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PREFACE

The following report identifies the recommendations from the *ADA Review Task Force Report* that have been completed, are in progress, or have been initiated since July 2011. At the end of the first year, the University completed or made significant progress on 21 of 49 (42.9%) recommendations. In the second year, the University initiated, completed, or continued to make progress on 42 of 49 (85.7%) recommendations. If we look at our efforts in the first two years as a whole, the University completed, continued progress, or initiated 49 of 49 (100%) recommendations.

There are nine major themes from the *ADA Review Task Force Report*. These themes link to *Bold Aspirations*. The correlations between these two reports reinforce that creating a more accessible campus for people with disabilities creates a stronger University for everyone.

The formal policy statement adopted in the fall of 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.”

Section 504 of the Rehabilitation Act of 1973 and Title I and II of the Americans with Disabilities Act of 1990 mandate access to facilities, educational and co-curricular programs, campus activities, and employment opportunities for qualified individuals with disabilities. Even though the University of Kansas bases its legal obligations on these laws, KU aspires to do more than comply with the letter of these laws. Our goal is 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 provide the KU campus community a climate of inclusiveness.

In December 2010, an ADA Review Task Force convened on the Lawrence campus and began a campus-wide review of accessibility. The charge of the ADA Review Task Force: 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 to an inclusive campus community; 2) Identify opportunities for improved coordination, communication and resource sharing; and 3) Minimize duplicated 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 that resulted in more than 100 administrators, faculty, staff and students engaged in the process. To organize the campus-wide review, six sub-groups were formed: Academic Accommodations; Employment; Information Technology; Facilities; Parking & Transit; and Student Services. The final report was drafted, reviewed and then presented to the Provost and Executive Vice Chancellor in July 2011. For the full report: http://www.provost.ku.edu/pdf/ada-review-task-force-report-201107.pdf

**HIGHLIGHTS FROM THE FIRST ANNUAL PROGRESS REPORT**

The *First Annual ADA Review Progress Report* identified accomplishments such as appointing two dedicated administrators with expertise to serve as campus resources. Even though there were 21 recommendations that KU completed or made significant progress on in the first year, the four most significant accomplishments include:

1) Filling two inaugural accessibility-related positions including the Director of Accessibility and ADA Education and the Design and Construction Management Project Manager for ADA Quality Compliance.

2) Providing the “Access, Communication and Teamwork: Working with Students with Disabilities” training to all faculty and select staff who have a role in providing academic accommodations.

3) Implementing a Content-Management System (CMS) process for campus units with a web presence. CMS is a system-wide approach that supports University staff to create accessible websites. The new process requires compliance with Kansas Web Accessibility Requirements.

4) Securing Room 30 in Strong Hall as the main site for alternative administration of course-related tests and exams. The *First Annual ADA Review Progress Report* can be found at: http://www.ioa.ku.edu/sites/ioa.drupal.ku.edu/files/docs/KU%20ADA%20Firtst%20Year.pdf
HIGHLIGHTS FROM THE SECOND ANNUAL PROGRESS REPORT

The Second Annual ADA Review Progress Report describes how every original recommendation from the ADA Review Task Force Report has been completed or is in progress. The six biggest accomplishments over the past year include:

1) Filling the final inaugural accessibility-related position, the Software Tester/Assistive Technology Coordinator. The purpose of this position is for campus-wide coordination of technology related to disability needs.

2) Initiating a comprehensive master plan for the University of Kansas Main and West Campuses in Lawrence and the Edwards Campus in Overland Park. One Master Plan Principle is to “create an inclusive University by designing a safe and accessible campus embracing universal accessibility for all new buildings.”

3) Updating the University of Kansas Procurement Policy. The primary changes in this revision are in Section V Competitive Solicitations. KU now has proactive measures to select vendors who will comply with accessibility laws.

4) Updating the emergency evacuation plan to include an extensive section on guidelines for evacuating people with disabilities. The biggest change is that there now is a voluntary on-line interactive personal action plan, including instructions on emergency exit elevators.

5) Reconstituting the Architectural Barriers Committee (ABC) in January 2013 in order to clarify our purpose and seek more input from people with disabilities. The ABC’s mission statement is, “to improve campus accessibility through providing input on new construction projects, managing KU’s master transition plan, and incorporating Universal Accessible Design concepts into KU’s Design Standards.”

6) Educating our beverage vending machines vendor, Coca-Cola, about the ADA 2010 Standards. The 2010 Standards are legal requirements that started March 15, 2012. The 2010 Standards provide detailed guidance in order to create accessible environments for people who use wheelchairs. Representatives from Coca-Cola explained that because of KU’s efforts to educate the company about the 2010 Standards, they would make their newly designed CO2 refrigerant vending machines accessible. KU was the first institution in the world to get these new vending machines, arriving August 16, 2012.
Each recommendation from the original ADA Review Task Force Report is numbered 1-49 in APPENDIX A on page 38. A recommendation will fit into one of two categories: COMPLETED or ON-GOING. Following each recommendation is a brief description explaining how KU has met these recommendations and links to a website or an appendix for further accountability measures. Any recommendation completed in the first year can be read in more detail in the First Annual Progress Report:

http://www.ioa.ku.edu/sites/ioa.drupal.ku.edu/files/docs/KU%20ADA%20First%20Year.pdf

COMPLETED

The first major theme from the ADA Review Task Force Report includes five recommendations to create and hire three ADA-specific positions. These positions directly enhance diversity; the hiring of these inaugural positions supports Bold Aspiration’s: 5-D Enhance diversity of faculty, staff, and students.

Recommendation 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.
Recommendation 2. 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.

Recommendation 3. The University should retain an in-house expert on ADA law and ADAAG requirements to inform and guide compliance in all areas.

Recommendations 1-3 describe one full-time ADA compliance position. Effective March 22, 2012, Jamie Lloyd Simpson is the Director of Accessibility and ADA Education. This position ensures that best practices are applied consistently University-wide, coordinates existing, implements new or improved services and resources to meet campus needs, and serves as an ADA resource for the campus. This position also assumes the duties as KU’s ADA Coordinator:

a) Creating an agency compliance plan;
b) Providing notice of ADA Requirements;
c) Adopting and publishing a complaint procedure for the prompt and equitable resolution of ADA-related complaints;
d) Conducting a Self-Evaluation; and
e) Creating a Transition Plan.

Recommendation 4. Establish and fund an ADA Facilities Coordinator/Project Manager within the DCM office.

Effective February 20, 2012, Design and Construction Management revised the duties of a Program Assistant position (working title ‘Project Manager for ADA Quality Compliance’), held by Monita Ireland, to include ADA compliance coordination as 30% of the 1.0 FTE position duties. This position’s ADA coordination responsibilities include reviewing construction drawings for ADA compliance; responding to ADA-related complaints that are appropriately handled by DCM (or referring complaints to another office as appropriate); maintaining a list of proposed accessibility improvements within DCM’s project database; and other tasks as assigned. The Project Manager for ADA Quality Compliance and her supervisor, Bob Rombach (University Fire Marshal), will perform ADA inspections concurrent with life safety code inspections. Other DCM staff will also be on the lookout for ADA issues and will report those to Monita.
Recommendation 5. Establish and fund a full-time ADA assistive technology position within KU Information Technology. This position would focus efforts on guidelines/standards for computer labs, course content/text transcripts, and campus-wide coordination of technology related ADA issues.

Effective May 1, 2013, Kit Cole is the Software Tester and Assistive Technology Coordinator. Ms. Cole is an employee of the KU Information Technology Office. The purpose of this position is for campus-wide coordination of technology related to disability needs. The position is half-time coordinating accessibility issues and half-time testing software for quality assurance.

A second major theme from the ADA Review Task Force Report is to designate a central academic testing site for students with disabilities. Creating a central academic testing site supports Bold Aspirations guiding principle to respect the dignity and rights of the individual.

