Director Celebrates 20 Years of Service at WSU

SERVING STUDENTS WITH DISABILITIES IS A WORLD OF CONSTANT CHANGE

IN THE BEGINNING, AUGUST 1991

On July 19, 1991 I arrived on campus for my day of interviews for the Director of Handicapped Services. I knew very little about WSU or working in higher education. That was the start of a great adventure of learning for me.

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TWENTY YEARS OF INTERPRETING AT THE OFFICE OF DISABILITY SERVICES

Many things have changed in the last twenty years in the Office of Disability Services.

Continued on Page 3

ODS MOVES TOWARD A PAPERLESS FUTURE

In the summer of 2011, the Office of Disability Services began storing archived student records electronically instead of in off-site storage.

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“...I never imagined being here for 20 years and counting.”
Grady
THE INTERVIEW

If I remember correctly the interview started at 8 AM and ended about 5:30 PM. During the day I met with 7 groups of people and the Vice President of Student Life, Jim Rhatigan. I first met with Assoc. VP for Student Life, John Schuh, who was head of the Search committee and who would become my direct supervisor. He explained the day to me and took me to lunch at the University Club in the old Woodman Alumni Center.

I met with the search committee, the office staff I would supervise (one at a time for 20 minutes), and a group of about 15 students all before lunch. I was pretty tired by then and lunch was a welcome break. In the afternoon I met with Dr. Rhatigan, with a group of directors from other departments in SL and another group of staff from departments, and then concluded the day with Dr. Schuh. By the end of the day I was totally exhausted but felt good about the day of interviews. I was called two days later and accepted the job offer.

FIRST IMPRESSIONS

I was awed by the scope of the job and the lack of office procedures and processes for students to register with the office for services. I was impressed by the staff I was to supervise, Patsy Shefield and Shirley Smith: they both had a good grasp of their jobs and the students we served. I was encouraged by the support of my supervisor and fellow directors.

INITIAL CONCERNS

Things I learned during the interview process was that a student group called ABLE (Alleviating Barriers for a Lifetime of Excellence) had filed a complaint with the Department of Education, Office of Civil Rights that we needed to respond to appropriately. No formal policies and procedures were in place for students to register with the office and request services, no documentation guidelines existed for students, and we had just hired two graduate assistants to help us manage our 35 student assistants. Last and most urgent thing I needed to learn was how the university worked so I turned to

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As the office has grown in the number of students we serve additional resources have been added to meet the new demands. In 2001 we added a computer lab and in 2004, we began using our second set of golf carts for transporting students on campus.
Twenty Years as an Interpreter in the Office of Disability Services

By Kathy Stewart, Assistant Director

Our office location has changed, some of the office personnel have changed, technology has changed, and of course, the students have changed.

Twenty years ago, we were located in the office space that the Office of Multicultural Affairs occupies at this time. Then we moved across the hall into the space that houses the TRIO McNair Scholars Program. Now, we’re in the other half of Grace Wilkie Annex, with offices for the director, the assistant director, the senior administrative assistant, the front office, and two workrooms for the student assistants. There is also a room for testing accommodations and an office for interpreters that sometimes is borrowed for more test-takers. We also supervise the computer lab that serves students from McNair, Disability Support Services, and Disability Services. But I’m getting ahead of myself.

I first came to work at WSU as an interpreter contracted through Deaf & Hard of Hearing Service, a United Way agency here in Wichita. I worked with two other directors before Grady Landrum came on the scene. When Grady first took on his role as director, he was responsible for making sure all of the Deaf students had the right interpreters in the right place and at the right time. It didn’t take him long to realize that coordinating all of that, as well as dealing with all of his other responsibilities as director was a little overwhelming, so he went to his supervisor and asked for a full-time interpreter that could take on the responsibility of hiring interpreters as needed each semester.

As time went on, I was hired as a full-time staff interpreter working with Shirley Rivard as my direct supervisor. I not only interpreted in classes, but also took on the responsibility of finding note takers and volunteers that would read textbooks onto cassette tapes for our students that needed their coursework in an alternative format.
20 years Interpreting cont.

