EXTERNAL REVIEW REPORT

I. Introduction

a. A description of visit length
This visit ran the course of two days. The visit began on Monday November 7th at 7am and ran until to 5pm. Tuesday began at 9am and ran through to 5pm.

b. A summary and description of meetings conducted by the review team
All meetings ran about 45 minutes each.

Monday:
The Review Team began their meetings in the first floor conference room of the Killian Annex building.

The team first met with Interim Provost, Beth Tyson Lofquist from 7:30 – 8:15am and second Senior Associate Vice Chancellor for Academic Affairs Fred Hinson from 8:15 – 9am. Directly following, the Review Team took a tour of the Disability Service offices with Disability Services Director Lance Alexis, after which we met with Dr. Alexis about an hour. This meeting was followed by a 15 minute break and then the team met with Angie Song, Disability Services Staff Interpreter, without the Director until 11:15.

Immediately following, the Review Team met with the Disability Services Affiliate Offices within Enrollment Management and Undergraduate Studies. The members of this group included; Trina Orr, Financial Aid; David Goss, Advising Center; Tammy Haskett, Orientation; Mike Razdrh, One Stop; Janina DeHart, Academic Success Program; Suzanne Baker, Student Support Services; Mardy Ashe, Career Services; Larry Hammer, Registrar.

Following this meeting the Review Team had a quick 15 minute break and traveled to the UC Dogwood room where the team then met with several students who are currently clients of Disability Services over a pizza luncheon that lasted roughly an hour until 1:10pm.
Following lunch the Review Team traveled back to the Killian Annex to meet with the Disability Services Affiliate Offices outside of Enrollment Management and Undergraduate Studies from 1:25 – 2:15. This group included Brian Dickens, Information Technology; Ann Hallyburton, Hunter Library; Kelly Kelley, School of Teaching and Learning; Chesney Reich, Writing and Learning Commons; Henry Wong, Equal Opportunity Programs; John Ritchie, Counseling Center; Lisa Surber, Residential Living

This meeting was followed by a Review Team work session that lasted until 5pm.

**Tuesday:**

Beginning at 9:05 the review team met with select faculty including Christopher Cooper (Political Science/ Public Affairs), Vicki Szabo (History), Brian Gastle (English), Ron Michaelis, Biology, Carlie Merritt (Criminology- Specifically, Emergency Management) and Candace Boan-Lenzo (Psychology) in a meeting that lasted until after 10:00 a.m.

After the faculty meeting the team continued working on the document until a lunch meeting with Melissa Wargo and David Onder at noon to clarify any questions regarding the final write-ups, wherein they returned to working on the report at 1:30 until a final exit meeting with Dr. Alexis, Dr. Lofquist, Dr. Hinson, and Mr. Onder.

**II. Analysis of program**

a. Provide a brief synopsis of:

i. the primary unit functions (Are they appropriate for WCU’s student body? Are they consistent with professional norms or standards);

It is clear that the primary unit functions are to ensure the receipt of necessary accommodations and equal treatment in all areas of campus life for students with disabilities. As indicated in the self study specific unit functions include working collaboratively with students to determine accommodations, serving as a safe place for students and employees to report incidents of inaccessibility and/or discrimination, investigate and seek ways to remove barriers to access, facilitate disability awareness
activities for the campus community, and offer opportunities for students to receive self-advocacy mentoring.

The site visit confirmed that all of these functions are primary responsibilities of the unit. The office of Disability Services has developed policies and procedures that are consistent with institutions that are members of the national Association on Higher Education and Disability (AHEAD). Dr. Alexis is current with trends in Disability Services at different institutions and ensures that the WCU Disability Services program lines up comparatively with organizations regionally and nationally.

This is significant considering that Dr. Alexis serves as the stop gap between the ADA federal mandate and the WCU faculty. Dr. Alexis makes a special effort through professional development activities and actively serving on the NC AHEAD organization to be aware of the new disability laws, ADA and current trends. Currently Disability Services has support for professional development and the Review Team recommends continued support for professional development and travel for the Disability Services staff.