Recommendation 6. 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.

This recommendation is described in detail in the first annual progress report. A full time coordinator of testing services started August 1, 2012. The testing center opened in the fall of 2012.

Recommendation 7. 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 policies, forms, resources, etc.

The First Annual Progress Report provided the details about the new Institutional Opportunity and Access website. Since the publication of the First Progress Report, other pages have been added, including a link to resources, more trainings, a new student leadership program called Accessibility Ambassadors, how to get involved, how to report a facility access barrier, and a tutorial on how to join Twitter. IOA created a Twitter account to use to communicate facilities emergencies (e.g., elevator outages or road construction). The Accessibility and ADA Education website can be found at: www.ioa.ku.edu/accessibility
Recommendation 8. 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.

This recommendation was completed during the first year.

Recommendation 9. Promote KU web accessibility and analyze other applications for accessibility:

- Consider adopting a policy requiring all departmental web sites to 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.

This recommendation was completed during the first year.

Recommendation 10. 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.

This recommendation was completed during the first year.

Recommendation 11. 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.

This recommendation was completed during the first year and is still the standard.

Recommendation 12. Though not required, Parking and Transit should explore funding to add door openers to all levels of northeast stair tower in Allen Fieldhouse Garage.

This recommendation was completed during the first year.
Recommendation 13. 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 listserv notification yet to be developed.

This recommendation was completed during the first year and Parking still uses this list to communicate parking disruptions with those who register for accessible parking.

Recommendation 14. 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. This could be accomplished using currently available resources, as those resources are available, but could be accomplished sooner by a new ADA Facilities Coordinator.

This checklist was developed and explained in the First Annual Report. The DCM Project Manager for ADA Quality Compliance uses the ADA Facilities Checklist as the basis for the trainings she provides Facilities Services employees. The training is explained in further detail under Recommendation 20.

ONGOING

The third theme in the ADA Review Task Force Report is to show the importance of on-going professional development for staff and faculty in the area of accessibility. Accessibility training efforts support Bold Aspirations Goal 5 of KU’s strategic plan Bold Aspirations: Developing Excellence in People. By showing a commitment to training accessibility administrators, KU increases accessibility knowledge and practice for everyone. Accessibility administrators train the campus community on the most up-to-date accessibility laws and disability cultural competency. For information on accessibility administrators trainings offered to KU faculty, staff and students, see Recommendation 17.

To continue developing expertise in the ADA and other accessibility laws, the University supported the attendance at several conferences for accessibility administrators. These conferences featured some of the highest authorities on accessibility laws (e.g., Department of Justice, EEOC, Access Board, W3C). The accessibility administrators attended the following conferences:
• The Director of Accessibility and ADA Education completed the ADA Coordinator Certification Program from the University of Missouri, Disability Policy & Studies School of Health Professions. The ADA Coordinator Training Certificate Program is not a required certificate to be an ADA Coordinator, however, the program certifies that the ADA Coordinator has a depth of knowledge on ADA and other accessibility laws.

• The Director of Accessibility and ADA Education attended a national ADA Coordinator Conference October 23, 2012, in Kansas City, MO. During this conference she co-presented a session titled *Advanced Discussion Forum: Common and Complex Issues of the ADA Coordinator.*

• The Director of Accessibility and ADA Education attended the ADA National Symposium May 15, 2013, in San Antonio, TX. During this conference the Director of Accessibility co-presented a session with Ray Petty of the Great Plains ADA Center titled *Vending Machines and Kiosks.* Coca-Cola also provided presentation guidance and slides. PowerPoint of this presentation is APPENDIX B.

• Software Tester/ Assistive Technology Coordinator attended Web Accessibility Training presented by WebAIM in Logan, Utah May 20-23, 2013.

• DCM’s Project Manager for ADA Quality Compliance attended the Enlightened Accessible Design forum for architects, builders and engineers in Kansas City, Missouri, February 27, 2013.

• DCM’s Project Manager for ADA Quality Compliance and the Director of Accessibility and ADA Education attended a national ADA Coordinator Conference in Portland, Oregon, August 20-22, 2013.

Recommendation 15. 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.

Recommendation 16. 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.
Recommendation 17. 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.

Recommendations 15-17 were addressed in the “Access, Communication and Teamwork: Working with Students with Disabilities” training provided to all faculty and select staff who have a role in providing academic accommodations. New faculty members are expected to take the training. This training is labeled “ADA Training Slide Show” on the IOA website at: http://www.ioa.ku.edu/training

Other trainings we provided to campus include:

- The Director of Accessibility and ADA Education worked with several faculty members who are experts in the field of disability to present at the annual Teaching Summit August 16, 2012. Two proposals were accepted, resulting in four presentations about disability inclusiveness:
  - **Universal Design for Learning**- Sean Smith, Don Deschler, Jim Basham
    This session featured current as well as future innovations where Universal Design for Learning (UDL)-based principles are being applied to instruction. Participants were exposed to future applications, ideas for development, and an understanding of critical next elements to further development and integration of UDL-based solutions.
  - **Disability Studies in the Multidisciplinary Classroom and the Multicultural University**- Glen White, Ray Pence, Jamie Lloyd Simpson
This presentation provided a brief historical review of disability civil rights and awareness. Audience members learned about how disability topics and themes are relevant to a range of learning domains and situations. Most important, presenters invited their audience to join them in affirming the roles of students with disabilities in the diverse, multicultural university of the 21st century. This interdisciplinary approach to understanding people with disabilities as a diverse population is also emerging in University initiatives; the University of Kansas Bold Aspirations initiative includes disability-related learning outcomes to achieve the goal of, "respect for human diversity and expand[ing] cultural understanding and global awareness."

- Director of Accessibility and ADA Education co-presented with two AbleHawks and Allies members, Cynthia Marta and Amanda Thompson, to 18 employees in the Bursar’s office on November 1, 2012. The content of the training included disability cultural competency, disability civil rights history, and ample time for questions from the Bursar’s office to the students on improving customer service. The Bursar promoted this training to other KU offices. Two other trainings followed from the Bursar’s recommendation:
  - The Director of Accessibility and ADA Education co-presented with AbleHawks & Allies members, Cynthia Marta, Amanda Thompson, Preston Brown, and Greg Turner, to 24 employees in the Financial Aid and Scholarship office on November 29, 2012.
  - The Director of Accessibility and ADA Education co-presented with AbleHawks & Allies member Elizabeth Boresow on May 29, 2013, to 21 employees in the Undergraduate Advising Center.

- On January 23, 2013, the Director of Accessibility discussed disability as a civil rights issue, disability etiquette, and respectful language in addition to some of the proactive ushering methods related to patrons with disabilities to employees of the firm, CSI Ushers. KU hires CSI Usher Company for big events (e.g., football and basketball games and Commencement).

- The Director of Accessibility and ADA Education presented to approximately 40 employees during the Unclassified Senate monthly meeting in July. Topics included reasonable accommodations, opportunities to partner and a discussion about preventing disability through ergonomic education.

- On April 25, 2013, the Director of Accessibility and ADA Education trained all employees of the Public Safety Office about disability cultural competency and scenarios for how to respond to arresting people with disabilities.
• One of the Bold Aspirations Lectures, sponsored by the Office of the Provost brought, Dr. Artiles to on November 15, 2012 to KU. Dr. Artiles is a Professor of Culture, Society, and Education in the School of Social Transformation, College of Liberal Arts & Sciences at Arizona State University discussed his research with the KU community. Dr. Artiles discussed intersectionality in research on the racialization of disability. The Bold Aspirations lecture platform raised disability awareness and reinforced that we acknowledge disability as a diversity topic. The lecture also highlighted the importance of needing to understand how disability demographics affect retention rates.

