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Services for Students with Disabilities (SSD) Mission Statement

The mission of the office of Services for Students with Disabilities is...

- To support the University’s commitment to equity and diversity by providing support services and academic accommodations to students with disabilities
- To share information, promote awareness of disability issues, and
- To provide support of a decentralized system of access for students within the University community

SSD Staff

- Stuart Segal, Ph.D., Licensed Psychologist, Director
- Alfred Kellam, Ph.D., Licensed Psychologist, Counselor
- Dan Measel, M.A., Coordinator of Services for Students with Visual or Mobility Impairments, and Chronic Health Conditions
- Virginia Grubaugh, M.A., Coordinator of Learning Services, Academic Coach, ADHD Coach
- Jill Rice, RID Nationally Certified Sign Language Interpreter, Coordinator of Services for Students who are Deaf or Hard of Hearing,
- Mary Reilly, M.A., Captioned Media Specialist
- Donna Hansen, B.A., B.B.A., Business Coordinator
- Maureen Gelardi, A.D., Sign Language Interpreter, Office Coordinator
- Temporary Staff: 1 Office Assistant, 32 Note-takers, and 6 Sign Language Interpreters, plus as needed tutors, library assistants, and readers
Message from the Director

It has been another historic and busy year at Services for Students with Disabilities (SSD). After culling our records to remove all those students who have either graduated or left the University we had 1,100 students registered with the office beginning in the fall of 2010. As of today our number has climbed to 1,687 students - that’s a 53% increase in just one year and represents 4% of the total student population on the Ann Arbor campus. To put that number in perspective, the 587 students SSD registered this year is more than the office registered in its first 20 years. In addition, a conservative estimate is that SSD has successfully advocated for over 40,000 academic accommodations for students during the past academic calendar year. What this suggests is that the University appears to be a more inviting and accommodating environment for students with disabilities than ever before. While not perfect, we as an institution and as a department are moving in a very positive direction. One of the many highlights from this past year is that three of our students were invited to present at the Regents meeting in April. It was a very positive event and Regent Darlow was very complimentary towards both the students and the office.

SSD has been working diligently to increase its development program and we will have our first fundraising campaign during the upcoming academic year. In addition we have been successful in bringing in some additional funds that have allowed more students access to technology, tutoring and professional development.

One of the challenges SSD faced this year was a brutal winter which caused difficulties for students with mobility impairments to have access to their classrooms. As a result a new snow removal policy will be implemented this coming year in the hopes of limiting any access issues for students due to snow. SSD would like to thank the Facilities and Housing departments of the University for their commitment and willingness to improve services for students.

Another initiative undertaken this year was the formation of a graduate student group aimed at addressing and improving the experience of graduate students with disabilities. This group consists of graduate students and professional staff members from various departments across the Division of Student Affairs: including the Ombud's office, the Dean of Students office, Counseling and Psychological Services, University Health Service and SSD; in addition, there are also representatives from the Rackham School of Graduate Studies, the General Counsel Office, and the Office of Institutional Equity.

While there are many other activities that occurred this year, the last one to be mentioned in this message is the increased collaboration the office has experienced with partners outside of the Division of Student Affairs. SSD has partnered in some very exciting ways with the College of Literature Science and the Arts, the College of Engineering, the Dental School and the Athletic Department. This collaboration has helped ensure outstanding services for students, and has kept the SSD office on both the cutting edge of student programing and maintained its leadership position within the field of disability services.

As always thank you for reading our Annual Report.
Overview of 2010-2011 Activity

At the end of winter term 2011 there were 1,698 students with disabilities registered with the SSD Office.

The office continues to play a critical role in LSA’s foreign language waiver process, with both a presence on the Academic Standards Board and by administering the testing of students petitioning the college. SSD offered five testing dates for the Modern Language Aptitude Test (MLAT) though out the academic year, testing over 60 LSA students.

SSD continues to put books into alternative formats for students with visual or reading disabilities and has scanned over 56,000 pages of text in the past year.

Year to date: 68 videos and 119 digital clips were captioned totaling 72.6 media hours. Separately, we also created 30 transcripts.

SSD continues to provide note takers, CART and interpreters for its deaf and hard of hearing students.