As the number of Deaf students increased, our office and our budget saw the need for getting more interpreters on staff. When I moved into the position of coordinator of interpreters and services, we moved from having one full-time staff interpreter to having three staff interpreters that worked at least 25 hours each per week. At that point in time, when a Deaf student needed an interpreter for an activity outside of the classroom, that student would come into the office and fill out an “interpreter request” sheet so an interpreter could be assigned to that activity. Between sorority meetings, plays, meetings with instructors and/or study groups, our interpreters were kept busy.

For a while, I still located the note takers and the volunteer readers, and the number of students we served just kept increasing. Later, my title changed to assistant director, and my contact with students increased beyond working with Deaf students. As things stand now, the senior administrative assistant deals with finding note takers and works with publishers to get as many textbooks as possible in electronic format. Remember those two workrooms for student assistants that I mentioned earlier? Well, those rooms are usually filled with student assistants working to convert textbooks into a format that the students can easily access. The basic work of our office continues – the means by which we accomplish the work has simply changed. Textbooks are now made accessible to students on CDs, “interpreter request” sheets are usually filled out by the staff after a student has texted or emailed the original request, and we now use two golf carts to help transport students around the campus. All in all, these last 20 years have seen many changes in methods, staff, and technology. The one constant has been the great leadership provided by Grady Landrum and the quality of services this office provides as a result.

After 3 years of budget overruns, in the mid 90’s for interpreting services, WSU increased our budget $100,000 to hire a full time interpreter coordinator and three part time interpreters (each working 25 hours a week) for 9 months each year.
The ease of accessibility of these records led us to explore what else could be done with the copier's scanning feature.

Watching Star Trek as a child led me to form many ideas about the way life in the future would be. Now everyone carries a hand-held communication device, doors slide open automatically when you approach, and doctors access your medical records with a few touches of a hand held tablet. Despite all these advances in electronic technology, the office of Disability Services was using an outdated filing system consisting of paper copies sorted into manila file folders. Searching for records with this system was a time consuming process that occasionally required a trip to off-site storage to dig through disintegrating, dusty boxes.

Each student file is sorted into Documentation of Disability paperwork and Services Provided paperwork. The Services Provided files are also further divided by each semester the student was enrolled. Electronic files are organized by student name and by the student's myWSU ID. With those same records stored electronically, a search becomes as easy as typing a few defining characters. Documentation of Disability and Service information for each semester are scanned as separate files for each student and stored on a 2 Terabyte external hard drive.

Preparation and scanning of student files for storage on the hard drive is a time consuming but ultimately rewarding process. After a few semesters were completed, the inactive archived files were easier to access than the files of current students. This ease of retrieval motivated the decision to add current student files to the electronic database. Because of the large 2 TB external hard drive, student files no longer need to be sorted into active and inactive classifications.

Documentation of Disability, the most frequently accessed record for all students, is also stored on a secure departmental shared drive that can be accessed by any staff computer in our office. This puts the Documentation of Disability for every student we serve literally a few clicks away at any time. In the future, documentation may be accepted electronically from health care providers and can then be added to the database immediately with no need to scan.

The use of electronic archiving has now also expanded to include historical ADA compliance records for all buildings on campus. These records must be kept indefinitely and are now easily accessible on the departmental shared drive. As we continue to use this system of record retrieval, new ideas for how this technology can be implemented in different settings will continue to come to light.

The Office of Disability Services has occupied the following offices in Grace Wilkie Annex since Mr. Landrum began in 1991.

- 173 (1994-2001),
- 150 (2001-present)
INITIAL CONCERNS CONT...

John Schuh, my immediate supervisor for help. Little did I know that he was so knowledgeable not only about WSU but about higher education nationally. In the first year we had numerous discussions as I enjoyed my morning cup of coffee.

THE FIRST FOUR YEARS
This was a time of developing relationships on campus with the faculty, staff, administrators, and most importantly with the students we served. Initially, I met weekly with the student group, ABLE, to hear their concerns and work towards solving issues on campus. I met with a group of faculty, staff and students to review policies and procedures as I wrote them. This was extremely helpful because I got buy in from all the groups as we worked on revising the policies and procedures. Then I worked with facility planners, physical plant, regent’s attorneys and representatives from the OCR to develop a transition plan for WSU to show how we planned on becoming compliant with the Americans with Disabilities Act.

