2016 GRCC Team Charter

Team Name: College Accessibility Team (CAT)
Team Leader: Director of Equal Opportunity Compliance (Kimberly DeVries)

Chartering is a two-way process
Team sponsor(s) specify the mission of the team, its resources, the expectations for what the team is to accomplish, the timelines, decision-making authority, and how the team relates to the broader College strategy and goals.

The team itself thinks through and creates a draft charter, including team goals, stakeholder requirements, and strategies for goal accomplishment.

Together, they review and finalize the team charter, adding the process that will be used to review team progress on a regular basis.

1. Purpose of the Team (What is this team expected to accomplish?)
   This team will assess current accessibility-related needs and concerns across the college, whether they be physical accessibility concerns (parking, ramps, etc.), classroom-related (education on complying with accommodation requests, how to make classroom materials meet with universal design/GRCC policy), or general accessibility concerns (web accessibility, service animals, etc.) Once those needs are identified, they will be prioritized and addressed, either by members of the team directly or by the related areas. This team will seek to keep accessibility concerns at the forefront of college decision-making, for example, in software purchases, curriculum decisions, building renovations, etc.

2. Decision-making Context and Scope (What level of decision making authority does this team hold?)
   This team will have the authority to make decisions on behalf of various departments, with consultation from the Directors of specific areas – i.e., DSS, Office of Accessibility/General Counsel, IT, Faculty (re: course materials, etc.) Facilities, etc.

3. Team Goals, Action Projects, and Timelines (How will this team proceed to accomplish their purpose? I.e. what will they do?)
   This team will begin by identifying the overall accessibility concerns the College is facing, and prioritize those needs in the order of what needs to be addressed first (because of compliance concerns, liability, needs particular students are facing, etc.) This team will also assess what policies/practices are currently in place to identify and address needs, and whether that framework needs to be altered to include a mechanism for college community members to send complaints to the CAT. The group will also consider other best practices regarding receiving and processing concerns/complaints. This will be an ongoing process, as new areas are identified as needs, and needs are addressed, the team can move down the list, addressing lower-priority items while making room for other high-priority needs to move to the forefront.
4. Stakeholders and their Key Requirements (*For whom is this team doing their work? What do they want?*)
   This work is on behalf of students and all College employees, who seek to work and learn in an accessible environment and have helpful information about how to make that environment accessible for others.

5. Resources Needed (*both people and budget*)
   Leaders of various areas (Office of Accessibility, DSS, IT, Facilities, Faculty) as well as representatives from cross-college areas (Fieldhouse, Library, Testing/Tutoring, Faculty, etc.) to bring various perspectives. Budget utilized will be expected to come from Facilities, DSS, Office of Accessibility, IT, or department-specific budgets depending on the need assessed. SLT may be consulted for budget needs which could work through a CAP team as well.

6. Troubleshooting Path (*How will unresolved issues or roadblocks be handled?*)
   Issues will be discussed among the various group members and brought to administration as necessary, based on the identified barrier or concern (legal, IT-related, budgetary, etc.)

7. Requirements for Integration with other Departments or Teams (*How does this Team interface with others doing concurrent work?*)
   The hope is that this team will bring together representatives from a wide variety of departments and areas such that the team will be aware if others are doing portions of this work. The team might consult and ensure that those goals are being accomplished, but there will be no need to do the same work. The team will prioritize high-needs areas that are currently not being resolved.

8. Review Progress (*How and when will the work of this team be reviewed?*)
   On an ongoing basis; annually the team can review the work it has accomplished to date and assess its own effectiveness.

9. Team Leader, Current Members, and Membership Specifications
   *Are team members appointed? Volunteers? Is team membership permanent?*
   *Term-limited? Is this team accepting new members?*
   Please also list the current members on the Team by name.
   Flexible membership, but expected members would include:
   Director of EO Compliance (Kimberly DeVries)
   C.I.O. (David Anderson)
   DSS/Counseling Program Director (Lynnae Selberg)
   Disability Testing Coordinator (Becky Allington)
   IT Academic Applications Team Lead (Nathan Hamilton)
   Facilities Director (Jim Vandokkumburg)
   Executive Director, Operational Planning (Vicki Janowiak)
   Instructional Technologist/Designer (Meegan Willi)

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*Library Representative (Nan Schichtel)*
*CTE/faculty representative (Bill Faber)*
Enrollment/Fin Aid/Admissions (Eric Mullen)
HR (Cathy Kubiak)
Media (Simon Kittok)
Additional Faculty representation
SWD representative (Amy Koning?)
SAS representative (new Associate Dean?)

10. List the major team accomplishments over the past year. (What are your outcomes?)

11. List the major team goals for the upcoming year. (What do you plan to accomplish as a team in 2016?)
   Initial assessment/prioritization list for accessibility needs.
   Identification of policies/practices already in place regarding accessibility
   High-priority needs re: accessibility, and action plans for addressing those.

12. Please describe any current challenges the team is facing.