

# Plan Book: Disability Support Resources



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CAP 220-04

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# Introduction

Grand Valley State University is a well-known name in education in Michigan and maybe even other states as well. It is an institution smaller than Michigan State University and the University of Michigan; however, it is bigger than many other colleges here. GVSU has much to offer and has even won awards for its commitment to diversity, like the Higher Education Excellence in Diversity (H.E.E.D.) award (“GVSU earns national award for commitment to diversity,” n.d.). Although this is not the first time Grand Valley has received this, could they be doing more to be inclusive?

This university has well over thirty data-driven initiatives that have helped people feel more included in campus life (“Data Drive,” n.d.). Some of these include increased campus lighting, complaint resolution teams, and myName. These are just a few examples; however, there are still more incredible things that Grand Valley has done to welcome students.

The overall framework of the statement of the Division of Inclusion and Equity is composed of three parts: equity, campus climate, and curriculum and training (“Equity, Policy, & Compliance,” n.d.). These three areas come together and help Grand Valley’s campus to be more open-minded of things that it may not be used to. Having this statement, as well as having many concerns implemented, may make students feel like they belong on campus instead of feeling like outsiders. With a new climate survey coming up this year, it shouldn’t be very hard to have other problems addressed and worked on.

The office of Division of Inclusion and Equity has six core values which is what the organization really tries to focus on when helping students. These values are social justice-focused, equity-minded, student success-centered, collaborative, community-engaged, and strategic, data-driven and action-oriented. “By creating a community that fosters diversity,

rather than requires it, we hope to create a place where obligations are met organically rather than through federal mandate” (“About the Division of Inclusion and Equity,” n.d.). This statement is basically saying that inclusiveness should be a natural thing in communities, rather than being forced onto those already in it. It’s a great way to showcase Grand Valley’s work that has been done and is currently underway.

The office is located in several different locations, a few of which are in Kirkhof Center, one of the hubs for social activity and campus information. Needless of which center is reached, the staff will ultimately do what’s best for the students involved. There are many resources to get connected with as well. This may be simply emailing a staff member, giving a phone call, or even just walking in to see someone. For each area of the framework, there are different places to go and find help (“Division Offices,” n.d.). Each location will accommodate students to the best of its ability.

The goal of this campaign is to be more inclusive to the students at Grand Valley State University. There are several ways that the campus has gone about being welcoming and inclusive, but there are more concerns still to be addressed and implemented. The climate survey will add several new topics to the discussion table and open up new pathways and doors for students and faculty. It’s important to keep being open-minded about things that students may not be too comfortable about, but growing is an integral part of being in college.

The Division of Inclusion and Integrity’s biggest struggle is having PR out there. Despite the work that has been done because of it, the majority of students on this campus have no clue it is even there. Also focusing on how to broadcast what it’s about will help this campaign greatly and may even reach unexpected audiences. Being more active on their social media accounts, or

even the official GVSU accounts, can contribute greatly to this information getting to everyone on campus can have such a huge impact. There may be people who really have something they want to change within this community, but they have no idea who to talk to in order to get their message across. This planbook will provide ideas for this office in order to promote a more inclusive campus that accommodates for everyone.

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## Secondary Research

## Introduction

In order to gain further insight into Grand Valley State University's Disability Support Resources, secondary research was crucial. To understand who the client and target audience was, the research focused on how the school reaches out to its students and how the campus disability center helps those that need it. There are several areas in which a person may receive help for their disability as well as the tools they can utilize to reach potential maximum within a higher education.

## Defining a disability

Under the American Disabilities Act, a disability is defined as “a person who has a physical or mental impairment that substantially limits one or more major life activity” (What is the definition of disability under the ADA?, 2019). It may be something visible to the human eye, or it might not be something clearly seen. It is important to not hold assumptions on somebody as that is discrimination and unlawful under the ADA.

## Audience Analysis

There are a number of different ways that Grand Valley State University reaches out to its students in order to get feedback. Students say that their “experience at Grand Valley had encouraged them to be more open-minded and to examine their values” which is a great segway into other conversations (Pace, D., Frerichs, C., Rosier, T., & Ellenberger, K., 2010, p.48). The Disability Support Resources wants to make those at school feel safe in their environment while ensuring they get the most out of learning at the same time. There are many steps that have been



taken to get to that point, but there are also many more needed. While the Disability Resource Center is a great place to get information regarding disabilities, a lot of people—students, staff, faculty, etc.—don’t really know it is there. Of course professors will read out the syllabus statement during the first week of classes, but after that, there is little to no conversation about it.

Disabilities reach to many different areas, not just the ones that are seen or physical, and it’s important to keep that in mind. Introducing students to others they may be uncomfortable with at first is a great way of broadening their perspectives. Many students at Grand Valley have said “the campus needs to become more diverse” (Pace, D., Frerichs, C., Rosier, T., & Ellenberger, K., 2010, p.49). This could include someone of another ethnicity or someone with a disability.

## Target Analysis

The Disability Support Resources is primarily for helping students with disabilities, but reaching out to other students on campus is crucial. The majority of GVSU’s population has no clue this center exists. Receiving exposure is a great way for any campaign or brand to get more focus onto them and social media is one of those ways. Reaching out on platforms where DSR’s content will be seen is a tactic that ultimately is seen by the majority of students and staff. In *The important role of social media in higher education*, the author says that “social sites are a great tool when it comes to interacting with students since it’s something they are so familiar with, using these sites frequently throughout daily life” (Segaren, 2019). College students are frequently on their phones or other devices for several hours a day. Homework, note taking, and even quizzes and tests are typically performed on some sort of technology. Of course, students

will tend to stray from the lesson and take a brief look at their social media accounts. GVSU is active on Twitter, Instagram, and Facebook, so the chances of a student seeing at least one post from them is highly likely.