YEARS 5-10
In my fifth year of employment we reached an agreement with the Office of Civil Rights (OCR) on our plan to become accessible. This was a big milestone for the university and the culmination of many hours of work by several people here at WSU and with the Kansas Board of Regents. This laid a solid foundation for future planning of facilities and programs at WSU. Since this complaint we have had only a few other complaints filed with the OCR but all of these have been determined in our favor and dismissed by OCR.

During this time period, we saw a modest increase in the number of students we served and made two important changes in the office. First, we decided to transition our note taking services from sending a student assistant into the class and to take notes to finding another student in the class to be a note taker paying them a stipend for their notes. This was beneficial for our students because they got better notes. Secondly, we received a large budget increase so we could hire a

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Since Mr. Landrum started working here there have been 3 Presidents of WSU, 4 VP of Academic Affairs, and several VP of Student Affairs.
Thoughts From Former Staff and Student Assistants

Harnek Singh - I worked at DS from Sept. 1993 through 1996. It's still the best job I've ever had. It's been such a long time that I'll probably have to sit together with the group again to get a recollection. I know my self, Sunil, Shirley R., and Anita used to just sit there and have a laugh during our free time. The thing that I liked the most of all is that in some of the classes in which I was a note taker, I actually learned something too. One particular class was on advertising and arts, I'll never forget that class; it actually helps me create meaningful PowerPoint presentations today.

Mary Rice, Administrative Specialist - Best memory, Halloween carving and spitting seeds contest with the international student assistants who probably thought we were totally nuts. Next best memory, Nick Taylor in his motorized chair dressed up like a race car at Halloween. Yet another best memory, sharing Thanksgiving dinner with staff and student assistants, especially international students who brought us their cultural dishes and swore they didn't add hot spices, but by our western standards were still very spicy. And the final best memory, working with our dedicated staff and wonderful students, especially the ones that would thank me for all my hard work for them! Worked at DS for 14 great years!!

Yinka Akinrolabu - I was at DS from 2003-2006. Office of DS was an excellent and fun place to work! I especially loved the school/life balance and the pumpkin carving contest. Also, the food day allowed me to try out food from other countries with international students. However, the most important was that DS gave me a chance to HELP people.

Adolfo Sanchez wrote: - "mostly, really, it was the chance to become exposed to the difficulties that people face and see good examples of perseverance, that was the best thing", "Kathy trying to teach us sign language, trying, mostly"

Lori Dechant - I worked from 2004-2007. I am so thankful for my job at Disability Services. I met and worked with some amazing people, and have many fond memories. Our pumpkin carving contests at Halloween were always fun, especially when my groups won. All of our Thanksgiving, Christmas, and end of the year parties/lunches were fun as well. And then there was the year we had a ghost in the office, which really freaked some of us out!
Thoughts From Former Staff and Student Assistants

Deepak Gulla
This is where I started my career in the USA and was one of the most memorable times ever which included great people, great working atmosphere, parties, learned a great deal about “Chicky babes.” DS for me was "home" away from home.

Patti Haskins, Interpreter - Every time I’m in the office, I know I will smile and laugh. Always feels like a happy place.

Jagadeesh Rajagopalan - I worked at DS from 2005-2006. It was really a great place to work. The staff was great to work with. Even after 5 years I still have friendly relationship with all of them. About the work I enjoyed helping people. Driving those golf carts around the school was fun. As Yinka said, I enjoyed all those days when we had lots of food.

Sathya Ramadas - Working at DS was one of the most memorable times ever which included great people, great working atmosphere, parties. DS for me was "home" away from home. I got a chance to meet lots of wonderful people. It is an experience that I will never forget.

Ann Heard, Senior Administrative Assistant - 1999 to 2006. Working with DS was a hoot!! Grady let me do most of the weird things I came up with, (like pumpkin carving contest, paper airplane day). Loved meeting all the international students and Kathy's cakes, and met my BFF Mary there. Thanks so much!

