Accessibility for All Campus Staff: How centralizing staff disability resources can foster a more inclusive campus community for different abilities

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Executive Summary

Despite advances in technology and workplace culture, staff members at University of California, Riverside (UCR) still face barriers in finding available disability resources and accommodations. Through interviews with various campus partners and stakeholders, the authors discovered a lack of access to critical information, resources, and support for ensuring inclusion and accessibility for all staff members. Contributing factors include the absence of a central location to request resources, the lack of staffing dedicated to upholding ADA requirements, inconsistent metrics to measure inclusivity and insufficient funding. To address these issues, the authors propose the creation of a centralized website, the 'UCR Staff & Faculty Disability Resources' page, which would serve as a platform to access information, resources, and support services, as well as educate staff members about disability and accessibility. The proposal aims to promote a more inclusive and accessible workplace for staff members with disabilities, creating a foundation for further improvements and developments in the future, and establish key metrics to track in order to monitor its successful implementation year to year.

Introduction

The term "disability" encompasses any physical or mental condition that causes activity limitations or participation restrictions for individuals affected by it (*Disability and Health Overview | CDC*, 2020). According to the Center for Disease Control and Prevention (CDC) one out of every four adults in the US possess a disability of some kind, which can vary from issues related to mobility, cognition, hearing, vision, to the inability to carry out self-care tasks (*Disability Impacts All of Us Infographic | CDC*, 2023).

With a significant portion of the US population being affected by disabilities, it has become crucial to have adequate resources in place that ensure equal access to opportunities for individuals to participate in all aspects of life – this constitutes Disability Inclusion. The Americans with Disability Act of 1990 prohibits discrimination against employees with disabilities in the workplace and requires employers to make reasonable accommodations for them. This can include things like modifying equipment, restructuring job duties, adjusting work schedules, providing assistive technology such as readers or interpreters, and making the physical workplace accessible (*The ADA: Your Responsibilities as an Employer*, n.d.) Disability inclusion is crucial for a diverse and equitable workplace that provides access and opportunities for all (*Disability Inclusion | CDC*, 2019). This involves recognizing and valuing the unique strengths and abilities of people with disabilities and providing the necessary resources and support.

Although the University of California, Riverside (UCR) is taking steps to promote inclusivity in multiple domains, there is still room for improvement in enhancing disability and accessibility for staff members. Despite advances in technology and workplace culture, staff members at UCR still face barriers to easily find and access available disability resources and accommodations.

In 2022, the faculty and staff population at the University of California, Riverside (UCR) was revealed to be 4,778 individuals. (*Faculty and Staff,* n.d.). Despite the large staff headcount, UCR currently lacks a centralized team or hub that can provide resources to individuals with disabilities due to insufficient funding and staffing. Consequently, staff members in supervisory roles on campus have limited

knowledge of disability, accommodations, and related procedures. According to the campus Workers' Compensation and Disability Manager, Ariel Caluag, this lack of knowledge can result in the spread of misinformation and the perpetuation of stigma against people with disabilities, creating an unsafe environment that discourages them from seeking help or accommodations.

Disability inclusion is critical not only for creating a more equitable and just workplace but also for enhancing performance and promoting innovation. Employers who embrace inclusion are better positioned to attract and retain a diverse talent pool and foster a culture of innovation and creativity (Goswami & Goswami, 2018). This paper aims to investigate the obstacles encountered by UCR in achieving disability inclusion for their staff and proposes the first step to address this issue. This proposal involves the creation of a dedicated webpage called " UCR Staff & Faculty Disability Resources", which will serve as a centralized platform providing comprehensive information, resources, and support to staff members. By taking this initial step, we aim to alleviate the challenges faced by UCR staff with disabilities and promote a more inclusive work environment.

Problem Definition

Our team sought to gain a comprehensive understanding of UCR's shortcomings when it comes to supporting staff members with disabilities. To achieve this, we conducted a series of interviews with various campus partners and stakeholders, including Laura Riley, Director of the Student Disability Resource Center; Ariel Caluag, Workers' Compensation and Disability Manager, Environmental Health & Safety; and Sarah McBride, Disability Network Co-chair. Through these meetings, we discovered a pressing issue: a persistent lack of access to critical information, resources, and support for ensuring inclusion and accessibility for all staff members.

