

Developing and Maintaining Partnerships on Campus

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Claudia Bergquist:

I would like to set the tone as to the purpose for what the panel will be doing this morning. I will be focusing more on philosophical issues related to the theme that is going to be presented throughout this conference. Sue Kroeger will focus on the nuts and bolts of providing services to students that we worked with who are deaf and hard-of-hearing. And, Richard Harris is going to be focusing on the overall perspective of providing services, sharing some of his own perspectives and experiences with the multiple hats that all of us wear while we are at work for students who are deaf and hard-of-hearing.

Let me start off by sharing the number of years that we've had in the field with individuals who are deaf and hard-of-hearing, both on and off the college campus. Hopefully, by sharing, this will assist you reexamine the work that we do and how well we do it. I don't know how many years exactly it's been, but some of us have been working in the business for a while. Some of may have been VR-related, within community centers for the deaf and hard-of-hearing, colleges or universities, K through 12 educational programs serving those who are deaf and hard-of-hearing, or other related programs and services. I'm sure we don't have enough fingers and toes to count the number of years, total, that we have. But, from my perspective and years I have been involved and the numerous hats that I wear, I'd like to start from the pulpit of PEPNet.

I believe that most of us, including myself, probably started in this business when we completed our training in the field of vocational rehabilitation, deaf education, student services, and/or other related training programs. And I believe, at that point in time, training in these disciplined areas was most appropriate. During this time, it was most appropriate for those professionals who were being hired in those positions to be deaf and hard-of-hearing. Primarily, these professionals were providing and serving as role models for the students. Role modeling was very important during this particular era, especially for those young people, who were able to say, "Ah, deaf people can do this, deaf people do that."

In the area of education, as much as I do not like to look back at that time, there was the issue of tokenism. I don't mean that word or sign in the negative sense. I really believe that some folks, unintentionally, did not necessarily encourage deaf people to work in specific disciplines or areas. Many individuals who happened to be deaf or

¹ Columbus State Community College is an outreach site for the Midwest Center for Postsecondary Outreach (MCPO).

hard-of-hearing were not really provided with appropriate, quality services; they were basically there to please their boss. It was a reality that I dislike saying, but it is based upon my years of experience and observations.

While those of us who were professionals who are deaf or hard-of-hearing, we utilized that “tokenism” to show that we were trying to advocate for deaf and hard-of-hearing people. And with our consumers, clients, and students, we were trying our best to serve and be advocates. We felt it was the right thing to do, because we as deaf professionals had some commonality with those people that we were serving. We were, first of all, deaf or hard of hearing and could relate to the people we were serving. Therefore, we became strong advocates with the students and the consumers whom we were serving.

Currently, I feel that we still are advocating with and for those students and consumers. However, it's gotten a lot more complicated over the years because of the ADA, 504, and numerous other laws that have crossed our paths. And, I want to share some reasons why it is so complicated. Because of the ADA, 504, and other laws, technology has given us the ability to empower our students. We sometimes feel that we may be over-accommodating them, or that we give too much, or maybe that we even give too little. I think we sometimes tend to abuse, shall I say, the provision of services by giving them what they *want* instead of what they really *need*. I believe we really have to admit that we sometimes fear the ADA and 504. Sometimes, depending on the circumstances, it's easier just to give everything they want to save our necks.

I have seen many programs and support services offices really become overly concerned with what we must do because of legislation. They have become overly concerned as to *how* they are providing the service, instead of actually providing the service. They want to make sure that they are covering all their bases, because they want to be able to protect themselves and their institutions. I believe that this leads us to do some things that we would not normally do appropriately and not do it intentionally.

I know every one of us in this room wears more than one hat. Whether you are hearing, deaf or hard of hearing. Our profession requires us to meet and serve the needs of students on our college campuses. However, I caution you that there are a few hats that really allow us to provide a disservice to our students. And the three hats that I'm thinking of are: the hat of victim, for both you and the students; the hat of being the rescuer; and the hat of being the persecutor.

