STUDENTS SERVED

- Provided services to 1,333 students, an increase of 38.71% over the past five years
- Students served equals approximately 4.32% of total student population
- Sponsored 24 students for admission under the 5% Admissions Rule

SCHOLARSHIPS AND GRANTS

- Disbursed $52,100 in scholarships to 15 students
- Awarded $26,100 in scholarships for next academic year

SERVICES PROVIDED

- Delivered 1,434 Exam Accommodations to 356 students
- Fulfilled 294 requests for notetakers
- Provided over 6,600 hours of interpreting services for students who are deaf or hard of hearing
- Conducted 54 outreach programs to 564 individuals
- Sponsored a Financial Literacy Workshop with the ASUUU Personal Money Management office

SUSTAINABILITY

- Through improvements to exam accommodations database, saved over 2,143 pieces of paper

EXPANSION

- In conjunction with the new Veteran’s Support Center, underwent remodeling and expansion that resulted in an additional staff office, a larger office for an existing staff member, a private testing room, better waiting room capacity, and increased storage space
INTRODUCTION AND MISSION

The Center for Disability Services (CDS) is a unit of Student Affairs at The University of Utah. CDS is dedicated to students with disabilities by providing the opportunity for success and equal access at the University of Utah. We are committed to providing reasonable accommodations as outlined by Federal and State law. We also strive to create an inclusive, safe and respectful environment. By promoting awareness, knowledge and equity, we aspire to impact positive change within individuals and the campus community.

During the 2009-10 Academic Year, a collaborative effort was put forth by the staff of CDS to draft a new Strategic Plan (see Appendix A). As part of this plan, the following guiding values of CDS were identified:

<table>
<thead>
<tr>
<th>Access</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity</td>
<td>Independence</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Self-Advocacy</td>
</tr>
<tr>
<td>Diversity</td>
<td>Leading Edge Technology</td>
</tr>
<tr>
<td>Respect</td>
<td></td>
</tr>
</tbody>
</table>

In addition to these nine values, the Strategic Plan also identifies seven strategic objectives and accompanying goals and actions. These objectives will help guide CDS over the next 3-5 years and are closely aligned with the Student Affairs Strategic Plan.

CENTER STAFFING

The Center for Disability Services is staffed by a Director, an Assistant Director, two Disabilities Advisors, a Deaf Services Coordinator, a Technology Specialist/Exam Coordinator, and an Executive Secretary (See Appendix B). In addition, the center maintains 2-3 work study positions, numerous notetakers/reader-scribes, and an in-house interpreting staff for the deaf and hard-of-hearing.

Scott McAward, Ph.D. served as Director and Sid Davis continued in his role as Assistant Director/Advisor. Christian Burningham and Stephanie Piani also continued in their roles as Disabilities Advisors. Carol MacNicholl was the Coordinator of Deaf Services. She also serves as the primary advisor for deaf and hard of hearing students. Geoffrey Skousen served in the combined role of Technology Specialist/Exam Coordinator. This combined role was the result of budget cuts that eliminated a full-time position in the center. Suzanne Eastmond is the center’s Executive Secretary and Notetaking Coordinator. Jack Karapetyan worked as a part-time technology assistant providing technology support to students and staff.

CDS was fortunate to be able to continue to employ one Peer Advisor, a program that was originally instituted in 2006-2007. Laine Gardinier served in this capacity. Throughout the academic year she met with new students to provide coaching, problem solving, and mentoring.

CDS was also able to hire a new staff member to support deaf services. This new position is a full-time Staff Interpreter, the first one to be employed by CDS. Chante Wilson was hired for this position and began working on August 16, 2010.

