
Final Report

The 2004 *AHEAD* Survey of Higher Education Disability Services Providers

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- CSNNET: Canadian Special Needs Network Listserv
- DEAFLINK: Deaf Undergraduates and their Support Staff/Researchers Forum
- DIS-FORUM: Listserv for Disabled Students and their Support Staff
- DSSHE: Disability Student Services in Higher Education Listserv
- ICU LIST: Listserv for Independent Colleges and Universities
- NCDDS: Listserv for North Carolina Disability Determination Services
- PEPNET-LIST: The Postsecondary Programs Network (PEPNet) Listserv

Part One

Introduction and Methods

INTRODUCTION

In early 2003, *AHEAD* staff noticed a marked increase in the number of disability services (DS) professionals contacting *AHEAD* headquarters in Massachusetts, requesting information about salaries. In difficult economic times, as colleges slashed budgets, grants became scarcer and accountability became a watchword among K-12 and postsecondary educational institutions in the United States, DS coordinators and directors experienced increased pressure to justify salaries and salary increases. In response to this need, the *AHEAD* Board of Directors developed an online survey for DS providers, in collaboration with David Sweeney and Darby Roberts from Texas A&M University, as well as Chuck Lopez from Stephen F. Austin State University. The purpose of the original *AHEAD* survey was to learn average pay scales for DS staff, according on their job title and the type of campus.

AHEAD had surveyed members during the 1990s, but with mixed results. In 1993, *AHEAD* completed an important survey of DS providers, publishing the results two years later in 1995 (*AHEAD*, 1995). This survey requested salary information from its 886 respondents, but these were reported as categorical data (i.e. as number of members with salaries in specific ranges, rather than the mean, range and standard deviation of all salaries). In addition, the 1995 report did not show salary breakdowns for staff with various job titles. To follow up with members, *AHEAD* attempted a more detailed national salary survey in 1994, but due to poor data collection methods and a low sample size, *AHEAD* did not analyze or distribute any of the survey results (DeSouza, 1994).

Complementing this work, researchers surveyed *AHEAD* members to investigate other aspects of disability services in higher education. In 1987, when the field itself was still emerging, Marie Sergent, William Sedlecek, Robert Carter and William Scales from the University of Maryland conducted a national survey of DS directors. This survey had 63 respondents, who answered questions about postsecondary students with disabilities and details about DS offices (e.g. budget and numbers of staff) rather than demographics or salary information about the staff as individuals (Sergent et al., 1987). Both Ron Blosser (1984) and Joseph Madaus (1996) also surveyed DS administrators, with Madaus expanding the number of participants to include DS directors from Canada, as well as the United States. Blosser and Madaus both examined the roles (i.e. job functions) and professional

backgrounds of DS directors. No other researchers or organizations (including international organizations) have attempted other surveys of DS providers.

Since the 1990s, improvements in online data collection had expanded the possibilities for *AHEAD*'s 2003 survey. A web-based survey could be advertised through e-mail and the Internet, the survey itself could be in one format but still accessible for people with disabilities, and data collection could happen in real-time as respondents answered questions. Survey participants could remain anonymous, which would allow *AHEAD* to ask questions about personal characteristics, salaries, and other sensitive subjects without any chance of identifying staff members. In addition, *AHEAD* hoped for a higher return rate because the survey itself would be convenient, and would not involve multiple steps of opening, answering and re-sending the survey instrument through mail.

The survey quickly expanded in scope. *AHEAD* had the resources and opportunity to gather and compare data about all staff working in DS offices throughout English-speaking countries, regardless of the staff's job title or membership status in *AHEAD*. Instead of focusing solely on salaries, the *AHEAD* Board of Directors modified the original survey and created three goals for the survey:

- **Collect demographic information** about a wide variety of DS office staff, including personal statistics (e.g. age, ethnicity), professional backgrounds and salary ranges.
- **Learn more details about the administration of DS offices**, including the number of students and staff served, the decentralization or centralization of services, and the institutional units (e.g. academic affairs, student affairs) overseeing DS operations.
- **Find practical information to guide administrators** in DS offices and at *AHEAD*, including which types of compensation, resources or professional development opportunities would be most beneficial for DS staff.

METHODS

Recruitment of Participants

AHEAD recruited all participants through e-mail, using direct and indirect methods of solicitation. *AHEAD* made direct contact with its Board of Directors, affiliate chapters and

general membership. With permission of listserv owners, *AHEAD* staff also made direct contact to members of various listservs in Australia, Britain, Canada and the US. Listservs were primarily for professionals working on disability issues in higher education (e.g. DSSHE and PEPNet-list). In addition, *AHEAD* contacted individuals and organizations in Canada, the United Kingdom and Australia, asking for assistance in spreading the e-mail to DS staff in those countries. *AHEAD* conducted indirect recruitment by asking everyone receiving the survey recruitment e-mail to forward it to other colleagues. Appendix A includes a list of individuals and organizations assisting with recruitment, as well as a copy of e-mails recruiting participants.

Data Collection

A copy of the final survey text is available in Appendix B. The survey was in English only and available through the *AHEAD* website, which included information about how to access the survey and update web browsers, as needed. Respondents were not required to be *AHEAD* members.

The survey had five parts, focused on different types of information about disability services providers:

1. **Personal demographic information** such as age, gender and ethnicity.
2. **Details about current staff positions**, including job titles and educational requirements for the position.
3. **Salary and compensation information**, including non-monetary forms of compensation.
4. **Campus and DS office information**, including setting, type of campus and administrative features of the DS office.

At the end of the survey, participants could exit or be redirected to a separate website where they could register to receive a free executive report of the survey and a discount on the final report. They could also volunteer to participate in any interviews *AHEAD* may do to follow-up on survey results.

The survey itself was anonymous. No data from any participant could be linked to their IP address, e-mail address or other identifying information. The fifth optional part of the survey (on a separate website) was confidential, but not anonymous, since respondents shared their name, address and phone number. This information was not used by *AHEAD* for any purpose other than research. Staff member Wendy Harbour, who implemented the survey, planned to use the data for her qualifying paper or doctoral dissertation at Harvard University's Graduate School of Education, so the Harvard Institutional Review Board reviewed and approved this survey and its implementation. All of these details were explained in a letter of consent, which survey participants were required to read (the letter is included in Appendix B).

AHEAD's Webmaster and Director of Information Systems, Charlotte Corbett, designed the layout of the online survey instrument. Two password-protected systems ensured security of the data and protected its integrity; only Charlotte Corbett and the Executive Director of *AHEAD* had access to the database. Various *AHEAD* members with disabilities tested disability access to the survey before its implementation. Members tested the survey on Macintosh and PC computers, as well.

After the survey went online, there were several technical issues that arose. Charlotte Corbett fixed these within 24 hours of their discovery by *AHEAD* staff or survey respondents. Three of the problems warrant mention here, as they interfered with data collection. The first is that there was a problem with the data base on the first day of data collection, which resulted in the loss of 229 responses to the last several survey questions. Also, many DS staff members attempted to complete the survey but had older web browsers which could not "read" the survey; *AHEAD* offered free technical assistance and posted online instructions for anyone wishing to upgrade their web browsers. The final problem was that the *AHEAD* off-site server was unaccustomed to a large volume of users and "froze" at least three times. In each of these cases, the off-site company was able to compensate within a few hours, enabling users to once again access the survey as long as they had not already started it. For those who had already started the survey, *AHEAD* asked them not to return to it, since there was no way to match up the first responses to the second responses due to the anonymous nature of the survey.

Data Analysis

AHEAD staff downloaded the database responses into Excel, and then used SPSS software to conduct data analysis. While coding responses, researchers created a coding key. When questions arose about conflicting answers or extreme answers (e.g. one person reported their DS office budget as 12 million dollars), every effort was made to use other responses to guide decision-making for coding. For example, several respondents said they lived in a US state and a Canadian territory, but they reported their salary and budget in US dollars, indicating that they most likely lived in the US. In other cases, when it was not possible to interpret responses (e.g. one respondent reported “old” for a question about age), these responses were deleted.

Some technical problems caused difficulties with data analysis. As mentioned above, an error in the database resulted in the loss of over 250 responses in over 20 data fields. These data fields included the country of origin, so over 250 staff members had to be eliminated from final data analysis by country. Also, some of the survey questions asked open-ended questions that required a typed response. Unfortunately, these fields were limited to 20 characters. As a result, some questions about certification, non-monetary compensation, and other job titles were “cut off” after 20 characters, meaning that it was impossible to determine what people had written for their answers. *AHEAD* staff did not notice this problem until the survey ended and they downloaded the responses from the database.

The purpose of this survey was to collect descriptive statistics. As such, this report does not include such measures as multiple regression analysis, which are more predictive in nature. Statistics included in this report are sample sizes (n), means/averages (M), standard deviations (SD), quartiles, Pearson correlations, chi-square tests, and p-values. Some types of data were not linear, and had to be transformed using natural log (ln). All tests were conducted at alpha level of .05. Explanations of statistical terms are available online (for example, at The Statistics Homepage <http://www.statsoftinc.com/textbook/stathome.html>¹)

Validity and Reliability of the Survey

As with any survey involving self-selected participants (instead of randomly selected participants), there are concerns about the validity and reliability of the data. This survey also

¹ This website is not endorsed by *AHEAD* or affiliated with the organization in any way. *AHEAD* is not responsible for any misinformation that may be presented by The Statistics Homepage.

revealed several cross-cultural issues, as well as unique concerns related to research about disability services. This section examines each of these validity and reliability issues in detail.

First, participants were not randomly selected. Because they voluntarily decided whether or not to participate (i.e. self-selected to participate), the sample may not be truly representative of DS staff. For example, DS providers who are unusually helpful, interested in research, strong supporters of *AHEAD*, or more educated may have had greater motivation to answer the survey. Random selection would have also increased participation from those in the UK, Canada and Australia, because a specific proportion of DS providers in those countries would have received the survey, and *AHEAD* would have been able to follow-up with those who did not respond to initial requests for participation.

Cross-cultural concerns also arose with this survey, since *AHEAD* deliberately attempted to reach an international group. The survey itself was in the official language used by *AHEAD* (English), but this limited survey participation to only a few Western countries. The online nature of the survey also precluded participation from professionals working in countries where the Internet is not widely used in higher education (especially developing countries). Future surveys may have to include other languages and alternative formats in order to be more inclusive and to encourage broader participation. Another interesting cross-cultural problem occurred because *AHEAD* developed this survey and then requested recruiting assistance from international organizations and listservs. Involving these groups from the onset may have improved participation from DS staff outside of the US, and may have changed some of the survey questions to better reflect DS practices in other countries. In addition, after implementing the survey, some professional organizations for DS staff in Canada contacted *AHEAD* and refused to forward the survey, concerned that it would reduce participation in their own local or national surveys under development. Again, involvement of these groups from the beginning of survey development would have minimized these types of concerns.

In fact, although the *AHEAD* Board of Directors represents a cross-section of DS providers, there were still some questions that did not account for the extraordinary diversity of DS offices. For example, when DS staff worked only part-time as DS providers and were part of a tutoring center, academic department or other office unrelated to disability services, it was difficult to answer some questions on the survey (because the survey was designed for staff working in offices devoted primarily to serving students with disabilities).

Also, it became apparent that a lack of centralized information about disability services created validity issues for this survey. For example, there are no US organizations that currently collect statistics about all disabled students in higher education. Unlike elementary and secondary school systems, which have mandated reporting and standardized disability categories under IDEA, higher education service providers usually only collect statistics for their immediate supervisors. Biennial research by the American Council on Education only investigates freshmen at four-year colleges, despite the fact that most disabled students attend two-year colleges, and retention is a serious issue among postsecondary students (Henderson, 2001). Because there are no agreed-upon standards, many statistics disability categories vary by office. For example, some administrators may count deaf, deaf-blind and hard of hearing students as having three different types of disabilities. Other campuses may count these students with blind and visually impaired students as having sensory disabilities. Similarly, many DS staff were confused when *AHEAD* asked for the number of staff working in their DS office (e.g. the number of people, whether or not they were full-time or part-time). The survey explained that *AHEAD* was not asking for the number of full-time equivalent staff, but several administrators sent e-mails asking for clarification and whether or not to include part-time staff members, especially work study students and sign language interpreters. It is difficult to know how to remedy these problems and the true effect these issues had on the validity and reliability of survey results.

Despite these issues and concerns, this survey is an important step forward for the profession of disability service providers in higher education. Data from the US is especially of interest, given the large number of people who responded. While samples are considerably smaller for the UK, Canada and Australia, if nothing else, the results represent a snapshot of the field at this moment in time, standing as a testimony to how far the field has evolved during the past few decades and how much we have yet to learn.

Part Two

Demographic Information about Respondents

SUMMARY OF RESPONDENTS

A total of 1353 people completed the *AHEAD* survey. Of these, 70 percent were *AHEAD* members, 83 percent were women and most were Caucasian (90 percent). Slightly less than one quarter (23 percent) had a disability. Ages of respondents ranged from 22 to 75, with an average age of 45 (SD=10.17).

Demographics of respondents who were *AHEAD* members were similar to those of the overall sample. The majority of *AHEAD* members were women (83 percent) and Caucasian (89 percent), with the second most common ethnicity being African-American or Black (5 percent). The percentage of respondents from *AHEAD* who had a disability (23 percent) was identical to the percentage of all survey respondents who identified as disabled.