## Education

Most students at Grand Valley are not well-versed in how to help or talk to students with disabilities. In *Disability education through campus programming*, the author says that “with a little education through the implementation of campus programming, you can build a community of allies who understand, support, and help to create inclusivity on campus” (Bohler, 2019). This statement is saying that students who receive this education can better understand others that have disabilities which makes for a more inclusive campus.

## Resources

The Disability Support Center has several locations on campus, all of which are aimed at helping the students that need it. One of the few things seen on campus—relating to the DSR—is the van that helps people get around the Allendale campus. This is a great way for those with disabilities to discuss and receive the accommodations needed for them to succeed. In *Constructing the information ground of the campus disability center*, the two researchers write that “higher education institutions are required to provide academic accommodations to students who need them” (Williams, Smith, 2016). This provides a safe space for students with disabilities that may struggle with everyday things.

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## Primary Research

## Abstract

The primary research collected is to understand what students at Grand Valley State University already know about the Disability Support Resources and to create ideas from the results to help DSR spread awareness of the services offered on campus. A focus group was conducted of three males and three females to answer questions based on their experience, current knowledge and advice for DSR. A survey was also sent out through GVSU emails to collect more information from a larger amount of students. The results from both methods provided evidence that 87% of the students had heard about DSR before, but only 30% have received some type of promotion from them. Many of the participants shared they heard about DSR the first week of their semesters but did not receive any further information about DSR or what they offer at GVSU. These findings are important in order to further develop objectives to assist DSR with increasing awareness throughout the GVSU campus.

## Introduction

The purpose of investigating and researching what the students of Grand Valley State University understand of Disability Support Resources is important because it helps to show what tactics and strategies need to be used in order for GVSU students and faculty to become more aware of what DSR offers on campus. In order to accomplish this, both a survey and a focus group were conducted using GVSU students. This population of people were selected for the survey and focus group by using convenience sampling because they were able to be contacted and educate about the research with ease. This was done by emailing the survey out to students in similar classes as well as friends or roommates to get the most results possible.

The questions selected for both the survey and focus group were chosen because they would help to get strong results, ideas and information from the students participating. The questions asked are needed to see the perspectives of other students and what their opinions were of DSR. These opinions and viewpoints that were discussed in the focus group were then used to help modify the questions to enhance the survey response. Primary research helps to understand what students have seen in the past to be able to create new ideas in assisting DSR for the best outcomes of this service on campus. The big picture result is to receive valuable information and feedback from participants that can be used to create various strategies to grow the awareness of DSR by GVSU students. In order to execute these strategies, various topics that were covered in both the focus group and survey discuss how different tactics could be used to benefit DSR.

## Method

In order to help raise awareness to DSR, both a Survey and a focus group were conducted. These two forms of data collection focused on students who attended Grand Valley to gather the opinions of those that DSR is wanting to spread awareness to. By having diversity in the forms of data collection, we can get a range of more quality responses. These two forms of data collection were decided on because the focus group allows for more freedom of response, as well as the opportunity to generate ideas in a group setting. The second form of data collection was a Survey, that was distributed through email to GVSU students. This allowed for more controlled and measurable responses from participants rather than open ended questions like those that were asked in the focus group.

The focus group was comprised of six individuals, three females and three males, who were either juniors or seniors at Grand Valley. This group had a diverse set of majors which helped determine if different departments were more informed than others. This focus group was designed to cover various topics that cover the basics of DSR while diving into different ways information about DSR has been made aware of to them. The procedure for collecting the information from the focus group was by recording the responses that the individuals gave and having them discuss the different questions that were asked with one another in order to possibly discuss aspects that they previously may have not brought up.

The Survey was distributed via email to GVSU students, this convenience sample helped obtain information from a larger group of people quicker than through interviews. This convenience sample ranged from students in the same courses or field of study. By doing this, the survey reached GVSU students who fit into the target population. The information from the survey was extracted so that the quantitative questions could be analyzed and the qualitative responses could also be recorded.

By conducting both a survey and a focus group, we were able to gather a wide range of response types from participants. The focus group offered ideas that were used and further explored through the survey. When conducting the focus group, basic ideas were used to form ideas, and the conversations that were had during the focus group allowed for these to be narrowed down into more focused ideas. These conversations also allowed for a general feel for what the students thought about DSR to be analyzed. Keeping both of this information in mind, it was used to create the survey which explored these topics more in depth and in a more easily measured way.

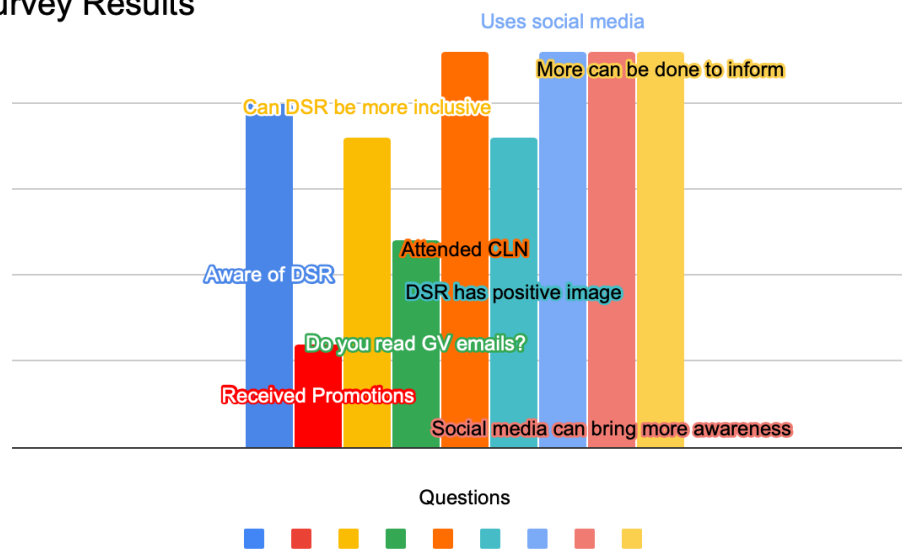
When the survey is conducted, information and questions from the focus group interviews will be used to create a layout and template for the survey needed for a larger target of students. The survey will show evidence and results in areas where the DSR can make different decisions to help improve the awareness of the resources offered. From the answers received in the focus group, we can use the answers as questions to see if other students at Grand Valley have similar or different feelings and opinions. The information collected will help the survey gain more qualitative data to help solve the problem the DSR is facing.

