescoe Hall.
   c) Strong Hall.
   d) Kansas and Burge Unions.
   e) Student Housing facilities.
   f) Kansas Athletics facilities.

2. Improvement Priorities: Establish priorities within buildings for specific elements that should be improved first. Consistent with ADA guidelines, the following priorities are recommended:
   a) Access into facilities from the exterior -- accessible parking & transit stops, accessible route from each to building entrances and accessible entrances.
   b) Access to primary function areas, goods and services within building.
   c) Accessible restrooms, drinking fountains and other public elements.
   d) Removal of remaining barriers.

3. Staff Resources: Allocate the resources necessary to add an ADA Facilities Coordinator / Project Manager position within the DCM office. This position could assist KU's officially designated ADA Compliance Officer/Coordinator (Steve Ramirez, HR/EO) and other DCM staff in addressing facility-related ADA issues. Duties could include:
   a) Review and address facilities-related ADA issues on campus.
   b) Serve as liaison and advisor to the KU ADA Coordinator, the Human Resources Office, the Office of General Counsel, DCM, FO and other campus units.
   c) Review all proposed facility improvement projects that flow through DCM, for both new construction and renovation projects, of all types and sizes, to verify that accessibility issues have been addressed to the greatest degree possible, meet applicable code / regulations, and where appropriate go beyond code to provide the most meaningful accessibility possible within each project's scope of work.
   d) Conduct periodic inspections of all KU facilities, on all campuses, to identify accessibility deficiencies and to maintain a related list of needed improvements.
   e) Develop and maintain a multi-year plan of proposed accessibility improvements; develop cost estimates for those improvements; manage the priorities and the annual amounts budgeted for those improvements, under the supervision of DCM administrators and in consultation with ABC, HR/EO, KUPT and others as needed.
4. Funding Resources: Additional funding resources are needed to address:
   a) Facility improvements that may be necessary to address previously unknown non-compliant conditions.
   b) An annual budget to support other ongoing improvements.
   c) A new ADA Facilities Coordinator / Project Manager position at DCM, which can support HR/EO, OGC and all campus units in addressing accessibility issues, and assist in keeping the Transition Plan updated.

5. Architectural Barriers Committee (ABC):
   a) Expand the ABC membership to more fully represent the community of disabled persons and advocates at KU, including:
      i) wheelchair users.
      ii) mobility-impaired members.
      iii) vision-impaired members.
      iv) hearing-impaired members.
   b) Involve ABC in assisting with the evaluation of existing accessibility barriers and issues, and in assessing priorities for resource allocation and barrier removal.
   c) Involve ABC in determining the location and difficulty rating of exterior accessible routes around campus, particularly from the bottom to the top of the hill, on all sides.

6. KU Design Standards: Review and update to reflect current 2010 ADA requirements and where appropriate user recommendations that go beyond code-minimum.
   a) Include standards that address real-world needs of those with disabilities, based on recommendations and feedback from the campus community, the Architectural Barriers Committee and support unit staff.
   b) DCM can provide resources for this and will coordinate this effort with other stakeholders and campus support units.

7. Accessible Emergency Egress: Develop and implement standards for accessible means of egress from each existing building.
   a) Coordinate with the current development of campus-wide Evacuation Plans being developed by the KU Public Safety Office task force.
   b) Post this information at the 'KU Disabilities Resources' website.
   c) Identify specific improvements and equipment required to facilitate accessible emergency egress plans, and the resources to purchase and install them.
   d) Conduct annual training in accessible emergency egress procedures in coordination with and as part of the campus-wide emergency evacuation planning.

8. Training: Conduct annual training sessions of KU's maintenance personnel (from FO, Unions, Athletics, KUCR, Housing, etc.).
a) This training would be best handled by a new ADA Facilities Coordinator position, but if that position was not approved, it could be accomplished using currently-available resources at DCM, as those resources are available.
b) This training should address key issues that can adversely affect accessibility, if not handled correctly, including:
   i) Plumbing fixture replacement.
   ii) Soap dispenser installation.
   iii) Signage installation.
   iv) Doors and hardware.
   v) Stairs and handrails.
   vi) Repainting for parking lot striping.
   vii) Accessible parking signage installation.
   viii) Installation of sidewalk curb cut ramps.

9. Signage and Nomenclature: support the use of terms that emphasize "accessibility"
   a) Do not use the term "handicapped" related to facilities, such as parking stalls, restrooms, etc.
   b) Develop a plan for replacing any outdated signage or text that refers to "handicapped" elements within facilities.

Specific Recommendations

1. Maps: Update the Campus Accessibility Map and distribute it widely.
   a) Review and update the Accessibility Map annually to reflect new or renovated buildings and other improvements.
      i) This would be a joint effort of DCM, the Disability Resources Center, HR/EO and the ABC, using currently-available resources and a new ADA Facilities Coordinator position.
   b) Buildings that need to be added to the current map include: the School of Pharmacy, MRB, SBC and Park and Ride in the West Campus research circle; Regier and Krehbiel Scholarship Halls; Anderson Family Football Center; Library Annex; FO Warehouse and Shops.
      i) Include soon-to-be-completed facilities: the School of Engineering M2SEC research facility; the Center for Design Research (Chamney complex, West Campus); Lied Center addition.
      ii) Consider adding off-campus Lawrence facilities: East Hills Building (School of Architecture Studio 804 lab/shop space); Kansas Athletics Boathouse; Transit Maintenance Garage; Wakarusa Research facilities; Nelson Biological Research Tract (north of airport); Adams campus (near Clinton Lake); KU facilities at the Lawrence airport (hanger & SOE Aerospace program areas).
c) Indicate the degree of slope of each accessible route using color-coded lines for streets and walks (EX: green for easy = less than 1:12; yellow for medium difficulty, orange for hard difficulty, red for barrier/no access).

2. Wayfinding Signage: Identify the necessary resources and install standardized 'trailblazer' signage to identify key exterior accessible routes, including:
   a) The easiest route from Sunnyside south of campus to the top of the hill.
   b) The easiest route from the residence halls and apartments west of campus to the top of the hill.
   c) The easiest route from the scholarship and residence halls north and east of campus to the top of the hill.

3. Vending: Modify or replace beverage/vending machines with units that have methods for money transactions, selection buttons and service problem notifications that comply with the ADAAG and which are wheelchair accessible.

4. ADA Checklist: Develop a checklist of ADA guidelines related to key maintenance issues for use by KU maintenance personnel, and post at DCM and FO websites.
   a) This could be accomplished using currently-available resources, as those resources are available, but could be accomplished sooner by a new ADA Facilities Coordinator.
APPENDIX H: Facilities Sub-Group Report

Attachment

1996 ADA Self-Evaluation Report

(Completed May 1998)
PART ONE:

THE AMERICANS WITH DISABILITIES ACT OF 1990

I. PURPOSE

The federal regulations implementing Title II of the Americans with Disabilities Act (ADA) of 1990 require all public entities to conduct a self-evaluation to determine whether all programs and services provided by the public entity are in compliance with the ADA. This document is a report of the self-evaluation activities that have taken place as of May, 1998 for the University of Kansas. The ADA Advisory Committee was established to carry out the self-evaluation for the University of Kansas and to continue to provide an ongoing process for ensuring equal opportunity for people with disabilities at the University of Kansas. The purpose of this report is:

- to summarize the results of the University of Kansas' ADA self-evaluation of current policies and practices; and
- to modify policies and practices that will serve to further equality of opportunities for people with disabilities at the University of Kansas in employment, services, programs, and activities; and
- to establish an ongoing process for evaluating and continuing to improve access for people with disabilities to programs, services, opportunities, and all other activities sponsored by the University of Kansas.

As required under federal regulation 28 C.F.R.535.105, the University of Kansas submitted an ADA self-evaluation to the State of Kansas in September, 1995. However, to further the institution's commitment and to strive to meet the spirit as well as the letter of the ADA, the ADA Advisory Committee is continuing to critically consider issues of accessibility for people with disabilities at the University of Kansas. This document is a starting point as well as a catalyst for an ongoing, dynamic process of implementing the ADA at the University of Kansas. The successful implementation of this document depends upon the commitment of University administration, staff, students, and the larger, Lawrence community. Continued collaboration between the University and people with disabilities is a vital part of this process.

II. BRIEF HISTORY OF THE UNIVERSITY OF KANSAS ADA SELF-
Prior to the passage of the ADA, the Rehabilitation Act of 1973 prohibited discrimination against individuals with disabilities. Specifically, Section 504 of the Rehabilitation Act prohibits entities receiving federal funds, such as the University of Kansas, from discriminating against individuals with disabilities. This section of the Rehabilitation Act furthermore requires that these entities conduct a self-evaluation to ensure that people with disabilities have access to the programs and services of the entity. The University of Kansas' self-evaluation document meeting Rehabilitation Act requirements was submitted to the Department of Administration for the State of Kansas in June, 1978.

The University's Affirmative Action Statement addresses its commitment to serving the needs of persons with disabilities:

The University is committed to taking positive action to increase the numbers and involvement in the University of affected class members: veterans as covered by law, persons with disabilities, and, in areas where they are underutilized, women and minorities. Regarding both employment and educational programs, the University shall actively recruit and encourage application from these groups. The University will endeavor to provide a supportive environment for the members of these groups.

After the 1978 self-evaluation, the University established programs that directly provide services for persons with disabilities who request accommodations in employment or academic programs. The Equal Opportunity Office and the Department of Human Resources handle requests for accommodations made by University employees. The Office of Services for Students with Disabilities (formerly the Student Assistance Center) coordinates all requests for services for students with disabilities to ensure classroom and course content accessibility. As part of its bus service, the Student Senate has contracted for a transportation service that provides door-to-door services for students with disabilities to their classes and other academic activities.

In addition to the self-evaluation meeting the requirements of Section 504, a transition plan was completed in December, 1977. The Transition Plan lists the physical barriers in the University's facilities and outlines the methods utilized to removes these barriers. The Transition Plan is maintained by the Architectural Barriers Committee (ABC) and has been continually updated since 1977. The updated Transition Plan is included in Appendix B of this document.
and provides a schedule for taking the necessary steps to achieve compliance of physical accessibility in accordance with Title II of the Americans with Disabilities Act. Appendix C includes the ADA modifications that are being made as part of the Kansas Board of Regents Crumbling Classrooms Projects, as approved by the 1996 Kansas Legislature.