Sometimes, I truly believe we need to sit back and reexamine ourselves and determine which hat we are wearing at that moment. Oftentimes, we have many good intentions in providing services and trying to meet the student's needs. Sometimes, however, we are unintentionally wearing an inappropriate hat. And in the eyes of the students, you have become a rescuer.

But at the same time we can also become victims. Because of the hats we are wearing, our supervisor or administrator may become a persecutor. This can have an impact on how well we provide those services, often leading to false entitlements to those requesting such services, instead of providing such services based upon eligibility for these services. I believe this happens because of we may fear or misunderstand the laws that we have as we attempt to provide services. We are trying to save ourselves. We need only to be just plain reasonable and use our common sense in meeting the needs of our students,

When I first started working, it was really pretty simple. You provided the service, the most appropriate service. But today, it has become much more complicated. When you need to build a future by empowering each other, those of us who are professionals, and at the same time empowering the student, how is that done? It's done through networking, exactly what is happening this week at this conference. It seems that the trend is consolidation of services or expanding services or even decentralizing those services. Is that good? Or is it bad? I don't know. Personally, I see

there is nothing wrong with having all three of them, as long as we are being as we are reasonable providing the accommodations and using common sense when we are providing those services.

As an “old timer” in this business, I don't see this change or this trend as being negative. I truly see it as a positive change. I see it as being challenging and healthy for all of us. I ask all of you to keep in mind what's been happening. The caliber of students is clearly changing. The caliber of professionals has also changed and will continue to change. And, the caliber of programs and services is also changing and will continue to change.

So how can we enhance ourselves as professionals on our college and university campuses? How can we get more federal, state, or private dollars to keep our services going? And more importantly, how can we enhance those services? Right now, colleges and universities are trying very hard to provide services. They can provide the services, but they want to be able to enhance those services. But they need the dollars. And I believe that there is money out there. However, it's very competitive right now.

In conclusion, let me just give you some food for thought. We must and should improve, increase, and enhance the critical mass of professionals as well as students who are deaf and hard-of-hearing on our campuses. We clearly don't have enough professionals and administrators who are deaf and hard-of-hearing. It's not adequate. We have some people in our audience today who have been in the business, as I said, for a long time who are very good at what they do. But I'm not seeing the schools, the training programs, the counseling programs, et cetera, recruiting deaf and hard-of-hearing people. Gallaudet has been doing its share. It's one of the more prominent schools who are training, recruiting, and hiring these people because they have the money. And they are getting the “cream of the crop.” But this is still not enough.

Teacher preparation and counselor training programs are not doing enough in this day and age to recruit prospective administrators to run the programs. I feel very strongly about this and think we must recognize other professionals in the field. It doesn't mean we have to like them, but we need to at least recognize them for the work that they have been doing. We all have our daily frustrations when we are trying to provide services to those who are deaf and hard-of-hearing. We already know what our mission is. But I don't see enough mutual recognition of each other.

Until yesterday, when Mr. Gardner spoke, there was no mention of our best allies... the students themselves. Regretfully, I haven't seen enough inclusion of students who are out there fighting to get those services and enhance their programs and get the dollars. I was very pleased that he said he noticed how important it is to cherish our students and our alumni and work with them to enhance our services. We need to use them to improve our services. I think the days of competing against each other are finished. And competing like we have been doing has not necessarily been good role modeling for our students. We need to continually be visible and proactive for our students, and not in competition with one another.

Now, I understand that there are over 400 people registered for this conference, and that's awesome and I applaud each and every one of you for being here for this national conference. You should feel proud, as I do, to be a part of this. Every single one of you in this room is a very positive person. And if you could contribute one skill or bit of knowledge or something creative to enhance your services or your program that you have at your college, our mission will be done. Four hundred plus people in this room, and how long have we been fighting to reach this outcome? Too many years, I think. This room is full of creative people. I believe that you all have the creativity necessary to enhance and improve your services for your students. It seems sometimes we try too hard and we focus on the traditional methods and we refuse to change, and we need to change dramatically.