In conjunction with the new Veteran’s Support Center, located next door, CDS was extremely fortunate to undergo an expansion. This resulted in the addition, of a staff office, a much larger office for an existing staff member, and a new, private testing room. In addition the amount of space available for storage was greatly increased. This has allowed for the addition of a new Graduate Assistant, an additional Peer Mentor, and two additional work-study positions. These new positions will dramatically improve our services. In addition, the added space has increased our physical accessibility by allowing us to eliminate free standing storage units.
Table 1: Frequency of Disabilities

<table>
<thead>
<tr>
<th>Disability</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>% chg last year</th>
<th>% chg five yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADHD</td>
<td>185</td>
<td>221</td>
<td>198</td>
<td>220</td>
<td>276</td>
<td>+25.45%</td>
<td>+49.19%</td>
</tr>
<tr>
<td>Aspergers Syndrome</td>
<td>10</td>
<td>14</td>
<td>12</td>
<td>17</td>
<td>25</td>
<td>+47.06%</td>
<td>+150.0%</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>+28.57%</td>
<td>n/a</td>
</tr>
<tr>
<td>Deaf*</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>12</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Hard of Hearing*</td>
<td>42</td>
<td>55</td>
<td>44</td>
<td>55</td>
<td>54*</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Head Injury</td>
<td>25</td>
<td>28</td>
<td>25</td>
<td>32</td>
<td>40</td>
<td>+25.00%</td>
<td>+60.00%</td>
</tr>
<tr>
<td>Learning Disability (ADA)</td>
<td>205</td>
<td>237</td>
<td>221</td>
<td>263</td>
<td>300</td>
<td>+14.07%</td>
<td>+46.34%</td>
</tr>
<tr>
<td>Learning Disability (UEA)**</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>-25.00%</td>
<td>0%</td>
</tr>
<tr>
<td>Legally Blind</td>
<td>24</td>
<td>33</td>
<td>30</td>
<td>33</td>
<td>36</td>
<td>+9.09%</td>
<td>+50.0%</td>
</tr>
<tr>
<td>Medical (chronic)</td>
<td>164</td>
<td>183</td>
<td>160</td>
<td>180</td>
<td>215</td>
<td>+19.44%</td>
<td>+31.10%</td>
</tr>
<tr>
<td>Physical/Mobility</td>
<td>74</td>
<td>44</td>
<td>41</td>
<td>57</td>
<td>65</td>
<td>+14.04%</td>
<td>-12.16%</td>
</tr>
<tr>
<td>Physical/Mobility-Wheelchair***</td>
<td>--</td>
<td>29</td>
<td>28</td>
<td>33</td>
<td>44</td>
<td>+33.33%</td>
<td>n/a</td>
</tr>
<tr>
<td>Psychological</td>
<td>282</td>
<td>347</td>
<td>324</td>
<td>359</td>
<td>460</td>
<td>+28.13%</td>
<td>+63.12%</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>16</td>
<td>19</td>
<td>20</td>
<td>24</td>
<td>27</td>
<td>+12.50%</td>
<td>+68.75%</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>43</td>
<td>27</td>
<td>29</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total # of disabilities served</td>
<td>1089</td>
<td>1218</td>
<td>1157</td>
<td>1311</td>
<td>1595</td>
<td>+21.66%</td>
<td>+46.46%</td>
</tr>
<tr>
<td>Total # of students served</td>
<td>961</td>
<td>1107</td>
<td>1031</td>
<td>1131</td>
<td>1333</td>
<td>+17.86%</td>
<td>+38.71%</td>
</tr>
</tbody>
</table>

*Deaf/Hard of Hearing were combined until 2010-11 (combined category increase this year = 22.02%)
**Learning Disability by UEA standards discontinued in 2004
***Physical/Mobility-Wheelchair separated as of 2007-08

Students Served

During the 2010-2011 academic year, CDS served 1,333 students (687 males, 592 females, 54 not reported), a 17.86% increase from the previous year and the fourth year the total number of students registered with our office exceeded 1,000 (see Table 1). This is a 38.71% increase over the past five years. Some students are registered as having more than one disability. Of the total number of students seen, 329 were new (161 Fall, 105 Spring, 63 Summer). Comparing the number of students registered with our office to the Fall 2010 student enrollment (30,819) indicates CDS serves approximately 4.32% of the student population. Psychological disabilities remains the number one disability, followed by learning disabilities and ADD/ADHD. Figure 1 shows disabilities served by

