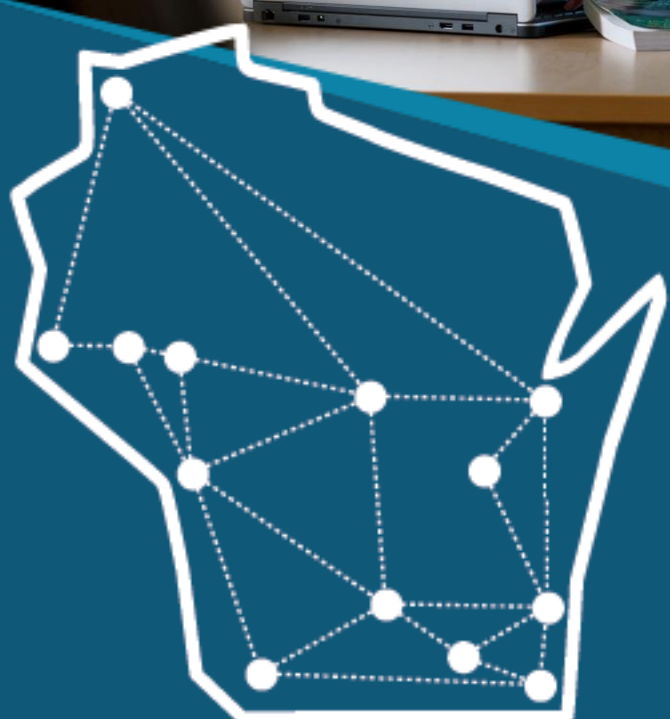# UNIVERSITIES OF WISCONSIN

SERVICES FOR STUDENTS WITH DISABILITIES

2022-23 Annual Report

Universities of Wisconsin
2022-23 SERVICES FOR STUDENTS WITH DISABILITIES ANNUAL REPORT

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ANNUAL REPORT COMMITTEE

Mari Magler, UW-Madison
Director, McBurney Disability Resource Center

Shannon Aylesworth, UW-Milwaukee
Director, Accessibility Resource Center

Natasha Geyer, UW-Platteville
Assistant Director, Disability Access Center

Andrew Ives, UW-La Crosse
Director, The ACCESS Center

Alicia Reinke-Tuthill, UW-River Falls
Director, Disability Resource Center

Ann Murphy, UW-Stout
Director, Disability Services

Debbie Reuter, UW-Whitewater
Director, Center for Students with Disabilities

John Achter, UW System Administration
Senior Director of Student Success and Wellbeing,
Office of Enrollment and Student Success

DISABILITY/ACCESSIBILITY SERVICES DIRECTORS

Katie Bublitz, UW-Eau Claire
Director, Services for Students with Disabilities and Project AIM (Ability in Motion)

Lynn Niemi, UW-Green Bay
Director, Student Accessibility Services

Andrew Ives, UW-La Crosse
Director, The ACCESS Center

Mari Magler, UW-Madison
Director, McBurney Disability Resource Center

Shannon Aylesworth, UW-Milwaukee
Director, Accessibility Resource Center

Holly Ludwig Callaghan, UW Oshkosh
Accessibility Coordinator, Dean of Students Office/Accessibility Center

Renee' Sartin Kirby, UW-Parkside
Director, Disability Services

Natasha Geyer, UW-Platteville
Assistant Director, Disability Access Center

Alicia Reinke-Tuthill, UW-River Falls
Director, Disability Resource Center

Andy Held, UW-Stevens Point
Director, Disability and Assistive Technology Center

Ann Murphy, UW-Stout
Director, Disability Services

Megan Torkildson, UW-Superior
Assistant Director, Educational Success Center

Debbie Reuter, UW-Whitewater
Director, Center for Students with Disabilities

System Liaison:

John Achter, UW System Administration
Senior Director of Student Success and Wellbeing,
Office of Enrollment and Student Success

Foreword

This annual report highlights the critical work of disability services professionals at Universities of Wisconsin universities to support students with disabilities and advocate for equal access on their campuses.

This year's report continues to highlight trends in several core areas, including the number of students seeking accommodations, the types of disabilities presented, the types of accommodations approved to provide equal access, and the level of staffing available to support and advocate for students with disabilities.

Again this year—as has been true for at least the previous 10 years—more students with disabilities affiliated with disability services offices than the preceding year, despite an overall decline in enrollment systemwide. Other trends highlighted in recent years also continued this year, such as the increase in students seeking accommodation for psychological disabilities, attention deficit hyperactivity disorder, and autism. The types of accommodations approved to provide access to students with these disabilities also increased, including testing, flexible attendance/due dates, housing accommodations, and emotional support animals, to name a few.

New to this year's report are two special emphases: 1) the ways in which disability services offices and staff contribute to students' sense of belonging, and 2) the staffing challenges faced by many of our offices as they strive to meet rising demands and increasing complexity of student needs.

I am honored every year to help with telling the story of how disability services professionals at UW universities work tirelessly to ensure that students with disabilities experience equitable living and learning environments to help them reach their full potential. I hope the report is both informative and provocative and that it is used as a resource for conversations about how we can collectively continue to improve our efforts at both the individual university and systemwide levels.

John Achter
Senior Director of Student Success and Wellbeing, Office of Enrollment & Student Success
Universities of Wisconsin Administration Liaison to Directors of Services for Students with Disabilities

Executive Summary

- **Total Students with Disabilities:** A total of 14,031 students with disabilities were affiliated with disability services offices across UW universities in 2022-23, representing 8.7% of total UW university enrollment. This number has grown by 45% over the past five years despite declining enrollment systemwide.

- **Disability Categories:** Qualifying disabilities totaled 25,151, indicating that many students present with more than one disability for which they are eligible for accommodations. Psychological disabilities remained the most common disability category, representing 40% of total disabilities reported. The other most common and growing disability categories continue to be attention deficit hyperactivity disorder (ADHD – 21% of total) and health conditions (16% of total). Among less common disability categories, autism (3.2% of total) has shown the most growth, with 13% more autistic students affiliating with disability services offices in 2022-23 compared to last year and 40% more compared to five years ago.

- **Accommodations:** Disability services staff approve hundreds of distinct types of accommodations annually based on specific barriers to access unique to each student. The five most common accommodation categories are: 1) testing, 2) notetaking assistance, 3) flexible attendance and due dates, 4) alternative communication formats, and 5) housing accommodations. Housing accommodations accounted for the largest percentage increase of student requests compared to recent years. The report discusses some of the complexities of reviewing and implementing accommodations, including the growing expectations and involvement of parents.

- **Belonging:** Students' sense of belonging is a core element of college success, and a vital area in which disability and accessibility services offices serve students beyond the accommodation process. This year's report highlights several programs and services that contribute to disabled students' sense of belonging, and how these programs and services complement accommodation services to promote student success.

