



DO-IT Admin: **A Project to Help Postsecondary Campus Services Administrators Work Successfully with Students Who Have Disabilities**

DO-IT at the University of Washington has, since 1992, worked to increase the representation of individuals with disabilities in postsecondary education and employment through direct work with students who have disabilities; professional development for faculty, administrators, teachers, service providers, and employers; and information dissemination. DO-IT stands for Disabilities, Opportunities, Internetworking, and Technology.

The *DO-IT Admin* Model Demonstration Project applies lessons learned by project staff and other researchers and practitioners nationwide to implement a comprehensive professional development program for postsecondary student services administrators. It is funded by the Office of Postsecondary Education of the U.S. Department of Education (grant #P333A020044, 2002-2006). *DO-IT Admin* also continues the work of the successful *DO-IT Prof* project, whose primary audience was postsecondary faculty. *DO-IT Prof* was also funded by a grant from the Office of Postsecondary Education (grant #P333A990042, 1999-2003). Consult *The Faculty Room* at <http://www.washington.edu/doi/Faculty/> for more information about *DO-IT Prof*.

DO-IT Admin serves to improve the knowledge and skills of postsecondary student service providers in order to better prepare them to fully include students with disabilities in academic programs and student services on their campuses. Student services addressed include admissions, registration, advising, career services, learning centers, libraries, distance learning programs, and computer centers. Responding to the diverse content and scheduling needs of student services administrators, the *DO-IT Admin* team created and delivered six models of professional development, to complement the six developed by the *DO-IT Prof* team.

Model 1: A 20-30 minute introduction on legal issues, universal design, accommodation strategies, and campus resources, including distribution of a systemic change checklist.

Model 2: A 1-2 hour presentation on legal issues, universal design and accommodations, systemic change checklist, and campus resources.

Model 3: Tailored workshops on legal issues, universal design, accommodations, checklists, and resources for specific student service units (e.g., career services, tutoring centers).

Model 4: Televised instruction through a series of videos shown online, on site, and on public television. The following videos can be freely viewed at <http://www.washington.edu/doi/Video/>: *Equal Access: Student Services*, *Equal Access: Campus Libraries*, *Equal Access: Universal Design of Instruction*, *Real Connections: Making Distance Learning Accessible to Everyone*, and *Equal Access: Universal Design of Computer Labs*. They may be purchased in DVD format by using the order form at <http://www.washington.edu/doi/Brochures/Order/video.order.html>.

Model 5: A distance learning course delivered via email and available at http://www.washington.edu/doi/Conf/dl_index.html.

Model 6: Self-paced, web-based instruction with interactive components and downloadable video presentations on the website at <http://www.washington.edu/doi/Conf/>.

The *DO-IT Admin* project team includes disabled student services staff, faculty, and administrators at institutions of higher education in twenty-three states. The nationwide recruitment process was highly competitive. Applicants for project team membership were rated by DO-IT's Academic Advisory Board. The Board based its ratings on past efforts in this area, team diversity, and the potential to contribute to project efforts.

Project team members conducted focus groups with student services administrators and students with disabilities to explore the means of increasing accessibility for students with disabilities in student services offices. Team members also participated in annual three-day collaborative meetings in Seattle. At the working meetings, team members discussed student service administrator professional development and technical support issues and strategies, created professional development materials, made data collection plans, and developed project timelines for their home institutions.



Project team member schools each chose an institutional partner in their state. Team members from four-year institutions partnered with a community or technical college, and team members from a community or technical college partnered with a four-year institution. The partner school had demographics (e.g., racial and ethnic diversity, size, location) that are different than those of the project team institution. At the team member campus and partner campus, professional development programs were delivered, materials were disseminated, and strategies for providing additional technical assistance to student service administrators and faculty were explored.

DO-IT Admin staff created and disseminated a comprehensive set of multi-media materials that can help campuses create more accessible student services. Titled *Students with Disabilities and Campus Services: Building the Team*, these materials are freely available online at <http://www.washington.edu/doi/Brochures/Training/> or purchased using the order form at <http://www.washington.edu/doi/Brochures/Order/video.order.html>. All project materials, including online resources, videos, and printed materials, are offered in formats that are readily accessible by individuals with disabilities. Permission to copy and further distribute project products is granted for noncommercial educational purposes as long as the source is acknowledged. *DO-IT Admin* efforts continued as part of a subsequent project, *AccessCollege* (http://www.washington.edu/doi/Brochures/Academics/access_college.html).

Completion of this and similar projects materials will result in student services that are more accessible to students with disabilities. Ultimately, *DO-IT Prof* and *DO-IT Admin* activities will result in greater postsecondary education and career outcomes for individuals with disabilities.

Postsecondary Website

The *DO-IT Admin* project created two websites to complement *The Faculty Room* created in the *DO-IT Prof* project. The collection, which can be found by selecting *AccessCollege* from <http://www.washington.edu/doi/>, includes *The Faculty Room* (<http://www.washington.edu/doi/Faculty/>) for faculty and academic administrators, *The Student Services Conference Room* (<http://www.washington.edu/doi/Conf/>) for

campus service administrators, and *The Board Room* (<http://www.washington.edu/doi/Board/>) for high level administrators.

Within these comprehensive websites are guidelines, checklists, and other information that lead to more accessible postsecondary courses and programs.