Table 2: Ethnicity of students served, Academic Year 2010-2011

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>29</td>
<td>2.18</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>11</td>
<td>0.83</td>
</tr>
<tr>
<td>Asian-American</td>
<td>1</td>
<td>0.08</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>40</td>
<td>3.00</td>
</tr>
<tr>
<td>Caucasian</td>
<td>963</td>
<td>72.24</td>
</tr>
<tr>
<td>Latina/o or Hispanic</td>
<td>71</td>
<td>5.33</td>
</tr>
<tr>
<td>Other</td>
<td>44</td>
<td>3.30</td>
</tr>
<tr>
<td>Not Reported</td>
<td>173</td>
<td>12.98</td>
</tr>
</tbody>
</table>
percentages and Table 2 shows ethnicity of students served.

Through our work with Admissions, we sponsored 24 students for admission to the University under the 5% Sponsored Admissions Rule and reviewed a total of 64 applications (for Summer 10, Fall 10, and Spring 11), a slight decrease in students seeking sponsorship of 4.5%. In 2009-2010, we reviewed 67 applications and admitted 19 students. In 2008-2009, we reviewed 47 applications and admitted 17 students.

**Services Provided**

The Center for Disability Services serves students at The University of Utah in a variety of ways:

**Financial Assistance**

The Center for Disability Services has been able to continue four scholarship funds for students with disabilities. Over the 2010-2011 academic year, we disbursed scholarships to fifteen students for a total of $52,100. We have awarded $26,100 in scholarships to be disbursed to six students during the 2011-2012 academic year. The scholarships include:

**The Craig H. Neilsen Foundation Scholarship**

The Craig H. Neilsen Foundation Scholarship was instituted in 2006. The Foundation was established in 2003 and since then has funded programs supporting spinal cord injury research and rehabilitation, cancer research, and children’s charities. Students with a Spinal Cord Injury who attend or plan to attend the University of Utah as undergraduates or graduates are eligible to apply. Preference is given to students in a business-related major or students studying law. Two awards of $7,700 each are available each year and recipients are awarded the scholarship for two years. There is also a contingency fund available for students to apply for at any time. For the 2010-2011 academic year, a total of $38,100 was disbursed.
A total of $23,100 will be disbursed during the 2011-2012 academic year to three students.

The Louise J. Snow Scholarship

The Louise J. Snow Scholarship for students with a disability was first established in 1998 and is the longest running scholarship offered through the Center for Disability Services. Typically, two to three students each year are awarded scholarships in the amount of $800-$1,000. For the 2010-2011 academic year, one student received the scholarship for $1000. Two students will be receiving $1000 each for the 2011-2012 academic year.

The Keaton K. Walker Scholarship

The Keaton K. Walker Scholarship was instituted in 2002 to benefit students who are blind, low vision, or have a physical disability. Preference is given to students who are blind or low vision. One scholarship is awarded each year. For 2010-2011 academic year, two awards of $1000 was given. For the 2011-2012 academic year, one student will be receiving $1,000.

Exam Accommodations

Providing exam accommodations is a major undertaking for CDS. During the 2010-2011 fiscal year, we provided exam accommodations for 356 students, an increase of 47 students, for a total of 1,434 exams (see Figure 2). The total number of exams delivered by CDS increased by 23% as compared to last fiscal year. The total exams accommodated represented 687 courses, a 24% increase. Instructors in 199, or 29%, of these courses coordinated and delivered the accommodations themselves. On average, approximately 4 exams were administered to each students receiving exam accommodations.

One of the most significant challenges faced by CDS is the lack of a dedicated testing space. This is particularly challenging during busy exam times, such as mid terms and finals. We are forced to look for space within the Union, the Dean of Students office, and the Career Services office. Doing so requires hiring hourly proctors. We also work in conjunction with the Testing Center to proctor a percentage of our exams, however there is a cost involved in doing so. This year we utilized the Testing Center for 29%, or 420, of our exams at a cost of approximately $1,890. Space in the Union has become increasingly more difficult to obtain, therefore we anticipate the cost of exam accommodations to rise over the next couple of years. A second significant challenge has been the continued vacancy of Exam Coordinator/Program Manager position due to budget cuts. This position has temporarily been filled with the Technology Specialist. Due to the combined job description and responsibilities, less staff time is available to manage a growing exam accommodation program.

