

# **Disability Inclusiveness Professional Development at Cornell Program Guide\***

I.	List of Programs	page 1
II.	Program Descriptions	pages 2-12
III.	Presenter Bios and Contact Information	pages 13-15
IV.	Additional Resources	page 16

\* This Guide was compiled in January 2016, and represents an ongoing effort to gather and disseminate information about disability focused professional development available on campus and via local community partners. This is a draft document which will be updated and expanded on an ongoing basis.

## **List of Programs:**

### **Work, Career, and Employee Management:**

- **Employment and the ADA**
- **Minorities with Disabilities in the Workplace**
- **Hiring People with Disabilities**
- **Reasonable Accommodation**
- **Non-Obvious Disabilities in the Workplace**
- **ADA and Employment: Trends, Issues, and Implementation**
- **Cornell JIT Toolkit: The Role of Managers and Supervisors in Supporting People with Disabilities at Cornell**
- **Worksite Wellness and Disability**
- **Disability Issues and the Job Search**

### **Accessible Programs, Physical Spaces and Planning**

- **Planning Accessible Events**
- **Universal Design for Learning**
- **Creating Accessible Documents**
- **ADA Coordination for Higher Education**
- **Service Animals Access on Campus**
- **Emergency Evacuation Planning**
- **ADA and Physical Accessibility**
- **Accessible Construction Management: Active Participation in Project Management for Accessibility**

### **Disability History, Culture, and Identity**

- **Disability History/Disability Rights**
- **Disability Identity and Culture**
- **Disability as Diversity**
- **Media Representations of Disability: Recognizing and Challenging Stigma**

### **Disability Etiquette**

- **Disability Awareness and Etiquette**
- **Serving Customers**
- **Empathy not Sympathy: Interacting Respectfully with People with Disabilities**
- **Disability Inclusiveness (Snippets/Conversation Starters Program)**

### **Programs Customized to Focus on Specific Disabilities**

## **Program Descriptions:**

### **Work, Career, and Employee Management**

#### **Employment and the ADA**

**Audiences:** HR managers, supervisors, and employees

**Presenters available to conduct this program include:**

- Northeast ADA Center staff or faculty
- Allison Weiner Heinemann
- Andrea Haenlin-Mott

Sessions on this topic will provide an overview of Title I (Employment Provisions) of the ADA.

Topics covered may include: the major tenets of the law such as who is covered, agents of the employers as it relates to the law, reasonable accommodation, and the definition of disability and how that was impacted by the ADA Amendments Act. Some presenters will use case studies to allow participants to apply what they have learned.

#### **Minorities with Disabilities in the Workplace**

**Audience(s):** HR managers, supervisors, members of diversity councils, and employees

**Presenter:** LaWanda Cook

This session considers the intersection of racial/ethnic minority status and disability and how these statuses impact employment opportunity and participation.

#### **Hiring People with Disabilities**

**Audience(s):** HR managers, recruiting staff, and members of hiring/search committees

**Presenters available to conduct this program include:**

- Northeast ADA Center staff or faculty
- Andrea Haenlin-Mott

The goal of this session is to provide an overview of hiring issues from a legal, human and practical perspective. The module helps participants to better understand the basics of the hiring provisions in the ADA, and includes discussion of the types of questions that employers are not permitted to ask during the application process.

## **Reasonable Accommodation**

**Audience(s):** HR managers and supervisors

**Presenters available to conduct this program include:**

- Northeast ADA Center staff or faculty
- Laurel Parker

The goal of this session is to provide an overview of basic ADA provisions around reasonable accommodations in the workplace. The module provides answers to many of the basic questions that people may have about the reasonable accommodation process, such as common types of accommodations and requests for medical information in relation to accommodation requests.

## **Non-Obvious Disabilities in the Workplace**

**Audience(s):** HR managers and supervisors

**Presenter:** Northeast ADA Center staff or faculty

The goal of this module is to enable participants to build practices, behaviors and/or policies that recognize both obvious and non-obvious disabilities. This module begins with discussing the special dynamic of non-obvious disability and then moves to examining statistics and accommodation options for major types of non-obvious disabilities.

