
**University of Illinois
at Chicago**

**A Report on the
Participation and Success
of Underrepresented
Students and Staff**

Submitted to the Illinois Board of Higher Education

November 2003

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Participation and Success
Of Underrepresented
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Office of Academic Affairs

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UIC Executive Summary Services and Accommodations for Persons with Disabilities

The 2003 Report on Underrepresented Groups in Higher Education focuses on issues of disability with particular emphasis on the services and accommodations for students with disabilities. The University's efforts include the following:

- The Chancellor released a Statement of Commitment for Persons with Disabilities that entails an embrace of universal principles that “people with disabilities are assets to the university” and that they add to the campus diversity that is “vital to an academic community.”
- The Office of Disability Services provides a wide variety of services to students with disabilities. It provides services and accommodations as they transition from high school to college and while they continue their academic careers at UIC to ensure full inclusion and participation of students with disabilities in all aspects of university life.
- The Office of Access and Equity provides avenues for students to voice their concerns about the services they receive on campus and offers resolutions to them.
- The Department of Disability and Human Development is a leader in research on disability-related issues and it plays a significant role in defining the conditions under which disability services and accommodations are provided. It also provides staff training and consultation regarding obligation for accommodations and legal requirements.

Challenges remain within the University environment for fully integrating students with disabilities. The University has begun to meet these challenges in the following ways:

- The University has made proactive efforts to address the issue of adequacy of services to students with disabilities, including inviting consultants in 2001 and conducting a campus survey with questions specifically related to disability issues in 2002.
- The university recognizes that our current environment includes architectural and communication barriers due to the age of our infrastructure and location within an urban environment. The university has implemented policies and initiatives to improve the situation in response to the findings of the consultants' visit and the climate survey. They include:
 - Establishment of a Technology Access Group in 2001;
 - Establishment of a Disability Advisory Committee in 2001;
 - Publication of the Chancellor's Statement of Commitment to Persons with Disabilities in 2002;
 - Development of a checklist for priority snow removal in 2002;
 - Review of transportation policy in 2002;
 - Creation of an online complaint channel in 2003;
 - Impending change of the report of the Office of Disability Services from the Counseling Center to the Dean of Student Affairs.

Acknowledgements

The production of this report would not be possible without the assistance of staff in many units. More than 70 programs and offices contributed data and funding information for this report. Without their assistance this report could never be produced. The quality and incredible diversity of the programs and initiatives offered through these units are only hinted in this report. The dedication of these UIC staff has contributed significantly to the campus diversity goals.

Data and narrative on services and accommodations for students with disabilities are provided by a number of staff including Masako Goto of Academic Computing and Communication Center, Carole Snow of Academic and Enrollment Services, Jo Campbell of Campus Housing, James Foerster of Capital Programs, and Nora Spurgis Buczek of Library.

Two individuals must be singled out for their invaluable and significant contributions to this report: Tamar Heller, Professor and Head of the Department of Disability and Human Development and Caryn Bills Windt, Human Relations Specialist of the Office of Access and Equity.

Marilyn (Murphy) Marshall, Associate Director, University Office for Planning and Budgeting, provided helpful information and invaluable advice. Without her support and guidance, completion of this report would have been extremely difficult.

The table preparation as well as staffing and funding information collection were made possible by the tremendous efforts of Michele Mancione of the Office of Academic Affairs.

Mo-Yin Tam
Office of Academic Affairs

Patricia Gill
Office of Access and Equity

Heather Stout
Office of Disability Services

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University of Illinois at Chicago

Annual Institutional Report on Underrepresented Groups

2003

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I. SERVING STUDENTS WITH DISABILITIES

I.1. Introduction

To set the tone for the campus commitment to persons with disabilities, the Chancellor has issued the UIC Statement of Commitment to Persons with Disabilities that entails an embrace of universal design principles. It is stated as follows:

Guided by the belief that people with disabilities are assets to the university, UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. We seek to provide an academic, social and physical environment that makes disabled people integral to the diversity of perspectives that is vital to an academic community.

UIC supports the principles of universally accessible design, alternative communication formats, and the expression of disability community and pride. At all levels of the university, UIC promotes equal opportunity, fair treatment, and the elimination of barriers for qualified individuals with disabilities.

To honor this commitment, UIC provides students with disabilities resources and accommodations as they transition from secondary to postsecondary education and while they continue their academic career at UIC¹. To ensure students their full access to programs, services, and all aspects of campus life, the Office of Disability Services (ODS) provides services to students with disabilities. It provides accommodations including pre-classroom services, classroom services, testing accommodations, document conversion, and assistive technology. The Office for Access and Equity (OAE) offers avenues for students to express their concerns about the services they receive and provides resolution to them. The Department of Disability and Human Development (DHD) addresses ongoing accommodation for students, faculty, and staff in its programs and provides staff training and consultation regarding accommodations for persons with disabilities. The College of Medicine Office of Student Affairs provides services and accommodations to the medical students with disabilities.

Additional accommodations are provided to students, faculty, and staff with disabilities by other campus units including the Academic Computing and Communication Center, the Library, the Transportation Department and the Housing Office.

While this University is the leader in the country in research on disability-related issues and academic endeavors committed to disability studies, there remain many challenges within the campus environment for fully integrating students with disabilities. To address the question of “adequacy of services” for persons with disabilities, UIC invited a site

¹ While this report concentrates on resources and services for students with disabilities, similar commitment is devoted to staff with disabilities.

visit by external consultants in 2001 and conducted a climate survey with questions specific to disabilities services in 2002. Based on the findings, steps have been taken to improve disability services and accommodations and committees have been formed to address the concerns of persons with disabilities.