## Survey Results

Based on the survey we sent out to Grand Valley students, the majority agreed that the Disability Support Resources can do more to be inclusive and be available to students on campus. Survey responses also stated that DSR has done a lot to impact people with disabilities at GVSU by means of transportation as well as making everyday things easier. As seen in the chart below, very few of the respondents said that they read GVSU emails and even fewer responded that they received any sort of promotions for the DSR. Because of this, it is safe to assume email should not be a primary method of communication between Grand Valley and its students. Rather, social media would be more efficient, especially in promoting events. All survey participants stated that they used at least one platform of social media: Instagram, Twitter, Facebook, or Snapchat. Promoting more information through various accounts may help to increase attendance and awareness about events.



## Survey Results



## Analyzing The Response

### Disability Support Resources Survey (Responses)

After analyzing the results from the survey we came to find out that 87% of the students who responded from grand valley have heard were aware of the disability resources that the university offers. After learning from the survey many Grand Valley students were aware of the disability services it was shocking to learn that only 30% of those surveyed had received promotions directly from the Dsr. In our previous research we conducted interviews to a select group of individuals. We learned that students weren't aware of the disability resources that Grand Valley offers and those we interviewed didn't receive a lot of information from the DSR through email, social media, or flyers. The results from our survey showed that the majority of students are aware that Grand Valley has a disability resource services, but don't typically receive information about what the DSR actually can do for them. Relaying that information back to the interviews we conducted it was shocking to find that 87% of students in the survey

were aware of the DSR services because the smaller group that was originally interviewed were not really aware of the DSR services at GVSU. When looking at the results for the survey and the interviews the low percent of students who received promotional information about the DSR fit in with previous research from the interview. The survey showed only 30% of students received promotional flyers, emails, and event info, which is similar to what we learned from the previous research in our interviews.

After analyzing our results for the survey and taking those answers and comparing them to our previous research from the interviews, we learned that the DSR at Grand Valley needs to improve their strategy for promotions of their services on campus. Grand Valley's DSR will need to increase their use of tactics like social media, posters, flyers, emails, etc.

The limitations that were faced in this study came down to the number of students we were able to reach out to. After creating a survey based on the responses we received from the interviews, we only got about thirty responses from the students at Grand Valley. Our focus group could only reach a small percentage of students at Grand Valley so our numbers relate to a small percentage of our college. Time was another limitation that made it hard to get many responses and the resources we had to reach different audiences at Grand Valley.

There are plenty of ways this research question could have been addressed, and if it was to be done differently it would focus on more than just convenience sampling. When it came to conducting the focus group, we relied on this too much, gathering roommates and friends because it was the easiest way to gather participants. In a perfect world, more would have been done to bring in other students and diversify the participants. The same goes for the survey, it was primarily sent to students in the same classes because it was the easiest and most time

efficient. If this method of research was to be conducted again it would be sent out to the entire student body. The conclusions that were gathered from these two forms of research helped show what the student body knows about DSR, and could set up for potentially more research to be conducted.

Some of the topics that could be explored upon with further research include campus life night, and how students interact with GVSU resources on social media. When it comes to campus life night, all of the respondents on the survey said they have attended at least once before, and more research could be done to see why students go to campus life night or how involved they are with something after seeing it there. The other topic that could be researched more revolved around social media, with all of the respondents agreeing that DSR could benefit from its use. Additional research could explore what types of GVSU resources are followed by students, and how they interact with them. This being said, both the focus group and survey answered the questions that were established going into the research. Going forward, additional research could explore these guiding topics that were discussed more in depth in order to figure out how to accurately use these forms of promotion.

## Objectives, Strategies, Tactic, and Budget

## **Objective One**

In order to reach the goal of this campaign, the Disability Support Resources center must promote a more inclusive campus. The Disability Support Resource center offers help to students that need it, but very few people actually know about it. To promote an inclusive campus, it is not only a task of the DSR but also the students, faculty, and staff.

### *Strategies and Tactics*

The first strategy is to implement an ambassador program. This would be made up of students without disabilities. Students can volunteer and be paired up with a student that has disabilities and meet monthly to discuss what could be improved about campus. For incoming students that have an impairment, tours and small informational sessions would be held by the volunteer students. This is a way to check in with students as well as inform future ones about how the DSR can help throughout college. This could also be a pairing with the special education majors at Grand Valley.

The second strategy is for DSR to table at Campus Life Night with volunteers. People are more likely to approach tables if the people there are roughly the same age. Campus Life Night is a huge event geared towards freshmen students that have an opportunity to walk around and interact with organizations and clubs that they are interested in. Because of the foot traffic at this, it would be a great way to introduce these freshmen to what the DSR has to offer.

The third strategy is to table in Kirkhof Center. This building is a social hub where all organizations can table, where people can eat food and do homework, and where students walk through on their way to class. It's not uncommon to see at least one student org tabling. Doing giveaways or informing students about events just one more way for the DSR to get their name

out there and for students to have the opportunity to see what they have to offer. When tabling, people interested may also have a chance to sign up to be an ambassador volunteer.

## **Objective Two**

The second objective is that the DSR will need to increase its social media presence. As stated before, very few people know what the Disability Support Resource is. College students are very rarely not on their cell phones or laptops. The most common usage of technology is to check social media. The GV socials promote numerous affiliated events and content on their accounts, so by having extremely active DSR platforms will increase awareness.

### *Strategies and Tactics*

The first strategy is to first and foremost create social media content targeted for students. Tweeting links or sharing posts can extend the message along a chain of people. Being active on these accounts will bring followers and awareness about what the DSR has to offer. In this day and age, most companies have multiple social media accounts where they post content relatable to their brand as well as what their followers would enjoy and send to others. These posts should be aimed towards students with disabilities and students without disabilities.