Though it is evident that all of these functions are taking place, some of them are taking place in less proportion than may be desirable due to a lack of staff resources. These issues will be addressed below.

**ii.** the unit’s programming activities and/or services (Are the programming activities and services appropriate to stated mission and objectives of the units?)

The first area that Disability Services strives to meet is in the area of determining accommodations for students. Dr. Alexis and Ms. Song maintain active files for 300 students and serve approximately 200 of these students each semester. When meeting with a panel of these students over the course of the day on Monday, the review team found that they appreciated the personal assistance, though some felt that they needed more initial assistance in finding Disability Services upon entering the institution and then in choosing accommodations and following through with asking for accommodations from faculty. This final item will be addressed with self-advocacy. However, the first two may be addressed by the following:
On the initial meeting with students to determine accommodations having some type of training discussing types of accommodations that may be requested, or having print or video tutorials completed by other students currently receiving accommodations regarding this subject.

The second area that the office of Disability Services strives to address is to serve as a safe place for students and employees to report incidents of inaccessibility and/or discrimination. With each meeting that we had with staff, students and faculty it was clear that staff in the office of Disability Services is extraordinarily visible and welcoming on campus. Dr. Alexis will meet faculty in their offices if requested and is very involved in campus meetings in many areas, and students and faculty all have many points of access to staff.

- Improving the knowledge of faculty in generally will continue to help with the reporting of incidents to inaccessibility or discrimination. It is evident that some faculty are still fearful of litigation or have unclear expectations about accommodations and need to understand the needs of students with disabilities to better understand this area.
- The relationships with Dr. Wong need to continue so that any non-compliant faculty can be addressed in the appropriate manner.

Another area of programming that is important for Dr. Alexis and Ms. Song is investigating ways to remove barriers to access. This can take many different faces. One of the areas that Dr. Alexis has taken a great lead in is the physical accessibility of the campus itself. Upon his arrival, he worked with students, the university architect, and facilities management to get the physical accessibility on campus greatly improved. This past August (2011) the Office for Civil Rights visited and found that most of campus was accessible. There were some specific recommendations made that Facilities Management will address.

More significantly, the Office addresses individual areas of access, such as needs for tables and chairs in classrooms, and working with IT to make sure that students get any technology or transcribing issues completed that are necessary and have recently
purchased a Braille embosser to provide access for a student who has a visual impairment. This Braille embosser is a major step in meeting that particular student’s needs, but it will serve many students in the future.

- Dr. Alexis may want to do more intensive, yearly training with front-line admissions officers so that they are more in-tune with Disability Services and the needs of potential students with disabilities.
- Dr. Alexis may also want to be meeting with other staff such as Financial Aid and the Registrar to make sure that students with disabilities who are new to campus FIND the Disability Services office immediately upon arriving on campus.
- After this, faculty need to receive training. This could be done in a number of ways. Dr. Alexis could:
  1. Attend faculty meetings at the departmental level.
  2. Train departmental liaisons who can then train faculty in their departments.
  3. Target faculty who have students with certain disabilities in their classes to recommend they come to targeted trainings.
  4. Have mandated trainings based on the fact that there are federal mandates.
- WCU should actively recruit more students with disabilities by placing statements of welcome on their recruitment materials and by actively recruiting in high schools with high numbers of students with disabilities, such as the School for the Deaf in Morganton, etc.
- Using the LED scrolling closed captioning screens from the museum at graduation or other events that need them can help to create access at other events.

One of the areas in which both Dr. Alexis and Ms. Song take lead roles is in facilitating Disability Awareness activities for the campus community. These come in Disabilities Awareness month activities in October and in Deaf Awareness Week activities in September. Both admitted that attendance at events is lower than they would like.