Best practices include a recently established on-line complaint channel through which students, faculty and staff with disabilities can either register their complaints anonymously or seek response to their concerns. The Office for Access and Equity follows up with these complaints and provides advice and assistance to persons with disabilities.

Two university-wide committees (the Disability Advisory Committee and the Disability Access Group) have recently been formed to address issues related to persons with disabilities on campus. In addition, the Chancellor's Committee on the Status of Persons with Disabilities provides advice to the Chancellor on concerns of persons with disabilities. This system of campus-wide bodies constitutes another best practice for UIC.

In addition to providing leadership in research on disability, the Department of Disability and Human Development actively recruits students, faculty, and staff with disabilities; addresses on-going accommodation issues; and supports external units. While it does not offer services directly to students, it addresses the conditions in which those services are provided.

A more detailed description of the achievement of the online complaint mechanism, the accomplishment of the university-wide advisory bodies and the programs of the Department of Disability and Human Development's disability resources for students, are given in Section II in this report on the institutional best practice.

I.2. Range and Adequacy of Services for Students with Disabilities

With its Statement of Commitment² to “full inclusion and participation of people of disabilities in all aspects of university life” and “maintaining a barrier-free environment so that individuals with disabilities can fully access programs, services, and all activities” on campus, UIC provides a number of resources and services available to students with disabilities. In the last few years, there has been an expansion of the range of services. Staff members in different areas of specialization have been hired to widen the spectrum of services provided. Additional hires are planned in areas not yet covered by the current staff. Student survey and analysis of student performance data will be administered to ascertain the outcome of the services provided to students with disabilities.

² This is the Chancellor's Statement of Commitment to Persons with Disabilities published in http://www.uic.edu/depts/oe/Stmt_PWD.html.

I.2.A. Campus Office and Resources for Students with Disabilities

The Office of Disability Services provides services to students with documented disabilities in order to facilitate access to UIC. The Office for Access and Equity offers advice to students and responds to their issues and complaints. It also advises the Office of Disability Services and addresses accommodation issues that are beyond the scope of services offered by the Office of Disability Services. The Department of Disability and Human Development and the College of Medicine provide accommodations and services for students with disabilities in their own programs, respectively. Additional accommodations to students with disabilities are provided by other campus units including the Academic Computing and Communication Center, the Library, the Transportation Department, and the Housing Office. In addition, the Chancellor's Committee on the Status of Persons with Disabilities (CCSPD) provides advice and offers recommendations on disability issues, policies, services, attitudes, and practices on campus. Also, the Disabled Student Union, a student organization, provides networks for students with disabilities.

- **Office of Disability Services (ODS)** provides accommodations to students with documented disabilities through consultation with faculty and campus departments. The office identifies all eligible students, requests documentation of disability, determines the appropriate accommodations, and ensures that said accommodations are provided. ODS serves undergraduate, graduate, and professional students, including students from College of Applied Health Sciences, Nursing, Dentistry, and Pharmacy. ODS incorporates the following units: reception/classroom relocation, case management, exam accommodations, document conversion, assistive/adaptive technology, and services for students with hearing impairments.
- **Office for Access and Equity (OAE)** is responsible for UIC Americans with Disabilities Act compliance for all UIC employees, hospital patients, and visitors. In addition, it provides advice and resolutions to students who express concerns about the disability services they receive on campus.
- **The Department of Disability and Human Development (DHD)** conducts research and provides services for persons with mental and physical disabilities and their families. In addition to offering two graduate degree programs and various research programs, the unit runs service programs including the Assistive Technology Unit, the Family Clinic, and the Great Lakes ADA and Accessible IT Center.
- **The College of Medicine** provides advising, assistance with scheduling, and other accommodations and services to medical students with disabilities from all the four College of Medicine campuses (UIC, UIUC, UI Rockford and UI Peoria). The College of Medicine ADA officer and its ADA Committee, composed of

faculty from all campuses, review requests from medical students with disabilities and determine reasonable accommodations. Medical students with disabilities are advised to talk to their advisor and are required to consult with the ADA site administrative officer in their own campus, who coordinates services for the students in that campus.

- **The Academic Computing and Communication Center (ACCC)** provides adaptive equipment for people with disabilities such as height accessible workstations, computer software such as screen magnification and text translation, as well as other applications. The computer consultants receive disability awareness training and introduction to the available accessibility software in preparation for assisting students with disabilities.
- **The Library** has two librarians who coordinate services to users with disabilities. Services include pulling books and other materials from shelves, copying articles, helping with online research, and providing orientations to library facilities and materials. Adaptive equipment available for people with disabilities includes Closed Circuit Television (CCTV), scanner, and computer software such as screen reader, screen magnification, and scan and read program. The computer consultants receive disability awareness training and introduction to the available accessibility software.
- **Transportation Department** provides on-campus paratransit services and off-hour paratransit services to points of public transportation or to residences within the designated area for students with disabilities.
- **Campus Housing** provides room modifications and other housing accommodations, such as single room arrangement, for students with disabilities. Campus Housing requests that students seeking disability accommodations meet with the Office of Disabilities Services in order that ODS may make a recommendation for appropriate accommodations.
- **The Chancellor's Committee on the Status of Persons with Disabilities (CCSPD)** was formed in 1973 to “promote empowerment and inclusion of students, faculty and staff with disabilities at UIC.” It provides a forum for discussion and assessment of disability-related issues that are relevant for the campus and the larger community. It also advises the Chancellor and other administrative units and makes recommendation on disability-related issues, policies, services, attitudes, and practice on campus.
- **Disabled Student Union** is a student organization associated with the National Disabled Students Union that is a “national, cross-disability, student organization.”