Samples from the US, the UK, Canada and Australia varied considerably, so this must be taken into account when comparing statistics for each country. Figure 2.1 shows a table with basic demographic information, including gender, disability status, age, *AHEAD* membership, and ethnicity, based on country of origin.

	<u>US</u>	<u>UK</u>	<u>Canada</u>	<u>Australia</u>
<u>Gender</u>				
Female	802 (83%)	57 (76%)	43 (86%)	15 (94%)
Male	161 (17%)	18 (24%)	7 (14%)	1 (6%)
<u>Disability Status</u>				
Disabled	222 (23%)	16 (21%)	7 (14%)	2 (12%)
Nondisabled	733 (77%)	59 (79%)	44 (86%)	15 (88%)
<u>Age</u>				
Average Age	45 (SD=10.11)	41 (SD=10.25)	44 (SD=10.47)	46 (SD=8.08)
Range of Ages	22 to 75	22 to 60	23 to 63	30 to 60
<u>AHEAD Membership</u>				
Member	662 (75%)	4 (8%)	21 (49%)	5 (36%)
Not a Member	225 (25%)	49 (93%)	22 (51%)	9 (64%)
<u>Ethnicity</u>				
Caucasian	829 (89%)	58 (100%)	44 (96%)	10 (91%)
African-American or Black	43 (5%)	--	--	1 (9%)
Hispanic, Latino, Chicano or Mexican	29 (3%)	--	--	--
Asian-American, Asian or Indian	12 (1%)	--	--	--
Multi-Ethnic	10 (1%)	--	1 (2%)	--
Native American, Native Hawaiian, Indigenous or Aboriginal	4 (0.4%)	--	1 (2%)	--

Table 2.1. Frequencies and percentage of responses for gender, disability status, age, *AHEAD* affiliation and ethnicity of respondents from the United States, the United Kingdom, Canada and Australia.

GEOGRAPHIC DISTRIBUTION

Unfortunately, although the survey was sent out to as many countries as possible, 87 percent of the respondents were from the US (975). A total of 7 percent (75) were from the United Kingdom, 5 percent (51) were from Canada, and 2 percent (17) were from Australia. Only 6 respondents were from other countries. As mentioned in the first section of the report (see information on data analysis and methods), due to an error with the *AHEAD* database,

information about country of origin is missing for 229 respondents and could not be determined by answers to other survey questions, such as the type of monetary unit for salary, home state, etc. Because the survey was anonymous, *AHEAD* was unable to contact any of respondents to update their results.

While several postsecondary associations in the US divide their members into geographical regions, these categories are usually based on membership statistics and can be rather arbitrary. This report will use the four geographical regions created by the US Department of Education and the Postsecondary Programs Network (PEPNet). These areas are: the West, including Alaska and Hawaii; the Midwest; the South; and the Northeast. Figure 2.1 and Table 2.2 show the percentages of US respondents from each area, as well as the states included in each region. All regions of the US are well represented.

<u>Region</u>	<u>Number of Responses</u>	<u>Percentage</u>
Southern Region (AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, TX, VA, WV)	224	29.6%
Midwestern Region (IA, IL, IN, KS, MI, MN, MO, NE, ND, OH, SD, WI)	211	27.8%
Northeastern Region (CT, DE, DC, MA, ME, MD, NH, NJ, NY, PA, RI, VT)	181	23.9%
Western Region, Alaska and Hawaii (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY)	142	18.7%
	<u>Total = 758</u>	<u>Total = 100 percent</u>

Table 2.2. Percentages of US responses from Southern, Midwestern, Northeastern and Western regions (the Western region includes Alaska and Hawaii).

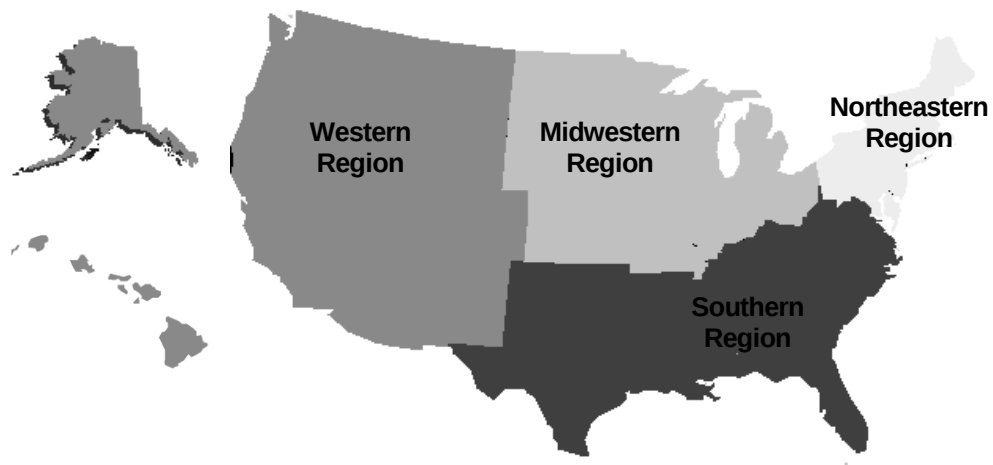


Figure 2.1. Pictorial representation of US regions.

Canadian Province or Territory	Number of Responses	Percentage
Alberta	5	9.8
British Columbia	2	3.9
Manitoba	3	5.9
New Brunswick	2	3.9
Newfoundland and Labrador	0	0
Northwest Territories	0	0
Nova Scotia	0	0
Nunavut	0	0
Ontario	23	45.1
Prince Edward Island	0	0
Quebec	2	3.9
Saskatchewan	1	2.0
Yukon	0	0
No Response	13	26

Table 2.3. Geographical region of *AHEAD* survey respondents from Canada.

Survey respondents represented 7 of the 13 Canadian provinces and territories, with the majority (45 percent) from Ontario. There were no responses from Northern areas that do not border the United States. Slightly more than one-quarter of Canadian staff did not indicate their home territory. Table 2.3 shows the percentage of Canadian respondents by province and territory.

EDUCATION AND WORK BACKGROUND

This section contains information about the educational and professional backgrounds of DS staff, particularly according to job title. The survey questions allowed DS staff to identify as having more than one title for their work position. For instance, an Office Manager might also be a Project Manager, and could list both titles in the survey. Due to validity concerns with overlapping categories, no comparisons of means (i.e. t-tests) or other statistical analyses were performed with this data. Some caution is due, therefore, in interpreting what may appear to be similarities or differences between job categories. Without further analysis, it is difficult to determine whether any differences are indeed statistically significant. Also, due to small sample sizes from Australia, Canada and the United Kingdom, this section only includes the educational and work backgrounds of US respondents.

Administrators

The broad category of “administrators” includes three different titles of those most likely to be supervising or administering DS offices: office director, coordinator or manager; project or program director, coordinator or manager; and associate or assistant director. For each of the three job titles, Table 2.4 shows the highest degree earned and average years of experience in current job position, in the field of disability services and in higher education. Across all three job types, at least one-third of all administrators reported prior work experience in student affairs or social work, and slightly less than one-third (32 percent) of office directors had also worked in health sciences or other medical professions.

	<u>Highest Degree Earned (Percent)*</u>		<u>Years of Experience</u>					
	<u>M.A.</u>	<u>Ph.D.</u>	<u>In Current Position</u>		<u>In Disability Services</u>		<u>In Higher Education</u>	
			<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Office Directors (n=438)	68%	19%	7.40	6.60	9.73	7.01	13.56	7.89
Project or Program Directors (n=199)	63%	14%	7.62	6.16	9.49	6.68	12.01	7.39
Assistant or Associate Directors (n=111)	62%	15%	6.05	5.43	7.84	6.36	10.66	7.24

Key: * Each degree category includes all degrees at that level (e.g. "M.A." includes M.Ed., M.S. and M.S.W. degrees).

Table 2.4. Highest degree earned for administrative positions in US DS offices: office directors, coordinators and managers; project or program directors, coordinators and managers; and assistant or associate directors. Includes mean number of years of experience in current position, disability services, and higher education.

Direct Service Staff

The category of direct service staff includes an array of staff members who are primarily providing direct services to students with disabilities, including specialists of any type (e.g. computer specialists or disability specialists), academic advisors and counselors, and sign language interpreters. Table 2.5 reports degrees and years of experience for each job type. For specialists, the most common prior work experiences were in the fields of: special education (40 percent); student affairs (38 percent); K-12 education, not including K-12 special education with children who have disabilities (34 percent); and social work (33 percent). At least one-third of academic advisors and counselors had worked in student affairs (41 percent), social work (36 percent), health sciences and medical professions (34 percent) and K-12 education, not including special education (30 percent). Over half of all interpreters (58 percent) had work experience in special education, and the most common other fields of work experience for interpreters were student affairs (36 percent) and teaching in higher education (33 percent).

	<u>Highest Degree Earned (Percent)</u>				<u>Years of Experience</u>					
	<u>A.A.</u>	<u>B.A.</u>	<u>M.A.</u>	<u>Ph.D.</u>	<u>In Current Position</u>		<u>In Disability Services</u>		<u>In Higher Education</u>	
					<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Specialists (n=242)	2%	10%	71%	12%	6.25	5.57	7.84	5.81	10.62	7.20
Academic Advisors or Counselors (n=170)	1%	10%	70%	12%	6.05	5.43	8.40	6.30	12.40	7.81
Sign Language Interpreters (n=72)	26%	26%	22%	0	6.90	6.01	9.78	5.78	10.81	6.18

Key: * Each degree category includes all degrees at that level (e.g. "M.A." includes M.Ed., M.S. and M.S.W. degrees).

Table 2.5. Highest degree earned for direct service positions in US DS offices: specialists; academic advisors and counselors; and sign language interpreters. Includes mean number of years of experience in current position, disability services, and higher education.

Professional Positions

The category of professional positions includes those with positions that require specialized training and advanced degrees. Although they may be administering programs or providing direct service, these jobs were not traditionally a part of DS offices and typically require unique or advanced training. Titles in this category include: consultants; counselors, psychologists and psychometricians; and professors, lecturers and instructors. Table 2.6 shows degrees and years of experience for these job types. Among consultants, at least one-third had work experience in the fields of special education (40 percent), student affairs (38 percent), K-12 education (but not special education) (34 percent) and social work (33 percent). Two-thirds of counselors and psychologists (66 percent) had worked in social work, and 35 percent had worked in student affairs. Nearly three-quarters (74 percent) of professors and instructors had worked in student affairs, and over one-third had worked in social work (32 percent) or special education (36 percent).

	<u>Highest Degree Earned (Percent)*</u>		<u>Years of Experience</u>					
	<u>M.A.</u>	<u>Ph.D.</u>	<u>In Current Position</u>		<u>In Disability Services</u>		<u>In Higher Education</u>	
			<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Consultants (n=72)	69%	11%	7.76	5.68	9.30	6.22	11.66	6.88
Counselors and Psychologists (n=130)	75%	21%	7.61	7.30	9.30	8.15	12.42	8.81
Professors and Instructors (n=81)	52%	31%	8.65	7.03	10.23	6.57	15.05	7.80

Key: * Each degree category includes all degrees at that level (e.g. "M.A." includes M.Ed., M.S. and M.S.W. degrees).

Table 2.6. Highest degree earned for professional positions in US DS offices: consultants; counselors, psychologists, and psychometricians; and professors, lecturers and instructors. Includes mean number of years of experience in current position, disability services, and higher education.

Other Job Titles

The survey included job titles of diagnostician, administrative assistants, executive secretaries, secretaries, receptionists, and work study students. In each of these categories, the total number of respondents was less than 20, so information about their educational and work experiences is not included in this section.

SUMMARY

The AHEAD report succeeded in getting participation from respondents in Australia, Canada, Britain and the US. Unfortunately, sample sizes from countries outside of the US were small, making it difficult to do cross-cultural analysis and comparisons. The average respondent (regardless of country) was female, Caucasian, nondisabled and a member of *AHEAD*.

For US respondents, different DS job types were well represented in the survey, as were each of the four major regions of the US. Most respondents are working with a Master's degree and previous professional experiences in student affairs, K-12 education (including special education), or social work. In 1984, Blosser had reported that the majority of

administrators arrived in disability services with a background in counseling, guidance or rehab counseling. By 1998, Madaus reported that administrators came from fields of counseling, law, social work and special education. Now administrators are primarily coming from student affairs, social work and the health sciences and medical professions. In the 1984 and 1998 studies, the average DS director had 5 years or less of experience in their current position (Blosser, 1984; Madaus, 1998), but this study found an average of slightly more than 7 years. Future research will indicate whether there is a general trend of more DS staff being trained in student affairs instead of medical and disability-related fields outside of higher education, as well as whether retention among administrators is becoming less of a concern over time.

Part Three

Salary and Compensation Information

INTRODUCTION

This section includes information about salary and non-monetary forms of compensation. Data collection about these two variables was the original purpose of the *AHEAD* survey, and a primary concern for *AHEAD* members. Readers are advised to read these sections carefully, as this data is descriptive and not meant to imply causality or to predict salary ranges.