III. ADA COMPLIANCE EFFORTS

Under the requirements of the Americans with Disabilities Act of 1990, if a public entity complied with the self-evaluation requirement under Section 504 of the Rehabilitation Act, the public entity need only conduct a self-evaluation of those policies and practices not included in the previous self-evaluation. Because the University of Kansas was in compliance with the self-evaluation requirements of Section 504, supplementing the earlier self-evaluation was the beginning of this process. The ADA Advisory Committee (ADAAC) was established to complete this task and an initial report was completed and submitted to the State of Kansas in September 1995.

Due in part to personnel changes in the University office assigned the responsibility of this task, to changes in the ADAAC membership, and to the feedback gained from two public comment forums held in Fall, 1994, it was determined that the ADAAC should maintain a more holistic approach to the self-evaluation process; that is, they should review accessibility of all programs and services offered by the University by using both Section 504 and the ADA as guides rather than merely supplementing the University's previous self-evaluation with information about changes that had taken place over the course of 17 years. Although the University of Kansas met the requirements established by the ADA in the report submitted in September, 1995, it was determined by the ADAAC Committee to continue to analyze the programs of the University of Kansas by both Section 504 and ADA standards. This approach suggests a long-term commitment to equal opportunity and accessibility and an evolving nature of this document and the activities of the ADAAC.

A. THE ADA COMPLIANCE OFFICER: Steve Ramirez, 313 Strong Hall, 785-864-3686. With the implementation of the Americans With Disabilities Act in 1992, the University of Kansas, Lawrence campus designated the Director of the Equal Opportunity Office as its ADA Compliance Officer and formed an ADA Advisory Committee to coordinate campus compliance efforts.
B. THE ADA ADVISORY COMMITTEE: The ADA Advisory Committee is composed of students, faculty, and administrative staff members responsible for campus functions affected by ADA and other individuals with concerns about persons with disabilities.

The ADA Advisory Committee in 1993-95 included:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>ADA Responsibility</th>
</tr>
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<tbody>
<tr>
<td>Maurice Bryan</td>
<td>Director, Equal Opportunity</td>
<td>Reasonable Accommodation and AA/EO Grievance Administrator</td>
</tr>
<tr>
<td>Marc Adin</td>
<td>Director, Human Resources</td>
<td>Employment</td>
</tr>
<tr>
<td>Lorna Zimmer</td>
<td>Director, Services for Students with Disabilities</td>
<td>Program Accessibility</td>
</tr>
<tr>
<td>Jim Modig</td>
<td>Director, Design &amp; Construction Mgmt</td>
<td>Physical Facilities</td>
</tr>
<tr>
<td>Carol Prentice</td>
<td>Assistant to Provost</td>
<td>Program Accessibility</td>
</tr>
<tr>
<td>Jan Weller</td>
<td>Director, Telecommunications</td>
<td>Telecommunications</td>
</tr>
<tr>
<td>Don Kearns</td>
<td>Director, Parking Services</td>
<td>Program Accessibility</td>
</tr>
<tr>
<td>Cindy Nitcher</td>
<td>Human Resource Prof. I</td>
<td>Program Accessibility</td>
</tr>
<tr>
<td>Name</td>
<td>Title/Role</td>
<td>Department/Office</td>
</tr>
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<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Bob Turvey</td>
<td>Assistant Director, Physical Facilities</td>
<td>Registrar's Office</td>
</tr>
<tr>
<td>Jim Long</td>
<td>Director, Program Accessibility and Physical Facilities</td>
<td>Kansas Unions</td>
</tr>
<tr>
<td>Glen White</td>
<td>Associate Director, Physical Facilities and Resource Person</td>
<td>R &amp; T Center on Indep. Living</td>
</tr>
<tr>
<td>Mary Morningstar</td>
<td>Research Assistant, Resource Person</td>
<td>Beach Center</td>
</tr>
<tr>
<td>Rutherford Turnbull</td>
<td>Professor, Special Education, Resource Person</td>
<td></td>
</tr>
<tr>
<td>Richard Konzem</td>
<td>Assistant Director, KU Athletic Corporation, Physical Facilities</td>
<td>Program Accessibility and</td>
</tr>
<tr>
<td>Rose Marino</td>
<td>Associate General Counsel, Resource Person</td>
<td></td>
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<tr>
<td>William Griffiths</td>
<td>Graduate Student, Resource Person</td>
<td></td>
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<tr>
<td>Dwight Lay</td>
<td>Undergraduate Student, Resource Person</td>
<td></td>
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<tr>
<td>Robin Routh</td>
<td>Undergraduate Student, Resource Person</td>
<td></td>
</tr>
<tr>
<td>Kim Wilcox</td>
<td>Director, Speech/Language/Hearing Clinic, Resource Person</td>
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</table>

The 1993-95 Committee also had contact with representatives of local community agencies specializing in services for persons with disabilities.

The 1995-96 ADA Advisory Committee included additional members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
<th>Department/Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat Beard</td>
<td>Manager, Building Services, Program Accessibility</td>
<td>Kansas Union</td>
</tr>
<tr>
<td>Phil Garito</td>
<td>Associate Director, Physical Facilities</td>
<td>Student Housing</td>
</tr>
<tr>
<td>Marla Herron</td>
<td>Office Assistant, Resource Person</td>
<td>Office of Registrar</td>
</tr>
<tr>
<td>Phil Rankin</td>
<td>Assistant Director, Employment</td>
<td></td>
</tr>
</tbody>
</table>

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C. NOTIFICATION: In September, 1991, all University publications, including forms, recruitment materials, information brochures, handbooks, policy manuals, newsletters, guidebooks, and other materials produced through campus administrative units and official organizations were directed to include the following statement:

The University of Kansas is committed to providing programs and activities to all persons, regardless of race, religion, color, sex, disability, national origin, ancestry, sexual orientation, marital or parental status, and to the extent covered by law, age or veteran status.

The Equal Opportunity Office reviews such materials for compliance with this directive.
PART TWO: THE UNIVERSITY OF KANSAS ADA SELF-EVALUATION

I. NONDISCRIMINATION IN STUDENT PROGRAMS AND ACTIVITIES

A. GENERAL POLICY STATEMENT

Denial of admission to the University of Kansas on the basis of disability is prohibited; admission criteria are the same for all prospective students. Students with disabilities who have been admitted are encouraged to contact Services for Students with Disabilities (SSD) as soon as possible after admission so that program information can be forwarded and an early assessment of any accommodations can be accomplished. If accommodations are requested, documentation of a disability is required, but only after the admission process is completed.

B. EQUAL OPPORTUNITY OFFICE

CONTACT: Maurice L. Bryan, 313 Strong Hall, 785-864-3686. The Equal Opportunity Office maintains a directory of University units and programs on the Lawrence campus and of local community agencies that provide services specifically for persons with disabilities.

The Equal Opportunity Office provides information and educational programs regarding equal opportunity and affirmative action, monitors unclassified hiring procedures, implements the grievance procedures for discrimination based on equal opportunity and affirmative action violations, and oversees the University of Kansas Equal Opportunity and Affirmative Action Policies. The University's Equal Opportunity Statement is:

A University should help all individuals realize their potential. To this end, the University of Kansas at Lawrence commits itself to providing policies and programs that allow equal opportunity for employment, conditions of employment, services and participation in activities of the university regardless of race, religion, color, sex, disability, national origin, ancestry, sexual preference, marital or parental status, and to the extent specified by law, age, or veteran status. The university also commits itself to eliminating discrimination on any of these bases in all university activities.
Any evidence of discriminatory practices shall be evaluated and acted upon promptly through the Equal Opportunity/Affirmative Action grievance procedures. Acts of retaliation for participating in grievance procedures are prohibited.

A qualified person with a disability shall not, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination in any aspect of employment, recruitment, admissions, or education activity at the university. The programs and activities of the university will be accessible. The Equal Opportunity Office welcomes inquiries should an individual have questions about University programs or policies. Should an individual experience discrimination on the basis of a disability, he or she has the right to file a grievance.

The process for resolving equal opportunity and affirmative action grievances may include some or all of the following steps: (A) Inquiry and Discussion, (B) Investigation, (C) Mediation, (D) Formal Hearing and Findings, (E) Action and Findings, (F) Appeal, and (G) Issuance of Directives. Staff of the Equal Opportunity Office have the responsibility for facilitating steps A, B, and C; a hearing panel drawn from the Discrimination Hearing Board (DHB) is responsible for step D conducting a formal hearing and arriving at findings; the Provost, as designate of the Chancellor, is responsible for steps E and G of taking action on the findings and recommendations of the hearing panel and for issuing any final directives; and the University Judicial Board is responsible for step F of hearing appeals. For further information on the grievance process, contact the Equal Opportunity Office, 785-864-3686.

C. Services for Students with Disabilities (see also III.B.1.)

CONTACT: Lorna Zimmer, 22 Strong Hall, 785-864-4064. Services for Students with Disabilities (SSD) provides general services for all students. It coordinates all requests from students with disabilities for inclusion in academic programs such as classrooms, course content, transportation, and adapted technology.
D. HOUSING (see also III.C.)

CONTACT: Phil Garito, 2303 W. 15th St. 785-864-3097. The four-point mission of the Department of Student Housing is to provide:

- Reasonably-priced living environments which are clean, attractive, well-maintained and meet all current standards of care, comfort, and accessibility.
- Orderly and efficient administration of the program through effective management.
- A learning environment and related co-curricular programs which promote maturity, academic success, self-determination, leadership, and community participation.
- A variety of nutritious and pleasing meals, in pleasant surroundings, at a reasonable cost. Educational efforts relating to food selection and eating habits for personal health is essential.

E. TRANSPORTATION (see also III.D.)

1. Bus Service

CONTACT: KU on Wheels, 785-864-4644. KU ON WHEELS is a service of the KU Student Senate and is funded in part by the student activity fee. It provides transportation to students as well as the general public as the city of Lawrence has no public transportation system. It operates a fixed route with set pick-up/drop-off points and times. KU student’s bus passes are available to be purchased at the beginning of each semester. Without a bus pass, a cash fare is required. While guide dogs are allowed, no other animals may ride the buses. The KU on Wheels bus services do not operate when KU is not in session, or on Saturdays, Sundays, or holidays. For schedule information, contact the University Information Center, 864-3506; the Lawrence Bus Company, 842-0544; or KU on Wheels, 864-4644.

2. Liftvan

CONTACT: Lawrence Bus Company Dispatch, 785-842-0544.

The Lift Van program operates as part of the KU on Wheels Bus program, and provides individualized door-to-door transportation to students who have permanent or temporary mobility-related disabilities. Its purpose is for academic-related transportation for students who are unable to board the KU on Wheels bus. “Academic-related” includes classes, the library, the
Union (for books), and required attendance at lectures, programs, and project meetings. The Lift Van service will make every attempt to provide transportation for any university event, though “academic-related” needs will be prioritized.

