



WILLIAM & MARY

CHARTERED 1693

STUDENT ACCESSIBILITY SERVICES

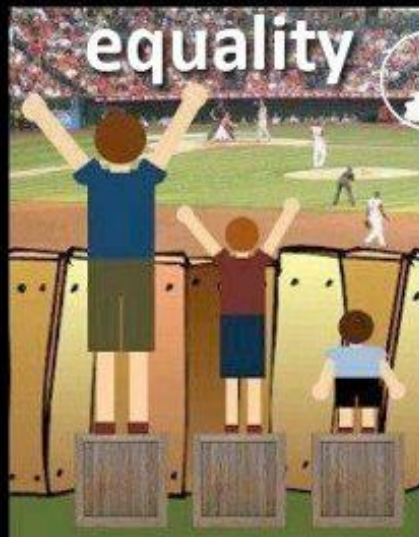
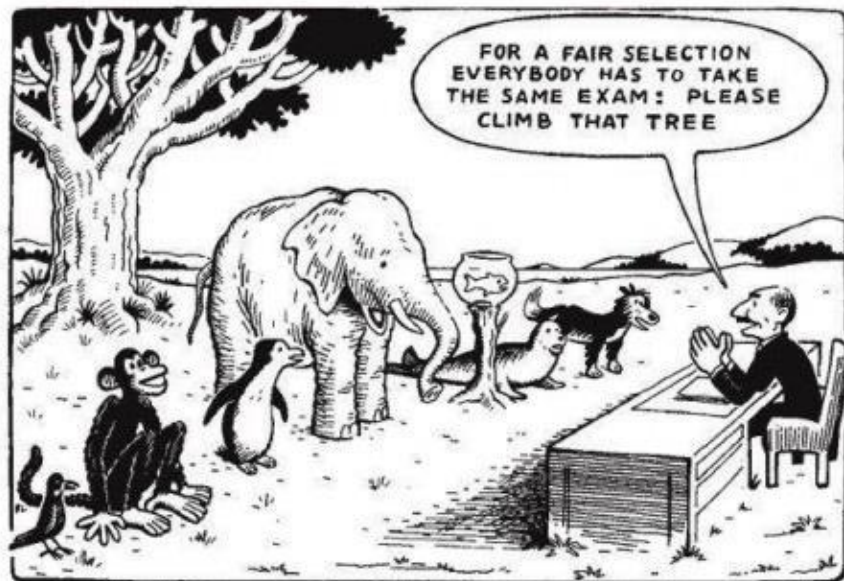
Fostering Student Success through Access

*Lesley Henderson,
Assistant Dean of Students and Director*

OUR ORIGINS

- Legal compliance meets Student Affairs
- Americans with Disabilities Act of 1990 and ADA Amendments Act of 2008
- “Disability Services” changed to “Student Accessibility Services” (July 2015) to reflect current emphasis on ability rather than limitation





Equality = SAMENESS

Equality is about **SAMENESS**, it promotes fairness and justice by giving everyone the same thing.

BUT it can **only** work **IF** **every-one** starts from the **SAME** place, in this example equality only works if everyone is the same height.



Equity = FAIRNESS

EQUITY is about **FAIRNESS**, it's about making sure people get access to the same opportunities.

Sometimes our differences and/or history, can create barriers to participation, so we must **FIRST ensure EQUITY** before we can enjoy equality.

WHO WE ARE

Staffing

- One full-time Assistant Dean/Director
- One graduate assistant (20 hours/week)

Department Goals

- Students with disabilities will **develop self-advocacy** skills through the coordination of services and accommodations
- Students will **identify and engage strategies** that effectively offset the condition and enhance academic success
- Student Accessibility Services will **increase awareness** within the William & Mary community

