

STUDENTS WITH DISABILITIES TASK FORCE REPORT

WHY THIS MATTERS

A Stanford education is for the whole student for their entire life. That education includes structured learning in classrooms, friendships and residential living experiences, engagement with research, and participation in the many community and academic activities available on campus. All students, regardless of their disability status, need to be able to move seamlessly between these educational spaces without roadblocks or boundaries.

A community of faculty, staff, and students works each day to make Stanford University's campus and learning opportunities accessible to students. The support that students receive is due to these individuals' hard work and collaboration across nearly every unit at the institution. These efforts, however, are on their own insufficient to address the disability needs on campus.

As stated on the [IDEAL](#) webpage, "Through cross-campus initiatives, Stanford hopes to create an inclusive, diverse, and equitable university for all our community members." (We recommend adding "accessible" to this statement.) Yet our current systems and processes for disability-related accommodations and support have led to barriers and even silos between students' learning opportunities. The goal of this report is to make recommendations that form a road map for creating an inclusive environment in which every student, regardless of disability, is able to study, learn, and engage with the campus community and its offerings in meaningful, substantive, and equitable ways.

TASK FORCE ON STUDENTS WITH DISABILITIES

The Charge

The Task Force on Students with Disabilities was charged by Patrick Dunkley, vice provost for institutional equity, access and community, and Susie Brubaker-Cole, vice provost for student affairs, to make recommendations on how the university might ensure (1) seamless coordination of services; (2) effective academic accommodations; (3) prioritization of accommodations that exceed federal mandates; and (4) the removal of barriers from educational opportunities. In addition, the Task Force was asked to examine how training, communications, and a community space could be considered to address the four charges. Finally, the Task Force was asked to

consider how its recommendations could be used to examine support for faculty and staff. The full charge can be found in Appendix A.

The Membership

The Task Force was composed of faculty, graduate and undergraduate students, and staff representing a cross section of departments and units of academic and university expertise. The full membership can be found in Appendix B.

Our Values

Five key interdependent values guided our work and recommendations:

1. All students should have the ability to participate fully in academic and campus life.
2. Accommodating disabilities is required by law and is not up for debate.
3. Legally required accommodations are the floor, not the ceiling. We can and should do more. Rights for the disability community are currently dependent upon the law. Those laws may be antiquated and/or subject to change based on who is in political office and the judiciary. We should not set our threshold of requirements on the law but instead on the ethical imperative to ensure an equitable learning landscape.
4. We should promote and strive for an inclusive and accessible campus in which all members of our community are able to easily access the resources, opportunities, and support that they need. This will require a culture change, one that focuses on promoting a culture of anti-ableism.
5. A campus that effectively supports students with disabilities is a campus that more effectively supports all students.

The Process

To develop a comprehensive perspective on the disability landscape at Stanford University, the vice provost for student affairs commissioned a Summer Study Group. The Summer Study Group, co-chaired by staff from the Office of Accessible Education (OAE) and an undergraduate student representative, was formed to gather feedback and information from key stakeholders and to pull together background information from Stanford and the broader national landscape. This group interviewed Stanford students with disabilities, drew upon experiences within the group, and built on research previously conducted by disabled Stanford students. They

interviewed administrators, staff, and faculty. Lastly, they conducted online research on relevant laws, Stanford written policies, key terms and concepts relating to disability and accessibility, and practices of other higher education institutions regarding these matters.

Building on the knowledge gathered by the Summer Study Group, the Task Force worked closely with Institutional Research & Decision Support to compile a comprehensive set of demographic and survey data on the disability community. In addition, the Task Force was advised by the Office of the General Counsel to understand the legal landscape of disabilities in higher education. In addition to the efforts listed above, the Task Force met with a broad set of student, staff, and faculty stakeholders (Appendix C) to understand the specific challenges and opportunities across campus. At the recommendation of Stanford faculty, we also met with staff from the University of Connecticut's Center for Students with Disabilities and additionally with staff from the University of Pennsylvania to learn about other models of support.

CURRENT CONTEXT

Legal Landscape

Stanford University must act in accordance with federal and state laws, accreditation standards, and immigration laws. It is critical to understand these requirements and limitations and how they impact the landscape of disability accommodations.

- **Federal law:**

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prevents any federally funded organization from discriminating against people on the basis of disability. Every university that accepts federal funding is subject to Section 504, including Stanford. Under Section 504, colleges are required by law to provide reasonable accommodations to qualified students.

