



Ohio University Disability Strategic Plan for Inclusion and Accessibility

June 2014

Presented by:
Presidential Advisory Council on Disability and Accessibility Planning

**2013-2104 Presidential Advisory Council on Disability and Accessibility Planning
June 30, 2014**

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Executive Summary

For the past three years, the Presidential Advisory Council on Disability and Accessibility Planning led a strategic planning process to develop priorities, initiatives and strategies for Ohio University to move forward in becoming a leader for improving the inclusion and accessibility for persons living with disabilities. The fundamental vision is to create a culture that inspires inclusion and considers access for persons living with disabilities in all decision-making throughout the University. While providing a direction for the next ten years, this document is written with the understanding that Strategic Plans are living, breathing documents that need to be aligned with institutional priorities over time. The Strategic Plan proposes a framework for university-wide conversation toward implementation.

Charged by the President to develop priorities for four target areas: Academic Access (A), Program and Web Access (P), Architectural Access (R), and Campus Climate for Persons with Disabilities (C), these are accomplished and identified within the six prioritized goals related to Leadership, Assessment, Communication, Inclusion, Universal Design and Assistive Technology, and Funding and Resources.

While legislation and regulations provide guidance for minimal standards expected from public institutions, Ohio University demonstrates commitment and has the ability to serve as a leader on the local, state-wide and national level in the work of inclusion and accessibility. Across the University and within the region, persons of all abilities are motivated to work collaboratively to become a model institution of higher learning.

Background

President's Charge

In the mid-2000s, Dr. Roderick McDavis formed the Presidential Advisory Council on Disability and Accessibility Planning (PACDAP) to ensure inclusion and access for faculty, staff, and students on all of the University's campuses. Re-constituted in 2010 with a "Proclamation of recommitment to full implementation of the ADA," the Proclamation served as a public reinforcement of Ohio University's commitment to serving the needs of students, faculty, and staff living with disabilities in the year of the 20th anniversary of the passing of the Americans with Disabilities Act.

In 2011, President McDavis charged the advisory council to prepare "recommendations for prioritized goals and strategies for each of the following targeted areas: **Academic Access (A), Program and Web Access (P), Architectural Access (R), and Campus Climate for Persons with Disabilities (C).**" Fuelled and energized by the President's recommitment to the full implementation of the American's with Disabilities Act and a focus of "work(ing) toward full accessibility and inclusion of people with disabilities," a dedicated group of students, staff, and faculty worked to create a pathway toward inclusion and accessibility for persons living with disabilities at Ohio University.

Disability and Accessibility in Higher Education

Significant regulations and legislation provide guidance on minimal requirements for public higher education institutions related to disability. Key legislation includes the Americans with Disabilities Act (ADA of 1990) and ADA, as Amended (ADAAA of 2008), and the 1973 Rehabilitation Act, particularly Sections 503 and 504. The ADA and ADAAA prohibit discrimination on the basis of disability within various contexts including employment and education, and provide guidance on definitions for what constitutes a person living with a disability. In addition to prohibiting discrimination, the 2013 reauthorization of Section 503 requires more intentional affirmative action in hiring and other employment actions for persons living with disabilities. Section 504 states that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination" for programs or services provided by entities that receive Federal financial assistance, such as in higher education. (See Appendix A for Disability Legislation information.)

Although significant legislation has been in place in a variety of forms since the 1960s, as a group, people living with disabilities continue to experience significant gaps in areas that include financial, educational, and career attainment. The Kessler Foundation 2010 report, *The ADA, 20 Years Later*¹, indicates that people living with disabilities are twice as likely to live in poverty as people without disabilities and that this gap has remained relatively unchanged since 1986. While the factors that contribute to this are complex and not thoroughly understood, the report captures the significant differences in employment for people living with disabilities (21% report working full or part time) and people without disabilities (59% report working full or part time). While reduced from a gap of 50 percentage points in 1998, a gap of 38 percentage points still remains. It is also significant to consider that, even 20 years after the implementation of the ADA, 43% of the people living with disabilities who work report having experienced discrimination in the workplace on the basis of their disability.