During the 2009-2010 Academic Year, significant improvements to the exam accommodations database were implemented by Geoffrey Skousen, Exam Coordinator. A primary improvement was the automation of the exam accommodation form. This resulted in a significant decrease in amount of paper utilized. Over the course of the year, these improvements saved approximately 2,143 pieces of paper!

Notetaking

A common accommodation provided by CDS is notetakers. These are provided for a variety of disabilities. During the 2010-2011 academic year, we had a total of 543 requests for notetakers (see Figure 3). We were able to fulfill 294, or 54%, of these requests. The total number of requests for notetakers increased from 499, or 8.8%, while the percentage of requests fulfilled remained relatively stable. We continued our policy of paying notetakers a stipend of $50/semester for handwritten notes and $75/semester for typed and emailed notes. We employed 224 notetakers at a total cost of $15,575.

Interpreting Services for the Deaf and Hard of Hearing

The Center for Disability Services is responsible for providing interpreting services for students who are deaf or hard of hearing. The Center maintains an in-house, part-time staff of American Sign Language Interpreters (ASL), Cued Language
Figure 2: Exam Accommodations, Fiscal Year 2010-2011

Figure 3: Notetaking, Academic Year 2010-2011
Transliteration (CLT) Interpreters, and Real-Time Captionists (RTC). Interpreting standards include utilizing a “team” of two interpreters for all interpreting assignments of 50 minutes or more. Since the vast majority of assignments exceed 50 minutes, most interpreting requires a team. Typically, we are unable to fulfill all requests for interpreting through our in-house staff, therefore we also utilize the services of interpreting agencies at an added cost. Departments are also able to request our interpreting services for events outside of the classroom. When an event is not funded by CDS, the department is responsible for the cost of the interpreter at $35/hour per interpreter.

A total of 14 students received interpreting services for the 2010-2011 fiscal year. Table 3 shows the student demographics and the breakdown between ASL and RTC services. No students received CLT services. Through the entire year, we provided 6,615 hours of interpreting at an estimated cost of $309,094.27. The total number of hours decreased by 10% and the cost decreased by 8.9%. Agency vendors were utilized to deliver 1,137.35, or 17%, of the total hours delivered, a marked decrease from 30% the previous year. For the 2010-2011 fiscal year, the ratio of agency costs vs. in-house costs decreased from 51% to 40.7%. A primary reason for the decrease in use of Agency vendors can be attributed to the addition of a full-time Staff Interpreter. This interpreter delivered 940 hours of interpreting, or 14.2% of the total hours, at a much reduced cost compared to Agency fees. Agency vendors carry much higher costs per hour than in-house interpreters. The cost of Agency vendors decreased by $46,853.34.

We have continued a policy change that occurred during the Spring 2010 semester (see further explanation below). However, despite being responsible for funding more types of events, costs per hour per interpreter/service only slightly rose from $45.93/hour to $46.73/hour, a 1.7% increase, as compared to last year. Since most assignments were delivered with a team of interpreters, the average cost per class hour was $93.46.

As mentioned above, CDS instituted a policy change in Spring 2010 that has impacted how interpreters are provided and funded for across campus. Historically, CDS has been funded to provide interpreters for matriculated students in required academic activities (i.e. class). For activities that were not required for a degree, and all activities for non-credit courses, each department was responsible for paying the costs of interpreting. The University has seen an increase in the number of students enrolling in non-credit courses through Continuing Education. Over the course of 10 months, the Continuing Education division accumulated approximately $17,000 in interpreting costs, which was way above the monies available in the department. This provided a catalyst to explore alternative funding models. Scott McAward, CDS Director, collaborated with Sandi Parkes, Associate Vice President for Continuing Education to examine this issue. After completing a benchmark study, a meeting was held with several members of the Administration, including Barb Snyder, Vice President for Student Affairs, John Francis, Senior Associate Vice President for Undergraduate Studies, Paul Brinkman, Associate Vice President for Budget and Planning, Kari Ellingson, Associate Vice President for Student Development, Julie Thomas, Associate General Counsel and others.