- **Personnel/Staffing:** Overall staffing levels (in terms of FTE) remained stable during 2022-23; however, with more students once again seeking accommodations, both the total student/staff ratio and the average access coordinator caseload rose for the third year in a row. These averages have also been on the rise nationally and, combined with a documented increase in the complexity of accommodation requests, make it more challenging to meet students' needs. In addition, centers reported more attrition and longer position vacancies, putting strain on remaining staff. Compounding the issue is that below market salaries and the wide range of specialized skills necessary to provide appropriate levels of service create challenges in recruiting qualified staff.

Introduction

This annual report is prepared by the disability and accessibility services directors across the Universities of Wisconsin, in accordance with the [UW System Board of Regents Policy 14-10: Nondiscrimination on Basis of Disability](#). The report represents data gathered by the campus offices designated to collect student disability documentation, identify reasonable accommodations that ensure access to programs and activities, and provide services according to Section 504 and 508 of the Rehabilitation Act (1973), the Americans with Disabilities Act (ADA, 1990; ADAAA, 2008), and UW System policy.

The director group meets regularly to discuss disability services, trends, and plans for addressing student issues. All UW universities collect data on services provided to students based on agreed-upon data collection and reporting guidelines for consistent aggregate reporting and comparison purposes. Each campus uses an accommodation and case management software system designed to manage multiple aspects of providing services to students with disabilities as well as tracking several pieces of information used for reporting purposes both on campus and systemwide.

As in previous years, an Annual Report Committee of disability/accessibility services directors was formed to guide the report writing process. Each report builds on previous years by adding information to better tell the story of the work being done to support disabled students. This year the special emphases are on 1) how these offices contribute to students' sense of belonging, in addition to facilitating the accommodation process, and 2) the staffing challenges faced by many offices as they strive to provide not only required services, but also increased complexity of student needs in the context of the ever-increasing number of students seeking accommodations. We hope each iteration of the report continues to provide relevant and useful information to help better understand and advocate for accessible environments at our universities.

Total Enrolled Students with Disabilities

As shown in Table 1, across UW universities in 2022-23, 14,031 students with disabilities were affiliated with disability services offices. This represents 8.7% of total UW university enrollment. This is consistent with the 6%-9% of students affiliated with disability services offices across the U.S. for universities of our size in the latest survey by AHEAD (Scott, 2023).

Table 1: Total Enrolled Students with Disabilities, 2022-2023

Total number of students enrolled[1] with disabilities who are eligible for accommodations	Total university enrollment[2]	Percentage of student population with registered disabilities
14,031	160,782	8.7%

[1]Summer 2022, Fall 2022, and Spring 2023
[2]Fall 2022 10th day headcount (including branch campuses, if applicable, and excluding high school special students)

The past eight years have shown a steady increase in the number of students affiliated with disability services offices. As displayed in Figure 1, during the academic year 2015-16, a total of 8,017

students with disabilities were affiliated with these offices across UW universities. In 2022-23, this total was 14,031 students, representing a 75% growth in the number of UW students requesting accommodations in that eight-year span. It is important to note that despite most campuses experiencing decreasing enrollment over this period, the number of disabled students seeking accommodations continues to grow. Complete eight-year campus-by-campus trends in students affiliated with disability services offices can be found in Appendix 1.

Figure 1: Total Enrolled Students with Disabilities, Eight-Year Trend

Total Number of Disabled Students

Year	Count
2015-16	8,017
2016-17	8,588
2017-18	8,737
2018-19	9,698
2019-20	10,015
2020-21	11,226
2021-22	13,095
2022-23	14,031
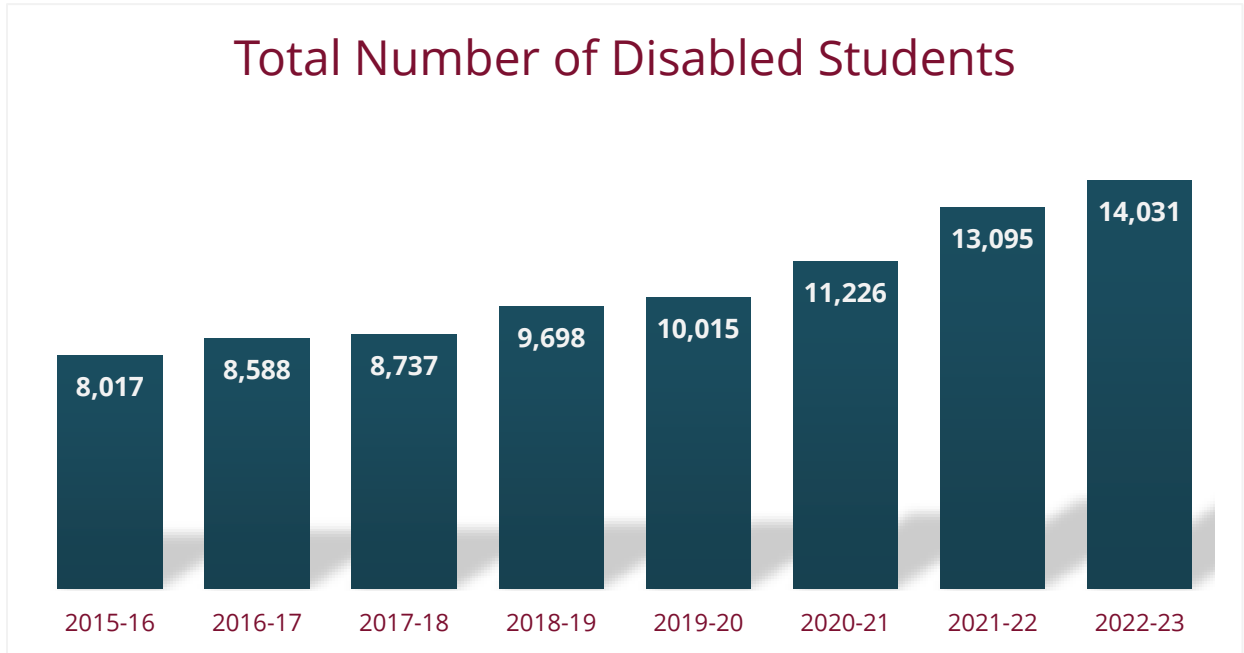
Figure 1 Description: Bar graph identifying the total number of enrolled students with disabilities across UW universities over an eight-year period. 2015-16 (8,017), 2016-17 (8,588), 2017-18 (8,737), 2018-19 (9,698), 2019-20 (10,015), 2020-21 (11,226), 2021-22 (13,095), 2022-23 (14,031).

