Friday, November 22, 2019
9:30 am – 5:00 pm
Rettner Hall 307

COLLABORATE AND CREATE
1. Brainstorm an Actionable Plan
   - Work with your team – utilize your strengths
   - Be aware of time constraints!

2. Create a Slide Deck
   - Use whatever platform you’d like (PowerPoint, Prezi, Canva, etc.)

3. Craft a Pitch
   - Practice your presentation
   - 10 minutes to present; 5 minutes of Judge Q&A
AGENDA

Breakfast 9:30 AM
Welcome & Intros 9:45 AM – 10:15 AM
Ideation 10:15 AM – 1:45 PM
Lunch – Chipotle 12:00 PM
Presentations Due 1:45 PM
Pitch Your Plans 2:00 – 3:30 PM
  ◆ 10 minutes to present
  ◆ 5 minutes Q&A from judges
Judges Deliberate / Dessert 3:30 – 4:10 PM
Award Presentation 4:15 PM
Disabilities - and barriers to access - can be visible or invisible.

- Accessibility can refer to:
  - **Products** – adaptive objects (think spoons, clothing, etc.)
  - **Services** – healthcare, transportations
  - **Devices** – mobility aids, adaptive software, hearing aids
  - **Environmental Features** – ramps, elevators, lever door handles, universal design
  - **Availability of Information** – closed captioning, screen readers, dyslexic font

- Barriers to accessibility can be **Attitudinal, Organizational or Systemic, Environmental, Information or Communications-based**, and/or **Technological**

- For more information, visit [accessiblecampus.ca](https://accessiblecampus.ca) and check your info packets
UR Students with Disabilities by Category

Approximately 9% of students at UR have identified as having a disability. Many students have multiple disabilities and are included in more than one category below.

<table>
<thead>
<tr>
<th>Category</th>
<th>% UR Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>36%</td>
</tr>
<tr>
<td>ex. depression, anxiety, OCD</td>
<td></td>
</tr>
<tr>
<td>ADHD</td>
<td>35%</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>24%</td>
</tr>
<tr>
<td>ex. dyslexia, processing disorders</td>
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<tr>
<td>Chronic Medical Condition</td>
<td>22%</td>
</tr>
<tr>
<td>ex. diabetes, Crohn's disease</td>
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<tr>
<td>Autism Spectrum Disorder</td>
<td>6%</td>
</tr>
<tr>
<td>Orthopedic</td>
<td>4%</td>
</tr>
<tr>
<td>ex. amputation, bone disease</td>
<td></td>
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<tr>
<td>Motor Impairment</td>
<td>2%</td>
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<tr>
<td>ex. Tourette’s, tic disorders</td>
<td></td>
</tr>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>2%</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>1%</td>
</tr>
<tr>
<td>Blind/Low Vision</td>
<td>&lt;1%</td>
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CHALLENGE STATEMENT

Research and brainstorm the impact of attitudinal and environmental barriers to access for people with disabilities on college campuses.

Propose an actionable plan to address one or more of these barriers.
WHAT YOU NEED TO DO

- Come up with a team name
- Identify the barrier(s) you wish to address
- Create an actionable and feasible plan
- Identify who your plan is for (University administration, student groups, faculty, staff, etc.)
- Identify the scope and scale of your plan (academic department, residence halls, University-wide)
- Note the obstacles to implementation of your plan
 ROLE OF MENTORS

- Mentors can answer questions/provide information about the topic and their areas of expertise.
- Mentors **cannot** give teams an idea of how to solve the problem.
- Teams are encouraged to ask questions that they feel are pertinent to their potential action plan.
- If a team asks “are we going in the right direction?” or something similar, mentors can decline to answer **or** ask the team a question for them to ponder instead.
- Mentors will move around from group to group, allowing teams to ask questions. If not speaking with teams, mentors can be found in the main competition room (Rettner 307). Teams may seek out mentors if they have inquiries.
MENTORS

Andrei Borsa
Visiting Fulbright-RAF Faculty
UR Ain Center

Giuliano Agostinho de Castro
Class of 2021
University of Rochester

John Cullen
Director of Diversity & Inclusion, URMC CTSI
Associate Director, UR Susan B. Anthony Center

Ovidiu Ghiuta
Visiting Fulbright-RAF Faculty
UR Ain Center

Brian Harrington
Director of Information Technology Services
UR School of Nursing
MENTORS

Mary Judge
Assistant Director
UR Center for Disability and Education

Kellie Kennedy
Director of Day Services
Arc of Livingston-Wyoming

Jen Prosceo
Access Specialist
UR Disability Resources

Scott Seidman
Professor, UR Neuroscience
Professor, UR Biomedical Engineering

Marianne Stepien
Self-Employed
# Judging Rubric

**5 – Excellent | 4 – Good | 3 – Average | 2 – Fair | 1 – Poor**

**Team Name:** ___________________________  **Judge Name:** ___________________________

<table>
<thead>
<tr>
<th><strong>Originality &amp; Approach to Innovation</strong></th>
<th><strong>Score [1-5]</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates a creative, inventive, and actionable plan</td>
<td></td>
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<tr>
<td>Challenges people to consider the problem in a new way</td>
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<tr>
<td>Establishes a new approach to the problem or draws upon new technologies</td>
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<table>
<thead>
<tr>
<th><strong>Idea Potential, Feasibility, &amp; Cost</strong></th>
<th><strong>Score [1-5]</strong></th>
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</thead>
<tbody>
<tr>
<td>Identifies potential barriers to entry and addresses possible challenges to implementation</td>
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<tr>
<td>Action plan has potential to develop beyond the initial idea and to grow or adapt</td>
<td></td>
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<tr>
<td>Includes potential costs based on realistic assumptions</td>
<td></td>
</tr>
<tr>
<td>Identifies necessary resources to implement idea</td>
<td></td>
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<thead>
<tr>
<th><strong>Social Value &amp; Impact</strong></th>
<th><strong>Score [1-5]</strong></th>
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<tbody>
<tr>
<td>Demonstrates knowledge and awareness of existing circumstances and social impact</td>
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<tr>
<td>Proposal includes an aspect of sustainability in the action plan (economic, social, cultural, intellectual, or environmental)</td>
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<thead>
<tr>
<th><strong>Overall Presentation</strong></th>
<th><strong>Score [1-5]</strong></th>
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<tr>
<td>Addresses the problem statement and describes action plan succinctly</td>
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<tr>
<td>Provides a clear and effective overview of their idea</td>
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<tr>
<td>Explains why this plan should be the preferred path</td>
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<tr>
<td>Responds to judges’ questions with substantive and thoughtful answers</td>
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**Total Score** /65
JUDGES

David Cota-Buckhout
Career Advisor
UR Greene Center

Jeff Thomas
Public Relations Director
Arc of Livingston-Wyoming

Catherine Lewis
Associate Director of School & Community Relations
UR Undergraduate Admissions

Amy Wight
Director
UR Disability Resources
COMPETITION EXPECTATIONS

• Ask Questions
• Be Respectful
• Manage Your Time
• Before You Pitch: Practice

• Polished Pitch
• Network
• Actionable Plans
• Have Fun!
TIME IS UP!
(1:45 PM)

EMAIL SLIDES TO:
AinCFE@rochester.edu
creative CULLISION
ACCESSIBILITY
CHALLENGE