We are beginning the third year that we have administered the FACT Fund (Fund for Accessible Computing Technology). The FACT Fund is a gift of $75,000 given...
to the office in three one-year installments of $25,000 to purchase technology for
students with learning disabilities. This year half will go to tutoring or professional
development.

SSD has for the first time begun coding our database for the specific
accommodations students use. This allows us to track the overall number and
types of accommodations students use.

SSD was instrumental in helping to set up an LD support group which is being run
independently by the students.

For the first time ever, SSD sponsored an Asperger’s support group.

Many of the activities listed above overlap with the five new strategic goals of the
Division. Given SSD’s mission it seems most of our activities fall into the
Integrative Learning and/or Intercultural Maturity areas. One of the activities
that SSD engaged in this year and that we hope to expand in the following years is
more collaborative ventures with both Divisional and academic unit partners.
During this past year SSD worked with CAPS on easing the transition for students
going from one office to the other for services. One area where SSD would like to
do additional work is improving the overall campus climate for students with
disabilities.

This past year, SSD has worked on expanding partnerships with both divisional and
academic units, specifically on increasing our connection with both the Athletic
Department and the College of Engineering, and within the Division to do more
programming with the Career Center, IGR and MSA.

SSD has also been working with the School of Dentistry to caption their training
videos and put them on U-Tube.

A research study was conducted examining the effectiveness of our volunteer
note taking system. The results indicated students were satisfied with this
service. No change is indicated at this time.

Due to an exceptionally brutal winter, SSD working in conjunction with Housing
and Grounds created a new snow removal protocol.

SSD has organized a new group aimed at addressing graduate student issues. The
group contains members from the Division, Rackham, IOE, faculty, General
Counsel’s Office and graduate students.

SSD is now on Facebook. Please like us on Facebook!

SSD has created a development giving page on its website.
LSA has provided SSD with an equipment storage facility to exhibit adaptive equipment.

Through development efforts SSD has been able to provide financial supports for students to obtain content tutoring.

**Development**

The Division of Student Affairs (DSA) has made a commitment as part of new Divisional goals to develop more funding opportunities for students. In this light SSD developed 5 new funds which will now be located on Development’s Giving site and can be accessed directly through SSD’s website, http://ssd.umich.edu, under Giving Opportunities. The following describes the name and purpose of each of those funds.

In addition, this year one of our staff, Jill Rice, has spent a significant amount of time and patience compiling 4,000+ email addresses and worked closely with Development in preparation for our first-ever funding campaign.

**SSD Gift Funding 2010 - 2011**

SSD currently has 5 gift funds, 3 endowment funds, and a bequeathment.

**Adam Miller Memorial Fund**

*For students with physical disabilities: mobility, hearing, vision.*

- Received $12,770 in donations and $6,240 interest from endowment
- Spent $12,989 on scholarships, adaptive equipment, student development, and student support.
- Balance $79,222

**Endowment for Adam Miller Memorial Fund**

- Balance $143,070

**Kristi Sprecher Memorial Fund**

*For students with chronic health conditions*

- Received $1,848 interest from endowment
- Spent $746 on tutors and adaptive equipment
- Balance $6,094

**Endowment for Kristi Sprecher Fund**

- Balance $43,706
Scholarship Fund
Gifts from foundations and individuals

- Received $11,780 from donations. Major donors to this fund are: the Jesse Ridley Foundation, the Shell Grant, and Justin Namatzadeh.
- Spent $10,585 on scholarships, tutors, and student development
- Balance $3,518

Projected Books for Handicapped Students

- Received $2,800 interest from endowment
- Spent $2,896 on temporary student employment and
- Balance $3,658

Endowment for Projected Books for Handicapped Students

- Balance $66,282

FACT Fund
For students with learning disabilities

- Received $25,884 from donations
- Spent $21,239 on technology
- Balance 22,721

Susan Webb - $100,000 Bequeathment

Giving Opportunities

Since its inception in 1974, the office of Services for Students with Disabilities (SSD) has explored new ways to provide superior services to its students. As technology becomes more advanced and health care costs increase, and as funding has decreased due to economic upheaval, we seek to continue to provide our students with services that will be most beneficial to their academic goals and achievement. To this end, we have found that the 5 most needed areas of support are: tutoring, adaptive technology, student support services, social networking and scholarship funding. A contribution of any size to any of these areas or a financial gift of your own choosing will go a long way to seeing these programs' goals realized, making a huge difference in the lives of students with disabilities as they pursue their academic careers.
We believe that providing funding to these crucial areas will strengthen SSD's reputation as an invaluable resource for the University of Michigan community and for its students with disabilities in particular. We thank you for your support.