I.2.B. Services to UIC Students with Disabilities

The University provides a broad range of services and accommodations to ensure that students with disabilities can participate fully in academic and student life. Following is a description of services available to students.

I.2.B.i. Academic Services to students

- a) **General Services** include referral to UIC and community resources, as requested or needed; advocacy for students; Letter of Documentation (LOD) to students, as needed, to provide the faculty with notice that the student has a documented disability and will need the reasonable accommodations, as outlined in the LOD; and consultation with academic departments about student requests for modification of degree requirements.
- b) **Pre-classroom Services** include priority registration, priority seating, classroom relocation, adapting classroom furnishing for particular needs of a student, and orientation training for blind and visually impaired students.
- c) **Classroom Services** include the use of sign language interpreting; use of captioning and use of assistive listening devices (ODS loans out FM systems to students); copy of any overheads or materials shown during class; tape recording of lectures; note taking; occasional time extensions on assignments; and modification of class attendance with the opportunity for make-up exams.
- d) **Testing Accommodations** include extended time; isolated space; use of reader and/or scribe; large print format; alternate format for students unable to take scantron format exams; and use of assistive technology (computer, CCTV, lighting and various memory aids).
- e) **Document Conversion** is provided. Textbooks, articles, syllabi, required readings, and handouts are converted to alternative formats, such as audio, electronic, large print, braille, and documents using color paper.
- f) **Assistive Technology (AT)** includes evaluation implementation and training to faculty in making instructive technology accessible to students with disabilities. The latter includes the use of AT for web page review; computer access; speech recognition software; text-to-speech software; screen readers; screen magnification programs; track balls, typing aids, etc.

I.2.B.ii. Human Resources

- a) **Accommodations in Employment** are made for all employees including teaching assistants.

- b) **Orientation and training** is conducted for all employees including teaching assistants.
- c) **Review and evaluation of workspace** is conducted for accommodation needs.
- d) **Training in disability accommodations** in a workplace environment is conducted.
- e) **Sign language interpreting and real time captioning** is provided for public meetings.

I.2.B.iii.General Services

- a) **Parking:** alternative parking arrangements are available for persons with disabilities to ensure accessibility accommodation and reciprocal parking arrangements for those who need to use more than one parking lot on campus. The policy is announced in all materials relevant to on-campus parking services.
- b) **Housing:** priority placement is given to persons with disabilities if accessible space is needed. The policy is clearly stated in Campus Housing Brochure.
- c) **Library Accommodations:** assistance is available for students with disabilities as needed; computers with adapted technology are available for students with visual and learning disabilities.
- d) **Transportation:** all buses on the Intercampus Bus Service and the Commuter Shuttle Service are equipped with lifts. Bus lifts are usually checked before each bus leaves the depot and they are subject to random checks. Two vans are operated for door-to-door-service; on-line scheduling service is available. Transportation policies are posted on-line.
- e) **Snow Removal** is guided by a checklist of high-priority locations with high usage of persons with disabilities.
- f) **Evacuation Safety:** procedures are in place for the safe evacuation of persons with disabilities from buildings.
- g) **Coordination with City of Chicago:** curb cuts and “El” station accessibility are coordinated with the City.
- h) **Computer Services:** hardware and software technology are available in computer labs for persons with disabilities. Hardware includes Basic Index Braille Embosser (SSB lab only); Hewlett Packard ScanJet 5100C Scanner (SSB lab only); and a raised height table (at least one per lab). Software includes Dragon Dictate for Windows Classic Edition; Duxbury Braille Translator; Job Access with Speech (JAWS), Screen Reader Version; Window-Eyes (screen readers); and

ZoomText (screen magnification software). Upgrades/updates are recommended annually to ACCC. ACCC works with individuals to implement specialized solutions when their needs cannot be met within the networked environment. Disability awareness training and introductions to the software usage is on-going for ACCC staff.

I.2.B.iv. Building and Physical Accessibility

- a) **Facilities Management Accessibility Contact** is available for persons with accessibility problems.
- b) **Project Managers Training Session** in renovation standards is conducted to ensure that accessibility requirements are met.
- c) **Compliance Clauses in Contracts with Architectures and General Contractors** are in place for meeting accessibility codes.
- d) **Architecture Assigned for Capital Projects** are reviewed for ADA compliance.
- e) **Accessible Paths of Travel Signage and Clearance** for construction projects are provided.
- f) **Signage** is in place on location of accessible entries and paths to accessible entrances.
- g) **Classroom Furnishing Review and Architectural Plan Design** is completed for accessibility in major classroom refurbishments.

I.2.B.v. Physical Access Upgrades for accessibility on campus include the addition or modification of 22 elevators; the installation of 3 chairlifts; the construction of 20 exterior ramps or other alterations to achieve access to the approach to the building entrance; the installation of 21 automatic door openers; the addition of 5 interior ramps; the remodeling or modification of 41 spaces; and the addition of some needed features for exceptional settings. The last category includes strobe lights, intercoms, drinking fountains, pay phones, and campus phones at an accessible height.

I.2.B.vi. Training on Disability Issues is conducted for campus community and specific specialists in such areas as ADA in Employment, Disabilities in the University Environment, Building and Physical Accessibility, and Disabilities in the Classroom.

I.2.B.vii. Communications and Culture

- a) **Chancellor's Statement of Commitment to Persons with Disabilities**, a strong statement emphasizing inclusion for all types of students, was issued to the Campus Community.

