Commitment to Disability Access for Ithaca Campus Faculty, Staff, and Students

January 2010

Executive Summary

Compliance with federal, state, and local laws associated with disability nondiscrimination, including the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, is vital to the continued receipt of federal and state funds, as well as in promoting Cornell University policy and its philosophy of inclusiveness.

Because of the breadth of responsibility that disability compliance includes, Cornell University has addressed disability compliance in employment, with students, and with facilities through four departments: Workforce Diversity and Inclusion, Medical Leaves Administration, Student Disability Services, and Facilities Maintenance Management. These offices approve persons eligible for disability services, identify physical barriers that need immediate attention, provide education regarding compliance issues, and work collaboratively with many faculty and staff who provide services and accommodations for persons with disabilities on a daily basis.

To provide senior level leadership in the disability access effort, the university established the Executive Disability Access Steering Committee in 2005, which subsequently determined that the university must develop a practice of shared responsibility in evaluating, monitoring, and planning the delivery of disability access. In 2007 the committee designated a University ADA Coordinator Team—comprised of the associate vice president of the Office of Workforce Diversity and Inclusion, the director of Student Disability Services, and the ADA Coordinator of Facilities—and charged them with implementing the university’s annual disability access strategic plan. This strategic plan will be the university’s roadmap for disability access and will enhance the university’s compliance with disability laws and regulations as well as provide best-practice recommendations for creating a climate that embraces individuals with disabilities.

Six priority areas have been identified for an assessment of disability compliance and for recommendations of measures that will integrate disability accessibility into the fabric of university life:

- physical accessibility of the campus
- educational programs and services
- technology
- communication
• employment
• emergency preparedness and evacuation

To develop and implement the university’s strategic plan to address these six priority areas, the ADA Coordinator Team will serve in an advisory role with six committees of Cornell faculty, staff, and students. While immediate focus will be placed on the six priority areas in order to address compliance obligations, as additional obligations and best practices are identified, they will be incorporated into the plan.
History of Commitment to Disability, Diversity, and Inclusiveness

Cornell University was founded on the principles of diversity and inclusiveness. Unlike many organizations that began addressing diversity and inclusiveness in the 1960s and 1970s, Cornell’s commitment began at the university’s inception. In 1868 Ezra Cornell stated that he would found “an institution where any person can find instruction in any study.” Cornell’s philosophy was considered so unusual for its time that it was assumed the university would not be able to attract a student body. To the contrary, Cornell attracted and continues to attract the highest caliber of students. Since its beginnings, the university has continued to be a leader in addressing diversity and inclusiveness in many ways.¹

Cornell University is a privately endowed university and the federal land-grant institution of New York State. As a member of the Ivy League and a partner of the State University of New York, the university is comprised of seven undergraduate colleges, four graduate and professional colleges in Ithaca, a professional and medical school in New York City, and a medical school in Doha, Qatar.

In the 1970s, the university designated a special assistant to the provost and campus coordinator for the handicapped to oversee plans for access modifications to Cornell’s grounds and facilities. In 1991, the university established an ADA Steering Committee, headed by former associate vice president for human relations, Jocelyn Hart, to establish a facility barrier-removal program. In 1993, the university developed an Accessibility Summary Report that included eight recommendations.² In 1995, the university completed a report on activities that had been completed to address compliance with Title III of the Americans with Disabilities Act, as well as recommendations to continue the university’s accessibility compliance efforts. To carry out these recommendations, the university established an annual fund of $400,000 to address physical issues related to accessibility.

In 1999, the university created a separate office of Student Disability Services (SDS) (previously part of the Office of Equal Opportunity) to provide adequate resources to address the growing number of students with disabilities. At that time, SDS added staff, updated policies and procedures, and created a grievance procedure for students to ensure full compliance with Section 504. Student Disability Services addresses the accommodation and resource/referral needs of undergraduate, graduate, and professional students.