The problem with UCR's decentralized model for providing information, resources, and support for staff members with disabilities stems from several contributing factors:

- The absence of a central location that staff can contact to request resources and accommodations. The lack of information leads to confusion and frustration among staff members and slows down the process of accessing necessary accommodations.
- The lack of staffing dedicated to upholding ADA requirements and providing education on how to be more inclusive and accessible in the workplace. This results in a lack of knowledge among supervisors about disability and accessibility, perpetuating the existing stigma that staff with disabilities face.
- The lack of funding for a dedicated position to support staff members with disabilities. Without adequate funding, it is difficult to provide the necessary resources and services that staff members require.
- The lack of reportable data on disability inclusion aside from the annual federally reported data on "Individual with Disabilities" (IWD) which is a protected data field by the Office of Title IX, Equal Opportunity and Affirmative Action Chief Compliance Office. More detailed information about the needs of the campus community would help drive additional programming or communication efforts to ensure the campus continues to provide resources to areas with the most difficulties.

- Lastly, the absence of clearly defined protocol and processes to provide support and services for staff members with disabilities. This leads to inconsistent approaches to supporting staff with disabilities and creates a barrier to accessing resources and support.
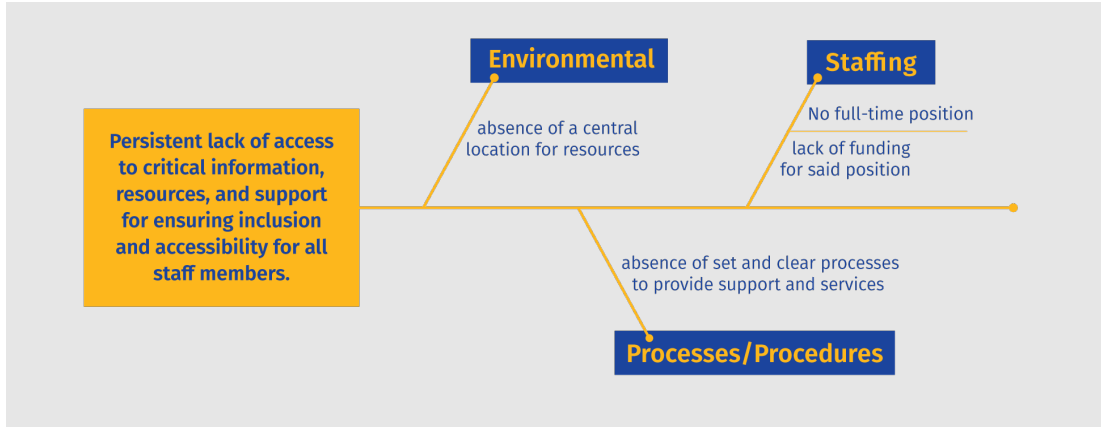

Chart 1: Fishbone Diagram to analyze root causes for barriers to resources for disability and accessibility accommodations.

Proposal:

To address these contributing factors, our team proposes creating a centralized website, the UCR Staff & Faculty Disability Resource, as an initial step to aggregate all the important resources available to the campus community. The website would provide a central location for staff members to access information, resources, and support services. It would also serve as a platform to educate staff members about disability and accessibility, as well as provide a means of communicating with a dedicated position to support staff with disabilities. Additionally, according to Olga Snopok of the Chief Compliance Office, there was an increase in reported individuals with disabilities (IWDs) during the year when the campus made a vested effort to promote and launch a communication campaign to ensure that the UCR community was properly reporting on its needs as a campus. This proposal also includes a multi-pronged communication campaign to promote the new website throughout the campus and on various platforms including flyers, posters, ads on TV screens throughout campus and departmental staff and faculty boards.

By addressing these contributing factors through the creation of a centralized website and invested in formally launching the site with a mass communication campaign, UCR can take a significant step towards creating a more inclusive and accessible workplace for staff members with disabilities. This initial intervention can serve as a foundation for further improvements and developments in supporting staff members with disabilities in the future.

Description of the Resource

The UCR Staff & Faculty Disability Resource webpage is a proposed centralized hub that aims to promote disability and accessibility inclusion by providing resources, services, forms, policies, and information related to these issues.

Below is a detailed description of the different items we propose to include on the webpage:

Overview

The Overview Information section will offer an introduction to disability and accessibility inclusion. It will provide an overview of important laws such as the California Law and the Americans with Disabilities Act (ADA). This section will also include information on the types of accommodation available on-campus and how to or who to contact to access them.