The second strategy is to increase engagement by 25% on posts. Social media spreads like wildfire, and a quick retweet on Twitter from someone with a large following will share that content with those people. If those followers enjoy or agree with that post, chances are they will either like or retweet it as well. Heavy engagement on posts can be seen by analytics which are available on both Twitter and Instagram. Having large numbers means numerous people are seeing the content.

The third strategy is to host a Disability Awareness Week. Having students, faculty, and staff post about the DSR is another great way to increase engagement as well as showcase that Grand Valley is promoting inclusivity. Each day, they can post facts about people with disabilities and host events about what it means to live with a disability. Any of these events may be a workshop about sign language, morse code, etc. This involves students without disabilities and allows them to see what it means to live with a disability.

### Objective Three

The third objective is to increase education about people with disabilities. Chances are that there was a special education program at a student's high school. They were seeing other students that had disabilities, but they didn't know how different learning occurred or how interactions worked. Hosting programs is a way to educate the population of Grand Valley State University on any number of things associated with disabilities.

### *Strategies and Tactics*

The first strategy is to hold education programs in Kirkhof. Students are welcome to attend and learn about what a disability is as well as how students with them can lead normal lives at GV. Learning broadens the mind and can lead to discussions after. It's a way for all students and faculty to discover things they didn't know previously as well as including topics that were never brought up to them before.

The second strategy is then to have guest speakers. Students that feel comfortable about talking may choose to discuss what living with a disability means to them, how they've been treated, and what is going on now. It's an emotional topic, but it will give an opportunity for

students to listen. Promoting inclusivity is important at any college, and this provides those students a chance to be heard and included.

The third strategy is to engage with alumni that have disabilities from Grand Valley. Anything is achievable if people set their minds to something that they are passionate about. Alumni that have careers and families not only promotes inclusiveness but shows that there is still a whole other world beyond graduating.



Item		Price	Time Period	Total
<b>Objective One</b>				
Ambassador Program	Food and Water (per month)	\$100.00	9 months	\$900.00
Campus Life Night	Decorations	\$25.00	2 times a year	\$100.00
	Candy	\$25.00		
Tabling in Kirkhof	Decorations	\$10.00	once a month	\$180.00
	Candy	\$10.00		
Contingency		\$50.00	for year	\$50.00
<b>Objective Two</b>				
Social Media	Decorations	\$10.00	per semester	\$20.00
Disability Awareness Week	Tabling	\$10.00	once a year	\$10.00
	Workshops	\$25.00	once a year	\$25.00
	Flyers	\$10.00	once a year	\$10.00
Contingency		\$50.00	for year	\$50.00
<b>Objective Three</b>				
Education	Flyers	\$10.00	once a year	\$10.00
	Guest Speakers	\$50.00	per guest speaker (2)	\$100.00
	Alumni Reach	\$10.00	once a year	\$10.00
Contingency		\$50.00	for year	\$50.00
<b>Total</b>				<b>\$1,515.00</b>

## Timeline

Gantt Chart Timeline					
	Key:	Planning	Execution	Evaluation	
	Winter 2020	Fall 2020	Winter 2021	Fall 2021	Winter 2022
Objective 1					
Strategy 1					
Strategy 2					
Strategy 3					
Objective 2					
Strategy 1					
Strategy 2					
Strategy 3					
Objective 3					
Strategy 1					
Strategy 2					
Strategy 3					

# Evaluations

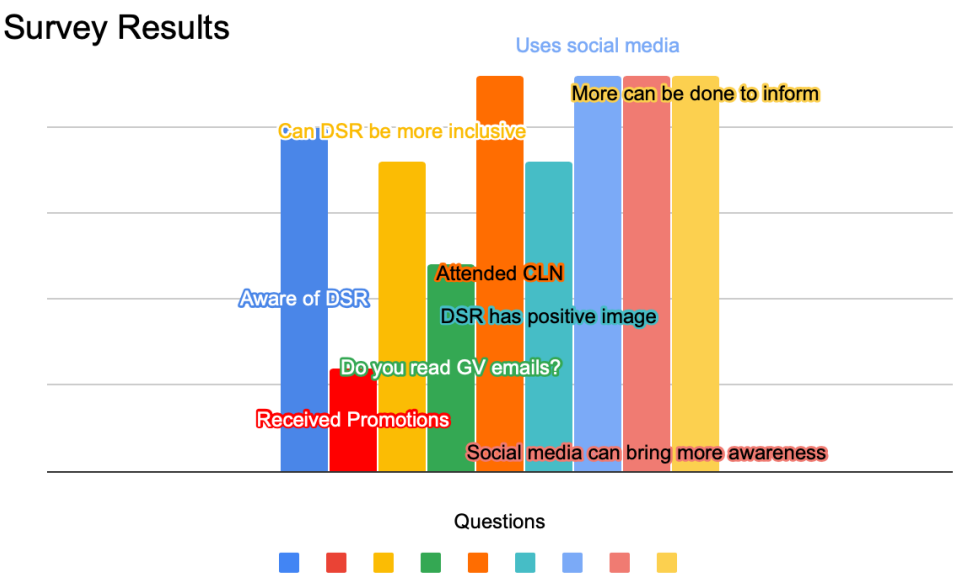
Based on the timeline, planning will occur for most strategies and tactics in the Winter 2022 semester while execution and evaluations take place farther down the timeline. By the end of Winter 2022 (the end of the timeline), the ambassador program should be still somewhat new to campus, only have been implemented in Fall 2020. With these ambassadors and volunteers, Campus Life Night and Campus Life Night 2.0 would have been executed during Fall 2020 and Winter 2021 with an evaluation the following year in order to see what went wrong and what could have been done better. Tabling in Kirkhof Center would be implemented in Fall 2020 and evaluated the following semester to see what improvements can be made. Social media presence and engagement will hopefully have increased 25% from present time (Fall 2019). Disability Awareness Week will have been implemented in Fall 2020 and from there, every fall semester, with planning for the next and evaluation for the last taking place in the winter semesters. Education programs, including guest speakers, will be planned out and executed in Fall 2021. Alumni outreach can start in Fall 2020 and may speak at the education programs starting in Fall 2021. These strategies and tactics will help to promote a more inclusive campus through the Disability Support Resources and increase awareness of what they offer to students.