Higher education has a significant role to play in meaningfully altering outcomes for persons living with disabilities. On income alone, the National Center for Education Statistics states that in 2011, average salaries for those with a college degree were nearly twice as high as those without.² While the Kessler report highlights some progress in increasing high school graduation rates for those living with disabilities (83% completion rate), a more significant disparity remains in college degree attainment. In 2010, only 19% of people living with disabilities reported having a college degree compared to 27% of people without disabilities. This gap may persist, in part, due to the individual response model (creating access and accommodation where there is

“The steady movement to a more fair and just society plays out every day in the classrooms, colleges and universities all across America – and I believe that the only way to achieve equity in society is to achieve equity in the classroom.”

**Secretary of Education Arne
Duncan, July 14, 2010**

¹ Taylor, H.; Krane, D., Orkis, K. (2010 July). (Executive summary). Kessler Foundation/National Organization of Disabilities Survey of Americans with Disabilities. <http://www.2010disabilitysurveys.org/pdfs/surveysummary.pdf>

² National Center for Education Statistics. <http://nces.ed.gov/fastfacts/display.asp?id=77>

specific request) most institutions of higher education have employed under the legislation. Recent decisions by the Department of Education and the Department of Justice indicates that the individual response approach has not been sufficient in creating access and opportunity for people living with disabilities.

Higher education institutions have the responsibility to not only provide individual accommodations, but also to make ongoing efforts to improve access for all students, faculty, staff and visitors; to inform the public of accessible routes throughout and between campus facilities; to assure events and classes take place in accessible locations; to identify emergency response protocol; and to have comprehensive plans for identifying and removing architectural and programmatic barriers.³

The Role of the Strategic Plan

The adoption and implementation of the University Disability Strategic Plan for Inclusion and Accessibility represents Ohio University's commitment to embracing a proactive and comprehensive planning approach to move toward a community that is fully inclusive and accessible. Further, Ohio University recognizes the role it plays, as a leader in higher education, to create significant and lasting change in the lifelong outcomes by increasing access to education and employment for people living with disabilities and preparing global citizens who value the contributions of people with all abilities.

The University Disability Strategic Plan for Inclusion and Accessibility supports and complements Ohio University's four fundamentals for inspired teaching and research focused on student success, innovative academic programs, exemplary student services, and integrated co-curricular activities that foster respect and inclusivity for all people.

The Strategic Plan will be used as a framework for determining specific measurable goals. A designated work group will present bi-annual recommendations, with measurable outcomes, for each of the priority areas, to the President, the Executive Vice President and Provost, and the Senior Vice President for Finance and Administration.

Strategic Planning Process

To move the work forward, the Office for Institutional Equity initiated a partnership with the Genysys Group who conducted a "Strategic Futuring" process with representatives from multiple Ohio University departments and planning units. The Genysys Group's strategic planning process included three phases:

Phase One: Inclusion and Accessibility Readiness Audit

The Strengths, Challenges, Opportunities, and Threats (SCOT) activity examined the current internal and external perceptions and realities around the work of accessibility and inclusion at the University. Based on President McDavis' charge, the SCOT analysis focused on the four areas of Academic Access, Program and Web Access,

³ Bowen, I. ADA One Consulting. <http://ada-one.com>

Architectural Access, and Campus Climate in relationship to the successful inclusion of persons living with disabilities.

Phase Two: Vision Day

In April 2012, a Vision Day Workshop guided participants to identify a unifying direction for Inclusion and Accessibility at Ohio University and to begin an ongoing planning process designed to translate that vision into reality.

The Vision Day participants responded to their shared futuristic vision of Inclusion and Accessibility at Ohio University by addressing the following strategic questions:

- 1. What is the nature of the OU student experience that allows for optimal learning for students of all ability?*
- 2. What is the nature of the OU employee experience (faculty/staff) that allows for optimal contribution by employees of all abilities?*
- 3. What exists to allow people of all abilities access to freely navigate and utilize any campus space?*
- 4. What exists to allow students across abilities to freely interface with educational resources at OU?*
- 5. What are the indicators of success for students, faculty, and staff as they relate to inclusion and accessibility?*

Phase Three: Strategic Planning Day

In May 2012, thirty faculty, staff, and administrators of Ohio University met to begin the process of translating the results of Ohio University's Vision Day on Inclusion and Accessibility into a strategic planning process.