I think that will conclude my remarks for this morning. I have shared with you some personal and professional perspectives, what I've been thinking about over the years. I ask all of you to open up, take off your blindfolds. I will now turn this portion of this panel to our next presenter. Thank you.

*Sue Kroeger:*²

I would like to thank you all for inviting me here today to talk with you. It's delightful being in Orlando, and incredibly wonderful to see this conference happening. I applaud all of you for being here. As you can imagine, any time a mom with two kids comes close to Orlando, you have to find some Disney World time. So, if I break into the Mickey Mouse song in the middle of my remarks, please forgive me. I've just had five days of Mickey Mouse and it may be difficult for me to transition.

I want to talk with you today about how we, as professionals and leaders, intersect with our campus environments, to move our agendas, programs, and services forward. The first concept that I'd like to spend a bit of time on is dipsy-doodling.

Dipsy-Doodling

I first met a vice president named Neil Bakkenist in 1984 when I was interviewing for my current position as Director of Disability Services at the University of Minnesota. I left Minneapolis thinking that if I was offered and accepted the position, that Neil Bakkenist would be someone I'd like to work with. A year or so into the job, I was discussing, maybe lamenting... ok, whining, with Neil about how to get disability onto the institution's agenda. His advice was, "Sue, you have just got to learn how to dipsy-doodle!" I wasn't quite sure what he meant by that but I really didn't want him to know that I didn't know. I said to him, "Neil, why would I want to learn to dipsy-doodle – it sounds like one of those guy things." Well Neil, who I have come to realize was a masterful dipsy-doodler, very graciously and respectfully informed me that true dipsy-doodling could not be just a male thing. But he didn't tell me what it was either.

One of my first attempts at dipsy-doodling was a bit of an embarrassment. I was thinking that one way for disability to get more serious attention was to bridge the academic side with central administration around disability. So, I decided to call a group of campus leaders (administrators, deans, faculty) together to begin discussions. We had a grand first meeting – strategizing and laughing. At the close of our first meeting we were trying to find a name for ourselves, having decided that we would meet on a regular basis. We decided on "Guerilla Group." We thought it would be great fun to enter Guerrilla Group meetings on our calendar. Since I was the coordinator of the group, I needed to send out the meeting notices. After a few meetings, one of the deans called me and told me that I had the wrong gorilla. He said, "It's not g-o-r-i-l-l-a, but g-u-e-r-i-l-l-a - you know, Sue, like conspiring and attacking in the night when no one is looking." Nevertheless even with that little mistake, this group went on to meet regularly and was quite instrumental in getting things moving. I wish I could share all the ups and downs of my dipsy-doodling over the years, but suffice it to say that my instincts and skills have improved and I have come to appreciate how important dipsy-doodling is, in organizational transformation work.

For me, dipsy-doodling is drawing on the power of others vested with institutional power such as the president, the provost, the deans, faculty. Dipsy-doodling is winning influence with those in power and then retaining that influence – critical activities in this work, whether you're administering a unit or providing direct service to students. Dipsy-doodling is assessing your campus culture, navigating the spaces of power, and building alliances.

Dripping Faucet

Now people who dipsy-doodle for organizational transformation obviously have different styles of dipsy-doodling. Some styles work better than others depending on campus culture, personalities, politics, etc. One style of

² The presentation was unexpectedly interrupted by a fire alarm during Dr. Kroeger's portion. This article reflects the entire

dipsy-doodling that I've been fond of using at the University of Minnesota and that has met with some success is that of "dripping faucet." The trick to using this style is figuring out how to adapt it to the diverse disability-related issues and create just enough healthy tension, without reaching the dreaded "gag response." As you know a dripping faucet can be soothing or aggravating depending on the context or the interrelated conditions in which the drips occur. How fast are the drips? How hard do they hit the surface? What other noises are competing with the drips? Did individuals think the dripping faucet had been fixed?