Items within “Giving Opportunities” section

- Gift Fund
- Tutoring Program
- Technology Fund
- Scholarship Fund
- Support Fund
- Social Networking Fund

Services for Students with Disabilities Gift Fund

A gift of any size to this fund will lend further support to the mission of the Services for Students with Disabilities office (SSD). SSD carries out the University's commitment to equity and diversity by providing support services and academic accommodations to students with disabilities. We share information, promote awareness of disability issues, and provide support of a decentralized system of access for students within the University community.

Students with Disabilities Tutoring Program

In all of the surveys we have conducted that review our services to our students the one piece of feedback we consistently receive is the lack of tutoring opportunities geared towards students with disabilities. While providing tutoring services is clearly not a legally mandated service, the research is clear that tutoring opportunities do improve a student's chance of academic success at the University. With a large enough endowment we could build a tutoring center that is specifically geared for students with disabilities. Such tutoring could be modeled on the process tutoring or academic coaching format in which the emphasis is on "learning to learn" or obtaining the skills that are needed to be successful in all academic areas.

Students with Disabilities Technology Fund

Given the rapid growth of adaptive technology in education there are now many products available to enhance the academic success of students with all disabilities. Given the wide variety of disabilities that the office serves it seems prudent to assess each individual's unique needs for adaptive technology. The office of Services for Students with Disabilities suggests that a fund be established for the express purpose of assessing and obtaining the specific technology needs of all students with disabilities. This may include equipment like Kindles, other types of notebooks with speech output capabilities, scanning equipment,
voice recognition software, smart pens and other equipment and software that is available that would help to both ensure access to education at the University of Michigan and increase the likelihood of academic success, i.e., retention and graduation.

**Students with Disabilities Scholarship Fund**

Given the rising cost of higher education, many of our students may be forced to either postpone or give up their dream of a University of Michigan education. An endowment could provide a permanent scholarships to University of Michigan students with disabilities who have demonstrated both financial need and exceptional scholarship. Contributors could design the fund around a grouping of disabilities or focus on one particular disability.

**Students with Disabilities Support Fund**

While the image of the University of Michigan is that of a wealthy student body, the reality is sometimes far from the stereotype. There are significant numbers of students who come from lower and lower middle class backgrounds who lack the financial resources to obtain needed services. For example, psychological evaluations in the local community now cost from $1,500-$3,000 per testing. For many students without insurance this becomes an insurmountable barrier which keeps them from obtaining needed academic accommodations and services. In addition, many of our students with mental health concerns go without needed interventions. Another example is adaptive equipment. Many students do not have the resources to obtain needed equipment that would increase their ability to succeed in this highly competitive academic environment. A student support fund would provide a needed safety net to ensure that students with disabilities are able to obtain needed assessments, interventions and equipment that would allow them an equal opportunity to succeed at the University.

**Students with Disabilities Social Networking Fund**

A common concern of students, parents and disability service providers is that many students with disabilities feel isolated and neglected by their peers and may miss the typical social networking and social interaction experiences that most college students engage in. A social networking fund aimed at students with disabilities would do much to increase a students’ sense of connectedness, identity, self-esteem, and contribute to student retention. The aim of this fund would be to provide opportunities for personal training, extracurricular and social activities, new learning experiences and community outreach initiatives.
Chart 2: Number and Percent of Students in Categories – 2011

SSD Goals for 2010-2012

- Create a tutorial list in conjunction with GEO
- Conduct a self-evaluation based on Association on Higher Education and Disability (AHEAD) Standards
- Work on establishing a Student Advisory Board
- Develop a referral list consisting of both University and community providers to assist students who are looking for psychological testing or psychotherapy services
- Add a resource page to our website for students with mobility impairments, providing suggestions about how to obtain certain services that are not part of SSD’s mission and/or programming.
- Develop peer mentoring program.
- Update and improve verification forms regarding ADHD and Mental Health Conditions in order to get the data the office needs to make a better determination of a student’s level of impairment.
SSD Staff