Disability Services recently organized an informational booth about using people first language on display during Disability Awareness Month. Two students during our lunch
panel mentioned that this presentation was the first time they heard the idea of people first language. People first language, i.e.: “a person with disabilities” rather than “a disabled person” has changed students’ perspectives about their disability and self perception. This is a clear sign that advocacy efforts make a difference on campus. Disability Services needs more support to maintain and increase disability awareness and self advocacy on campus.

Ideas for increasing awareness include:

- Bringing in a “big name” person with a disability, but using funds through student activities or others who have a bigger funding pool to pay for this/ collaborate with other units on campus.
- Hit the other things that are already happening on campus instead- such as Valley Ballyhoo- so that you are in where the action is happening. Have something fun going on (Whee Sign) that attracts attention so that people will want to see what is happening and come and talk with you.
- Use a “big” existing event (Literary Festival?) and see if you can get it to use a disability theme for that year.
- Bring in a Visiting Scholar for a lecture. Jennifer Hinton suggested Don Rogers, expert on Universal Design for challenge courses (Associate Professor at Indiana State).
- Bring in experts from agencies such as the Office of Civil Rights or Disability Rights North Carolina to provide cutting edge updates on legal issues related to the ADA and disability rights.

Finally, the Office discussed that they wish to offer opportunities for students to receive self advocacy mentoring. Though this is a desire, this seemed like an area where there is still a need. The students waffled on what their responsibilities were with faculty, and some faculty showed paternalistic attitudes. The following recommendations address this:
Allocating more time to doing assertiveness and advocacy training, and perhaps collaborating with the recreational therapy program or counseling program to set up role playing situations to promote this.

Reiterating to faculty (and students) in the statement to place in syllabi what the testing proctoring process is to eliminate confusion about the responsibility of the student to turn in requests on time.

On the topic of testing, it became evident during the site visit that Disability Services is spending a lot of staff time on proctoring tests. Although in some instances it might be necessary to conduct test proctoring with Disability Services staff, professors can accommodate the majority of students. As one member of the Review Team mentioned “the student is a student in that professor’s class first, and a client of Disability Services second.”

Disability Services needs support to continue test proctoring for two reasons: current lack of low distraction spaces in the Killian Annex and limited staff time to accommodate all test takers. One solution would be for Disability Services Staff to create a training module for test proctoring to train faculty to proctor their own tests. Faculty test proctoring might also help bridge the discipline-specific language/knowledge gap that many students reported was an issue. One student in particular brought up the fact that it was difficult for her reader to pronounce or convey certain discipline-specific principals that were mentioned in the test. Recruiting readers or test proctor site from within the individual discipline would be helpful to students.

The programming and services mentioned previously meet the needs of the constituent groups including students, faculty and staff.

**Students:**

The Review Team recommends that Disability Services use a demographic charting system that mirrors the federal government demographic guidelines. The demographic break down for the current client population at Disability Services is as follows.
Types of Disabilities

- Depression – 7
- Bipolar – 6
- Intellectual Disability – 8
- Epilepsy – 7
- Mobility Impairment – 5
- ADD/ADHD – 53
- Traumatic Brain Injury – 6
- Hearing Impairment – 7
- Fibromyalgia – 4
- Cerebral Palsy – 3
- Anxiety – 12
- Autism Spectrum – 9
- Vision Impairment – 7
- Rheumatoid Arthritis – 2
- Diabetes – 3
- Learning Disability – 65
- Muscular Dystrophy – 3

Faculty & Staff

Dr. Alexis meets with the faculty from various departments individually and at faculty meetings to deliver disability awareness and provide information about resources for students with disabilities.

DS staff proctors tests on behalf of faculty.

DS staff sends out an e-newsletter periodically to notify faculty and staff of activities and programs at the Disability Services office. Dr. Alexis provides workshops each semester on disability etiquette and awareness either in person or by an online video tutorial.