¹ In 1872, Cornell University was the first co-educational institutions in the eastern United States. In 1906, Cornell was the founding institution for the African American fraternity, Alpha Phi Alpha, and in 1916, established the first Asian fraternity in the Ivy League. In 1929, Cornell was the first university to have an interfaith department for religious affairs.
² These recommendations consisted of: training building operations staff in the identification of barriers for individuals with disabilities that result from furniture placement and the use of buildings; establishing a protocol for informing Maintenance Management of barriers for individuals with disabilities that are under their control; centrally managing “path of travel” barrier-removal work; addressing parking curb ramps and bus shelters in “path of travel” plans; establishing accessible entrance sign standards; establishing entrance access as a facilities priority; re-evaluating parking policies with respect to ADA; and developing barrier-removal projects in coordination with “path of travel” work and ongoing building interior surveys.
Also in 1999, the Office of Workforce Diversity, Equity, and Life Quality (WDELQ, now the Office of Workforce Diversity and Inclusion) assumed responsibility for addressing the needs of faculty and staff with disabilities and established an accommodation procedure to ensure full compliance with the regulations of the Americans with Disabilities Act and Office of Federal Contract Compliance Programs related to disability issues. This function was subsequently transferred to Medical Leaves Administration within the Division of Human Resources. In 2000, WDELQ assumed responsibility for the handicapped-parking program for faculty and staff and established a formal protocol for requesting this parking. In 2004, this function became the responsibility of Transportation Services. Human Resources’ Career and Organizational Effectiveness now has responsibility for EEO compliance, including handling all complaints of discrimination based on protected status, including disability.

Efforts to holistically address the needs of individuals with disabilities at Cornell University began in December 2004. At that time, the university convened a Disability Task Force, headed by the (then) director of the Office of Workforce Diversity and Inclusion and comprising representatives with administrative responsibilities related to disability issues. This task force explored the issues faced by the community of individuals with disabilities as an aspect of the university’s commitment to diversity. The task force subsequently expanded to include representation by students from the Cornell Union for Disability Awareness (CUDA). As a result of task force efforts, an informational web page was established to provide information for the Cornell community and visitors with disabilities. See http://www.cornell.edu/disability. Workforce Diversity and Inclusion maintains this web page. Since 2004, the university has continued to holistically and aggressively address the needs and interests of its students and workforce with disabilities by incorporating disability issues into its diversity planning efforts, incorporating the needs of individuals with disabilities into the university’s overall work/life strategy, implementing a disability accommodation process for faculty/staff and students with disabilities, and establishing an annual disability access strategic planning process.

In spring 2005, the university established the Executive Disability Steering Committee, a team of university senior management charged with oversight of disability compliance in every aspect of university life.

In fall 2006, the university established the position of ADA Coordinator of Facilities in Maintenance Management. The ADA Coordinator of Facilities serves as the primary point of contact for all ADA facilities-related issues. This includes the review of designs for new construction and renovation projects for incorporation of accessible elements, developing university accessibility standards, and addressing facility-related accommodation concerns. The coordinator has the responsibility to develop and administer the ADA program as it relates to university facilities and grounds, to manage the ADA appropriation funds, and to prioritize projects in collaboration with staff and student advocacy groups and university facilities professionals, while maintaining compliance with federal and state regulations.

Cornell University has continued its commitment to diversity and inclusiveness, including taking aggressive steps to be compliant with federal, state, and local laws and
regulations related to disabilities; to recruit individuals with disabilities to Cornell’s faculty/staff and student populations; to make the campus, when viewed in its entirety, physically and programmatically accessible, and to cultivate an environment that values the wide range of human physical and mental attributes.

Cornell University’s mission is to discover, preserve, and disseminate knowledge; produce creative work; and promote a culture of broad inquiry throughout and beyond the Cornell community. Cornell also aims, through public service, to enhance the lives and livelihoods of its students, the people of New York, and others around the world. As the university works to achieve this mission, individuals with disabilities will be well represented in all aspects and in all areas of the community.
Compliance with Disability Laws and Regulations

The Rehabilitation Act of 1973 requires federal funds recipients, such as Cornell University, to make their programs, services, and activities accessible to individuals with disabilities. Similarly, in compliance with the Americans with Disabilities Act of 1990, the university has the obligation to provide physical and programmatic accessibility for students, staff, faculty, and visitors to the university.

Cornell has made many strides since the passage of the ADA of 1990 in making the Ithaca campus more physically accessible and providing accommodations so that students, faculty, and staff with disabilities can perform in the classroom or the workplace and can participate fully in all aspects of university life.