SALARIES OF DS STAFF

Salary information in this section is based on data from full-time DS staff in the US. Limiting the analysis to full-time staff increases validity of the results by eliminating excessive variation in salary ranges. Table 3.1 shows self-reported annual salaries ranked by average salary, with office directors, managers and coordinators having the highest average salary. Administrative assistants and executive secretaries in this sample have the lowest average salary. Please note that some people reported more than one job title and were included in multiple categories. Survey respondents included full-time student workers and full-time staff with other job titles (e.g. ADA Coordinator, Dean), but each of those categories had less than five people reporting salary information, so that data is not included here.

It is very important to exercise caution when interpreting or utilizing this data. Not only do the categories overlap with respondents reporting more than one job title, but some sample sizes (e.g. the number of diagnosticians) are very small and are unlikely to be representative of all those working in DS offices with the same title. The middle range of salaries is presented here in order to show the variability for salaries with any given job title. Salaries vary according to background, experience, specialized skills, education, and other factors. In addition, job markets vary considerably in urban and rural areas or between small and large campuses. In larger offices, even lower-paid positions may require supervisory skills, which can affect salary ranges accordingly. Thus, this information is purely descriptive; although it may be a valuable supplement to other research about budgets or incomes, this table should not be used as a single tool for predicting salaries or justifying salary increases.

<u>Job Title</u>	<u>Average Salary (M)</u>	<u>Standard Deviation (SD)</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Middle Range (25th – 75th Quartile)</u>
Office Director, Coordinator, or Manager (n=280)	\$49,030	\$14,980	\$12,000	\$115,000	\$39,000-56,894
Professor, Lecturer or Instructor (n=55)	\$48,705	\$19,666	\$10,500	\$115,000	\$37,400-60,000
Counselor, Psychologist or Psychometrician (n=81)	\$48,547	\$16,379	\$12,000	\$100,000	\$37,890-44,000
Diagnostician (n=8)	\$46,519	\$14,757	\$31,000	\$71,000	\$34,750-61,250
Consultant (n=48)	\$45,840	\$10,286	\$25,800	\$80,000	\$40,000-50,000
Project or Program Director, Coordinator or Manager (n=129)	\$43,482	\$11,645	\$15,000	\$80,000	\$35,000-50,000
Academic Advisor or Counselor (n=105)	\$43,052	\$11,132	\$25,000	\$82,000	\$35,150-50,000
Associate or Assistant Director (n=71)	\$41,800	\$13,357	\$10,500	\$100,000	\$34,000-45,000
Specialist (n=164)	\$41,655	\$12,226	\$19,200	\$85,000	\$33,250-47,000
Interpreter (n=48)	\$36,150	\$9,347	\$15,000	\$55,000	\$28,000-\$43,500
Secretary or Receptionist (n=12)	\$27,147	\$6,343	\$18,500	\$38,380	\$22,500-31,971
Administrative Assistant or Executive Secretary (n=7)	\$23,214	\$5,114	\$17,500	\$32,000	\$19,000-26,000

Table 3.1. Salary ranges of full-time DS staff in the US, by job title.

CORRELATIONAL ANALYSIS

This section contains correlations between salaries of full-time DS staff in the US, regardless of job title. Correlations are helpful in seeing associations between variables, but it does not imply a causal relationship. As an example, staff with advanced degrees may tend to earn more money than those with Associate or Bachelor's degrees, but getting a Master's degree will not necessarily lead to a higher salary. While this distinction may be obvious, it is important to note that correlations are still descriptive and not predictive.

As is typical with salaries, the data was not linear (i.e. when plotted, it had a curvilinear relationship) when salary was plotted as the outcome (i.e. dependent) variable. Transforming both the predictor (i.e. independent) and outcome variables using natural log created a linear graph and a random scatter of residuals expected with linear data. (Residuals show the distance between each data point and the best fitting line through all the data points when they are plotted on a graph.)

Table 3.2 shows correlations between annual salary, years of experience, the highest degree earned, gender, ethnicity, disability status, the number of consumers the staff member's office serves annually (including both students and staff), and the number of staff in the DS office. Salary, years of experience, number of consumers, and staff numbers were all transformed using natural log. Degree was coded with "1" for high school degree, "2" for associate's degree, "3" for bachelor's degree, "4" for Master's degree and "5" for doctorate. Ethnicity was coded with dummy variables of "0" for Caucasian and "1" for any other ethnic group, including multi-ethnic. Disability was coded as "0" for nondisabled and "1" for disabled.

Of particular interest related to salaries are the moderate positive correlations between salary and years of experience ($r=.301$, $p<.001$) and between salary and degree ($r=.433$, $p<.001$). In other words, DS staff with more years of experience tend to have higher salaries, and those with more advanced degrees also tend to have higher salaries. The interaction between years of experience and degree is very slight but statistically significant ($r=.088$, $p<.01$).

	Salary (ln)	Years of Experience (ln)	Highest Degree Earned	Gender	Ethnicity	Disability	Number of Consumers Served (ln)	Number of DS Staff (ln)
Salary (ln)	1.00	.301*** 610	.433*** 613	.116** 616	.036 595	-.013 611	.188** 210	.129** 435
Years of Experience (ln)		1.00	.088** 824	.002 826	.023 798	.053 819	.172** 299	.102* 613
Highest Degree Earned			1.00	.072* 827	.046 797	.036 820	.039 299	-.044 610
Gender				1.00	.038 806	.124*** 826	.073 302	.053 611
Ethnicity					1.00	.054 797	-.001 294	-.027 589
Disability						1.00	.200*** 300	.108** 607
Number of Consumers Served (ln)							1.00	.436** 294
Number of DS Staff (ln)								1.00

Key: *p < .05, **p < .01, ***p < .001

Table 3.2. Pearson correlations and p-values for all US staff salaries (transformed by natural log), years of experience (transformed by natural log), highest degree earned, gender, ethnicity, disability status, number of consumers served annually by the DS office (transformed by natural log), and number of DS staff (transformed by natural log).

There was a weak but statistically significant positive correlation between salary and the size of the office, in terms of numbers of consumers ($r=.188$, $p<.01$) and also in terms of staff size ($r=.129$, $p<.01$). However, there is a moderately strong positive correlation between the number of consumers and the number of DS staff ($r=.436$, $p<.01$), showing that these two factors are correlated with each other, as well.

Interestingly, although over three-quarters of DS staff are women, there was a slight but statistically significant difference in salaries, with men tending to have higher salaries ($r=.116$, $p<.01$). There is also a slight but statistically significant positive correlation between gender and disability, indicating that DS staff with disabilities tend to be men ($r=.124$, $p<.001$),

another interesting finding given the dominance of women in the field. There is also a weak but positive correlation between having a disability and working in larger offices that either serve larger numbers of consumers ($r=.200$, $p<.001$) or have larger numbers of staff ($r=.108$, $p<.01$).

REGIONAL DIFFERENCES IN SALARY

Figure 3.1 divides salaries of full-time DS staff into categories by tens of thousands of dollars, showing the percentage of staff in each salary range by geographical region. Of the 456 full-time staff members answering questions about salary and geographic location, the majority of DS providers earned salaries between \$30,000 and \$50,000. Most staff from the Midwest and South reported salaries between \$30,000 and \$39,000, whereas the majority of staff from the West and Northeast reported salaries between \$40,000 and \$49,000. This does not necessarily imply that staff from Western and Northeastern states are earning higher salaries. Among lower salaries (less than \$30,000 annually) and higher salaries (\$70,000 annually or more), there was less variability in respondents by region. Across all regions, there were no significant differences in the number of administrators responding to the survey or in the levels of their education (two variables that could possibly affect salary levels).²

The majority of staff from Western states (76.9 percent) are from institutions that were categorized as “Other” on the survey, including for-profit universities, correspondence schools or postsecondary institutions where students are not ranked as undergraduate or graduate students. Most staff in other states are from research universities or two-year colleges, so this could explain part of the reason Western states have lower salary ranges. These results may be explained by other factors, however, such as differences in general cost-of-living indexes or the way states were grouped into regions for this analysis.

² This graph was included in the *AHEAD* preliminary report on survey results. The y axis in the preliminary report had errors in scale, creating different results. Also, the interpretation of the graph implied incorrect regional interpretations of salary. Both of these errors have been corrected in this report and *AHEAD* apologizes for any confusion or inconvenience these may have caused.

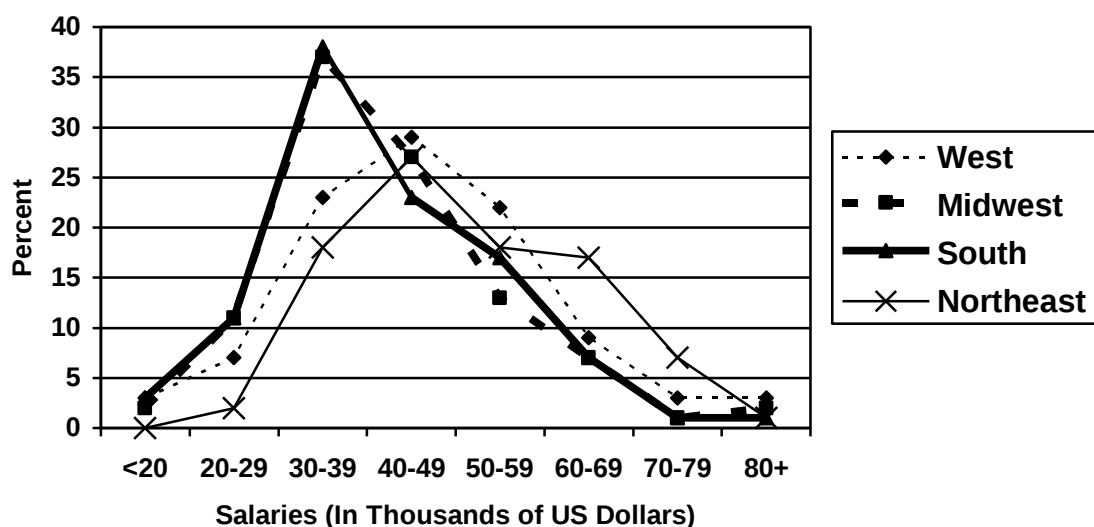


Figure 3.1. US full-time staff salaries in tens of thousands of dollars, according to geographical region.

Non-Salary Compensation Information

To complement information related to salaries, the *AHEAD* survey also collected data about non-salary forms of compensation (not including vacation and sick time). These results are reported below in Table 3.3. For the 851 staff members who answered these questions, the most common type of compensation was medical and/or dental insurance. Staff were able to report other forms of compensation not included in the survey, and those results are included in under the category of “Other forms of compensation,” with the number of responses for each type of compensation indicated in parentheses. The data fields for “Other forms of compensation” were limited to 25 characters, and a few people wrote answers that were longer than space allowed; only legible complete responses are included below.

<u>Type of Compensation</u>	<u>Number of Responses</u>	<u>Percentage of Respondents (n=851)</u>
Medical and/or dental insurance for yourself	558	65.6
Mandatory retirement plan or pension	466	54.8
Medical and/or dental insurance for family members	354	41.6
Professional development funding	344	40.4
Optional retirement plan	342	40.2
Tuition waivers or reduced tuition fees for yourself	311	36.5
Tuition waivers or reduced tuition fees for family members, including your children	310	36.4
Flexible hours	186	21.9
Reduced or waived transportation or parking expenses	88	10.3
Daycare services, reduced rate childcare, or access to on-campus child care	55	6.5
Time-sharing your job with another staff member	0	--
Other forms of compensation	Life insurance (17) Disability insurance (9) Fitness/Health Club/Gym memberships (7) Discounts on campus or in community (4) Flexible health care plan or medical savings account (3) Financial planning services (3) Travel reimbursement (2) Home loans or grants (1) Paid religious holidays (2) Supplemental stipends (2) Compensation for overtime (2) In-services (2) Domestic partner benefits (1) Campus housing (1)	

Table 3.3. Non-salary forms of compensation reported by full-time US staff in DS offices.

SUMMARY

Salary and compensation information was based on all data from full-time DS staff in the US. Most staff reported salaries between \$30,000 and \$50,000, although these varied slightly by geographical region, with staff from the Northeast reporting slightly higher average ranges of salaries compared with staff in the Midwest and South (although there was less regional difference in the proportions of staff receiving low salaries less than \$20,000 or high salaries above \$70,000). Office directors, coordinators and managers reported the highest average

salaries (\$49,030), and there was considerable variation in the range of salaries, as well, with a standard deviation of \$14,980. Administrative assistants and executive secretaries had the lowest average salaries ($M=\$23,214$; $SD=\$5,114$) with comparably little variation around the mean. There were moderate positive correlations between higher salaries and having advanced degrees ($r=.433$, $p<.001$) and between higher salaries and the number of years of experience ($r=.301$, $p<.001$). Despite the predominance of women in the field, there were also slight but statistically significant differences between gender and salaries, with men tending to have higher salaries ($r=.116$, $p<.01$). Non-salary compensation varied considerably, but at least half of DS staff reported having medical or dental insurance, as well as a mandatory retirement or pension plan.

Due to a lack of previous research on this topic, it is not possible to know whether these results represent any kind of trend, or whether survey respondents' salaries were representative of the field as a whole. This information does, however, represent a first step in future research, and it serves as a reference for higher education and DS personnel investigating salary and compensation issues for their own personal or professional use. Of particular importance is that findings on "DS Provider" salaries is of less interest than findings on different types of DS providers, since there is such diversity in offices and staff positions.