II. EMPLOYMENT PRACTICES


As an employer with more than 15 employees, the University of Kansas complies with Title I of the Americans with Disabilities Act. Compliance with Title I means that the University cannot discriminate against qualified applicants and employees on the basis of disability. The prohibition covers all aspects of the employment process, including: application, testing, hiring, assignments, evaluation, disciplinary actions, training, promotion, medical examinations, layoff/recall, termination, compensation, leave and benefits.

A. TRAINING - EDUCATION

The Equal Opportunity Office and the Department of Human Resources have jointly developed a series of workshops on ADA topics to assist campus managers and supervisors in understanding their management responsibilities under ADA. The topics include: An Overview of ADA; Interviewing Under the ADA; Position Descriptions Under ADA.

ADA workshops have been incorporated as a regular component of the campus staff development program. People with disabilities participate as part of the workshop presentation teams. Attendance is open to any member of the campus community and to the general public as space becomes available. The department of Human Resource's program on Supervisory Training for Excellence in Performance (STEP) also incorporates ADA information.

RECOMMENDATIONS:

- Expand diversity components (classified & unclassified orientation, STEP) in current training/professional development offerings to include more ADA detail.
- Offer on a regular basis the Overview of ADA; Interviewing Under the ADA; and Position Descriptions Under ADA workshops.
- Distribute the Professional Development Calendar to all faculty and staff.

B. TRAINING - COMMUNICATION
In all seminars, workshops, and training sessions presented by the Department of Human Resources, a statement offering accommodations available on request is included in publicity and registration materials.

RECOMMENDATIONS:

- Create and establish a specific section in the professional Development Calendar where the directors of The Equal Opportunity Office and Human Resources discuss ADA issues and related training, encourage manager and supervisor attendance, and notify the University community of the availability of the two offices to be of assistance to all faculty and staff with regards to ADA issues. The section would also provide an avenue of marketing and publicizing the proposed Employee Help Line.
- Create an ADA "communication package" ensuring that all directories, the KU Information Center/Line, the Reference Guide published by Student Affairs, KU Facts on the Internet, etc. are aware and publish the ADA Coordinator name and phone number; offices who can assist e.g., Equal Opportunity Office; Human Resources; and Environment, Health, and Safety.
- Publish a list of TDD's (Telephone Devices for the Deaf) on campus that can be utilized by students and staff.
- Provide a TDD for Human Resources' Dial-A-Job.

C. EMPLOYEE ISSUES

Upon the initial starting date of their employment, each new University employee (faculty, staff, graduate teaching assistants, and student employees) is provided with a Human Resources form that allows her/him either to request reasonable accommodation or to disclose voluntarily and confidentially to the Equal Opportunity Office any disability. Employees may also disclose a disability and request reasonable accommodation at any time during their employment with the University. The request may be made by completing a "Request for Reasonable Accommodation" form, available from the Department of Human Resources or the Equal Opportunity Office. The data collected from these forms are kept separate from other employee personnel information, and security of the data is the joint responsibility of the Lawrence campus ADA Compliance Officer and the Lawrence campus Director of Human Resources. Procedures involving requests by University employees for "reasonable accommodation" under the terms of
the ADA are handled through the Equal Opportunity Office.

Current grievance procedures for resolution of disability-based complaints are available from the Equal Opportunity Office to all faculty, staff, and students on the Lawrence campus. Attempts are made to resolve complaints informally before proceeding to the formal grievance process. Administration of the formal grievance process is through the Equal Opportunity Office and adjudication of a formal complaint is heard before the Discrimination Hearing Board, which is utilized for all formal EO/AA complaints. The appointment process for members of this hearing body includes an annual solicitation of faculty, staff, and student nominees, intended to be representative of the entire University community, including people with disabilities. See page 8, Part II, I.B. for further information.

The Student Employment Center, in the University Placement Center, 110 Burge Union, maintains a job listing service to help students find part-time and summer jobs. This service is open to all students. The University of Kansas is an equal opportunity employer, thereby affording students the same protections against discrimination as full-time staff and faculty. Students with disabilities requiring an accommodation to perform the essential functions of their job may make a request for a reasonable accommodation through their home department or may contact the ADA Coordinator in the Equal Opportunity Office, 313 Strong Hall, 864-3686.

RECOMMENDATIONS:

- Employee disability issues/request for reasonable accommodation is a complex topic and employees may have to coordinate questions with two offices at a minimum. Explore the establishment of a campus "Employee Help Line". Faculty and staff could access the help line anonymously if they wish to ask for help in identifying the appropriate office regarding a broad range of disability issues. Given that the KU Information Center processes 200,000 calls per year and is not easily accessed, a separate line for an "Employee Help Line" should be established and coordinated through the Information Center, like the KU Information Line. A major advertisement kickoff and continual publication of the help line is pivotal to its success. Most likely, the help line would be accessed during normal working hours and therefore, could operate 7:30 a.m.-5:00 p.m., Monday through Friday. While the proposed help line would be a referral line, a future goal would be to have a centralized information source available to employees and students for all issues (e.g., transportation, parking,
communications, and reasonable accommodation). Centralized information would also include availability of equipment for accommodating employees with disabilities.

- In the few instances when equipment has become available, it was successfully reassigned for use elsewhere on campus. However, there is no current inventory of items purchased for accommodation purposes, nor does the State ADA Coordinator maintain a list of equipment. Accommodation requests will be maintained with very restricted access by the Equal Opportunity Office and the Department of Human Resources. One of the values of this module would be central knowledge of where equipment and accommodations have been made, should staff and their departments want to visit these work-sites as similar requests for accommodations are made.

- University departments should become more proactive in accommodating employees with disabilities, particularly those with light-duty restrictions. Employees with a release to return to work, with or without accommodation, to perform even light-duty functions, should be allowed to do so as soon as possible and as a significant aid to their healing process.

- University departments are encouraged to be more proactive in the establishment/enhancement of environment, health and safety programs, particularly if such a program is not currently in place. Training and workplace modifications are needed to prevent injuries and time loss associated with workplace accidents. Departments with a demonstrated need for such programs should be required to establish an ongoing environment, health and safety program.

- University environment, health and safety committees should become more proactive in their efforts to identify the cause of workplace accidents. Accident statistics should be collected and analyzed to determine the best methods to reduce or prevent a reoccurrence of accidents, injuries, or time loss. A long-term goal would be to expand the mission of the Department of Environment, Health and Safety to include greater emphasis on employee occupational safety and health. The goal is to minimize work-related injuries and time off for Worker's Compensation claims. This action also demonstrates a commitment to the welfare of staff. The Department of Environment, Health and Safety is in the process of distributing an updated comprehensive safety manual and laboratory safety manual, and the
newly-established Environment, Health and Safety Policy.

D. POSITION DESCRIPTION REVIEW

As staff resources allow, all University position descriptions are being reviewed by the Department of Human Resources for ADA compliance. An updated description is required when recruiting to fill both classified and unclassified staff positions. If so indicated, the Department of Human Resources will contact the department to discuss updating procedures. Likewise, an element of the unclassified professional staff evaluation process is for the evaluation process to afford the opportunity for the supervisor and employee to review the job description and clarify and update it as necessary.

E. APPLICANT ISSUES

The State of Kansas no longer requires applicants for classified civil service positions to take a competitive exam. Likewise, the State has banned the practice of interviewing and hiring from the top five exam scores.

The Department of Human Resources has reviewed and modified its classified job application forms to reflect ADA compliance. Accommodations are provided for individuals with disabilities in the application and interview process. The following statement is included on all application materials: "Arrangements will be made if you have a disability that requires an accommodation in completing the application form or in interviewing. Please notify Human Resources at 785-864-4946 in advance so necessary arrangements can be made."

All classified and unclassified job announcements state: "The University of Kansas is an Equal Opportunity/Affirmative Action Employer. Applications are sought from all qualified persons regardless of race, religion, color, sex, disability, national origin, ancestry, and as specified by law, age and veteran status. In addition, University of Kansas policies prohibit discrimination on the basis of marital status, parental status, or sexual orientation.

All classified/unclassified job advertisements state that the University is an EO/AA employer.”

RECOMMENDATION:

- The Equal Opportunity Office, in conjunction with the Department of Human Resources, should review all accommodations statements and their use. Specifically, a comment should be included in the statements that appear in all University position announcements and advertisements about providing reasonable accommodation for persons with disabilities in
III. PROGRAM ACCESSIBILITY

A. EXISTING FACILITIES

The University of Kansas completed an original transition plan in December, 1977, and an extensive review of physical barriers to program accessibility was completed July 21, 1992, for the campus ADA Transition Plan. The Transition Plan lists the physical barriers in the University's facilities, outlines the methods utilized to remove these barriers and provides a schedule for taking the necessary steps to achieve compliance with Title II of the Americans With Disabilities Act (ADA). The 1992 Transition Plan is attached as Appendix B, and includes renovations to the University's parking lots, which comply with ADA standards. Appendix C includes the ADA modifications that are to be made through the funding of the Kansas Board of Regents Crumbling Classrooms Projects, as approved by the 1996 Kansas Legislature.

1. ARCHITECTURAL BARRIERS COMMITTEE

In order to ensure consistent oversight of KU's efforts to create a barrier-free campus, the University established the Architectural Barriers Committee in 1995. That committee's charge is as follows:

- To participate, when asked, in the short- and long-range planning of buildings and facilities on the Lawrence Campus;
- To assist the office of Facilities Management and Design and Construction Management by conducting a timely review of construction documents for each new or remodeled building or facility to ensure compliance with all applicable codes and standards that provide access for persons with disabilities;
- To make suggestions to those offices about specific improvements that would enhance the University's ongoing efforts to ameliorate architectural barriers.

2. ATHLETICS

Expansion of wheelchair-accessible seating in KU's athletic facilities has been overseen by the Office of Design and Construction Management, whose contact person is Jim Modig. The Department of Intercollegiate Athletics recently completed an expansion of wheelchair accessible seating in Memorial Stadium. In 1991, the department added 33 wheelchair
accessible spaces on the west side of Memorial Stadium and 19 spaces on the east side of the

stadium. Those seats on the west side of the stadium are accessible through the use of the press
box elevator, and wheelchair accessible restroom facilities are located on the third level near the
general wheelchair seating areas. Telephones for the hearing impaired are located at 3rd level
West, and near sections 3, 16, and 46 in the lower level of Memorial Stadium.

