

# Investment Fund for the Future (IF2) – Entry #83

## A. PROPOSAL SUMMARY

**Title: Everyday Wheelchairs for Campus Activities**

**Project Lead Name:** Jessica Sniatecki  
Committee on Disability and Access

**Project Lead email address:** jsniatecki@brockport.edu

**Amount Requested: 16500**

**This proposal is cross-unit; It will be managed by more than one school and/or division.**

**Name of Sponsor 1:** Milo Obourn  
Academic Affairs

**Name of Sponsor 2:** Beau Willis  
Administration and Finance

**Name of Sponsor 3:** James Haynes  
Academic Affairs

### A-1. Description of the Initiative

The proposed initiative is to purchase new wheelchairs to use for a variety of campus events including commencement, speaker events, events coordinated by the Brockport Advocates for individual with Disabilities (BAD) student club, and academic instruction.

Thirty everyday chairs would be purchased, for a variety of campus events, including commencement, academic convocation, etc.; instructional activities (for the Adapted PE program, Recreation and Leisure Studies/Therapeutic Recreation, etc.); yearly activities that the student club BAD (Brockport Advocates for individuals with Disabilities) hosts, including their annual wheelchair basketball game and wheelchair soccer game; as well as, additional activities for The Committee on Disability and Access, such as accessibility explorations. We also hope that purchasing chairs for campus would serve as a springboard for additional activities and events, including intramural wheelchair sports.

Access to more functional wheelchairs will serve the Brockport community in at least four significant ways: enhancing the academic experience of students (e.g. those in the adapted physical education program and the recreation and leisure studies program), providing inclusive opportunities for students with and without disabilities to play and recreate together, generating opportunities for the college to serve the community of people with disabilities throughout the region, and enhancing the College's ability to welcome visitors of all abilities to the campus.

The College at Brockport currently has wheelchairs that have been acquired primarily through donations, and they are in disrepair, limiting their functionality and creating potential liability concerns. These wheelchairs are used by students who have temporary injuries and those visiting the college. At the 2016 commencement, there were not enough wheelchairs to service the family and friends of

graduates. This prevented the event from being fully accessible and safe to the guests and Brockport community.

The College at Brockport has a long history of training physical education teachers and recreation professionals. Indeed, we have a world-renowned reputation for training adapted physical education teachers. The college provides both undergraduate and graduate students with Disability Sport and inclusive recreation courses. Thus, another major goal is to teach future teachers and service professionals how to better serve children with disabilities. These chairs would enable us to teach them how to teach disability sports and recreation through hands-on participation and experience. This is one aspect that is sorely lacking in the Adapted Physical Education program. It would be extremely beneficial for students to leave our program with a complete knowledge and understanding of how to teach children who use wheelchairs. In addition, it would allow further programming for the children with disabilities who are currently in our programs.

## A-2. Impact Statement: What change will this project deliver in the short term? What are the expected longer term impacts?

In the short term, the acquisition of 30 everyday wheelchairs will provide several benefits. First, the chairs will immediately enhance the accessibility of the campus. When visitors with disabilities come to campus, access to a wheelchair will demonstrate our commitment to accessibility and facilitate a welcoming and positive experience. When students have temporary mobility concerns, the chairs will also support them. Finally, in the short term, we will be able to implement simulation experiences in many classes across a variety of disciplines and integrate wheelchair sports into the intramural program.

The long-term impacts of this funding are significant. As accessibility efforts are implemented across campus, we will continue the exceptional effort that has been started at Brockport to be a disability friendly campus. While accessibility addresses, most importantly, the needs of an underserved group, there is also opportunity for the college to be recognized as a disability friendly campus. Taking the steps necessary to include people of all abilities, including providing mobility assistance to students and guests, offering learning opportunities to help students better understand accessibility, and providing extra-curricular experiences in wheelchair sport and recreation will help establish Brockport as a disability friendly campus.

## B. STRATEGIC ALIGNMENT

### B-1. To be a Great College at which to Learn

The pillar of engagement requires “faculty and staff engaging students in meaningful, purposeful, and rewarding educational activities; engagement of faculty and staff in their professions and service; engagement of faculty, staff, alumni and students in the activities of the local, regional, national, and/or global communities”

([https://www.brockport.edu/about/strategic\\_plan/docs/engagement\\_pillar\\_draft\\_definition\\_2016-10-27.pdf](https://www.brockport.edu/about/strategic_plan/docs/engagement_pillar_draft_definition_2016-10-27.pdf)). A goal within this priority is to “develop, implement and integrate opportunities for engagement that promote principles of equity, diversity and inclusion (EDI)

([https://www.brockport.edu/about/strategic\\_plan/docs/engagement\\_pillar\\_goals\\_2016-11-04.pdf](https://www.brockport.edu/about/strategic_plan/docs/engagement_pillar_goals_2016-11-04.pdf)).

Acquisition of quality, reliable wheelchairs will allow for the creation of intramural wheelchair sports with the potential for a variety of new opportunities for diversity-related engagement for our community members.