Part Four

Characteristics of DS Offices

INTRODUCTION

This section of the report examines the offices and campuses where DS staff work. As with previous sections, results are from US respondents because sample sizes for other countries were too small to be representative. For the US sample, most analyses were limited to information from full-time administrators, to eliminate as much over-representation as possible from larger campuses and offices, since they were more likely to have multiple respondents participating in the survey. Administrators are also more likely to know statistics about their office, administrative structures and student populations, since they must usually report similar types of information in annual administrative reports.

CHARACTERISTICS OF DS OFFICES

This portion of the report is based on data from 608 full-time DS administrators in the US. As in previous sections, the term “administrator” includes three different job titles: office director, coordinator or manager; project or program director, coordinator or manager; and assistant or associate director. It is likely that some of the data from larger campuses overlaps. In other words, a director, a project manager and an assistant director from the same office could have responded to the survey, duplicating responses for one campus. Including these three job titles, however, is one way to help ensure inclusion of administrators from DS offices that are programs or projects (rather than offices or departments). It also includes smaller or decentralized offices, where the administrator may have a title of assistant or associate director.

Titles of DS offices varied considerably, as shown in Figure 4.1, which shows responses from 483 administrators. Approximately one-third of DS offices (33 percent) are called Disability Services and 28 percent of the offices have other titles or are included under other offices (e.g. the Student Activities office or a Learning Resource Center).

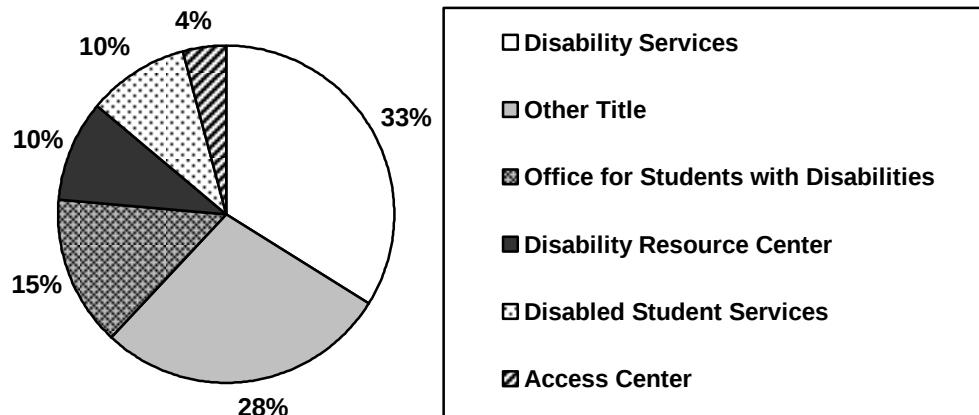


Figure 4.1. Titles of DS offices in the US, as reported by full-time administrators.

Within the campus hierarchy, DS offices may be located in a variety of academic units. The majority of DS offices ($n=471$) were located in student affairs (63 percent). Almost one-third (28 percent) of the DS offices reported to Academic Affairs units. The remaining 9 percent of DS administrators were located in five different types of units: multicultural affairs (2 percent), health services (2 percent), human resources (1 percent) and general counsel or the legal department on campus (1 percent).

A total of 446 administrators reported the number of staff in their DS offices. This number included full-time and part-time employees, not full-time equivalent (FTE) hours; the response indicated the total number of people working in the DS office. Staff sizes ranged from 0 to 100, with an average of 7 staff ($SD=11.18$). The majority (75 percent) of DS offices had 7 or fewer staff, and 20 percent (90) worked alone, in offices where they were the only staff member.

Of administrators reporting the size of their DS office budget, the average annual budget was \$233,643 ($SD=\$325,286$). Budgets ranged from \$0 to \$2,500,000, with 50 percent of the budgets at less than \$110,626. Table 4.1 shows correlations for annual budgets of DS offices with other factors of interest. As with salaries, when plotting budgets as an outcome (i.e. dependent) variable, the data is not linear. Therefore, in order to examine correlations, budgets and other numerical data had to be transformed using natural log. Categorical variables were converted into dummy variables. For campus unit, those offices under

academic affairs were coded as “0” and those in student affairs were coded as “1,” while offices under all other types of institutional units were coded as missing data. All private and church-sponsored institutions were coded as “0” and public colleges and universities were coded as “1,” with all other types of campuses coded as missing data. Finally, campuses in rural areas were coded as “0” and campuses in urban, small town or suburban areas were coded as “1” for urban.

	Budget (ln)	Number of Staff in DS Office (ln)	Number of Consumers Served Annually (ln)	Number of Students on Campus (ln)	Campus Unit	Public or Private	Urban or Rural
Budget (ln)	1.00	.622*** 204	.337*** 200	.577*** 202	.280*** 192	.441*** 212	.133* 212
Number of Staff in DS Office (ln)		1.00	.406*** 398	.550*** 395	.200*** 386	.374*** 426	.181*** 429
Number of Consumers Served Annually (ln)			1.00	.364*** 377	.041 365	.248*** 397	.102* 398
Number of Students on Campus (ln)				1.00	.240*** 364	.541*** 396	.265*** 403
Campus Unit					1.00	.292*** 415	.108* 416
Public or Private						1.00	-.074 456
Urban or Rural							1.00

Key: *p < .05, **p < .01, ***p < .001

Table 4.1. Pearson correlations and p-values for annual budgets of DS offices (transformed by natural log(ln)), number of office staff in DS offices (transformed by ln), number of consumers served annually (transformed by ln), number of students on campus (transformed by ln), campus unit (student affairs or academic affairs), whether public or private college, and by location in urban or rural areas.

Table 4.1 shows several aspects of DS offices and how they are correlated with annual office budgets. All the variables listed in this table have a positive statistically significant correlation

with the size of the DS budget. For example, there is a strong positive correlation between the size of the budget and the size of the DS office ($r=.622$, $p<.001$). In other words, offices with larger numbers of staff tend to have larger budgets, as would be expected since a major part of DS budgets is salaries. There is also a strong positive correlations between budget and the number of students on campus ($r=.577$, $p<.001$). There is a moderate positive correlation between budget and the number of consumers a DS office serves annually ($r=.337$, $p<.001$). Another major part of DS budgets are for accommodations, so it is reasonable to expect offices serving large numbers of students to have larger budgets for more disability accommodations. Likewise, DS offices on larger campuses are likely to serve larger numbers of students with disabilities ($r=.550$, $p <.001$).

Institutional factors are also correlated with DS office budgets. Offices housed under student affairs tend to have higher budgets than those under academic affairs, a low positive correlation ($r=.280$, $p<.001$). DS offices that are a part of public universities tend to have higher budgets, as well, with a moderate positive correlation of $.441$ ($p<.001$). As would be expected, there is also a moderately low positive correlation between campus unit and type of university, with public universities tending to house DS offices in student affairs ($r=.292$, $p<.001$). There is a low positive correlation between the size of the DS budget and location of the campus, with higher budgets associated with urban locations ($r=.133$, $p<.01$). Urban campuses, however, also tended to have larger numbers of students on campus, a low positive correlation of $.102$ ($p<.001$).

DS offices are structured in a variety of ways. The majority (82.1 percent) are centralized, with one DS office serving the entire campus and all types of disabilities. Other offices (11.2 percent) are partially centralized and partially decentralized, with most disabled students going to one office, and some students (e.g. culturally Deaf students or students with learning disabilities) going to a separate office or program for services. Some administrators (4.2 percent) reported that their campus does not have a disability services office; in this situation, accommodations may be provided by someone who does the job part-time while working in another capacity. The least common configuration (2.6 percent) were decentralized offices, with each college or department having its own disability services contact or office.

<u>Service or Program</u>	<u>Number of Responses (n)</u>	<u>Not Offered</u>	<u>Free</u>	<u>For Fee</u>
Online educational services or training (Example: online freshman orientation). Does not include an office website.	440	39 (8.9%)	400 (90.9%)	1 (.2%)
Adaptive technology or computer center.	446	58 (13.0%)	380 (85.2%)	8 (1.8%)
Document conversion (e.g. print to braille).	454	70 (15.4%)	379 (83.5%)	5 (1.1%)
Study abroad/international student exchange counseling.	436	129 (29.6%)	300 (68.8%)	7 (1.6%)
Transition services or orientation for new students.	439	131 (29.8%)	295 (67.2%)	13 (3.0%)
Resource library.	436	195 (44.7%)	241 (55.3%)	0 (N/A)
Career counseling or job placement assistance.	443	264 (59.6%)	174 (39.3%)	5 (1.1%)
Assistance identifying or hiring personal care attendants, tutors, typists or other disability-related personal services.	448	268 (59.8%)	172 (38.4%)	8 (1.8%)
Clubs, cultural groups or student organizations.	427	270 (63.2%)	154 (36.1%)	3 (0.7%)
Psychological counseling or therapy.	429	283 (66.0%)	146 (34.0%)	0 (N/A)
Support groups.	424	300 (70.8%)	121 (28.5%)	3 (0.7%)
Workshops, seminars or institutes of any kind.	429	313 (73.0%)	108 (25.2%)	8 (1.9%)
Tutoring or assistance with math, reading or other subjects.	418	322 (77.0%)	94 (22.5%)	2 (0.5%)
Gym, athletic facilities or sports teams for disabled students.	423	330 (78.0%)	90 (21.3%)	3 (0.7%)
Lounge or resting area.	420	338 (80.5%)	77 (18.3%)	5 (1.2%)
Psychometric testing, learning disability assessments and/or other diagnostic testing.	449	387 (86.2%)	37 (8.2%)	25 (5.6%)
Wheelchair, hearing aid or other equipment repair service.	436	408 (93.6%)	21 (4.8%)	7 (1.6%)
Physical therapy.	439	427 (97.3%)	7 (1.6%)	5 (1.1%)

Table 4.2. Programs and services offered by US DS offices, and whether these services are free or on a fee-for-service basis for eligible consumers.

In addition to direct services required by local or federal law, DS offices may offer other services or programs. For some offices these services are free, and for others there is a fee-for-service system. Table 4.2 lists a variety of services and programs, and whether DS offices offer the services, whether they are free to eligible users, or whether eligible users must pay an additional fee. The *AHEAD* survey made a distinction between services and programs offered by the DS office and those offered by the campus or other departments. Table 4.2 only includes services and programs in DS offices, listed by the most common services.

CHARACTERISTICS OF DS CONSUMERS

Administrators reported the number of students served by type of student (graduate, undergraduate and extension). They also reported the number of campus employees (staff and faculty) served, as well as the total number of consumers (students and employees). Again, as with other statistics based on reports from US administrators, there are validity issues with these figures because of potential overlap between administrators and campuses (i.e. more than one administrator from the same campus may have responded to the survey). Also, researchers investigating disability in higher education have used a variety of disability categories. For better comparison with special education statistics, the *AHEAD* survey used the same categories that IDEA legislation mandates for federal special education reports. As mentioned in the first section of this report, the unfamiliarity with these categories may have created difficulty for some administrators who are not used to separating out certain disability groups. For example, some campuses may count students with learning disabilities and students with attention deficit disorders in the same category, while others may count them separately. Nevertheless, this data may be of interest to higher education professionals, since few national or international statistics exist about disabled students in higher education.

DS administrators report that an average of 6.13 percent (SD=14.37 percent) of all students on campus have disabilities, with 50 percent of campuses having disabled student populations that represent 1.78 percent and 5.22 percent of the student body. This figure was calculated by dividing the total number of disabled grad students, undergrad students and extension students by the total number of students reported for each campus. In the US, the Cooperative Institutional Research Program has conducted annual national surveys of college freshmen, and since 1988, the HEATH Clearinghouse has collected biennial statistics

on disabled freshmen. Since 1998, HEATH has estimated that 6 to 8 percent of all freshmen at four-year colleges have disabilities (Henderson, 2001). Thus, despite validity concerns, the fact that DS administrators reported numbers of all students instead of freshmen, and all types of higher education institutions are represented instead of only four-year colleges, the average of 6.13 is consistent with results of other research. Even so, disabilities are most likely underreported because of stigma or lack of awareness about disability among students, so results from this survey and HEATH should be considered in light of these considerations.

Of the 412 administrators who reported statistics about consumers with disabilities, nearly three-quarters (73.5 percent) served only students, although this group could include undergraduate, graduate and extension students. The other 26.5 percent worked with both students and employees, including faculty and staff. The average ratio of DS staff members to the total number of consumers in DS offices was .13 (SD=1.22), which is approximately 1 staff member for every 8 students served. The most frequently reported ratio (the Mode for this sample) was .02, which is a ratio of 1:50. Fifty percent of administrators reported ratios between 1:25 and 1:100. It is important to remember that this is not a measure of any staff member's typical "caseload," but instead a ratio of the total number of DS staff (whether part-time or full-time) to the total number of consumers (including students and staff). Since many DS offices serve the entire campus, it may be more reasonable to calculate the number of DS staff in the office in proportion to the number of students on campus. That ratio is .001, with 1 staff member for every 1,000 students on campus (n=397).