## **ADA and Employment: Trends, Issues, and Implementation**

**Audience(s):** HR managers

**Presenter:** Andrea Haenlin-Mott

This training program offers discussions of ADA and the employment processes. This includes the pre-employment process---recruitment, interviewing and hiring--as well as accommodations for new hires with disabilities. Also included is a discussion of how to accommodate people with obvious and non-obvious disabilities in the workplace including consultations with middle managers and supervisors, how other employees may react to accommodations, and the informal interactive process.

This program can be customized and can last from 45 minutes to 3 hours and can include case studies and group discussions.

## **Cornell JIT Toolkit: The Role of Managers and Supervisors in Supporting People with Disabilities at Cornell**

**Audience(s):** Managers and supervisors

**Presenter:** Wendy Strobel Gower or Angela Winfield

A key challenge for HR or EEO professionals is that of reaching managers and supervisors. These face-to-face leaders can make or break EEO and diversity policies. They are key arbiters of those workplace interactions and decisions that give life to EEO policies in the workplace: Who gets hired; who gets trained; who gets coached; who gets promoted or who gets terminated. Yet, mid-level managers can be very difficult to reach using traditional approaches, such as trainings, webinars or articles.

The purpose of this session is to discuss and demonstrate the Cornell Just-in-Time Toolkit, a resource for managers and supervisors at Cornell who lead diverse teams. We will discuss how to effectively hire, retain, interact with and manage individuals with disabilities who may be on your team. We will also talk about how to recognize disability disclosure and what to do if one of your employees discloses a disability at Cornell.

## **Worksite Wellness and Disability**

**Audience(s):** HR managers, wellness staff, employees

**Presenter:** LaWanda Cook

This session considers employee-sponsored wellness programs, employer responsibilities under the ADA and other laws, the rights of employees with disabilities to access such programs, the benefits of such programs for employees and employers, and the role of wellness in effective work-life and disability management.

## **Disability Issues and the Job Search**

**Audience(s):** Current and prospective employees; students

**Presenters available to conduct this program include:**

- Andrea Haenlin-Mott
- Erin Sember-Chase

Programs on this topic explore the rights of a job seeker/applicant with a disability during the application, interview, and hiring phases of employment, as well as things to consider when searching for jobs that match one's skillset/experience, identifying strengths or skills derived from one's disability experience and articulating that effectively, and determining if, when and how to disclose disability status.

## Accessible Programs, Physical Spaces, and Planning

### Planning Accessible Events

**Audience:** Event managers, program managers, and conference organizers

**Presenters available to conduct this program include:**

- Andrea Haenlin-Mott
- Erin Sember-Chase
- Kappy Fahey

The early approach to disability access was to make an accessibility changes if a person with a disability showed up to the event. Today's approach is to design programs so that persons with a broad range of abilities are able to participate fully with minimal need to make modifications.

Topics covered may include:

- The diverse profile of today's events attendees, and ways to ensure attendees with a variety of mobility, sensory, health, and cognitive needs are able to access and participate fully with their peers during the event
- Detailed information about accommodation statements, sign language interpreters, assistive listening systems, physical accessibility, and the Cornell Event Registration Form
- Disability specific considerations that can guide you as you plan and prepare an event, advertise it, and ensure access and inclusivity throughout it
- Addressing food allergies and dietary restrictions
- Using assistive listening devices

### Universal Design for Learning

**Audience(s):** Faculty

**Presenter:** Kappy Fahey

The classroom is a diverse environment. We vary in background, cultural and gender identity, first language, and age. We have different learning styles, including visual and auditory. Some of us have disabilities, including blindness, low vision, sensory or physical impairments, mobility impairments, learning disabilities, and health impairments. How can educators design instruction to maximize the learning of all students? This workshop will explore the importance of an inclusive learning environment, barriers that students with disabilities encounter, and the principles of universal design for learning.