Disability Categories

UW universities collect disability information from every student seeking to initiate the accommodation process, and this information helps to identify trends in major recognized disability categories. Understanding these trends is vital for developing appropriate services, resources, and training. Beginning in 2020-21, this report also includes co-occurring disability information in addition to primary disability categories to give a more complete picture of how disability presents itself across UW universities. A total of 25,151 qualifying disabilities were documented in 2022-23, indicating that many students present with more than one disability for which they are eligible for accommodations.

The following 11 categories are used to track primary and co-occurring disability types at all UW universities:

1) Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)
2) Autism

3) Brain Injury
4) Health Condition
5) Hearing Disability
6) Learning Disability
7) Mobility Disability
8) Psychological Disability
9) Temporary Disability
10) Visual Disability
11) Other Disability

The pie chart in Figure 2 illustrates the relative percentages of these disability categories among the student population seeking disability services in 2022-23. Campus-by-campus breakdowns of these disability categories can be found in Appendix 2.

Figure 2: Percentage of Students by all Disability Categories – Primary & Secondary, 2022-23
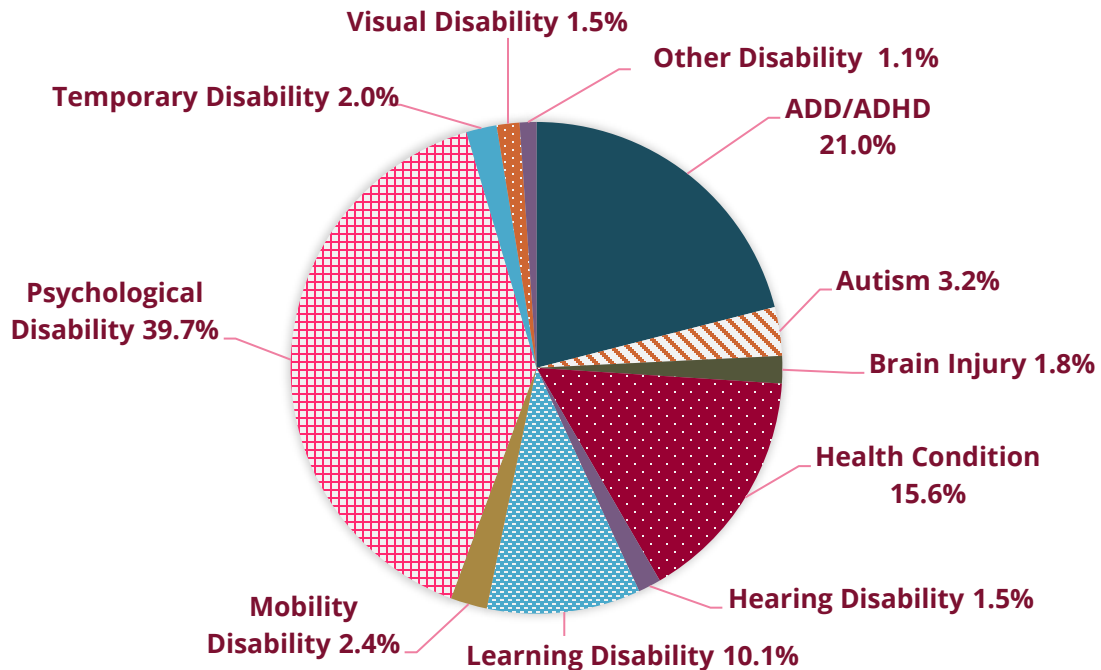
Figure 2 Description: Pie chart displaying Percentage of Students by Disability in 2022-23. ADD/ADHD 21.0%, Autism 3.2%, Brain Injury 1.8%, Health Condition 15.6%, Hearing Disability 1.5%, Learning Disability 10.1%, Mobility Disability 2.4%, Psychological Disability 39.7%, Temporary Disability 2.0%, Visual Disability 1.5%, Other Disability 1.1%. (Includes Primary & Secondary Disabilities)

Psychological disabilities remain the most common category for which students seek support in disability services offices, and this category continues to grow as a proportion of total disabilities represented. Including co-occurring disabilities, psychological disabilities represented 39.7% of the total disabilities reported by students.

As displayed in Figures 3 and 4, certain primary disability categories have grown over the past several years, while others have remained stable. Among the four most common disability categories shown in Figure 3, the trends reported last year continued with the number of students with psychological disabilities increasing 136% between the 2015-16 and 2022-23 academic years and the number of students with chronic health conditions and ADHD increasing 125% and 91%, respectively.

Figure 3: Number of Students by Primary Disability, Eight-Year Trends (1)

Figure 3 Description: Line graph displaying change from 2015-16 to 2022-23 in the number of students in the four most common disability categories: ADD/ADHD, Health Condition, Learning, and Psychological. Table includes data displayed in Figure 3.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ADD/ADHD	1,995	2,061	2,102	2,278	2,335	2,497	3,268	3,814
Health Condition	889	1,144	1,237	1,560	1,606	1,721	2,021	2,000
Learning Disability	1,480	1,432	1,321	1,429	1,348	1,324	1,682	1,560
Psychological Disability	1,920	2,329	2,436	3,034	3,138	3,327	4,173	4,528

Among less commonly reported disability categories shown in Figure 4, autism continues to trend upward, temporary accommodations have begun a downward trend, while all other categories have shown modest to little change. The number of autistic students has increased by 13% over last year and 65% compared to eight years ago. The decrease in temporary disabilities may be attributable to the decrease in the need for COVID-19 related accommodations.

Figure 4: Number of Students by Primary Disability, Eight-Year Trends (2)