Participants identified six operational teams, called Change Teams, and six related goals to serve as the guideposts for creating a strategic plan for our campus community that is both inclusive and accessible for students, faculty, staff, and visitors living with disabilities. These include: Leadership, Assessment, Inclusion, Communication, Universal Design and Assistive Technology, and Funding and Resources. Contributions and discussion between both persons living with disabilities and those representing functional areas strengthened the strategic planning process.

The next steps in the strategic planning process involved developing strategic initiatives and vetting them both with targeted functional areas and persons living with disabilities. A list of vetting partners is in Appendix C. Following that, a public forum and on-line public feedback process allowed for further discussion and development of the Strategic Plan.

Vision Statement

“OHIO University sees Inclusion and Accessibility as becoming the guiding framework for educational and employment approaches throughout the university and a foundational consideration for all physical planning, resource allocation and service delivery.”

The Vision is founded on the following values and beliefs:

1. A commitment to a discrimination-free campus;
2. Affirmation that persons living with disabilities have the same privileges, full participation and inclusion in the Ohio University community;
3. An unshakeable commitment to practice respect, value and celebration of differences persons with disabilities bring as an essential ingredient of the Ohio University campus community;
4. Assurance that the work of inclusion and accessibility enables equality of opportunity for all abilities;
5. Partnering with “all abilities” to build a campus community that reflects an experience of positive inclusion; and
6. Being both responsive and proactive to potential barriers that are architectural, programmatic, service, and/or attitudinal in nature that limit the work of inclusion and accessibility.

2014-2024 Year Strategic Initiatives

The following coding is used to identify which targeted area(s) are addressed within each Strategy: Academic Access (A), Program and Web Access (P), Architectural Access (R), and Campus Climate for Persons with Disabilities (C).

Priority 1

Leadership: *To develop sufficient transformational leadership within Ohio University that includes people living with disabilities that is inspirational in its practice, collaborative in its approach and resolute in its commitment to create pathways with those living with disabilities to experience themselves as welcomed, wanted and needed members of the Ohio University community.*

Initiatives and Strategies

1. Ensure that individuals within decision-making positions at the University sustain institutional commitment for inclusion and accessibility for persons living with disabilities.
 - a. Provide continuous education to Executive Leadership about the ADA/504, Universal Design and inclusion for persons living with disabilities (A, P, R, C)
 - b. Integrate inclusion and accessibility into University campus planning efforts (A, P, R, C)
2. Create an institutional culture which engages all faculty, staff and students as leaders in the work of inclusion and accessibility
 - a. Orient campus employees to Universal Design and inclusion (A, P, R, C)
 - b. Encourage employees to incorporate these concepts within their sphere of influence (A, P, R, C)
 - c. Incentivize opportunities for faculty and staff to incorporate accessibility and inclusion into their research, curriculum, service and operations (A, P, R, C)

- d. Foster student involvement in the work of inclusion and accessibility (A, P, R, C)
- 3. Collaborate with local communities to improve inclusion and accessibility within our region.
 - a. Develop community partnerships with organizations and agencies working with and advancing the lives for those living with disabilities in our community (A, P, R, C)
 - b. Make OHIO expertise and resources available throughout the region (A, P, R, C)
- 4. Establish OHIO as an advocate and leader in inclusion and accessibility at the State and national levels.
 - a. Articulate our commitment to become a model educational institution and leader striving for full inclusive and accessible (A, P, R, C)
 - b. Advocate for increased resources to support inclusion and accessibility in higher education (A, P, R, C)
- 5. Actively include Disability Leadership at the highest levels of decision-making.
 - a. Proactively seek input from people living with disabilities, ADA/504 Coordinator, Student Accessibility Services (SAS), and EAC (Employee Accommodations Coordinator in influencing and affecting policies, practices, and planning throughout the University (A, P, R, C)
 - b. Engage departments to develop processes and procedures around campus inclusion and accessibility (A, P, R, C)

Priority 2

Assessment: *To develop a comprehensive assessment strategy, including the identification and utilization of the criteria in the measurement and review of progress, towards the realization of Ohio University's vision of inclusion and accessibility.*