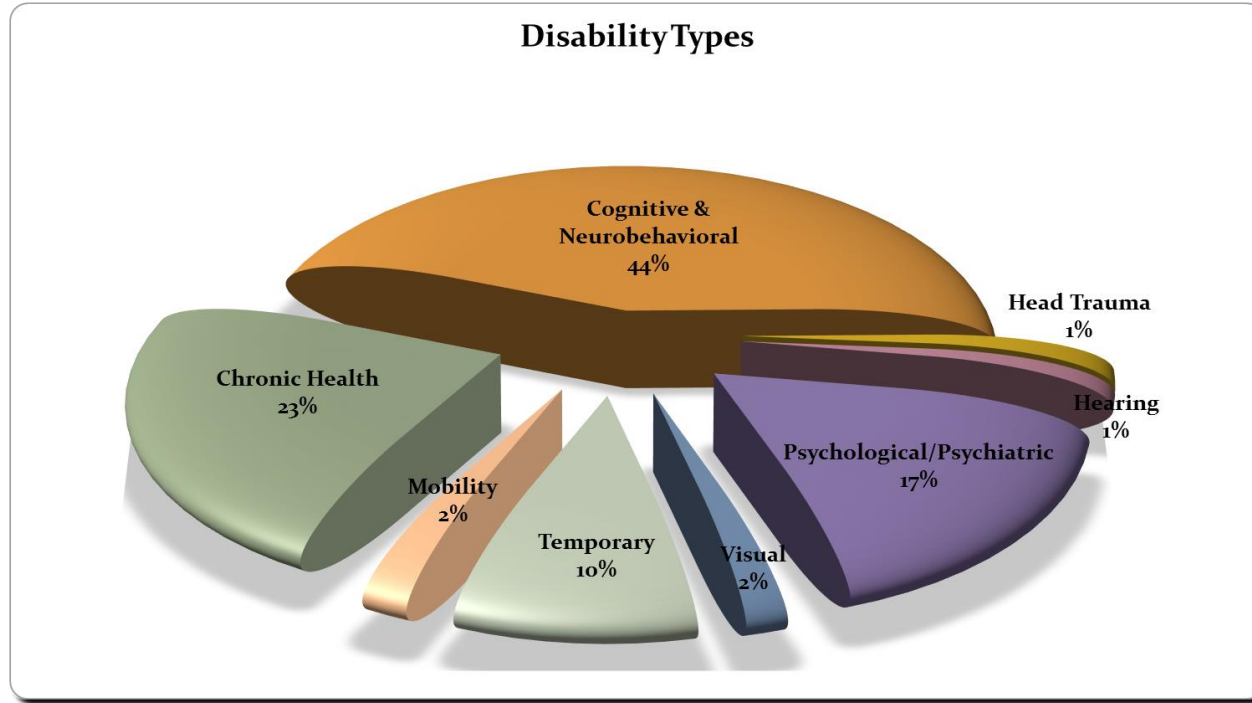
WHO WE SERVE

We work with officially diagnosed student needs:

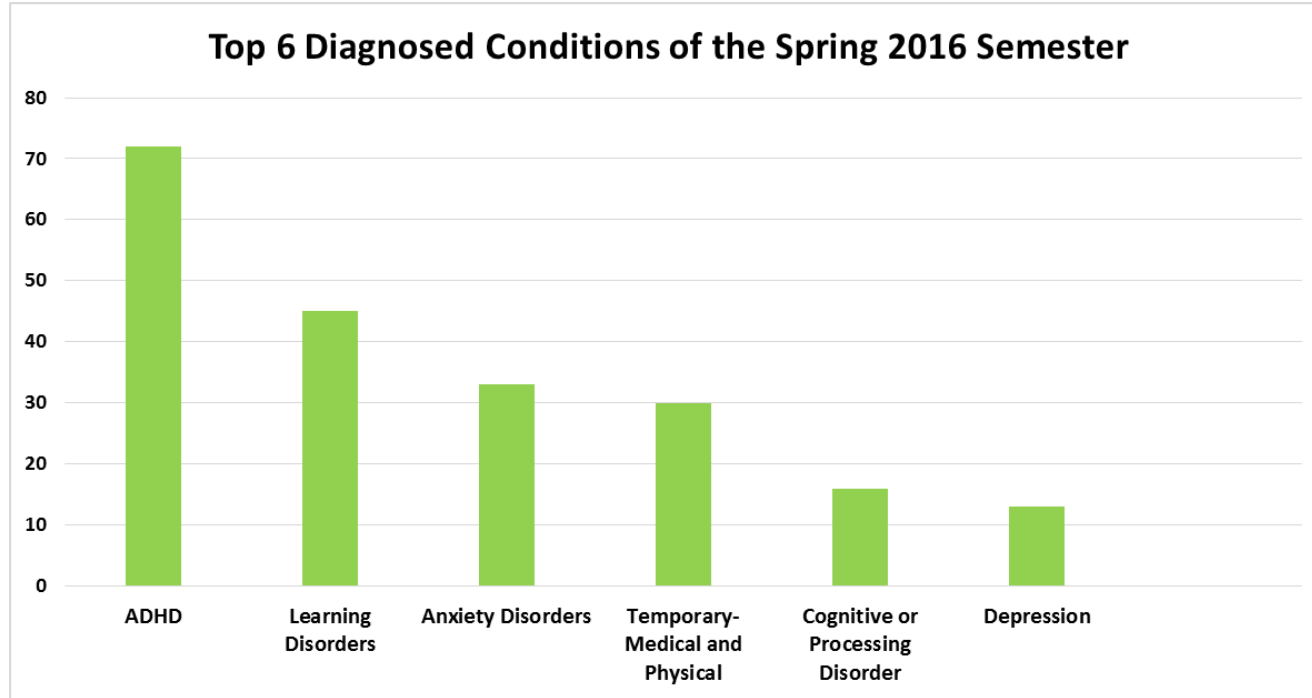
- Visible and “invisible” (or unseen) conditions
- Temporary or long-term conditions
- Physical or mental health diagnoses