DO-IT Admin Staff

The original *DO-IT Admin* project staff at the University of Washington were:

Sheryl Burgstahler, Ph.D., Director
sherylb@u.washington.edu
Lisa Stewart, Project Coordinator
Christina deMille, Research Coordinator
Linda Tofle, Publications Manager
Sue Wozniak, Publications Assistant
Terry Thompson, Accessible Technology Specialist
Tanis Doe, Ph.D., External Evaluator
Marvin Crippen, Technology Specialist

DO-IT Admin Team

Members of the *DO-IT Admin* project team and their partner institutions were:

Alice Anderson
University of Wisconsin-Madison
Madison, Wisconsin
Partner: Jackey Higby Thomas
Madison Area Technical College
Madison, Wisconsin

Beatrice Awoniyi
Florida State University
Tallahassee, Florida

Meryl Berstein
Johnson and Wales University
Providence, Rhode Island
Partner: Tracy Karasinski
Community College of Rhode Island
Warwick, Rhode Island

Sharon Bittner
Des Moines Area Community College
Ankney, Iowa



Deborah Casey-Powell
Florida Atlantic University
Port St. Lucie, FL

Rosemary Coffman
Lee College
Baytown, Texas
Partner: Jean Ashmore
Rice University
Houston, Texas

Jane Furr Davis
Hunter College
New York, New York
Partner: Columbia-Greene Community College
Hudson, New York

Jill Douglass
Santa Fe Community College
Santa Fe, New Mexico
Partner: Donna Collins
College of Sante Fe
Santa Fe, New Mexico

Jim Gorske
University of South Carolina Spartanburg
Spartanburg, South Carolina
Partner: Sharon Bellwood
Greenville Technical College
Greenville, South Carolina

Pam Griffin
University of Minnesota, Duluth
Duluth, Minnesota
Partner: Anita Hanson
Fond Du Lac Tribal and Community College
Cloquet, Minnesota

Grace T. Hanson
Mt. San Antonio College
Walnut, California
Partner: Dave Sanfilippo
California State University Long Beach,
Long Beach, California

Nancy Hart
Lane Community College
Eugene, Oregon
Partner: Margaret Dibb
Southern Oregon University
Ashland, Oregon

Dyane Haynes
University of Washington, Seattle
Seattle, WA
Partner: Richard Okomoto
Seattle University
Seattle, Washington

Elaine High, or John Pedraza
Michigan State University
East Lansing, Michigan
Partner: Scott Hickman
North Central Michigan College
Petoskey, Michigan

Richard Jones
Arizona State University
Tempe, Arizona
Partner: Steve Schroeder
South Mountain Community College
Phoenix, Arizona

R. Scott Laurent
University of Missouri-Kansas City
Kansas City, Missouri
Partner: Mary Ellen Jenison
Longview Community College
Lee's Summit, Missouri

Rodney Pennamon
Georgia State University
Atlanta, Georgia
Partner: Carolyn Swindle
Gainesville College
Oakwood, Georgia

Patricia Richter
Kutztown University
Kutztown, Pennsylvania
Partner: Lehigh Carbon Community College
Schnecksville, Pennsylvania

Sharon Robertson
University of Tennessee, Martin
Martin, Tennessee
Partner: Fred Deaton
Jackson State Community College
Jackson, Tennessee

Rosezelia Roy
Virginia State University
Petersburg, Virginia



Partner: Debby Wilkerson
 J Sargeant Reynolds Community College
 Richmond, Virginia

Al Souma
Seattle Central Community College
 Seattle, Washington
 Partner: Richard Okomoto
 Seattle University
 Seattle, Washington

Suzanne Tucker
Southern Connecticut State University
 New Haven, Connecticut
 Partner: Toni Page
 Gateway Community College
 New Haven, Connecticut

Linda Walter
Seton Hall University
 South Orange, New Jersey
 Partner: Cathleen Doyle
 Raritan Valley Community College
 Somerville, New Jersey

DO-IT Admin Project Partners

The following organizations supported *DO-IT Admin*:

- AHEAD (Association on Higher Education and Disability)
- HEATH Resource Center
- The National Center on the Study of Postsecondary Educational Supports.
- WAPED (Washington Association on Postsecondary Education and Disability)

Model Demonstration Projects to Ensure Students with Disabilities Receive a Quality Higher Education

DO-IT Admin is a Model Demonstration Project funded by the Office of Postsecondary Education of the U.S. Department of Education (#P333A020044, 2002-2006). However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. The purpose of the Model Demonstration Projects is to develop innovative, effective, and efficient teaching methods to enhance the skills and abilities of postsecondary faculty and administrators in working with students

who have disabilities. Links to all of the Model Demonstration Projects can be found at <http://www.ed.gov/programs/disabilities/awards.html>.

About DO-IT

DO-IT (Disabilities, Opportunities, Internetworking, and Technology) serves to increase the successful participation of individuals with disabilities in challenging academic programs and careers, such as those in science, engineering, mathematics, and technology. Primary funding for DO-IT is provided by the National Science Foundation, the State of Washington, and the U.S. Department of Education.

For further information, to be placed on the DO-IT mailing list, or to request materials in an alternate format, contact

DO-IT
 University of Washington
 Box 355670
 Seattle, Washington 98195-5670
doit@u.washington.edu
<http://www.washington.edu/doit/>
 The Faculty Room:
<http://www.washington.edu/doit/Faculty/>
 206-221-4171 (FAX)
 206-685-DOIT (3648) (voice / TTY)
 888-972-DOIT (3648) (toll free voice / TTY)
 509-328-9331 (voice / TTY) Spokane
 Director: Sheryl Burgstahler, Ph.D.

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University of Washington
 College of Engineering
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