• On March 14, 2013 during one Red Hot Research Presents series, Dorothy Nary presented on Accessibility and Social Connectedness research that she has conducted at the Research and Training Center on Independent Living. Dr. Nary discussed the social ramifications associated with housing not being accessible for people with disabilities.

Recommendation 18. 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.

IOA requested that HR include an IOA brochure to HR’s new employee orientation. This brochure includes accessibility information.

• Student Success provided ADA information via the existing New Student Orientation program, ensuring new students receive it as early as possible upon enrolling at the university.

IOA had a role in Hawk Week for incoming freshmen in the fall of 2013. IOA created an accessible ball pit. Each ball in the ball pit had a question on it was designed to stimulate conversation between different participants. IOA staff also provided general IOA information about where students can go if they believe they have experienced discrimination or have accessibility-related questions.

• 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.

The Center for Online and Distant Learning (CODL) and the Center for Teaching Excellence (CTE) partnered to sponsor the 2013 Spring Redesign Seminar on March 7, 2013. The seminar hosted 19 College faculty members who are redesigning a course either as hybrid or online format. The CODL and CTE’s goal is to work with this cohort over the course of the spring semester to explore their learning outcomes and leverage technologies and pedagogy that will improve learning outcomes. The Director of Accessibility and ADA Education was invited to be a guest presenter to share universal design considerations into hybrid and online learning experiences. The “Blackboard Accessibility Considerations” presentation can be found on the IOA website at: http://www.ioa.ku.edu/training

**Recommendation 19. Train all staff responsible for the removal of snow or ice.**

On December 12, 2012, the Director of Accessibility and ADA Education presented training to Facilities Zone Managers. Zone Managers and Supervisors, as well as Central Shops Supervisors provided ADA training in snow/ice removal operations to the entire maintenance staff (over 220 employees) in the month of December, using the “train the trainer” materials provided by the IOA office. The training is on the IOA website: http://www.ioa.ku.edu/training

**Recommendation 20. Training for all supervisors on ADA issues and policies in a recurring format should be provided.**

While there has not been an effort to train all supervisors, some progress has been accomplished. March 5, 2013 and May 8, 2013 Director of Accessibility and Education provided Title I of the ADA/Employment training to 34 new supervisors during a Supervisory Training for Excellence in Performance (STEP) training. The training is on the IOA website: http://www.ioa.ku.edu/training

The Director of Accessibility and ADA Education provided Title I training to six Shared Service Center supervisors.

**Recommendation 21. 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).**
The current process used by AAAC for identification of note takers is considered standard practice among colleges and universities. A packet with information for the faculty member and the potential note taker as well as NCR (No Carbon Required) paper is given to each faculty member in whose class a note taker is required as an accommodation. AAAC also explored technology that could be deployed in this area and has added Smart Pens to its offerings. This technology allows the student with a disability to take skeletal notes while the instrument digitally records the lecture. The accompanying software allows the student to later replay any parts of the lecture that may not be well-represented in the notes. Students who have used this technology have reported high satisfaction with the outcomes as well as the independence it gives them. AAAC has increased the number of Smart Pens it will be loaning in the 2013-14 academic year.

Recommendation 22. 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.

The Director of Accessibility and ADA Education, AAAC, Research and Training Center on Community Living staff, and the Director of University Ceremonies & Events collaborated to create a communications package on how to host accessible events and requests for public accommodations. The Director of Accessibility and ADA Education sent the communication package to all Commencement Recognition Event Coordinators before Commencement in 2013. The Communication Package titled Planning Accessible Public Events at KU is APPENDIX C.

Recommendation 23. 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.

The DCM Project Manager for ADA Quality Compliance provided training to twenty Facilities Services (FS) Zone Managers and other FS staff on May 20 and 21, 2013. The training includes all maintenance areas that have accessibility features. The maintenance list is APPENDIX H in the First Annual Progress Report on the ADA Review Task Force. The presentation, “ADA Maintenance Guidelines for Facilities Services Employees,” can be found at the following website: http://www.ioa.ku.edu/training.

The fourth theme from the ADA Review Task Force Report includes several recommendations to enhance and strengthen the climate for individuals with disabilities on campus; when we create a better climate for people with disabilities on campus we support Bold Aspirations - Strategic Initiative Theme 3- Building Communities.

Recommendation 24. Use signage and nomenclature that support the use of terms that emphasize “accessibility.”

a) Do not use the term "handicapped" related to facilities, such as parking stalls, restrooms, etc.

During the first year, Parking and Transit created a sticker overlay that covers the word “handicapped” with the words “accessible parking.” Parking and Transit changed over 500 accessible signs.

b) Develop a plan for replacing any outdated signage or text that refers to "handicapped" elements within facilities.

The Director of Accessibility and Access and the AbleHawks worked together to develop a plan for replacing any outdated signage or text that refers to "handicapped" elements within facilities. Thirty-three interior signs and three exterior signs were changed to reflect more current standards and respectful language (e.g., replacing “handicapped” with “accessible”). For an example of one of these changes, see the new emergency elevator signs in APPENDIX D.
Recommendation 25. 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.

DCM created and installed wayfaring signage that directs a pedestrian to follow the route from Jayhawk Boulevard at the top of Mount Oread down to Sunnyside Avenue below. This route requires one to move through five buildings and take three different elevators. DCM created the HawkRoute map which can be found at the following link:


The Architectural Barriers Committee will address the other two routes that may need wayfaring signage in the upcoming year.

Recommendation 26. Modify or replace beverage/vending machines to enhance accessibility.

The 2010 Americans with Disabilities Act Accessibility Standards clarified guidance for all vending machines' operable reach ranges. Buoyed by KU’s success with the food vending machines vendor, Canteen, described in the First Annual Progress Report of the ADA Review Task Force, KU staff educated our beverage vending machines vendor, Coca-Cola, about the 2010 Standards. Representatives from Coca-Cola explained that because of KU’s efforts to educate the company about the 2010 Standards, while they were designing their first CO2 refrigerant vending machines, they would also make the newly designed machines accessible. KU was the first institution in the world to get these new vending machines, arriving August 16, 2012. See before and after photos of Coke vending machines within the ADA Symposium presentation in APPENDIX B.

Recommendation 27. 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.

Even though there is not an established committee to promote events for National Disability Employment Awareness month, many efforts to celebrate and increase disability awareness have
occurred at the University of Kansas since the release of the first annual progress report. Below are some examples occurring during the second year:

- The Director of Accessibility and ADA Education served as a mentor to a high school student for National Disability Mentoring Day (NDMD), which is a celebration of the National Disability Employment Awareness Month. NDMD is a nationwide event that promotes career development for youth with disabilities through hands-on career exploration. It illustrates the importance of encouraging young people with disabilities to develop important skills necessary for future employment. See APPENDIX E for more information.

- IOA, AbleHawks & Allies, KU Libraries and KU Hall Center for the Humanities collaborated to sponsor a workshop featuring an Adaptive Use Musical Instrument (AUMI). AUMI enables people with a narrow range of voluntary mobility to create electronic sounds in music improvisation and composition. See APPENDIX F for more information.

- On March 5, 2013 Student Union Activities (SUA) Social Issues Committee sponsored a Disability Awareness Day at the Kansas Memorial Union. IOA, AAAC, AbleHawks & Allies collaborated with SUA on the event. IOA provided a wheelchair for a simulation exercise to cross the street from the Union to Lot 16 and back. IOA also worked with the Research and Training Center on Independent Living to provide 100 posters of Your Words, Our Image, a poster discussing the most up-to-date positive language regarding disability terminology. For the most recent version of Your Words, Our Image, please see: http://www.ioa.ku.edu/accessibility-ada-resources

- On May 3, 2013 AbleHawks, Student Senate and IOA collaborated to raise awareness about accessibility. People entering Strong Hall were kindly asked to use the back accessible entrance. The purpose of this experience was to increase general awareness of what it is like for people with physical disabilities to use entrances that are not on the main thoroughfare.