One area that has not been mentioned is that of the connection between Disability Services and Administration. Disability Services has maintained a great connection between their office and administration and has clearly communicated with Dr. Fred Hinson and his office as well as others in upper administration. The Office has been clearly communicating across campus. Comments that were made in several meetings were that Dr. Alexis and Ms. Song were “well liked”, “visible” and “active with [faculty and staff] in other offices”.

III. Analysis of Staff
a. Qualifications – Provide a brief analysis of staff qualifications (i.e., Do the unit staff have the requisite degrees/credentials and skills appropriate to the program?)

Dr. Lance Alexis is highly qualified for his position. He holds an Ed.D. from East Tennessee State University and with a dissertation and internship related to serving students with disabilities, Dr. Alexis came with the education and entry-level skills for the position.

Dr. Fred Hinson also noted that Dr. Alexis interviewed with “great enthusiasm” and has been one of the best hires he has made for Western Carolina University in the decades he has served. Dr. Alexis has been a great asset to his position and was highly praised by the various staff and faculty that the team met with throughout the review period including his peers, subordinates, and supervisors. He has grown with the position and is an excellent director.

Ms. Angie Song is a qualified interpreter and is certified and licensed by the appropriate boards. She has an associate’s degree and is one of the only qualified interpreters in the far Western North Carolina area. Her flexibility in meeting a number of different needs in the Disability Services office is greatly appreciated by both students and staff. If there are students that need interpretation services, she is not going to be able to support all of the clerical services she is currently undertaking for the unit. Although Ms. Song is well qualified as an interpreter, in an academic environment a higher level of education would be advantageous and the review team suggests that she pursues coursework toward a related bachelor’s degree.

b. Resources and Support – Provide a brief analysis of unit and institutional support for staff (i.e., Does the unit have adequate and appropriate processes and procedures for performance evaluation and promotion decisions? Is staff compensation appropriate and adequate? Do staff have access to adequate technological resources?)

During the review period the amount of support for Disability Services was clear and overwhelming. Dr. Fred Hinson has been a great support for the Disability Services unit as the direct supervisor for Dr. Alexis, and both seem to work very well together. It is unclear after Dr. Hinson’s retirement to whom Dr. Alexis and his unit will report.
In addition, it is unclear as to what the structure of Disability Services will be. As a team, and under consultation with those whom we met, that Dr. Alexis and the Disability Services office should continue to stay under the Academic Affairs division at this institution. We also are making a recommendation that if Dr. Alexis joins with the Student Support Services and becomes the director of both units that this new joint office directly reports to the Provost.

Performance evaluations are consistent with University policies and procedures. In regard to promotion, Dr. Alexis has received two increases in salary since his initial appointment at WCU; one based on the completion of his doctoral program and a second increase that matched a job offer from another institution. Promotion should continue within the Disability Service office to maintain quality staff.

In regard to staff compensation, it is well known that the staff in Disability Services are severely underpaid. Dr. Alexis is underpaid by at least $15,000 by the University of North Carolina system and much further by other state systems. If he were to be promoted to the Director of the joint programs he would be even further significantly underpaid. In addition, the Division is understaffed overall.

In contrast, the unit appears to be well supported with technological resources. They have received a number of pieces of equipment and are well-supported by IT and other campus staff for their technological needs. Galen May, Joe Walker, and others are very supportive of physical access resources and there are other support people for additional areas such as Counseling and Psychological Services.

c. Professional Activity, and Service – Provide a brief analysis of staff participation in professional development and university service (i.e., Does the staff have adequate opportunities for professional development? Is the staff recognized by their peers for professional contributions to the field? Does the staff engage in an appropriate level of University service?)

Both Dr. Alexis and Ms. Song feel that they have good opportunities for professional development. Western Carolina University supports an institutional membership with the
Association of Higher Education and Disability (AHEAD). Supported members at the institution include Lance Alexis, Angie Song, Henry Wong and Kelly Kelley.