Recent renovations in Allen Field house have provided for 26 wheelchair spaces on the
floor level. With the completion of the Athletics Complex Expansion during the summer of
1994, an elevator provides access to the second level of Allen Field house. Additional
wheelchair seating is planned on the east and west sides of Allen Field house in addition to
spaces in the four corners of the building. Telephones for the hearing impaired are located in
the North and East lobbies of the Field house, and appropriate signage is being installed as part
of the Field house renovations.

Hoglund-Maupin Stadium, site of the KU baseball home games, was completed in 1987
and provides 8 wheelchair accessible seating in the general seating area with wheelchair
accessible ramps directly behind home plate. Renovations are currently under way that will
provide an additional 24 wheelchair accessible spaces.

3. UNIVERSITY THEATRE

Murphy Hall and its theaters are wheelchair accessible. In Crafton-Preyer Theatre, there
are a maximum of 7 wheelchair spaces; Inge Theatre, whose seating is rearranged for each
performance, allows for at least 2 wheelchair spaces. At least one performance of each
University Theatre production is signed, and is advertised as such in advance of its production.
In addition, equipment for the hearing impaired is available for theatre productions upon request.
This same equipment is available to students who may need it for their classroom endeavors in
the department.

4. THE LIED CENTER

Located on West Campus, the Lied Center was recently constructed according to ADA
standards and can accommodate seating for a maximum of 28 individuals in wheelchairs. The
Center is equipped with an infra-red system for the hearing impaired, and equipment is available
upon request. The infra-red system can be utilized for visual interpretation. Audio description
is available for all Lied Center Series events. In addition, for single performances, or for
performances booked for more than one show, one performance, at a minimum, is signed and is so advertised to the public. A performance is also signed upon request.

5. Student Union Activities

SUA rarely sponsors programs or activities outside the Kansas Union buildings. For public SUA-sponsored programs, rooms and chairs are arranged so that wheelchair users can move about freely, and sign language interpreters are provided. Printed advertisements for such public events carry a hearing-impaired logo, and SUA staff are available during the programs to assist people who are blind or visually-impaired.

6. Kansas and Burge Unions

The Kansas Union is undergoing renovations according to ADA standards, including entrances, eating facilities, signage, water fountains, and restroom facilities. The restrooms on levels 2, 3 and 4 are accessible, as is the men's restroom on level 5. There are plans to make the women's restroom on level 5 accessible. TDDs are located on Levels 4 and 5. Woodruff Auditorium has an accessible entrance ramp and is scheduled for additional remodeling during the fall of 1998; the renovation plan includes the installation of audio-visual equipment for people with hearing impairments. Levels 5 and 6 are also scheduled for renovations according to ADA standards. Physical assistance is made available for people with disabilities to access the bowling lanes on Level 1, which have a step down to the bowling area and a step up to the approaches. Also, physical assistance is available for people with disabilities who need to go to the west area of Level 1 (via stairs) for restrooms, billiards, and video games. All levels of the Burge Union are accessible, and a TDD is located on Level 2 of the Burge. The restrooms in the Burge Union have been funded for renovations to meet ADA requirements.

7. University Relations

University Relations is currently located in an older facility accessible by ramp; the building also has an accessible restroom. University Relations makes its services available at accessible campus locations upon request.

8. Continuing Education Division

The Continuing Education Division moved to a new location west of the main campus, 1515 St. Andrews Drive, in August, 1998. The new building consolidated the departments into
one location that is a significant improvement over the previous locations, which were not accessible to people with disabilities. The new building needs some improvements to make it totally accessible; major items, such as an elevator, are planned for future renovations. Future plans also include holding classes on site, which will further necessitate the need to make the building accessible to the general public. The Architectural Barriers Committee is willing to work with the Division to help identify problem areas for people with disabilities.

Continuing Education offices at the Regents Center in Overland Park are accessible since the Regents Center was recently constructed according to ADA standards. Although the great majority of Continuing Education courses are offered at off-campus accessible facilities, the Division's on-campus Correspondence Study courses ensures accommodations for students with disabilities by moving exam locations to accessible campus sites. Accommodation statements appear in all Continuing Education publications (see II.B.2), and the Division sponsors workshops and training programs that address ADA issues for its employees.

B. ACADEMIC SUPPORT AND ASSISTANCE—NONSTRUCTURAL PROGRAM ACCESSIBILITY OPTIONS

The University's academic programs and support units are responsible for accommodating students with disabilities who request accommodations and who have established eligibility with Services for Students with Disabilities.

1. SERVICES FOR STUDENTS WITH DISABILITIES

The coordination of all services to provide classroom and course content accessibility for students with disabilities who request services is centralized in Services for Students with Disabilities. SSD accepts the responsibility for making accommodations that are effective in affording students with disabilities an equal opportunity to a quality college education at the University by providing not just what the law requires, but by addressing the issues in a way that serves the individual student within available resources. Classroom accommodations are ultimately finalized and implemented by each instructional staff member, depending upon the goals and rules of the course and what is needed to equalize the opportunities of the particular student with a disability. Services are provided to any student with a documented disability who may need an accommodation in order to access a quality education.

On a continuing basis, SSD works with faculty and staff in units, such as University
Relations, the Provost's Office, and Intercollegiate Athletics to promote inclusion of people with disabilities in University documents, videos, policy and planning, and evaluation of services. Annually, SSD meets with the Admissions recruiters, New Student Orientation staff, Student Support Services Program staff and tutors, new Graduate Teaching Assistants in certain academic departments, and University Housing staff as part of staff training. New Faculty Orientation materials produced by the Provost's Office include information about services for students with disabilities.

In 1995-96, particular efforts were made to discuss and evaluate academic policies and procedures with School Deans, Associate Deans and key academic administrators. Also, SSD met with the Library staff for training and evaluation of services, because new materials that discuss library service for persons with disabilities had been created in 1996. SSD also provided guest speaking at several student groups meetings and in classes.

A. SERVICES & ACCOMMODATIONS

To receive accommodations through SSD, newly admitted or enrolled students are asked to provide SSD with documentation of the disability, contact SSD to schedule an interview or phone appointment with the staff member responsible for coordinating such services. Eligibility for services is determined on the basis of the documentation, and the student is contacted to make arrangements for specific accommodations to be in place for the current or future semester.

SSD provides detailed information about each physical facility on campus, accessible entrances, restrooms, elevators, and location of accessible parking, transportation by lift van, and bus services. SSD also provides services to students to accomplish classroom and course content accessibility, including equipment, auxiliary aids, advocacy, aides, and communication with faculty and staff. Direct services and accommodations include:

- Written communication at the beginning of each semester to all instructional staff in order to better inform them about the services provided by SSD and their responsibilities. Communication also cultivates an attitude of openness and encourages instructors to include a statement of voluntary self-identification in course syllabi and to facilitate accommodations for students with disabilities who may be enrolled in the course.

- Review of documentation of the disability and educational history with the student in order to plan strategies and classroom accommodations that equalize the opportunity for the
individual student to participate.

- Communication each semester to the instructional staff of each student's classes where accommodation is requested. The correspondence briefly describes the student's disability, how the individual might be affected in that particular classroom situation, and what is recommended to equalize the student's educational opportunity therein. Instructional staff are invited to call SSD for additional information and discussion of how best the recommended accommodations interface with planned class formats and class requirements, as well as to plan implementation of the recommended accommodations.

- Requests by students to faculty include, but are not limited to, such items as extended time to complete exams and papers, use of word processing to complete writing assignments and exams, allowing tape recording of lectures, and separate quiet testing sites or front row seating to reduce distraction.

- Enrollment and/or orientation aides.

B. AUXILIARY AIDS & SERVICES

- Academic aides (e.g., note takers, sign language interpreters, readers, scribes, laboratory aides, library aides) are available.

- Equipment related to academic needs that is available for loan (e.g., braillewriters, tape recorders, assistive listening devices, dictaphones, printer, calculators).

- Problem solving and adjustment of accommodations throughout each semester. Also, encouragement of feedback and suggestions from individuals or groups for service changes and/or improvements.

- Advocacy within the University administrative structure and with individual teachers and staff.

C. ACCESSIBILITY INFORMATION

- Accessible transportation to academic functions (i.e., lift van and bus services) to university programs; transportation may also be provided by community transportation services (See II.A.5).

- Referral to other resources at the University and in the Lawrence community that provide services to students with disabilities, such as Supportive Educational Services for free group
tutoring; Study Skills Workshops; Independence, Inc.; KU Speech-Language-Hearing Clinic; agencies that test for learning disabilities or attention deficit disorders; counseling and psychological services; and drug and alcohol treatment centers.

- SSD provides a map that describes parking, buildings and restroom accessibility for the campus and University-owned housing facilities. KU Parking Services and the Division of Continuing Education have agreed to participate in funding the printing of a revised map.

D. OTHER SSD SERVICES

- Information in a variety of formats to assist faculty, staff and students to better understand and to include persons with disabilities. The information encourages referrals to SSD who have not self-identified to the University or who may be undiagnosed.

- Discussion with prospective students, their parents, counselors and physicians regarding the services and programs offered to students with disabilities with a focus on a realistic evaluation of the match between the individual needs and the institutional programs and services.

- Supporting the interest of students with disabilities to form registered student organizations for the purpose of social, educational or service benefits.

- Facilitating opportunities for students with disabilities to represent themselves to others in the University and Lawrence communities through public speaking and media presentations.

- Providing or facilitating funding for purchase of equipment to be located in such central locations as the Library, e.g., closed circuit television, Kurzweil reader and scanner, print enlargement software, computer screen readers and voice synthesis, voice activated computing, and braille printer.

- Participation in planning and informing students about the University Emergency Evacuation Plan.

- Providing a TDD in the Information Center (785-864-4065) to enable hearing impaired students direct access to this basic service which offers information and assistance during evening and weekend hours (7:00 am to 2:00 am).

- Communicating directly to affected students who have requested accommodations and through media outlets when appropriate, information regarding temporary and/or permanent changes in services, e.g., repair of elevators. Problems resulting from equipment or
facilities failures are resolved as part of this communication.

RECOMMENDATIONS:

- Continue to increase the kind and amount of equipment that provides access to written materials, e.g., zoom lens, closed circuit television, braille printer, screen readers, voiced synthesis.
  
  Current efforts: In 1996, this equipment was added: braille printer, 4 screen readers, 4 voice synthesizers, voice-activated computer.

- Continue to increase the kind and amount of equipment and methodologies that provide access to spoken or recorded materials, e.g., closed captioning, listening devices, voiced computer.
  
  Current Efforts: In 1996, the University added resources in all of these categories.