Cornell has also developed a positive and proactive approach to disability and accessibility, which has resulted in recognition by New York’s Vocational and Educational Services for Individuals with Disabilities, which named Cornell as one of its top employers based on the services provided to individuals with disabilities. In addition, the American Association of Retired Persons recognized Cornell as one of the top 50 employers for workers over 50 in 2005, 2006, and 2007, and as the Number One employer in 2008 and 2009. This recognition is significant in light of the correlation between older workers and the increase of disabilities in the workplace. The U.S. Department of Labor also gave Cornell the coveted Exemplary Voluntary Efforts (EVE) award in 2007 for the university’s diversity/affirmative action programs, including its efforts in addressing the needs of individuals with disabilities. The university is committed to continuing its efforts to address disability access.

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3 The university received recognition for its disability efforts in 2004, 2006, and 2008.
4 Cornell University was the first organization in AARP’s history to be recognized as the best employer two years in a row.
An important aspect of ADA compliance includes planning what needs to be accomplished to facilitate access (physical or programmatic), as well as reporting on the policies and procedures in place to address access issues. The six strategic plan priority areas—physical accessibility, technology, educational programs and services, employment, communication, and emergency preparedness/evacuation—are in various stages of the planning process.

Physical accessibility is required of future construction, new construction (anything is considered new if constructed after 1992), and all renovations. Readily achievable barrier removal is required to make existing buildings accessible, where the process is “easily accomplishable and able to be carried out without much difficulty or expense.” Readily achievable barrier removal is something that Cornell University will explore as a public accommodation under Title III of the ADA.

Reasonable accommodations are provided to qualified persons with disabilities under the Title I employment provisions of the ADA. These are made for employees with disabilities to allow them to effectively perform the essential job functions of positions they hold or desire to hold. Cornell University has established a policy, 6.13 Reasonable Accommodations, that provides the framework for faculty and staff to request a workplace reasonable accommodation for his/her disability.

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5 Americans with Disabilities Act 42 U.S.C. § 12181(9): definition of “readily achievable”

6 Effective January 1, 2009, the ADA Amendments Act of 2008 expands coverage under the ADA to more individuals and covers more disabilities. In particular, “mitigating measures” (medication, prostheses, and similar ameliorative benefits) by employees are not to be considered when determining if someone is disabled. The only exceptions are eyeglasses and contact lenses. It is unclear as yet how these amendments will affect the number or types of reasonable accommodations provided by the university, but requests for accommodations are likely to increase. Note: these amendments bring the ADA concept of disability more in line with New York State law. Recently, the U.S. Department of Labor’s Office of Federal Contract Compliance Programs (OFCCP), which conducts affirmative action compliance reviews of federal contractors, issued Directive 281, which provides that all compliance evaluations shall now include a review of the contractor’s online application systems to ensure that the contractor is providing reasonable accommodations to insure equal opportunity to qualified individuals with disabilities and disabled veterans.
The primary mandate of Section 504 of the Rehabilitation Act of 1973 is to provide equal access to higher education. Subpart E of Section 504 uses the term “appropriate academic adjustment” to describe accommodations that may be required in a postsecondary setting.

Student Disability Services (SDS) has established guidelines for eligibility of disability services and approves students for disability services. SDS works with each student to develop an accommodation plan to address the impact of the condition in any aspect of university life. SDS works with faculty and staff on determining appropriate adjustments for unique disability issues in a course or program.

Facilitating compliance with the ADA and related disability legislation is a process. Case-by-case determination is made for employee and student eligibility for academic or employment accommodations. Once eligibility is determined, the process for accommodation is customized to meet individual needs. The physical requirements of the ADA are usually specific, such as how wide doors must be or the slope of ramps.
Development of a Strategic Planning Document

In 2007, the ADA Coordinator Team, consisting of the associate vice president for Workforce Diversity and Inclusion (formerly the director of WDELQ); the director of Student Disability Services; and the ADA Coordinator of Facilities, assumed the responsibility for the development of the disability strategic planning process.

Cornell University is committed to carrying out a disability strategic planning effort to:

1. Continue efforts to incorporate disability access in university diversity initiatives.

As the foundation for its commitment to diversity, Cornell is fully committed to complying with the federal, state, and local laws associated with disability nondiscrimination, including the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the New York State Human Rights Law, and Tompkins County Human Rights legislation. The university understands that complying with these laws is vital to the receipt of federal and state funding and its commitment to a diverse workforce and student body. Further, Cornell is committed to the ongoing process of improving access at the university, which is a multifaceted course of action involving programs, services, and activities for students, staff, faculty, and visitors.