Initiatives and Strategies

- 1. Conduct a University-wide ADA/504 audit evaluating inclusion and accessibility on all campuses.
 - a. Establish comprehensive baseline data regarding built environments, services, policies and procedures throughout the University, as defined by the Americans with Disabilities Act, and Sections 503 and 504 of the Rehabilitation Act. (A, P, R, C)
 - b. Develop prioritization philosophy and transition plan to remove barriers (A, P, R)
- 2. Establish a process and metrics for on-going evaluation and document progress toward achieving an accessible and inclusive environment.
 - a. Develop a qualitative and quantitative matrix for assessment and evaluation of initiatives. (A, P, R, C)
 - b. Implement comprehensive reporting that documents the progress towards accomplishing Strategic Plan initiatives. (A, P, R, C)

- c. Integrate Strategic Plan initiatives into annual review and planning of academic, student service, and administrative areas (A, P, R, C)

Priority 3

Inclusion: *To create a national and international recruitment and retention program specifically focused on reaching those living with disabilities who desire to be students and those living with disabilities who choose to be employees of Ohio University.*

Initiatives and Strategies

1. Diversify the OHIO workforce to be reflective of people with all abilities within all employment categories.
 - a. Deploy a national and international recruitment program focused on reaching those living with disabilities who desire to be employees of Ohio University (P, C)
 - b. Incentivize a program to support the hiring of persons living with disabilities (P, C)
 - c. Implement a retention program for employees living with disabilities that support the individual and department (A, P, R, C)
2. Diversify the student body so that it is representative of the diversity of people with all abilities
 - a. Develop recruitment services that specifically target students living with disabilities. (A, C)
 - b. Expand retention practices to support the academic and personal success of students living with disabilities. (A, P, R, C)
3. Foster a campus culture that is inclusive and responsive to the concerns of employees, students and visitors living with disabilities.
 - a. Update University policies and procedures to promote inclusion and accessibility (A, P, R, C)
 - b. Actively solicit input from people living with disabilities, as appropriate (C)
 - c. Deliver on-going training and programs to campus related to inclusion (C)
 - d. Implement protocols that ensure accessibility barriers impacting day-to-day activities are seamlessly responded to in a timely way. Actively solicit input from people living with disabilities as appropriate. (A, P, R, C)

Priority 4

Communication: *Develop and implement an ongoing communication strategy that encourages, engages, educates and empowers all Ohio University community members to embrace the emerging paradigm for the work of inclusion and accessibility.*

Initiatives and Strategies

1. Develop a communication plan to educate and promote the work of inclusion and accessibility for persons living with disabilities.

- a. Articulate and promote a university-wide commitment to incorporate intentional inquiry around disability into every decision and promotional opportunity on campus (A, P, R, C)
 - b. Engage campus participation in the work of inclusion and accessibility through continuous training and outreach (C)
2. Develop a communication plan to educate OHIO about support services for persons living with disabilities.
 - a. Convey clear procedures for students, faculty, staff and community to request and access accommodations (A, P, C)
 - b. Deliver on-going communication regarding grievance and complaint procedures (C)

Priority 5

Universal Design⁴ and Assistive Technology: *To incorporate universal design principles and assistive technology resources as fundamental components of all planning and delivery aspects associated with the operations of Ohio University so that the University experience is seamless and comparable for persons of all abilities.*

Initiatives and Strategies

1. Infuse Universal Design principles into all program planning, physical planning, design, and service delivery.
 - a. Incorporate Universal Design principles into new construction and renovation of existing facilities (R)
 - b. Employ Universal Design concepts to provide a seamless experience for persons of all abilities to travel to and around all campuses (P, R, C)
 - c. Design the interior spaces within buildings to fully support the access and inclusion of people living with disabilities in academic and non-academic settings (A, P, R, C)
2. Utilize information technology that is accessible and inclusive for people of all abilities.
 - a. Select technologies that meet, if not exceed, accessibility requirements and support the use of assistive technology and/or alternative communication methods (A, P, C)
 - b. Integrate assistive technology throughout the University (A, P, C)
3. Universal Design for Learning (UDL) will be promoted and supported as a viable method of curriculum design and instruction.
 - a. Provide awareness and training around UDL for curriculum and instruction (A, C)
 - b. Incentivize integration of UDL into academic and applicable co-curricular activities (A, P, C)

⁴ See Appendix B for more detailed information about Universal Design.