Resources

This section will provide a comprehensive list of on-campus and off-campus resources available for individuals with disabilities, including things such as:

- **Inclusive Language and Definitions:** The Inclusive Language and Definitions section will include definitions and descriptions of various disabilities such as physical, cognitive, and sensory disabilities. It will also provide guidance on the use of inclusive language when referring to individuals with disabilities.
- **Available Trainings:** this section will provide information on available trainings related to disability and accessibility inclusion. It will include links to LMS online courses, webinars, and other training resources.
- **How to increase accessibility**: This section will offer information on how to make different things more accessible. For example, it will include guides on how to create accessible documents and PDFs, how to create accessible websites, and how to plan accessible events. Additionally, this section would list possible staff members or departments that could be of help to make these changes.
- **Submit an Accessibility Accommodation Request for Information**: This resource would allow a point of submission for accommodations requests that would be reported to the coordinator to follow up with the requestor and HR to follow up with additional information on who to contact for next steps. Next steps may include coordinating with multiple departments like Facilities Services and would include contact information to address accessibility needs. Given that this information is highly sensitive and protected for confidentiality, access to this information would be available to the involved parties. This would allow for greater tracking of total requests per year and provide an accountability structure for UCR to respond to requests in an organized and timely manner.

Campus Statistics

The Campus Statistics section will present data related to disability and accessibility on campus. It will include information on the number of students, staff, and faculty members with disabilities and the accommodations they use.

- Total self-reported Individual with Disabilities (IWD)
- Results from the upcoming campus heat survey conducted by the CACDI group
- Total allocated funding to this resource by the campus
- Total Workers Compensation Claims
- Other measurable indicators for successful implementation of the program

Section will also include a customer feedback section and a link to a customer survey that asks where campus customers first heard about the site and which sections they found most useful during their visit. The purpose of this section is to provide consistent customer feedback on the information provided and expand on areas the campus community finds more pressing.

Frequently Asked Questions

This section will address common questions related to disability and accessibility on-campus. It will cover topics such as how to navigate support, asking for accommodations, filing complaints, and more.

Self-reporting IWD status

This section would provide information on how to report voluntary personal disability status through UCPath and how to access the form within UCPath. Campus Profiles/Testimonials and/or Features This section will feature profiles and testimonials of staff and faculty members who have disabilities or have worked with individuals with disabilities. Through these profiles and testimonials, individuals will gain insights into disability and accessibility inclusion on campus, and the experiences and perspectives of these individuals will be highlighted. This will increase visibility for the disability community and foster a sense of belonging for everyone on campus. Initial profile features can include the Disability Network co-chairs, Sarah McBride and Dr. Michelle Raheja.

Disability Network

Highlight the Disability Network webpage to offer information about the on-campus Disability Network. Additionally, we would add information regarding future events, meetings and details on how to join or get involved.

Campus Partners

The Campus Partners section will provide information on campus partners who are working to promote disability and accessibility inclusion on campus. It will include links to offices, departments, and student organizations that are involved in this work such as Office of Diversity, Equity & Inclusion, Human Resources, Environmental Health & Safety, and Student Disability Resource Center. Additional collaborative efforts might include the UCR Disability Network, the Chancellor's Advisory Committee on Disability Inclusion (CACDI), ITS, Office of Compliance, and University Relations.

Multiple Languages

To address language barriers and ensure access to important information, we recommend including a dedicated tab on the webpage with selected information presented in multiple languages.

Overall, the UCR Staff & Faculty Disability Resource webpage will serve as a centralized resource for disability and accessibility inclusion on campus. It will offer a comprehensive list of resources and information to support staff and faculty members in promoting an inclusive and accessible campus environment.

Resource Implementation

Creating a centralized location, the UCR Staff & Faculty Disability Resource webpage will make it easier to maintain and ensure all information is up to date. Having a central hub will reduce time, effort, and staffing that would be needed to update multiple websites. This is a collaborative effort with many campus partners including: Office of Diversity, Equity & Inclusion, Human Resources, Environmental Health & Safety, and Student Disability Resource Center. Additional collaborative efforts might include the UCR Disability Network, the Chancellor's Advisory Committee on Disability Inclusion (CACDI), ITS, Office of Compliance, Campus Counsel, and University Relations.

Steps to develop and successfully execute a centralized website for supporting Disability Inclusion at UCR

1. Establish a project team: Assemble a team of representatives from each department or group that will provide content, resources, and pertinent information needed for a centralized website. A member of the team should have web developing experience (consider collaborating with University Relations).
   a. If possible, assign a team lead who can act as a project manager
      i. They will be responsible for coordinating efforts across departments and ensuring that the project stays on track.
      ii. Team Lead would ideally be knowledgeable of HIPPA and Compliance issues related to staff medical information and the needs for disability inclusion.
   b. Establish the owner of the website. Potential owners include EH&S, DEI or central HR
2. Conduct needs assessment: Conduct a needs assessment to determine what resources staff (and faculty) need most.
   a. The assessment should include feedback from all departments involved.
   b. Potentially work with CACDI's subcommittee that is developing a campus-wide needs assessment survey
3. Develop a plan: Develop a plan for the website that outlines the goals and objectives of the project, the features and functionality of the site, and the timeline for development.
4. Design and develop the website within Drupal: Work with a web designer/developer (University Relations) to create the website.
   a. The team lead/project manager will ensure that all stakeholders are involved in the design process and that the site meets the needs of all users.
   b. The team lead/project manager will work directly with the web designer, communicating the feedback from stakeholders
      i. Designer will ensure that the website meets accessibility standards
      ii. Utilize Site Improve
      iii. Meet the standards as noted by Web Content Accessibility Guidelines (WCAG)

