This report documents the efforts and final recommendations of the Disability Working Group.

**President’s Charge and Development of Recommendations**
In February 2017, you charged the Disability Working Group with the task of assisting the university in thinking more systematically about ways to more effectively meet the needs of our community members with disabilities. You asked that we provide recommendations for change starting with “low hanging fruit.”

In December, the working group provided you with ten recommendations for your consideration. Those recommendations reflected priorities across campus and constituent groups. The recommendations ranged from the general - steps we could take to demonstrate that we welcome people with disabilities - to the specific. Some of these recommendations were low-hanging fruit with zero-cost associated. Some were not, and required significant financial investment.

These recommendations were developed over the course of monthly meetings by the group beginning in March of 2017, as well as numerous meetings of sub-groups focusing on particular topic areas. We submitted the recommendations for your review in November 2017. You and other senior administrators reviewed and considered the recommendations.

You joined the Group at our December 15th meeting, where we discussed the recommendations and you provided feedback. The fiscal realities of FY19 were recognized.

You asked that the Group distill the recommendations down to no more than three recommendations. The Group met monthly between January and March 2018 to
revise the recommendations based on your feedback.

We are providing an updated list of these recommendations for your consideration (recommendations are on page 3 of this report).

The Group remains committed to making positive change on our campus. We recognize the budget limitations for fiscal year 2019, but are steadfast in our belief that these recommendations would make a real difference for the better for members of our community who need and deserve a more accessible campus.

**Other Group Accomplishments**

Over the course of the year the Group has taken action to increase campus accessibility and to provide a more welcoming and inclusive environment for disabled faculty, students, and staff. Perhaps most importantly, the entire Group increased our knowledge and understanding of disability, accessibility and accommodation. The Group (or Group members) has:

1. Identified training needs and received funding to help meet these needs
2. Organized ADA training for fall 2018
3. Engaged with and learned from students and student groups
4. Revised the Student Accessibility Policy and Procedure
5. Revised and improved our Accessibility Webpage
6. Created a Report Barriers to Access Form which, through collaborative efforts, has already resolved 40 physical access issues
7. Made accessibility review a default before publishing websites in Cascade, thereby helping to ensure that our website is accessible to those with visual or physical impairments
8. Increased understanding of accessibility-related attributes of instructional spaces through APeL’s Classroom Inventory Project
9. Added an ADA presence to the Parking Advisory Committee, and addressed specific accessible parking needs.
Final Recommendations

1. **Campus Signage.** Provide $2,400 to improve campus signage, primarily by adding new signs directing people towards a building’s accessible entrance. This shovel-ready, low-cost pilot project would add signs to approximately five prominent buildings, primarily in the old campus. This was selected as a priority recommendation because it would have a high return on investment in terms of the visibility and awareness-raising. As not all of our building entrances are accessible, these directional signs will be an important first step in helping members of our community navigate the campus. See the attached sign plan proposal.

2. **Continue Accessibility Work.** Continue the working group as a permanent, university-wide committee, with a modified title focusing on accessibility rather than disability. This committee could be part of, or connected to, a committee with a broader equity/diversity scope, if such a committee were created to replace the EO and Diversity Committees that were retired in recent years.

3. **Continue Golf Cart Program or Develop Alternative.** Student Accessibility Services provides campus transportation services for students with mobility-related disabilities through a golf cart program. The student demand for these services has grown and faculty, staff and visitors have need of these services as well. Student Accessibility Services is not in a position to meet these demands and, after efforts to shift the program to parking services, the current plan is for the golf cart program to be discontinued this year.

The Group recommends that this program be continued or comparable, point-to-point services be made available to faculty, staff, and, ideally, alumni and other visitors to campus. See the attached memo regarding the golf cart program from Student Accessibility Services.

Conclusion

While we have accomplished much, there is considerably more work that needs to be done. The Group is committed to continue in our work. Given the changes in leadership and the reduced availability of certain Group members during the summer, however, we feel at this time it is most appropriate to put the Group on hold - with members on the ready to continue this fall if so charged.
We appreciate your recognition of the importance of an accessible campus and the Group looks forward to continue working toward this goal.