The vast majority of DS consumers are not only students, but specifically undergraduates. For fifty percent of campuses, undergraduates are 83 to 100 percent of all consumers served (M=84.52; SD=25.12). Grad students are 0 to 10 percent of consumers (M=9.64; SD=19.12), and there are no extension students (M=3.83; SD=13.84) or employees (M=3.81; SD=13.27).

<u>Disability Category</u>	<u>Average number of students served by DS offices</u>		
	<u>M</u>	<u>SD</u>	<u>Mid-Quartile Range (25th – 75th Percentile)</u>
ADD (n=405)	75	38.00	15 – 89
Autism (n=378)	4	2.00	1 - 5
Deaf-Blindness (n=362)	2	7.40	0 - 1
Deafness/ Hard-of-Hearing (n=441)	13	20.34	2 – 17
Health Conditions (n=389)	36	49.28	6 – 46
LD (n=460)	113	130.12	25-160
MR/DD (n=333)	6	20.63	0 - 4
Mobility-Related (n=397)	24	37.68	3 – 26
Psychiatric (n=397)	40	54.08	8 – 48
Speech and Language-Related (n=318)	5	15.99	0 – 5
TBI (n=398)	7	11.85	1 – 9
Visual Impairments and Blindness (n=396)	11	21.97	2 - 12

Table 4.3. Means, standard deviations, and mid-quartile range for students served by DS offices, by type of disability, as reported by US administrators of DS offices.

Table 4.3 shows the average number of students served per disability category, including the average number, standard deviation and mid-quartile range for each group. Categories of

disabilities include ADD (attention deficit disorder), autism (autism and autistic-spectrum disorders, including Asperger's syndrome), deaf-blindness, deafness/hard-of-hearing (including culturally Deaf students), health conditions (students with chronic health conditions like diabetes or epilepsy), LD (learning disabilities including dyslexia), MR/DD (mental retardation and developmental disabilities), mobility-related disabilities, psychiatric disabilities, speech and language-related disabilities, TBI (traumatic brain injuries), and visual impairments and blindness.

Of particular interest is the difference in variability among types of disabilities. For example, the mean number of autistic students is 4 and the standard deviation is only 2.00, with 50 percent of all DS offices serving between 1 and 5 autistic students. The average number of mentally retarded or developmentally disabled students ($M=6$) is similar to the average number of autistic students, but the standard deviation is 20.63, indicating that there is great variability in the number of mentally retarded and developmentally disabled students campuses serve. Despite this variability, 50 percent of campuses serve four or less students with disabilities. These numbers, then, are helpful in understanding how different populations of disabled students may be at different colleges (a factor that is particularly helpful for prospective disabled students comparing campuses of interest).

INSTITUTIONAL CONTEXTS OF DS OFFICES

Campuses were located in a variety of settings: 200 administrators (42.7 percent) said their campus was in an urban area within a large city and 195 (41.7 percent) worked on campuses in suburban or small town locations outside of a major city. A total of 73 (15.6 percent) DS administrators worked for campuses in rural areas that were not located near a major city.

Of 470 administrators responding to questions about their type of postsecondary institution, most of them (32 percent) were from research universities. Only 2 percent of administrators were from technical and vocational colleges. Figure 4.2 shows the percentage of responses for each type of campus. For this survey, research universities were defined as institutions conducting research and offering doctoral degree programs. Comprehensive universities also offer graduate programs, but not doctorates. Baccalaureate colleges are four-year programs offering primarily bachelor's degrees and no graduate degrees, while two-year colleges generally had associate degree programs. The category for technical and

vocational colleges also included professional and trade schools (e.g. art schools, business schools). While these categories were based on those used by The Chronicle of Higher Education, clearly they did not cover all the possible types of campuses, since 7 percent of administrators were unable to select a description that fit their university or college.

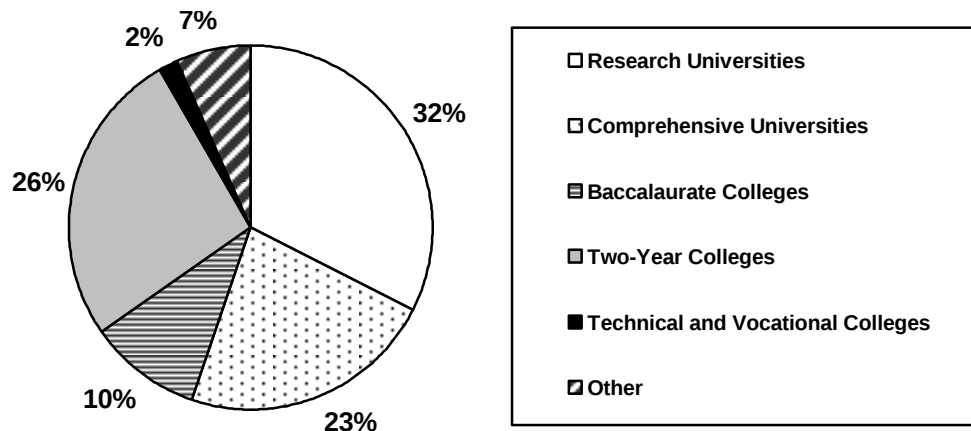


Figure 4.2. Type of postsecondary educational institution, as reported by full-time DS administrators in the US.

Slightly more than 68 percent (321) of the campuses were public or state-sponsored schools. 30 percent (140) were private independent schools, including private colleges affiliated with a church, and 1 percent (4) were church-sponsored (e.g. theological seminaries). Only 2 percent (6) of the campuses were not included in any of these categories. A small number of administrators were from historically Black colleges and universities (1 percent). Two administrators were from tribal colleges (0.5 percent) and 2 were from colleges primarily serving students with a specific type of disability (0.5 percent).

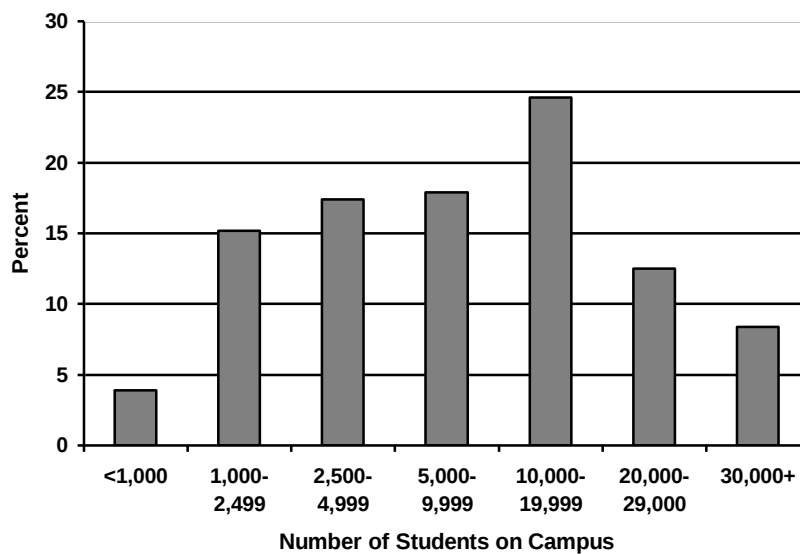


Figure 4.3. Numbers of total students on campus (i.e. size of institution), reported by full-time DS administrators in the US.

Campuses varied considerably in the number of students. Using categories defined by The Chronicle of Higher Education, Figure 4.3 shows the sizes of institutions reported by 406 full-time US administrators. 50 percent of colleges had between 2,500 and 9,999 students.

SUMMARY

Information about DS offices, their consumers and their campuses was based on data from 608 full-time DS administrators in the US. Most DS offices were entitled “Disability Services” (hence the use of that term in this report). The offices were usually located in either student affairs (63 percent) or academic affairs (28 percent), and 75 percent had 7 staff or less, an increase of 100 percent over the 3 or less staff reported by 79 percent of administrators in 1998 (Madaus, 1998). In 1987, the average DS office budget was \$115,000 (Sergent et al., 1987), but now the average budget is \$233,643 (SD=\$325,286). There were strong correlations between the size of DS budgets and the number of office staff ($r=.622$, $p<.001$), as well as between the size of budgets and the number of students on campus ($r=.577$, $p<.001$), meaning that larger offices and bigger campuses tend to have larger budgets (an intuitive assumption). There were also statistically significant correlations between budgets

and institutional features. There is a low positive correlation between higher budgets and offices being housed under student affairs ($r=.280$, $p<.001$) instead of academic affairs. DS offices that are a part of public universities tend to have higher budgets, as well, with a moderate positive correlation of $.441$ ($p<.001$). Similar to results reported by Madaus in 1998, the majority of offices were centralized, with one office serving the entire campus and all types of disabilities.

As technology affects people with disabilities and higher education, DS offices are apparently working to keep pace with these developments. Over 90 percent of DS offices now offer online educational services or training, and this figure does not include office websites. Likewise, over 86 percent of offices have adaptive technology or computer centers, and more than 84 percent offer office-based document conversion services. Over half of all DS offices also offer study abroad and student exchange information, transition or orientation for new students, and resource libraries. The vast majority of these programs are free for eligible users. If DS offices charge fees for any services, it is most frequently for psychometric testing, learning disability assessments or other diagnostic testing, as well as for transition services or freshmen orientation programs.

DS offices do not only serve disabled students, and as universal design and constructivist models of disability spread through higher education, more DS offices and DS professionals are considering their role in serving the entire campus community (Conway and Chang, 2004; Kroeger and Schuck, 1993; McDermott and Varenne, 1996; McGuire, Scott and Shaw, 2003). Based on DS administrators' reports, an average of 6.13 percent of all students are registering as disabled students, a figure consistent with previous research (Henderson, 2001). The majority of disabled students have learning disabilities, attention deficit disorders, or psychiatric disabilities, an interesting finding given that less than 20 years ago, the most common disabilities on campus were mobility-related, with a small but emerging group of students who identified as learning disabled (Sergent, 1987). Nearly three-quarters of DS offices (73.5 percent) only serve students and the vast majority of those students are undergraduates. This leads to questions about a potential lack of outreach to graduate students and extension students, as well as the need to identify which departments tend to serve staff and faculty with disabilities (and why professionals in those offices are not identifying as "DS Providers").

Different types of campuses and settings (i.e. urban, suburban, small town or rural) were well represented in the survey, with a majority (65 percent) of DS offices located in public colleges or universities. Only a small number of administrators were from historically Black colleges and universities, tribal colleges, or colleges primarily serving a specific type of disability. The lack of representation from these campuses suggests the need for *AHEAD* and other professional groups to conduct outreach to these campuses, as well as the need for further research on the experiences of DS providers and disabled students at these types of postsecondary institutions.

Part Five

Professional Needs of DS Staff

INTRODUCTION

The *AHEAD* survey wanted to investigate the professional development needs of staff, in order to better address these concerns through regional, national and international training. Due to concerns about the length of the survey, however, this goal was changed to simply investigating professional needs, such as information, resources or support. *AHEAD* hoped this would serve as a starting point for further research, while also giving administrators and professional organizations some basic ideas for targeting staff concerns according to different job titles, campus types, geographical locations, etc.

This section differs from previous chapters of this report, in that the statistics are based on all survey respondents, including those from outside of the US. Questions about professional needs (which were described as “professional development needs” in the survey) were based on a Likert scale of 1 to 5. The question asked, “What would help you do your job better? Rank these on a scale of 1 (would not help me at all) to 5 (would help me do my job significantly better).” Respondents then rated each item on the 1 to 5 scale. Because of the way this question is worded, a low percentage of “4” or “5” scores must be interpreted cautiously. For example, only 45 percent of respondents said a higher salary would help them do their job better, but it is likely that if the question asked “Would you like a higher salary” the percentages would be considerably different. In other words, the questions asked what would help staff do their job better, not what they needed or wanted for themselves.

PROFESSIONAL NEEDS

Table 5.1 shows a summary of responses from all survey participants, including the number of responses for each question, and the percent who answered “4” or “5,” indicating that the item would help them do their job significantly better. The shaded area contrasts all survey respondents to administrators; percentages are nearly identical for all questions.

<u>Item</u>	<u>Number of Respondents</u>	<u>Percent Responding with “4” or “5”</u>	<u>Number of Administrators</u>	<u>Percent Responding with “4” or “5”</u>
More resources or money for resources	1201	92%	581	91%
More support and understanding of disabilities	1200	84%	582	69%
More information about best practices	1190	82%	579	81%
More communication and connections on campus	1185	77%	573	74%
More institutional commitment	1174	76%	575	76%
More information about the law	1156	72%	566	73%
More information about disabilities and models of disability	1192	69%	582	84%
Reduced bureaucracy	1173	62%	570	58%
Higher salary and/or better benefits	1174	45%	569	43%
Reduced numbers of disabled students	1147	21%	554	20%

Table 5.1. Percentages of all survey respondents contrasted with percentages of all administrators indicating items that would help them do their jobs “significantly better” (a “4” or “5” on a 5-point Likert scale).

Table 5.2 ranks the list of items on a scale of 1 to 10, based on the percentage of respondents ranking the item as a “4” or “5.” In addition to showing rankings for all survey respondents, Table 5.2 also shows rankings for US administrators, US specialists, US interpreters and US support staff. While samples vary considerably in size, it is worth noting that despite differences in job titles, the highest ranking item for all staff (i.e. the item with the highest percentages) was “more resources.” “More understanding and support” was the second highest for nearly all categories. Administrators seemed to place a higher priority on information about disability, while support staff needed more communication.