Recommendation 28. 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 Krebbiel Scholarship Halls; Anderson Family Football Center; Library Annex; FO Warehouse and Shops.
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).

Recommendation 29. 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.

Recommendations 28 and 29 describe our efforts to create an on-line accessibility map. The Office of Marketing and Communication (MarCom) and the Director of Accessibility and ADA Education met to go over the accessibility layers for the inaugural interactive on-line map. Currently, MarCom is continuing to input data into their server for accessibility information. Before the on-line accessibility functions are available to the public, the University of Kansas will elicit feedback from people with disabilities on the utility and ease of use for this map. The current accessibility map can be found at the following link:
http://www.disability.ku.edu/~disability/accessibleKU/accessibility_map.shtml

Recommendation 30. Parking and Transit should add a contact number on handicap stall signs for problems, complaints.

Parking & Transit, DCM’s Project Manager for ADA Quality Compliance, the Director of Accessibility and ADA Education and a staff member of the Great Plains ADA Center collaborated to create the new design for accessible parking stall signage. To see a picture of the new sign and design standard, see APPENDIX G.

Recommendation 31. Parking and Transit should move some accessible stalls to the south end of Allen Fieldhouse Garage on levels with crossover to Allen Fieldhouse.
Parking & Transit requested that Athletics change four employee reserved stalls to Accessible Parking stalls. These newly designated accessible stalls serve Athletics patrons who need close garage parking spaces for events held in the Allen Fieldhouse. Athletics approved this request and we are waiting for the accessible parking signs to be installed.

Recommendation 32. 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.

The Lawrence Douglas County Metropolitan Planning Organization (MPO) is in the midst of a three part multimodal transportation planning study in 2013 to explore mobility issues in Lawrence and Douglas County. The MPO drafted three separate committees to oversee the work of the consultant on each study part. The Director of Accessibility and ADA Education, the Director of Parking and Transit, the Director of Transit and a KU disability advocate who uses a wheelchair are currently on the steering committee for the Multimodal Fixed Route Transit and Pedestrian Accessibility Steering Committee. This committee serves as a focus group for the work done by consultants over an estimated nine month period.

One of three objectives of this study is to identify obstacles that transit riders (Lawrence Transit and KU on Wheels riders) face in accessing the fixed-route transit system. The Fixed Route Transit and Pedestrian Accessibility Study also identifies places where improvements to the pedestrian environment can and should be made to improve and/or enable people to access fixed route transit services. Issues with streets and sidewalks that now prevent people from accessing the fixed route system and force them to rely on paratransit will be studied. Possible locations for bus turnouts that could make the bus boarding and exiting process more convenient for transit riders and more efficient for traffic operations will also be studied. This study will include all City Transit and KU transit routes that are open to the general public and part of the coordinated Lawrence-KU transit system.

The study asked people with disabilities to provide comments on where the access issues are on an online map: [http://www.lawrenceks.org/mpo/study](http://www.lawrenceks.org/mpo/study). The Director of Accessibility and ADA Education forwarded this request to the KU Office of Parking & Transit to send to registered accessible stall users, the Lawrence disability community at Independence Inc., some assistive living centers and the AbleHawks & Allies.
The fifth theme from the *ADA Review Task Force Report* includes several recommendations to utilize information technology to improve overall services. When KU improves accessibility for IT services, we support *Bold Aspirations* 6-B Build a computational and technology infrastructure for future teaching, research and administration needs.

*Recommendation 33. 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.*

The IOA website includes web-based check-lists related to providing accessible programs. These resources can be found at the following website: [http://www.ioa.ku.edu/accessibility-ada-resources](http://www.ioa.ku.edu/accessibility-ada-resources)

- 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.

IOA is currently developing a presentation for search committees to review before they interview applicants. The purpose of this training is to educate KU employees about anti-discrimination laws. This training will include ADA and other disability considerations. Other training issues are addressed elsewhere in this report.

The Assistive Technology Coordinator trained IT staff on the WebAIM toolbar accessibility checker and WCAG2.0 guidelines as our standard. The Assistive Technology Coordinator also requested that IT staff test their applications as part of the Quality Assurance process.)

The sixth topical theme from the *ADA Review Task Force Report* includes a few recommendations for centralized funding and prioritization of facility improvements and personnel accommodations. Improving accessibility through deliberate increases in funding aligns with *Bold Aspiration’s* Goal 6: Responsibly steward fiscal and physical resources and energize supporters to expand the resource base. The following three recommendations highlight how KU has responsibly worked to improve accessibility with our resources.
Recommendation 34. 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.

The Software Tester/ Assistive Technology Coordinator worked with the IT department to purchase new accessibility software. IT purchased two copies of the most recent version of JAWS, which is a screen reader for people who have visual or mobility disabilities and OpenBook, which is a software used for converting graphics-based printed text to electronic text, using Optical Character Recognition. OpenBook is geared toward users with low vision.

The Libraries and IT purchased the latest version of JAWS and ZoomText for all accessible workstations housed in the Libraries.

Since the first annual report, the University has purchased several other accessibility software programs for faculty and staff with disabilities who requested employment accommodations.

Recommendation 35. 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.

In addition to doubling the amount of money in FY 2013 and FY 2014 from $50,000 to $100,000, the University also recently dedicated $10,000 for small accessibility issues and streamlined a process for sidewalk repairs affecting accessibility. The intersection of 15th and Naismith is one recent example of how KU increased funding to improve accessibility for crosswalks.

Recommendation 36. 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.
In the past year, there have been several requests for automatic door openers. Some of these requests have been granted and dozens of doors received new hardware that lowers the pull-force of the door to make it easier to open. Usually requests for automatic door openers will not be centrally funded, especially when departments are able to pay for them. Each request is a case-by-case study to determine how to handle fiscal responsibilities. Additionally, employees needing height-adjustable work stations or adaptive software because of a disability, should contact the ADA Coordinator to go through the accommodation process.

The seventh theme from the ADA Review Task Force Report is to collect additional information on current services and perceived needs regarding ADA. When we measure disability demographics and perceived needs, we support 5-D of **Bold Aspirations**: Enhance diversity of faculty, staff, and students.

**Recommendation 37.** Provide an annual report of ADA progress and accomplishments to the University community.

The **First Annual Progress Report of the Americans with Disabilities Act Review Task Force** was submitted to Jeffrey Vitter, Provost September 2012. This report can be accessed at the following website: http://www.ioa.ku.edu/sites/ioa.drupal.ku.edu/files/docs/KU%20ADA%20First%20Year.pdf

**Recommendation 38.** 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.

Parking & Transit strives to improve ADA parking on the Lawrence campus. The following are examples of improved parking lots in the second year:

- Lot 16 (across the street from the Union, next to Smith Hall) was completed in the summer 2012. This lot used to have two accessible stalls and now there are four accessible stalls.
- Construction in Lot 2 (between Marvin and Budig halls) was completed in May 2013, with a total of fourteen ADA spaces. Lot 2 increased accessible stalls by eight spaces.
• The Murphy Hall Circle Drive (along Naismith Drive) was reconstructed in the summer 2013, adding one additional ADA space.

• Lot 54 (with access to Murphy and Green Halls, and the new Engineering buildings) was completely reconstructed starting in the summer 2013. When it is finished, Lot 54 will have 6 ADA spaces, an increase of three accessible stalls.

• The traffic information booth at the Chi Omega fountain has been razed and a new accessible booth was added.

Recommendation 38. Explore enhanced tracking of accommodations through the use of technology to provide the possibility to provide proactive, as opposed to reactive support for student needs.