Stuart Segal, Ph.D., Licensed Psychologist, Director

Committee Assignments

- Foreign Language Waiver Committee
- Council on Disability Concerns
- Campus Mind Works
- Health Advisory Team
- Critical Incidents Team
- ADA Fund Committee
- Subcommittee of the Provost Diversity Council on Student Retention
- Diversity Council
- Planning Committee for Conference of Depression in College Students
- Planning and Advisory Board of University Testing Center
- Wolverine Express

Major Presentations

- Presentation to New Literature Science and Arts (LS&A) Academic Advisors
- Consulted with the Athletic Department Regarding High Risk Students
- Presentation to M-STEM students at the College of Engineering
- Presentation to the Post Docs in the Department of Psychiatry
- Presentation to the Staff of Counseling and Psychological Services (CAPS)
- Presentation made to LSA Department Chairs and Directors meeting
- Presentation made to the Dean and Department Chairs of the College of Engineering
- Presentation made to student group in the College of Engineering
- Presentation to the faculty of Near Eastern Studies
- Presentation made to the Washtenaw County Chapter of the National Alliance on Mental Illness (NAMI)
- Presentation made to the faculty and staff of the Sweetland Writing Center
- Presentation made to the Regents of the University of Michigan
- Presentation made to the Vice Provost and Deans Group
- Presentation made to a group of social work faculty and students from Japan
- Presentation made to the staff of LSA Advising Center
- Presentations made to the staff and academic advisors of Baker Colleges of Michigan
- Presentation made to College of Engineering “pipeline” program aimed at high school students to get them interested in careers in engineering
Segal, S.S. (2011), Recognition and Support of Students with Disabilities, presentation made to the Genetic Counseling Supervision Workshop: Focus on Supervision, June 3, Ann Arbor, MI
Segal, S.S. (2011), Learning Disabilities: What are they? And how do We Accommodate Them in Graduate School, Presentation made to the University of Michigan’s Graduate Coordinators Professional Conference, May 25, Ann Arbor, MI

Professional Development Activities Conducted
- Editorial Board of Association on Higher Education and Disability (AHEAD)
- Educational Testing Service (ETS) Committee for Reviewing Documentation for Mental Health Conditions
- Served on the Professional Advisory Board of the MI-LDA
- Emeritus member of the Board of Governors for the Detroit Learning Center- a nonprofit that provides free intensive tutoring to children with reading disabilities

Professional Development Activities Attended
- Attended the MI-AHEAD Conference
- Attended the 22nd Advances in Psychiatry Conference
- Attended numerous talks at the Center for Growth and Human Development (CGHD) Brown Bag Conferences
- Attended numerous talks at the Department of Psychiatry’s Grand Rounds Conference
- Attended the 14th Annual Conference of the ETS Review Panel for Testing Accommodations
- Attended the College Student and Depression Conference
- Attended DSA Professional Development opportunities
- Attended a conference on case management and critical incidents
- Attended activities and talks during Invest in Abilities Week
Kudos

- Certificate of appreciation and gratitude from the Michigan Learning Disability Association (MILDA)
- Numerous acknowledgements and expressions of gratitude from students and parents

**Alfred Kellam, Ph.D., Licensed Psychologist, Counselor**

Committee Assignments

- Student Wellness Work Group

Major Presentations

- Community High School “Life After High School” Presentation
- New Student Orientation Leaders
- Welcome Wednesday Orientation
- Keynote Speaker Introduction, UM Depression Center Annual Conference

Professional Development Activities Conducted

- Presentation to Teaching Engineering Seminar about dealing with students with disabilities

Professional Development Activities Attended

- UM Department of Psychiatry, Anxiety and Mood Disorder Conference
- American Psychological Association (APA) Annual Convention
- New England Educational Institute (NEEI) Psychiatric Diagnosis and Film Conference
- American Psychological Association (APA) Division 39 Spring Meeting
- John Tropman Lecture: Leadership in Life and Work
- Nancy Chodorow Lecture, Rackham School of Graduate Studies
- UM Depression on College Campus Conference
- Computer Security Training

Projects

- Community Psychotherapy Referral Resources Update

Kudos

- Multiple thank you messages and letters from students and parents
Dan Measel, M.A., Coordinator for Blind/Visually Impaired and Chronic Health Conditions

Committee Assignments

- Tuition Insurance
- Student Veterans
- Google Project – now called the Hathi Trust.
- WAWG-Web Access Working Group

Professional Development Activities Attended

- Attended the NOCOMA conference for O&M instructors in Kalamazoo in October.