<u>Item</u>	<u>All Survey Respondents (n=1201)</u>	<u>US Administrators (n=581)</u>	<u>US Specialists (n=207)</u>	<u>US Interpreters (n=69)</u>	<u>US Support Staff (n=28)</u>
More resources	1	1	1	1	1
More understanding and support	2	7	2	2	3
More information about best practices	3	3	5	6	6
More communication	4	5	4	5	2
Institutional commitment	5	4	3	4	7
More information about the law	6	6	6	7	4
More information about disability and models of disability	7	2	8	8	5
Reduced bureaucracy	8	8	7	3	8
Better salary or benefits	9	9	9	9	9
Reduced numbers of disabled students	10	10	10	10	10

Table 5.2. Ranking of items that would help DS staff do their jobs “significantly better” (a “4” or “5” on a 5-point Likert scale); rankings are reported by category, based on percentages of all survey respondents, US administrators, US specialists, US interpreters and US support staff.

In comparing results by type of campus, there were some interesting differences in responses. For example, 72.0 percent of staff from suburban and small town colleges reported needing institutional support to do their job significantly better (n=307), compared with 80.6 percent of those working on urban campuses (n=407) and 82.2 percent of staff from rural campuses (n=118; 82.2 percent). These differences are statistically significant in Chi-Square analysis ($\chi^2=17.38$ (df=17.38); $p<.05$). Suburban and small town colleges were also

less likely to need communications and connections on campus in order to do their job significantly better (70.9 percent; n=313) compared with urban campus (81.0%; n=410), and rural campuses (74.7 percent; n=111). ($\chi^2=21.79$ (df = 8); $p<.01$)

The type of campus seemed to make a difference in staff responses, as well. If staff worked at comprehensive universities not offering doctorates, they were less likely to report needing higher salaries and benefits in order to do their jobs better (37.9 percent; n=148), compared with staff at research universities offering doctorates (54.0 percent; n=302), who had the highest proportion of DS staff saying salary and benefit increases would be helpful. ($\chi^2=39.43$ (df=20); $p<.01$.)

However, staff working at research universities offering doctorates were less likely to report needing disability-related information to do their jobs better (56.7 percent; n=305). Staff from baccalaureate campuses offering four-year degrees (73.9 percent; n=73), comprehensive universities not offering doctorates (72.8 percent; n=151) and two-year colleges (72.7 percent; n=220) were more likely to need disability-related information. ($\chi^2=34.469$ (df = 20); $p<.05$).

SUMMARY

Statistics in this section are based on all survey respondents, with a subset of analyses based on DS staff in the US. Questions about professional needs asked, "What would help you do your job better?" and staff ranked these items on a scale of 1 (would not help me at all) to 5 (would help me do my job significantly better).

The most common needs, across all countries and job types, were more resources, and more understanding and support. There were some differences by job type (based on US responses). For example, administrators placed a higher priority on learning about disabilities and models of disabilities, and specialists wanted more institutional commitment compared with other professionals. Interpreters needed less bureaucracy and support staff placed a higher premium on communication.

There were also differences based on types of campuses. Staff from urban or rural campuses were more likely to need institutional support, compared with staff from suburban or small town colleges and universities ($\chi^2=17.38$ (df=17.38); $p<.05$). DS providers at research universities offering doctorates were the most likely to rank higher salaries and better benefits as something that would help them do their jobs better, but they were less likely to want more disability-related information, compared to baccalaureate campuses, comprehensive universities or two-year colleges . ($\chi^2=34.469$ (df = 20); $p<.05$).

Due to the wording and limited number of survey questions on this topic, generalization and application of this data is limited. However, it serves as a reminder to organizations and administrators about the variability of professional needs among staff. For *AHEAD* and other professional organizations, it offers a glimpse at questions for future research and the possible differences among training needs for DS staff, by job title and by type of campus.

Part Six

Conclusion and Recommendations

CONCLUSION

Although this is the “final report” on the *AHEAD* survey of DS providers in higher education, in many ways that title is a misnomer. Likewise, this conclusion is not so much a summary of the data, as a discussion of the survey process and its effects, general recommendations based on the survey results, and implications for future research.

The introduction to the survey explained the year-long process of developing the *AHEAD* survey, as well as the difficulty in determining research questions and survey goals. Although questions about salaries were the primary concern, ultimately the survey became more focused on learning demographics about DS professionals (including salaries) and basic features of the offices and campuses where they work. Less than 10 years after passage of Section 504 of the 1973 Rehabilitation Act, Anne Louise Dailey and Conway Jeffress suggested that DS offices have three key functions: financial (managing financial concerns related to access), academic (providing access to courses, for both students and faculty), and community (building connections and community on and off campus) (1981, p. 542-543). In many ways, this continues to hold true today, despite the radical changes in campuses and the field of disability services. This survey, though focused on descriptive characteristics of DS personnel and DS offices, provides important information about how offices are accomplishing aspects of each of these key functions.

At the 2004 *AHEAD* conference, attendees referred informally to this survey as “The Salary Survey.” Yet, beyond questions about salaries, budgets, and other numbers is the question of implications. What do these numbers mean? Despite repeated cautions in this report about the limitations of the research and the perils of over-generalizing results, the fact remains that there is very little national and international research to guide administrators. It is only natural that this report (and any future reports generated from survey data) will serve as vital resources to supplement the existing literature, an intention of *AHEAD* from the beginning of the research process.

Yet there have been some other unintended consequences of this research. The first is that the process of creating, implementing and analyzing the survey connected professionals across disciplines, regardless of their field, their interest in disability services per se, or their connection to *AHEAD*. A glance at the list of acknowledgements or those assisting with

recruitment will show that this survey brought together a large network of people. Although this could be expected, the extent of the network enriched *AHEAD* and, hopefully, the results of the survey.

The second is that the *AHEAD* Board of Directors, staff and members are beginning to see new possibilities for *AHEAD* in developing future research projects. As an international professional organization for DS professionals, *AHEAD* is in a unique position to investigate questions about this field and disability in higher education. In its mission statement (*AHEAD*, 2004a), *AHEAD* states its commitment to:

- Value diversity, personal growth and development, and creativity.
- Promote leadership and exemplary practices.
- Provide professional development and disseminate information.
- Orchestrate resources through partnership and collaboration.
- Dynamically address current and emerging issues with respect to disability, education, and accessibility to achieve universal access.

By doing this large-scale research project, *AHEAD* has re-affirmed its commitment to quality research and developed the resources to pursue similar projects in the future, while encouraging its members to develop and utilize such research efforts, as well.

RECOMMENDATIONS

The following general recommendations are designed to be a starting place for provoking a larger discussion about disability services, DS professionals and the administration of DS offices. Rooted in the results of the survey, these questions focus on trends, inconsistencies and gaps in the survey data, encouraging an in-depth exploration of these issues. This list is by no means complete, and each recommendation is open to different interpretations. Furthermore, these recommendations are not listed in any particular order of priority. Individuals, offices and campuses are encouraged to add to this list with recommendations of their own.

Recommendation 1: Build Diversity within Disability Services.

1.1. Address Issues of Underrepresentation in the Field.

Professionals from several types of campuses are underrepresented in this survey: historically Black colleges and universities, tribal colleges, primarily Hispanic-serving

postsecondary institutions, and campuses devoted to serving students with a specific type of disability. Likewise, those who answered the survey were primarily Caucasian nondisabled females. Although some of this underrepresentation lies in the way *AHEAD* developed the survey or distributed it (as discussed in the introduction of this report), there are larger concerns about why underrepresentation exists. This seems to be a continuing trend in the field of disability services, with previous researchers finding similar results (*AHEAD*, 1995; Blosser, 1984; Madaus, 1998). While *AHEAD* is making efforts to build diversity within its organization (for example, hiring diverse staff, having an international representative on the Board and creating initiatives focused on building diversity), there are broader questions of how to recruit and retain professionals of color, men, and disabled people in the field.

1.2 Foster international connections with colleagues.

The majority of survey respondents were from the US, even though *AHEAD* made an effort to recruit participants from other English-speaking countries. As mentioned above and in the introduction to this report, in the future *AHEAD* will need to include more international stakeholders in developing international survey instruments, to investigate the possibility of offering the survey in multiple languages and to consider creating alternative formats to web-based versions of surveys. One British participant (who wishes to remain anonymous) contacted *AHEAD* staff to ask questions about the survey, wryly saying, “It doesn’t matter if I participate, since all the results will be about the US anyway.” Unfortunately, this comment basically proved to be true, reinforcing the idea that research into “disability services” is really research into “US disability services.” It is interesting that a majority of DS offices provide information about study abroad and student exchanges for students with disabilities to form international connections, yet we as professionals have not managed to form similar networks for ourselves.

Recommendation 3: Expand Definitions of Disability Services

3.1. Continue Research into the Diversity of DS Administrative Structures.

Many authors have examined the roles and functions of DS service providers (as examples see Blosser, 1984; Conway and Chang, 2004; and Madaus, 1998), and numerous others have explored service provision and the experiences of DS consumers (as examples see Brueggemann, 2002; Gabel, 2001; Lynch and Gussel,

1996; Sandifer, 2002; and Stage and Milne, 1996). This survey, however, represents one of the first large-scale efforts to investigate administrative features of DS offices, in order to understand how these offices operate (e.g. salary size, staff characteristics, numbers of students served) and how they fit within larger institutions (e.g. institutional placement in student affairs vs. academic affairs). While further analyses are necessary to understand relationships among these variables, the survey shows that administrative features merit further study. This type of research also issues a call to administrators to consider how their administrative decisions may affect the larger campus climate and reflect broader philosophies about disability itself (Kroeger and Schuck, 1993; McGuire, 1998). As this survey shows, there is great diversity in the way DS offices operate, but those administrative policies and procedures have an impact on access for consumers.

3.2. Investigate DS Services for Employees.

One survey finding is that DS offices are primarily serving undergraduate students. There are two questions that arise: who is serving employees and why are they not identified (or identifying themselves) as “disability services” providers? The answers to this question connect to larger issues about what disability services is, whether continuing professionalism in the field is really just professionalism of student service providers and direct service considerations with staff and faculty. There are also legal and collegial issues, as well. Under the Americans with Disabilities Act (the ADA), campuses as a whole are responsible for access, not specific offices. Access for employees with disabilities is part of institutional accountability. As *AHEAD* and other organizations develop guidelines for student service delivery, there needs to also be guidelines about best practices with employees.

3.3. Expand Definitions of “DS Staff” to Truly Include All Staff.

Past research has largely focused on either DS directors and managers, or on disability specialists who make decisions about reasonable accommodations. These two groups have been the traditional focus for researchers studying disability services, yet this survey highlights how varied jobs are within typical DS offices and how many different people provide direct services to consumers. While the survey was online, *AHEAD* received many e-mails questioning whether interpreters, student workers and others were “really” staff, even though they were in some cases full-time

employees, and they all worked in the DS offices. While it is appropriate to focus on specific job categories for certain research questions, it is imperative that researchers, administrators and organizations like *AHEAD* work to recruit and retain all professionals and support staff in DS offices. Likewise, the professional needs of staff in each job type may vary greatly from the needs of those who typically plan professional development opportunities (i.e. administrators and professional trainers).

Recommendation 4: Develop Centralized Systems for Collecting Information about Disability in Higher Education.

In K-12 special education in the US, reports about disabled students and special education services are mandated by federal legislation. Despite the fact that disabled students have been a substantial group on campus since disabled World War II veterans began to attend college in unprecedented numbers, the federal government does not invest in any ongoing large-scale data collection, and external regulatory agencies (e.g. the Office of Civil Rights in the US) also do not collect timely consistent statistics about disabled students, disabled employees or disability services in postsecondary institutions. While *AHEAD* has developed this single survey, it is likely that collaboration between several organizations will be the only way continued research and reporting will become standardized and widely supported.

Recommendation 5: Develop Ways to Connect Research to Practice.

5.1 Use Research to Investigate Best Practices for Disability Services.

AHEAD has already published program standards and professional standards for disability services in higher education (2004b; 2004c), and this survey was not an attempt to define best practices per se. Instead, the survey results raise questions about what DS professionals are already doing versus what they should or could be doing. Statistics about an average salary, average budget, or average DS office are not descriptions of best practices, but simply accounts of what is happening in the field. Many of the findings in this survey were counter-intuitive (e.g. that men tend to earn more than women, despite the dominance of women in the field). Other findings were important for professional development considerations (e.g. that the majority of staff have Master's degrees, and that there is a correlation between more advanced degrees and higher salaries). When there is a disconnection between research and

practical experience, then the entire field is able to move forward and learn by investigating why the disconnection is occurring.

5.2. Place salary and budget considerations into perspective.

While DS professionals have strong personal and professional motivation to learn about salaries and budgets, this information must be placed into context. For example, research by Sandifer (2002) suggested that larger DS budgets do not affect retention rates among postsecondary students with disabilities, and some authors have suggested that salaries and budgets reflect institutional priorities, rather than those of DS offices (Frank and Wade, 1993; Greenbaum and Shearer, 1982). In addition, for all campus departments and units, new financial demands are occurring, coinciding with increasing corporate sensibilities in higher education demanding cost-effectiveness (Kirp, 2003), changing demographics on campus, increasing needs for technology, and rising concerns about compliance with external regulatory agencies and legal mandates (Bishop, 1995). As a result, questions of salaries and budgets are tied to issues of staff retention, whether to follow the “letter of the law” or go beyond it, how to implement emerging philosophies of universal design, and other matters of concern. Thus, salaries and budgets ultimately affect access on campus and the quality of service delivery, but they must be examined in their larger institutional and cultural context.