iv. Reference example from UCSD: https://disabilities.ucsd.edu/

    c. Leverage SEO to improve website's visibility and increase traffic

    d. Work with campus partners like Central HR, EH&S, SDRC, DEI, and ask.ucr.edu to update their content and direct users to this website (or webpage)

5. Populate the website: Populate the website with content, as noted in the Description of Resources section, working with each department to ensure that their resources are included and easily accessible.

6. Test the website: Test the website to ensure that it works properly and is user-friendly.

    a. This may involve conducting user testing or beta testing with a small group of users within UCR's Disability Network and other key stakeholders.

7. Launch the website

8. Communications Plan: Promote the website to staff (and faculty) across campus.

    a. Create promotional materials to distribute across campus.

        i. Print and digital advertising

            1. Print materials can include posters, flyers, info cards

                a. Give to units, departments, and groups across campus

                b. Reserve and schedule postings with the HUB (Highlander Union Building) to be displayed in beacon kiosks and small displays within the HUB and the outdoor plaza

                c. Collaborate with Human Resources so informational materials can be added to newly hired staff/faculty orientation or at on-boarding events

                d. Collaborate with Staff Assembly to have an informational table at any quarterly meetings and at the Community Partner Fair

                e. Collaborate with Chancellor's office to have an informational table at any staff events hosted by their office

            2. Digital materials can be shared via social media and potentially posted on monitors around campus, including at the HUB, library, and other high-traffic areas

            3. Digital graphics can be posted on R'Space, the staff and faculty portal

    b. Email campaign: Create a monthly or quarterly newsletter with the DEI office highlighting the resources and staff profiles.

        i. Awareness survey – Email campaign to include an awareness survey at start of launch, 6 months after launch and annually to measure the campus awareness of the new centralized website.

    c. Collaboration with University Relations

        i. Work with the News team to draft an article for news.ucr.edu

        ii. Have article featured in Inside UCR email for faculty and staff, UCR Life weekly email for all campus community, R'Grad weekly email for graduate students, monthly Chancellor update emails, and quarterly Provost update emails

        iii. Provide the Social Media team with promotional assets, static and video, to be shared on official accounts (also share assets with other campus partners)

    d. Work with Human Resources to provide information for newsletters deployed to the campus community

      e. Presentations

      f. Launch party/event

9. Monitor and evaluate the website: The project team will monitor it monthly after launch to ensure the information is current and continues to meet users' needs. They will provide the project manager/team lead with monthly reports to the web designer.

10. Maintain and update the website: Retain collaborative effort with University Relations to have the web designer maintain and update the website monthly and do monthly checks on accessibility standards.

Overall, the key to successfully implementing a centralized website is collaboration, cooperation, and communication with all the noted departments and groups. The project team can create a website that meets the needs of all users and provides valuable resources to the entire campus community.

Risk & Benefits

The presence of staff and faculty with disabilities (SFWD) at colleges and universities in the United States has increased significantly in recent years. Yet, many of these staff and faculty members continue encountering significant barriers that can profoundly impact their work experience. Salient factors contributing to the challenging climate for SFWD include a lack of knowledge and awareness of available resources.

Disability inclusion is the relationship between providing equal access and equal resources and removing barriers to those with disabilities. Achieving disability inclusion in the workplace requires an honest, data-driven, and fact-driven approach to understanding successes and opportunities to improve. Our mission to improve disability inclusion at UCR introduces the development of a centralized UCR Staff & Faculty Disability Resource Webpage with the purpose of supporting the staff and faculty community at UCR.