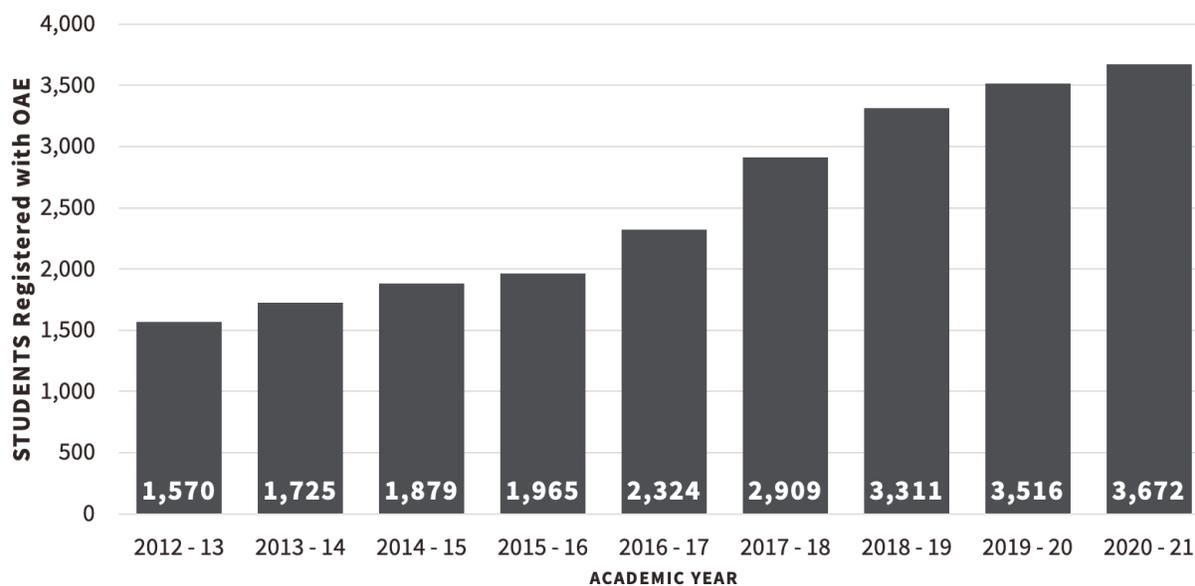
Americans with Disabilities Act (ADA): Students who qualify with a disability are protected by the ADA. This includes students with a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

- **State law:** California state laws also prohibit discrimination on the basis of disability; however, case law provides that state laws parallel federal obligations. Accordingly, this report focuses on federal law.
- **Immigration law:** International students are required to maintain a full course load to maintain their legal immigration status. U.S. immigration law limits international students to 365 days of accommodations for a reduced course load throughout their entire academic career in order to maintain their legal immigration status. Given the significant impact of these laws, international students must consult with the Bechtel International Center before dropping below full-time.
- **WASC accreditation:** The Western Association of Schools and Colleges (WASC) is Stanford's accreditation body. It has specific requirements and expectations for in-person instruction. As a result of disruptions to in-person instruction due to the COVID-19 pandemic, WASC granted authorization for remote and hybrid instruction. This authorization was specific to the pandemic-affected period. For Stanford to continue distance and/or remote instruction permanently, it would need to apply through the substantive change process.

Student Population, Accommodation Needs, and Institutional Climate

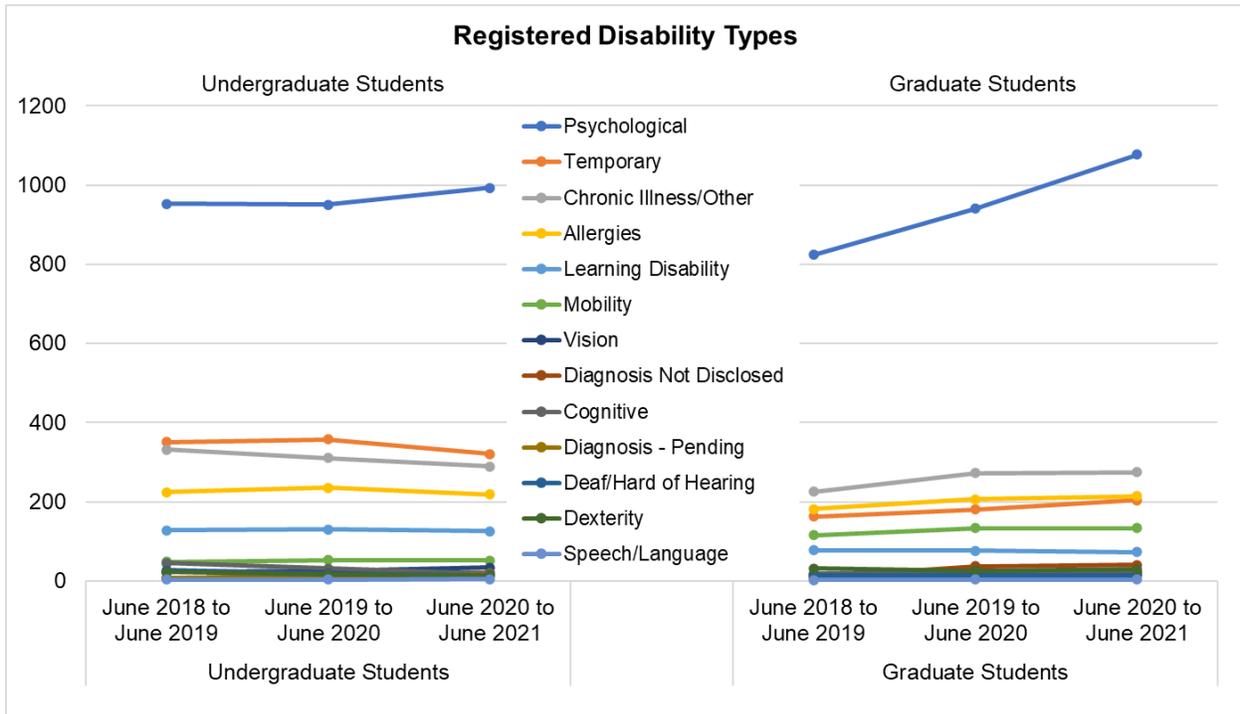
The number of students with disabilities on campus and the breadth and complexity of disability needs have increased substantially in recent years. In addition, there are concerning trends in the data about the experiences students with disabilities are having while on campus. As we consider the landscape of disability, some core themes are evident.