These same four members and others on campus are institutional members of the North Carolina AHEAD. Dr. Alexis attends national and state conferences of AHEAD; Ms. Song attended state AHEAD conference that WCU lead on this campus. Ms. Song serves on the Board of NC AHEAD. Dr. Alexis has held presidential and board offices for the organization.

Ms. Song is on a board for Access Tech network national board/ she does most of her continuing education online. Dr. Alexis has completed several national presentations (7) and publications (2) and attends conferences outside of AHEAD. Dr. Alexis stated that they make time to do professional development by promoting self-advocacy on campus.

Dr. Alexis is very collaborative with other units on campus and gets involved with many committees. He is very dedicated to the greater mission of disability and social rights and is able to advance that mission by connecting with other groups on campus. His natural, but tempered passion is clear when he is interacting with other groups on campus. He is very forthcoming with his social model of disability. He understands and wants true equality for people with disabilities and when he brings that to the table in meetings with others on campus, his presence shows that disability has a role everywhere on campus. Even when disability is on the “outskirts” of the main issue of the meeting, he wants people to see how disability fits in to it. Inclusion belongs there.

Ms. Song’s presence in the office has allowed Dr. Alexis to be present on campus. However, she also has put on Deaf Awareness week the last two years, has brought in outside speakers from the speakers including the Provost from UNCA who has a hearing impairment. She also advises the student organization Whee Sign which has grown in membership. Her specific interest in Deaf culture is pervasive and positive. She is flexible and positive and she enjoys working with students.

IV. Analysis of Operational Facilities and Budget

a. Does the unit have adequate facilities to fulfill its mission?
The office of Disability Services is tasked with the coordination of services and activities designed to ensure program and physical access for individuals with disabilities at Western Carolina University. While all reports indicate that the unit has been exemplary in meeting this task, space is a primary issue for this unit. Currently the unit is housed in small office spaces located along a busy hallway. There is no central reception area or waiting room and confidential files are housed in the small adaptive technology room. Students must wait in the hallway until Dr. Alexis or Ms. Song can see them. This is particularly awkward when prospective students are accompanied by parents. This situation may discourage some students from seeking assistance because they find the very public location of the offices to be an obstacle to their confidentiality.

The lack of a file room or centralized file storage is a problem when the adaptive technology room is being used as an alternative test location. When this space is being used for testing and files are needed staff have two options: one, disturb the student who is taking a test to retrieve a file or two, provide assistance without access to documentation, case notes, and other information in student files. Neither option is up to standard of service expected from a Disability Services office.

At this time, Disability Services is providing extensive support for classroom testing; however, the unit has no designated testing space. Testing takes place in the adaptive technology room, the workroom for student workers, and other spaces that Disability Services has to “borrow” from other programs in Killian Annex. Increasing the shared responsibility between Disability Services and faculty across campus for test proctoring will help reduce the problem of scheduling tests during peak periods such as exam time. It must be noted, however, that Disability Services will have an ongoing need for adequate test space for those exams that faculty are unable to proctor on their own. These include times when test readers, scribes or specialized software or equipment is needed.

**Recommendations for Operational Facilities:**

- Identify a space with a central reception area and file storage
- Office spaces cannot be landscape walls or cubicle due to confidentiality issues
• Restructure testing procedures to significantly reduce the number of tests proctored by Disability Services staff

• Insure that effective test accommodations can be provided when necessary by designating test space that the unit controls.

b. Does the unit have adequate budget to fulfill its mission?

Dr. Alexis stated that the operating budget for Disability Services is adequate for the units needs because the University has covered any unexpected expenses such as equipment, software, or contract personnel. While this procedure appears to be functioning, a budget line designated for accommodations would streamline the operations of Disability Services by reducing the levels of approval needed for routine purposes. With a designated accommodation budget, Dr. Alexis would have the ability to identify needs, make routine accommodation purchases, and track the costs of making accommodations.