The Academic Achievement and Access Center (AAAC) uses an on-line database to track all students who use any of the services provided by the AAAC. More information on this recommendation can be found in the First Annual Progress Report:
http://www.ioa.ku.edu/sites/ioa.drupal.ku.edu/files/docs/KU%20ADA%20First%20Year.pdf

The following represents an overview of accommodations facilitated or provided by the AAAC for Summer, 2012, Fall, 2012 and Spring, 2013:

**Exam accommodations:**
- Summer, 2012—58
- Fall, 2012—940
- Spring, 2013—926
- Total: 1,924 exams administered

**Alternative print, books and document converted:**
- Summer/Fall, 2012—124 books
- Spring, 2013—79 books
- Total: 203 books

*Documents include handouts, Power Point slides and other materials posted to Blackboard*
- 18 documents
- 64 documents
- Total: 82 documents

**Deaf/Hard of Hearing Services**
- Hours of remote Computer Assisted Real-time Translation (CART): 89.5 hours
- Hours of on-site CART: None
- Sign language interpreting hours (academic): 1,938.25 hours
- Sign language interpreting hours (University events): 185.5 hours
- Employee requests: 82.5 hours
- Creation of transcripts for captioning of in class video: 55 hours

Total AY12 Deaf and hard of hearing Service Hours: 2,351.5 hours
Mobility Services

JayLift users temporarily disabled: 27
JayLift users permanently disabled: 25
Classroom (desks/chairs) accommodations facilitated: 68

Even though the recommendation to explore accommodations-tracking technology in the original ADA Review Task Force Report pertained to student accommodations, the University of Kansas has also invested in a tracking technology for employee accommodations and ADA issues. Below are numbers of accommodations that were processed from start to finish by year:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>10</td>
</tr>
<tr>
<td>2008</td>
<td>11</td>
</tr>
<tr>
<td>2009</td>
<td>9</td>
</tr>
<tr>
<td>2010</td>
<td>11</td>
</tr>
<tr>
<td>2011</td>
<td>12</td>
</tr>
<tr>
<td>2012</td>
<td>29</td>
</tr>
<tr>
<td>2013 to date</td>
<td>44</td>
</tr>
</tbody>
</table>

In addition to tracking accommodations, IOA tracks the type and resolution for formal and informal ADA complaints. Since March 22, 2012, the Director of Accessibility and ADA Education has received 158 ADA issues or informal complaints. Out of these issues, all except 3 have been resolved.

Recommendation 39. Completion of a self-assessment and planning tool such as the one described on the Cultural Access Network of New Jersey website.

The Lied Center filled out the Cultural Access Network of New Jersey self-assessment and planning tool. The following examples are the Lied Center’s activities to improve accessibility during the second year:

- Twelve restroom door closers on all ten restrooms to bring the force within the five-pound maximum in the ADA Standards for Accessible Design.
• Updated website, brochure and program shell information on accessibility information and improvements: [http://www.lied.ku.edu/about/accessibility.shtml](http://www.lied.ku.edu/about/accessibility.shtml)

• Implemented plans at the ticket office (lacking an accessible window) so sales staff can now move to a nearby desk to work with patrons in wheelchairs when they come to purchase tickets.

• Reviewed and updated practices for selling tickets for accessible seating on-line and over the phone.

• Lied Center staff, the Director of Accessibility and ADA Education and Lawrence disability community members who work at Independence Inc. schedule regular meetings to discuss further ways to improve accessibility for Lied programs and events.

**Recommendation 40. Parking and Transit should include questions regarding accessibility in future random satisfaction surveys, so that all KU on Wheels riders are included.**

The Architectural Barriers Committee and Parking & Transit are the process of creating a transition plan to increase the number of accessible parking stalls. In response to this charge, Parking & Transit administered an ADA parking survey to all faculty, staff and students with a parking permit for accessible parking. Parking & Transit’s goal is to be as responsive (and flexible) as possible with the location of new accessible parking spaces. Responses from the survey help identify the locations of approximately 30 additional spaces.

In addition to the parking and transit-related questions, Parking & Transit collaborated with IOA to ask several general university-related questions. Please see APPENDIX H for the Parking Survey. Seventy-seven people responded to the survey.

**Recommendation 41. A full campus survey to further assess all ADA related issues should be done.**

While a full campus survey to assess ADA related issues has not been done, IOA integrated disability demographic questions into one campus-wide survey. The Vice Provost for Diversity and Equity sent out a climate survey regarding sexual harassment. For the purpose of understanding disparities between students with and without a disability, a disability demographic question was included. There were 890
students who filled out this survey. To see disability demographic information collected from the sexual harassment survey see the below graph:

<table>
<thead>
<tr>
<th>Disability type</th>
<th>Percent of those who responded yes to disability type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing limitation</td>
<td>1.69</td>
</tr>
<tr>
<td>Learning disability (e.g., ADD)</td>
<td>4.83</td>
</tr>
<tr>
<td>Mobility impairment or wheelchair use</td>
<td>1.01</td>
</tr>
<tr>
<td>Vision impairment or blindness</td>
<td>2.58</td>
</tr>
<tr>
<td>Mental health diagnosis (e.g., depression, anxiety, bipolar)</td>
<td>9.89</td>
</tr>
<tr>
<td>Other</td>
<td>2.36</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>6.74</td>
</tr>
</tbody>
</table>

Disability demographic data will help KU understand our student profile. Understanding more accurate percentages of students with disabilities can help us be more proactive about addressing unique considerations a college student with a disability has.

A campus climate survey on other diversity issues will be implemented at some point in the future at KU. We hope to incorporate disability as a diversity topic in the full-campus diversity climate survey.

Conduct periodic inspections of all KU facilities, on all campuses, to identify accessibility deficiencies and to maintain a related list of needed improvements.

The University hired a contractor, VFA, to do a facilities condition audit of 60 buildings. In addition to 60 classroom and office buildings on main campus, the Kansas Union and Housing requested an audit. While the initial purpose of the audit was to look at the “envelope” of the building (roof, brick, windows and outside walls) and the electrical and mechanical systems, KU requested that VFA include a review of ADA compliance and accessibility of each building. This assessment will assist the University in prioritizing what we need to focus on per building.
Recommendation 42. 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.

- A student intern for the Director of Accessibility and ADA Education surveyed Fraser, Wescoe and Strong Hall to measure the pull force on all doors. Facilities Services replaced ten door closure hardware units in Fraser and four closure door hardware units in Strong.

b) Wescoe Hall.

- A sign was changed.
- Student Senate and Coca-Cola teamed up to install a new water fountain that meets the 2010 ADA Standards.

c) Strong Hall.

- The 2012-2013 Student Senate asked to look into creating another accessible entrance to the front of Strong Hall. In response, the University of Kansas proactively sought solutions to creating an additional accessible entrance. The Design and Construction Management office studied modification for all entrances to create another accessible entrance. DCM then hired a consultant to create a conceptual design for an entrance in the front of Strong Hall. Now it will be up to the 2013-2014 Student Senate to vote on creating an additional accessible entrance and supporting this change with their funds.
- Ten fire alarm strobes were installed in Strong Hall at the request of a student with a hearing disability.

d) Kansas and Burge Unions.

- Cell phone charging stations installed at the correct operable reach ranges in the Burge Union.
- Doors that were too heavy were adjusted to meet the five pound pull force in the Burge Union.
- Sixth floor restrooms in the Kansas Union are scheduled for renovation over Winter Break in 2013/2014.
• In one accessible stall on the 4th floor of the Union in both men and women’s restrooms the stalls were upgraded to comply with the 2010 ADA Standards.

• The 2012-2013 Student Senate and Coca-Cola funded three water fountain units for the Kansas Union. The DCM ADA Specialist facilitated their accessibility requirements.

e) Student Housing facilities.

• Jayhawk Tower D received new Braille and emergency evacuation elevator signage.