- b) **Disability Resource Link** is prominently placed on the UIC Internet homepage.
- c) **Online Complaint Mechanism** provides a mechanism for making complaints anonymously or for seeking responses or reports on complaint resolutions.
- d) **Transportation Scheduling Online** is available.
- e) **Town-hall meetings** on particular subjects to raise concerns are conducted by campus committee.
- f) **Cultural Activities** include a lecture series Disability on the Arts, Poetry Readings, and Film Series, which occur on a regular basis.

I.2.C. Expenditures and Utilization Rates for Services for Students with Disabilities

There was a modest increase in expenditures on student disability services last year. Also, during the last two years, there has been an increase in the depth and breath of services provided by the Office of Disability Services as reflected in the increase in their utilization rates during this period. Moreover, through its strategic hiring of staff with special skills, ODS is pursuing an expansion of the range of the services it provides to students with disabilities.

Table I-1 shows the expenditure on services provided for students with disabilities in the last two years. It shows that was an increase in direct expenditures on students of disabilities of \$141,000 in 2002-2003 over the previous year, representing a more than 30% increase. Most of the increase, however, is in nonrecurring areas as the campus was coping with the cut of its state funding.

There is an increase in direct expenditures on students of disabilities of \$141,000 in 2002-2003 over the previous year, representing a more than 30% increase.

**Table I-1. Expenditures on Student Disability Services
UIC^a**

Recurring	2002-2003	2001-2002	Change
Employment Accommodation	\$30,000	\$30,000	
Students	\$395,000	\$320,000	\$75,000
Cultural Events	\$20,000	\$20,000	
Transportation	\$80,000	\$80,000	
Subtotal	\$525,000	\$450,000	\$75,000
Nonrecurring			
Signage	\$25,000		\$25,000
Access Maintenance	\$31,000		\$31,000
Communication	\$10,000		\$10,000
Subtotal	\$66,000		
Total	\$591,000	\$450,000	\$141,000

a. These figures include only expenditures of the Office of Disability Services and Office for Access and Equity on student disabilities services (Sources: Office of Disability Services and Office for Access and Equity). They do not reflect expenditures of services provided by other units including Department of Disability and Human Development, Academic Computing and Communication Center, Library, Transportation Department and Campus Housing.

Table I-2 lists the utilization rates of the various services provided by the Office of Disability Services in the last two years. In general, there is an expansion in the depth of services provided. The most striking increase occurs in the area of document conversion. The increase in the number of pages converted to alternate formats for students with disabilities from 2001-02 to 2002-03 is more than 30,000 pages, representing a 150% increase. In addition to the high volume of documents converted at UIC, conversations at UIC are done in a much wider variety of formats (including audio, electronic, large prints, Braille and documents using color paper) than those provided by other institutions.

The increase in the number of pages converted to alternate formats for students with disabilities from 2001-02 to 2002-03 is more than 30,000 pages, representing a 150% increase.

**Table I-2. Utilization of Services to Student Disability Services
Provided by the Office of Disability Services (ODS)**

Service	2002-2003	2001-2002	Change
Individual Contacts			
Students Served	243	314	-17
Contacts	916	717	199
Assistive Technology			
Students Served	27	23	4
Document Conversion			
Students Served	18	16	2
Activities	50,745 pages of alternate format	20,080 pages of alternate format	30,537 pages of alternate format
Interpreting/Caption			
Students Served	2	4	-2
Activities	32 hours/week	30 hours/week	2 hours/week
Test Proctoring			
Students Served	60	43	17
Activities	422 exams	314 exams	108 exams
Room Relocation			
Students Served	5	6	-1
Activities	9 requests	8 requests	1 request

Sources of the data in the table are the year books published by the Office of Disability Services (ODS). The number served by the Office of Disability Services represents part of student with disabilities enrollment listed later in Section IV of the report. Other parts of enrollment include students served by the Office for Access and Equity and the students in the academic programs of the Department of Disability and Human Development. Every effort has been made to avoid double counting.

In recent years, the Office of Disability Services has hired staff members with a variety of background, enabling it to expand the breath of services it provides to students with disabilities. During 2001-02, ODS expanded its areas of services to include assistive technology by hiring a staff specialist in this area. Further plans for development include replacing the currently vacant position for an ASL Staff Interpreter and hiring a full-time testing coordinator and a LD specialist.

During 2001-02 ODS expanded its areas of services to include assistive technology by hiring a staff specialist in this area.

To ascertain the appropriate and adequacy of the services it provide, ODS plans to administer a student survey to measure student satisfaction of its services and analyze its data of student performance to determine the outcome of its services. The office is in the process of determining, through consultation, what appropriate statistical tools it would use for the evaluation.

I.3. Transition and Outreach Services for Students with Disabilities

Communication to Potential UIC Students with Disabilities are provided in the application materials and through an online website. The UIC application forms highlight the provision of services to students with disabilities. Also, a “disability resources” link is conveniently placed on the right upper corner of the front portal to UIC, <http://www.uic.edu/index.html>. It maps a comprehensive list of services and policies for persons with disabilities available at UIC. This website has links to the following information:

- The Americans with Disability Acts at UIC
- Campus Access Map
- Computing and Libraries
- Employee Services - Policies and Procedures
- Student Services - Policies and Procedures
- Student Organizations
- Online Reporting of UIC Accessibility Issues
- General Campus Resources including
 - Chancellors Committee on the Status of Persons with Disabilities
 - Department of Disability and Human Development
 - Great Lakes ADA and IT Center
 - Assistive Technology Unit
 - Disability Studies
 - Division of Specialized Care for Children
 - UIC National Research and Training
 - Psychiatric Disability
- Transportation
- UIC Paratransit System
- Metra and CTA

Recruitment of Students with Disabilities

The Office of Disability Services works with high school transition counselors and Department of Human Services/Office of Rehabilitation Services (DHS/ORS) counselors to provide prospective students with information about the accommodations and services available to students with disabilities. During 2002-03, ODS increased the number of outreach events. Twenty-four outreach events during that year generated 2,412 contacts

with persons with disabilities, representing an increase of an almost 50% increase over the previous year³. In addition, ODS attends transition fairs and Individual Education Plan (IEP) meetings for students/schools in the northern Illinois area.