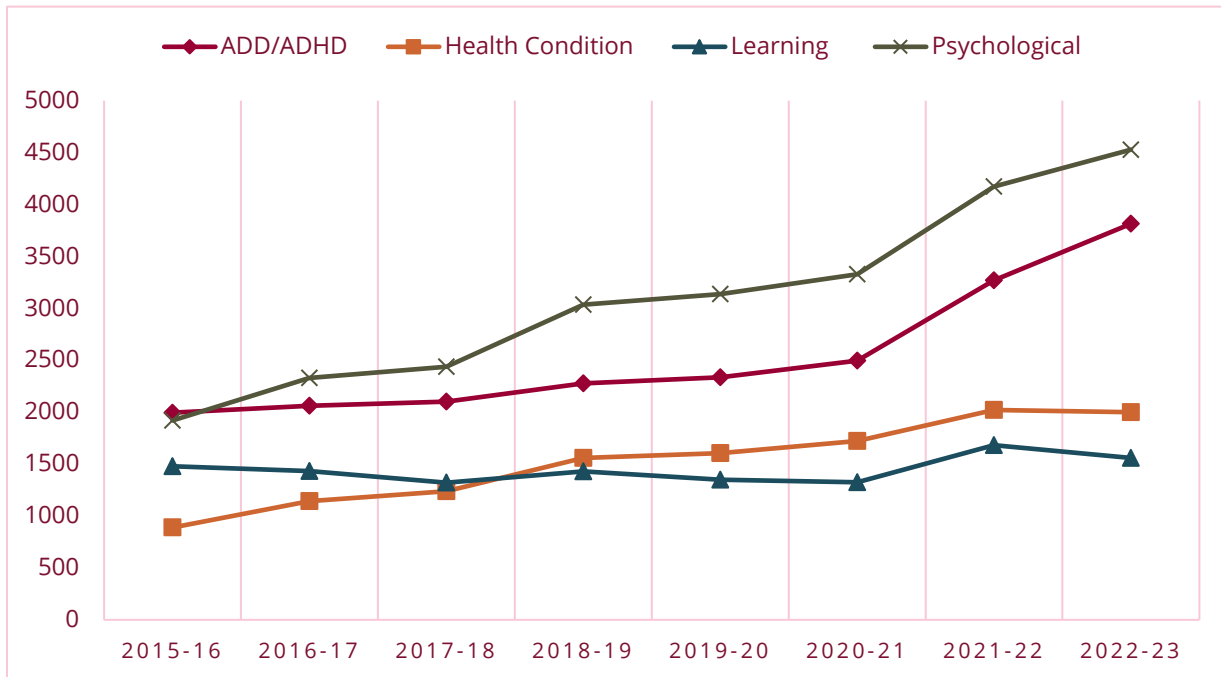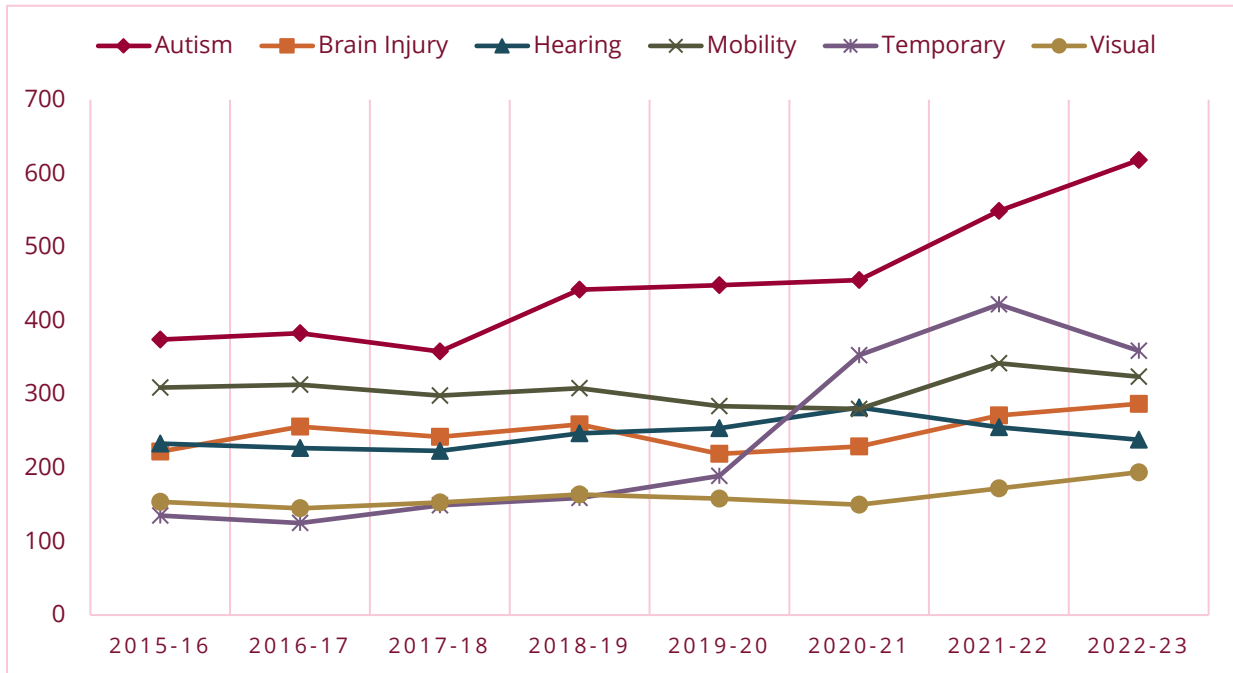**Figure 4 Description:** Line graph displaying change from 2015-16 to 2022-23 in the number of students in all other disability categories: Autism, Brain Injury, Hearing, Mobility, Temporary, and Visual. Table includes data displayed in Figure 4.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Autism	374	838	358	442	448	455	549	618
Brain Injury	222	256	242	259	219	229	271	287
Hearing	233	227	223	247	254	282	255	238
Mobility	309	313	298	208	284	280	342	324
Temporary	135	125	149	159	189	353	422	359
Visual	154	145	153	164	158	150	172	194

Accommodations

This year's report again includes information about the range of accommodations provided to support access and inclusion to all programs and activities for students with disabilities. The data reflected in Figures 5 and 6 represents some of the most common and/or complex accommodation types and the percentage or number of students approved for each. It should be noted that this is not an exhaustive list—a campus could potentially provide more than 100 distinct types of reasonable and appropriate accommodations that are individualized to address the barriers to access unique to each student. A more comprehensive breakdown of accommodation information and a campus-by-campus breakdown of the accommodations listed below is available in Appendix 4.

As seen in Figure 5, testing accommodations remain the most requested and approved accommodations. Testing accommodations are necessary for students who experience difficulties

with focus and concentration, ability to recall or process information, and difficulty physically writing or typing. Testing accommodations encompass a wide range of services including extended test time, a reduced distraction testing environment, and the use of reading or writing software, to name a few. Many disability services offices coordinate this process by scheduling rooms, requesting exams from instructors, coordinating assistive technology, and administering and proctoring exams.

Testing accommodations show a nominal percentage increase overall since last year with over 78% of students approved for these accommodations. This increase represents an additional 1,064 students over last year. This number of students coincides with the overall increase in the number of students affiliated with our offices.