While the operating budget has met the unit’s needs in regard to day to day operations and unexpected accommodation expenses, the budget does not allow adequate compensation for the current personnel. As already noted in this report, Dr. Alexis and Ms. Song are significantly underpaid when compared to their peers both in North Carolina and in the field of disability services across the country. Coupled with the fact that staff are underpaid is the issue of not having adequate staff to meet the unit's needs. One of the chief obstacles presented by the current budget is the fact that it does not allow for an administrative aide or any type of clerical support. In addition to routine clerical duties, the individual who performs the administrative assistant function in the office of Disability Services should be responsible for creation of confidential files, scheduling readers and scribes, scheduling and proctoring exams, coordinating the acquisition or production of books in alternative formats, coordinating schedules for contract interpreters and transcribers, developing and managing departmental databases, and other disability specific duties.

When the institution was faced with the challenge of providing services for deaf and hard of hearing individuals with no local source for interpreters, the decision to hire Ms. Song as staff interpreter was an excellent answer to that problem. Right now, however, the fact
that Ms. Song is acting as administrative aide for the program presents a new and equally serious problem. There is no way to predict what the make-up of the student population being served by Disability Services will be from semester to semester. If individuals who are deaf register for classes or request services in order to participate in a University sponsored activity, Ms. Song will have to provide interpreting services. She will not be in the office to perform clerical duties. At that time, Dr. Alexis and Ms. Song will have to juggle their duties to try to provide accommodations to students and support for faculty while trying to manage the day to day clerical functions necessary for the smooth operation of any unit. If this happens, it is certain that all functions of the Disability Services office will suffer and as a result, WCU may be placed at risks for complaints.

There was some discussion about the fact that Student Support Services is currently funded by institutional funds and not grant funds as in the past. It has been suggested that Student Support Serviced be combined with Disability Services with Dr. Alexis as the Director for both programs. This suggestion is based on the fact that a number of the students served by Disability Services are also served by Student Support Services. This could provide a solution for space and staffing, but it is important to remember that only Disability Services provides services mandated under Section 504 of the Vocational Rehabilitation Act and the ADA. If the programs are combined it will be essential that Dr. Alexis, the program staff and the University not lose sight of the unit primary mission. The first and most essential function must remain all activities designed to insure program and physical access for individuals with disabilities.

**Recommendations for the Budget**

- Increase compensation for current staff to achieve equity with peers in the University of North Carolina system
- Create a specific line item for accommodation costs in the Disability Services budget
- Hire a qualified, full time administrative assistant for the program—Someone with budget and database experience would be preferable.

**V. Summary of unit strengths and areas for improvement**
a. What is your general impression of the unit?

The office of Disability Services is highly regarded by students, faculty, and staff at Western Carolina University. Despite the short tenure of this program, it has become an integral part of the WCU administration and an essential component of the institution's efforts to meet their federally mandated obligations for access for individuals with disabilities. This is in part due to the degree of support provided to Dr. Alexis and Ms. Song by the administration, however, the high caliber of unit's personnel has played a distinctive role in this achievement. It was clear in each interview session that both Dr. Alexis and Ms. Song are not only well liked by the constituents they serve, but that they also are well respected.

With a limited staff it would be easy for a program to lose sight of important fundamental concepts for the provision of direct services to individuals with disability, but the Disability Services staff seems to have avoided that pitfall. Services are provided based on a case by case determination of individual needs. Policies and procedures are based on best practices and not expediency or convenience. Furthermore, the unit's self study and the interviews conducted by the review committee strongly indicate that the office staff embrace the professional and program standards outlined by AHEAD for disability service providers (attached). These standards outline best practices in the field of disability services and by providing high quality services to all of their students, encouraging their students to become empowered consumers, actively engaging in professional development opportunities, and serving as a source of information regarding state and federal laws for their students and the campus at large, the WCU Disability Services staff are meeting those standards.

b. Overall, what are the areas of strength?