Anthonio Pinheiro - Me, you and Nick planning Halloween pranks to scare Lori, Me playing your bodyguard. Working overtime to get books scanned and converted to CD’s and the look of relief people got when they received their CD’s, driving golf carts on campus picking up students and dropping them off on time, the office parties, how understanding you and Ann are. I loved working at DS, and thinking back about working with Venkat. Gaya, Yinka, pulling pranks with Nick and the fact that it never felt like work because it was so much fun brings a smile to my face.

Rajendran Annam - I worked in DS from (2006-2007). It was an environment filled with fun, affection and care, I cherish each and every moment I worked there. Working at DS provided me the strength to face life with a smile whatever may be the situation. I miss all the fun, food and activities at DS. It was a wonderful experience I will remember for life.

Anah Nawrocki (Widener) - I loved escorting our students to and from class speeding around in the golf cart (watch out for the winter ice!). Whenever Jim entered the office, he brought a smile to my face. It was so gratifying having a conversation with him. It took a lot of work, but when I understood what he was communicating, he'd smile really big and laugh—that just brought joy to my heart! Overall, I loved working with all the DS staff. Everyone was really friendly and I felt like I was getting to work with close friends everyday, which made it fun to go to work. All the holiday parties where we got to eat Indian and Pakistani food along with Kathy's homemade cakes were a blast. I could go on, but I'll spare you my babble. I miss you all!!!!!
Thoughts From Former Staff and Student Assistants

Rajesh Kumar Mahadasyam - I am Rajesh. I worked in 2007 as a student assistant for 8 months. My sweet memory was to give golf cart rides to students in the peak of winter (-10 F). I really enjoyed those moments.

Avinash Reddy Beeravolu - Working at DS is one of my best experiences I ever had and where I began my 1st career. Great environment to learn and had personal satisfaction while working there to serve the disabled students at least one time in my life. Very friendly staff and had loads of fun during parties and I had an opportunity to get exposed to American festivals. I miss DS. Thanks Grady for giving me this opportunity. (2007 - 2009)

Chiemi Matsumoto - I had a great experience at DS, and it was one of my best memories at WSU. I worked at DS from 2005 - 2007. All the people were so kind and willing to help people. I enjoyed working with students and staff, and also I learned from students how they work hard to achieve their academic goals. Also it was so much fun to have all the kinds of holiday events at DS. I really miss it now. I'm really thankful that I worked with you at Disability Services! It was one of the most memorable experiences at WSU. I really miss talking with you. I'm sad that I live so far away now to celebrate your 20th year.

Venkhat Kalkunda - Disability Services was kind of my home away from home. I worked for 4 years (2001 - 2004) in DS and the experience has taught me various life lessons and made me strong enough to face any kind of life difficulties. Disability Services offered me kind of a shelter during one of my most difficult times in my life, and helped me get through. I cherish each and every day I worked in DS, fondly remember each and every celebration we had at DS and appreciate every person I have worked with during my 4 years of working there. Every person I had a chance to help during my work at Disability Services has helped me appreciate life and face challenges more strongly. Grady Landrum is the best boss I have worked for so far, I will never forget his sense of humor, his energy towards life and his support for me during my years of work. I had the privilege of meeting some of the most wonderful people I know during my working years at disability services, who have had a very positive impact on me. Some of the relationships I formed over there are life lasting, though I am not very good at keeping in contact but I will never forget them. Disability Services work, to a certain extent, also helped me learn some skills which are now helping my career: I can say that some of the work I did in DS was a first step towards my career path. I will always miss working in Disability Services and working with all the fantastic people and miss getting pranked by Grady.

Shirley Rivard - On a serious note, I loved our office—the staff, the student workers, and the students we served. The office atmosphere felt like family. I enjoyed coming to work every morning. The diversity was phenomenal; I learned so much from our student workers and still keep in touch with some of them. I think back and remember the pot lucks we had out on the walk way/ lawn area I don’t think we had a reason except for fellowship. Of course, I’ll never forget the surprise baby shower! Yes I fell when I walked in and you all yelled surprise. You don’t do that to a pregnant woman! The morning briefings in your office to get our day started. We covered the gamut from what happened, what was going to happen, work-wise, to what was in the news and on TV the night before. It made for a wonderful start to the day and kept the staff connected to one another. Thanks for the trip down memory lane. Sometimes I wish I had never left. Dates of employment 8/92-6/98 (roughly)
In the beginning cont.

a full time interpreter coordinator and 3 staff interpreters. This led to a solid core of interpreters that we could train in working in a post secondary settings. This also created some loyalty/commitment to the students with whom they were working. Working in a university setting is unique in the world of interpreting so we wanted to develop a sense of belonging for our interpreters and some job security for them as well. This was one of the best things we ever did in our office and has proven to be very successful for our students and has created a very stable and high level of interpreting services at WSU.