I think we need to be careful to not buy into the notion that being a dipsy-doodling, dripping faucet is too hard and too time consuming. It seems to me that there's no more important work. It's about getting our campus communities to take responsibility for their self-awareness and their other-awareness, to become visionary, energetic, and enduring. It's about getting leaders to do something different, to induce new and different tendencies in their followers, to arouse in them hopes, aspirations, and expectations... and ultimately demands.

Being a dripping faucet for organizational transformation is advocating in ways that are transforming, visionary, empowering, collaborative, fair, caring, and inclusive. It's not so much the mastery of skills, but rather a demonstration of what one stands for – who you are – and shaping and elevating goals by creating a vision for the institution which incorporates appreciation for differences, and social responsibility.

I believe the disability experience epitomizes that of many marginalized groups – all of us who are "dripping" ala insisting that we not only be let in the door, but into the rooms of power with the understanding that once inside, we will rearrange the furniture, remove walls, build ramps, use sign language, and generally move in as owners rather than short-term tenants that some are hoping we are.

I believe that people who are members of outsider groups, those of us who are *significantly different* because of ethnicity or gender or class or sexual orientation or disability, perceive the world differently. It is our connection to an oppressed and disfavored group that gives us a distinct perspective, a different voice. The dilemma is certainly not how to eliminate it, but how to manifest this different vision and this distinct voice into every corner of our institutions and organizations. The question is how to surface personal issues of identity and authenticity so as to bring these hidden dimensions to bear on organizational issues. The question is how to time those drips!

Disability Divinations

Webster's New Collegiate Dictionary defines divination as: 1. the art or practice that seeks to foresee or foretell future events or discover hidden knowledge usually by the interpretation of omens or by the aid of supernatural powers or 2: unusual insight: intuitive perceptions.

I got a heavy dose of disability divinations in August of 1993, when 65 disabled students representing 37 colleges and universities throughout the United States, Canada, and Great Britain met in Minneapolis, for what would be a life-changing event for many of us: "Disabled and Proud: The 1993 National Gathering of College Student Leaders with Disabilities." The purpose of the gathering was to advance a new generation of leaders by promoting positive images of people with disabilities, creating strategies for individual and community empowerment, establishing meaningful linkages with disabled people of achievement, and promoting disability pride.

In the few years leading up to "Disabled and Proud," many of us at the University of Minnesota had begun talking and thinking about disability in new ways. In particular, we joined Carol Gill, Harlan Hahn, Anthony Tusler, and Paul Longmore in disputing the notion that disability resides in the individual, with the implication that it is up to individuals with disabilities to "overcome their challenges" in order to gain access to the academic environment. New

presentation that would have occurred under normal circumstances.

questions emerged from these conversations: Is there a distinct disability experience? Do people with disabilities have a sense of connection to a disability community? Do disabled students desire to be a part of a disability community? Should DS be playing a more significant role in the life-long development of students with disabilities?

To help answer the above questions about the experience of college students with disabilities, the DS office supported a research project which had focus groups of disabled students. The objective of the project was to explore perspectives of disabled students regarding campus and disability community. The findings of the project suggested that disabled students were isolated from and anxious to connect with other disabled students to broaden their understanding of the disability experience.

Within a few months of the final analysis of the research, DS staff, the researcher, and a few students met to discuss the all important question, "Now what?" The students decided, with the support of DS, to work toward the creation of a student center to be housed in the student union. The students were adamant that this center would be a place where disabled students could gather to draw strength from their shared experiences and become a more vibrant part of the larger University community. It was mutually agreed that the center's focus would be on the social, political, communal, and cultural aspects of disability.

Just one year later the students opened the Disabled Student Cultural Center (DSCC) in the heart of the campus student union. The mission of the DSCC was to foster and develop disability community, culture, and pride at the University of Minnesota. In preparing for the opening of the center, members of the DSCC contacted national leaders in the Disability Community. One national leader encouraged the students and staff at the University to host a national conference for college students with disabilities.