The UIC Office of Admissions and Career Services has also sent representatives to attend transition fairs. Hundreds of high school students are reached through such transition events.

The Department of Disability and Human Development also actively recruits students with disabilities. Furthermore, the Chancellor's Committee on Status of Persons with Disabilities provides support for recruitment, admission, and services for individuals with disabilities who are seeking admission to the University.

During 2002-03, ODS increased the number of outreach events. Twenty-four outreach events during that year generated 2,412 contacts with persons with disabilities, representing an increase of an almost 50% increase over the previous year.

Transition to UIC

Once admitted to the University, students with disabilities who wish to seek accommodation self-identify with the Office of Disability Services. After they submit documentation of their disabilities, ODS determines reasonable accommodations for them. In the case of students entering UIC directly from high school, ODS works with the Transition and/or the DHS/ORS Counselor to ensure that the transition from high school to postsecondary education is successful. ODS will continue to provide reasonable accommodations to students throughout the course of their studies at UIC.

I.4. Campus Climate and Support for Students with Disabilities

While this University is the leader in the country in research on disability-related issues and academic endeavors committed to disability studies, there remain challenges within our environment for fully integrating students with disabilities. Levels of inaccessibility at UIC are also largely due to the fact that for several generations students with disabilities were encouraged to attend more accessible campuses downstate. In addition, our current environment includes architectural and communication barriers due to the age of our infrastructure and location within an urban environment. This includes inadequate accessible information technology and accessible buildings and facilities. There is also insufficient accessible student housing to meet the needs of students with disabilities as well as lack of door-to-door accessible transportation to enable students to take advantage of the various services on campus. Other challenges include providing sufficient accommodation in the classroom and repairs of assistive technology equipment used by students as well as sufficient resources for text conversion for blind students.

³ In 2001-02, ODS organized 22 events and reported 1,630 contacts in its year book for that year.

To ascertain the effectiveness of the services provided to students with disabilities, UIC invited a campus visit by a group of three outside consultants in 2001 (see I.4.A.) and conducted a climate survey in 2002 with specific questions on provision of disability services. Both of these studies represent proactive efforts by the university to find out more about the adequacy of provision of services to persons of disabilities. Changes have been made and policies have been implemented based on the findings. Further improvement will be considered by the Disability Advisory Committee and the Disability Access Group.

I.4.A. 2001 Consultants' Report

A three-member team was brought to the University of Illinois at Chicago from March 13-15, 2001 and was comprised of experts in the area of disability services and programs. The evaluators were Trey Duffy from the University of Wisconsin-Madison, Brad Hedrick from the University of Illinois at Urbana-Champaign, and Sue Kroeger from the University of Arizona. The team observed the services and activities of the Office for Disability Services (ODS); interviewed campus staff, students, faculty, and administrators; and reviewed documentation of institutional efforts. The report was divided into six sections and focused on: Philosophy, People, Policies, Procedures, Programs, and Recommendations.

The consultants indicated that their visit gave them “a clear impression that UIC is committed to ensuring access for faculty, staff, students and guest with disabilities.” Where they found shortcomings, they gave a number of recommendations. Many of them have been adopted since their visit as listed below. With the effort from the recently established Disability Advisory Committee and Disability Access Group, the campus strives to make continued improvements in the evaluation and provision of campus access, services and accommodations as well as programs for persons with disabilities at UIC.

I.4.A. i. Improvements Made in Response to the Consultants' Report

- **Establishment of a Technology Access Group in 2001.** This group was created in 2001 as a subcommittee of the Access Group to identify, evaluate, recommend, and incorporate technology access on campus within major departments such as the computer center and libraries. The accomplishment of this group is described in more detail later in the best practice section of the report (see II.2.).

A Technology Access Group and Disability Advisory Committee were established in 2001 to improve services to persons with disabilities in UIC.

- **Establishment of an Advisory Committee in 2001.** In November 2001, the Chancellor charged an advisory committee with the responsibility of drafting a

statement of commitment to equal access for persons with disabilities at UIC for her signature. The statement of Commitment to Persons with Disabilities was released about a year later. Implementation of this statement is to be guided by the Advisory Committee. It is comprised of faculty, staff, and students with disabilities, campus administrators, and two external experts. Named by the Chancellor, this Committee will identify gaps in services for persons with disabilities and recommend viable solutions. The accomplishment of this group will be described in more detail later in the best practice section of this report (see II.2.).

- **Release of the Chancellor’s Statement of Commitment to Persons with Disabilities in 2002.** The statement embraces universal design principles.
- **Development of a Checklist for Priority Snow Removal in 2002.**
- **Review of Transportation Policy in 2002.**
- **Creation of an Online Complaint Channel in 2003.** This online complaint form provides an instrument for persons with disabilities to voice their concerns and seek resolutions to them. This project is described in more detail as a best practice in Section II of this report.
- **Impending Change in Report of the Office of Disability Services in 2003.** The report of the Office of Disability Services is in the process of moving from the Counseling Center to the Dean of Student Affairs, as recommended by the consultants.