- Continue to provide opportunities that sensitize faculty, staff and students to issues of disability and their responsibilities to contribute to an accepting environment.
  
  Current Efforts: In 1996, SSD met with all School Deans, Associate Deans and key academic administrators to evaluate service delivery system and discuss procedures.

- Continue to develop accessible materials that describe and amplify procedures for use of available services.
  
  Current Efforts: In 1996, revision of the Options brochure, basic information about procedures and services was finished, with enough printed to send to all counselors in Kansas public schools and targeted out-of-state recruitment areas. Braille printing is now available. Closed captioning was added to New Student Orientation video about the community. There is commitment via Instructional Development and Support (formerly Media Services) to consider accessibility in purchases and production.

- Continue to provide and increase access to non-classroom activities and events on campus.
  
  Current Efforts: In 1996, SSD researched methods for increasing access to University Daily Kansan and University Information Center services. Computer Center personnel were identified regarding accessibility of their seminars and training programs which are now more accessible, and announcement materials will be in alternative forms.

- Complete the entry and analysis of data regarding past and current students with disabilities enrolled at KU.
• Continue to pursue increased access to transportation.
  
  Current Efforts: In 1996, campus-wide and city discussion of problems and possible solutions. Several models emerged, 2-3 of which have been publicly discussed, as proposals.

• Continue discussion with academic departments regarding degree requirements, substitutions and other exceptions.
  
  Current Efforts: In 1996, discussion was continued and written position statements were made.

• Develop a more systematic approach to review of written materials to ensure that issues of disability are included and representative of the available opportunities.

• Continue to work with the Admissions staff in regard to issues of disability and information regarding opportunities at KU.
  
  Current Efforts: In 1996, SSD met with new and continuing staff to exchange information and answer questions. SSD staff attended a College Fair at the Kansas School for the Deaf, Olathe, Kansas.

• Continue to serve as advocates for students with disabilities to increase accessibility to all programs.
  
  Current Efforts: In 1996, SSD staff participated in meetings of School Deans and Associate Deans, Housing, Academic policy committees, Senate Transportation Board, and the Architectural Barriers Committee. Changes in Commencement ceremonies necessitated a change in physical access which was made in a timely way.

• Continue to work toward providing an open, supportive climate for persons with disabilities.
  
  Current Efforts: In 1996, continued effort was made with prospective, new and returning student interactions.

• Develop and distribute a written policy or statement that addresses the issue of faculty response to students who approach them for accommodations but who have not followed established procedures to document eligibility.
  
  Current Efforts: Reference information was gathered during 1996.

• Increase access to social information by publicizing to students with disabilities the hours when Information Center phone lines are most available and the new availability of their
Web page.

- Assist Audio Reader in their efforts to get computer disks of the student daily newspaper so that Audio Reader can use them as part of their telephone reader system.
- Review the system for getting books on tape in light of the changes being made at Records for the Blind and Dyslexic in their rate structure as well as the arrangements in place with the campus bookstore. Revise Reader Guidelines and republish in all formats.
- Continue to pursue the addition of full-time staff members to support Section 504 requirements. The enrolled population has grown significantly since the last increase.
- Develop a student "input form" for students to use as an additional alternative in giving feedback and comment. Presently, verbal and written response is strongly encouraged.
- Increase visibility of access to such documents as the catalogues both "on-line" and by use of CCTV and Kurzweil Reader.
- Meet with newly appointed officials in the Offices of the Provost, Admissions, New Student Orientation, and the Scholarship Center to discuss recruitment materials and procedures to be inclusive of students with disabilities.
- Continue to work with Computer Center staff to increase accessibility of written materials and training opportunities.
- Create an additional session in the orientation of new students particularly for students with disabilities. Include current and new 1996 enrollees in the discussion of this possibility.
- Create a "mentoring system" that would pair new and returning students with disabilities. Non-disabled students with special interest or experience could also be potentially included. Students should be included in this discussion.
- Create a Home Page for Services for Students with Disabilities.

2. Admissions

Denial of admission to the University of Kansas on the basis of disability is prohibited. Admission criteria are the same for all prospective students. Students with disabilities who have been admitted are encouraged to contact Services for Students with Disabilities as soon as possible after admission so that program information can be forwarded and an early assessment of any needed accommodations can be accomplished. If accommodations are requested, documentation of a disability is required by SSD to facilitate this request, but only after the
admission process is completed.

3. **Student Orientation**

All freshmen and new transfer students have an opportunity to attend an orientation program through the New Student Orientation Office. Services for Students with Disabilities works with the Orientation Office staff to arrange accommodations for attending students with disabilities. Attendance at Orientation is particularly encouraged for students with disabilities since student enroll at this time and, in the individual conferences that follow, classroom accommodations can be planned. Letters to faculty can then be prepared and sent prior to the first class day.

C. **Housing**

The Department of Student Housing oversees on-campus room and board for University of Kansas students. Recent construction projects including new facilities and renovations have significantly improved accessibility for all students living in university housing. Program accessibility for special academic programs is currently under review and includes the Excellence in Education program in Ellsworth Hall, the Honors wing in McCollum Hall and the Theatre and Art program in Hashinger Hall. Lobby and restroom accessibility is available in all named halls with varying accessibility available on certain floors.

Scholarship Hall accessibility is complete for male students in Amini Hall and the basement and ground floor levels in Pearson Hall. Program accessibility for female students on the ground level of Sellards Hall is available.

All residence halls are physically accessible from the street into the lobby. Additionally, all rooms are entry accessible. The Department of Student Housing offers reasonable accommodation for individual needs upon request. The Ekdahl Dining Commons in Lewis Hall is fully accessible and Templin Hall provides fully accessible suites on each floor. Four apartments each in the Stouffer Apartments and Jayhawk Towers are fully accessible. All apartments are on the ground level. Elevators in Student Housing are improved as building renovations occur. Additionally, TDD phones are installed as needed, upon request.

To improve communications to people with disabilities, printed statements will be added to Student Housing materials regarding the provision of reasonable accommodations and availability of Services for Students with Disabilities.
D. TRANSPORTATION

Transportation to classes and other academic programs is provided to students with disabilities by a van that can accommodate three wheelchair users and two additional people at any one time. The lift van operates as part of the KU on Wheels Bus Program, and provides individualized door-to-door transportation to students who have permanent or temporary mobility-related disabilities. Its purpose is for academic-related transportation for students who are unable to board the KU on Wheels bus. “Academic-related” includes classes, the library, the Union (for books), and required attendance at lectures, programs, and project meetings. The Lift Van service will make every attempt to provide transportation for any university event, though “academic-related” needs will be prioritized.

In 1996, a new lift van was purchased to carry a combination of up to three wheelchair users and up to three other riders. The first van continues to be available as a second vehicle. In 1998, the Student Senate contracted for transportation services for students with disabilities to be provided by the Lawrence Bus Company.

The KU Information Center can provide information about taxi services and airport transportation (785-864-3506).

IV. COMMUNICATIONS

Responsibility for providing effective communications (as defined in Title II) is shared throughout the University, and is described as such in this document. Services for Students with Disabilities provides auxiliary aids and services for students; the Equal Opportunity Office oversees accommodations for employees. University Relations has the responsibility for ensuring effective communication university-wide and with members of the public. For further information about the role of University Relations, contact Tom Hutton, 785-864-3256.

A. AVAILABILITY OF TDDS

TDDs (Telephone Devices for the Deaf) have been installed at various pay phone and office locations on campus, including: the Dole Center, Kansas and Burge Unions, Services for Students with Disabilities, the Information Center, the Department of Special Education, the Department of Speech-Language-Hearing Clinic, the Lifespan Institute, Allen Field House, Memorial Stadium, the Lied Center, Ekdahl Dining Hall, KU Police, Parrot Athletic
Center, the Regents Center, and Watson Library.

SSD and the KU Information Center are service centers that can help facilitate information and communication with all other resources. Campus telephone users are also provided information about the Kansas Relay Center in the KU Phone Directory.

B. **TELEPHONE EMERGENCY SERVICES:**

KU Police Department (911), emergency phones on campus, poison control at KU Medical Center, and other resources listed on page 1 of the KU Phone Directory are available to anyone who needs this assistance.

C. **UNIVERSITY-WIDE COMMUNICATIONS:**

Newspapers, phone books, flyers, student recruitment materials, catalogs, student directories, brochures, memoranda, voicemail, email and internet connections are all available.

Most recently, the KU phone directory has broadened informational references concerning offices that provide disability services (e.g., listings of ADA coordinator and sources for requesting reasonable accommodation for qualified employees with disabilities). The Chief Telephone Operator has been notified of the University's ADA coordinator name and phone number.
APPENDIX A

OVERVIEW OF THE AMERICANS WITH DISABILITIES ACT

The Americans With Disabilities Act of 1990 prohibits disability-based discrimination against qualified individuals with disabilities in:

- employment
- state and local governments
- public accommodations
- public transportation
- telecommunications

The ADA provides that:

No qualified individual with a disability shall, on the basis of disability, be excluded from participation in, or be denied the benefits of the services, programs, or activities of the State, its departments, or agencies, or be subject to discrimination by any public entity.

A. DEFINITIONS

"Disability," with respect to an individual, is defined by ADA as:

- a physical or mental impairment that substantially limits one or more major life activities (such as walking, hearing, seeing, speaking, breathing, learning and working);
- a record of having such an impairment; or
- being regarded as having an impairment.

"Disability" covers a wide range of conditions and includes mobility, vision, hearing, or speech impairments, learning disabilities, chronic health conditions, emotional illnesses, HIV disease, and a history of drug addiction.

A "qualified individual with a disability" is further defined in federal regulations implementing Title II as an individual with a disability who:

- with or without reasonable modifications to the University's rules, policies, or practices;
- or the removal of architectural, communication, or transportation barriers;
- or the provision of auxiliary aids and services, meets the University's essential eligibility requirements to receive services or participate in its programs or activities.

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For the purposes of employment, the ADA defines a "qualified individual with a disability" as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual either holds or desires.

B. Federal Regulations Implementing Title II

1. Introduction & Subpart A

Title II of the ADA took effect on January 26, 1992 and covers local and state governments and is the portion of the ADA that most directly applies to the University of Kansas. The federal regulations implementing Title II are found at 28 Code of Federal Regulations, Part 35, and nondiscrimination on the basis of disability is discussed in the subparts of the regulations.

Subpart A provides general information about nondiscrimination, including definitions; the designation and requirements of the ADA Coordinator, the conducting a self-evaluation, providing public notice regarding the ADA and its application to the University of Kansas, and a complaint procedure.

Other subparts of the federal regulations provide more information about requirements for local and state governments for nondiscrimination on the basis of disability.

