The disability access management strategic plan is the university’s roadmap for disability access. This plan is used to enhance the university’s compliance with disability laws and regulations. Further, this plan supports the university’s ongoing inclusion and diversity effort. The plan is designed to:

- Encourage colleges and administrative units to consider and include disability access as a component of their efforts under the Belonging at Cornell framework for institutional diversity, equity and inclusion.
- Educate the university community about the responsibility of ensuring equitable access for individuals with disabilities.
- Provide educational opportunities to improve the university community’s understanding of disabilities and their impact on members of our community.
- Expand the university’s commitment to community relations with organizations that advocate for individuals with disabilities.

The disability access management strategic plan is not intended to encompass all of the efforts related to disability access that occur on campus. This plan highlights only some of the efforts that facilitate a culture of inclusion for people with disabilities. To the greatest extent possible, the implementation of the 2019-2022 disability access management strategic plan will take place within existing university administrative departments as part of their ongoing work. Disability accommodations will continue to be carried out through the colleges and administrative units in accordance with Cornell policy.

The university is fully committed to meeting the intent of the Americans with Disabilities Act, the Americans with Disabilities Act Amendments Act (ADAAA), Sections 503 and 504 of the Rehabilitation Act, and NYS regulatory compliance obligations. In accordance with our ADA obligations, all new construction and renovations will be fully accessible to individuals with disabilities. At the same time, where feasible, we agree to remove existing accessibility barriers to current programs, services, and activities, as required by the ADA, to allow equal opportunity in the most integrated setting. Accordingly, to make progress toward full access for individuals with disabilities at Cornell, the ADA Coordinator Team will oversee a three-year access plan. The plan focuses on four discrete areas: Accommodations, Educational Programming, Emergency Preparedness and Web Accessibility. These areas are critical because they cross
over multiple priority areas (i.e. employment, educational programs and services, communications and technology). They also impact all Cornell constituents (students, faculty, staff and visitors). The ADA Coordinator Team will collaborate with and utilize the expertise of staff across the campus to accomplish these strategic initiatives.

Focus Area 1 Accommodations

Objective – To provide appropriate effective accommodations and, to the extent possible, scale and develop accommodation solutions that are broadly needed.

Action Items/Deliverables

1. Testing Accommodations
   - Through a task force/working group established by the Executive Disability Steering Committee, review, assess and provide a recommendation on the current administration of testing accommodations and the need and feasibility of a testing/exam center or other alternative system for providing testing accommodations for students.

   The task force will be charged with:
   
   o Uncovering the challenges faced by departments and instructors from each college/school about the administration of testing accommodations including resources dedicated for this purpose and the challenges that instructors and departments face.
   o Determining how to adequately educate and support faculty with their responsibility to provide testing accommodations.
   o Gather feedback from students who use testing accommodations.
   o Benchmarking Cornell’s systems and approach to administering testing accommodations with that of peer institutions including information about space, staff, cost, time, etc.

2. Accessible Workstations
   - Every Student, Faculty Member and Staff Member spends time at workstations on campus: in classrooms, laboratories, offices and libraries/collaborative spaces. Often there are complications with facilitating accessibility with the customization needed for individual workstations and for areas that are used by multiple people. A task force will be created made up of Herman Miller and Sedgewick partners, Cornell staff including Unit Facility Directors, Faculty, Student Disability Services, the Office of the University Architect, and Capital and Space Planning.
The task force will be charged with:

- Reviewing processes for workstation procurement across campus and for streamlining and making things more cost effective
- Determine best practices for individual accommodation processes for workstations
- Review flexible accommodation options available for workstations across campus that incorporate accessibility considerations without a specific person assigned
- Review accessible seating options at instructional and laboratory spaces and suggest best practices
- Develop a draft design standard for accessible workstations

3. Benefits for Faculty and Staff
   
   To successfully participate in the workforce, individuals with disabilities incur a number of extra, disability-related expenses on and off the job. Some of these costs are mitigated by Cornell’s rich offering of benefits to faculty and staff, including, but not limited to insurance programs, Accessible Red Runner transportation, workplace accommodations and the faculty dependent care travel fund.