## **Creating Accessible Documents**

**Audience(s):** All

**Presenter:** Cyrus Hamilton

This introductory session explores the need for creating accessible documents that are readable and useable by individuals with cognitive or visual disabilities. The session provides guidance on how to build in accessibility in documents using authoring tools such as MS Word, and how to identify and remediate inaccessible documents to foster greater inclusion within the campus community. The tools discussed in this presentation are MS Word and Adobe Professional.

## **ADA Coordination for Higher Education**

**Audience(s):** HR managers, faculty, and staff

**Presenter:** Andrea Haenlin-Mott

This session focuses on the implementation of ADA within Higher Education completely. This is from employment policies, inclusion, physical access standards, academic accessibility, communication, technology and visitor access perspectives. Strategic planning perspectives and common issues are discussed with a perspective of ADA implementation across many departments and programs.

Session is customizable and 1.5-3 hours total.

## **Service Animals Access on Campus**

**Audience(s):** All

**Presenter:** Erin Sember-Chase

The Cornell campus is home to many types of entities--classrooms, business offices, food and retail establishments, residential communities, places of leisure and entertainment--the list is endless. Any of these settings could encounter a student, staff, faculty, or visitor who is accompanied by an animal that may help mitigate the effects of their disability. This session will explore what exactly is a "service animal" and an "emotional support animal" and what access rights each have in the eyes of the various laws that guide the higher education setting. Through this exploration, we'll discuss what the appropriate etiquette is when interacting with an individual with a disability and their service animal, including what questions are acceptable to consider and/or ask when determining access rights and needs.

## **Emergency Evacuation Planning**

**Audience(s):** Building coordinators, campus safety staff, members of the Public Safety Advisory Committee, and individuals with disabilities

**Presenter:** Andrea Haenlin-Mott

This session highlights emergency planning for people with mobility disabilities or other chronic health conditions. The balance between personal planning and effective communication with the building personnel is highlighted and discussed. Due to the transient nature of our campus, students, staff, faculty and visitors may be in any building at any time and planning for people is key to the whole process.

Session is 45 minutes to 1.5 hours.

## **ADA and Physical Accessibility**

**Audience(s):** Building coordinators and construction managers

**Presenter:** Andrea Haenlin-Mott

This session covers topics such as Title III Public Accommodations, 2010 ADA Standards for Accessible Design and ADA and NYS Building Code interactions.

Session can be customized from 45 minutes to 3 plus hours.

## **Accessible Construction Management: Active Participation in Project Management for Accessibility**

**Audience(s):** Project/Construction managers

**Presenter:** Andrea Haenlin-Mott

Understanding the implications of integrated accessibility in new construction and alteration projects starts at the very beginning stages of concept and site development. It's important to involve everyone in all aspects of the design process from the architects and designers to the construction team and most importantly, the end users.

This session will discuss these concepts and introduce the Universal Design balance with ADA compliance. A concept of "Experiential Equity" will be discussed in the realm of design and construction processes. Achieving ideal accessibility requires comprehension and commitment from all involved with an inclusive vision from the project leaders. This session will examine and explore successful techniques to achieve this goal.

1.5-2 hours



## **Disability History, Culture, and Identity**

### **Disability History /Disability Rights**

**Audience(s):** All

**Presenters available to conduct this program include:**

- Andrea Haenlin-Mott
- Allison Weiner Heinemann
- Erin Sember-Chase

The Disability Rights Movement is not well known, yet very significant to the passage of much disability legislation and the recognition of disability access as a matter of civil rights.

Presentations focused on this topic can be customized and may explore issues such as: the history of the disability rights movement in America; how legislation such as Section 504 of the Rehabilitation Act and the Americans with Disabilities Act came to be; the leaders past and present within the movement; the current state of the movement in America; the perspective of 25 years post ADA; where accessibility standards, technology standards and inclusion policies are headed; and/or models that have been used to conceptualize disability and what impact these continued conceptualizations have in our society, including here at Cornell.