I.4.B. 2002 Climate Survey

In 2002, UIC initiated a campus climate survey conducted by an outside consultant. The aim of the survey was to learn more about the campus climate for various minority groups including persons with disabilities. It represents an additional proactive effort by the University to identify strategies for addressing challenges and supporting positive initiatives.

The results of the survey were released in the summer of 2003. Of the total respondents, about 50% are students and about 2% indicated that they had a disability. About three-quarters of the respondents find that the campus climate is accepting for persons with disabilities (with 21% not sure and 5% find it not accepting). Over half of the respondents think that the climate for persons with disabilities can be improved through awareness/sensitivity workshops/programs, classes focused on disability issues, or cultural events that recognize persons with disabilities.

The survey results with respect to disability services will be analyzed by the Disability Advisory Committee and the Disability Access Group for recommendations for policy changes and improvement of services and accommodations for persons with disabilities.

II. INSTITUTIONAL BEST PRACTICES PERTAINING TO STUDENTS WITH DISABILITIES

II.1 Online Complaint Channel

This channel provides persons with disability an avenue to voice their concerns and seek resolutions to them. Since its establishment in May 2003, a number of complaints have been registered and addressed by the appropriate units.

The Channel. An online reporting form was recently created to be used for persons with or without disabilities to report problems such as building and classroom accessibility, assistive technology, general services, construction and renovation, and program/event concerns. The form was tested in April 2003 on users with visual impairments and implemented in May 2003. The reporting system was developed in conjunction with the Office for Access and Equity (OAE), the Chancellor's Committee on the Status of Persons with Disabilities (CCSPD) and the Office of Disability Services (ODS).

In May 2003, an online complaint channel was open to persons with disabilities. This form allows individuals to report complaints anonymously or to seek a response to their concern.

This form allows individuals to report complaints anonymously or to seek a response to their concern. The Office for Access and Equity (OAE) is the recipient of the complaints and serves as the triage in determining which office(s) need to be notified and involved when resolving the problem. OAE maintains the website as well as a database of reports. This complaint mechanism creates automatic documentation of both problems and the response from the University.

Results. Since May 2003, OAE has received 18 complaints and each individual noted that he or she was a person with a disability. About half of the complaints have been anonymous. When individuals identify themselves, OAE responds with how the matter will be handled. For example, an individual submitted four online reports related to the motor pool and difficulties with the chair lifts on the shuttle buses. Each bus identified was inspected and either repaired or removed from service until the problem was identified. As a result of these on-line reports, Facilities Management implemented an improved Chairlift Inspection Program.

II.2 Advisory Committee and Access Group for Services to Persons with Disabilities.

In addition to the Chancellor's Committee on the Status of Persons with Disabilities, UIC has a campus-wide Disability Advisory Committee and a campus-wide Disability Access

Group to address disability issues. This system of advisory bodies with memberships including students, faculty, and staff with disabilities provides a strong network of support for persons with disabilities at UIC.

Disability Advisory Committee. The Disability Advisory Committee, described above, was set up by the Chancellor in November 2001. After drafting for the Chancellor the Chancellor's Statement of Commitment to Persons with Disabilities, the committee continues to provide advice to the Chancellor on disability issues. It will identify gaps in services for persons with disabilities and recommend to the Chancellor viable solutions. It held its first meeting on September 18, 2003 and will meet on a monthly basis. The tasks of this committee will be ongoing. It has begun its review of disability services by reviewing the Disability Resource Website and identifying ways to improve information dissemination. The Office for Access and Equity will report progress and accomplishments on an annual basis and the report will be made public on the campus web site under Disability Resources.

Beginning in September 2003, the Disability Advisory Committee holds monthly meetings to review disability services available at UIC.

Disability Access Group. This working group was created by the Office for Access and Equity in 2000 in an effort to be proactive in addressing accessibility issues on campus.

The primary objectives of the Disability Access Group established in 2000 are to develop solutions and to ensure follow-up activities are done.

The Access Group is comprised of staff from the Office for Access and Equity, Facilities Management, and the Office of Disability Services. This group identifies physical barriers to programs and services, reviews site and facility accessibility, and provides guidance for employment and programmatic initiatives. The primary objectives are to develop solutions and to ensure follow-up activities are done. The group consults with other units on specific problem areas that arise. For example, a

construction project may be underway without proper signage posted directing persons with disabilities to an accessible path of travel. This group determines who is managing the project (e.g., Capital Program, Facilities Management, Utilities Management, or the City of Chicago) and contact the project manager to notify the individual that appropriate signage has not been posted. Other projects have included the installation of automatic doors, proximity readers, water fountains, and accessible public/campus telephones.

In 2001, a subcommittee of the Access Group called **Technology Access Group** was created for technology access. As pointed out above, this group identifies, evaluates, recommends, and incorporates technology access on campus within major departments such as the computer center and libraries. Gaps in assistive technology areas are identified and software/hardware designed to assist persons with disabilities is updated. For example, this group has improved certain websites and instructional technology solutions for students with disabilities in the computer centers and libraries.

II.3 The Department of Disability and Human Development's Disability Resources for Students

The Department of Disability and Human Development (DHD) is the home of a number of interdisciplinary centers and projects conducting research across the spectrum of disability. Federally-funded research activities include:

- The Center on Epidemiology and Demography of Disability;
- The Rehabilitation Research and Training Center on Aging with Developmental Disabilities;
- The Center for Health Promotion Research for People with Disabilities;
- The National Center on Physical Activity and Disability;
- The Rehabilitation Engineering and Research Center on Recreational Technology and Exercise Physiology (RERC RecTech);
- The Advocacy and Empowerment for Minorities Program;
- The Chicago Center for Disability Research;
- Disability Studies in the Humanities.