Cornell University recognizes that an effective and successful disability accessibility initiative must begin with equal opportunity and affirmative action programs and policies. The Cornell Equal Employment and Education Opportunity Policy includes disability as a protected status, as does the university’s anti-discrimination procedure (policy 6.4). The university’s annual Workforce Inclusion and Affirmative Action Plan includes the mandated Rehabilitation Act affirmative action requirements as well as best practices for enhancing the employment of individuals with disabilities.

Cornell’s “Open Doors, Open Hearts, Open Minds” statement embodies the university’s “enduring commitment to inclusion and opportunity…” and a commitment to include “all individuals, including those from groups that have been historically marginalized and previously excluded from equal access to opportunity.” As a result, the university’s Executive Diversity Council and the University Diversity Council Working Group will incorporate issues impacting individuals with disabilities in their efforts, as appropriate.

As university policies are developed for other aspects of diversity, similar policies will be developed for disability access, or disability will be included in those policies. The university will provide opportunities for its community to become more aware of issues impacting individuals with disabilities through workshops and other programs offered to increase awareness of the university’s commitment to diversity. University communications that support or enhance the university’s commitment to diversity will incorporate disability to demonstrate this commitment.

The university’s affirmative action/diversity plan, as well as diversity strategic plans developed by the individual colleges and administrative units, will include strategies and progress developed in addressing the needs of individual with disabilities.
2. **Address disability access in six priority areas.**

Cornell University is committed to continued progress toward an accessible community. For the past several decades, measures to address the physical accessibility of the campus have been examined and addressed. The appointment of the ADA Coordinator of Facilities, and continued monetary support for ADA renovations and new construction, continue this commitment.

Meaningful program access is multidimensional and is only achieved through collaboration of the colleges and divisions across campus. Training and resources from Student Disability Services, the Division of Human Resources, and Maintenance Management will continue to be developed and disseminated to assist the campus community in efforts to incorporate features of accessibility in programs and events.

The assessment of the six priority areas—physical accessibility of the campus, educational programs and services, technology, communication, employment and emergency preparedness and evacuation—will enable the university community to determine priorities for disability compliance and to develop recommendations for improvements to disability access in a planned manner that is consistent with the university’s mission. A yearly progress report will be completed in each priority area to assure that the university is meeting its obligations of disability compliance. As progress is made toward meeting basic compliance issues, the university will take measures to move beyond strict compliance toward establishing Cornell standards of accessibility.

3. **Establish shared accountability and responsibility for addressing program and physical accessibility for individuals with disabilities.**

In working toward the goal of a fully accessible campus, the university recognizes that it must employ a multifaceted approach in which every constituency plays a role. In practical terms, this means that accessibility should be considered in the planning of every university-sponsored event, and information regarding procedures for requesting reasonable accommodations must be displayed prominently with event information.

Cornell University students, staff, and faculty share the responsibility for upholding these organizational values and achieving this objective in a mutually respectful environment. To support this endeavor and ensure compliance and accessibility, the university will implement a protocol for the payment of accommodations by the individual unit on a short-term basis. If accommodations or disability services are needed on a long-term basis, the academic or administrative unit will build that expense into its standard operating budget the following year. In 2008, the university implemented a supplier diversity program to track and increase its use of diverse vendors. As this program develops, the university will add business owners certified by the Small Business Administration as individuals with disabilities.
4. Provide educational opportunities about disability to improve understanding of disability issues and the university obligations in disability compliance.

The issues surrounding disability are complex and affect all colleges/divisions on campus. Ongoing training opportunities on disability compliance and disability awareness are essential to creating a knowledgeable and inclusive community that will be responsive to the needs of persons with disabilities. Challenges such as the physical campus, rapidly changing technology, and the growing number of persons with disabilities who participate in every aspect of university life make it essential that the university community be educated about disability issues. To assess the progress of this initiative and to determine priorities in training and programmatic development, appropriate university representatives will review the complaint and bias program activity, climate surveys, and regulatory requirements on a regular basis to make sure the university’s commitment is maintained.