# Appendix

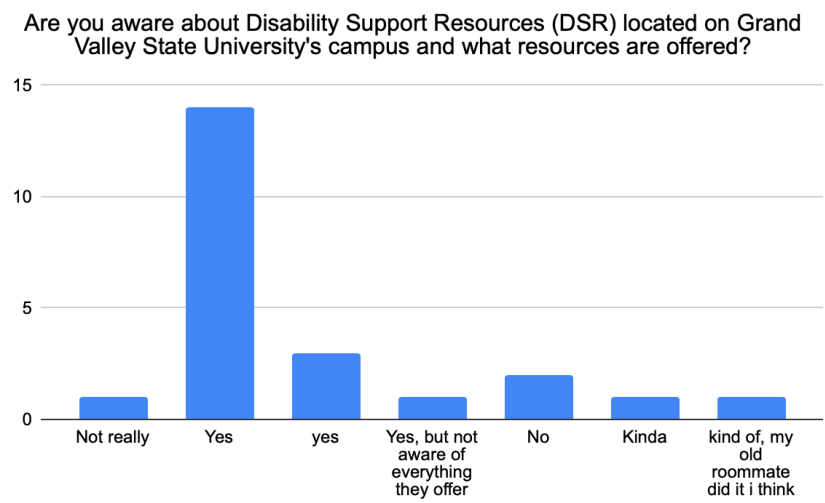
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II. Survey Results