2. Subpart B: General Requirements

On the basis of disability--

• No exclusion or denial of benefits of the services, programs, or activities or a public entity;
• No discrimination through contractual, licensing, or other arrangements;
• Services, programs and activities must be offered in the most integrated setting appropriate to the needs of qualified individuals with disabilities;
• Make reasonable modifications in policies, practices, and procedures when necessary to avoid discrimination on the basis of disability, unless it can be demonstrated that the modification would fundamentally alter the nature of the activity or service;
• Ensure eligibility criteria do not screen out or tend to screen out qualified individuals with disabilities from fully and equally enjoying any service, program, or activity, unless such criteria can be shown to be necessary for the provision of the service, program or activity;
• Individuals with disabilities are not required to accept an accommodation, aid, service, opportunity, or benefit under the ADA that the individual does not wish to accept;

• Surcharges may not be imposed on a particular individual with a disability or group of individuals with disabilities to cover the cost of measures, such as the provision of auxiliary aids or program accessibility, required by the ADA.

3. **Subpart C: Employment**

• The ADA's Title I employment regulations apply to the employment practices of the University of Kansas. The University's ADA self-evaluation includes a review of employment policies and practices. The employment provision of Section 504 continue to apply to the University of Kansas.

4. **Subpart D: Program Accessibility**

• Under Title II of the ADA, a public entity must operate each program, activity, or service so that it is, when viewed in its entirety, readily accessible to and useable by individuals with disabilities, unless doing so would result in a fundamental alteration in the nature of the program, activity, or service; would result in undue financial and administrative burdens; or would threaten or destroy the historic significance of an historic property. This standard, known as "program accessibility," can be achieved by a number of methods. When choosing a method of providing program access, a public entity must give priority to the one that results in the most appropriate, integrated setting.

• Each facility or part of a facility constructed or altered after January 26, 1992 must be readily accessible to and useable by people with disabilities. Accessibility standards for design, new construction or alteration must conform to either the Americans with Disabilities Act Accessibility Guidelines (ADAAG) or the Uniform Federal Accessibility Standards (UFAS).

5. **Subpart E: Communications**

• Public entities are required to take appropriate steps to ensure that communications with applicants, participants, and members of the public who have disabilities are as effective as communications with others.

• Auxiliary aids are required when necessary for effective communication, unless providing them would result in a fundamental alteration in the nature of a service, program or activity,
or would result in undue financial or administrative burdens.

- Primary consideration must be given to the request of an individual with a disability of a particular auxiliary aid, unless the public entity can demonstrate another effective means of communication exists, or the choice of an individual would be a fundamental alteration of the program or result in undue financial or administrative burden.

- The ADA anticipates that providing auxiliary aids and services will generally not result in undue financial and administrative burdens; such burdens will result only in the most unusual cases. The procedure for claiming fundamental alteration or undue burden requires that a decision be made by the head of the public entity or his or her designee. The decision must be documented in writing, including the reasons for reaching the conclusion.

6. SELF-EVALUATION

Finally, the specific regulations about conducting an ADA self-evaluation require the University to:

- Evaluate its current services, policies, practices, and the effects thereof, that do not or may not meet the ADA requirements and, to the extent modification of any such services, policies, and practices is required, to make the necessary modifications.

- Provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the self-evaluation process by submitting comments.

- For at least three years following completion of the self-evaluation, maintain on file and make available for public inspection: a list of the interested persons consulted a description of areas examined, any problems identified, and any modifications made. Areas examined in the self-evaluation process include general policies and practices, communications, auxiliary aids, written and audio-visual materials, employment, training programs, and physical barriers.
1. Preface

2. General Statement and History of Program on the Lawrence Campus (As taken from the 1977 Transition Plan)
   2.1 Minimum Accessibility
   2.2 Activity Since 1977
   2.3 Architectural Barriers Committee Working Philosophy

3. Policies
   3.1 Degree of Accessibility
   3.2 Temporary Building
   3.3 Design
   3.4 Graphics
   3.5 Elevators

4. List of Physical Barriers
   4.1 Project Clarifications: 1977 Transition Plan
   4.2 Post FY 93 Project Priority Listing
   4.3 FY 93 Project Priority Listing

5. Detailed Outline of Methods of Barrier Removal

6. Time Schedule

7. Person Responsible for Implementation of Transition Plan

7/17/92
1. Preface

Title II of the Americans with Disabilities Act (ADA) requires all public entities with 50 or more employees to complete a transition plan by July 26, 1992. This plan should address structural modifications in accordance with the Americans with Disabilities Accessibility Guidelines (ADAAG) since the state of Kansas has now adopted ADAAG as the code standard.

The University of Kansas originally filed a transition plan on December 12, 1977 in accordance with section 84, paragraph 22 sub paragraph (e) of Section 504 of the Rehabilitation Act of 1973. As with the current responsibilities, a full review of university "programs" was required. That review is to be completed by January 26, 1993.

If an institution has a previous transition plan on file, that institution must address only those barriers which were not previously addressed. The Department of Justice details that such a transition plan should contain:

1) A list of the physical barriers in a public entity's facilities that limit the accessibility of its programs, activities, or services to individuals with disabilities;

2) A detailed outline of the methods to be utilized to remove these barriers and make the facilities accessible;

3) The schedule for taking the necessary steps to achieve compliance with title II. If the time period for achieving compliance is longer than one year, the plan should identify the interim steps that will be taken during each year of the transition period; and,

4) The name of the official responsible for the plan's implementation.

While this document is intended to meet those responsibilities, a more thorough review of all campus facilities is underway. This re-review will address all primary code requirements of the new Americans with Disabilities Act Accessibility Guidelines, (ADAAG). A variety of new requirements including parking, signage, restroom stalls, curb cut warnings, elevator controls and so forth will be addressed as the in excess of 180 campus buildings are evaluated. Surveys of restrooms, curb cuts, accessible parking spaces and telephones have been initiated. Parking and telephone surveys have been completed and are on file.

Once the complete survey of the campus is concluded, it will be evaluated along with the program reviews and several user surveys. The culmination of this information will allow the university to continue to address architectural barrier issues in an intelligent, organized manner.
2. General Statement and History of Program on the Lawrence Campus (As taken from the 1977 Transition Plan)

The University of Kansas was founded in 1865, and until very recently the problem of access to its programs by persons with disabilities was largely unrecognized. Individuals with disabilities were accommodated where possible, but those with disabilities who found their access obstructed with physical obstacles were discouraged, or most commonly, re-directed to institutions that had reputations of access or of dealing with various categories of disability.

In the late 1960's, federal and state statutes were enacted that required publicly funded facilities to meet building code requirements of access to the physically handicapped and as new buildings were constructed on the campus, varying concessions to access could be observed. Diligent enforcement of the access codes was not the rule, and as a result no facility under construction in 1973 was in total compliance with these codes. In 1972 in response to an individual request by a prospective student, several curb ramps were installed, and at least two personal survey of features of access on the campus were conducted; in at least on instance, change orders were issued to grant dignified access to a major new campus building.

In 1973 in response to this newly identified need, the Vice Chancellor for Student Affairs appointed on ad hoc committee, the Committee for the Architecturally Handicapped, to investigate the architectural barrier problem and to recommend solutions. (These documents and staging plans are on file accompanying this TRANSITION PLAN.) The Committee appointed three subcommittees: campus survey, funding, and code compliance. The campus survey was completed in the Spring of 1973; end was published by the Office of Student Affairs under the title Physical Barriers at the University of Kansas by Robert M. Harris, A. Christine Harris, and Donald D. Whipple (1974). It revealed that no building was fully accessible and gave a tabulated analysis of the minimum accessibility requirements for each building.

The funding subcommittee explored sources of funds in addition to the usual state sources, and in 1975 succeeded in obtaining a $300,000 federal-state matching grant for the purpose of elevator construction and removal of other barriers to benefit groups of handicapped individuals.

To ensure that barriers were eliminated from all new construction, the code compliance subcommittee met from time to time as needed to inspect construction documents prior to bidding, and later to monitor remedy of noted deficiencies. To date, ten new buildings or facilities have been inspected and are or will be substantially barrier-free with the exception of some features for the blind.

2.1 Minimum Accessibility

At the time of the 1973 survey of campus buildings, it was decided that an empirical approach was required in decisions relating to access. Several sources of specifications, including the American National Standard Specifications for Making Buildings and Facilities Accessible to, and Useable by, the Physically Handicapped. compiled by the State University Construction Fund and reprinted by the President's Committee on Employment of the
Handicapped, were consulted. A list of measurable standards was compiled, against which the University facilities were compared. Because minimum accessibility was sought (an ideal having as it goal access to the functions of a facility a category was included that described a feature as not constituting a barrier when it granted functional access although not quite meeting the recommended code minimums. This category is designated (B*) in the survey.

Meeting the requirements of minimum accessibility allows barrier-free access from the point of delivery of the individual to the building, across curbing the transit via an obstacle-free path to a ground-level entrance, through all necessary doors, to the use of restroom facilities, and to elevators when needed. The concept of minimum accessibility is distinguished from code requirements, in that code requirements are minimum specifications required by law, whereas minimum accessibility facilities. Where all new construction and renovations in excess of 25X gross area must meet the requirements of the ANSI Code, there is no legal requirement that existing buildings be changed, except where required to meet program accessibility. When certain features comprise barriers to access and are needful of change, ANSI Code minimum requirements must be met for those features. Features are not changed when they do not meet ANSI Code specifications if equivalent access is assured. The regulations permit departures from those standards when it is clearly evident that equivalent access is provided, thereby encouraging innovation and recognizing that equivalent access is attainable.

The basic requirements of accessibility did not include features for the blind, such as raised-letter graphics and tactile warning devices. These are required in new buildings, and are addressed elsewhere in this introduction. An example of the distinction between code requirements and minimum accessibility is the renovation of one restroom per sex per building to grant minimum accessibility, as compared to providing an appropriate number of accessible toilet stalls per sex in new buildings to meet code requirements. For another example, a doorway in an existing building giving a clear opening in excess of 30 inches will not be enlarged because for all intents and purposes it does not constitute a barrier and ensures access equivalent to that granted by a 32 inch opening, whereas in new construction, such doorways must grant a 32 inch opening as specified in the ANSI Code.

As explained in Chapter 2, there has been a conscientious effort since 1973 by the University of Kansas to make all of its permanent campus facilities accessible to persons with disabilities. The Committee for the Architecturally Handicapped annually files a report of activities and recommendations with the Office for Student Affairs. Associated with those reports are staging plans for barrier removal. The staging plans are four-year plans, consisting of prioritized lists categorized into nature of improvements and are submitted annually to the Office of Facilities Planning to recommend improvements for which funding is suggested. Copies of these documents are on file.