### **Disability Identity and Culture**

**Audience(s):** All

**Presenters available to conduct this program include:**

- Amber E. George
- Andrea Haenlin-Mott

Perhaps you've heard that disability is the new social identity added to the list of categories like race, gender, sexuality, SES, and religion to define and characterize people. This session raises awareness about disability and able-bodied identity as important markers of our cultural selves. Instead of viewing disability as an innate medical condition of the individual, participants are encouraged to reimagine disability as a social identity with culture. Conversations about ability and disability identity on Cornell campus will be explored as well. Program activities may include discussing definitions, experiential activities, disseminating information, and sharing personal narratives.

## **Disability as Diversity**

**Audience(s):** All

**Presenters available to conduct this program include:**

- Erin Sember-Chase
- Andrea Haenlin-Mott

This session explores disability from a diversity and inclusion perspective and considers how we can make our environment and attitudes more naturally welcoming, accessible, and inclusive to our diverse community which includes individuals with various disabilities.

## **Media Representations of Disability: Recognizing and Challenging Stigma**

**Audience(s):** Communications staff; all

**Presenter:** Allison Weiner Heinemann

This workshop centers on media representations of people with disabilities, including ways in which media representations both reflect and further perpetuate stigma. The session highlights the ways in which we can identify such negative modes of representation, and speaks to how we can use media (especially social media) to begin to challenge these problematic depictions. In doing so, we begin to work toward a greater awareness of how to combat stigma in our everyday workplaces and lives.

## **Disability Etiquette**

### **Disability Awareness and Etiquette**

**Audience(s):** All

**Presenters available to conduct this program include:**

- Northeast ADA Center staff or faculty
- Student Disability Services staff
- Andrea Haenlin-Mott

These sessions can be customized for content and length. They provide an overview of different types of visible and nonvisible disabilities, as well as suggestions for positively and respectfully interacting with individuals with disabilities. Perspectives on disability language, etiquette, humor and personal perspectives can be addressed.

Sessions can include videos, activities, quizzes or panel discussions. Sessions can last from ½ hour to 2 hours.

## **Serving Customers**

**Audience(s):** Employees who interact with the public as part of their job duties (e.g. Dining Services, Statler staff, etc.)

**Presenters available to conduct this program include:**

- Northeast ADA Center staff or faculty
- Andrea Haenlin-Mott

The goal of this module is to present the business case for effectively serving customers with disabilities. The material presented is relevant for both public entities (Title II) and places of public accommodation (Title III). The session also provides participants with an opportunity to think through and discuss how prepared they are to welcome and serve customers with disabilities.

## **Empathy not Sympathy: Interacting Respectfully with People with Disabilities**

**Audience(s):** All

**Presenter:** Northeast ADA Center staff or faculty

The goal of this module is to increase awareness of language and behaviors that enable positive interaction with individuals with disabilities. The module provides useful tips to consider when interacting with people with disabilities, including the appropriate etiquette to use when assisting an individual with a disability.

## **Being an Ally for Students with Disabilities**

**Audience(s):** All

**Presenters available to conduct this program include:**

- Amber E. George
- Student Disability Services staff

What does it mean to be a disability ally? How do I become one? This workshop deepens participants' comprehension of allyship and collaborative alliance building with the disability community. Participants are empowered with effective strategies that generate inclusion and social change. Skills learned include critical thinking, interpersonal communication, and allyship strategies that challenge forms of exclusion at Cornell and beyond. While this program is focused mainly on disability identity, the tools learned are easily transferable to other groups interested in dismantling social barriers on both micro and macro levels. Program activities may include discussing definitions, experiential activities, disseminating information, and sharing personal narratives.

## **Disability Inclusiveness (Snippets/Conversation Starters Program)**

**Audience(s):** All

**Presenter:** Angela Winfield

This session examines and explores who has a disability and what it means to have a disability. Through a short thought provoking video, basic information sharing around the legal definition of a disability under the Americans with Disabilities Act and facilitated group discussion, participants will be introduced to the concept of disability inclusiveness and will enhance their awareness of disability issues.