- **There has been a substantial increase in students registering with the OAE.** In the 2020-2021 academic year, 24% of undergraduates and 18% of graduate students were registered with a disability. In our process, some students have shared with the Task Force that they choose not to register or do not register for myriad reasons, including fear of stigmatization, lack of resources to obtain medical documentation, lack of awareness of the process and what is required to receive accommodations, etc.



Data source: Office of Accessible Education

- Psychological disability is the most common registered disability for students.** In addition, the most significant growth in accommodation type has been with students with registered psychological disabilities.



Data source: Office of Accessible Education

- Students report increasing mental health challenges while at Stanford.** Increasing numbers of entering undergraduate students have reported being anxious, feeling overwhelmed, and feeling depressed prior to entering Stanford. These mental health challenges seem to become more common during students' time on campus, with more undergraduate students reporting feeling depressed, for example, during their last year at Stanford as compared to their last year of high school. This increase in reported mental health challenges among undergraduates aligns with the increase in registered psychological disabilities for students. The category of psychological disabilities is quite broad and includes disabilities such as depressive disorders, anxiety disorders, sleep disorders, PTSD, and other diagnoses.

Data source: Survey of New Students, administered by IR&DS just prior to undergraduates' entry to Stanford; Senior Survey, administered by IR&DS in students' final quarter before graduation. Note that both surveys have very high response rates (typically over 90%), and data is unweighted.

- **Survey data show that students with disabilities are more likely to report having experienced discriminatory behaviors than those who do not have a disability.** For example, 46% of undergraduates who identified as having a disability reported experiencing at least one discriminatory behavior in the past two years, compared with 16% of undergraduates who did not identify as having a disability.

Data source: [2021 IDEAL DEI Survey on Campus Climate](#), administered in May 2021 by IR&DS. Note that the student response rate for this survey was ~30%, and the data presented here are unweighted.

- On the most recent campus climate survey, students with disabilities reported higher prevalence rates of nonconsensual sexual contact, victimization, sexually harassing behavior, intimate partner violence, and stalking than did students without disabilities.

Data source: [2019 AAU Campus Climate Survey on Sexual Assault & Misconduct](#), administered in Spring 2019 by AAU/Westat. Note that the response rate for this survey was 62%, and the data were weighted to correct for nonresponse along the dimensions of gender, age, year in school, and race/ethnicity.

Campus Systems and Structures

Six key themes emerged through interviews, the Summer Study Group report, and presentations to the Task Force regarding campus systems and structures that support students with disabilities on campus:

1. **Accommodations and support for students are highly decentralized and difficult to navigate for students, staff, and faculty.** There are simply no clear standards, expectations, or procedures — leading to confusion for both students with disabilities and those responsible for providing accommodations.
2. **Stanford has staff and faculty with significant expertise on how to make accommodations for and support students with disabilities.** These staff are doing the best they can with the tools, resources, and authority that they have been given.
3. **Beyond those with expertise whose role is to support students with disabilities, efforts are dependent on the goodwill and dedication of community members acting within a broken, systemically ableist system.**

4. **Students are taking on responsibilities for changing campus structures that support students with disabilities.** This is rightfully the responsibility of the university.
5. **The lack of clarity and centralization fails to leverage the resources that are available to support the student disability community.**
6. **We also recognize that this current system relies on student initiative and continued self-advocacy to receive accommodations, when the disability inherently introduces inequality of access, time, and energy.**

TASK FORCE RECOMMENDATIONS

Summary

The Task Force's recommendations are organized by topic, with recommendations for each topic area. A summary of the topics and recommendations is below, followed by the detailed recommendations.