Recent studies have demonstrated the positive business, economic and social impact of hiring people with disabilities. Yet the unemployment rate for people with disabilities and a bachelor's degree is more than double that of people without disabilities with the same level of education. According to the Bureau of Labor Statistics, the unemployment rate for persons with a disability and the jobless rate for those with a disability was about twice as high as the rate for those without a disability. (*Employment–population Ratio for People with a Disability Increases to 21.3 Percent in 2022: The Economics Daily: U.S. Bureau of Labor Statistics*, 2023)

As we begin evaluating the risks and benefits of creating a UCR Staff & Faculty Disability Resource Webpage, we must also ensure the university's policies, processes, and practices are not barriers to people with disabilities, but rather a tool to help provide support to the campus community. The increasing intersectionality of a diverse workforce can also add to the difficulty in tracking how DEI policies contribute to the overall healthiness of the work environment especially if the categorizations conflict with the person's demographic identity. For example, a person does not consider their needs a "disability" and would refrain from reporting their legitimate accessibility needs to their supervisor. Some organizations add unnecessary barriers to staff from sharing relevant demographic information (Humberd, 2020). During the employment onboarding process at UCR, requests are made for self-

reported information about a person's disability status, but should a staff member's status were to change, many are unaware of how to update their information, let alone where to find the information on how to update their status.

Benefits of implementing the UCR Staff & Faculty Disability Resource Webpage include:

- **Primary benefits include** improvements in profitability (e.g., profits and cost-effectiveness, turnover and retention, reliability and punctuality, employee loyalty, company image), competitive advantage (e.g., diverse campus community, employee loyalty and satisfaction, innovation, productivity, work ethic, safety), inclusive work culture, and ability awareness.
- **Secondary benefits include** improved quality of life, enhanced self-confidence, expanded social networks, improved campus status, creating a sense of community. Conclusions there are several benefits to developing a UCR Staff & Faculty Disability Resource Webpage. Further research is needed to explore how benefits may vary by type of disability and job type.

Before implementing this proposal, we must carefully plan the best course of action if risks are realized. Without this preparation, we can exacerbate risks by making decisions that can hinder the success of this project.

Risks of implementing the UCR Staff & Faculty Disability Resource Webpage include:

- **Primary risks include** a lack of resources to provide maintenance and support, unexpected costs, functionality issues, staff availability, and financial loss.
- **Secondary risks include** information mismanagement - when staff leaves, information can become outdated without proper management. Liability and litigation risks also pose a high threat – if the information is not updated or communicated incorrectly, it can be used in a court of law against the university. Under-utilization of the website is a concern if the site contents do not properly address campus staff needs or lack of awareness or where to find the new site among campus staff.

MEASURES

DEI work has had difficulty in measuring the successes of programming and often the available information is limited or restricted. Many organizations do not track demographic information unless it is mandated reporting and the questions and categorizations "reflect longstanding cultural norms that treat the world as a simple, binary place (Humberd, 2020)."

Also, we recognize that other campus partners are working on similar initiatives like the Chancellor's Advisory Committee on Disability Inclusion (CACDI). Their committee is already developing a campus survey for staff to gauge the current state of campus needs and awareness on disability inclusion which will be an important benchmark for tracking the success of this work in the future.

The section considers alternate, existing, and new metrics to measure the success of implementing our proposed awareness campaign and the centralization of resources and services for addressing the accessibility and accommodation needs for faculty and staff.

Web Traffic Analytics and Feedback Survey

Web traffic analytics are a valuable tool in measuring the customer journey of any site. It provides insight into what customers find the most important by measuring the sections that are most heavily visited by campus staff. Web traffic also demonstrates where visitors are driven from to the link of the new centralized site. Having a section dedicated to customer feedback will also provide constant reportable information on what parts of campus are driving traffic to the site and what information customers find more important to address their concerns.

Google site traffic analytics will be tracked to measure:

- Campus awareness with email click-through counts – Click-through rate for email is the percentage of people who clicked on at least one link in your email message.
- Spread among staff with unique visitor counts – Unique visitor count gives a more accurate measure of the actual number of people who visited our site, regardless of how many times they may have viewed it. This metric helps understand the size of the campus audience, track traffic trends, and make informed decisions about resources on the site including content and plans for future marketing strategies around topics less visited on the site.
- Use of the site with time on site per user - This metric measures the amount of time that visitors spend on a website. It provides insights into user engagement and how effective the website's content and design is addressing the needs of the campus community.

We propose goals of:

- 10% month to month growth of click throughs based on industry standards
- 10% growth in unique visitor traffic
- Over 1:00 min average minimum visit time

The newly developed site will also include a suggested feedback section with an open text section for more qualitative feedback including a 5-point Likert scale satisfaction survey. To capture the proposed click through rate, an email campaign concurrent with the site launch will include scheduled pre-/post-awareness surveys of the new site to the campus community to track increasing awareness of the new online resource.

Technological Accessibility Markers:

As the campus moves to integrate more technological advances in communication and work processing, more technological accessibility needs have also increased. UCR ITS has contracted tools like SiteImprove to help audit our campus websites for accessibility issues in formatting and configurations to make the information on our sites more accessible. Centralizing resources to one page for staff to access, the site offers an "overall page score" that would be monitored for continued site improvements. The analysis below was conducted on the UCR Facilities website (https://facilities.ucr.edu/) which received a 93/100 score or an AA rating.