## **Programs Customized to Focus on Specific Disabilities**

**A more detailed list of programs is currently being compiled. If you are interested in learning more about any of the following topics, please contact the presenter(s) listed below:**

### **Visual and Hearing Disabilities**

**Presenters available to conduct this program include:**

- Erin Sember-Chase
- Angela Winfield

### **Mobility Disabilities**

**Presenters available to conduct this program include:**

- Andrea Haenlin-Mott
- Student Disability Services staff

### **Spinal Cord Injuries**

**Presenter:** Andrea Haenlin-Mott

### **Chronic Health Conditions**

**Presenters available to conduct this program include:**

- Amber George
- Andrea Haenlin-Mott
- Student Disability Services staff

## **Mental Health Disabilities**

**Presenters available to conduct this program include:**

- Amber George
- Andrea Haenlin-Mott
- Student Disability Services staff

## **Learning Disabilities**

**Presenter:** Kappy Fahey

## **Non-Obvious Disabilities**

**Presenters available to conduct this program include:**

- Amber George
- Andrea Haenlin-Mott
- Student Disability Services staff

## **Sensory Integration Disorder**

**Audience(s):** All

**Presenter:** Kathleen Long

This session focuses on Sensory Integration Disorder, particularly on how neurotypical people can better understand it and accommodate for it both in academic and everyday settings. One approach to this would be to have a discussion around the novel *The Curious Incident of the Dog in the Night-time*, both around the representation of sensory integration disorder and other aspects of autism (affect in particular).

**For topics not included on this list, please contact Ruth Katz at the Department of Inclusion and Workforce Diversity ([rk563@cornell.edu](mailto:rk563@cornell.edu) or 255-7006)**

## **Presenter Bios**

**LaWanda H. Cook, Ph.D.** ([lhc62@cornell.edu](mailto:lhc62@cornell.edu)) is an Extension Faculty Associate/Training Specialist with Cornell University's Yang-Tan Institute on Employment and Disability. She holds a BS in Rehabilitation Services from the University of Connecticut, a MS in Human Resource Management from Rensselaer Polytechnic Institute, and a PhD in Recreation, Sport and Tourism from the University of Illinois with an emphasis on the wellness of employed people with disabilities. A certified rehabilitation counselor with three decades of practitioner experience, she engages in research and program development related to effective delivery of vocational and leisure services, work/life management of individuals with disabilities, and social inclusion in integrated work and leisure settings. Trainings are designed with different learning styles in mind and frequently include case scenarios and other interactive activities to enhance learning.

**Kappy Fahey** ([kf75@cornell.edu](mailto:kf75@cornell.edu)) is the Director of Student Disability Services in Student and Campus Life. She started in this position at Cornell in 2006 after serving for nine years as the Director of Disability Services and Assistant Director for Institutional Equity at Ohio University. She and her staff facilitate access for over 1,200 registered Cornell undergraduate, graduate and professional students who participate in Cornell credit-earning programs. Kappy is a member of the University ADA Coordinator Team. She has presented on numerous disability-related subjects including universal design for learning, creating accessible events, career development for students with disabilities, and issues of post-secondary access for students with disabilities.

**Amber E. George** ([aeg234@cornell.edu](mailto:aeg234@cornell.edu)) is the Program Coordinator for the Intergroup Dialogue Project, an academic initiative that advances social justice education at Cornell. Using her experience teaching social justice education, social ethics and philosophy, she spearheads the co-curricular *Making Sense Of...* workshop and training program. These programs utilize “real-world” knowledge to enhance relationships, increase inclusivity, and build leadership skills for participants in their personal and professional lives. She worked for many years at a nonprofit, Independent Living Center assisting people with disabilities with inclusive living and advocacy. In her spare time, she writes books and articles related to media, disability, critical animal studies, and other social justice related issues. She has also served as an editor on several projects for *Journal of Critical Animal Studies* and *Social Advocacy and Systems Change Journal* and is on the review board of *Green Theory and Praxis Journal* and *Transformative Justice Book Series*. Amber earned her Ph.D. from Binghamton University in Philosophy and holds an M.A. in Philosophy, Interpretation, and Culture and a B.A. in Sociology.