Disability Services current staff are definitely strengths for the program. Both Dr. Alexis and Ms. Song are both highly qualified and display a true desire to make WCU accessible for all individuals with disabilities. Furthermore, Dr. Alexis and Ms. Song demonstrate a commitment to inclusion for people with disabilities, seeing disability as not an exceptional state but rather a normal part of life. This focus on disability as
a part of diversity to be embraced is a plus for WCU and for the Disability Services program.

It would be remiss if the evaluation team did not list the degree of campus wide support the program enjoys as a real strength. From the upper levels of the administration to the students who use the program, the unit appears to have a high level of approval and constituent satisfaction.

c. Overall, in what areas could the unit make improvements?

One area that is within the unit's control to change or improve is the current practice of proctoring large numbers of tests in the unit. This can and must be a responsibility shared with faculty. As the number of students being served by Disability Services increases, effective test administration will become impossible for the unit unless a dedicated test center and staff are developed.

Another area that could be improved is the method of data collection and the use of demographics. Using a standardized format for identifying disability groups will make comparisons with other programs and grant writing easier. Adding a satisfaction survey posted on the web either annually or biannually would also help the unit collect usable data.

VI. Summary of Recommendations

- On the initial meeting with students to determine accommodations having some type of training discussing types of accommodations that may be requested, or having print or video tutorials completed by other students currently receiving accommodations regarding this subject.
- Improving the knowledge of faculty in generally will continue to help with the reporting of incidents to inaccessibility or discrimination. It is evident that some faculty are still fearful of litigation or have unclear expectations about accommodations and need to understand the needs of students with disabilities to better understand this area.
• The relationships with Dr. Wong need to continue so that any non-compliant faculty can be addressed in the appropriate manner.

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• Dr. Alexis may also want to be meeting with other staff such as Financial Aid and the Registrar to make sure that students with disabilities who are new to campus FIND the Disability Services office immediately upon arriving on campus.

• After this, faculty need to receive training. This could be done in a number of ways. Dr. Alexis could:
  5. Attend faculty meetings at the departmental level
  6. Train departmental liaisons who can then train faculty in their departments
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  8. Have mandated trainings based on the fact that there are federal mandates.

• WCU should actively recruit more students with disabilities by placing statements of welcome on their recruitment materials and by actively recruiting in high schools with high numbers of students with disabilities, such as the School for the Deaf in Morganton, etc.

• Using the LED scrolling closed captioning screens from the museum at graduation or other events that need them can help to create access at other events.

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• Hit the other things that are already happening on campus instead- such as Valley Ballyhoo- so that you are in where the action is happening. Have something fun going on (Whee Sign) that attracts attention so that people will want to see what is happening and come and talk with you.

• Use a “big” existing event (Literary Festival?) and see if you can get it to use a disability theme for that year.
• Bring in a Visiting Scholar for a lecture. Jennifer Hinton suggested Don Rogers, expert on Universal Design for challenge courses (Associate Professor at Indiana State).

• Bring in experts from agencies such as the Office of Civil Rights or Disability Rights North Carolina to provide cutting edge updates on legal issues related to the ADA and disability rights.

• Allocating more time to doing assertiveness and advocacy training, and perhaps collaborating with the recreational therapy program or counseling program to set up role playing situations to promote this.

• Reiterating to faculty (and students) in the statement to place in syllabi what the testing proctoring process is to eliminate confusion about the responsibility of the student to turn in requests on time.

• Identify a space with a central reception area and file storage

• Office spaces cannot be landscape walls or cubicle due to confidentiality issues

• Restructure testing procedures to significantly reduce the number of tests proctored by Disability Services staff

• Insure that effective test accommodations can be provided when necessary by designating test space that the unit controls.

• Increase compensation for current staff to achieve equity with peers in the University of North Carolina system

• Create a specific line item for accommodation costs in the Disability Services budget

• Hire a qualified, full time administrative assistant for the program—Someone with budget and database experience would be preferable.