• At the request of a student, a fire strobe was included in one of the accessible dorm rooms in Lewis.

• Lewis Hall updated several signs to replace the term, “Handicapped” with “Accessible.”

• GSP was brought up to the 2010 Standards for accessibility by the end of the summer in 2013 including converting elevators to emergency evacuation elevators. This reconstruction also created access for wheelchair users to each floor for the first time.

f) Kansas Athletics facilities.

• While the facilities have not been addressed in major ways, IOA and Athletics staff worked closely together to update accessibility information on the Athletics website. The KU Athletics “the accessible Jayhawk fan experience” can be found at: http://www.kuathletics.com/sports/2013/6/20/GEN_0620133108.aspx?tab=accessiblejayhawkfanexperience

In addition to addressing 1) accessibility considerations during reconstruction; 2) ADA issues that students, employees and visitors share with KU; and 3) KU’s transition plan, KU is in the process of developing a comprehensive master plan for the University of Kansas Main and West Campuses in Lawrence and the Edwards Campus in Overland Park. The history of master planning at KU dates back to 1904 that helped the university evolve from a series of “outdoor rooms” enclosed by campus buildings to a more linear vision for buildings. Each firm that interviewed to be the consultants for KU’s ten year Master Plan was asked to: “Describe your overall philosophy on accessibility and provide a concrete example of how you would implement ‘Universal Accessibility’ into your plans.” KU chose consultants from Hanbury, Evans, Wright, & Vlattas for the current master plan. One Master Plan Principle is to, “Create an inclusive University by designing a safe and accessible campus embracing universal accessibility for all new buildings.”
Recommendation 43. Review and selection action items from the “Best Practices Checklist”

EEOC’s best practices for private employees can be found at the following link: http://www.eeoc.gov/eeoc/task_reports/best_practices.cfm The EEOC’s report highlights the activities of ten companies and describes two model employment development programs. The range of activities varied, but some examples that were common best practices in many companies exemplified in EEOC’s report that the University of Kansas also addresses include:

- A reasonable accommodation policy.
  KU’s reasonable accommodation policy can be found at the following link: https://documents.ku.edu/policies/IOA/DisabilityADAIssues.htm
- Diversity training that includes disability cultural competency.
  For recent examples of how KU addresses this, see the third general theme trainings listed in this document.
- Proactive recruitment of persons with disabilities.
  The Office of Institutional Opportunity and Access is in the process of creating an on-line module covering equal opportunity considerations for the hiring and interviewing process. This training will include ADA and disability issues.
- Return to work program.
  The Director of Risk Management, Michael Rosenberg, is in the process of leading a small workgroup to come up with a policy for an early return to work program.
- Flexible work and leave policies.
  Department administrators may authorize flex-time, the use of staggered starting or ending times for an 8 hour work day. A forty hour work week consisting of four ten hour days can also be authorized with the Department of Human Resources approval. Flex-time may be approved due to early morning and/or late evening transportation schedules, child care, class, or other compelling reasons. Flex-time is generally long term in nature and will not hinder the maintenance of departmental services.
  Also, there are almost twenty leave policies that cover the gamut of human experience, including the need to take leave because of a disability. These policies can be found at the following link: http://www.humanresources.ku.edu/benefits_pay/leaves_holidays/index.aspx
- Inclusive health care benefits.
The University of Kansas is covered by the Kansas State Employee Health Plan. The Division of Health Care Finance (DHCF) is responsible for overseeing the Kansas State Employee Health Plan. The DHCF’s mission is to, “develop and maintain a coordinated health policy agenda that combines effective purchasing and administration of health care with health promotion oriented public health strategies. The powers, duties and functions of the Division are intended to be exercised to improve the health of the people of Kansas by increasing the quality, efficiency and effectiveness of health services and public health programs.” To learn more about the DHCF or the State of Kansas Employee Health Plan go to the following link: http://www.kdheks.gov/hcf/about_us/

The eighth theme from the ADA Review Task Force Report describes the need for a permanent committee to provide sustained attention to the ADA and monitor compliance, which supports Bold Aspirations 5D(2) Provide university oversight for diversity and equity of faculty, staff and students.

The Accessibility Executive Advisory Council meets on a bi-monthly basis to address accessibility issues, including the recommendations from the ADA Review Task Force Report. During year two of the ADA Review Task Force, the AEAC met eight times. For more information about the Council and these meetings, visit: http://www.ioa.ku.edu/accessible-ku

Recommendation 44. Architectural Barriers Committee (ABC): Expand the ABC membership to more fully represent the community of disabled persons and advocates at KU.

The Architectural Barriers Committee is a committee that seeks input from people with disabilities. Our mission statement is, “to incorporate Universal Design concepts to improve built environment accessibility through providing input on new construction issues, recommendations for KU’s transition plan and direction for how our University design standards can go above and beyond our compliance obligations.”

For more information on a transition plan approved by the ABC, visit the following website: http://www.ioa.ku.edu/sites/ioa.drupal.ku.edu/files/docs/Transition%20Plan%203%2011%2013.pdf
Recommendation 45. KU Design Standards: Review and update to reflect current 2010 ADA requirements and where appropriate user recommendations that go beyond code-minimum

DCM is responsible for creating and maintaining design standards for the University of Kansas. DCM Project Manager for ADA Quality Compliance and the Assistant Director of Consultant Services, Steve Scannell, are in the process of creating KU ADA design standards. Thus far, ADA details for parking stalls and signs and interior and exterior wayfaring signage have been designed and approved. Design standards that address the real-world needs of those with disabilities, based on recommendations and feedback from the ABC and support unit staff are currently in progress. To see an example of an ADA KU design standard, see the Parking Sign details in APPENDIX G.

Recommendation 46. 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.

The Emergency Management Coordinator, John Marmon, the University Fire Marshal, Bob Rombach, Research and Training Center on Independent Living staff, and the Director of Accessibility and ADA Education collaborated to ensure that the university uses best practices for including people with disabilities in emergency planning documents.

   b) Post this information at the 'KU Disabilities Resources' website.

The updated emergency evacuation plan includes an extensive section on people with disabilities and their options for guidelines for evacuating people with disabilities and other conditions during a fire and other building emergencies. The biggest change is that there is a voluntary on-line interactive personal action plan. The plan includes identification of evacuation methods for up to six buildings they visit the most, identification of at least two individuals who are willing to serve as evacuation assistants, if necessary, and any additional steps to assist with evacuation. For more information, visit the Public Safety Emergency Management website:

http://www.publicsafety.ku.edu/~kucops/emergencymanagement/
In addition to the Public Safety Emergency Management website, this information can be found on Academic and Achievement and Access Center’s website: http://www.disability.ku.edu/emergency-evacuation

- Identify specific improvements and equipment required to facilitate accessible emergency egress plans, and the resources to purchase and install them.

Emergency Exit Elevators

Another life-safety accomplishment addressing accessible emergency egress is our utilization of elevators to evacuate people with disabilities. The primary goal of an exit elevator is founded on the concept of universality to provide all occupants means to exit immediately upon notification of an emergency. When the fire alarm goes off in a building equipped with emergency exit elevators, someone in a wheelchair can exit via the designated elevator. During an emergency or drill, use of the emergency exit elevator can occur at the same time as people who do not have a disability walk down the stairs. The life safety benefit to this approach is that the University is supplementing its early detection warning systems and early notification systems resulting in creating equal opportunities for everyone in the building to exit as quickly as possible from the building. The result is an increased potential of saved lives. KU is a leader in utilizing elevators for emergency purposes. KU is also one of the first institutions to create standardized signs for emergency exit elevators. Even though we are one of the few institutions in the nation to adopt this approach to emergency evacuation, emergency exit elevators are recommended in future code.