   An assessment of these benefits will be led by the Division of Human Resources to:
   - Review available benefit offerings with respect to disability inclusivity
   - Assess the unique needs of faculty and staff with disabilities
   - Determine any gaps that exist between Cornell’s current benefits and the needs of faculty and staff with disabilities
   - Propose and/or implement benefits solutions or programs to improve equity

**Key Metrics:**

Given the nature of these initiatives, metrics will be determined at the working group level.
Focus Area 2 Educational Programming

Objective - To increase awareness of disability and create a climate of inclusivity.

Action Items/Deliverables

- Continue partnerships with appropriate units to enhance and build upon the #DiversityIncludesDisability communications campaign to further raise the awareness of disability culture on campus. Work with campus partners to facilitate inclusion for people who experience disabilities—both obvious and non-obvious. Release one new poster each semester.
- Increase awareness around the issue of mental health for the campus community through partnerships inside and outside of the University. This would be accomplished through training programs and other forms of information dissemination.
- Develop and provide training to relevant community members on the pets on campus policy, service animals, emotional support animals and related best practices.
- Continue annual Global Accessibility Awareness Day (GAAD) mini-camp.
- Continue the A11Y Accessibility Award program (first launched in 2019).
- Create an online on-demand web accessibility training series via CU Learn (or similar online training platform).

Key Metrics:

- Utilization of disability related services on campus
- Number of incidents/complaints regarding animals in buildings
- Number of attendees at GAAD programs
- Number of nominations for accessibility award recognition

Focus Area 3 Emergency Preparedness

Objective – For a number of years, plans have been in place to facilitate individual accommodations for people with disabilities who may need assistance in building evacuations. Emergency planning for people with disabilities has included the development of an online form for people to request an emergency evacuation plan. There are many stakeholders who have a role in this—supervisors, emergency personnel, event planners, faculty, residence hall directors/personnel, emergency coordinators and Department Safety Representatives. Important distinctions need to be made between people experiencing physical disabilities and people who have functional limitations or other sensory disabilities who may have difficulties responding to crisis situations.
Action Items/Deliverables

- Creation of a task force comprised of disability service representatives—SDS, Medical leaves Administration, Human Resources, emergency support function (ESF) team, students, faculty, staff and CU Police representatives
- Develop a three-year action plan to enhance current planning documentation for students, staff, faculty and visitors to the University
- Develop training and promotional information to inform people of resources available to them for personal planning, for emergency coordinators and for Department Safety Representatives
- Enhance the web presence for emergency planning that is inclusive of disability
- Promote emergency planning as part of the onboarding process for all new staff and faculty where accessibility needs may not be obvious

Key Metrics:

Given the nature of this initiative, metrics will be determined at the working group level.

Focus Area 4 Web Accessibility

Objective - Continue to build and expand upon the progress established with the 2018-2019 priority website list in an effort to uphold our commitment to web accessibility. Provide guidance and support to University Policy 5.12, Web Accessibility Standards to help educate website owners across campus.

Action Items/Deliverables

- Establish semi-annual review cycle for priority websites that were remediated in 2018-2019.
- Partner with site owners for the remediation of the next batch of priority websites.
- Provide training and resources to owners and content contributors of websites to help maintain accessibility compliance.
- Raise awareness of web accessibility resources and importance of ADA compliance.
- Continue partnerships with appropriate units to further raise awareness and disseminate information pertaining to web accessibility and identify any support gaps.

Key Metrics:

- Total number of websites reviewed and brought up to WCAG compliance.
- Number of websites remediated as part of the Priority Sites Initiative.
- Number of CPACC certified staff.
- Number of attendees to campus IT accessibility trainings, mini-camps, and online trainings.