As a result, the DSCC, DS, and other campus units collaborated to host the first national gathering of college student leaders with disabilities. The program was designed to allow for exploration and interaction of participants and speakers around the themes of disability history, culture, identity, and leadership. To ensure that the lives of disabled students were reflected through the conference, all speakers, facilitators, and performers were disabled.

The conference was highly successful. The following are selected statements that emerged from the conference as overarching disability divinations:

- The American obsession with individualism and our distorted sense of independence thwart the development of community. We in the Disability Cultural Movement are re-defining what it means to be whole, interdependent members of the human community.
- The medical and moral models of disability are still alive and well in our society, institutions, and families. We must continue to embrace the socio-political definition of disability and our right to disability culture.
- We must continue to stress the importance of building cross-disability community. We need to subvert the old disability hierarchies and come together in appreciation of our shared experiences as well as our unique differences.
- We must be inclusive of our brothers and sisters with hidden disabilities and supportive of their efforts to identify with the broader disability community.
- We must work toward ending our isolation as individuals with disabilities by fostering global disability community networks.
- We must challenge the prejudice and bigotry that exists within the disability rights movement, and build multi-cultural coalitions incorporating other social justice agendas into the disability rights movement.
- We must build our disability community to satisfy our universal longing to be let in, or we will be left begging to be let into the majority culture at the risk of losing our identity.

As we work to celebrate disability and design equal learning opportunities for students with disabilities, I believe these divinations are core to our efforts. A dipsy-doodling, dripping faucet must have disability knowledge, insight, intuition, perception, and pride!

*Richard Harris:*³

This morning the three of us met briefly to decide what order we were going to present. And Claudia had suggested that I go first, and we discussed it some, and I said maybe I ought to go third. I think the moral of the story is "eat dessert first, life is uncertain." So the next time I get a chance to go first, you can bet that will happen.

I'm very, very honored to have been invited to be at this very fine conference. The quality of the people who were attending the conference and the content sessions that you have are just marvelous. And all of it leading to the outcome that we are all hopeful of, which is better access and opportunity for students with disabilities in postsecondary education. And also, to share a podium with Sue and Claudia is a great honor, as both of them are well regarded as national leaders.

Because we had that horrendous happening this morning, I think it's time to lighten things up a bit, if that's all right with you.

Imagine for a moment, if you would, that three fellows have gathered together. One is Deaf. One of them is hard-of-hearing and one of them is hearing. And on to their little gathering shows up a genie out of a bottle who tells these guys that there is a magic swimming pool down the block. It doesn't have anything in it. But he tells them if each of them has enough faith that when they dive off the end of the board, whatever they shout at the moment that they dive off the board, the pool will be filled with that a microsecond later. The fellow who was Deaf decided to go first. He went running down and as he jumped off, he hollered, "Beer!" And the pool a microsecond later was filled with the coldest, most wonderful beer that you could hope to be swimming in.

That made the other guy feel good. The hard-of-hearing guy goes running down the board. Just before he got to the end, he realized he hadn't taken off his hearing aid. He stopped near the end, nearly falling in. He walked back and took out his hearing aid. He then jumped off and hollered, "Pepsi!" There it was – filled with Pepsi by the time he hit pool.

Well, finally the hearing guy ran down the board. His toe touched the hearing aid that was laying there, causing him to lose his balance. As he fell off the side of the board, he hollered "Oh, shit!" (applause.)

I thought after the smoke this morning that we needed a little lightness.

Since this is the 25th anniversary of the establishment of our disability services office at Ball State University, the presentation I'm going to do this afternoon is somewhat of a reflection on those 25 years. Even though it's lighthearted and I'll use some cartoons to illustrate point, it's still very serious. It's my contention that those of us that who wear the hat of providing disability services in postsecondary settings have constantly had hats added to our head over the last few years – often without the training, without the staff, without the budget, and certainly without the salary to justify all those hats. I'm very, very concerned about what's happening right now. So, in a lighthearted way, I'm going to share that concern with you.