DIAGNOSIS & SERVICES

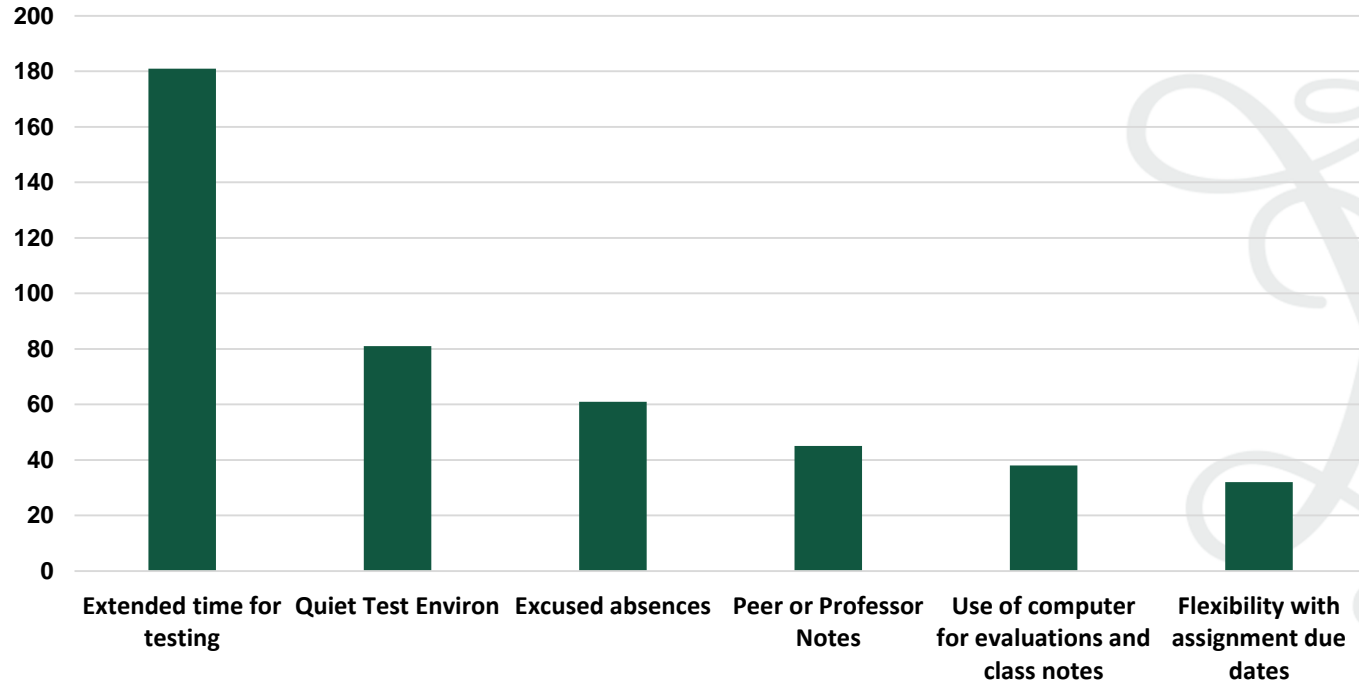


TOP SIX REGISTERED CONDITIONS



MOST FREQUENTLY GRANTED ACCOMMODATIONS

Top 6 Accommodations of the Spring 2016 Semester



SPRING 2015 FOCUS GROUPS

- SAS registration process
- Orientation
- Engaging with professors
- Housing
- Parking/Campus navigation
- Specific accommodations
- Name change



*“I POSTPONED CONTACTING
‘DISABILITY SERVICES’ BECAUSE IT
HONESTLY MAKES ME FEEL WEAK.”*

Email from a Sophomore student diagnosed with Bipolar Disorder, Fall 2014

SAS INITIATIVES

- Golf cart service
- Expanded testing center (Watson Lab)
- Faculty outreach
- W&M community awareness
- Neurodiversity efforts



MAKING A DIFFERENCE

"I want to thank you again for all the help you've given me these past few months!... I can't begin to thank you enough for all the help you provided me! Second semester is going great and I am even applying to the Business School a year early! I am getting really involved and am happy to say I am a peer advisor for the class of 2020!! Thank you thank you thank you!!"

- Jena Araojo, Class of 2019



MAKING A DIFFERENCE

- *“I just wanted to send a quick email to you, thanking you for the work that you did in helping me get accommodations. They were honestly life changing. I’ve never had accommodations before, and they helped so much. This semester was still difficult, but I didn’t feel doomed to fail like I had in previous semesters.”*
 - Student diagnosed with anxiety, depression, and autism



FUTURE CONSIDERATIONS



- More students transitioning successfully at the high school level means more coming to college
- Increased awareness of rights and options
- Expansion of services
- Continued faculty and staff support
- Need for improved technologies