Projects

- Talking Points project with School of Information- working with the team leaders to help fine-tune orientation approach to target environments.
- Continued refining of SSD’s e-text distribution to utilize C Tools environment.

Kudos

- Several in house demonstrations of book scanning technology.

Virginia Grubaugh, M.A., Coordinator of Learning Services, Academic Coach, ADHD Coach

Committee Assignments

- Social Work Diversity/Disability Committee
- M-Justice
- Growing Allies
- OSCR
- Academic Support Web Site

Major Presentations

- Moving Forward with Asperger’s – A Transition to College Workshop to inform Washtenaw County students and parents about successful adjustment to college for students on the autism spectrum
- Engineering Advisors – Successful Coaching of At Risk Students
- Center for Research on Learning and Teaching
Tokai University Social Work Student Training Program
New Student Orientation Leaders
Multiple Presentations for New Cohort of Dental Students
Psychology Department Academic Advisors

Professional Development Activities Attended and Memberships

- Coaches Training Institute Training Courses Working toward Certification in coaching
- ACO (ADHD Coaches Organization) Membership
- Autism Spectrum Disorder Training
- Conference - Developing a Comprehensive Peer Mentor Program

Projects

- U-M Academic Support Services Web Project – A major developer and ongoing shaper of this campus-wide resource; Main responder to web-site inquiries
- U-M’s Autism Society – Created and ran this group for U-M students to come together to learn about their common talents, difficulties, and how to problem solve for greater life and university satisfaction
- ACCESS Mentoring – Began project development for a mentoring program for students with disabilities at the U-M
- Developing Mentor Training for ACCESS Mentors
- Developing Academic Skills Training for roll-out in the 2011-2012 academic year
- Supervise a graduate student intern in working with students with disabilities and program development within a disabilities service program

Kudos

Numerous acknowledgements and expressions of gratitude from students and parents

Jill Rice, Nationally Certified Sign Language Interpreter (RID), Coordinator of Services for Students who are Deaf or Hard of Hearing

Committee Assignments

- Council for Disability Concerns
- Registry of Interpreters for the Deaf
- Michigan Registry of Interpreters for the Deaf
- Licensed to work in the State of Michigan
- HISO Sponsor
- MI-AHEAD
- Advisor’s Round Table.
Major Presentations

- Social Justice Hall Directors/Mosher Jordan
- Residence Education
- Residence Staff
- Rackham Graduate Fair
- Campus Diversity Dialogue
- Flint UM staff
- Accessibility Opening Technology to All
- Tokai University

Professional Development Activities Attended

- Computer Security Training
- ADHD Talk
- Supervisor Training (3)
- DSA Leadership Assembly Meeting
- An Education in Music Evolution of Motown
- Supervisor Training (4)
- DART preview
- Living in a Global Society/How to Survive Culture Shock
- DSA Appraisal Training
- Computer Training
- Applicant Training
- Supervisor Training (5)

Mary Reilly, M.A., Captioned Media Specialist

Committee Assignments

- Council for Disability Concerns
- Student Affairs Programming Council

Major Presentations

- SSD in Action Tokai University Social Work Student Training Program
- Rackham Graduate Student Orientation
- New Faculty Orientation
- Welcome Wednesday at the Alumni Center
Professional Development Activities Attended

- Digital Accessibility Expo
- HRD Discover Your Strengths
- HRD Workshop: Getting Started with Web Publishing at UM
- Staff Mentoring and Coaching for Diversity Conference

Projects

- Assisted in the creation and design of the "Giving Opportunities" section on the SSD website
- Transcribed 50 of 850 University of Michigan School of Dentistry videos available on YouTube