**Attachments**
A. President’s Charge to the Disability Working Group  
B. Current Working Group Members  
C. Disability Working Group Original Recommendations  
D. Directional Signage Plan  
E. Golf Cart Program Addenda
MEMORANDUM
February 14, 2017

To: Kiersten Boyce, Chair
Wayne Boy
Tina Coleman
Carla Costello
Sharron Gatling
Monica Griffin
Lesley Henderson
Michele Jackson
Katherine Kulick
Joe Martinez

Rita Metcalf
Leisa Meyer
Spence Milne
Mary Molineux
Mike Murphy
Regina Root
Gregg Shipp
Martha Terrell
Student
Student

From: Taylor Reveley

Disability Working Group

Beyond complying with the Americans with Disabilities Act, William & Mary should think more systematically than we have in the past about how the university can more effectively meet the needs of our community members who deal daily with mobility, visual, hearing, neurological and other such impairments. There may be steps we could take quickly at little cost to make our campus and programs more accessible. There are surely other steps requiring significant resources that could be identified and prioritized, even if near term action isn’t feasible amid the competing demands for W&M’s finite resources.

You have received this memorandum in the hope that you will be willing and able to serve on a working group to think about these matters. I have asked Kiersten Boyce (the university’s chief officer for compliance and equity) to chair the group, and she has graciously agreed. Please let her know promptly whether you, too, can serve.
There is no deadline for the completion of this group's work, and no necessity that it end with a lengthy written report. More important is that the working group spot ways in which W&M can do better for our compatriots with disabilities, starting with "low hanging fruit." These ways can be reported and recommendations made as they are crystallized, one by one.

I appreciate your thinking about whether this effort is one in which you have the time and interest to take part.

TR

TR/cb

cc:  Michael Halleran
     Ginger Ambler
     Chon Glover
Disability Working Group Members

Kiersten Boyce, Chair, Chief Compliance Officer, Title IX Coordinator, ADA Coordinator

Tina Coleman, Director, University Web & Design

Carla Costello, Compliance & Title IX Investigator, Deputy ADA Coordinator

Van Dobson, Associate Vice President for Facilities Management

Sharron Gatling, Assistant Director, Office of Diversity and Inclusion

Monica Griffin, Director, Sharpe Community Scholars Program

Lesley Henderson, Director of Student Accessibility Services

Bill Horacio, Director of Parking & Transportation

Michele Jackson, Associate Provost for University eLearning Initiatives

Katherine Kulick, Associate Professor, French & Francophone Studies; Teaching English as a Foreign/Second Language Program Director

Joe Martinez, Chief Operations Officer, Virginia Institute of Marine Sciences

Rita Metcalfe, Senior Director of Human Resources Operations

Leisa Meyer, W&M Community Studies Professor of American Studies, History, and Gender, Sexuality, & Women's Studies

Mary Molineux, Research and Instruction Librarian and Library Liaison, Swem Library (Ms. Molineux retired at the end of December 2017)

Mike Murphy Director of Academic and Technology Support Services

Mike Pritchett, Assistant Athletic Director, Facilities and Operations

Gregg Shipp, Director of Operations & Maintenance
Martha Terrell, Assistant to the Senior Vice President for Finance and Administration, Senior Planner

**Student Representatives:**
Alison Gerhard, Graduate Student, Chemistry
Anna Henshaw, Class of 2019

**Former Members:**
Regina Root, Professor of Hispanic Studies in Modern Languages and Literatures, was an inaugural member of the group, but resigned her service in fall 2017.

Spencer Milne, a former member of the Athletics staff, previously served on the working group, but left the university in fall 2017.
TO: W. Taylor Reveley, President
FROM: Kiersten Boyce, Disability Working Group Chair
DATE: November 14, 2017
RE: Disability Working Group Recommendations

The Disability Working Group has developed ten recommendations for your consideration. The recommendations reflect priorities across campus and constituent groups. They range from the general - steps we could take to demonstrate that we welcome people with disabilities - to the specific. Several recommendations are zero-cost.

These recommendations were developed over the course of monthly meetings by the group beginning in March of this year, as well as numerous meetings of sub-groups focusing on particular topic areas.

We look forward to you joining the Group at our December meeting (December 15th). If you have any questions or feedback on the recommendations prior to that, please let us know.