7 In 2000, the university implemented an innovative bias response program that is designed to supplement the complaint procedure. This program allows members of the university community to bring forward incidents that impact the university’s commitment to diversity, even if there is no identified respondent.
The university is committed to recruiting students, faculty, and staff with disabilities and recognizes that disability status is not to be considered a factor in the decisions of admissions or employment. To facilitate full inclusion, the university provides effective adaptations in the workplace and reasonable modifications and accommodations in educational programs and services. The procedures for requesting disability services and accommodations must be clearly articulated and widely disseminated to members of the Cornell community. This includes the need for providing “customer-friendly” documents for individuals with disabilities, such as employment and admissions applications, recruitment materials, university forms, and other official materials and communications.

5. **Continue its commitment to community relations with organizations that advocate for individuals with disabilities.**

Working with disability advocacy organizations and disability service organizations is vital to Cornell University’s commitment to be a responsible city, county, state, national, and global citizen and neighbor. This initiative will enhance work with community-based associations to expand outreach to diverse communities, widen opportunity for employment, enhance access or promote understanding to overcome bias and discrimination, and promote principles of diversity and inclusion.

The university is working with external groups—such as Tompkins County Diversity Consortium, Office of Federal Contract Compliance Programs Industry Liaison Group, City of Ithaca’s diversity committee, and Tompkins County’s diversity committee—to address issues that impact individuals with disabilities in the local community. The university has also established a U.S. Business Leadership Network for central/western New York.

The ADA Coordinator Team has connected with student groups—including Cornell Union for Disability Awareness and Cornell Mind Matters—to engage them in the planning and development of policies, procedures, and barrier-removal projects. The university’s goal is to establish connections with other local, state, and national disability groups in a proactive way to position Cornell in the best light for accessibility initiatives on campus.

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8 The U.S. Business Leadership Network (USBLN) is the only national disability organization led by business for business. USBLN recognizes and promotes best practices in hiring, retaining, and marketing to people with disabilities. There are 44 BLN chapters in 32 states, including the District of Columbia, representing more than 5,000 employers across the United States. USBLN uses a business-to-business approach to educate, promoting the business imperative of including people with disabilities in the workforce. The Central/Western New York BLN consists of 15 employers from Buffalo, Rochester, Syracuse, and Ithaca.
Explanation of the Six Priority Areas of the Disability Access Strategic Plan

Physical Accessibility

The physical accessibility needs for the Cornell University campus are extensive, as a result of the age of the buildings and the topography of the campus. While extensive ad hoc efforts have been made over the past 17 years to address access issues, a comprehensive plan for physical access needs is being developed and implemented.

Cornell University is in the unique position of having to balance compliance obligations as a state and local governmental entity because of its contract colleges (Title II of the ADA) in addition to the endowed buildings and programs on campus (Title III of the ADA). While both elements of the ADA require access, the approach to accessibility in programs, services, and activities differs depending upon the funding stream. The strategic planning effort considers those obligations and incorporates readily achievable barrier-removal across campus.

Addressing physical access will include reviewing university buildings for accessibility—such as Sage Chapel, Herbert F. Johnson Museum of Art, and the Biotechnology Building; creating accessible paths of travel; conducting a plan review for new construction projects to ensure that the facilities are designed and constructed for first occupancy in compliance with ADA provisions; incorporating accessible elements into renovation projects; addressing accessible parking spaces on campus and for temporary events; evaluating accessible program spaces on campus and creating a directory of accessible meeting spaces; conducting a review of locations and conditions of accessible restrooms in each building on campus; surveying elevators to ensure they meet the minimum standards for accessibility; and reviewing accessibility signage in partnership with the Campus Planning Office.

Educational Programs and Services

Cornell University has been providing reasonable accommodations for students with disabilities for decades and has well-established procedures to ensure that students with disabilities have the same exceptional opportunities as their peers. Beyond the traditional classroom setting, Cornell offers a wide array of educational opportunities for the university community and guests. Cornell is committed to providing equitable access for all of its educational programs and services. In recognition that colleges/divisions have unique organizational structures, information regarding accessibility will be readily available and regularly disseminated to faculty and staff to provide disability access in a course, program, workshop, or student service. Accessibility planning for educational services and programs will include continuing to provide academic accommodation for students in traditional courses; identifying resources campus-wide and within the colleges/division to ensure that faculty and staff can fulfill their responsibilities to provide access and reasonable accommodations; developing an institutional accommodation statement to be used to inform students, the Cornell community, and visitors of the accommodation procedure; regularly scheduling training opportunities on ADA/504 compliance and disability awareness for faculty and staff responsible for
educational programs and services; and reviewing policies and procedures that may pose challenges or institutional obstacles for persons with disabilities who are pursuing educational opportunities at Cornell.