The Big Move of 2001

In the Spring of 2001 we moved our offices to the south side of Grace Wilkie Annex so that we could expand our office space. This move was facilitated by the closure of the Reading and Study Skills Office and the cramped quarters where we were located. This new office area would provide us with a testing area, an office for staff interpreters, work rooms for our student assistants, a break room, and a computer lab where we could have computers with assistive technology.

The move was a two stage process with the Director, Administrative Assistant and student workers moving into the new location in the summer while the physical plant completed the remodeling of the other areas. Three months later we were all together and ready to serve students. With the additional space and the rearranging of offices the office became more usable for students and more students were in the office throughout the day. Since the move we have seen steady increases in usage of the computer labs and the testing services in our office area have increased tremendously. The other big change was that after the move we started sharing a copier in the building and DS maintained the copier and billed the other departments in the building. We also started sharing the computer lab and the costs associated with maintaining the lab.

TRIO DISABILITY SUPPORT SERVICES

In the fall of 2001, TRIO Disability Support Services, (DSS) a federally funded grant program designed to work specifically for students with disabilities and provide out of the classroom support systems began at WSU. During the Fall ’01 our office was serving approximately 130 students. By the beginning of Fall ’02 we were serving close to 200 students. DSS was very aggressive in marketing their services and as a result of their efforts we started to see an increase in our numbers every semester. This sister program and our office have worked hand in hand from the beginning and as a result of this cooperation we have established a solid set of comprehensive services for students with disabilities at WSU. Approximately 95% of DSS students are served by both programs, so this cooperative work environment is essential in helping our students.

CHANGING OF THE GUARD

After seven years or being together as a unit Ann Heard decided to retire and start enjoying her grandkids. Ann started working at ODS right before the big move.

Fall semester 2001, TRIO, Disability Support Services, is funded at WSU and creates an increase in students registering for services at the Office of Disability Services.
### Office of Disability Services  
**1991 vs 2011**

<table>
<thead>
<tr>
<th>1991</th>
<th>2011</th>
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<tbody>
<tr>
<td>2 ½ staff</td>
<td>4 Staff</td>
</tr>
<tr>
<td>35 Student Assistants</td>
<td>7 Student Assistants</td>
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<tr>
<td>1 Macintosh Classic Computer staff</td>
<td>5 Macintosh Comp. for staff</td>
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<tr>
<td>Located in Grace Wilkie Annex room 174</td>
<td>Located in GWA rooms 150-158</td>
</tr>
<tr>
<td>One golf cart</td>
<td>2 golf carts</td>
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<tr>
<td>70 Students</td>
<td>416 students</td>
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<tr>
<td>30 Volunteer Readers</td>
<td>Created 123 E-text books</td>
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<tr>
<td>Budget $200,000 approx.</td>
<td>Budget $325,000</td>
</tr>
<tr>
<td>No testing room</td>
<td>2 testing rooms (capacity 9 students)</td>
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<tr>
<td></td>
<td>(281 students eligible for testing)</td>
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<tr>
<td>15 Contract Interpreters</td>
<td>3 Staff Interpreters, 10 contract</td>
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<tr>
<td></td>
<td>Computer Lab 10 computers</td>
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<td></td>
<td>Student workroom 3 computers</td>
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In the Beginning cont...

in 2001 and brought in lots of new ideas of how the main reception area should look. The additional space also gave her the ability to organize a workspace for the student assistants. These changes and incorporating some new fun team building activities produced a tight knit group of student assistants that worked hard and played hard together. Six months after Ann retired, Mary Rice announced she was going to retire after working in ODS for the previous 14 years. Mary was directly responsible for many of the policies and procedures our office developed, she built our student database, and was a valuable source of insight and ideas. So in a 9 month period we lost two valuable employees after 8 years of having a unified staff.