Thank you for the opportunity to engage on these important issues.

Attachment: Disability Working Group Recommendations
Recommendations to the President

William & Mary Disability Working Group
November 2017

Express an Institutional Commitment to Accessibility. Incorporating disability awareness and accessibility into our policies and procedures affirms our commitment to diversity and inclusion, and signals to all that W&M welcomes and supports those with disabilities.

1. Ensure accessibility is reflected as a priority in policy statements, W&M’s strategic plan, diversity plans and similar documents. Specific steps here could include creating a new policy focused on the rights and responsibilities of community members with respect to accessibility (as done by Oregon State see http://oregonstate.edu/accessibility/policies), to requesting the faculty amending the Faculty Handbook to consider specific issues important to faculty with disabilities and clarifying, to departments, the need to make meetings accessible to those with disabilities.

2. Ensure accessibility is a priority in planning and designing campus facilities, including both new construction and renovation. Specific steps could include modifying the workflow for facilities planning, adding accessibility review earlier in the process, or creating “best practice” standards for facilities accessibility that are distinct to W&M.

3. Transition the Disability Working Group a standing committee titled “Accessibility Committee”. Much work remains to be done, and coordination and strategic planning is vital to campus success.

Improve the Accessibility of W&M’s Buildings and Grounds. Although campuses with older facilities are not required to immediately bring all buildings up to current Code requirements relating to accessibility, they are required to assess or evaluate overall accessibility, identify areas of concern and develop plans to address these areas over time. W&M conducted a partial self-assessment in 2013.

4. Provide funding to address remaining issues identified in the 2013 assessment (which focused on the old campus) and improve the accessible ingress/egress to Swem Library.

5. Conduct a new self-assessment, beginning in the core of campus (ancient and old campus), that focuses on accessible routes, building ingress and egress, and parking. Involve appropriate administrative units and decision-makers in the assessment process.
**Improve and Expand Direct Services.** Although many offices and staff have some role in accessibility, direct services to faculty, Student Accessibility Services (SAS) and Diversity & Inclusion have primary responsibility for providing direct services to faculty, students and staff requiring accommodation. Accommodation needs and expectations are growing.

6. Student Accessibility Services provides campus transportation services for students with mobility-related disabilities through a golf cart program. The student demand for these services has grown and faculty, staff and visitors have need of these services as well; Student Accessibility Services is not in a position to meet these demands. The Group recommends that this program be expanded or comparable services otherwise be made available to faculty, staff, and, ideally, alumni and other visitors to campus, in consultation with W&M Parking & Transportation.

7. Improve staffing capacity to support and assist the campus community with disability accommodation needs. This would involve (a) developing expertise among existing relevant personnel in specific areas (for example, with assistive technology) and (b) increasing current staff capacity, either through hiring or re-allocation of existing duties.

**Education and Awareness**

8. Increase campus awareness of disabilities and accommodation processes. This recommendation would be fulfilled in part by support of the training PBR made by Compliance. This recommendation does not include mandatory, across-the-board training, although mandatory training could be appropriate for certain groups, such as managers.

**Technology**

9. Provide funding to license tools and services that would ease the production of accessible textual and media content (e.g., optical character recognition, captioning for videos) and that would allow us to monitor the accessibility of our web-based content.

10. Ensure digital tools and services licensed by campus meet or exceed industry standards (e.g., WCAG 2.0). Specific steps could include modifying the procurement workflow and/or modifying the standard procurement terms and conditions.
Old Campus Accessibility Signage Proposal

As we work toward making our campus more accessible, we note that many have expressed concerns regarding the location of accessible entrances, particularly in the old campus. Ideally, every entrance would be accessible, but that is not realistic given the historic nature of our campus. Providing directional signage -- small signs directing people towards the nearest accessible entrance -- is an alternative solution.

Directional signage serves two primary purposes: it indicates that there is an accessible entrance, and guides one to the shortest path towards that entrance. In addition, adding signage:

- Is relatively low cost
- Is highly visible and is a good faith effort toward improving access
- Heightens awareness and indicates a welcoming, inclusive campus environment
- Can be done in-house by existing staff.