Kudos

- Featured in *The University Record* for transcribing 30 of the most popular UM School of Dentistry videos on YouTube

**Donna Hansen, B.B.A., Business Coordinator**

Committee Assignments

- Business and Human Resources Team (BAHRT)

Professional Development Activities Attended

- Association of Administrative Office Professionals Conference
- Computer Security Training
- ABC’s of Accounting Training
- Attended Development meeting to establish giving opportunities for SSD
- Active-U Participant
- Concur Training
- Training for Payroll Self-Service
- Excel Class at Palmer Commons

Projects

- Compiled, Edited and Formatted 2011 Annual Report
- Prepared 2012 Annual Budget
- Prepared Quarterly Reports to the Provost on ADA Mandated Services
- Administered Note-taker Survey using StudentVoice.com
- Tool advantage of free trainings in research methods on StudentVoice.com
Purchased technology for students who received awards from the FACT Fund
Worked on editing the SSD Student Handbook: updating links, phone numbers, addresses and language
Assisted Dean of Students (DOS) office with 2011 Budget, 2012 Budget Preparation and Third Quarter Results with Year-End Projections
Acted as mentor in budget monitoring and reconciliation to Dean of Student’s Executive Secretary

Kudos

Assistant Dean of Students remarked favorably on work done for his office with the Third Quarter Results and Year-End Projections

Maureen Gelardi, A.D., Sign Language Interpreter, Office Coordinator

Committee Assignments

- VOICES of the Staff, Environmental Steward
- 2010 Wellness Champion for SSD/Annual meet and greet Greeter
- Active U Participant
- Helped set up Disability Working Group for Grad Students; & responsible for minutes.
- Attend monthly BAHRT (Business and Human Resource Team) meetings

Major Presentations

- New Staff Orientation Representative
- Campus Information Day Volunteer
- DSA Front Desk fill in person for DOS, CAPS and OVPSA
- Welcome Wednesday Volunteer

Professional Development Activities Attended

- Work/Life Conference (Annual)
- Web Now Access Updates
- Procurement Services Forums
- DSA Assistant Meetings Lunch and Learn: Detroit Culture Bus Trip
- Computer Security Training
- ABC’s of Accounting Training
- Attended Development meeting to establish giving opportunities for SSD
- DSA Events Calendar Training for new program
Concur Training for new program
Timesheet Training for electronic submission of payroll
LGBTQ Ally Training Program

Projects

- Revise and Update SSD Website
- Scan SSD Student Files to be Stored on Image Now
- Buy and Install/Upgrade New Computers for Office/Student Use
- Update/Maintain Office computers with Virus Scan
- ADA Awareness Day Presentation marketing and financials
- Planet Blue – Energy conservation system implementation for SSD
- Establish storage area for accessible equipment for registered SSD students
- Jessie Ridley Scholarship facilitator for Candidates and Board Members
- Set up Facebook page for SSD
- Coordinated Tutoring project with funding from SSD source

Kudos

- Thank you letters from students and parents for my help and assistance
- Wellness Champion Recognition Thank you letter
Chart 3: Learning, Mental Health, Dual Diagnosis and ADHD – 2007 – 2011

The following chart represents about 80% of our students. We didn’t start tracking ADHD separately until this year. Up until now, ADHD has been counted in the learning disability group but now, at 521 it is by itself the largest group we have. If we had not tracked the two groups separately this year, the total for the learning disability group would have been 904. In fact as a result of separating out the ADHD students as you can see, we have fewer students with LD, this year 383.

Two years ago we started tracking students with dual diagnoses. Dual diagnosis is having two diagnoses not in the same group but in different groups, for example a learning disability and a mental health condition, or ADHD and a chronic health condition. In the chart you can see how learning disabilities start to go down when we start tracking dual diagnosis in 2010 and even further when we start tracking ADHD in 2011.