Systemic Changes

1. Create culture change and education
2. Create a system that provides seamless and integrated services
3. Decompress the academic calendar
4. Increase access to physical spaces

Academics and Academic Supports

1. Develop financial support for accommodations beyond federal mandates
2. Develop coordinated processes for academic supports
3. Develop the necessary supports beyond the classroom

Community Life

1. Centralize transportation
2. Develop community space and programs
3. Address Cardinal Care eligibility

In addition to these recommendations, the appendices contain important information:

Appendix D: Other Considerations

Appendix E: Medical Education Considerations

Appendix F: Staff Needs

Systemic Changes

1. Create culture change and education

Disability should be fully integrated with Inclusion, Diversity, Equity, and Access in a Learning Environment (IDEAL) initiatives and incorporated into the work of DEI practitioners and committees. This, in conjunction with other recommendations, will support a culture change on our Stanford campus, one that recognizes disability as an important facet of diversity and that requires attention when identifying and implementing strategies for inclusion.

Additionally, we recommend that faculty receive training on teaching and mentoring students with disabilities. This training should ensure that they understand their roles, their responsibilities, and the resources available to them to meet students' needs. The Center for Teaching and Learning (CTL) will be a critical partner to advise on course pedagogy and designing accessible course materials to ensure an inclusive learning environment.

We recommend that the leader of disability work on campus work with the community to design a broader training program to address the full student experience. As one of our members shared:

...a greater understanding, respect, and cherishing of people with Disabilities needs to happen. Steps to achieve this include additional Disability awareness and accommodation trainings for faculty and staff responsible for teaching, TAs, as well as student leaders who may organize club field trips and campus events. Particular attention should also be paid, and additional training mandated to, any person supervising work, such as lab PI or graduate student supervising an RA. Training in course design and Universal Design for Learning, which is already offered by CTL, could be expanded and more actively implemented.

2. Create a system that provides seamless and integrated services

One of the greatest challenges on the accommodations landscape is the broadly dispersed support structures across nearly every unit in the university. As the Summer Study Group shared as their first concern, "Stanford's approach to providing for the

needs of students with disabilities is largely disjointed.” To have a coherent accommodations and support landscape, it will be critical to have a campus structure that leads this work in a holistic, coordinated, and consistent manner.

Some members of the Task Force recommended the creation of one central office that would be accountable for coordination and delivery of services. It is important to recognize that student access can take many different forms dependent on that student’s discipline and disability type. A unified office could ensure resolution of diverse student needs by maintaining relationships with different departments. Having a centralized office that recognizes the different needs of different schools would ensure that accommodations provided by the office can be tailored for the laboratory space in Humanities and Sciences, lecture-style halls at Stanford Law School, or fieldwork in the Doerr School of Sustainability, to name a few. Currently, there are transitions in leadership in multiple areas relating to accessibility, which make this recommendation easier to implement.

Other members of the Task Force raised concerns about a centralized office. They cited, for example, the complexities of navigating potential conflicts of interest, such as the OAE grievance process for disability-related accommodations. They also noted that managing accommodations and creating a community support space — both challenging tasks — need to be handled separately. These are concerns that should be carefully considered as leadership determines the appropriate structure to support seamless and integrated structures.

In either case, the structure should have the following characteristics:

- **One leader:** There needs to be one central point of oversight and coordination for disability-related services for students, at the senior leadership level. This will ensure that disabilities are at the forefront in institutional initiatives and discussions. This leader should prioritize significant change to address the ableist cultural norms at Stanford, not just compliance with policy.
- **Identified priority:** This structure and its functions need to be prioritized at the institutional level, first and foremost, as a key component of the IDEAL initiative.

Disability should be incorporated into the work of DEI professionals and local departmental efforts.

- **A singular point of contact** for students with disabilities and the faculty and staff who support them.
- **Seamless integration** coordinating access, academic accommodation and testing, and training for community members in coordination with campus partners, and providing other services to students with disabilities. This would include leading and facilitating a universitywide testing space(s).
- **Community initiatives** responding to needs and opportunities in the student community, such as a dedicated community space, programs, social events, and educational opportunities for the broader campus.
- **Identified partners:** The schools and relevant stakeholder offices should provide a clear point of contact for disability issues, and those contacts should meet regularly.
- **Metrics of success and evaluation:** The office should have clearly articulated metrics of success, with the dedicated staff and resources to assess these metrics on a regular basis.

3. Decompress the academic calendar

[National data](#) indicate that a significant number of college students report being in a state of vulnerable mental health. Stanford students are not immune to these trends. Psychological disability is, by far, the most commonly registered disability for our graduate and undergraduate students and has seen the most significant growth over the past 10 years. It is critical that the solutions we look at not only address academic accommodations, but also develop and synthesize the policy and structural landscape that could help fully support all students' psychological health and well-being.

Over the last decade at Stanford, it has become commonplace for faculty, staff, and students to refer to each week of an academic quarter by the number of the week, a tacit acknowledgement of a frenetic and stressful pace. The Task Force recommends that a university committee be convened to consider meaningful, significant ways to decompress the academic calendar. Stanford should provide an academic calendar that

supports the well-being of all students and provides space for a student with a disability, an illness, personal circumstances (such as the death of a family member), or athletic or university obligations requiring travel to complete required coursework.