My presentation is directed, generally speaking, at issues related to disability services as a whole, not just deaf and hard-of-hearing services. This presentation was originally developed by myself and my colleagues, Ron Blosser, who is at the University of California, Irvine, and Martha Jacques, who is at Eastern Illinois University. We

³ This presentation occurred after the session was unexpectedly interrupted by a fire alarm. Mr. Harris' original presentation was

did this at an AHEAD conference a few years ago. So with the use of slides I just want to share my thoughts in a presentation entitled, "Disability Service Providers: Miracle Workers, Or Just Plain Human."

I don't know about you, but most mornings when I come to work I sort of feel that we better strap on the seat belts because we never know what is going to be ahead on a given day (cartoon of crash dummies in test car). On our campuses, we are regarded as the conductor who is orchestrating everything having to do with disability on our campus. If somebody else can't figure it out or fix it, guess who they come to. A lot of our time is spent fund raising, and finagling for money. Illustrating this is a cartoon of a planet of the three-legged people. On the corner is a guy with two legs, begging for money.

I'm afraid all too often in our position, we wind up with our little tin cup sometimes, wondering where all the money is going to come from. Many of our bosses and administrators expect us to be miracle workers. And of course, we are considered to be the campus genius on anything related to disability, as we look at Einstein here.

And an important part of our work is to work with people in terms of language and sensitivity. We know that so many of the folks we deal with don't have a clue related to disability etiquette. The caption on the cartoon has a centaur saying to a guy in the wheelchair, "What's the matter, Mack, haven't you ever seen a centaur before?"

We spend a lot of time educating people about language, how to act or proceed. This one, the pirate is swinging onboard, "Which do you prefer, handicapped, disabled or physically challenged?"

One of my favorite ones cartoons involves a scene in a bank. A deaf robber says to the bank teller, "Don't look at the interpreter. I'm the one robbing the bank." I don't know about you, but for years I've tried to educate faculty and staff on the subject of eye contact and personalizing communication. This cartoon tends to do it better than all of our lectures.

We spend a lot of time as a teacher and a coach. In this cartoon, the psychologist says to the faculty member on the couch, "Your feelings of insecurity seem to have started when Mary Lou Gernblat said, 'Maybe I don't have a learning disability; maybe you have a teaching disability.'" I don't know why this is true, but when I use this cartoon at faculty in-service, it *never* gets a laugh. (laughter.)

What are some of the other roles we play?

Well, we are expected to be experts on service animals. In this illustration, there is a sign on the post office wall, saying, "No pets allowed, except those assisting the handicapped." A guy with a dachshund explains, "I'm saliva-deficient and I need him to lick the stamps."

We deal with many matters related to guide dogs. Since I'm in such a powerful and big position on my campus, I often get called upon to settle arguments over who is going to pick up the dog doo-doo.

Another role that I think many of us play during our education time is that of destroying myths. Certainly, there are so many myths regarding deafness. In this cartoon, a fellow dropped his hearing aid on the sidewalk. Another man saw it drop, bent down and shouted into the hearing aid, "Excuse me, sir. You just dropped your hearing aid, sir. You dropped your hearing aid."

Among the many other roles we play, we are called upon to be medical experts. I don't know about some of you, but in my 25 years of this work, I have learned a whole lot more about medical conditions than I ever thought I would know. Often we are called upon to do investigative work, such Detective Sipowicz from *NYPD Blue*, as pictured here. We also make profound and lasting judgments in disability matters, This cartoon features the Devil, who is condemning somebody to hell. He says, "At least, for not least, for failure to provide a barrier-free environment."

Of course, one of our roles on campus is to constantly go around, putting out fires. Among other things, we are called upon to demonstrate wide knowledge in diverse matters such as sexuality. And even though I use cartoons in my presentations for a little humor, it's also very serious. As you know, this society has largely decided that persons with disabilities are asexual. When we deny the sexuality of an individual or a group, we have in fact denied their personhood. I think it's important that we talk about such subjects as sexuality (cartoon of fellow lifting up his guide dog to peek into a window).