DHD is also the home of the Institute on Disability and Human Development, which is the federally chartered University Center for Excellence in Developmental Disabilities for the State of Illinois. Its programs include two clinics: Assistive Technology and The Family Clinic. The Technology Program is the largest community-based program of its kind in the country. For almost 10 years, the Institute has also operated the country's largest training and technical assistance center on the Americans with Disabilities Act: the Great Lakes ADA and Accessible IT Center.

In addition to being a leader in researching disability-related issues, DHD addresses accommodation issues for students, faculty, and staff with disabilities in its own programs and provides staff training as well as consultation regarding obligations for accommodation and legal requirements. DHD plays a significant role in defining the conditions in which services to persons with disabilities should be provided in UIC.

Accommodation Issues

- DHD Accommodation Committee addresses on-going accommodation issues for students, faculty and staff with disabilities.
- Designated areas and equipment are available within the building to support students with disabilities including 1) rest/quiet areas, 2) equipment storage, 3) computer lab with assistive technology, and accessible information technology such as copy machines, TTY's and a scanner.
- Departmental policy mandates accessible meetings and classrooms.

- Orientation policy is to incorporate disability-related information for new students.
- Staff training is conducted regarding accommodations for faculty, staff, and students with disabilities.
- Assistive Technology Unit staff are available for consultation regarding accommodations.
- Great Lakes ADA Center staff are available for consultation regarding obligations for accommodations and legal requirements.

Academic Programs

Academic programs including a Master's of Science in Disability and Human Development and a Ph.D. program in Disability Studies are available. These are leading graduate programs in the country dedicated to addressing the social and cultural situation of disabled people.

- Academic programs include significant numbers of students with disabilities who comprise nearly one-third of the Master's students and one-fourth of the doctoral students.
- Courses are cross listed with Public Health, Special Education, Psychology, Gender and Women Studies, and English to infuse disability-related content into curriculums across the University.
- The Ph.D. program (which is a collaboration between DHD and the Department of Occupational Therapy and the Department of Physical Therapy), serves as a model for other universities designing disability studies programs.
- The Department actively recruits students, faculty, and staff with disabilities in order to infuse disability perspectives into disciplinary and research knowledge bases of disability.
- A Disability Ethics certificate program is available.

Other Resources

- The Department houses and supports the administrative office of the Society for Disability Studies including the executive officer and the current treasurer.
- The Department supported the initial development of the National Disabled Student Union and houses UIC's Disabled Student Union chapter.
- The department is the location of a substantive archive on the history and social analysis of disability.
- The externally-funded Post Doctoral Fellowship Program focuses on training within the Rehabilitation Sciences and Disability Studies and provides training stipends for disabled students and young investigators with disabilities.

III. TABLE 1: PERSONNEL AND FUNDS BUDGETED TO EACH PROGRAM SERVING MINORITY, FEMALE, OR DISABLED STUDENTS, FACULTY, OR STAFF

Table 1

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES*
FISCAL YEARS 2002 AND 2003**

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
	FY02	FY03	State	FY03	Other	State	Other	
			FY02		FY02			FY03
Designated Programs								
Access and Equity (Office of)	10.00	10.00	632,700	610,700	0	0	(22,000)	0
African-American Academic Network	17.00	16.00	702,400	655,400	0	0	(47,000)	0
African-American Cultural Center	3.31	3.38	196,000	194,000	40,400	23,500	(2,000)	(16,900)
Community Relations (Office of)								
ACT-SO***	3.28	2.28			7,500	3,500		(4,000)
Black History Month	8.12	5.87	5,000	0	13,500	13,300	(5,000)	(200)
Center for Research on Women and Gender	11.11	11.77	182,000	279,400	455,100	467,000	97,400	11,900
Chancellor's Award			21,000	24,500	0	0	3,500	0
Chancellor's Committee on the Status of Asian Americans	0.25	0.25	22,700	21,100	0	0	(1,600)	0
Chancellor's Committee on the Status of Blacks	0.19	0.19		0	30,200	29,500	0	(700)
Chanc. Comm. on the Status of Gays, Lesbians and Bisexuals	0.19	0.25	26,800	23,100	0	0	(3,700)	0
Chancellor's Committee on Status of Latinos	0.19	0.19	17,800	16,500	0	0	(1,300)	0
Chancellor's Comm. on the Status of Persons with Disabilities	0.25	0.25	0	0	24,000	22,300	0	(1,700)
Chancellor's Committee on the Status of Women	0.19	0.19	38,400	35,600	5,100	5,100	(2,800)	0
The Mentoring Experience	0.37	0.38	2,000	0	2,700	0	(2,000)	(2,700)
Louis Stokes Alliance for Minority Participation	5.14	1.12	0	0	504,600	195,700	0	(308,900)
College of Architecture and the Arts								
Spiral Workshop	0.60	0.63	0	0	800	0	0	(800)
UIC-Tuskegee Exchange Program	0.20	0.00	0	0	0	0	0	0
Art Reach Partnership Project for Access to Higher Education		1.70	0	79,000	0	0	79,000	0
College of Education								
Future Teachers Club***	0.03	0.05	0	0	0	1,800	0	1,800
Project 29	1.75	1.69	0	0	250,000	250,000	0	0
College of Engineering								
Minority Engineering Recruitment and Retention Program	7.98	6.61	259,900	230,000	70,000	83,000	(29,900)	13,000
College of Medicine								
Hispanic Center of Excellence	4.75	5.12	0	0	587,000	723,300	0	136,300
Disability Services	9.50	8.25	320,000	395,000	0	0	75,000	0
Early Outreach								
Hispanic Math/Science Edu. Initiative***	7.85	4.65	112,000	112,000	0	0	0	0
Mayor's Summer Job Program ***	26.56	19.35	0	0	36,100	36,100	0	0
Pre-Freshman Enrichment Prog.***	43.15	10.10		0	513,000	165,000	0	(348,000)
Saturday College***	8.85	8.85	302,000	280,200	0	0	(21,800)	0
College Component	0.72	0.95	2,000	2,000	0	0	0	0
High School/College Transition Component***	1.37	2.15	8,000	8,000	0	0	0	0
ABLA Community Scholars Program***	3.56		214,900				(214,900)	
Summer Residential Health/Science Enrichment Program***	4.05	3.00	0	0	27,500	75,500	0	48,000
Educational Enrichment Program***	11.80	10.90		0	45,000	40,000		(5,000)

