

**COMMITTEE ON ACCESS AND ACCOMMODATION IN INSTRUCTION
ANNUAL REPORT FOR 2012-2013**

Committee Charge

The primary charge of the Committee on Access and Accommodation in Instruction is to monitor university compliance with state and federal mandates such as the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Chapter 36.12 of the Wisconsin Statutes to assure that the mechanisms chosen to implement those laws be responsive to the needs of students with disabilities, consistent with the overall educational goals of the university, and reasonable and practical in the context of the limited resources available. In addition to the committee's duties as outlined in its original 1994 letter of charge, the University Committee added in 2013 the charge of recommending a new scope and list of duties for the committee.

Activities and Goals

During the past year, the committee completed the following activities:

- 1) We served as consultants to the McBurney Disability Resource Center as they revisited their flexibility-accommodation policy (for students with unpredictable health conditions).
- 2) We met with the HR Redesign Team to ensure that the diversity provided by disability was attended to in the redesign, per the Office of Human Resource Development Principles of Practice (e.g., "Excellence through diversity of gender, ethnicity, disability, religion, sexual orientation, culture, position, job function, and years of service are crucial components in the pursuit of excellence").
- 3) We interfaced with the Accessibility and Usability Committee as they ensured the accessibility of the UW-Madison libraries (<http://www.library.wisc.edu/accessibility/>).
- 4) We served as consultants for WISELI (Women in Science and Engineering Leadership Institute) to construct three disability-related items for collecting data on faculty work-life balance.

Our largest project involved constructing and administering a campus-wide survey of students with disabilities, students without disabilities, instructional staff/faculty, and administrative/non-instructional staff. Prior to designing our campus-wide survey, we solicited information from 20 peer institutions to ascertain whether their campuses had ever collected such information. (Although none had, each wished that they could.)

The survey we constructed assesses experiences with accessibility, perceptions of barriers, attitudes toward accommodation, inclusion of students with disabilities in campus life, self-assessment of knowledge about disability, and a selection of demographic data.

Data collection is almost completed from the students with and without disabilities and is in progress from the instructional staff/faculty and administrative/non-instructional staff. The results of this survey will direct the work that the committee conducts during the coming year. For example, if the results of the survey indicate a need to increase knowledge of disability (e.g., knowledge of the federal laws and regulations that require higher education institutions to be accessible to persons with disabilities), the committee will design training materials for that purpose.

In addition, as charged by the University Committee, during the coming year, the committee will work to "recommend a new scope and list of duties for the committee." We will "consider folding the committee into another already-existing committee or working group, and how that might be accomplished. In revising the purview and scope of the Committee on Access and Accommodation in Instruction, [our]

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members [will] discuss [our] work with the Disabilities Accommodation Advisory Committee, which will be working on changes to the university's policies on faculty requests for accommodations based on disability.”

Other projects we will begin in the coming year include

- 1) ensuring that UW-Madison's technology accessibility needs are being met;
- 2) evaluating the range of accommodations available to graduate students; and
- 3) improving the AARC network (see <http://adac.wisc.edu/>).

Committee Membership

Faculty

Morton Gernsbacher, chair (Psychology)
Katherine Hustad (Communicative Disorders)
Jay Martin (Mechanical Engineering)
Ellen Samuels (Gender and Women's Studies)

Academic Staff

Scott Golueke (Office of Admissions)
Alicia Hazen (College of Engineering Career Services)
Nancy Mitchell (Wisconsin Center for Education Research)
Timothy O'Connor (School of Education Testing and Evaluation Services)

Students

Holly Siegrist
Bret Vlach

Ex officio

Lori Berquam (Dean of Students)
Erica Halverson (Teaching Academy)
Barbara Lanser (Office for Equity and Diversity)
Lisa Rutherford (Office of Administrative Legal Services)
Vorakiat Tantivivat (Campus Planning and Landscape Architecture)
Cathy Trueba (McBurney Disability Resource Center)