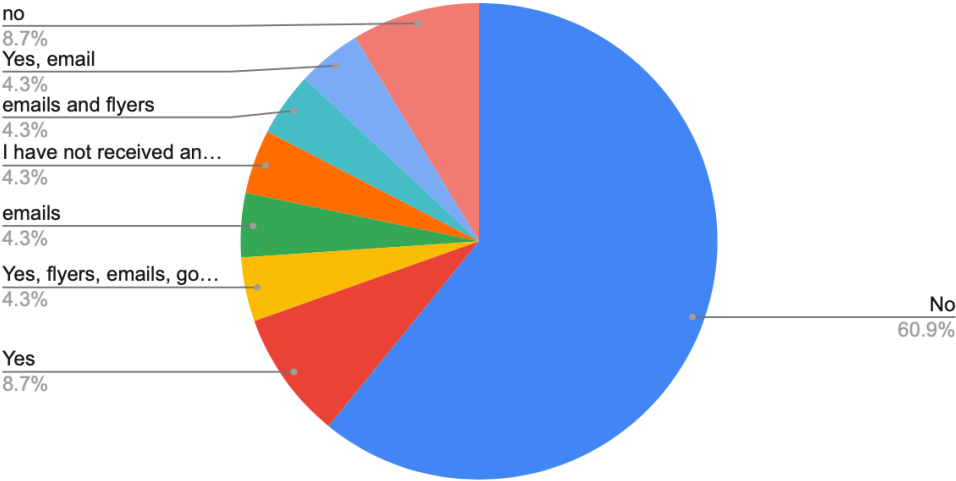


Detailed Survey Questions

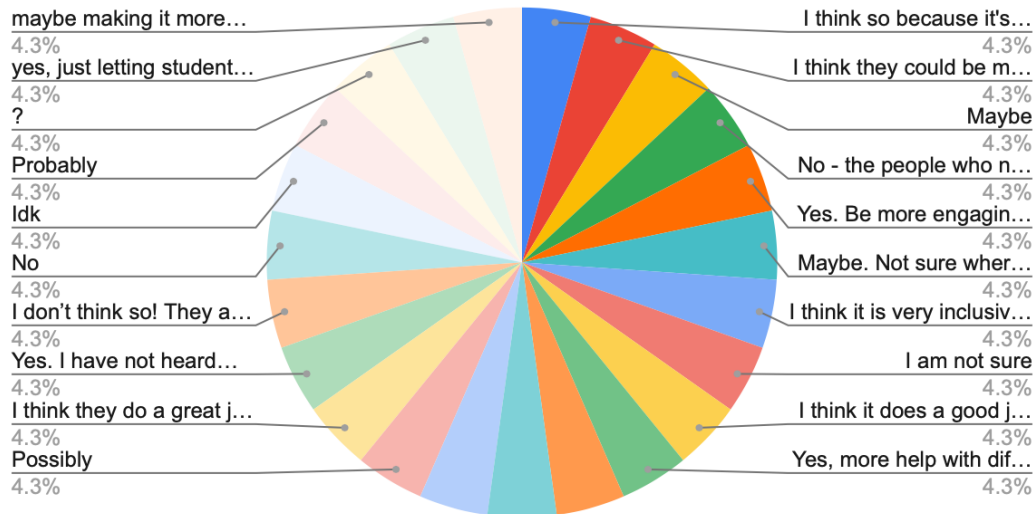




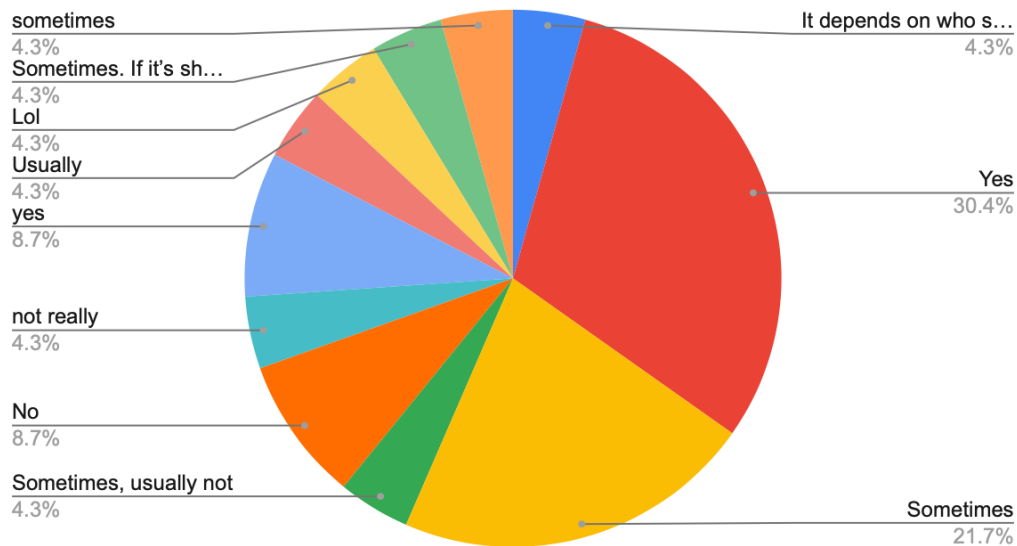
Have you ever received any promotions about the Disability Support Resources before? Emails, flyers, events, etc. If so,...



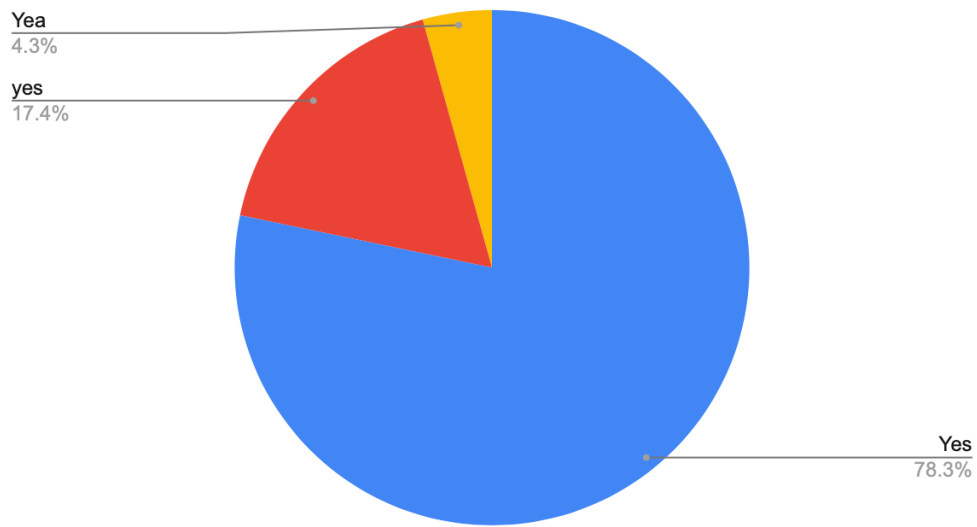
## Can DSR be more inclusive and available to students on campus? If so, please explain your ideas.



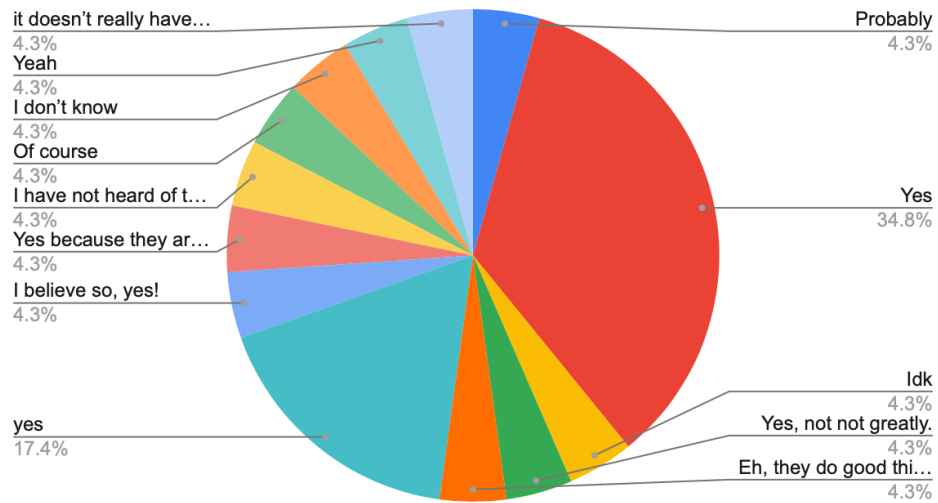
## Do you read emails sent to you by GVSU?



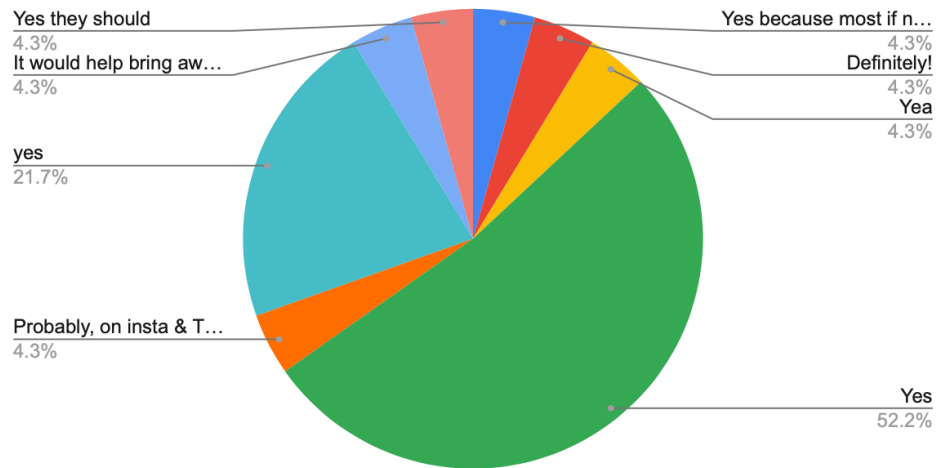
### Count of Have you attended campus life night in the past?