This signage plan recommendation covers buildings (except for the newly renovated Tucker and Tyler Halls) on the Sunken Gardens, a highly trafficked and visible part of the campus.

Below is the recommended plan for each building in the Old Campus and the number of signs needed for each building. The total estimated cost for the 16 signs plus installation is $2,400.
James Blair Hall (2 signs)

Sunken Garden side
Directional sign to accessible entrance

James Blair Drive side
Directional sign to accessible entrance
Ewell Hall (3 signs; possibly 1 post)

(Dean’s Office entrance)

Dual arrow sign to guide to both accessible entrances (arrows to both ramps; one to Dean’s Office and one to Music Department; might be placed on a post).
Accessible ramp for Dean’s Office entrance
Replace the above with International Symbol of Accessibility

Non-accessible entrance to Music Department (Ewell Circle side)
Provides direction to the accessible entrance for the Music Department
Blow Hall (4 signs)

Directional sign to accessible entrance

Change the existing sign to the International Symbol of Accessibility
Blow Hall Richmond Road entrance directional sign

Change existing sign to the International Symbol of Accessibility
McGlothlin Street (4 signs)

Sunken Gardens entrance
Although this is an accessible entrance, an International Symbol of Accessibility placed above the button would greatly increase the visibility.

Same as above-button in in between pillars
Back of McGlothlin. Signs to direct to parking and accessible entrance.
Washington Hall (2 signs)

Sunken Garden entrance
Change this to the International Symbol of Accessibility
MEMORANDUM

To: Sam Jones, Senior Vice President for Finance & Administration
    Michael Halleran, Provost of the College

From: Lesley Henderson

Date: October 10, 2017

Re: Golf Cart Transportation as an ADA accommodation

CC: Kiersten Boyce, Chief Compliance Officer and ADA Coordinator
    Carla Costello, Deputy ADA Coordinator
    Marjorie Thomas, Dean of Students
    Dave Gilbert, Associate Dean of Students
    Sharron Gatling, Assistant Director of Equal Opportunity
    Ginger Ambler, Vice President for Student Affairs
    Bill Horacio, Director of Parking & Transportation Services
    Cindy Glavas, Director of Auxiliary Services

The Student Accessibility Services Office, as part of the Dean of Students Office operations, began providing golf cart service to qualified students as an ADA accommodation during the Fall 2015 semester. This service enables students to get to and from their campus academic and living buildings on a campus that, given its historic and insular nature, is tricky to navigate for those individuals who are mobility-impaired. Students have reported to the SAS office that without the golf cart service, they would otherwise have to withdrawal for the semester because of their difficulty with mobility on campus.

As the data show, these services are increasingly used as student injuries and diagnosed conditions ebb and flow. We have had to hire additional personnel (student workers) to serve as drivers, and the demand for the service exceeds our own operational hours of 8 AM to 5 PM, with students needing to get across campus for evening study groups, meals, and other campus-sponsored activities that happen in the evenings and on weekends. Additionally, one golf cart is not enough to sustain our services, and thus, we have had to purchase two golf carts simply to transport students. We are also aware that the need for transportation as an accommodation may extend to faculty and staff working on campus, as they, too, need assistance getting to around campus safely when they have a disability, and this may be afforded as their legal right.
Our recommendation is to shift what has become a transportation enterprise in earnest to Parking and Transportation Services. We have had conversations with Bill Horacio and Cindy Glavas, who, with the proper personnel support, are interested in carrying out this service to our William & Mary community. Just as Student Accessibility Services and Equal Opportunity staff budget annually for these direct services from the Provost Fund (Index 120176), we recommend that the costs associated with the direct support of student, faculty, or guest ADA accommodations continue to come from this budget, but with the oversight and planning of Parking and Transportation Services. Once the SAS or EO office has authorized student or employee ADA accommodations, we can then notify Parking and Transportation of the need for a qualified individual’s transportation service.

Thank you for your time and consideration of our plan to enact ADA accommodations most effectively for all who work, study, or visit William and Mary.
Limited Mobility Transportation Service/Golf Cart Data
Again this year, our registered mobility-impaired students availed themselves of the use of the golf cart service to navigate campus while impaired. The number of golf cart riders in the fall fluctuated weekly, but on average we had 15 golf cart riders scheduled per week. We averaged about 15 riders per day. Most of our golf cart riders were on the schedule daily. Our weekly number of riders increased over the course of the semester. In total, we served 44 student riders for the fall semester. Among those riders, we averaged 102 rides per week, or an average of 20 rides per day. The total number of rides given for fall 2016 was 1,531.