In the chart you can also see the combined total climb from 700 in 2007 to 1,300 in 2011.
Appendix 1

Regents Meeting Materials

April 21, 2011

Stuart S. Segal, Ph.D.
Director
G664 Haven Hall
sssegal@umich.edu

Student Panel
Carolina “Carrie” Lofgren,
Freshman, LSA

Brian Rappaport, Senior,
School of Public Policy

Edward Timke, Doctoral Student,
Department of Communications
On February 1st of 2014 the office of Services for Students with Disabilities (SSD) will be celebrating its 40th anniversary. The University of Michigan officially recognized the Office of Disabled Student Services in 1974. In 1989, the office changed its name to Services for Students with Disabilities (SSD) in order to reflect a more student-centered approach. SSD meets the evolving needs of a growing population of students with disabilities with a staff of 8.0 FTEs; which includes five professional staff, one technical staff and two administrative assistants.

Throughout SSD’s history it has played a prominent role in advocating for students with disabilities at the state, national and international levels. Some of the accomplishments of the unit over the past 20 years include the staff and directors:

- serving as president of the international organization known as the Association on Higher Education and Disability (AHEAD);
- serving as presidents of the Michigan chapter of AHEAD;
- designing and implementing professional standards used to assess postsecondary disability services offices worldwide;
- contributing to crafting the national documentation guidelines for learning disabilities, attention deficit/hyperactivity disorder and mental health disabilities;
- serving as current members of the editorial board of the international peer reviewed journal: Journal of Postsecondary Education and Disabilities;
- being instrumental in passing a piece of legislation known as the “Barbara Bill” which created a Michigan law requiring print publishers to provide electronic versions of books to institutions of higher education to make them accessible to the students with vision and reading disabilities;
- establishing one of the first adaptive computing labs in the country; and,
- in concert with the Provost’s office, establishing a fund to support mandated accommodations the cost of which would exceed the resources of the SSD office. This fund is one of the first of its kind and has become a model used nationwide.

The academic year 2010-2011 has been historic. During this academic year the SSD office registered over 500 new students with disabilities. Not only is this the largest number of students to ever register in one year; but to provide perspective and context to this number, 500 students represents the combined number of students the office served during the first 20 years of its operation. SSD staff members look forward to embracing future initiatives and continuing to build on a rich history of leadership and innovation in best practices for students with disabilities.

**Services for Students with Disabilities Mission Statement:**

To support the University’s commitment to equity and diversity by providing support services and academic accommodations for students with disabilities.

University of Michigan Services for Students with Disabilities accomplishes this mission by:

- sharing information and promoting awareness of disability issues across campus
- providing support for a decentralized system of accessibility for students within the University community
Growth and Accomplishments

Growth of Students Registered with SSD from 2007-2011

- SSD has nearly doubled the number of students served since 2007
- Currently 4% of all U-M students are registered with SSD
  * This number as of April 1, 2011

Growth by Disability Type for Academic Years 2007-2011

- Mobility Impairments
- Hearing And Visual Imp
- LD (TBI/ADHD/Autism)
- Mental Health Conditions
- Chronic Health Conditions
- Dual *(< one disability)
- Temporary Disabilities
Nearly 40,000 accommodations have been provided in 2010-11. This number has been extrapolated by conservatively assuming that a U-M student takes 3 courses per term during both the fall and winter terms - for a total of 6 courses per year.

### Student Outcomes

The following data document the success achieved by UM undergraduate and graduate students registered with SSD:

- Undergraduate Students registered with SSD average a 3.0 GPA
- 80% of all SSD registered undergraduate students graduate within five years
- A recent SSD alumni survey documents a 90% employment rate for University of Michigan SSD undergraduate and graduate alumni, which is on parity with national post-graduation employment figures for students with or without disabilities.
Challenges and Innovations

On Going Challenges for SSD:

- **Technology**: Technological advances create an ongoing demand to ensure real-time web accessibility and access to emerging technologies.
- **Decentralized Campus**: Our dynamic decentralized campus environment requires vigilance on the part of students and SSD to ensure continued equal access for persons with disabilities.
- **Growth**: SSD must actively attend to meeting the needs of increasing numbers of students utilizing existing staff resources.