IN WITH THE NEW
Ann Heard was replaced by Makenzi Jones and Mary Rice was replaced by Christina Gregory. This transition caused us to look at our organization and to reorganize jobs descriptions, offices were remodeled and we purchased new furniture for the reception area and a new paint job for the office. It took a while for us to get everything back to “normal” but we never missed a beat when it came to serving students. With new staff comes fresh eyes to look at how the office worked and both Ms. Jones and Ms. Gregory made great contributions to our office. Ms. Jones reworked the database, implemented a computer based time keeping system for student employee, and restructured job duties for student assistants. Ms. Gregory has revamped our note taker program, worked with the director to enter our student data into Banner, and most recently has started scanning student records to produce an electronic filing system for our student records. The office looks different and functions a little differently since the staff has changed but the office continues to reach out and serve students. Ms. Jones resigned at the end of August 2011.

THIS LAST YEAR
As this last year saw our student numbers increase, we worked with other offices to upgrade the computer lab. McNair Scholars Program, TRIO Disability Support Services and ODS offices contributed new computers to the lab and for student workers. ODS got a new machine for scanning and instantly reading documents and a CCTV that has a camera that can be used for viewing documents up close and can also zoom in on objects on the black board in a class. This new equipment is used by students for studying and taking tests. Upgrades were also made to computer software to make it compatible with the new computers.

The past 20 years has brought many changes in our office but the main focus is still to create an accessible environment for students with disabilities so they can participate fully in their academic endeavors and maximize their skills while at Wichita State University.

New furniture created a more open and friendly feel for the office.
One gradual shift I have started to see in the past few years is the trend for more males to seek out assistance from ODS. In 2005 there was a split of 68% female and 32% males using our program, in 2009 it was 61% to 39% and now this past year we have a seen a significant change to 56% female and 44% males utilizing our program. I am not sure why this change is occurring and I have not seen any literature about this from other universities.

Student numbers continue to increase and as a result more services are in demand by the students. Different areas show an increase each year and so it is hard to provide a clear picture of growth from year to year because the needs of our students vary based on their disability. We still have not been able convert to a total Banner database system so we have to take more time to convert statistics into comparable numbers. The total number of students we have in our FileMaker Pro (FM) database varies from the statistics we get from Banner and causes some confusion in our reports. We tend to see more students than actually enroll in courses so our FM numbers are always more than our Banner numbers. In Banner we utilize a form just for the students served by ODS. This allows us to run data reports on credit hours, total classes taken, classification of students and once we can get things organized we should be able to get graduation rates at the end of each semester. The FM database currently provides us with basic demographic data, accommodations students qualify to use, disability documentation, and notes regarding the student. The source of the statistics will be explained in the narrative. The gender statistics are based on our FM database.

In 2005 our office served 191 students and our student created 3044 credit hours for the year. You can see below

Continued on page 14
pasted fiscal year using a variety of charts and tables. We will try to paint a picture of the activities of our office and highlight some of the accommodations provided to our students.

The Chart above is a snapshot of the main activities of our office each month. I have similar tables for each of the past six years so we can see if any trends are starting to occur. Each year as we see more students we expect each service area to increase but this is dependent on the accommodations the new students need based on their disability.

Scanning services or creating books in electronic formats has decreased because of newer procedures we have instituted and because we have more students only wanting their books in .pdf formats because ADOBE has built a reader into their program and we don’t have to convert the document any further. We also started having a few selected student assistants, who are skilled or enjoy editing doing the editing.

Escorts are seeing a slight increase but many times this can be explained because we are seeing a large number of people with temporary disabilities using this service until their bodies either heal up or they get comfortable using crutches or braces for mobility.

The last two years we have seen a nominal change in interpreting services but we have the same number of students taking fewer classes but have more involvement outside the classroom.

This past summer we got new computers in our computer labs and as a result of this we are confident our computer lab will see a large increase in usage.
ODS Statistics and Demographics cont...