Based on a cost-benefit ratio, most of the low cost improvements have been installed. From year to year, the staging plan is reviewed, with unsatisfied recommendations held over from the previous year receiving first priority. The staging plan (or timetable) included with this TRANSITION PLAN is the direct result of review of the previous staging plan of the Committee for the Architecturally Handicapped (see endorsement).
Structural changes to date, based on the recommendations of the Committee for the Architecturally Handicapped, have made all existing permanent campus buildings minimally accessible, and have improved access to several other facilities.

On July 28, 1977, the Executive Vice Chancellor of the University of Kansas issued invitations to members of the Lawrence Campus community to participate on a Lawrence Campus "Section 504" task force. This group was to review compliance and to recommend appropriate courses of action to a University-wide steering committee for the purpose of complying with the requirements of Section 504 of the Rehabilitation Act of 1973. The task force commenced its work in August 31, 1977. Drawing upon work already accomplished by the Committee for the Architecturally Handicapped, the task force reviewed the features of access for all Lawrence Campus buildings, determined which of these buildings and facilities offered programs that required structural change in order to become minimally accessible, and prepared this TRANSITION PLAN.

2.2 Activity Since 1977

In 1977 with the formation of the "Section 504 Task Force," the Committee for the Architecturally Handicapped was disbanded and its duties were absorbed by the larger task force.

To ensure that barriers would be eliminated from all new construction a code compliance committee, now known as the Architectural Barriers Committee (A.B.C.) was established. That committee receives blueprints of all major renovation projects and all new buildings from Facilities Planning for review. The ABC is composed of students, staff and faculty. It reports jointly to the Executive Vice Chancellor and the Director of Affirmative Action. ABC recommends changes to plans which will not only assure code compliance, but which will enhance the usability of the campus for individuals with disabilities.

The Student Assistance Center, under the Vice Chancellor for Student Affairs, has served since 1978 to field and process suggestions and requests related to campus program accessibility. Information relating to structural barriers are processed from this source and from Architectural Services to the Architectural Barriers Committee. Employees and units dealing with reasonable accommodation questions process their concerns through the Personnel Office and the Office of Affirmative Action.

Each year a list of barrier removal projects is re-prioritized by ABC. Those projects are then included in the University's overall request for state funds. Prioritized items include remaining unfunded projects and solutions to user concerns identified through the year. While most user identified projects are addressed immediately, some require substantial resources which are not immediately available. A copy of the updated FY 93 priority list is included in Appendix A. Each year since 1978, the University projects have been completed from this list. Projects which could be considered part of a major renovation are not placed on this List as such issues are dealt with as part of the renovation project itself. The University has taken a proactive role in barrier amelioration.
2.3 Architectural Barrier Committee Working Philosophy

The University of Kansas Architectural Barriers Committee (ABC) is fully committed to making the University Campus a barrier-free environment for people of varying abilities. The committee works to ensure that people with disabilities are afforded the same opportunities for education, cultural appreciation, and employment that non-disabled people enjoy through full environmental access.

The Architectural Barriers Committee has, since its inception, involved in significant and meaningful ways people with various types of disabilities in its decision-making process. Presently 5 of 8 members have disabilities. The committee supports in both policy and practice the philosophy of independence and empowerment of people with disabilities and believes that such individuals must be mainstreamed into the ebb and flow of university life to the maximum extent possible.

ABC has consistently applied the most stringent accessibility code applicable at the time (eg. ANSI, UPAS, ADAAC) in assuring site accessibility. It has prioritized barrier removal projects annually with first considerations to academic use and present needs as dictated by persons using different facilities of the campus. Designs which allow all to access features of campus facilities in the same manner are always a goal of the committee.

3. Policies

The 1977 Transition Plan delineated five basic policies which the University of Kansas would adhere to as programmed architectural changes were incorporated. These policies as reproduced below remain consistent with the University's approach through the passage of the ADAAG. As the next review of campus facilities is undertaken the concept of minimum accessibility will be substantially expanded. Until all data is reviewed, priorities will not be finalized. Graphics and signage are more thoroughly covered in the new guidelines and a plan for addressing the new requirements will be forthcoming. Certainly in all new construction and projects involving signage, compliance with the new guidelines will be assured.

3.1 Degree of Accessibility

It is recommended that the concept of minimum accessibility as described in Section 2.1 be applied in the survey and in modification of existing facilities.
3.2 Temporary Buildings

For all buildings and facilities considered by the University and its long range development plan to be obsolete or temporary (relocatable), a feature, or features, of access shall be provided in the building or facility only (a) when a program within the structure cannot be moved, and (b) when there is an imminent demonstrable need to provide the feature or features of access.

When it is determined that structural solutions are required to provide features of access, these solutions should be of inexpensive construction and temporary in nature. As an exception to this rule, when temporary structures are newly located or relocated, entrance ramps should be provided at the time of construction or erection.

3.3 Design

It has been a policy of the University of Kansas when a feature of access is provided in permanent facilities that the feature be:

Permanent,
Compatible with existing architecture,
Provide the most integrated and dignified access possible, and
Useable by the largest possible number of users, and not only the handicapped.

3.4 Graphics

Interior graphics (room labels, numbers, etc.) are sometimes embossed, with characters raised from the background, or engraved, with the characters formed from depressions in the background material. Graphics must be of the embossed type, and must be installed at convenient heights and positions in order to be readable by blind persons. Only two buildings presently have interior graphics of this type, and two new buildings are to have such graphics when signage is installed. While an economical and uniform signage designating room numbers in all deficient structures would be courtesy and convenience to blind persons, the same way as doorways too narrow for wheelchairs. Consequently, the design of graphics for legibility by blind as well as sighted persons will be required for all new construction, major renovation or when existing signage is replaced.

3.5 Elevators

There are several multiple-storied buildings on the campus within which employment and educational programs are conducted and that lack elevators. In many of these structures, rescheduling and relocation of offices to accessible levels can be accomplished to reasonably accommodate users with disabilities and therefore not require the installation of an elevator.
4. List of Physical Barriers

The 1977 Transition Plan evaluated seven predominate features of access in all campus buildings. Statements explaining necessary structural changes followed by a matrix which scheduled project completion dates were detailed in chapters 5 and 6.

The following list, 4.1, identifies projects which remain uncompleted. Some projects were exchanged for logical alternatives. Explanations accompany each project in 4.1.

Since 1977 a list of accessibility projects in addition to major construction and ordinary remodeling has been prioritized and addressed annually. The remaining projects exclusive of those funded for FY 93 or in process from FY 92 are listed in 4.2. Finally 4.3 Lists projects funded in the current fiscal year FY 93.

4.1 Project Clarification: 1977 Transition Plan

<table>
<thead>
<tr>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>G.S. Pearson Restroom</td>
</tr>
<tr>
<td>Lewis Restroom</td>
</tr>
<tr>
<td>Templin Restroom</td>
</tr>
<tr>
<td>McCollum Restroom</td>
</tr>
<tr>
<td>Jolliff Restroom and Elevator</td>
</tr>
<tr>
<td>Carruth Elevator</td>
</tr>
<tr>
<td>Spooner Elevator</td>
</tr>
<tr>
<td>Chancellor's Residence Entry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corbin, another all women's hall, will be completed by 1994.</td>
</tr>
<tr>
<td>Oliver 2N restroom was completed in 1980.</td>
</tr>
<tr>
<td>JRP, another all men's hall was upgraded in 1978. JRP will close in the fall of 1994 and Templin restroom will be appropriately modified.</td>
</tr>
<tr>
<td>Ellsworth, another coed hall was upgraded instead.</td>
</tr>
<tr>
<td>Building is currently used for storage only and is scheduled for demolition.</td>
</tr>
<tr>
<td>Funding expected in FY 94</td>
</tr>
<tr>
<td>Funding expected in FY 94</td>
</tr>
<tr>
<td>Funded for FY 93</td>
</tr>
</tbody>
</table>
4.2 Architectural Barriers Committee  
Post FY 93 Project Priority Listing  
July 1992

1. Accessible Routes and Entry Area Upgrades  
   Old father Level 2  
   Chamney

2. Strong Handrails Replaced

3. Carruth O'Leary  
   Connect corridors at levels 2 and 3  
   Install elevator  
   Interior graphics  
   Basement level routes

4. Lippincott  
   Install handrails along wall

5. Restrooms  
   Carruth (level 2 or 3)  
   Danforth  
   Chamney  
   Facilities Operations

6. Robinson Gymnasium Handball Court

7. Lindley Hall Elevator Extension

8. Facilities Operations  
   Remodeled for access features including elevator

9. Parker Hall Elevator

10. Spooner Hall Elevator

4.3 FY 93 Revised Project Priority Listing (July 1992)

1. Murphy Hall, Crafton-Preyer Theatre  
   Add additional accessible entry and wheelchair

2. Wasco Terrace to Anschutz Pathway  
   Add an accessible route between these two facilities incorporating access to Wasco from adjacent parking
3. Haworth, Hearing Booth
   Purchase and modify an aluminum ramp

4. Spencer Museum of Art - Rear Entry Signage
   Add signage near the rear ground revel door. Signage at the main door should also alert patrons of this option

5. Curb Cut
   Complete the following list of new and replacement ramps.
   Danforth Lot (2)
   Fraser Lot (3)
   Jayhawk Blvd (1)
   Union Lot (1)
   Military Science Lot (1)
   Chi Omega Fountain (1)
   Campanile (1)
   Mississippi St (1)
   Templin (3)

6. Spencer Museum of Art, Restrooms
   Remodel for accessibility main entry level restroom for men and women.

7. Doorways
   Correct problems at Lippencott elevator entry, Lindley Annex and Botany Lab

8. Fraser Automatic Door
   Add automatic doors at south entry

9. Chancellor Residence Entry
   Provide an accessible entry which is architecturally harmonious and preferably non-mechanical.

10. Restrooms
    Upgrade ground level restrooms in newly acquired Old father and remodeled for accessibility ground floor restroom in the Chancellor's Residence.

5. Detailed Outline of Methods of Barrier Removal

The following are explanations of how structural changes will be accomplished for each of the projects noted in section 4 including those noted in the Transition Plan which remain unresolved.
Building No. 1, CORBIN HALL
Make accessible restroom available

Note: This facility is a women's residence hall. Making an all women's hall accessible will provide women a selection in University housing

Building No. 2, SPOONER HALL
Install new elevator and shaft within building.

