I). Professor Durfee called the meeting to order and asked those present to introduce themselves.

II). COMMITTEE VACANCY: One student vacancy remains open on the Committee. Committee members were encouraged to forward the names of individuals who might be interested in serving. Recommendations should be forwarded to the Student Committee on Committees.

III). Professor Durfee walked the committee through its charge.

IV). Professor Durfee stated that in 2001 – 2002 the Disabilities Issues Committee primarily focused on three items:

1. Accessibility of Information Technology Policy
   [http://www.fpd.finop.umn.edu/groups/ppd/documents/policy/webaccesspol.cfm]

2. Identifying a sufficient number of courses with disability culture content so disability culture can be included within the University’s cultural diversity definition. The committee’s goal is to make disabilities issues/culture part of the University’s core academic structure.

3. Universal Design as it relates to the issue of access and how this concept is being applied to design and construction projects at the University.

In an attempt to set an agenda for 2002 – 2003 Professor Durfee requested the following updates:

1). Construction Update and Discussion Highlights:

   a. Ms. Cordano was pleased to announce that over the past year, Disability Services has increasingly worked more closely with Facilities Management at the pre-design stage of University construction projects. Ms. Cordano used the Coffman Memorial Union bridges as an example of their collaborative efforts. At the request of Professor Durfee, Ms. Cordano agreed to ask Roberta Juarez, assistant director of student services, to write a short, one-page case study on the CMU bridges emphasizing the positive outcome resulting from the collaboration between these two units. Professor Durfee suggested the study be used as a success story and shared with The Minnesota Daily, etc. Ms. Cordano will also ask Ms. Juarez to present the paper to the committee at its November 13th meeting.

   b. Reduced funding from the legislature for rehabilitating and upgrading University buildings will make prioritizing future construction projects extremely difficult. Ms. Cordano stressed that access for all to University buildings and services is critical. The inaccessible nature of Fraser Hall was singled-out as an example of a building that houses the student services center, ‘One Stop’, which all students should be able to easily access. Unfortunately, this is not the case. The committee hopes that the administration plans to move ‘One Stop’ to Coffman Memorial Union once renovation has been completed. By November, the committee expects to have a clearer sense of whether student access to Fraser Hall will be an issue for 2002 – 2003.

   c. The committee was informed that somehow power door requirements were inadvertently omitted in the draft of the University’s newly revised construction standards. To correct this and other possible errors, a review of the construction standards draft will be conducted to make sure it is comprehensive and accurate.
The committee collectively agreed that if a joint-use, Gopher-Viking football stadium is built it must be required to follow the same accessibility standards as other University construction projects. Professor Durfee volunteered to draft a letter to the FCC outlining the committee’s position on this issue.

The 4th Street Williams Arena disability drop-off point was closed after September 11th for safety reasons. Disability Services is working in conjunction with the University Police and Athletics Department to have a new disability drop-off point on Oak Street. Moving the drop-off point to Oak Street will require removal of some landscaping as well as installation of power doors. The Athletics Department will be asked to help fund this access project.

Crookston Construction Update – With the opening of the Kiehle Building, the Crookston campus has its first accessible auditorium, theater and stage facility. Great strides have been made with respect to incorporating Universal Design Standards in building renovations as well as new construction projects on campus. The next large construction project slated to begin next summer on the Crookston Campus will be the new student center. The architecture firm designing the facility has given their assurance that regularly scheduled accessibility reviews will be a normal part of the construction matrix.

Professor Myers requested that members of this committee meet with their respective campus disability committees to identify and compile a list of obstacles faced during pre-design and construction phases of various projects. Once identified, these challenges can be used to help the committee focus its efforts on addressing and resolving these issues.

2). Parking & Transportation Update and Discussion Highlights:

Vickie Nelson of the Office of Parking and Transportation noted that the office is extremely busy with the start of the new semester dealing with numerous requests for special parking arrangements.

A number of faculty and staff with state disability permit/plates are reportedly parking all day in 3-hour only spaces. These spaces are not intended for all day parking and every attempt is being made to get these individuals into contract parking.

The Campus Shuttle and Para-Transit systems are operating smoothly with no apparent problems. Jaki Cottingham-Zierdt commented that based on her experience with the para-transit service, it is operating much more efficiently than in years past. Ms. Nelson noted that contract and daily parking revenues pay for the Campus Shuttle and Para-Transit systems.

Ms. Cordano informed the committee that she recently discovered that Metro Mobility has been prohibited from using the transit route between the Minneapolis and St. Paul campuses. Ms. Cordano will ask Roberta Juarez to address this issue with Captain Steve Johnson, University of Minnesota Police Department. Ms. Nelson interjected that buses or vehicles resembling buses are allowed to use the transit route, but not vans. If Ms. Juarez fails to make any progress on this issue, it may be something that the committee will want to look into.

3). Cultural Diversity Curriculum Update and Discussion Highlights:

The Office of Disability Services has compiled a list of courses containing disability culture content. It is the committee’s intent to use this list to publicize courses that contain disability culture content and to prevail upon the Committee of Liberal Education to include disability culture within its cultural diversity definition, a graduation requirement for all CLA students. It was agreed that before the list is made available to students and/or other interested parties, the committee should review it. Ms. Cordano volunteered to distribute the list so the committee can review and discuss it at the November 13th meeting.

Professor Durfee charged Professor Mathiowetz to layout a strategy and coordinate members’ efforts to keep this initiative moving forward. In the opinion of graduate student representative, Christopher Johnstone, the University should offer a Disabilities Studies degree. He believes by doing so the University would send an important message to the community and other institutions that this is a salient issue worthy of attention. Mr. Johnstone also expressed the desire that there be more courses with a narrative experience towards disabilities versus only a rehabilitation or educational psychology orientation. Mr. Johnstone volunteered to contact the College of Education regarding this initiative and report his findings at the November 13th meeting. Other suggestions by members included identifying faculty who would be willing to teach or team-teach Disability Studies courses and to look outside the committee for an organization or unit that would be interested in championing such an endeavor.
Curriculum Transformation and Disability (CTAD), was a collaborative effort between the University of Minnesota's General College and Disability Services designed to help faculty and administrators more effectively teach students with disabilities, and by extension, all students. Workshops taught faculty and administrators how to make their curricula accessible to a wide range of students by applying principles of Universal Instructional Design. Attempts have been made to secure funding for CTAD II but the committee has no information concerning the status of this request. The Disabilities Issues committee continues to support CTAD in whatever way possible.

4). Accessibility for Information Technology Policy Update and Discussion Highlights:

Phillip Kragnes from the Office of Disability Services has been working closely with University Relations to develop a web-site template to help colleges comply with the Accessibility for Information Technology Policy. Mr. Kragnes has also been spending a significant amount of time providing training on the policy.

Disability Services is working diligently to implement a decentralized system to assist faculty, staff and students in building accessible information technology environments throughout the University. Suggestions were solicited for ways Disability Services can approach colleges to partner/invest in this type of initiative. Members’ ideas are welcomed.

Ms. Cordano asked the committee what they believe is the best way to inform faculty about this policy? A targeted, short e-mail from Chris Mazier, EVPP, on the Twin Cities campus and the same message from the Chancellor or Vice Chancellor of Academic Affairs on each of the coordinate campuses explaining and supporting the policy was determined to be the best method. It was noted that for faculty to read the message the subject line must be very clear otherwise it will be ignored.

V). With no further business, Professor Durfee adjourned the meeting.

Renee Dempsey
University Senate