**Andrea Haenlin-Mott** ([ah45@cornell.edu](mailto:ah45@cornell.edu)) is the ADA Coordinator for Infrastructure, Properties and Planning for Cornell University. She serves as the primary point of contact for all facilities-specific ADA related issues. Andrea acts as a steward for accessibility for the University, identifying new projects and barriers, acting as a voice of reason for access challenges and working with members of the Cornell Community to address issues of access, either as they arise, or in the planning and development of new projects and programs. Andrea spends a significant amount of her time in the management of new construction and renovation projects and incorporation of accessibility issues—both from a universal design process as well as ADA compliance perspective. Andrea is the former Project Director for the Northeast ADA Center at the Employment and Disability Institute in the School of Industrial and Labor Relations at Cornell. Andrea has facilitated and provided educational programs on various topics related to disability issues for over 25 years.

**Cyrus Hamilton** ([ch286@cornell.edu](mailto:ch286@cornell.edu)) is the coordinator of the Alternate Media Resource Center in Student Disability Services at Cornell. He holds a B.S. from the University of Southern Mississippi (USM) in Management of Information Systems and a Master of Science in Human Services with a concentration in Assistive Technology from California State University at Northridge. He is responsible for creating, maintaining, and procuring course texts in accessible formats for students registered with Student Disability Services; training and educating students on the use of assistive technology to improve learning outcomes; and maintaining partnerships with various campus departments to provide assistive technology and universal design awareness to the Cornell community.

**Kathleen Long** ([kpl2@cornell.edu](mailto:kpl2@cornell.edu)) is a Professor of French and the Director of Feminist, Gender, and Sexuality Studies in the College of Arts and Sciences. Her current research focuses on the concept of normativity and non-conforming bodies in early modern medical treatises, popular culture, and literature, and in the medical philosophy of Georges Canguilhem. Having advocated for a son with autism in the Ithaca City School District, she has some ideas about issues students on the spectrum might face.

**Erin Sember-Chase** ([ems65@cornell.edu](mailto:ems65@cornell.edu)) is an Assistant Director in Student Disability Services. She has worked at Cornell since 2002 in both Residential Programs and the ILR School's Employment and Disability Institute. She advises the Cornell Union for Disability Awareness; co-chairs the Cornell Disability Colleague Networking Group for staff and faculty, and was a co-instructor of the ILR School's Introduction to Disability Studies course for five semesters. She is also a longstanding member of the Ithaca City Disability Advisory Council. She has delivered numerous trainings and presentations on topics such as disability as diversity, disability in employment, universal design, program accessibility, service animals, and disclosure issues.

**Wendy Strobel Gower** ([ws283@cornell.edu](mailto:ws283@cornell.edu)) is an Extension Associate at Cornell University's K. Lisa Yang and Hock E. Tan Employment and Disability Institute in the School of Industrial and Labor Relations. She currently leads a diverse team of professionals in the development and testing of innovative approaches to culture change in organizations as it relates to inclusion of people with disabilities. Wendy is the project director for the Northeast ADA Center and the Diversity Partners Project, both of which are funded by the National Institute for Disability, Independent Living, and Rehabilitation Research. Wendy holds a Master's degree in Rehabilitation Counseling from the Medical College of Virginia at Virginia Commonwealth University (VCU). She has worked extensively in application, training, and materials development for diversity and inclusion, employment of people with disabilities, and accommodation in schools and the workplace for people with disabilities.

**Allison Weiner Heinemann** ([aaw43@cornell.edu](mailto:aaw43@cornell.edu)) holds a Ph.D. from Yale University, and is a lecturer in the Department of Labor Relations, Law, and History at Cornell University's School of Industrial and Labor Relations (ILR). She teaches an introductory disability studies course as well as disability-focused writing seminars in the Disability Studies Sequence at ILR. Her research areas lie in disability studies pedagogy, disability law, and disability culture. Although Allison works primarily with students, in September 2015 she served as a panelist on a webinar, sponsored by the Great Lakes ADA Center, on implications of media representations of disabled people, namely in social media.