Table 3: Interpreting Services for the Deaf and Hard of Hearing

<table>
<thead>
<tr>
<th>Students Using Services</th>
<th>Jul/Aug &amp; Fall 2010</th>
<th>Spring 2011</th>
<th>May/June 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>9</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Graduate</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>12</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services Utilized</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL Interpretation</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Real-Time Caption</td>
<td>5</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

| Hrs per semester        | 3148                 | 3091        | 376           |

| Total Hours: 6,615      |                      |             |               |
| Total Cost: $309,094.27 |                      |             |               |

Average cost per hour: $46.73
The focus of this meeting was to discuss the current funding model and look for ways to make it more efficient and effective. It was decided that CDS would begin to centrally fund many of the services previously funded by departments. These services included most activities for matriculated and non-credit students. In addition, a new, full-time Staff Interpreter position was approved and funded. As mentioned previously, the addition of this position has lowered overall cost by reducing the number of service hours delivered by Agency vendors. It has also dramatically increased our flexibility and effectiveness in providing interpreting services for our students and the campus community.

Outreach Activities

An important function of CDS is outreach programming. Stephanie Piani served as the Outreach Coordinator for the 2010-2011 Academic Year. Outreach activities included student panels, information tabling, and presentations. Overall, 54 outreach programs (representing 90 hours) were delivered to 564 individuals. Topics included CDS Services, High School Transition, Disability Awareness, and Adaptive Technology. One significant outreach was sponsoring a Financial Literacy workshop with the ASUU Personal Money Management Office.

Adaptive Technology

Adaptive technology remains an important resource provided to students by the Center for Disability Services. We provided technology and training for CDS registered students. One of the most utilized technologies available to students is the Kurzweil 3000 computer program. This program provides alternative text accommodations by allowing students to scan their textbooks in order to have their computer read the material to them and/or convert the material to MP3 format for listening on a portable music device. Students with a wide range of disabilities utilize this successful service. In addition, software such as Dragon Naturally Speaking, Zoomtext, and JAWS is also available. Our in-house and satellite computer labs continue to be very well used. In the offices of CDS, we have 2 labs available which contain a total of three computers, two high-speed scanners, printers, and a CCTV. We also have a private lab located in the Marriott Library containing one computer and one high speed scanner. Also in the Multimedia Center at the Marriott Library are three computers, one CCTV, and three flat bed scanners. The Residence Halls lab is available on an as needed basis for students wishing to use one of four computers, a high speed scanner, and a CCTV. We also have computers located in various labs across campus, including the Union Computer Lab, Heritage Center Lab, Milton Bennion Hall Lab, Social Work Lab, and the AEB Lab. Four laptops are also available. All CDS provided computers have the full suite of adaptive technology software installed.

Midway through the academic year, our computer labs were significantly re-configured. First, due to the office remodeling, the in-house CDS labs were placed off-line. However, at the same time, a larger permanent lab space in the Marriott Library was secured in cooperation with Daureen Neddill, Associate Librarian. This space is configured with three machines and two scanners. Plans are being developed to provide lab assistants at certain times throughout the week to assist students. Also, the previous lab in the CDS office will be reopened in Fall 2011 and it is anticipated this lab will have two computers and two scanners.

The Student Computing Fees Fund is utilized to maintain and update our hardware and software each year. In addition, money from a one-time grant from the Dumke Foundation was utilized to purchase Mac OS based Kurzweil licenses. This has significantly increased access to students who own Mac OS based computers.

Classroom Holds & Changes and Priority Registration

Physical accessibility of classroom buildings and rooms remains a major challenge on this campus. To assist students with mobility needs, Sid Davis works closely with the Scheduling office coordinating all classroom holds and changes. Each semester, classes of students with mobility needs are evaluated to determine the level of accessibility of the assigned classrooms. Classrooms are either held (preventing other departments from moving
the locations) or moved. In addition, based on need, either accessible chairs or tables are added to the classroom. For Fall 2010 and Spring 2011 combined, we moved or held 295 classes, a 50% increase. In addition, ten individualized pieces of furniture (non-standard tables, chairs, etc.) were placed, including two new chairs valued at $900 and $2000. To assist with coordination of many accommodations, 139 students were granted priority registration.