We propose to maintain new "UCR Staff & Faculty Disability Resource webpage" with a SiteImprove rating above 85 (or an AA rating) over the first 6 months and above 95 (or an A rating) within the first year (Siteimprove, n.d.). Additional information on details of what this rating assesses are available on the [Guide to the Siteimprove Accessibility Checks](#) for reference.
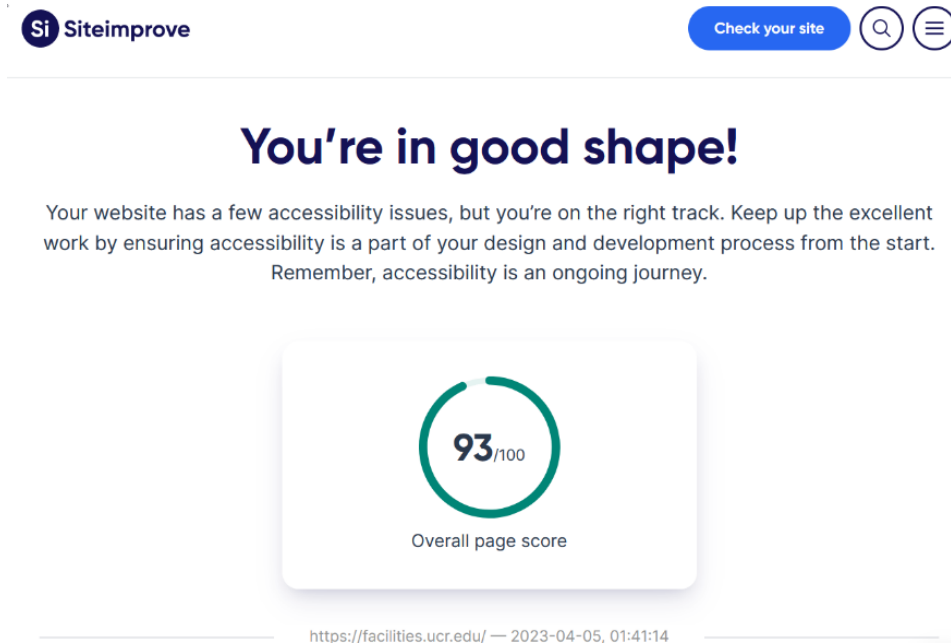
Voluntary Self-Identification of Disability:

This is federally mandated information to track "equal opportunity to qualified people with disabilities" that is collected at the onset of one's onboarding to the organization and may require updating throughout one's employment should that status change. Within UCPATH, the "voluntary self-identification of disability" section is under "personal information" where these data are captured. The standard form and verbiage include a list of disabilities to report but does not include information or links to campus resources for accommodations. This form also presumes the individual is comfortable with navigating this website, is computer literate, and accepts sharing this information with their employer even though it is not required.
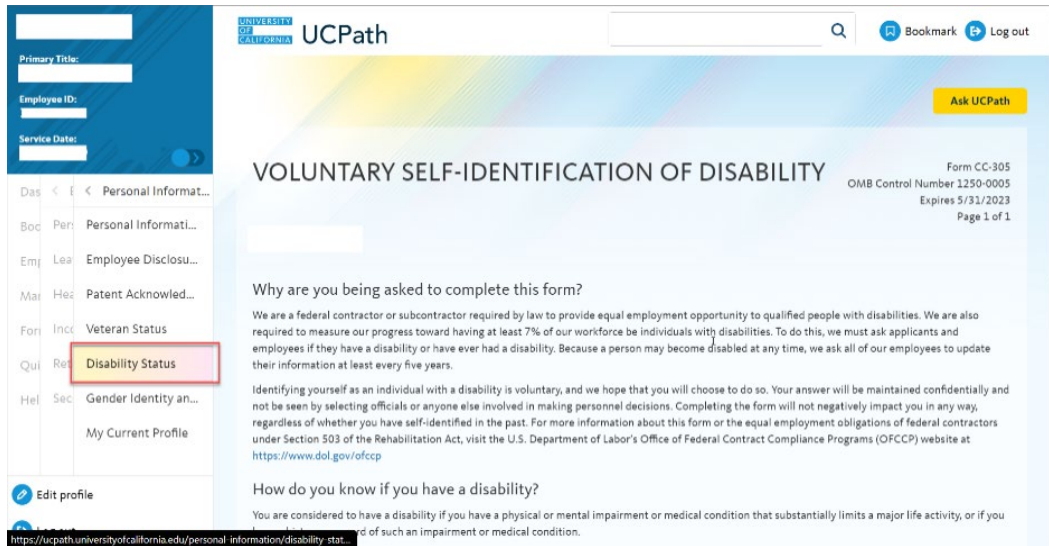
Image 1: Source: UCPath Website - https://ucpath.ucr.edu/