**Angela Winfield** ([acw38@cornell.edu](mailto:acw38@cornell.edu)) is the Program Manager for the Northeast ADA Center, a National Institute on Disability, Independent Living, and Rehabilitation Research grant funded project at Cornell University's Yang Tan Institute on Employment and Disability. In this role, she coordinates NEADA technical assistance activities and participates in developing and delivering learning programs on the Americans with Disabilities Act. Angela has served on multiple not-for-profit boards of directors as well as diversity committees and has advised on policy and strategic planning for various agencies. As the former co-chair of the Accessibility Committee for a not-for-profit serving individuals with vision and hearing loss, Angela provided expertise on provisions of the ADA. Angela is an appointed commissioner to the American Bar Association's Commission on Disability Rights. Angela earned a B.A. from Barnard College of Columbia University and a J.D. from Cornell Law School.

**The Northeast ADA Center** ([northeastada@cornell.edu](mailto:northeastada@cornell.edu)) is a member of the [National Network of ADA Centers](#) funded by the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), a Center within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90DP0071-01-00). Our mission is to provide information, referrals, resources and training on equal opportunity for individuals with disabilities and on the Americans with Disabilities Act to individuals and organizations in New York, New Jersey, Puerto Rico, and the U.S. Virgin Islands. Our center is located at the Yang-Tan Institute at Cornell University. Our staff consists of individuals with and without disabilities who have extensive experience in the disability field.



## **Additional Cornell Resources on Disability Issues**

To learn more about disability and accessibility at Cornell, visit the Cornell University Disability Information website: <http://disability.cornell.edu/>. Includes information on campus physical accessibility, emergency evacuation, inclement weather considerations, the University's Disability Strategic Plan, an accessibility map, a guide to planning accessible events, and access to an extensive list of resources such as assistive technology on campus, resources for faculty, the Disability Colleague Networking Group for faculty and staff, and contact information for potential sign language interpreters and captioning services.

For assistance with understanding disability rights and responsibilities within the workplace:

- The Cornell University Just-in-Time Toolkit for Managers:  
<http://disabilitytoolkit.edi.cornell.edu/>
- Workplace Accommodations Policies and FAQ:  
[https://hr.cornell.edu/policies/all/disability\\_accommodation.html](https://hr.cornell.edu/policies/all/disability_accommodation.html)
- Cornell's Medical Leaves Benefits Office which assists with the management and implementation of reasonable accommodations:  
[https://hr.cornell.edu/benefits/medical\\_leaves/](https://hr.cornell.edu/benefits/medical_leaves/)
- The K. Lisa Yang and Hock E. Tan Institute on Employment and Disability:  
<http://www.yti.cornell.edu/>

For assistance with understanding and implementing classroom and other accommodations for Cornell students with disabilities, contact the Student Disability Services office at 254-4545, [sds\\_cu@cornell.edu](mailto:sds_cu@cornell.edu), or visit their website at: [www.sds.cornell.edu](http://www.sds.cornell.edu)

For questions, concerns, or information regarding the physical accessibility of campus, contact Andrea Haenlin-Mott, the University's ADA Coordinator within Infrastructure Properties and Planning at 255-5150 or [ah45@cornell.edu](mailto:ah45@cornell.edu)

### **Shattering Perceptions through Challenge**

The Hoffman Challenge Course ([www.ctlc.cornell.edu](http://www.ctlc.cornell.edu)) is designed to accommodate individuals with and without disabilities. Facilitator(s) will present groups/individuals with both physical and mental challenges. Through these challenges, most participants will exceed what they thought was possible. A discussion/debriefing session at the conclusion of the program uses the experience as a metaphor to challenge perceptions and preconceived notions. Contact Matt Cowburn, Challenge Course Program Coordinator at 255-9512 or [mtc34@cornell.edu](mailto:mtc34@cornell.edu).