Three key recommendations to decompress the academic calendar for the university committee to explore would be:

- **Alternate calendar:** As one student articulated, “the quarter system moves at an often brutal and unwavering pace.” The committee should consider the impact of transitioning to a semester schedule or a quarter system that provides longer breaks between terms. From early exploration, this Task Force believes that this change could facilitate significant positive outcomes for our students. In addition, it is our understanding that the quarter system can also place significant limits on opportunities for student internships and research in the summer. While outside the scope of this committee's investigation, we believe there is a broad set of potential benefits for students which warrants having a group explore this further.
- **Submission of academic work:** With the transition to some assignments and exams being submitted online, some deadlines have moved from “class time” deadlines to weekend and late-night submission deadlines. Students have shared that these deadlines have a significant impact on their ability to decompress and have “time off.” We recommend considering setting assignment deadlines on Monday through Friday, avoiding late night and early morning times.
- **Make-up exam time:** Consider universitywide dedicated make-up exam weeks for students who are unable to complete their finals as initially scheduled due to accommodations, illness, or university travel.

4. Increase access to physical spaces

Every student should be able to access every university classroom, every part of every library, and every residence hall. We understand this will require time and significant financial investment from the university, but we should not delay efforts to increase access to physical spaces until a student, faculty, or staff member explicitly requests obvious accommodations (such as wheelchair access).

Our long-term goal must be to have an inclusive community where students with disabilities can experience the full learning environment of the campus. We recommend a university study followed by a long-range plan to meet this goal. That study should include (1) an analysis of existing buildings, spaces, and furnishings and (2) the creation of standards for all future construction and furnishings that exceed federal and state requirements for disability access.

Academics and Academic Supports

There is a need for additional financial resources, policy changes, and coordinated university processes for managing disability-related academic accommodations.

1. Develop financial support for accommodations beyond federal mandates

- **New graduate fellowship:** Institute a need-based fellowship managed by VPGE to provide a stipend and tuition to advanced doctoral students, including those in the professional schools, who have fully utilized their programmatic funding commitment, yet are in good academic standing and require additional time to complete their degree as a result of disability-related academic accommodations.
- **Expanded undergraduate financial aid:** Students who need more than 12 quarters to complete their degree due to an approved disability-related accommodation through the Office of Accessible Education should receive continued need-based financial aid without having to meet the loan expectation that is typically required for students past 12 quarters.
- **Financial support for accommodations:** A university fund should be created and managed by the Financial Aid Office to provide academic resources (e.g., nonexam scribing to write a course paper or a doctoral dissertation) to students with demonstrated financial need and documented disabilities who require these supports to complete degree requirements.
- **Support for disability-related personal expenses:** We recommend that a university committee consider whether university support, financial or other, should be provided to students with disability-related personal expenses that are necessary for them to fully participate in the academic and community life at Stanford.

2. Develop coordinated processes for academic supports

- **The creation of a structure supporting seamless integration and coordination with an identified senior leader will be critical to creating centrally managed and orchestrated accommodations, including the leadership, coordination, and implementation of academic accommodations.** We recommend that this office or organization lead a complete overhaul of a singular pathway for the request and communication of academic accommodations, including how students receive accommodations, how those accommodations are communicated to faculty, and how those accommodations are met consistently across programs and schools. This should result in meaningful, tailored accommodations that are determined in coordination with the primary office and the relevant faculty members, not left to students to negotiate on a class-by-class basis.

These efforts should include an identified testing space that is centrally managed. We also recommend examining which discipline-specific supports may be required. For example, it may be helpful to review the Stanford Law School model of centralized support and accommodations.

- **Academic support for students should be integrated with and coordinated by the centralized structure, including but not limited to tutoring and coaching that are currently offered by the Stanford Learning Lab, the Hume Center for Writing and Speaking, and CTL.**
- **A significant change that emerged from the COVID-19 pandemic was the ability of the university to provide hybrid learning and/or recorded lectures.** Acknowledging that Stanford University is accredited for in-person instruction, we recommend the exploration of how to provide these alternative forms of instruction as disability-related academic accommodations in ways that do not result in a fundamental alteration of a course or learning.

3. Develop the necessary supports beyond the classroom

Academics at Stanford are not constrained to the classroom. Learning occurs in residences, labs and research environments, libraries, overseas programs, service learning and community engagement, and internships. In order for this learning to occur seamlessly, we recommend:

- **Clear information:** Students should have easy access to information on websites and in printed materials regarding how their accommodation needs will be met in all

nonacademic settings. However, we must go further and ensure that as many students as possible are made aware of these resources. Access to information is insufficient in the absence of awareness that the information is available.

- **Clear support:** The offices that support out-of-classroom experiences should have a dedicated contact in the centralized structure who can train staff, help staff evaluate the accessibility of their programs and services, and support these offices in the creation of materials and needed training.
- **Transitions:** The university should provide adequate resources and education to help students with disabilities make the transition from high school to the college environment, undergraduate to graduate and professional study, and into their professional life.