To support the indicated campus goal of "at least 7% of our workforce be individuals with disabilities (IWD)." According to Senior Equal Opportunity & Affirmative Action Analyst, Olga Snopok, the campus began to capture these IWD data since 2014 then the format of record changed in 2018 with the introduction of UCPATH. During that change, 2014-2018 data was archived. The following chart shows the available data from 2019 - 2023. Notably, 2021 data during the pandemic year was not available for this analysis. These data show a variability year to year in reported IWDs among all faculty and staff with staff reporting higher % of IWDs (staff with an average IWD of 8.2% over this period) than faculty IWDs (averaging 3.9% over the same period).

Companies in which their employees feel safe enough to report honestly on their disability status will experience an increase in reporting their IWD status. We propose continuing to request yearly count data of total reported IWDs among staff and faculty to track a goal of .5% increase in reported IWDs one year after the launch after the site. Increases in % IWD reported would indicate a campus community of individuals more open about their disability status, an increase in hiring of new IWD employees to the campus and a greater awareness among the campus community of the resources available to them in terms of accessibility accommodations with this status updated.

Total Self Reported Individuals with Disabilities (IWD) by Year
Data Source: UCR Office of Title IX, Equal Opportunity and Affirmative Action Chief Compliance Office

6.28% of All Faculty/Staff 406 All Self Reported IWDs	**5.80%** of All Faculty/Staff 382 All Self Reported IWDs	**5.60%** of All Faculty/Staff 378 All Self Reported IWDs	**5.73%** of All Faculty/Staff 405 All Self Reported IWDs
8.87% of All Staff 270 Staff - IWDs	**8.20%** of All Staff 244 Staff - IWDs	**7.65%** of All Staff 222 Staff - IWDs	**8.10%** of All Staff 253 Staff - IWDs
3.98% of All Faculty 136 Faculty - IWDs	**3.82%** of All Faculty 138 Faculty - IWDs	**4.05%** of All Faculty 156 Faculty - IWDs	**3.85%** of All Faculty 152 Faculty - IWDs
6,461 Total Staff/Faculty	**6,588** Total Staff/Faculty	**6,754** Total Staff/Faculty	**7,070** Total Staff/Faculty
2019	**2020**	**2022**	**2023**

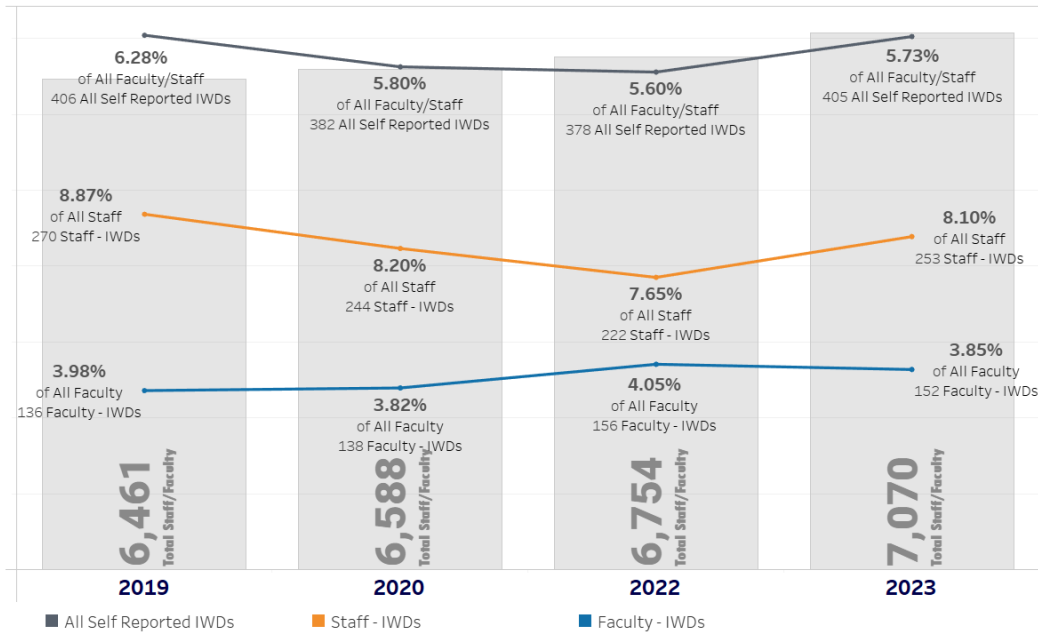■ All Self Reported IWDs   ■ Staff - IWDs   ■ Faculty - IWDs