5.3: Apply Survey Results to Development of Professional Certification Programs.

In 2004, the *AHEAD* Board of Directors began to work towards developing a certification system for DS professionals (Kessler, 2004). While details of this project are in the beginning stages, the survey results have much to offer to those involved in the process, as well as to members who will eventually need to make informed decisions about certification. The survey data confirms that DS staff come from a wide variety of professional backgrounds, with no common degree program or training. In addition, the survey shows that whereas DS professionals used to move into DS services from disability-related fields (e.g. vocational rehabilitation, special education), more staff are entering the disability services profession from fields unrelated to disability (e.g. student affairs). There are many ways to interpret these facts, but setting a standard level of competency or a standard knowledge base is one way to address concerns related to these observations. However, the *AHEAD*

survey also shows the great diversity of jobs within DS offices, as well as the lack of research about DS professionals in countries outside of the US. Any certification system must account for this diversity. Likewise, it is apparent that the populations of students with disabilities is changing quickly over time. Disabilities like Asperger's Syndrome, auditory processing disorder, or Meniere's Disease were unheard of until relatively recently. Specialized certification in disability types (e.g. a certification in learning disabilities) may only serve the profession and disabled students for a short time, until disability categories change yet again. Connections between the survey data, other research, and certification development will create a system that can better match the long-term realities of disability services in higher education.

5.4. Apply the Survey Results to Practice.

DS administrators will undoubtedly have a keen interest in the results of this survey, since so many disability, access and service-related decisions rest with them (McGuire, 1998). Administrators also initiate many policy-related decisions that can have long-term effects on essential aspects of DS operations (McGuire, 1998). However, research is only truly useful in application. Thus DS providers are encouraged to read this report, to compare it with their own experiences, and to talk with colleagues about their ideas and opinions. In this way, the survey becomes a flexible and dynamic tool instead of a static formal report. The survey may also be a way of investigating how theories like universal design can work in practice (e.g. how current practices are similar or different from what universal design principles may suggest). It can also lead to questions of whether individual offices and the field in general are keeping pace with emerging diversity of students and disabilities, as well as the increasingly complex tasks expected of DS professionals (Bishop, 1995; Van Meter, 1993).

DIRECTIONS FOR FURTHER RESEARCH

Although the survey had 38 questions, it generated over 130 different data fields, making a full and detailed analyses of all the data impossible in any single report. Because the purpose of this final report was to provide basic descriptive statistics, undoubtedly future researchers will decide to use the *AHEAD* data to examine other research questions investigating more predictive or causal relationships between variables. Likewise, the Board

and staff of *AHEAD* are already considering follow-up quantitative and qualitative research based on the results of this survey.

Future research is also needed on aspects of administration that were not covered by this survey. For example, many DS providers work alone and providing disability services is less than half of their job responsibilities (e.g. they may work under the auspices of a tutoring or counseling center). Several questions in this survey did not cover this set of circumstances. Also, this survey targeted DS staff in offices devoted (at least partly) to disability services. As a result, ADA Coordinators, Deans, Human Resource Coordinators, and university counsel (i.e. attorneys) specializing in disability services were not generally able to respond unless they worked in a DS office. Finally, some countries outside of the US have job titles that were not included in this survey – these staff positions merit further investigation.

Some diversity-related questions were excluded from this survey, for a variety of reasons including concerns about the survey's length. These questions include the sexual orientations of DS providers, the religious affiliations of various schools (e.g. Catholic, Jewish, protestant), and the types of disabilities that disabled DS staff tend to have. These questions are quite personal, but are of interest when considering the increasing diversity of consumers working with DS offices. Are students, faculty and staff working with equally diverse DS personnel? These questions also merit further investigation.

As DS staff seek ways to incorporate theory (e.g. universal design, socio-cultural models of disability, identity development models) into practice, additional research is needed to investigate this phenomenon (Kroeger and Schuck, 1993; McGuire et al., 2003). At the same time, researchers have an opportunity to devise research that also incorporates theory into their practice, moving away from pathological and individualistic paradigms of disability (McDermott and Varenne, 1996). For example, *AHEAD* incorporated universal design principles into the online design of the survey and instead of focusing on individual differences, the survey tended to examine groups, administrative structures, and general trends, examining these within larger campus or regional contexts.

In an article encouraging special educators to move from legalistic paradigms to collaborative models, Thomas Hehir and Sue Gamm noted that “special education should be seen not as places but as services” (1999, p. 32). Just as special education students need to move out of

“special education classrooms” and into every classroom, access needs to be a campus issue, instead of a DS issue. Disability services is not just an office, but a complex network of services spread throughout campus. In essence, everyone can be a provider of DS services and every office will have to learn about disability. This is the core idea behind universal design principles (McGuire et al., 2003).

DS offices and personnel exist in a multitude of ways, with very little in common except their goal of ensuring disability access on their respective campuses. The very idea that these offices can meet this common goal despite different administrative structures, policies, programs, procedures, funding, etc. validates the idea that the services are more important than the offices, and that access is bigger than any single department. As the profession continues to grow and develop, *AHEAD* hopes the 2004 survey results will serve as a benchmark for our remarkable profession at this point in time, as well as a glimpse of possibility for our futures and that of our field.

Part Six

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Appendices

Appendix A:
Recruiting Information

Appendix B:
The Survey Instrument

Appendix A

Recruiting Information

RECRUITMENT LETTER FOR SURVEY

Dear <Name>:

The Association on Higher Education And Disability (*AHEAD*) is undertaking a survey of staff members in disability services offices. The purpose of this survey is to collect demographic information about members, salary and compensation for disability services staff, and administrative structuring of disability services offices. This online survey should take about 10-15 minutes to complete. You can access the survey by clicking on the link below or by cutting and pasting the URL into your web browser (e.g. Netscape or Internet Explorer).

< LINK TO SURVEY HERE >

We strongly encourage you to share this with any other staff in your office, including student and hourly workers. Employees do not need to be a member of *AHEAD* to complete this survey. Likewise, please feel free to share this survey with colleagues in the field of Disability Services who may not have access to e-mail or may not be members of *AHEAD*.

Before you begin the survey, be sure to read the consent form at the beginning of the survey. It gives details about your right to skip any question and to exit the survey at any time. It also provides information about the **anonymous** nature of your survey responses. At the end of the survey is an **optional final question which is not anonymous**. Answers to this question will be located in a website and server separate from the rest of the survey. With this final question, you can request a free executive summary of the survey results, ask for a discount on the published final results of the survey, and/or volunteer to participate in a follow-up spring survey from *AHEAD*. Answers to this single final question are not confidential (*AHEAD* staff will have access to them), but they will not be used for solicitation purposes and will not be shared with anyone outside of the *AHEAD* office, including the Board of Directors.

Please be aware that the data from this survey may be used by *AHEAD*'s research assistant, Wendy Harbour, for her qualifying paper or doctoral dissertation at Harvard University (under the supervision of her advisor, Dr. Thomas Hehir and the Harvard Institutional Review Board).

If you have any questions or need this survey in print alternate formats, please contact Wendy Harbour at wendy@AHEAD.org or 781-788-0033 Voice/TTY.

Thank you for your participation in this survey. We hope it yields helpful information for our professional field, as well as for individual members.

Sincerely,
Stephan Smith
Executive Director

Grady Landrum
President, *AHEAD* Board of Directors
List of Methods for Recruiting *AHEAD* Survey Participants

FOLLOW-UP RECRUITMENT LETTER FOR SURVEY

The Association on Higher Education And Disability (*AHEAD*) in the United States has extended their online survey of staff members in disability services (DS) offices. In the past, these types of surveys have only included US DS directors. We are making every effort to include international colleagues.

The new deadline for participating is FRIDAY, JANUARY 23, so there's still time!

The purpose of this survey is to collect information about all staff providing services to disabled/deaf college and university students.

Please encourage everyone in your office to participate, whether part-time student workers, interpreters, or office directors. This online survey is in English and should take about 15 minutes to complete. You can access the survey by clicking on the link below or by using the URL with your web browser (e.g. Netscape or Internet Explorer).

< <http://www.AHEAD.org/survey/index.php> >

If you have any questions or need this survey in print alternate formats, please contact Wendy Harbour at wendy@AHEAD.org. Thank you for your participation in this survey. We hope it yields helpful information for our professional field.

Sincerely,

Stephan Smith

Executive Director

Richard Allegra

Assistant Executive Director of Education and Information

ORGANIZATIONS AND LISTSERVS RECRUITING SURVEY PARTICIPANTS

To recruit participants for the survey, *AHEAD* sent e-mails to the following organizations and listservs. Their contact information is included here.

- *AHEAD* members
(Sent through the *AHEAD* headquarters)
- *AHEAD* affiliate chapters in the United States
<http://www.AHEAD.org/affiliates/about-affil.html>
- Canadian Association of Disability Services Providers in Post-Secondary Education (CADSPPE)
<http://www.cacuss.ca/en/11-cadsppe/index.lasso>
- Consortium of Higher Education Support Services (CHESS)
<http://www.skill.org.uk/shared/chess.asp>
- National Clearinghouse on Education and Training for People with Disabilities (NCET)
<http://www.deakin.edu.au/tedca/ncet/>
- Postsecondary Education Network International (PEN-International)
<http://www.pen.ntid.rit.edu/>
- The Postsecondary Education Programs Network (PEPNet)
<http://www.pepnet.org>
- Skill: National Bureau for Students with Disabilities
<http://www.skill.org.uk/>
- AUSTED-LIST from NCET for disability support services personnel and teachers in tertiary education and training
<http://www.deakin.edu.au/tedca/ncet/communication/austed-list.html>
- CSNNET: Canadian Special Needs Network Listserv
<http://pdomain.uwindsor.ca/archives/csnnet.html>
- DEAFLINK: Deaf Undergraduates and their Support Staff/Researchers Forum
<http://www.jiscmail.ac.uk/lists/deaflink.html>
- DIS-FORUM: Listserv for Disabled Students and their Support Staff
<http://www.jiscmail.ac.uk/lists/dis-forum.html>
- DSSHE: Disability Student Services in Higher Education Listserv
<http://listserv.buffalo.edu/archives/dsshe-l.html>

- ICU LIST: Listserv for Independent Colleges and Universities
<http://www.janejarrow.com/home/dinroom/>
- NCDDS Listserv for North Carolina Disability Determination Services
(Contacted through *AHEAD* Board member Jim Kessler)
- PEPNET-LIST: The Postsecondary Programs Network (PEPNet) Listserv
<http://www.pepnet.org>

Appendix B

The Survey Instrument

LETTER OF CONSENT

Thank you for participating in the 2003 *AHEAD* survey!
Please read this consent statement with details about the survey and
your anonymity as a participant.
When you are finished, press the button below to begin the survey.

**<< At the bottom of this screen will be a button saying
“I have read the consent statement and am ready to begin the survey.”>>**

This consent form explains that all your responses are anonymous (with the exception of the last question, which is optional and located in a separate website that is not linked to the survey in any way). You may skip any survey question and you may exit the survey at any time. The survey should take about 10-15 minutes to complete.

The Purpose of this Study

The purpose of this study is to learn more about demographics of disability services staff members, how they are compensated for their work, and how their disability services offices are structured. We hope to gather this information for three purposes: first, to collect statistical data about the field to help offices make administrative and policy decisions; second, to compare the salaries of disability services staff with other salary scales in higher education; and third, to better understand differences in disability services offices around the world.

Data from this survey may be used by Wendy Harbour, *AHEAD* Research Assistant, as part of her doctoral qualifying paper or dissertation at Harvard University. She is being supervised by her advisor, Dr. Thomas Hehir (thomas_hehir@harvard.edu) and by the Harvard Institutional Review Board.

Confidentiality of the Survey

We recognize the sensitive nature of the questions included in this survey. Researchers and other staff at *AHEAD* will not be able to identify respondents by name of individuals, institutional affiliation, computer (IP) address or e-mail address. Your answers to this survey will be **completely anonymous**.

At the end of the survey is a **final optional question that is not anonymous**. Responding to this question will allow you to volunteer for a follow-up survey we may do in the Spring of 2004. At this point, you can also sign up for a free executive summary of the survey results, and/or a discount on the price of the full survey report when it is published. Responses to this single question will be voluntary and will be recorded in a separate database in a website that is separate from the survey. There is no way responses to the final question will be linked to any survey question – it will not allow us to identify information about you in any way. Answers to the final question will be available to *AHEAD* staff but will not be available to the public or the Board of Directors for *AHEAD*. It will not be shared with vendors or used for solicitations. This question is clearly marked so you will recognize it as being separate from the rest of the survey.

Raw data will not be available to any members of the public, members of *AHEAD* or members of the *AHEAD* Board of Directors. It will only be available to the four members of the research team at *AHEAD* and will be stored in a secure computer database accessible

only by password. Hard copies of data will be kept in a locked file for a period of ten years, at which time it will be destroyed.