**Staff Involvement**

The staff of CDS remained involved in a variety of activities beyond the immediate operation of the office (see Appendix C). Scott McAward worked closely with Housing and Residential Education to consult on accommodations within the Residence Halls and served on the campus-wide ADA Coordinating Committee and the ACCESS Committee. He also was the chair of the Student Affairs Professional Development Committee and was the NASPA Region V Disability Knowledge Community representative. He chaired the state-wide NASPA Annual Conference held at the University of Utah and also holds an appointment of Adjunct Assistant Professor in the Department of Educational Psychology. In Fall 2010 and Spring 2011, he supervised four and two doctoral practicum students, respectively at the University Counseling Center. Scott was also served to the Advisory Council of the Utah Schools for the Deaf and Blind. Sid Davis continued his involvement with the TRAILS program housed in the University of Utah Hospital Rehabilitation Center. He attended meetings of the Legislative Coalition for People with Disabilities located at the State Capitol and sat on the Return to the U and Non-Traditional Advisory Committees.

Stephanie Piani was active on the Student Affairs Sustainability Committee, bringing awareness of sustainability back to the CDS office. She also served as a member of the Wellness Network and the Student Affairs Health and Wellness Action Coalition. She has an established partnership for the past three years with Career Services that supports the employment of people with disabilities through the U.S. Department of Labor, Workforce Recruitment Program. Carol MacNicholl serves on the Deaf and Hard of Hearing Services AD HOC committee consisting of coordinators from other Utah institutions. She also is a member of the Student Affairs Diversity Council, the Utah Deaf Professionals Network, and is the Region 5 representative for the Deaf Caucus of the Registry of Interpreters for the Deaf (RID).

**Goals for Upcoming Year**

Major goals for the 2011-2012 academic year are:

- Begin to staff Marriott Library CDS computer lab to provide better service and training of students on adaptive software
- Conduct an analysis and preliminary plan to examine sponsored admissions (i.e. baseline data; retention data)
- Update and revise student handbook
- Update and revise documentation guidelines
- Revise contract for interpreting services used when departments are required to pay for services
- Focus on improving notetaking services, including use of electronic devices such as the Livescribe Smartpen
Appendix A

CDS Strategic Plan
Mission

The Center for Disability Services is dedicated to students with disabilities by providing the opportunity for success and equal access at the University of Utah. We are committed to providing reasonable accommodations as outlined by Federal and State law. We also strive to create an inclusive, safe and respectful environment. By promoting awareness, knowledge and equity, we aspire to impact positive change within individuals and the campus community.

Values

- Access
- Equity
- Inclusion
- Diversity
- Respect
- Knowledge
- Independence
- Self-Advocacy
- Leading Edge Technology

Strategic Objectives

1. Provide appropriate and reasonable accommodations to eligible students.

   Goals and Actions:
   
   a. Update and revise student handbook, website, and printed materials on a regular basis to provide accurate and effective information.
   b. Conduct regular case management meetings to review and discuss student cases, policies, and procedures regarding reasonable accommodations.
   c. Keep current regarding changes to laws and utilize best practices.
   d. Develop effective working relationships with students, faculty, staff, and departments to facilitate implementation of accommodations.
   e. Determine eligibility and deliver accommodations to students in a consistent, yet individualized, manner.
   f. Work collaboratively with students and faculty to identify essential elements and technical standards in the academic environment.
2. Develop students as a whole by providing services and resources that encourage self-advocacy, independence, wellness, knowledge, and balance.

Goals and Actions:

a. Research and identify campus and community resources that are available to our students and encourage their use.
b. Guide students in developing independence and self-advocacy skills.
c. Offer programs that encourage social, emotional, cognitive, physical, and spiritual health and wellness.
d. Work collaboratively with other campus offices (i.e. University Counseling Center, Women's Resource Center, Career Services, etc…) in offering support services to our students.
e. Encourage students to establish a short and long term vision related both to their education and their future.

3. Promote a safe, accessible and inclusive environment for students with disabilities through outreach, education, and increasing awareness.