Chart 2: Total Self-Reported Individuals with Disabilities (IWD) by Year – Source: UCR Office of Title IX, Equal Opportunity and Affirmative Action Chief Compliance Office, 2023

The following metrics would be used to monitor the campus' overall understanding of disability inclusion and our commitment to support the needs of IWD colleagues. It takes financial and operational support to maintain programs of inclusion and keep stakeholders accountable to those commitments. With that in mind, these data points could be monitored internally by executive leadership to measure the spread of this information among their staff and measure the overall healthiness of disability inclusion work on campus.

Funding Sources for Disability Inclusion:

In order to conduct meaningful DEI work on disability inclusion, organizations can demonstrate their commitments by financially supporting the work to meet their DEI goals. According to Hall 2023, "[s]ignificant and consistent funding, coupled with tangible achievements, is one way to measure success." If disability inclusion is a campus priority, then tracking how much the campus is willing to allocate funding for this work should demonstrate a steady investment in campus funds for this work. In an analysis of the 2023-24 UC Budget by the Legislative's Analyst's Office, UCR has been budgeted to expand its enrollment seeing as consistent annual increases in enrollment over the last few years (*The 2023-24 Budget: University of California*, 2023). Tracking how much UCR continues to fund resources for Disability Inclusion would include tracking funding to the office on campus that currently would manage accessibility accommodation requests which currently are directed to Ariel Caluag, Workers' Compensation and Disability Programs Manager under the office of Risk Management. As the campus expands and the need for staff and faculty increases, monitoring the campus' fiscal prioritization of this disability inclusion will also be a long-term indicator of the success and "tangible achievement" of our proposal.

Total Workers Compensation Claims:

Tracking the number of incidents reported can also help elucidate the extent and availability of resources to staff including the planning for future possible accommodation needs for those individuals if/when they return to work (Hall, 2023). In an interview with the campus Workers' Compensation and Disability Programs Manager, Ariel Caluag, UCR tracks the number of paid workers compensation claims in 6-month intervals and since his management of the program he has noted a reduction in the number of claims over a 6-month span. An increase in claims may suggest the need for reasonable accommodation for those individuals in which case there may also be an increase in accommodation requests following their return to work. By centralizing where staff report workers compensation claims and requests for accommodations, then the same campus support could work with the supervisors to mitigate future risk and plan for accommodation needs for the individuals' return to work.

Employee Retention Rate:

According to studies measuring DEI program successes (Hall, 2023), diverse companies are more profitable than less diverse companies and talented workers are more likely to seek out companies with healthy DEI policies in place. Notwithstanding, organizations with healthy DEI programs are more likely to retain their existing workforce as it alleviates fear from staff of fear or stigma related to reporting disability status and needs for accessibility accommodations. Particularly in settings which lack diversity, employee feedback may be marred by fear of retaliation (Hall, 2023).

Measuring employee retention rate by organization or department will offer a glimpse into areas of the organization that may need additional support or at minimum investigation into the practices of that region of the organization. Conversely, departments with higher retention rates may have healthier workplace practices and may serve as models for other areas of the campus.

Accessibility Accommodation Training Completion Rate:

Consolidating these services to one office also allows for standardization of training or the development of training modules that should be directed to all staff. Knowing how many staff have completed this required training would also be a relevant barometer of the spread of accessibility resource awareness messaging to additional parts of campus. Notwithstanding, currently staff have the option to opt out of this type of training. Unfortunately, often the staff with the most need to attend might not even take the trainings according Sarah McBride of the Disability Network. Thus this metric should be reviewed in conjunction with the campus climate survey that is required every 5 years and will be released by the CACDI group to the campus.

It is critical that staff and faculty feel heard so the leaders can make timely and meaningful adjustments to policy and take action. Otherwise, one risks losing the momentum of the project and the confidence of the staff and faculty to make meaningful change. In an article entitled "How to Measure Inclusion in the Workplace," the author cautions against taking too long to respond to qualitative data results and "assuming results will fully guide an action plan (Romansky, 2021)." Thus these metrics are merely a snapshot in time of our campus and should continue long term to ensure the success of this proposal and the overall health of a diverse and disability inclusive campus.

Resources

Bureau of Labor Statistics, U.S. Department of Labor, The Economics Daily, Employment–population ratio

for people with a disability increases to 21.3 percent in 2022

https://www.bls.gov/opub/ted/2023/employment-population-ratio-for-people-with-a-disability-

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