Community Life

1. Centralize transportation

There are multiple golf cart transportation systems running on campus, including DisGo, 5-SURE, and golf carts available to student athletes with injuries. This diffuse system creates differentials of service provision based on student status and the availability of service. We recommend moving toward one coordinated golf cart service, managed by Stanford Transportation, that provides golf cart transport for students, faculty, and staff with any transportation needs throughout weekend and evening hours.

2. Develop community space and programs

As mentioned above, community life for students with disabilities must be meaningfully considered and addressed. This includes the continued creation and build-out of a community space and program centrally and conveniently located on campus. The space and its programs should be fun, visible, accessible, and welcoming. The space should have freedom to create programming that celebrates disability and gives students a space to explore that identity, such as the Disability Community Space. There has been significant and sustained student advocacy for designated community space and programs to support students with disabilities. We recognize, celebrate, and support this work.

3. Address Cardinal Care eligibility:

Students find it difficult to navigate the Cardinal Care processes and enrollment dates when they are enrolling “off cycle.” Providing robust, streamlined access to health care coverage, irrespective of enrollment times or Autumn quarter leaves of absence, promotes student well-being.

CONCLUSION

The above recommendations are ambitious and would require significant investment of financial and other resources. If, however, Stanford is to truly provide an “inclusive, accessible, diverse, and equitable university” for all students, we must be determined and accept the need for change. Student voices will be a critical factor of the success and implementation of the above recommendations. As such, we recommend that students continue to be represented in next steps.

APPENDIX A: COMMITTEE CHARGE

Task Force on Students with Disabilities

Fall quarter 2021

Vice Provost for Student Affairs Susie Brubaker-Cole and Vice Provost for Institutional Equity, Access and Community Patrick Dunkley jointly charge this Task Force to examine the current educational experience of students with disabilities and to recommend steps Stanford could take to advance further equitable access to opportunities for students with disabilities. The Task Force shall consider ways to improve the delivery of federally mandated accommodations, such as those facilitated by the Office of Accessible Education, as well as ways to enhance the educational experiences of students with disabilities through measures that go above and beyond legal requirements. We are defining educational experiences broadly to include curricular learning as well as learning in the residences, learning in student organizations, and experiential learning such as public service.

We ask that the Task Force explore these four primary themes:

- **Seamless Coordination:** What steps should Stanford take to ensure strong coordination across the range of actors (OAE, faculty, R&DE, residential staff, etc.) on the accommodation landscape, including consideration of administrative structural concerns?
- **Delivery of Academic Accommodations:** What is the optimal model for delivery of academic accommodations (including testing), particularly as regards the various roles that students, centralized offices (OAE, Diversity and Access), local departments, and individual instructors can and should play in the accommodation process? What training is needed to implement recommendations on an ongoing basis?
- **Beyond Federal Mandates:** What services, resources, and facilities should Stanford provide above and beyond federally mandated accommodations, and what should the order of priority be across the specific areas identified?
- **Equitable Access to Opportunity:** How can Stanford remove barriers and ensure equitable access to educational opportunities?

Additional areas for consideration:

- **Training:** What training is needed for faculty and staff to ensure they understand what is required to support students and their corresponding responsibilities?
- **Community and Space:** Should there be a permanent community center for the disability community?
- **Communication:** How can communications from the university more carefully consider and address disability needs?
- **Broader Campus Application:** What learnings from this Task Force should be applied to future considerations of staff and faculty disability access issues?

The Task Force's final report should include key findings about the strengths and weaknesses of the current landscape and recommendations for changes and improvement, with an indication of priorities for action now or in the future.

APPENDIX B: TASK FORCE MEMBERSHIP**Committee Membership**

Alfredo J. Artiles, Lee L. Jacks Professor of Education, Graduate School of Education

Jennifer Calvert, Chief of Staff and Assistant Vice Provost for Strategy, Vice Provost for Student Affairs, staff

Warren Chiang, Associate Dean and Senior Director, First Year Experience, Vice Provost for Undergraduate Education

Karen Cooper, Associate Dean and Director of Financial Aid

Paul G. Fisher, Beirne Family Professor of Pediatric Neuro-Oncology, Professor of Pediatrics and, by courtesy, of Neurosurgery and of Epidemiology and Population Health, School of Medicine (co-chair)

Billie Goolsby, Graduate Student

Tilly Griffiths, Undergraduate Student

Cathy Haas, Lecturer, Language Center, Disability Staff Forum Representative

Shelley Hou, Director of Technology, Office of Accessible Education

Lloyd May, Graduate Student

Rafe Mazzeo, Cassius Lamb Kirk Professor of the Natural Sciences

Lauren O'Connell, Assistant Professor of Biology

Peter Poulos, Clinical Associate Professor, Radiology, School of Medicine, founder and co-chair of The Stanford Medicine Alliance for Disability Inclusion and Equity (SMADIE)

Sheila Sanchez, Assistant Director, ADA Program Director, Diversity & Access Office

Bhavya Shah, Undergraduate Student

Jessica Sharkness, Director, Institutional Research

Alex Starr, Graduate Student

Jory Steele, Associate Dean for Student Affairs, Stanford Law School

Brittany Sahai Tewari, Disability Empowerment Hub Program Coordinator

Suzi Weersing, Associate Dean, Graduate and Undergraduate Studies, Humanities and Sciences (co-chair)