Of course, since 504 and ADA, we are called upon to be the campus legal authority. I had first put a picture of Johnny Cochran to illustrate this, but a number of my female friends said that had to come out. So I included a picture of Marcia Clark instead. We are expected to be magicians and pull out answers from a hat. Much of the time we spend cheerleading.

Another role that I think we *should* play, even though most of us don't, is that of historian. I think we ought to be a little more knowledgeable about the history of disability in our country. Here is picture a man looking at the FDR Memorial. I would argue that most of us in our positions do not know nearly enough about the history of the disability movement, or what led to the passage of 504, or what led to the passage of the ADA. I think the historian role is very important.

We also are called upon to be a coach. I don't know about you, but every now and then, there are parents who ask me if I will be the one to wake up John or Susie in the morning. By the way, if you get a chance later in the hallway, ask Claudia about her story about Big Ben, her alarm clock.

Often we are called upon to be a referee and mediator. And how about 'clairvoyant'? Don't you love it when the boss says, "How did you overshoot your interpreter budget by \$25,000? Why didn't you know exactly what your costs were going to be?" Well, we certainly would know if we had clairvoyance.

We are also architects, checking out the physical buildings on our campus. This illustration shows gallows at the top of a tall structure. Who can tell me what is wrong with this picture? The ramp is too steep. And would that be a Title II or Title III violation? (laughter.)

Audience: Title III.

Richard Harris:

No. No. Gallows tend to be public accommodations. By the way, there are two states left with gallows, so I suppose this scenario could technically happen. Of course, if all else fails, the caption says, "This is the only way we can get you in the building until we get the ramp installed" (cartoon of a person being catapulted into a building).

We also spend a lot of time giving out profound advice. Most of the time what we do is shepherd our diverse flock around campus. At the same time, we are expected to be technology experts, knowing all there is to know about the latest technology, as we picture one of our blind students reading his physics book on a Kurzweil.

Although we don't want to admit this to the bosses and supervisor, we do a lot of guessing. We do a lot of labeling and guessing and putting people in slots and all this sort of thing. But the real role is to set realistic limits. Of course, we are supposed to make very carefully reasoned thoughtful judgments.

In this cartoon, Garfield says, "I saw this dog the other day and he said he hadn't had a bite in three days. So I let him bite me. I give them what they want." Some of us sometimes feel that we are in that role as well. Of course, we are also in charge of campus disability parking. This cartoon says, "Al was not disabled prior to parking, but with a little help he would soon meet the necessary requirements." Some of us have a campus transportation system, such as

this one at Ball State. He said, "I got the idea from the public workers who pick up the leaves" (cartoon of a street sweeper modified to suck the wheelchair up from the ground).

Of course, we are always working on projects, and some of them take a long time to develop. We are always short of time. Sometimes, it seems like our job is consuming us and we certainly can't make everyone happy. And on too many days, this is how the world and most especially our bosses see us. Sometimes things never work out quite as we expect them to. What we have here is a prisoner who tunneled underneath the prison only to come up on the track of an oncoming train. But often our job has a lot of rewards, as you can see me in this next picture (of Heather Whitestone and Richard Harris). It's not often that I get to have dinner with Miss America. And that was a special pleasure for me.

So if you ever have days when you feel like you've done this all day long, or you're caught between competing interests, or you feel like this (cartoon of a person caught between the gears), here is my suggestion. Every one of your offices should have a pair of... (ruby slippers).

I did a lot of this presentation tongue-in-cheek, but I need to say that I'm very, very concerned that too many colleges and universities are not giving the kind of weight and attention that they should be to the Office of Disability Services. Coordinators are asked to do more and more all the time, it seems, with less and less. So even though I was having fun, I was very serious about my message. Thank you very much for letting me share this with you. Thank you.