This chart represents the services most students qualify for based on their disability. Extended time for tests has been the number one requested service for the past 20 years at ODS. Students with learning disabilities, psychological disabilities, mobility impairments, and visual impairments may qualify for this accommodation. In fact, any disability that creates an issue with processing information (receiving, internally processing, or expressing) would be eligible for this service. There is no standardized method for determining how much time is needed based on a person's disability so each determination is made individually. Usually we start at double the class time and then adjust these times based on the time used by students. Rarely have we ever had students use more than triple the amount of time used by the class. (FM data)

E-text can either be audio books or any material that is able to be read on a computer or by other electronic devices. 20 years ago we made cassette tapes of books and have gradually converted to this new technology. This keeps us learning about new programs and technology each semester. Above are the number of books converted by semester. Each student must show us a sales receipt and sign a release saying they have purchased the book before receiving the e-text materials. (FM data)

‘Extended time only’ tests are given in the larger (group) testing room that has room for eight students to take tests simultaneously. We are starting to see more students who need either readers or writers or both and some who need to use a computer. Those using a computer use a computer that is not connected to the internet. Private rooms are hard to find and many times we ask staff to let us use their office or ask them to proctor the exam for a student. Finding enough space to provide testing services continues to be an issue and as the number of students served by ODS increases this will remain a concern. (FM data)
ODS Statistics and Demographics cont...

This year our students represented all 8 colleges and 46 degree programs.

W. Frank Barton School of Business
College of Education
College of Engineering
College of Fine Arts
Graduate School
College of Health Professions
College of Liberal Arts & Sciences

Each year our students represent every college at WSU. The two majors with the most students are Social Work and Criminal Justice in the College of Liberal Arts and Sciences. (Banner data)

Most people needing temporary services have had a recent injury and need services for about 3 weeks. Each year we have a few students who are pregnant who need escorts due to complications with their pregnancy. The “unknown” category are people who came in and started the process but have not revealed their disability and so their status would be considered pending for our program. (FM data)
Credit hour production over the past three years shows a steady increase in the number of hours generated by our students. These are hours that were completed at the end of year. (Banner data)

This is the first time in the past 10 years that students with Learning Disabilities was not our largest population of students. (FM data)

Technology can help make a big difference in a student’s experience while in college. We try to help students explore the usage of different technologies by providing a computer lab that has software designed for people with disabilities.
A PERSONAL NOTE FROM THE DIRECTOR

I stated earlier in this report that I never intended to stay at WSU for more than 4 or 5 years and now I am finishing my 20th year. Since I had never worked in higher education I did not know what to expect and what possibilities this job would hold. I only knew I was going to be working with students and trying to make the campus accessible. I never realized all the leadership and training opportunities I would have. The ability to be involved in local, regional, national and international organizations was nowhere in my mind.

Early on in my career at WSU, John Schuh, Assoc. VP for Students affairs met with me almost daily over a cup of coffee and we talked about WSU and higher education in general and how Student Affairs fit into the scope of university life. Jim Rhatigan, VP for Student Affairs also gave me wonderful advice on working with students and his philosophy about our role in the university. Vicky Triponey, Assoc. VP for Student Affairs encouraged me to be involved with organizations outside the university such as NASPA and AHEAD. Lori Reesor, Assoc. VP of SA, also encouraged me to be involved at the national level with AHEAD and to serve on their board of directors. There have been and will continue to be people at this university that encourage me and make working here a great pleasure.

In recent years Deltha Colvin, Asst. VP for Campus Life, has been very supportive of me to develop personally and professionally and has been a major supporter and promoter of our office.

To end this I just want to say thanks to all the people I have supervised over the years - Kathy, Mary, Ann, Shirley R., Anita, Sherry, Patsy and Shirley S., Christina, and Makenzi - you have all been wonderful to work with and taught me a great deal about myself and working with people. To all the Student Assistants who have worked in the office, thank you for sharing your lives and cultures with me. Finally, thanks to all the students I have been able to meet and work with over the years. What a truly enriching experience it has been working at WSU.

Sincerely, Grady Landrum

In 2009 Ms. Colvin nominated Phil Bowers and Grady Landrum to receive the Michael Lechner Award for their advocacy efforts on behalf of students at WSU. Both were awarded the honor by the Kansas Commission on Disability Concerns during a ceremony in Topeka, Kansas.