Figure 5: Common Accommodations (1)
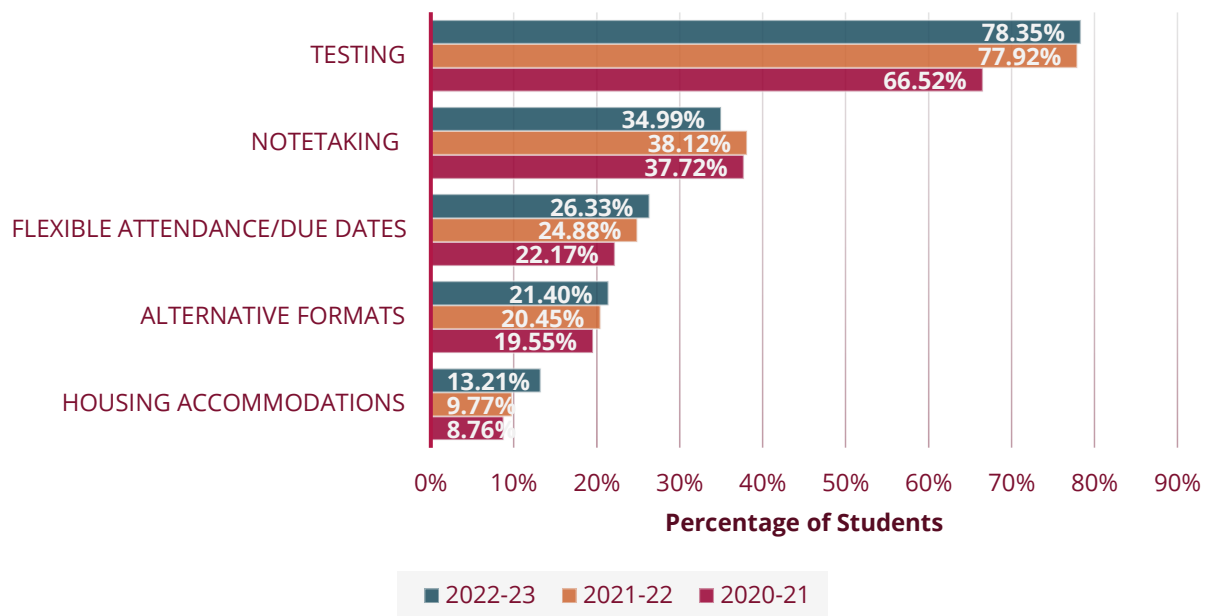
Figure 5 Description: Bar graph identifying the percentage of students 2020-21 through 2022-23 who were approved for the following accommodation types for the total number of students affiliated with the disability services centers. Table includes data displayed in Figure 5.

	2020-21	2021-22	2022-23
Testing	66.52%	77.92%	78.35%
Notetaking	37.72%	38.12%	34.99%
Flexible Attendance/Due Dates	22.17%	24.88%	26.33%
Alternative Formats	19.55%	20.45%	21.40%
Housing Accommodations	8.76%	9.77%	13.21%

Not only has the number of students receiving accommodations increased, but also the complexity of requests and their coordination has become more time and resource intensive. The process of coordinating some academic accommodations involves close collaboration and communication with faculty and academic departments. One of these areas includes requests for academic flexibility, such as flexibility in attendance requirements or requests for extended deadlines on assignments. For disability services professionals, this involves following a process to determine whether options

for flexibility exist in each course and whether those options constitute a fundamental alteration of the essential course requirements. This necessitates an ongoing interactive process between disability services offices, faculty, and students. Not all requests can be granted, which may lead to a subsequent appeal process.

Housing accommodation requests continue to increase and require a complex process of consideration. In 2022-2023, housing accommodations were approved for over 13% of students, which represents an increase of 575 individual requests. These accommodation requests include housing contract exemptions, ADA accessible rooms, restrooms in proximity to room, and single rooms. For these requests, disability services staff often participate as a member of a committee and collaborate with residence life staff and other campus partners to determine eligibility and assist with implementation. Particularly noteworthy in housing accommodations is an increasing number of student requests for single rooms, with students reporting a need for privacy without a roommate, a place to decompress from mental health concerns, and a room where they may experience less anxiety. Like all accommodation decisions, single room requests are only approved if they are determined to be reasonable and appropriate for a student to achieve equitable access due to their disability. Another housing-related request is for emotional support animals which were approved for 581 students this year a 16% increase over the previous year (see Figure 6).

Figure 6: Common Accommodations (2)

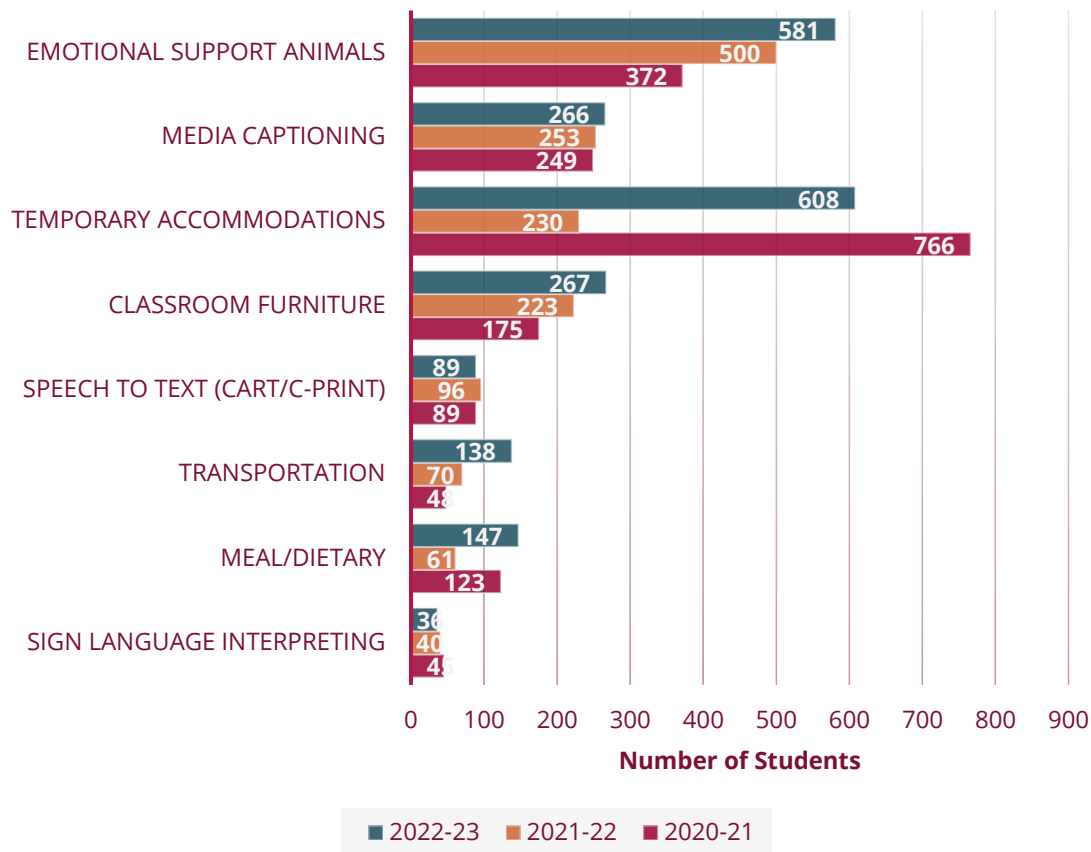**Figure 6 Description:** Bar graph identifying the number of students approved for the following accommodation types in 2020-21 through 2022-23. Table includes data shown in Figure 6.