Prior to FY 2013, KU had four buildings with emergency exit elevators including GSP, M2SEC, Jayhawk Tower D, and Pharmacy. This summer, KU is supporting the adaptation of elevators in six buildings including the Dole Center, JRP, and Malott, Haworth, Learned and Dyche Halls.

- Conduct annual training in accessible emergency egress procedures in coordination with and as part of the campus-wide emergency evacuation planning.

Because the past forty years of fire safety messages included information about never using elevators, utilizing elevators to exit during an emergency will require mass training. The Fire Marshall and Director of Accessibility and ADA Education will create a campaign to educate the campus within the next six months.

The ninth and final theme in the ADA Review Task Force Report is to clarify policies and procedures regarding ADA compliance. Bold Aspirations Strategy 5C correlates, “Be
accountable.” When we set standards through policy, we hold ourselves and other people accountable to our expectations.

Recommendation 47. DCM should create a form that the design consultants and contractors will sign to confirm that the design, or in the case of the contractor the facility/site, fully complies with the ADA requirements.

After further consideration, the University of Kansas declines to implement this recommendation for the following reasons:

1. The certification form is unnecessary. Architects and engineers are contractually required to comply with all applicable ordinances, statutes, regulations and codes; and contractors are contractually required to complete their work in accordance with construction documents, which are prepared by architects and engineers. In addition, architects and engineers are legally and ethically bound to sign and seal only those plans and specifications that comply with relevant codes and standards.

2. Architects, engineers, and contractors may refuse to sign the certification form. Professional liability insurers may prohibit the insured from signing certifications of this nature.

3. The certification form may not be legally binding. Since the contract already requires compliance with all applicable ordinances, statutes, regulations and codes – or, in the case of contractors, the contract requires following contract documents that were prepared under that criteria – the certification would be redundant and might conflict with the contract language.

4. There are already a number of compliance checks in the project process. DCM architects and engineers managing projects are familiar with ADA requirements and share responsibility for overseeing compliance. DCM has a compliance coordinator tasked with overseeing ADA compliance, among other responsibilities. Most projects require code approvals from the state Office of Facilities & Property Management, including ADA compliance. Most projects are subject to state inspections for code compliance.

5. Finally, such a certificate may not be legally enforceable, and KU’s reliance upon it could inadvertently reduce our sense of responsibility for ensuring appropriate access. As the Nevada Supreme Court recently explained in the case of Rolf Jensen & Associates, Inc., v. Eighth Judicial District Court, courts have “flatly rejected” efforts to enforce contracts shifting responsibility for ADA compliance to outside contractors.
However, the University of Kansas updated our Procurement Policy effective March 11, 2013. The primary changes in this revision are in Section V Competitive Solicitations. The paragraph that applies to our proactive measures to select vendors who comply with accessibility laws reads, “All purchasing policies and procedures shall comply with all applicable laws, rules and regulations including but not limited to those pertaining to affirmative action and access to facilities, educational and co-curricular programs, campus activities, and employment opportunities for qualified individuals with disabilities. KU will actively seek to purchase products and services that comply – and will allow the University to comply – with the most recent ADA Accessibility Standards and/or be subject to reasonable modification that would make the product or service accessible to the disabled.”

The new policy may be viewed in its entirety at the following location:
https://documents.ku.edu/policies/Procurement/ProcurementPolicy.htm.

Recommendation 48. The Disability and ADA Issues Policy should be revised.
   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.

The Associate General Counsel, Mike Leitch, the Director of Accessibility and ADA Education, and the Director of the Policy Office, Amy Smith, created a draft of the revised employment policy. The next step for this policy is to present the proposed revisions to the Accessibility Executive Advisory Council to collect feedback and suggestions from the members. Once the policy change is reflected in the Policy Library, the Vice Provost for Diversity and Equity will communicate the rationale for the changes with stakeholders.

Recommendation 49. Improvement Priorities: Establish priorities within buildings for specific elements that should be improved first. Consistent with ADA guidelines, the following priorities are recommended:

1. Access into facilities from the exterior -- accessible parking & transit stops, accessible route from each to building entrances and accessible entrances.
2. Access to primary function areas, goods and services within building.
3. Accessible restrooms, drinking fountains and other public elements.
4. Removal of remaining barriers.

The DCM Project Manager for ADA Quality Compliance educated the Architectural Barriers Committee April 26, 2013 on the priorities for ADA improvement guidelines. The improvement priorities align with the direction of the 2010 ADA Standards. Therefore, KU needs to prioritize improvement priorities with the Standards.
APPENDIX A- Original Recommendations from *ADA Review Task Force Report*

**Academic Accommodations Subcommittee**

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.

**Employment Subcommittee**
7. 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.

8. 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).

9. 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.

10. Completion of a self-assessment and planning tool such as the one described on the Cultural Access Network of New Jersey website.

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

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

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

14. 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.

15. 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.

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

**IT Subcommittee**

17. 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.

18. 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.

19. 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.

20. 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.

21. 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.
Student Services/ Programs Subcommittee

22. 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.

23. 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.

24. 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.

25. 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.

Parking and Transit Subcommittee

26. 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.

27. 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.

28. 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.

29. Parking and Transit should add a contact number on handicap stall signs for problems, complaints.
30. 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.

31. The University should retain an in-house expert on ADA law and ADAAG requirements to inform and guide compliance in all areas.

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

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

34. 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.

35. 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.

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

Facilities Recommendations

37. 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.

38. Improvement Priorities: Establish priorities within buildings for specific elements that should be improved first. Consistent with ADA guidelines, the following priorities are recommended:
   g) Access into facilities from the exterior -- accessible parking & transit stops, accessible route from each to building entrances and accessible entrances.
   h) Access to primary function areas, goods and services within building.
   i) Accessible restrooms, drinking fountains and other public elements.
   j) Removal of remaining barriers.
39. **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 Project Manager for ADA Quality Compliance/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.

40. **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.

41. **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.

42. **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.

43. 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.

44. 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.

45. 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.

46. 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).

47. 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.

48. 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 that are wheelchair accessible.

49. 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.

   This could be accomplished using currently available resources, as those resources are available, but could be accomplished sooner by a new ADA Facilities Coordinator.
After completing this training, you will be able to:

1. Affirm the value of advocacy.
2. Select one reach range issue in your current environment to address.
3. Consider procurement policies that address accessibility laws.
KU's Commitment to Inclusion


Our charge is 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.

Canteen's vending machines for really, really tall woman
Vending Machine Diagrams 2012

Accessibility “Netiquette”

Analogy for the day:

Flash is to screen readers what stairs are to wheelchairs
KU’s Procurement Policy

All purchasing policies and procedures shall comply with all applicable laws, rules and regulations including but not limited to those pertaining to affirmative action and access to facilities, educational and co-curricular programs, campus activities, and employment opportunities for qualified individuals with disabilities. KU will actively seek to purchase products and services that comply – and will allow the University to comply – with the most recent ADA Accessibility Standards and/or be subject to reasonable modification that would make the product or service accessible to the disabled.

Call to Action!

1. Select one reach range issue in your current environment to address.
2. What kinds of policies can you affect to increase awareness of accessibility laws?
APPENDIX C- Planning Accessible Public Events at KU

Accessible Public Events at KU

All brochures, print marketing materials and website or email announcements for events (conferences, meetings, training sessions, etc.) that are University-sponsored must include a specific notice - of sufficient size and distinction so as to be effective - informing the public of how to request accommodations for the event. This should include the event organizer’s name, email, phone and TTY numbers. Departments may require up to 14 days' notice for accommodation requests. (Template: “If you are in need of an accommodation due to a disability, please submit your request at least _____ (timeframe, e.g., five days) ______ in advance of the event to _____(event coordinator’s name)_______. Email: ______ Phone: ______ TTY: 711”)

Event organizers are responsible for ensuring that all materials for the event are available to be put in an alternate format upon request, such as large print or Braille.