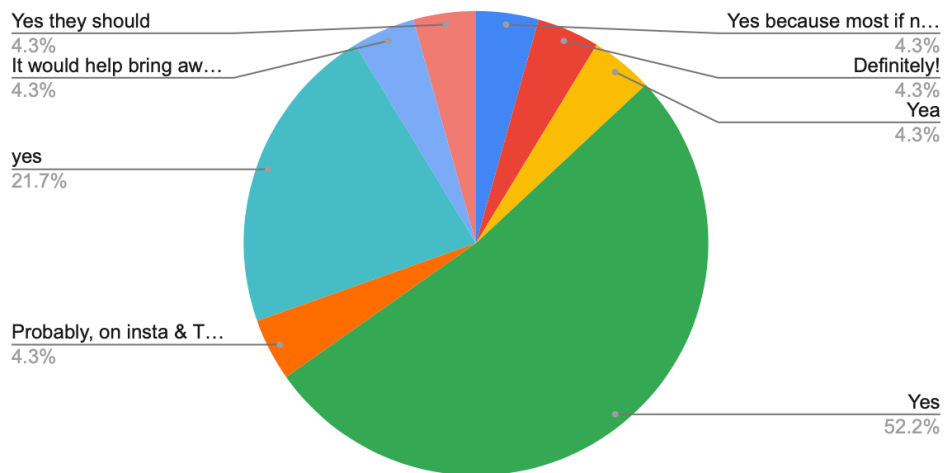
### Do you believe that DSR has a positive image?



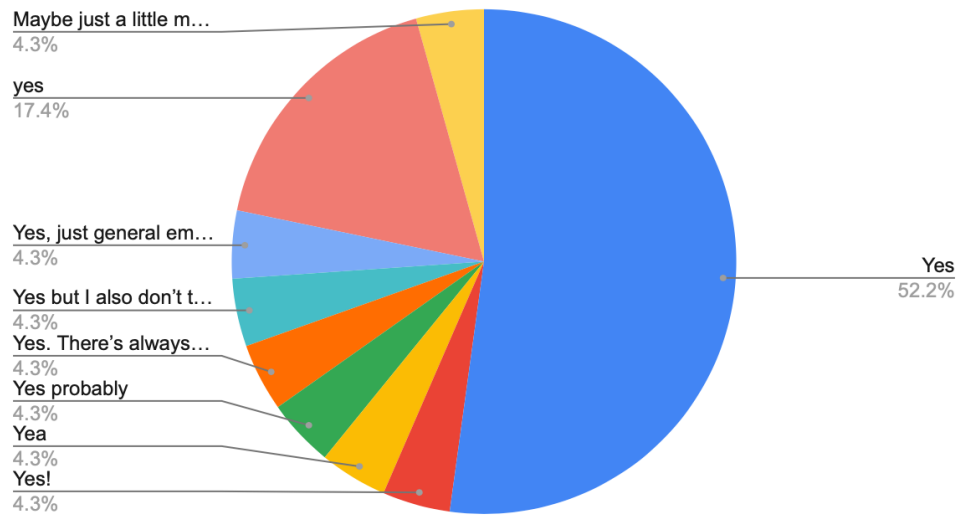
Do you believe that social media can bring more awareness for the DSR on campus?



Do you believe that social media can bring more awareness for the DSR on campus?



## Do you believe more can be done to inform GVSU of DSR?



### III. Moderator's Guide

#### Interview Moderator Guide (Outline)

Hello, welcome to \_\_\_\_\_. My name is \_\_\_\_\_ and I will be the moderator for today's topic of conversation. I would like to thank you all for agreeing to participate in today's session.

Today, we will be discussing about Disability Support Resources located on Grand Valley State University's campus. During this session, I will be asking questions and we do encourage everyone to express their opinions and statements of information they would like to offer. This interview will be recorded in order to collect data for more in depth research. We do ask you to be respectful and to honor what others have to say and that all distractions are put away at this time.

#### **Warm-Up Questions**

To start, we will ask some questions to get to know each of you.

- What is your name?
- Where are you from?
- What is your major?
- How many years have you been at GVSU?

#### **General Questions**

1. What does the word "disability" mean to you?

2. How did Disability Support Resources(DSR) become aware to you?
3. What information do you already know about them?
4. What services do you believe should be provided at DSR?
5. What surveys, if any, have you completed that have been sent out by GVSU in the past?

### **Specific Questions**

1. What do you believe the identity is of DSR? What do they stand for?
2. What should their image be? Should it change?
3. How has DSR integrated inclusion and diversity on campus?
4. How important do you believe trust is with students and faculty for DSR?
5. How can DSR help to increase trust with students and faculty?
6. What are ways DSR can help develop equality for everyone on campus?
7. How do you believe this service has impacted students and staff?
8. How can students become more aware of the DSR office?

### **Advertising/Public Relations**

1. How often do you see marketing or promotions for the office?
2. What different types of communication do you see are being used? In what locations?
3. How can DSR create more recognition to students and staff on campus about their services?
4. How can advertising and public relations help benefit DSR?

### **Communication**

1. Where did you find your information regarding DSR services?
2. What communication is used between you and DSR?
3. Which ways has the DSR tried to reach out to you in the past?
4. Which forms of communication do you enjoy from the DSR on campus?

### **Closing**

Thank you to everyone for participating in today's discussion. We value all feedback and information that was received. Are there any questions that you would like to ask? Again, we thank you for your cooperation.



## Interview Moderator Guide (Responses)

Hello, welcome to \_\_\_\_\_. My name is \_\_\_\_\_ and I will be the moderator for today's topic of conversation. I would like to thank you all for agreeing to participate in today's session.

Today, we will be discussing about Disability Support Resources located on Grand Valley State University's campus. During this session, I will be asking questions and we do encourage everyone to express their opinions and statements of information they would like to offer. This interview will be recorded in order to collect data for more in depth research. We do ask you to be respectful and to honor what others have to say and that all distractions are put away at this time.