	2020-21	2021-22	2022-23
Emotional Support Animals	372	500	581
Media Captioning	249	253	266
Temporary Accommodations	766	230	608
Classroom Furniture	175	223	267
Speech to Text (CART/C-Print)	89	96	89
Transportation	48	70	138
Meal/Dietary	123	61	147
Sign Language Interpreting	45	40	36

Belonging

The experiences and needs of disabled college students extend beyond the accommodation process. Much like other student populations, many students with disabilities search for community, connection, and belonging. This section of the report captures the work of disability and accessibility services offices to create and foster a sense of belonging for disabled college students at UW universities.

According to Strayhorn (2018), belonging is a universal, basic human need and essential to promote well-being. Students with disabilities struggle to find peers who can truly understand and share aspects of their experience. While the core function of our offices is to support institutional access and accommodations, it is impossible to separate access needs from a student's need to belong. Our staff do their best to recognize and support the layers of identities and experiences that each student brings to the university while managing a growing workload.

Many of our offices include disability-centered transition programs. Some transition programs include outreach activities during student orientation, while others involve things like week-long pre-orientation events, early move-in transition programs, and staff teaching academic courses during the semester oriented towards transition for disabled students. We have staff who present to and meet with prospective college students and families across Wisconsin and beyond, to talk about the transition from K-12 to postsecondary disability services. These efforts help provide context to ease the changes that students will experience when entering the university environment.

More of our offices are also setting up student support groups, which create a community of understanding that allows students to engage with one another as their authentic selves. The most common groups across the Universities of Wisconsin are for students whose disabilities fit under the broad umbrella of neurodivergence. In addition, eight UW universities oversee and/or advise student organizations. Identity, community, and education are found in these spaces for students (see Appendix 6 for more information about student organizations). Disability and accessibility services staff partner with other identity-based offices and organizations on projects, speakers, events, panels, and more to ensure inclusion of disability as part of the diversity framework, and to create welcoming and inclusive environments for disabled students.

Across our universities, students with disabilities connect with our staff to discuss issues of connection and belonging on campus. Initially, these connections start with determining the appropriate accommodations to remove barriers to success. Our offices then offer ongoing support and consultation with students as they navigate their transition to college, which may include

referral to campus and community resources, study skills support, and goal setting. Assisting students who are trying to make connections with others and find their communities on campus can be challenging. While these supportive tasks are needed and appreciated by students, our staff struggle to balance responding to all student needs with their available time.

The Future of Disability and Belonging: Disability Cultural Centers

Disability services offices are not currently resourced to handle the multifaceted belonging needs of students with disabilities. Some institutions across the nation have begun to establish Disability Cultural Centers (DCCs) to enhance students' sense of belonging and community in higher education. As of July 2023, there were 18 DCCs at colleges and universities across the US, including the newly established center at UW-Madison ([Disability Cultural Center](), 2023). As a complement to disability services offices, which provide accommodations and modifications, DCCs focus on building community, while creating programming, education, and support for disabled college students. With growing numbers of disabled college students and calls for addressing belonging, community, and well-being for all students, DCCs are positioned to expand student support in ways that traditional disability service models are unable to. Whether through DCCs or other strategies, more resources would be needed to better promote the importance of disability culture, community, and belonging for students with disabilities.

Personnel/Staffing

The discussion of staffing levels is not new, but renewed attention exists at the national level with recognition that institutions of higher education are losing highly qualified disability services professionals at an alarming rate, in large part because of role strain and burnout. The Association on Higher Education and Disability (AHEAD) 2023 Equity and Excellence Conference featured several presentations related to finding and retaining staff along with trends of people leaving the field for private industry. According to Camp (2022), factors contributing to burnout in disability/accessibility services include a widening gap among students in college readiness, complex and customized accommodation requests, and understaffed and under-resourced offices.

Disability services offices at UW Universities have also struggled to maintain adequate staffing levels, owing to the trends outlined above alongside rising numbers of students seeking accommodations each year. According to the most recent biennial survey from AHEAD, the average ratio of students affiliated with disability services offices to full-time staff (FTE) nationally ranges from 128:1 to 205:1, depending on institution size (Scott, 2023). The average ratio across UW universities this year was 150:1 (see Table 4). While this is in the mid-range nationally, it is notable that this ratio has increased each year because staffing levels have not kept pace with increasing numbers of students affiliating with disability services offices, a trend that is also seen nationally (Sally Scott, personal communication, August 25, 2023).

Another metric this report has been tracking over time is access coordinator caseload. Access coordinators are on the frontlines assisting students with the interactive process and implementing accommodations. Their caseloads serve as a principal component of the office workload and, as noted in previous reports, caseloads across the UW System are high compared to national benchmarks, with an average of 395:1 in 2022-23—a 27% increase since 2019-20. Neither total staff FTE nor access coordinator FTE changed from last year, which indicates that increases in the ratios were entirely due to the increase in the number of students affiliated with disability services offices.

Table 2: Disability Services Staffing

Academic Year	Total Staff FTE	Ratio of Students to Total Staff	Access Coordinator FTE	Average Access Coordinator (AC) Caseload	Range of AC Caseload
2019-20	79	127:1	32	310	132 to 795
2020-21	83	135:1	31	368	148 to 896
2021-22	94	139:1	35	372	192 to 555
2022-23	94	150:1	35	395	128 to 724

It is important to note that disability services access coordinators are rarely trained in this field until they get into their positions and learn on the job. Many access coordinators come from counseling, social work, rehab counseling, or higher education leadership programs and are tasked with understanding complex disabilities and technical accommodations without prior knowledge. Disability services staff are required to share responsibilities for several different roles; for example, an access coordinator may also assist with services for students who are deaf or hard of hearing or require assistive technology. Further, considering the highly specialized skills required to successfully coordinate and implement accommodations, offices are confronting increased role strain and burnout leading to an increasing number of staff resignations and longer vacancies across the state, much like is happening nationally (Camp, 2022).

The range of duties required to facilitate equal access for disabled students is diverse and calls for increasingly sophisticated skill sets. In a whitepaper soon to be released by AHEAD that probes deeper into the staffing needs of disability services offices, an effort is made to better contextualize the office workload of the modern disability services office (Sally Scott, personal communication, August 25, 2023). Specifically, it outlines the full range of responsibilities and tasks performed by staff by listing 25 categories of duties, including the following:

- Managing the interactive process.
- Determining, coordinating, and administering reasonable accommodations within the academic environment, including practicums, internships, and other access areas such as dining, housing, and transportation.
- Facilitating campus-wide access.
- Promoting accessibility for campus events.
- Supporting physical and digital accessibility.
- Increasing awareness through outreach and programming.
- Maintaining a pulse on academic policies and academic practices.