RESOURCES FOR PUBLIC ACCOMMODATIONS

Sign Language: Kim Bates is the KU Sign Language Coordinator, Academic Achievement and Access Center. Call 864-4064 to arrange for services. KU’s student handbook for additional academic interpreting requests contacted AAAC five business days in advance of the event. Sometimes Ms. Bates is able to arrange for an interpreter with less time (2-3 business days). If KU isn’t able to coordinate a sign language interpreter, the department will need to outsource the service. FYI, many Kansas City agencies are now charging a higher rate for requests that come in with less than 24 hours’ notice. Ms. Bates can provide you with some agencies if there are these kinds of last-minute situations.

Computer Assisted Real-time Transcription (CART). This service produces a transcript and may be projected during the event. 2020 Captioning: http://www.2020captioning.com/

Accessible Print materials:

Large Print: For Microsoft Windows documents- Press “Ctrl A” to select all words on page. Font size should be 16 point or larger. 18 point font is best.

Braille – For visitors and staff accommodations, contact Independence Inc. by e-mail at: Braille@independenceinc.org For student accommodations, contact AAAC at 864-4064. Allow for one to two weeks depending on complexity of document.

Captioned Videos: Every effort should be made to only use captioned video in University-sponsored events. With sufficient lead time of ______ weeks, videos can be captioned by Marketing Communications, 864-8904 or via an outside vendor when the lead time is less than ______ weeks.
APPENDIX D - Emergency Elevator Evacuation sign

EMERGENCY EXIT
ELEVATOR

IN CASE OF FIRE

ALL OTHER OCCUPANTS USE STAIRS USE ONLY

BACKGROUND TO BE PMS 186 CRIMSON

3/8" TEXT, TYPE "WHITE"
1/4" TYPE "WHITE"
COLLOR MATCHING: T52-41T300/WHITE
Dear Business Mentor:

The committee for Mentoring Day-Lawrence would like to invite your organization to participate as a mentor for a high school youth with a disability on **Wednesday, October 17, 2012**. Our committee will match you with a youth interested in your profession.

**What is National Disability Mentoring Day?**

NDMD is a nationwide event that promotes career development for youth with disabilities through hands-on career exploration. It illustrates the importance of encouraging young people with disabilities to develop important skills necessary for future employment. Since 2001, Mentoring Day-Lawrence has matched 413 youth with disabilities with members of the business community for one day of job-shadowing. This year we hope to match over 80 youth with local businesses!

**What Happens on National Disability Mentoring Day?**

- On Wednesday, October 17 students will spend the day job-shadowing a career of their choice. The student will mentor at your business from 9 am-11:30 am. We want the students to gain a “real-world” understanding of your profession. To make the most of your day we recommend the following: 1) give the student(s) a tour of your business, 2) share your professional experiences, and 3) give your student(s) a task to complete for your business.

- To thank our mentors and students there will be a **Mentoring Day Celebration Luncheon and Keynote** event at Bert Nash Community Health Center (200 Maine St.) from Noon to 1:30 pm. Mentors are encouraged to attend.

To participate, please complete the enclosed application by **October 4th**.

Thank you!

Ranita Wilks, local coordinator for Mentoring Day-Lawrence Independence, Inc.
"Improvising Across Abilities": A Free Workshop and Jam Session featuring the Adaptive Use Musical Instrument (AUMI)

The Adaptive Use Musical Instrument (AUMI) is a free software interface that transforms any computer with a webcam into a flexible musical instrument that can be played with the slightest movement. AUMI was developed by a team of musicians, therapists, programmers and researchers under the direction of Pauline Oliveros and The Deep Listening Institute. The instrument was designed especially to enable people with a narrow range of voluntary mobility to create electronic sounds in music improvisation and composition. The applications are vast—AUMI is being used by students and teachers at Easter Seals music classes in Newfoundland, by patients being treated at Crotchett Mountain Rehabilitation Center in New Hampshire, and elsewhere. For more info on AUMI, see: http://deeplistening.org/site/adaptiveuse.

This workshop will be led by drummer/occupational therapist Leaf Miller of the AUMI Project and multi-media artist and composer Jaclyn Heyen of the Deep Listening Institute, Ltd., who use the instrument in a large weekly music class for diverse students ages 5-21 at Abilities First School in Poughkeepsie, New York.

The workshop is sponsored by a Collaborative Research Seed Grant from the Hall Center for the Humanities, University of Kansas. Co-sponsors include: Independence, Inc; Able Hawks and Allies; the KU Office of Institutional Opportunity and Access; the KU American Studies Department; the KU Department of Dance; the KU Department of Theatre; and KU Libraries.

Friday, September 28
1:30 PM (with opportunity to register for additional instruction 3-5)
Independence, Inc.
2001 Haskell Ave., Lawrence, KS

Register online at http://tinyurl.com/improvworkshop
Deadline to register is September 19

Saturday, September 29
10am-12pm (with opportunity to register for additional instruction 12-2)
Courtside Room, Burge Union (third floor, accessible via elevator), KU Campus
1601 Irving Hill Rd., Lawrence, KS

Open to the Public! Questions? Improv@ku.edu 785-864-2805
APPENDIX G - Accessible Parking Signs

SINGLE FACED SIGN

SIGN FACE PAINTED BLUE

RED BORDER (RETROREFLECTIVE)

WHITE LETTERING (RETROREFLECTIVE)

NOTE: TO COMPLY WITH ADA REGULATIONS, MAINTAIN SPACING OF 3/16" TO 1/2" BETWEEN CHARACTERS

WHITE RETROREFLECTIVE UNIVERSAL SYMBOL OF ACCESSIBILITY MUST APPEAR AT NO LESS THAN 4" IN HEIGHT, WITH A FIELD HEIGHT OF NO LESS THAN 6"

SIGN FACE PAINTED BLUE

RED BORDER (RETROREFLECTIVE)

WHITE LETTERING (RETROREFLECTIVE)

NOTE: TO COMPLY WITH ADA REGULATIONS, MAINTAIN SPACING OF 3/16" TO 1/2" BETWEEN CHARACTERS

KU PERMIT REQUIRED

QUESTIONS?

785-864-7289

MIN TO GROUND
APPENDIX H – Parking and Transit Survey

Parking Survey **Note that all satisfaction questions were asked using a 5 point Likert scale (very satisfied, satisfied, unsure, dissatisfied, very dissatisfied). Also, satisfaction questions had room for comments to explain.**

1. I am a:
   a. KU student
   b. KU staff
   c. KU faculty

2. Do you need to use van access stalls? (if no, skip to question four, if yes, skip question 5)

3. Refer to the KU Parking Map. Please indicate all the lots you use for van access.

4. What buildings do you currently use the most?

5. Refer to the KU Parking Map. Please indicate all the lots you use for accessible parking.

6. How frequently are accessible spots available when you try to park in this parking lot? (5 point Likert based on availability (never, rarely, occasionally, a moderate amount, a great deal) and comments)

7. Which lots do you wish you could see more accessible parking?

8. How safe do you feel using the accessible stalls you use? Explain if there are places that have issues.

9. How satisfied are you with JayLift? (Likert plus N/A)

10. How satisfied are you with the KU Transit fixed routes? (Likert plus N/A)

13. Do you have accessibility issues with any of the bus stops? If so, explain.

14. The University of Kansas modifies accessibility standards to exceed the minimum required by the law. We believe in the importance of seeking input from people with disabilities to guide our standards. For example, which of these diagrams would be most helpful for your parking needs?

If you are interested in these kinds of issues that will impact accessibility on campus, please e-mail Lloyd@ku.edu.
APPENDIX I- Accessible Entrance Sign

ACCESSIBLE ENTRANCE

[Image of an accessible entrance sign with a wheelchair symbol and an arrow pointing right]