Goals and Actions:

a. Provide a safe, welcoming and accessible environment within our office.
b. Educate and train CDS staff members about working with diverse, underserved, and/or underrepresented populations (i.e. Veterans, LGBT, different ethnic backgrounds, etc.).
c. Create effective marketing tools for our office that would be informative, sensitive, respectful, and inclusive.
d. Collaborate with Human Resources to provide ongoing training and resources to department, faculty, and staff on working with students with disabilities.
e. Partner with other offices (e.g. Student Recruitment, Orientation, etc.) in designing and adapting programs that foster and communicate an open and accessible campus community.
f. Educate the campus community through panels and presentations promoting disability awareness.
4. Engage in activities that further our knowledge and skills in the use of best practices in the areas of disability and higher education.

   Goals and Actions:
   
   a. Maintain memberships in local, regional, and national organizations to remain current with best practices in higher education and disability.
   b. Attend local, regional, and national conferences to develop and further our skills and knowledge.
   c. Network and develop relationships within the University of Utah as well as other agencies, organizations, and institutions.
   d. Engage in continuing education opportunities at the University (e.g. the Disabilities Studies Graduate Certificate, Human Resources trainings, Student Affairs trainings).

5. Actively implement and utilize technology that improves our ability to assist students with disabilities.

   Goals and Actions:
   
   a. Support and promote a campus wide technology policy that takes into consideration the needs of students with disabilities.
   b. Work collaboratively with computers labs on campus to maintain and update accessible equipment and software.
   c. Continue to expand and enhance the electronic database in order to improve efficiency and sustainability.
   d. Assist students with emerging technologies and improve student awareness and use of the technology.
   e. Dedicate resources to maintaining up-to-date software and equipment.

6. Enhance the diversity of the university by recruiting and retaining students with disabilities.

   Goals and Actions:
   
   a. Partner with campus offices that reach out to primary and secondary educations to support and promote recruiting students with disabilities from a diverse background.
   b. Develop working relationships with community organizations (e.g. Salt Lake Community College, State Office of Rehabilitation) to advertise and educate staff and prospective students regarding our services.
   c. Develop programs and services to educate the University community about the experiences and challenges faced by students with disabilities.
7. Assess and evaluate our services to increase our effectiveness.

Goals and Actions:

a. Review annually as a staff our goals, strategic plan, and services.
b. Work with the Assessment, Evaluation, & Research office to conduct at least one assessment per academic year (e.g. satisfaction survey, technology survey, needs assessment).
c. Implement a system for tracking retention, performance, graduation, and employment data on students registered with our office.
d. Maintain accurate records of services utilized by students, including demographic information of registered students.
e. Improve tracking of staff activity (e.g. appointment statistics, caseload, outreach).
Appendix B

CDS Organizational Chart
Appendix C

CDS Staff Activities
Committee Memberships, Faculty Appointments, Conference Presentations

Staff

Sid Davis
- TRAILS Advisory Board
- Legislative Coalition for People with Disabilities
- Return to the U Committee
- Non-traditional Advisory Committee

Carol MacNicholl
- Deaf Professionals Network, Utah
- Student Affairs Diversity Council
- Utah AD HOC Deaf and Hard of Hearing Services Committee
- Region 5 Representative, Deaf Caucus, Registry of Interpreters for the Deaf

Scott McAward
- ADA Coordinating Committee
- ACCESS Committee
- Utah statewide NASPA 2010 Conference Committee Chair
- Behavioral Intervention Team
- NASPA Region V Disability Knowledge Community Representative
- Advisory Council, Utah Schools for the Deaf and Blind
- Student Affairs Professional Development Committee, Co-chair

Stephanie Piani
- U.S. Department of Labor, Workforce Recruitment Program
- Student Affairs Health and Wellness Action Coalition
- Student Affairs Wellness Network
- Student Affairs Sustainability Committee

Faculty Appointments

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Position</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>McAward, Scott</td>
<td>Center for Disability Services</td>
<td>Adjunct Assist Professor</td>
<td>Educational Psych</td>
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</tbody>
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Conference Presentations