Below we describe the specialized staffing needs and emerging areas of skill needed within our offices to fulfill this diverse range of duties:

- o **Access Coordinator**: Reviews and assesses disability documentation, requiring knowledge of disability and interpretation of diagnostic reports; participates in the interactive process with individual students to develop accommodation plans; supports self-advocacy skill development; works with instructors to implement accommodations, and serves as a resource for their campus. Coordinators are expected to have the same skills as counselors and social workers to manage the increasing numbers of students with mental health diagnoses.
- o **Testing Coordinator**: Manages the testing accommodation process; administers and

proctors tests; alters test formats if needed; must be knowledgeable about the use of assistive technologies in testing environments.

- o **Dedicated Assistive Technology Specialist**: Possesses specialized technology skills for alternative media, notetaking tools; manages accessible equipment, including remote delivery, magnification programs and devices, and other assistive technology that provides access to students with disabilities.
- o **Communication Access Provider**: Includes qualified and certified real-time captionists and certified and licensed sign language interpreters.
- o **Outreach and Programming**: Access coordinators serve as campus consultants providing training to faculty, outreach to the campus community, and support for campus planning on accessibility.
- o **Administration and Management:** Involves staff supervision, data collection, strategic planning, and serving as a policy and academic liaison.

Emerging areas of specialized skill needed:

- o **Neurodivergence**: With the number of students who can be categorized as neurodiverse increasing, staff possessing specialized knowledge and skill to assist with students' social/emotional needs and to train faculty and other staff on best practices for working with this population of students is highly desirable.
- o **Digital Accessibility**: An increasing number of complaints about the inaccessibility of digital content have been brought before the Department of Justice, Civil Rights Division and the U.S. Department of Education, Office for Civil Rights. More recently a Digital Maturity Self-Assessment Initiative for UW universities and a Dear Colleague letter on online accessibility at postsecondary institutions (Clarke & Lhamon, 2023) have amplified the urgency for universities to hire staff knowledgeable around digital accessibility. Often, campuses turn to their disability services offices for this type of expertise and to assume responsibility for ensuring access to digital content.

Losing specialized staff can put universities at risk of not meeting legal requirements for students under the Americans with Disabilities Act. Students with disabilities are also impacted by the absence of staff with specialized skillsets to support their needs. Many smaller universities do not have staff with specialized skills, which results in requiring access coordinators to complete work for which they do not have the competencies. In fact, some offices are only staffed with two people who are expected to deliver services that require a vast amount of specialized skill. Coordinating all of these services is especially challenging for such small offices to manage.

Recruiting and retaining highly qualified staff with specialized technology skills is particularly challenging due to the starting state university pay scale, which is lower than starting salaries for individuals with degrees in information technology (U.S. Bureau of Labor Statistics, 2023). An additional internal complication was introduced with the recent retitling framework implemented across UW universities (referred to as Title and Total Compensation, or "TTC" for short). The assignment of titles, job descriptions, and pay scales from TTC for specialized positions like assistive technology coordinators, testing coordinators, real-time captionists and sign language interpreters were too general to accurately capture the work being done in disability services offices, leading to assignment of titles that do not completely describe the work or the role of staff. In addition, the new framework did not include a built-in system for staff advancement, making it more challenging for individual staff members to see opportunities for growth. This leaves UW universities to develop their own systems for progression and promotion, work that is yet to happen in most instances.

Our staffing challenges are not unique to the Universities of Wisconsin, as the disability services field across the country has witnessed significant change over the past decade. We expect that the release of AHEAD's forthcoming whitepaper on disability services staffing will provide an in-depth look at the challenges and opportunities nationally, and further frame future discussions aimed at developing effective remedies.

Conclusion and Future Directions

Disability trends at UW universities reflect the experiences of disability services offices across the country. We continue to see an increase in the numbers of students affiliating with our offices and seeking accommodations. Staffing has not kept pace with the increasing number of students and, therefore, student-to-staff ratios have increased. The types of accommodations that disability services staff manage have increased in complexity, requiring specialized skill sets and often the involvement of many different university stakeholders. We have seen an increase in the number of appeals from students and families, as well as managing grievances from staff and faculty in accommodation implementation. Amidst increased administrative expectations, disabled students have also called for more community and connection. Increasingly, students have relied upon disability services to assist with increasing their sense of belonging on campus. As noted in the past few annual reports, additional resources are needed to better meet the current demands of disabled college students at UW universities. These investments will not only help universities better meet their compliance expectations but will also ultimately contribute to improved academic and personal success for this important student population.

We close this year's report with an endorsement of a future direction that could meaningfully contribute to improvements in accessibility for disabled students. During a panel presentation to the UW System Board of Regents in March 2023, the President's Advisory Committee on Disability Issues (PACDI) proposed requiring accessibility training for faculty and staff as one of several recommendations for improving accessibility for students at our universities. While all disability and accessibility services offices currently provide faculty and staff training in various ways, participation is voluntary and not all who would benefit from training can or do participate. We support PACDI's recommendation as a mechanism for involving all campus community members in creating welcoming and accessible environments for students with disabilities, and we are eager to work with PACDI and others to bring this recommendation to fruition.

We hope this year's annual report once again provides useful updates to inform ongoing discussions across the Universities of Wisconsin as they strive to create accessible spaces for all.

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Appendix 1: Students with Disabilities by Campus, Eight-Year Trends

INSTITUTION	TOTAL STUDENTS							
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Madison	1,660	1,945	2,220	2,622	2,932	3,667	4,524	5,160
Milwaukee	883	711	627	971	1,230	1,372	1,370	1,447
Eau Claire	495	529	576	662	664	806	730	700
Green Bay	239	285	300	323	344	336	357	441
La Crosse	445	586	644	721	748	732	871	1,002
Oshkosh[1]	264	276	491	517	225	357	845	639
Parkside	335	320	256	368	309	309	385	412
Platteville	360	376	377	409	423	445	480	506
River Falls	329	352	362	402	434	462	555	671
Stevens Point	554	599	638	756	730	673	804	881
Stout	798	862	564	682	616	657	745	723
Superior	111	130	176	131	159	140	149	154
Whitewater	951	1,056	1,069	1,134	1,201	1,270	1,256	1,295
UW Colleges[2]	593	560	437	NA	NA	NA	NA	NA
TOTAL	**8,017**	**8,588**	**8,737**	**9,698**	**1,015**	**11,226**	**13,098**	**14,031**

[1]For UW Oshkosh, total students reported from 2017-18 to 2020-21 were from the Accessibility Center only. Beginning in 2021-22, totals also include students served by Project Success.
[2]UW Colleges totals subsumed into associated four-year campuses beginning 2018-19.