Technology
Technology is integral to all aspects of university life. To ensure the full inclusion of persons with disabilities, Cornell University faculty and staff using technology must consider how its use will impact the range of disabling conditions, including vision, hearing, and mobility. The technology plan requires an assessment of the various uses of technology on campus and the development of accessible features, where possible. In circumstances where the installation of accessible features is not readily achievable, information must be provided for requesting assistance, to ensure equal participation by persons with disabilities. Addressing technology accessibility will include a review of Internet access, computer laboratories and libraries, the use of television and video, the configuration of sound systems in lecture halls, key-card access, and provision of training for creating accessible web sites and accessible technologies.

Communication
Faculty, staff, students, and visitors have a wide range of informational needs—therefore, communication systems are being developed with the understanding that within the diversity of disabilities, information is accessed in many different ways. Built-in features that maximize accessibility with all communications conveyed to the university community are the ultimate goal of the plan.
The university will support the continued development of the Disability Information web page as part of its home page. In addition, the university will continue to explore ways to increase the communication to and about individuals with disabilities affiliated with Cornell. Creating a greater commitment to disability accessibility in communication will include training modules to educate faculty and staff on how to achieve the goals outlined in the university’s commitment to disability access, development of a procedure to request that significant university communications (such as presidential speeches, university policies, and security alerts) are made available in alternate formats (e.g. Braille or taped recordings, large print), and implementation of a procedure to request communication accommodations for major university events (e.g. sign-language interpreting, c-print captioning).

**Employment**

According to the National Organization on Disabilities, in 2007 there were an estimated 54 million people with disabilities in the United States—but only 32 percent of working-age Americans with disabilities is employed.

Cornell University is committed to hiring into its workforce and promoting individuals with disabilities. To carry out this commitment, the university will ensure:

- the recruitment, selection, retention, and promotion of faculty and staff with disabilities, including the development of recruitment strategies to identify and track sources that target individuals with disabilities
- communication of progressive conflict resolution procedures that empower staff and faculty with disabilities to work collaboratively to solve problems
- development of an annual report on disability complaints lodged through the discrimination policy (policy 6.4)
- continued implementation of programs that benefit employees with disabilities—such as family leave, onsite medical care, an onsite wellness program, an employee assistance program, health care spending accounts, and catastrophic leave donation; continued implementation and enhancement of the disability accommodation process (policy 6.13) for staff and faculty to provide for workplace modifications that are responsive to an employee’s disability
- development of a relocation procedure for moving meetings and programs that are not accessible to employees with disabilities
Emergency Preparedness/Evacuation

Planning for all types of disasters, manmade and natural, is vital to the safety and security of university staff, faculty, students, and visitors. Issues of the past six years—terrorism, natural disasters, and impending pandemics—have made people more aware of the unique issues, based on an individual’s disability, that may present during an emergency.

Currently, the Cornell Emergency Plan includes an Emergency Plan Template, which has sections on building evacuations for people with obvious mobility disabilities, and planning for people with non-obvious disabilities. Continuing to work with the emergency coordinators for each unit and department is needed in order to assist in the development of these emergency plans and the inclusion of plans for visitors where access needs may not be immediately apparent.

In continuing to develop emergency plans for individuals with disabilities, the university will design a process for updating contact information (including a comprehensive survey of all staff, faculty, and students on campus) to determine access needs for emergency planning purposes specifically related to disability accessibility; provide semi-annual reporting on emergency plans for people with disabilities for every unit; create connections with each unit's emergency coordinator to assure that planning is inclusive of people with disabilities beyond issues of emergency building evacuation; and develop a comprehensive plan for addressing emergency needs for visitors with disabilities to the university.
Conclusion

The university’s commitment to creating disability accessibility will be a long-term and evolving effort. The goal is to make significant progress each year, revise the plan to include the progress made in the previous year, and set goals for the upcoming year.

Developed by
Office of Workforce Diversity and Inclusion,
Student Disability Services,
and Facilities Services

January 2010