Priority 6

Funding and Resources: *To develop and sustain a funding stream that meets the needs and exceeds the expectations of students, faculty and staff, enabling all to have the opportunity to fully participate in the Ohio University experience.*

Initiatives and Strategies

1. Allocate sufficient funding and resources to support inclusion and accessibility in academics, infrastructure and facilities.
 - a. Commit sufficient funding to systematically address the issues identified in the ADA Audit and the recommended priorities (P, R)
 - b. Designate sufficient funding to incorporate ADA/504 accessibility planning and Universal Design into the Six-Year Capital Improvement Plan projects (P, R)

2. Allocate sufficient funds and resources to respond to and remedy immediate ADA/504 concerns.
 - a. Allocate annual funding to address acute and one-time issues of ADA/504 non-compliance as they arise (Projects <\$50,000) (A, P, R, C)
 - b. Commit annual funding to support students, faculty, staff and community members living with disabilities to fully participate in University-sponsored events. (A, P, R, C)

3. Identify sufficient resources to support the implementation of the Strategic Plan and provide services to persons living with disabilities.
 - a. Apportion the funding and resources necessary to systematically support the implementation of the Strategic Plan (A, P, R, C)
 - b. Earmark funding to amply support services related to accessibility and inclusion. (A, P, C)

4. Secure external funds to support the work of inclusion at Ohio University, the region, State and nationally.
 - a. Identify fundraising opportunities to enhance our ability to reduce barriers and increase participation for persons living with disabilities, beyond ADA/504 compliance (A, P, R, C)
 - b. Collaborate with partners to advance the work of inclusion and accessibility throughout the region and State of Ohio (A, P, R, C)

APPENDIX A – DISABILITY LEGISLATION

Americans with Disabilities Act

The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA ensures that issues related to inclusion and accessibility for people living with disabilities through four general areas.

Title I: Employment

Title II: State and Local Government Activities
Public Transportation

Title III: Public Accommodations

Title IV: Telecommunications Relay Services

Title V: Miscellaneous

ADA Amendments Act of 2008 (ADAAA)

The ADAAA makes changes to the definition of the term "disability," clarifying and broadening that definition—and therefore the number and types of persons who are protected under the ADA and other Federal disability non-discrimination laws. It was designed to strike a balance between employer and employee interests.

The ADAAA requires that courts interpreting the ADA and other Federal disability non-discrimination laws focus on whether the covered entity has discriminated, rather than whether the individual seeking the law's protection has an impairment that fits within the technical definition of the term "disability." The Act retains the ADA's basic definition of "disability" as an impairment that substantially limits one or more major life activities; a record of such an impairment; or being regarded as having such an impairment. However, it changes the way that the statutory terms should be interpreted.

Rehabilitation Act of 1973

The Rehabilitation Act prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors. The standards for determining employment discrimination under the Rehabilitation Act are the same as those used in Title I of the Americans with Disabilities Act.

▪ **Section 501**

Requires affirmative action and non-discrimination in employment by Federal agencies of the executive branch

▪ **Section 503**

Requires affirmative action and prohibits employment discrimination by Federal government contractors and subcontractors with contracts of more than \$10,000.00

▪ **Section 504**

States that "no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under" any program or activity that either receives Federal financial assistance or is conducted by any Executive agency... Each Federal agency has its own set of section 504 regulations that apply to its own programs.

▪ **Section 508**

Establishes requirements for electronic and information technology developed, maintained, procured, or used by the Federal government. Section 508 requires Federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public.

Architectural Barriers Act (1968)

The Architectural Barriers Act (ABA) requires that buildings and facilities that are designed, constructed, or altered with Federal funds, or leased by a Federal agency, comply with Federal standards for physical accessibility. ABA requirements are limited to architectural standards in new and altered buildings and in newly leased facilities. They do not address the activities conducted in those buildings and facilities.