Mark Wohrle, Senior Employee and Labor Relationships Specialist, University Human Resources

APPENDIX C: GROUPS CONSULTED

Building on the research and content gathered from the Summer Study Group, the Task Force gathered information from and/or met with students, faculty, and staff, including, but not limited to, staff from the Bechtel International Center, the Bing Overseas Studies Program, Counseling and Psychological Services (CAPS), the Financial Aid Office, the Haas Center for Public Service, Institutional Equity & Access, Institutional Research & Decision Support, Medical Services, the Office of Accessible Education, and Residential & Dining Enterprises. We thank each of these offices and individuals for generously giving of their time and expertise. In the interests of producing a report expeditiously, the Task Force recognizes that there are many other invested stakeholders that asked to contribute to this work. We strongly recommend further outreach as the university begins its work in implementing these recommendations.

APPENDIX D: OTHER CONSIDERATIONS

Throughout its work, the Task Force considered whether there might be quick wins: steps that could be taken with limited resources. It is critical to understand that these are key issues that can be more quickly addressed, but they are not solutions to the significant challenges that the core recommendations seek to address.

- **Integration with IDEAL:** Better integrate disability into IDEAL programs, including the IDEAL Learning Journey. Expand manager training on a manager's role in accommodating an employee with a disability.
- **Training:** While we believe there are some early, quick wins with training, these should not supplant the larger training initiatives discussed in the report.
 - **Students with disabilities:** Offer students registered with disabilities better exposure to the resources available to them to address issues and concerns, including the student nonacademic grievance procedure, Protected Identity Harm Reporting, and confidential resources.
 - **Orientation for international students:** Build on the strong international student orientation program to create an even more robust orientation for new international students on campus supports and how to receive accommodations.
 - **Residential staff:** Develop training for graduate and undergraduate residential student and professional staff on the basics of accessibility, the resources available, and how to run programs, events, and a community that is accessible.
- **Mental health resources:** Consider whether there is an opportunity to expand CAPS and wellness resources, including through telehealth or other avenues.
- **Common, clear language**
 - **Syllabus language:** Create and broadly disseminate more descriptive language that can be linked from syllabi on how students can request an accommodation and on the roles and responsibilities of the OAE, the student, and the faculty member.
 - **Events:** For department and campus events, include accommodation information in the event descriptions. We recommend the creation of template language that

is available on the centralized office website that can be used as a model for all departments.

- **Applications:** Include standard template language on disability in applications for all departments and programs, including contact information for questions about accommodations. **Courses and disability studies:** Pull together a compilation of courses that include content related to disability. Additionally, some students and faculty recommended increasing the number of classes offered that include content related to disability (education, society, law, etc.) and/or creating a disability studies program. This would provide the opportunity to not only add to the richness of academic offerings and research activities currently available, but serve as an integral part of the community's journey in understanding and appreciating disability rather than primarily accommodating it. Disability studies could expand on the rich resources that Stanford Library has already collated related to this topic.
- **Housing working group:** Create a residential group that includes Residential & Dining Enterprises, Graduate Life Office, and ResEd to analyze how to ensure that undergraduate students with disability accommodations are able to have an equitable housing experience. This analysis should include undergraduate students living in graduate housing, who should receive a neighborhood assignment, be included on neighborhood lists, and be assigned an undergraduate dorm to be affiliated with throughout their time at Stanford.
- **Service and support animals:** One challenge the campus community is experiencing with the increase of animals on campus, including emotional support animals (ESAs), is that there is no clear mechanism to enforce violations of policy (dogs off leash, clean-up of animal waste, etc.). Collaborating with Stanford R&DE and the proposed centralized office could streamline policies to ensure students have proper support that does not disturb other community members. Additionally, it would help to create a way that confirmed service animals can be easily identified (Stanford ID, included in accommodation letter, tag, etc.) so that service animal owners are not continually being asked to prove that their animal is a service animal.

APPENDIX E: MEDICAL EDUCATION CONSIDERATIONS

These recommendations and best practices are based on the Association of American Medical Colleges (AAMC) report, [Accessibility, Inclusion, and Action in Medical Education: Lived Experiences of Learners and Physicians With Disabilities](#), as well as the *verbatim* recommendations from a 2019 abbreviated visit by Dr. Lisa Meeks. She is the author of the AAMC report and just visited Stanford again in September 2022 to do a formal evaluation and make additional recommendations. This report, authorized by the dean, will hopefully lead to transformative change.