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
	FY02	FY03	State	FY03	Other	State	Other	
			FY02		FY02			FY03
Graduate College Admissions & Retention Program								
Abraham Lincoln Graduate Fellowship	0.14	0.14	120,000	0		120,000	(120,000)	0
CIC Summer Research Opportunity Program	8.50	4.38		0	375,000	425,000	0	50,000
Graduate College Diversity Fellowship	0.16	0.48		0	300,000	300,000	0	0
Illinois Consortium for Educational Opportunity Program	0.94	0.75	200,000	275,000	0	0	75,000	0
Illinois Minority Graduate Fellowship	0.19	0.75	87,500	140,000	0	0	52,500	0
Latino Committee on University Affairs	0.50	0.50		0	29,000	29,000		0
Latin American Recruitment and Educational Services	15.75	15.33	535,800	528,900		6,000	(6,900)	0
Martin Luther King, Jr. Scholarships			0	79,000	0	0	0	0
National Youth Sports Program***		0.55	20,000	0	88,300	77,800	(20,000)	(10,500)
Native American Support Program	3.00	3.00	123,800	123,800	2,000	1,700	0	(300)
Parents Orientation/Preview Day	1.00	1.19	9,500	5,800	0	5,000	(3,700)	5,000
President's Award Program	0.50	0.00	1,174,000	1,326,000	0	0	152,000	0
Raphael Cintron Ortiz Cultural Center	2.56	2.84	185,700	185,700	70,100	70,100	0	0
Trio Programs								
Project Upward Bound***	14.27	14.27	6,000	26,800	511,800	539,000	20,800	27,200
Academic Support Program***	3.60	4.60	22,400	42,200	260,000	263,000	19,800	3,000
Educational Talent Search***	3.51	6.54		17,900	273,700	304,600	0	30,900
Project Gearup	6.00	5.43	2,600	19,800	349,500	360,000	17,200	10,500
Math/Science Center***	4.87	3.25	5,600	19,800	274,500	282,700	14,200	8,200
Salute to Academic Achievement***	0.75	0.75	31,800	36,600	0	0	4,800	0
Underrepresented Faculty Recruitment Program	0.15	0.20	597,000	641,000	0	90,000	44,000	90,000
Urban Health Program	4.00	6.00	400,300	498,200	0	0	97,900	0
Urban Health Program - Academic Center for Excellence	0.80	0.80	70,600	65,500	0	0	(5,100)	0
Urban Health Program - College of Pharmacy	1.18	2.19	76,300	55,000	0	22,100	(21,300)	22,100
Urban Health Program - UIC School of Public Health***	6.60	8.45	24,600	24,600	993,400	896,400	0	(97,000)
Urban Health - College of Dentistry	1.00	1.00	1,172,300	151,000	0	50,000		50,000
Urban Health - College of Medicine	8.62	9.85	836,700	774,200	492,800	492,800	(62,500)	0
Urban Health - Graduate College	1.60	0.30	41,300	41,300	0	0	0	0
Urban Health - College of Applied Health Sciences***	2.56	2.56	126,700	126,700	0	0	0	0
Urban Health - College of Nursing	1.71	1.98	108,000	111,400	0	0	3,400	0
Urban Youth Leader Project***	1.50	1.40		6,000	32,000	20,000		(12,000)
Women's Affairs (Office of) includes Campus Advocacy Program	3.90	4.90	160,400	162,300	38,500	38,900	1,900	400
Other Programs								
Academic Center for Excellence	13.35	12.00	479,800	446,400	0	0	(33,400)	0
Children's Center	21.01	22.29	337,100	286,300	109,500	109,500	(50,800)	0
Gender and Women's Studies	10.30	8.88	566,200	480,000	0	0	(86,200)	0

IV. STUDENTS WITH DISABILITIES ENROLLMENT

**Table IV-1 Number of Students with Disabilities Served at UIC
By Types of Disabilities**

	Fall 2001	Fall 2002
Undergraduate		
Mobility	30	23
Visual	10	19
Auditory	15	13
Mental Impairment	58	64
Learning Disability	64	68
Medical Disability	31	35
Other	20	5
Total Undergraduate	228	227
Graduate		
Mobility	14	26
Visual	9	9
Auditory	2	0
Mental Impairment	12	13
Learning Disability	11	27
Medical Disability	14	10
Other	5	0
Total Graduate	67	85
Total	295	312
% total HC enrollment	1.1%	1.2%

Sources of the data in this table are the Office of Disability Services and Office for Access and Equity. The figures include students who are served by these two offices and those enrolled in the academic programs of the Department of Disability and Human Development. Every effort has been made to avoid double counting.