Source: A Guide to Disability Rights Laws (2009). Department of Justice.
<http://www.ada.gov/cguide.htm>

APPENDIX B - THE PRINCIPLES OF UNIVERSAL DESIGN (Version 2.0 - 4/1/97)

Universal Design: The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

The authors, a working group of architects, product designers, engineers and environmental design researchers, collaborated to establish the following Principles of Universal Design to guide a wide range of design disciplines including environments, products, and communications. These seven principles may be applied to evaluate existing designs, guide the design process and educate both designers and consumers about the characteristics of more usable products and environments. The Principles of Universal Design are presented here, in the following format: name of the principle, intended to be a concise and easily remembered statement of the key concept embodied in the principle; definition of the principle, a brief description of the principle's primary directive for design; and guidelines, a list of the key elements that should be present in a design which adheres to the principle. (Note: all guidelines may not be relevant to all designs.)

PRINCIPLE ONE: Equitable Use

The design is useful and marketable to people with diverse abilities.

Guidelines:

- 1a. Provide the same means of use for all users: identical whenever possible; equivalent when not.
- 1b. Avoid segregating or stigmatizing any users.
- 1c. Provisions for privacy, security, and safety should be equally available to all users.
- 1d. Make the design appealing to all users.

PRINCIPLE TWO: Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

Guidelines:

- 2a. Provide choice in methods of use.
- 2b. Accommodate right- or left-handed access and use.
- 2c. Facilitate the user's accuracy and precision.
- 2d. Provide adaptability to the user's pace.

PRINCIPLE THREE: Simple and Intuitive Use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Guidelines:

- 3a. Eliminate unnecessary complexity.
- 3b. Be consistent with user expectations and intuition.
- 3c. Accommodate a wide range of literacy and language skills.
- 3d. Arrange information consistent with its importance.
- 3e. Provide effective prompting and feedback during and after task completion.

PRINCIPLE FOUR: Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Guidelines:

- 4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
- 4b. Provide adequate contrast between essential information and its surroundings.
- 4c. Maximize "legibility" of essential information.
- 4d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).
- 4e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

PRINCIPLE FIVE: Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

Guidelines:

- 5a. Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.
- 5b. Provide warnings of hazards and errors.
- 5c. Provide fail safe features.
- 5d. Discourage unconscious action in tasks that require vigilance.

PRINCIPLE SIX: Low Physical Effort

The design can be used efficiently and comfortably and with a minimum of fatigue.

Guidelines:

- 6a. Allow user to maintain a neutral body position.
- 6b. Use reasonable operating forces.
- 6c. Minimize repetitive actions.
- 6d. Minimize sustained physical effort.

PRINCIPLE SEVEN: Size and Space for Approach and Use

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

Guidelines:

- 7a. Provide a clear line of sight to important elements for any seated or standing user.
- 7b. Make reach to all components comfortable for any seated or standing user.
- 7c. Accommodate variations in hand and grip size.
- 7d. Provide adequate space for the use of assistive devices or personal assistance.

Please note that the Principles of Universal Design address only universally usable design, while the practice of design involves more than consideration for usability. Designers must also incorporate other considerations such as economic, engineering, cultural, gender, and environmental concerns in their design processes. These

Principles offer designers guidance to better integrate features that meet the needs of as many users as possible.

Citation: Bettye Rose Connell, Mike Jones, Ron Mace, Jim Mueller, Abir Mullick, Elaine Ostroff, Jon Sanford, Ed Steinfeld, Molly Story, and Gregg Vanderheiden. The Center for Universal Design (1997). *The Principles of Universal Design, Version 2.0*. Raleigh, NC: North Carolina State University.

Disclaimer: “The Principles of Universal Design were conceived and developed by The Center for Universal Design at North Carolina State University. Use or application of the Principles in any form by an individual or organization is separate and distinct from the Principles and does not constitute or imply acceptance or endorsement by The Center for Universal Design of the use or application.”

Major funding provided by: The National Institute on Disability and Rehabilitation Research, U.S. Department of Education

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APPENDIX C - VETTING PARTNERS

We are grateful to all of the people who provided input in this strategic planning process, including our vetting partners.

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Athens City Commission on Disabilities		
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People with Disabilities		
Greg Polzer	President	National Alliance of Mental Illness
Regional Campus Deans Meeting		
Jim Schaus	Director	Intercollegiate Athletics
Scott Seaman	Dean	Ohio University Libraries
David Simon	Planning Analyst	Space Management
Duane Starkey	Interim Chief Information Officer	Information Technology
Student Accessibility Services Staff		

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