Recommendations:

1. Thoroughly analyzes the [Justice Equity and Abilities Survey](#) administered to all of Stanford Medicine in December 2020.
2. Have Stanford Medicine work with occupational health, human resources, the diversity and inclusion leadership and Stanford Medicine Alliance for Disability Inclusion and Equity to develop a process for disclosing and requesting accommodations that is objective, informed, and efficient. The first point of disclosure should be to a nonevaluative, nonsupervisory individual.
3. Make the process, once articulated, publicly available to maintain transparency for medical school applicants, students, house staff, and faculty.
4. Change the accommodations model for medical students by establishing a medical school-specific Office of Accessible Education with a specialist disability services provider who understands the unique needs of medical students in the classroom, laboratories, clinics, and hospitals.
5. Provide professional development training for faculty and staff on multiple topics, including
 - a. Communication with and about persons with disabilities.
 - b. Principles of disability and accommodations from a social model perspective.
 - c. Integrating culturally appropriate content about disability into curricula, standardized-patient scenarios, and case studies.
6. Conduct awareness training that highlights successful physicians with disabilities.

7. Make individuals aware of networks for students and physicians with disabilities.
8. Work toward full accessibility for clinicians, learners, and patients.
 - a. Incorporate a universal design approach for instruction and physical space across the program, with attention to access for all users from the start of all new design or renovation projects.
 - b. Develop an institutional design guide that includes architectural and interior design features that maximize usability beyond legally required access.
 - c. Create an action plan for proactive physical accessibility improvements, as well as a responsive approach to student, resident, employee, and patient requests.
 - d. Use a universal instructional design approach when teaching new skills and developing continuing medical education programming to ensure that learners with disabilities are considered from the beginning and accessibility is guaranteed.
 - e. Ensure that accessible medical equipment is standard in practice and learning spaces.
 - f. For all the above action items, include people with disabilities in planning and decision making.
9. Set a welcoming and inclusive tone.
 - a. Make a statement about valuing diversity (including disability) on all medical school websites, including residency programs, to reduce the stigma around disclosing disability.
 - b. Ensure that interview activities and spaces are accessible to applicants with disabilities.
 - c. Include a clear statement about how to request accommodations in invitations for interviews, including a specific contact person. State what measures you have already taken to ensure access for interviewees.
 - d. Include disability in all GME recruitment efforts.
10. Consider accessibility for residents and physicians with disabilities in planning orientation and onboarding events and activities.
11. Employ someone with knowledge of disability, disability rights, and accommodations in a clinical setting to facilitate the interactive process.

12. Develop and disseminate a clear understanding of the financial obligation to provide accommodations, and ensure that accommodations are adequately funded.

APPENDIX F: STAFF NEEDS

Stanford strives “to create an inclusive, accessible, diverse, and equitable university for *all* community members” ([IDEAL](#); emphasis added). Additionally, Stanford “values diversity and is committed to provide equal employment opportunities to all qualified employees, including those with disabilities” ([Administrative Guide Memo \(“AGM”\) 2.2.7](#)).

As stated earlier in this report, Stanford University must act in accordance with federal and state laws not only as it pertains to students but also as it pertains to staff who qualify for a workplace accommodation due to a disability. This legal landscape plays an arguably greater role when it comes to accommodating staff in the workplace. Stanford has robust policies and procedures that follow applicable law when it comes to handling workplace accommodations (see [AGM 2.2.7](#); [Stanford Workplace Accommodation FAQs](#)). However, just because there are policies and procedures in place, does not mean Stanford should not continue to strive to improve when it comes to this area.

Some of the recommendations and areas for “quick wins” outlined in this report could also apply to the staff community at Stanford. Those recommendations and quick wins that could be the most applicable to staff are listed here.

Culture Change and Education (Systematic Change)

Focused training should be integrated into the IDEAL initiative or through other means that educates our community regarding the roles, responsibilities, and resources available to meet the needs of individuals with disabilities in the workplace. Alternatively, focused training that educates staff regarding the roles and responsibilities we have as a community to meet the needs of individuals with disabilities should be made available. Such training and education would help foster a culture at Stanford that is truly “inclusive, accessible, diverse, and equitable.”

Additionally, better education and resources should be developed and provided for staff regarding how to request an accommodation and navigate the accommodation process. Many staff members are unaware of where to start or what to expect when seeking a workplace accommodation. Having better education and resources in this area could help alleviate some of the stress and anxiety that can surround going through this process.

Further, more robust training should be developed and provided to managers and local human resources professionals regarding how to work with staff requesting workplace accommodations. Training and education for managers and local human resources professionals will help to ensure consistent service to staff seeking workplace accommodations.

Review of Current Policies and Procedures regarding Workplace Accommodations (Systematic Change)

Stanford's policies regarding workplace accommodations (see [AGM 2.2.7](#)) have not been updated since approximately 2011. A review of this policy should commence to determine if there are any updates, enhancements, or "quick wins" to be made.

Applicable Quick Win (see Appendix D)

The following quick win could be taken with limited resources and apply to faculty and staff.

Common, clear language: This particular quick win can apply to a couple of different areas. Assessing current resources as it pertains to staff with disabilities in order to ensure that instructions and processes are clear is an excellent step. The landscape of workplace accommodations can be complicated, so common and clear language to help both staff seeking an accommodation and managers who are supporting these employees would be very beneficial.