Note: This building was built in 1893 and is on the National Register of Historic Places. The Museum of Anthropology is currently housed in this building.

Building No. 8, LIPPENCOTT
Construct handrails leading along accessible route to the rear ground level entry and replace undersized doors.

Note: The facility houses a variety of international programs and the Applied English Center. Over the past decade a number of international students using wheelchairs have enrolled on this campus and several of our students have studied abroad.

Building No. 14, CHANCELLOR'S RESIDENCE
Provide accessible route to entry.

Note: The first floor of this facility is used for social gatherings by the Chancellor and his or her family. Other areas of the home are private residence and unless required due to disability of one of the family members, no structural changes will be made.

Building No. 22, WATSON LIBRARY
Add Braille signage to elevator.

Note: Reading equipment in the Main Library is reached primarily by the elevator. Braille signage will enhance independent access.

Building No. 30, FACILITIES OPERATIONS
Install new elevator and provide accessible routes.

Note: Administrative offices including personnel are located on the second level of this building.

Building No. 37, STRONG HALL
Replace existing stair handrails with properly sized rails on both sides of stairs.

Note: This building houses University administrative offices and is likely to undergo a major remodeling within the next ten years.
Building No. 42, LINDLEY HALL
   Extend elevator to roof top observatory area or meet program needs via new facility.

   Note: The roof is reachable by stair only as is room 500. Telescopes are situated on and around the roof and used by students and the public.

Building NO. 42A, LINDLEY ANNEX
   Replace existing entry doors with properly sized doors.

   Note: Architecture classes and studios are taught in this building.

Building No. 49, DANPORTH CHAPEL
   Construct restroom area.

   Note: Space does not exist for the development of an accessible restroom, An addition to this building will be necessary in order to allow space for an adequate sized restroom.

Building No. 76, MURPHY HALL
   Provide an additional accessible seating area and adjacent entry to Crafton-Preyer Theatre.

   Note: The use of this facility was dramatically altered following the sudden loss of Hoch Auditorium. High use patterns necessitate increased seating options.

Building No. 77, CARRUTH O'LEARY HALL
   Install new elevator shaft, connect level two and level three with a walkway, upgrade graphics, renovate restrooms, and address accessible pathway problems in the basement level.

   Note: A variety of administrative offices are housed in this building. Employment benefits, KUDP, Comptroller, Facilities Planning, and a variety of services used by the public as well as persons associated with the University are accessed in Carruth-O'Leary.

Building No. 83, Templin Hall
   Make one restroom accessible on entry floor.

   Note: This facility is a men's residence hall. With the closing of JRP Men's Residence Hall, no all men's hall has an accessible restroom.

Building No. 94, ROBINSON RECREATION CENTER
   Provide vertical access to the handball courts and a large enough door entry to a court.

   Note: Handball courts are currently located down a flight of stairs and have standard entry doors.
Building No. 97, FRASER HALL
Add Braille signage to elevator.

Note: The only accessible entry to Eraser is at the south end of the building and follows a steep grades. With the additions of registration activities in the building, increased ease is a priority.

Building No. 98, BOTANY LAB
Provide an additional accessible entry.

Note: Certain areas of this facility will be more easily reachable via an additional entry.

Building No. 104, HAWORTH HALL
Provide ramped access to hearing booth and control booth.

Note: For sound deadening purposes hearing booths are raised above the building floor and incorporated a vault style entry door. A modified portable ramp will be used to access these unique facilities.

Building No. 122, PARKER HALL
Install elevator and ground level access.

Note: This is a recent acquisition formerly used by the federal government. No elevator or ground level entry exist although the building now links to Moor Hall.

Building No. 143, CHAMNEY FARM HOUSE
Provide building access and an accessible restroom.

Note: Occasional glass classes are taught in this farm house which has a staired entry and small restroom.

Building No. 152, SPENCER MUSEUM OF ART
Install signage at rear accessible entry point and Braille elevator signage, remodeled main level restrooms.

Note: Several departments with varying hours of operation and security concerns are housed in Spencer Museum. Rear signage will offer a second entry point and overcome some of the program access issues. Restrooms are not truly accessible due to a corridor design leading to the door. This design will be reviewed.

Building No. 193, OLDPATHER STUDIOS
Install automatic doors at south entry.

Note: This newly acquired building houses a sound studio, offices, classroom space, and associated audio-video equipment. Other features short of have already been addressed.
Accessible Route, WESCOE TERRACE TO ANSHUTZ LIBRARY

Construct a pathway linking the above building and adjacent parking.

Note: Movement to the east from Anshutz is limited since Wescoe is not reachable at this level. A route allowing movement among will also allow access up or down the hill by use of interior elevators.

Curb Cuts, NUMEROUS LOCATIONS
- Danforth lot
- Jayhawk Blvd
- Military Science
- Campanile
- Templin
- Fraser lot
- Union lot
- Chi Omega Fountain
- Mississippi Street

6. Time Schedule

The following summary is predicated on continued support by the Kansas Board of Regents and the Kansas Legislature. With additional data from the full review of the over 180 campus buildings as well as evaluation of other features of access, significant shifts in priorities are anticipated. The previous codes have not addressed safe areas, Braille signage and other facets of modern accessibility standards. As the university through its ADA Committee evaluates suggested new priorities, our list of projects is likely to grow in geometric proportions.

The University wishes to address all standards as set by ADAAG, but must do so in a priority order. Life Safety, program, entry access and restroom usability will continue to top that list. Academic use and service need by students will continue to be generally prioritized above the employee and public need.

A strong history of meeting and exceeding established accessibility standards speaks well to the University’s ever evident commitment to independence, true accessibility. That dedication runs through all departments of the institution engaged in physical aspects of this facility.

<table>
<thead>
<tr>
<th></th>
<th>FY 93</th>
<th>FY 94</th>
<th>FY 95</th>
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<tbody>
<tr>
<td>Corbin</td>
<td></td>
<td></td>
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<tr>
<td>Restroom</td>
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<tr>
<td>Spooner</td>
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<tr>
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<tr>
<td>Lippencott</td>
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<tr>
<td>Handrails</td>
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<td></td>
<td></td>
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<tr>
<td>Door</td>
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<tr>
<td>Chancellor’s Residence</td>
<td></td>
<td></td>
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<tr>
<td>Entry</td>
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<tr>
<td>Restrooms</td>
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<td>Watson Library</td>
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</tr>
<tr>
<td>Braille Elevator</td>
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<table>
<thead>
<tr>
<th>Facilities Operations</th>
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<tbody>
<tr>
<td>Elevator</td>
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<td></td>
</tr>
<tr>
<td>Other Features</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

| Strong Hall                 |           |     |
| Handrails                   | X         |     |

| Lindley Hall                |           |     |
| Elevator Extension          | X         |     |

| Lindley Annex               |           |     |
| Entry Doors                 | X         |     |

| Danforth Chapel             |           |     |
| Restroom Addition           | X         |     |

| Murphy Hall                 |           |     |
| Crafton-Preyer Seating      | X         |     |
| Crafton-Preyer Entry        | X         |     |

| Carruth-O'Leary Hall        |           |     |
| Elevator                   | X         |     |
| Connecting Links            | X         |     |
| Basement Accessible Routes  | X         |     |
| Restrooms                  | X         |     |
| Graphics                   | X         |     |

| Templin                     |           |     |
| Restroom                   | X         |     |

| Robinson                    |           |     |
| Handball Court              | X         |     |

| Fraser                      |           |     |
| Automatic Door              | X         |     |

| Botany Lab                  |           |     |
| Door                       | X         |     |

| Haworth Hall                |           |     |
| Hearing Booth               | X         |     |

| Chamney Farm House          |           |     |
| Entry                      | X         |     |
| Restroom                   | X         |     |

| Spencer Museum of Art       |           |     |
| Exterior Signage            | X         |     |
| Restroom                   | X         |     |
| Braille Elevator            | X         |     |

| Old father                  |           |     |
| Access Level 2              | X         |     |
| Restrooms Level 1           | X         |     |

| Parker                      |           |     |
| Entry                      | X         |     |
| Elevator                   | X         |     |

| Accessible Route            |           |     |
| Wescoe-Anschutz             | X         |     |

| Curb Cuts                   |           |     |
| 14 Ramps                    | X         |     |

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7. Responsible Official

Alien Wiechert, University Director of Facilities Planning, is the person responsible for the implementation of this plan.

abc\tran.plan
APPENDIX C

CRUMBLING CLASSROOMS PROJECT

In 1996, the Kansas Legislature, upon the recommendation of the Kansas Board of Regents, approved a bill that authorized the expenditure of more than $100 million under the "Crumbling Classrooms" project. This project is to improve facilities on the Regents' campuses. The project will include work in four general categories:

- support for the instructional mission by improving classrooms and class labs
- projects for building accessibility and physical accommodations to comply with the Americans with Disabilities Act
- improvements in buildings related to fire codes and fire protection
- upgrade to basic services to facilities, including electrical, heating, and cooling equipment.

KU received $44.2 million of the over $100 million allocated for the Regents' institutions. Work began during the Winter Holiday break between the Fall 1996 and Spring 1997 semesters. The project is to extend over a four year period. Projects were sorted by size, location, urgency, and use of available design personnel. Over 50 buildings on the Lawrence campus will be affected when projects are completed.

In addition to the "Crumbling Classrooms" projects, various other projects have been initiated on the Lawrence campus that will improve overall accessibility for people with disabilities. For example, a new child care center facility for the University will be built near the Burge Union. This project will expand and improve the program in a new facility with easier access. Also, the Department of Student Housing is renovating its large residence halls. Templin, Lewis, and Ellsworth Halls will provide three suite types with capacities of one to four persons. Renovations of other residence halls may be forthcoming. To meet the continued demand for adequate parking, a new garage will be built north of the Kansas Union. The new facility is designed to hold up to 1,000 cars.

The Athletic Department has its own "Facilities Enhancement" project. This project will provide needed updates to Memorial Stadium, Allen Fieldhouse, and Hoaglund-Maupin Stadium. The improvements to all of the facilities include ADA enhancements, improvements to concessions areas, expanded restrooms, and other miscellaneous
infrastructure improvements. Elevators will be added to both Memorial Stadium and Allen Fieldhouse to improve accessibility.

Other improvements on campus will include a renovation and addition for JRP Hall, which will then house the School of Education. A Fine Arts and Library Addition is being constructed for Murphy Hall. A new Visitors' Center, which will house the Office of Admissions, is being constructed in Templin Hall. This center will provide easier access to relevant services and will serve as the primary entrance for visitors to campus.