Appendix 2: Disability Categories by Campus, 2022-23

INSTITUTION	ADD/ ADHD	Autism	Brain Injury	Health Condition	Hearing	Learning	Mobility	Psychological	Temporary	Visual	Other
	ALL DISABILITIES										
Madison	1,926	155	173	1,625	121	766	200	4,620	274	137	59
Milwaukee	688	110	53	414	51	239	91	1,121	11	54	63
Eau Claire	272	40	9	130	27	92	4	365	9	8	10
Green Bay	202	41	31	112	20	133	28	335	0	18	11
La Crosse	353	29	57	374	16	155	75	708	65	32	27
Oshkosh	200	27	49	105	12	253	39	217	5	10	34
Parkside	112	21	3	78	9	55	17	174	20	10	32
Platteville	214	41	8	161	15	121	29	297	4	14	6
River Falls	241	47	14	213	10	129	9	690	3	18	0
Stevens Point	318	58	22	218	37	161	14	457	75	17	0
Stout	257	79	21	114	16	147	23	258	11	8	0
Superior	55	15	8	22	3	37	7	70	13	4	14
Whitewater	455	131	16	364	41	264	59	670	25	40	12
TOTAL	5,293	794	464	3,930	378	2,552	595	9,982	515	370	278

Appendix 3: Primary Disability Categories, Eight-Year Trends

PRIMARY DISABILITY	TOTAL STUDENTS									
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Total Change	Percent Change
ADD/ADHD	1,995	2,061	2,102	2,278	2,335	2,497	3,268	3,814	1,819	91%
Autism	374	383	358	442	448	455	549	618	244	65%
Brain injury	222	256	242	259	219	229	271	287	65	29%
Health condition	889	1,144	1,237	1,560	1,606	1,721	2,021	2,000	1,111	125%
Hearing	233	227	223	247	254	282	255	238	5	2%
Learning	4,180	1,432	1,321	1,429	1,348	1,324	1,682	1,560	80	5%
Mobility	309	313	298	308	284	280	342	324	15	5%
Psychological	1,920	2,329	2,436	3,024	3,138	3,327	4,173	4,528	2,608	136%
Temporary	135	125	149	159	189	353	422	359	224	166%
Visual	154	145	153	164	158	150	172	194	40	26%
Other	319	190	293	255	102	116	134	89	-230	-72%
TOTAL	8,030	8,065	8,812	10,135	10,081	10,734	13,289	14,011	5,981	74%

Appendix 4: Accommodation Data by Campus, 2022-23

INSTITUTION	TOTAL STUDENTS BY ACCOMMODATION TYPE												
	Testing	Note-taking	Flex Attend/ Due Dates	Alt. Formats	Housing	Temp.	Support Animals (ESAs)	Media Captions	Classroom Furniture	Meal/ Diet	Speech to Text	Trans-portation	Sign Lang. Interp.
Madison	3,970	1,465	1,727	828	555	374	129	82	110	0	42	0	5
Milwaukee	1,213	610	555	400	210	0	75	43	24	0	19	0	12
Eau Claire	608	26	140	201	62	9	70	22	0	0	0	45	1
Green Bay	393	213	94	37	27	0	13	7	1	16	1	0	0
La Crosse	510	166	93	129	118	43	16	5	4	28	0	0	2
Oshkosh	516	282	146	226	184	019	20	10	64	63	5	57	4
Parkside	340	63	63	23	24	29	12	0	8	0	0	0	0
Platteville	420	302	71	141	110	7	30	7	6	0	2	2	0
River Falls	524	214	353	164	82	69	68	5	5	0	5	10	0
Stevens Point	737	350	321	215	0	0	45	23	7	0	6	3	0
Stout	508	296	13	101	47	0	21	8	0	1	0	0	2
Superior	140	55	79	33	11	47	22	10	0	4	3	0	2
Whitewater	1,114	868	141	504	337	11	60	44	38	35	6	21	8
TOTAL	**10,993**	**4,910**	**3,695**	**3,002**	**1854**	**608**	**581**	**266**	**267**	**147**	**89**	**138**	**36**

Appendix 5: Enrollment and Staffing Data by Campus, 2022-23

INSTITUTION	ENROLLMENT	PERCENTAGE OF STUDENTS WITH REGISTERED DISABILITIES	TOTAL STAFF FTE	STUDENT/STAFF RATIO	ACCESS COORDINATOR FTE[1]	AVERAGE CASELOAD[2]
Madison	49,587	10.4%	29.0	178	11.7	443
Milwaukee	22,866	6.3%	14.3	102	2.0	724
Eau Claire	10,060	7.0%	4.8	146	2.0	350
Green Bay	9,608	4.6%	3.0	147	1.3	353
La Crosse	1,0257	9.8%	5.0	200	2.5	401
Oshkosh	13,714	4.7%	6.2	103	2.8	228
Parkside	3,966	10.4%	2.0	206	1.0	412
Platteville	6,485	7.8%	5.0	101	2.5	202
River Falls	5,212	12.9%	2.9	231	1.6	419
Stevens Point	8,011	11.0%	4.5	196	1.5	587
Stout	7,226	10.0%	4.8	152	2.0	362
Superior	2,703	5.7%	1.2	128	1.2	128
Whitewater	11,087	11.7%	11.0	118	3.5	370
TOTAL	160,782		93.6		35.5	
SYSTEM AVERAGE		8.7%		150		395

[1]Amount of full-time equivalent (FTE) staff devoted to access coordinator duties
[2]Students with disabilities served/access coordinator FTE

Appendix 6: Disability Student Organizations and Student Support Groups, 2022-23

Student Organizations		Student Support Groups	
Advised or Supported by Disability Services Staff	**Advised and Supported Outside of Disability Services**	**Advised or Supported by Disability Services Staff**	**Advised and Supported Outside of Disability Services**
- Active Minds - Autism Society - Badger Start - Chronic Health Allies Mentorship Program (CHAMP) - Delta Alpha Pi (DAPi) - Disability, Education, Awareness, and Leadership (DEAL) - Disability Rights, Education, Activism, and Mentoring (DREAM) - Eye to Eye Chapter - Graduate and Professional Students with Disabilities (GPSD) - Social ACCESS	- American Sign Language (ASL) Club - Autism and Neurodivergence in Action (ANA) - Badgers for Special Olympics - The Bandana Project - Best Buddies - College Diabetes Network - Disability Advocacy Coalition in Medicine - The Future is Accessible - Law Students with Disabilities Coalition - Leadership in Adapted Fitness - Neurodiversity Club - Physical, Adapted - Runway of Dreams UW-Madison - School Health Education (PASHE) Club - Special Olympics - Student Council for Exceptional Children	- Academic groups for executive functioning - Access Orientation Cohorts - ADHD Spaces - Autism "campus engagement" group - Autism Spectrum Wellbeing, Education, Aspiration, and Relationship Empowerment (AS WE ARE) - Autism Support Group - Ambassador program for first year students - Disability Access Center - Disability Cultural Center (with one full-time staff and 3 student interns) - Educational or social events (after hours, bi-monthly) - Organizational Tutoring - Stress Management	- ADHD Skills Training - Autism spectrum support group - Invisible Illnesses group - Speech and Hearing Clinic