The number of golf cart riders in the spring also fluctuated weekly, but on average we had 16 golf cart riders scheduled per week. We averaged about 16 riders per day. Our weekly number of riders increased over the course of the semester. In total, we served 44 student riders for the spring semester. Among those riders, we averaged 109 rides per week, or an average of 22 rides per day. The total number of rides given for spring 2017 was 1,635.

The total number of golf cart rides for 2017-2018 for fall 2016 and spring 2017 combined is 3,166. This is roughly the same amount of rides given in fall 2015 and spring 2016 (3,230). Thus, our steady demand continued. We served 44 students each semester, according to our data, though the students themselves often changed during the semester depending on their rate of recovery and/or based on their need for this service.

This year, we recruited two "lead drivers" who were paid at a higher rate and had more responsibility. One driver was in charge of the daily and weekly rider scheduling, and the other was in charge of the daily and weekly driver schedule. The Director and graduate assistants for Student Accessibility Services oversaw their operations. This system worked very well, taking some of the time consumption burden off of the SAS staff.

Barriers to Implementation
Barriers to limited mobility students receiving transportation service continues to be reliability of the golf carts themselves. We frequently needed golf cart repairs. As we discovered last year, one golf cart is not enough to get through most days of golf cart service due to its frequent use and need to re-charge (or re-fuel). We also had a number of different student driver users. Though they were all trained on golf cart use, there may still have been inconsistencies in understanding of use of these vehicles, which led to problems with the carts. However, we were also plagued with mechanical difficulties at times, which resulted in us frequently renting golf carts from SWAM providers in the area. Also, we were sometimes subject to driver availability difficulties, such as when students overslept, missed, or were sick for their shifts. Having back-up drivers available to work other shifts was valuable in these instances.

With the time, resources, and manpower required to (literally) keep the golf carts running, we are looking to other campus partners to share or transfer some of the golf cart service responsibilities, such as Parking and Transportation. However, at this time, we continue to maintain the golf cart programming within Student Accessibility Services.

See Appendix E for more data and graphs related to Limited Mobility Transportation Service (Golf cart service) from Fall 2016- Spring 2017.
Appendix E

Limited Mobility Transportation Service/Golf Cart Data (Fall 2016 and Spring 2017)

As you can see in figure 1, the number of golf cart riders in the fall fluctuated weekly, but on average we had 15 golf cart riders scheduled per week. We averaged about 15 riders per day. Most of our golf cart riders were on the schedule daily. Our weekly number of riders increased over the course of the semester. In total, we served 44 student riders for the fall semester.

Among those riders, we averaged 102 rides per week, or an average of 20 rides per day. The total number of rides given for fall 2016 was 1,531. This data is outlined in the following table.

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<thead>
<tr>
<th>Average Number of Rides Per Day</th>
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<tr>
<td>Average Number of Rides Per Week</td>
<td>102</td>
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<tr>
<td>Total Number of Rides Fall 2016</td>
<td>1,531</td>
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As shown in figure 2, the number of golf cart riders in the spring also fluctuated weekly, but on average we had 16 golf cart riders scheduled per week. We averaged about 16 riders per day. Our weekly number of riders increased over the course of the semester. In total, we served 44 student riders for the spring semester.

Among those riders, we averaged 109 rides per week, or an average of 22 rides per day. The total number of rides given for spring 2017 was 1,635. This data is outlined in the following table.

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<td>Total Number of Rides Spring 2016</td>
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</tbody>
</table>
Additional updates since the above report was prepared:

- We had an outside organization provide training in 2020
- We are currently working on internal training that will be available for all employees
- We have a plan for wayfinding that we hope to implement soon
- The golf cart program has been successfully moved to Parking & Transportation
- We now have the Diversity Advisory Group which incorporates all aspects of diversity including accessibility
- The accessible entrance at Swem Library (the back entrance) is being moved and will no longer be the same entrance as the delivery platform.