SSD Innovations Designed to Meet the Challenges:

**Technological Advances**:

- SSD has been instrumental in the pioneering of the use of high speed scanners and the distribution of e-texts for students;
- SSD is unique across the country in providing in-house videos/dvd closed captioning production services;
- SSD continues to support the Jim Edward Knox Adaptive Computing Center, which meets the computing and information technology needs of individuals with temporary or ongoing physical, visual, learning and ergonomic impairments. Specialized hardware and software is provided at nine workstations;
- SSD encourages the use of Ergo Technology Pods, wheelchair-accessible workstations designed to accommodate users who need to sit, stand, recline or adjust for extended periods, located throughout the University; and
- SSD was able to secure the FACT Fund (a gift from a donor in the amount of $75,000) to purchase the latest technology for students with learning disabilities (e.g. Kindles, I-Pads, Smart Pens.)

**Staffing to Meet the Needs of a Decentralized Campus**:

- SSD staff members include two clinical psychologists and one certified academic coach. They collaboratively work with students on how to cope with the rigors of campus and academic life.
- SSD has worked on building disability-specific support groups for our students. Examples of this are the Learning Disabilities Student Association and a group for students on the Autistic Spectrum.
- SSD also established a presence on North Campus, beginning in 2010-2011; providing onsite office hours in the College of Engineering one afternoon per week.

**Growth**:

- SSD has been building its development and fundraising efforts, with the hope of launching the first annual fundraising campaign in academic year 2011-2012;
- Several new gifts have been obtained, which have been developed to help students pay for tutoring, professional development, and adaptive technology;
- The FACT (Fund for Adaptive Computer Technology) fund is a three year $25,000 per year program from which students with learning disabilities can apply for grants of up to $1,000 in order to purchase adaptive technologies. (Kindles, I-Pads, Smart Pens, etc...)

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Appendix 2

**Snow Removal Protocol for Student Wheelchair Users Residing in University Housing**

**Statement of Need:** As part of the University’s legal commitment under both the Americans for Disabilities Act and the Vocational Rehabilitation Act-Section #504, the institution must provide access to University buildings. During the winter months snow can make this commitment more challenging. The winter of 2010-2011 was especially difficult with several instances of students not being able to get from University housing facilities to attend classes and other University occurring events. A renewed commitment and enhanced protocol for ensuring students with severe mobility impairments are given full and equal access to the University’s physical grounds was needed. The responsibility for meeting this obligation falls to three distinct units within the institution: the Services for Students with Disabilities Office (SSD), the University Grounds Department (UGD), and University Housing (UH).

**Statement of Policy:**

The following outlines areas of responsibility for each of the three units listed above:

**Services for Students with Disabilities:**

1. At the time a student, who is either a chair user or has a significant mobility impairment, registers with the SSD office, and lives on University property, his or her name will be forwarded to the UGD.
2. Annually, at the beginning of both the Fall and Winter Terms SSD will forward a complete list of students and their addresses to the UGD.
3. SSD will also follow up with the Paratransit unit to ensure that UGD is informed of the drop off points of students utilizing Para-transportation services each semester.
4. SSD will plan and organize an annual check in meeting with both UH and the UGD to review this protocol agreement.
5. SSD will complete an annual evaluation with all of its students who are on the priority list to assess how the new snow removal policy worked for them. Necessary changes to the protocol will be enacted from the feedback received.

**University Grounds Department:**

1. The grounds department will put the identified students on a priority list for both initial snow removal and a secondary removal if the city street has been plowed and the curb cuts are again snow covered. The list of students is provided to them by the SSD office.
2. UGD has also agreed to clear curb cuts on sides of streets that may be on Ann Arbor city property, but are adjacent to University property in order that chair users and others with significant mobility impairments have equal access to central campus.
3. UGD will contact the Paratransit unit in order that all of the drop-off points for students who use the accessible van service are also added to the priority list.

University Housing:

1. Housing will also provide to SSD, at the beginning of Fall and Winter terms a list of students who are known chair users who are living in University housing. The purpose of this list is to make sure we provide priority snow removal to those students who may choose not to register with SSD and to ensure that these student’s needs are not overlooked. SSD will then forward this list to the UGD.

2. University housing staff may also provide some snow removal services at housing locations and, if there is any confusion between Housing and the Grounds Department regarding unit responsibilities these disagreements will be settled through face to face meetings or phone calls.

On Tuesday, February 22, 2011 in a meeting between the Office of Services for Students with Disabilities, University Housing and the University Grounds Department the above protocol was created, reviewed and adopted.