### B-2. To be a College engaged with its Community

The pillar of community “fosters a diverse and inclusive community of engaged scholars, professionals and citizens...Cultivating connections and dialogue across disciplines and cultural differences” ([https://www.brockport.edu/about/strategic\\_plan/docs/community\\_pillar\\_draft\\_definition\\_2016-10-13.pdf](https://www.brockport.edu/about/strategic_plan/docs/community_pillar_draft_definition_2016-10-13.pdf)). As a component of fostering diversity and inclusiveness, the College is committed to improving physical accessibility. The proposed initiative is strongly related to this priority in that it has the potential to increase the inclusiveness of our community and welcome more diverse individuals into its midst. Additional activities involving the use of wheelchairs has strong potential to bridge cultural differences related to (dis)ability and to prepare our students to live, work, and thrive in a diverse world.

The pillar of transformation involves “deep and meaningful growth and change” in “the aggregate day-to-day experiences of the Brockport community – our students, faculty, staff, alumni, and visitors and broader society (local, regional, national and global communities)” ([https://www.brockport.edu/about/strategic\\_plan/docs/transformation\\_pillar\\_draft\\_definition.pdf](https://www.brockport.edu/about/strategic_plan/docs/transformation_pillar_draft_definition.pdf)). This initiative would be transformative in allowing our community members access to experiences that have not been present on our campus to date (intramural wheelchair sports), as well as potentially transforming the experiences of visitors to our campus who have mobility issues.

### B-3. To be a Sustainable Institution for the 21st Century

### B-4. To be a Great College at which to Work

## C. IMPLEMENTATION PLAN AND BUDGET

C-1. Identify the specific activities to be funded from the Investment Fund, estimated time-line for implementation, and for activities anticipated to be ongoing, plans for continued funding.

**Item 1:           30 Everyday Wheelchairs**

**Item 1 Amount:** 16500

**Item 2:**

**Item 2 Amount:**

**Item 3:**

**Item 3 Amount:**

**Item 4:**

**Item 4 Amount:**

**Item 5:**

**Item 5 Amount:**

**Item 6:**

**Item 6 Amount:**

**Item 7:**

**Item 7 Amount:**

**Item 8:**

**Item 8 Amount:**

**Item 9:**

**Item 9 Amount:**

**Item 10:**

**Item 10 Amount:**

**TOTAL EXPENSES, ALL ITEMS: 16500**

**Matching Fund:**

**In-Kind Services: Provide FTE and name of personnel who have committed to in-kind services.**

## **D. ASSESSMENT PLAN:**

### **D-1. What are the anticipated outcomes and specific measurements for success?**

Use at annual campus events (commencement, convocation, Honors and Awards ceremony, etc.)

Wheelchair Intramurals – Fall 2017 and Spring 2018 semesters and continue each year. Success of this initiative will be measured through tracking participation rates.

Use for Disability Sport courses – Fall 2017 and Spring 2018 semesters and continue each year. Success of this initiative will be measured through analysis of relevant student learning outcomes (SLOs) for each course by utilizing data that is already gathered as part of each department's assessment process.

Use for Therapeutic Recreation courses – Fall 2017 and Spring 2018 semesters and continue each year. Success of this initiative will be measured through analysis of relevant student learning outcomes (SLOs) for each course by utilizing data that is already gathered as part of each department's assessment process.

Use for the Rochester Rookies programs each semester.

Use for BAD events each semester, including wheelchair basketball game (Fall 2017) and wheelchair soccer game (Spring 2018).

We will utilize the validated assessment "Physical Education Attitudes Toward Teaching Children with Disabilities II (PEATID II) to evaluate teaching effectiveness. This is a validated assessment on the confidence and self-determination of pre-service teachers. We can use the pre- and post-test scores on this to assess whether we have improved their confidence with these populations and others. We will also conduct interviews and focus groups with the groups on campus that participate in the wheelchair intramural program to gather data on their experiences.

## E. ADDITIONAL INFORMATION

E-1. Please provide any additional information to assist in the review of the proposal, including why the initiative cannot be funded from divisional resources.

The Committee on Disability and Access has a very limited yearly budget, with a large proportion allotted to awareness events and educational programs, such as American Sign Language courses for faculty, staff, and graduate students.

This initiative seems particularly well-suited for the Investment Fund for the Future because its broad campus impact and strong potential to advance the priorities of the College at Brockport.

**Upload up to three supplemental files here (not required):** [On file]

**Signature of Project Lead:** [on file]

**Email:** jsniatecki@brockport.edu

**Signatures of sponsors are on file in the Administration and Finance Division.**

**Sponsor 1 Comments:**

**Sponsor 2 comments:**

**Sponsor 3 Comments:** Jim Haynes approved 2017-03-10 by attached email "IF2\_83\_Sniatecki\_Haynes\_ok.pdf".

**Date Created:** 2017-03-08 16:11:35