### **Warm-Up Questions**

To start, we will ask some questions to get to know each of you.

- What is your name?
  - Evette, senior, general management, 2 1/2 years here
  - Liz , senior, biomedical sciences,
  - Zach, political science major, junior
  - Katie Reed, Senior, Allied Health, 4th year at gv
  - Connor, senior, finance, 4th year at gv
  - Cody, senior, marketing, 4th year at gv

Where are you from?

- What is your major?
- How many years have you been at GVSU?

### **General Questions**

1. What does the word “disability” mean to you?
  - a. Evette: disability means someone who doesn’t have the capacity to do something I can do whether it be learning
  - b. Liz: something you would term “abnormal” like physical or mental
  - c. Zach: disability is a roadblock from living like we do
  - d. Katie: Not necessarily a bad thing, means people cant always do what other people can
  - e. Connor: Something that prevents someone from living the life they may want to
  - f. Cody: something that gets in the way of everyday life, whether its mental or physical
2. How did Disability Support Resources(DSR) become aware to you?
  - a. Liz: classes, teachers, syllabus day
  - b. Evette: it’s very brief, they don’t go into depth
  - c. Zach: agrees with them
  - d. Katie: Freshman year syllabus week
  - e. Connor: mainly by professors
  - f. Cody When we discuss the syllabus
3. What information do you already know about them?

- a. All: not much
  - b. Katie: It's helpful, student has to go to DSR before coming to the teacher.  
Examples going up to board or extra time on tests. Provides transportation for students on campus
  - c. Cody: not much
  - d. Connor: nothing really
4. What services do you believe should be provided at DSR?
- a. Evette:
  - b. Liz: whatever it would be to make everything equal for each student (more time to comprehend, do assignments)
  - c. Zach: agrees with additional resources
  - d. Katie: What the student needs and benefits from the disability
  - e. Connor: anything that provides an equal opportunity for every student regardless of what they may be dealing with
  - f. Cody: agreed with connor
5. What surveys, if any, have you completed that have been sent out by GVSU in the past?
- a. Liz: does a lot of surveys but not specifically GVSU
  - b. Katie: A friend completed a survey for the Writing Center
  - c. Cody: has not completed a GVSU survey
  - d. Connor: really only completes surveys from friends

### **Specific Questions**

1. What do you believe the identity is of DSR? What do they stand for?
  - a. Evette: just being able to help those in need
  - b. Liz: trying to make things fair
  - c. Zach: provide a level field for everyone
  - d. Katie: An advocate for students who need extra support. Help to succeed in college.
  - e. Connor: trying to provide an equal opportunity
  - f. Cody: agreed with Connor
2. What should their image be? Should it change?
  - a. Katie: Doesn't know much about it. Haven't heard anything negative about it
  - b. Cody: not sure
  - c. Connor: Doesn't know enough to give them an image
3. How has DSR integrated inclusion and diversity on campus?
  - a. Zach: in order for them to be more inclusive they need more visibility because most people don't know where the office is
  - b. Katie: People with disabilities are diverse. DSR helps to include them with the resources provided
4. How important do you believe trust is with students and faculty for DSR?
  - a. Liz: super important because people want to reach out and be more comfortable
  - b. Katie: Trust is a big part, especially when talking about something one on one with someone else about their disability
  - c. Cody: extremely important

- d. Conor: agrees with Cody
5. How can DSR help to increase trust with students and faculty?
- a. Zach: more opportunities for students to get to know what they do and who qualifies
  - b. Liz: advisors can bring it up more; one professor is could at talking about GV resources but others are like “I’m required to say this”
  - c. Katie: Knowing its a safe place or hoop to jump through.
6. What are ways DSR can help develop equality for everyone on campus?
- a. Katie: Giving the same chances or opportunities in and out of the classroom
7. How do you believe this service has impacted students and staff?
- a. Evette: in a positive manner to reach their full potential
  - b. Katie: Making a place where everyone can come to Grand Valley and it being positive.
  - c. Connor: made it more of a positive environment for those who need support
8. How can students become more aware of the DSR office?
- a. Liz: advisor and professors (faculty) reaching out with more resources
  - b. Evette: get more in depth during syllabus week
  - c. Katie: During freshman orientation or more emails

### **Advertising/Public Relations**

1. How often do you see marketing or promotions for the office?
- a. Evette: no

- b. Liz: maybe posters
  - c. Zach: no specific thing or event
  - d. Katie: None
  - e. Connor: never
  - f. Cody: also can't recall seeing anything
2. What different types of communication do you see are being used? In what locations?
- a. Katie: Syllabus
  - b. Cody: syllabus
  - c. Connor: syllabus
3. How can DSR create more recognition to students and staff on campus about their services?
- a. Zach: table at campus life night and kirkhof
  - b. Liz: an email a semester would create more interest
  - c. Katie: Student spotlight, talking to students who actually use the service
  - d. Cody: campus life night, maybe emails
  - e. Connor: emails
4. How can advertising and public relations help benefit DSR?
- a. Liz: going back to making a student more comfortable, maybe feeling more comfortable to reach out; "here to help out"
  - b. Evette: open arms
  - c. Katie: Making students more aware and become more successful for college and their future career

- d. Cody: help spread that the message they want to
- e. Connor: help give them a positive image
- Examples?

### **Communication**

1. Where did you find your information regarding DSR services?
  - a. Katie: Word of mouth, professors, what she's predicted on her own
2. What communication is used between you and DSR?
3. Which ways has the DSR tried to reach out to you in the past?
  - a. All: none
4. Which forms of communication do you enjoy from the DSR on campus?
  - a. All: emails but none that they've remembered

### **Closing**

Thank you to everyone for participating in today's discussion. We value all feedback and information that was received. Are there any questions that you would like to ask? Again, we thank you for your cooperation.

# Contact Information

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