Voluntary Participation

Your participation in this survey is entirely voluntary, and you may exit the online survey at any time and for any reason. You may also skip any question in the survey, for any reason. Your decision whether or not to participate will not affect relationships that you have with *AHEAD* in any way.

Additional Information

If you have any questions about this survey or about your rights as a participant in it, please feel free to contact Wendy Harbour, Research Assistant for *AHEAD* at wendy@AHEAD.org or 781-788-0033 (Voice or TTY). If you require this survey in an alternative format, please contact Wendy Harbour.

Completing this survey online means you have read and understand your rights and responsibilities as a participant in this survey.

Thank you,
Stephan Smith
Executive Director

Grady Landrum
President, Board of Directors for *AHEAD*

Richard Allegra
Assistant Executive Director

Charlotte Corbett
Director of Management Information Systems and Webmaster

Wendy Harbour
Research Assistant

SURVEY TEXT

AHEAD SURVEY TEXT – FINAL ONLINE VERSION

NOTE: All answers included the option of skipping the question.

Users are directed to consent statement (attached separately). They must click on a button indicating that they have read the consent form in order to enter the survey.

Part 1 of 4 – Background Information

In this part of the survey, you will answer some questions about your personal and professional background.

1. How many years of experience do you have in your current position?
Number of Years: _____
2. How many years of experience do you have working in the field of Disability Services at the college level?
Number of Years: _____
3. How many years of experience do you have working in higher education (colleges and universities)? Include your years of experience working in DS offices.
Number of Years: _____
4. **Besides your current job**, do you have other work experience in these fields? If so, please indicate years of experience. If a job was a combination of two or more categories, please choose the category that best fits.

Have you worked in these fields?	If so, how many years of work experience do you have in this field?
a) Elementary/primary or secondary (K-12).	Number of Years: _____
b) Elementary/primary or secondary (K-12) education with disabled children.	Number of Years: _____
c) Vocational or rehabilitation services.	Number of Years: _____
d) Counseling, psychological services, social work or other mental health services.	Number of Years: _____
e) Allied health services and medical professions.	Number of Years: _____

f) Student affairs or academic affairs in higher education.	Number of Years: _____
g) Teaching in higher education.	Number of Years: _____
h) Business.	Number of Years: _____
i) Law or legal services.	Number of Years: _____

5. How many years of supervisory experience do you have?

Number of Years: _____

6. Are you a member of the Association on Higher Education And Disability?

a) Yes

b) No

7. What is the highest (most advanced) degree you have completed at this time? Do not include degrees that are in progress.

a) I do not have any degrees at this time.

b) High School Diploma, G.E.D. or other certificate for completion of secondary level education

c) A.A., A.A.S. or other Associate's degree

d) B.S., B.A., B.I. or other Bachelor's degree

e) M.A., M.S., M.S.W, M.Ed. or other Master's degree

f) Ph.D., Ed.D., J.D. or other Doctorate degree

g) Other: (Please specify degree) _____

8. Which certifications do you currently hold? List up to five professional certifications for your field and the certifying agency.

Certification (Example: L.P.)	Certifying Agency (Example: American Psychological Association)

9. What would help you do your job better? Rank these on a scale of 1 (would not help me at all) to 5 (would help me do my job significantly better).

Scale: 1 – Would not help me at all.
 2
 3 – Neutral/No opinion.
 4
 5 – This would help me do my job significantly better.

Higher salary and/or better benefits.	1	2	3	4	5
More resources or money for resources.	1	2	3	4	5
Reduced numbers of disabled students.	1	2	3	4	5
More information about best practices.	1	2	3	4	5
More information about disabilities and models of disability.	1	2	3	4	5
More information about the law.	1	2	3	4	5
Reduced bureaucracy.	1	2	3	4	5
More institutional commitment.	1	2	3	4	5
More communication and connections on campus.	1	2	3	4	5
More support and understanding of disabilities.	1	2	3	4	5

The following questions are designed to gather basic demographic information. Please remember that this information is anonymous – there is no way to link your IP address, name or other identifying information to your survey answers. This information is valuable for comparing demographics of disability service providers.

10. What is your gender? Choose one:
- a) Female
 - b) Male

11. What is your age?

Enter age here: _____

12. What is your ethnicity?

- a) African-American or Black
- b) Asian-American, Asian, or from Indian sub-continent
- c) Caucasian
- d) Hispanic or Latino
- e) Mexican or Chicano
- f) Multi-ethnic
- g) Native American, Alaskan Native, or from other indigenous or Aboriginal Group
- h) Native Hawaiian or Pacific Islander
- i) Haitian or Creole
- j) Other

13. Do you consider yourself to be a person with a disability?

- a) Yes
- b) No

Part 2 of 4

In this part of the survey, we will ask you questions about your current position.

14. What is the job title(s) you use to describe your job? Choose the title(s) you use for your current position, whether or not it is the title used by your campus administration for job classification purposes. **Select all titles that apply to you.**

- a) Office or Departmental Director, Coordinator or Manager
- b) Project or Program Director, Coordinator or Manager
- c) Associate or Assistant Director, Coordinator or Manager
- d) Specialist (including Disability Specialist, Computer Specialist, etc.)
- e) Diagnostician
- f) Advisor or Academic Counselor
- g) Consultant
- h) Counselor, Psychologist or Diagnostician
- i) Professor, Associate Professor or Lecturer
- j) Sign Language Interpreter
- k) Administrative Assistant or Executive Secretary
- l) Secretary or Receptionist
- m) Student Worker
- n) Other: _____

15. Are you employed full-time or part-time?

- a) Full-time (100%) – 40 hours per week
- b) Part-time (75%) – approximately 30 hours per week
- c) Part-time (50%) – approximately 20 hours per week
- d) Less than half time – less than 20 hours per week

16. What is the minimum educational level required for your job?
- a) I do not have any degrees at this time.
 - b) High School Diploma, G.E.D. or other certificate for completion of secondary level education
 - c) A.A., A.A.S. or other Associate's degree
 - d) B.S., B.A., B.I. or other Bachelor's degree
 - e) M.A., M.S., M.S.W, M.Ed. or other Master's degree
 - f) Ph.D., Ed.D., J.D. or other Doctorate degree
 - g) Other: (Please specify degree) _____
-

Part 3 of 4

In this part of the survey, we will ask about your salary and other compensation you receive for your work.

17. Is your position funded through permanent funding (hard money) or through grants and other limited funding sources (soft money)? Select one response.
- a) Permanent funding (hard money).
 - b) Grants and other limited sources (soft money).
 - c) My position is funded through a mix of hard and soft money.
18. Is your position for the academic year (usually 9-10 months), year-round (12 months), or on a temporary basis?
- a) Academic year (with the option of working during the summer)
 - b) Academic year (I cannot work during the summer)
 - c) Year-round 12-month position
 - d) Temporary position
19. Are you paid on salary, an hourly wage, or on a contract/temporary basis?
- a) Salary
 - b) Hourly wage
 - c) Contract/temporary basis (e.g. freelance interpreters, consultants)
20. What is your gross annual wage? If you are a temporary or part-time employee, enter the amount you will be paid in your current Disability Services position this year.
- Annual wage: _____
21. In what monetary units are you paid?
- a) US Dollars
 - b) Canadian Dollars
 - c) British Pounds
 - d) Australian Pounds
 - e) Other: _____

22. What other forms of compensation do you receive? Select all that apply.
- a) Medical and/or dental insurance for yourself
 - b) Medical and/or dental insurance for family members
 - c) Mandatory retirement plan or pension
 - d) Optional retirement plan
 - e) Professional development funding
 - f) Daycare services, reduced rate childcare, or access to on-campus child care
 - g) Flexible hours
 - h) Time-sharing your job with another staff member
 - i) Tuition waivers or reduced tuition fees for yourself
 - j) Tuition waivers or reduced tuition fees for family members, including your children
 - k) Reduced or waived transportation or parking expenses
 - l) Other (please list up to three forms of compensation here):

Part 4 of 4

In this part of the survey, we will ask about your office and campus.

23. What is the title of your office? Please choose the title that best matches your office's title.
- a) Disability Services
 - b) Office for Students with Disabilities
 - c) Disabled Student Services
 - d) Disability Resource Center
 - e) Access Center
 - f) None of these resemble the title of my department.
24. How many staff members work in your office? Include full-time and part-time employees. Do not identify full-time equivalent (FTE) hours – your answer should indicate the number of people working in your office.
Number of staff members: _____
25. How many students and employees does your office serve annually? (Please include only those who are registered with your office, not one-time users.)
- a) Number of graduate and professional students: _____
 - b) Number of undergraduate students: _____
 - c) Number of extension/night school students: _____
 - d) Number of employees (including faculty): _____
26. How many students do you serve with the following disabilities, regardless of whether they are formally registered with your office? If some students have multiple disabilities, you may count them under multiple categories.

Type of Disability	Number of Students Served with this Type of Disability
a) Attention Deficit Disorder (ADD) or Attention Deficit and Hyperactivity Disorder (ADHD)	Number of students served: _____

b) Autism or Asperger's Syndrome	Number of students served: _____
c) Deaf-Blind (do not include these students under other categories)	Number of students served: _____
d) Hard-of-Hearing/Hearing Impaired or Deaf	Number of students served: _____
e) Health and Medical Conditions (e.g. Diabetes, Epilepsy, AIDS)	Number of students served: _____
f) Learning Disabilities (including Dyslexia)	Number of students served: _____
g) Mental Retardation and/or Developmental Disabilities	Number of students served: _____
h) Mobility-Related/Orthopedic Disabilities	Number of students served: _____
i) Psychiatric Disabilities	Number of students served: _____
j) Speech and Language Disabilities	Number of students served: _____
k) Traumatic Brain Injuries	Number of students served: _____
l) Visual Impairments or Blindness	Number of students served: _____

27. What are some programs and services offered by your office? Check all that apply and indicate whether that service is offered free of charge or for a fee. **IMPORTANT:** Do not include services offered by other departments on campus. Include only those offered by **your office**.

Service or Program	Is Service or Program free or do eligible users pay an additional expense or fee?
Transition services or orientation for new students.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is

	available and eligible users must pay an additional fee _____
Adaptive technology and/or computer center.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Document conversion (e.g. print to tape, large print, digital or braille).	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Clubs, cultural groups or student organizations.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Support groups.	My office does not offer this service _____ This service is available and free to eligible users

	_____ This service is available and eligible users must pay an additional fee _____
Psychometric testing, learning disability assessments and/or other diagnostic testing.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Physical therapy.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Career counseling or job placement assistance.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Wheelchair, hearing aid or other equipment repair service.	My office does not offer this service _____ This service is

	available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Assistance identifying or hiring personal care attendants, tutors, typists or other personal services for disability-related needs.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Resource library.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Training for campus faculty and/or staff.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Online educational services or training (Example: online	My office does not offer this service

training for faculty about students with disabilities or online orientation for new students; <u>do not include</u> an office website).	_____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Gym, athletic facilities or sports teams for disabled students	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Lounge or resting area.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Psychological counseling or therapy.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____

Workshops, seminars or institutes of any kind.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Study abroad/international student exchange counseling.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Tutoring or assistance with math, reading or other subjects.	My office does not offer this service _____ This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____
Other (please specify):	This service is available and free to eligible users _____ This service is available and eligible users must pay an additional fee _____

28. What is the annual budget for your office? If you are not sure, leave this blank.

Annual budget for office: _____

In what monetary units?

- a) US Dollars
- b) Canadian Dollars
- c) British Pounds
- d) Australian Pounds
- e) South African Money
- f) Yen
- g) Other: _____

29. Is your office located in the United States? If no, please continue with question 30. If yes, please indicate the state or territory where your office is located.

PULL-DOWN MENU OF STATES

30. Is your office located in Canada? If no, please continue with question 31. If yes, please indicate the territory where your office is located.

PULL-DOWN MENU OF CANADIAN TERRITORIES

31. If your office is not located in the US or Canada, please indicate the country where your office is located.

PULL-DOWN MENU OF ALL COUNTRIES

32. Which category best describes the type of setting where your campus is located?

- a) Urban – located in a large city
- b) Suburban or Small Town
- c) Rural – not located near a major city

33. How many students (undergraduate, graduate and extension) attend your campus?

Number of students: _____

34. Please choose the category which best describes the type of campus where you work:

- a) Research university offering doctorate degrees.
- b) Comprehensive university not offering doctorate degrees.
- c) Baccalaureate offering bachelor's degrees but not graduate degrees.
- d) Two-year college offering associate degrees.
- e) Technical/trade/vocational/professional school.
- f) Other.

35. If your institution is in the United States, is it a Historically Black College, Tribal College, or college for one type of disability (e.g. primarily for students who are deaf or students with learning disabilities)?

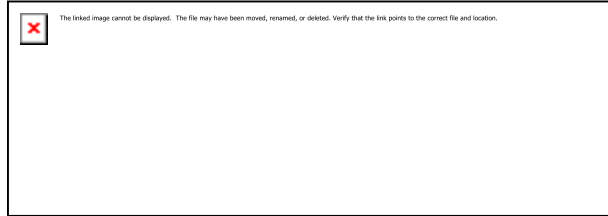
- a) No
- b) Yes, it is a Historically Black College
- c) Yes, it is a Tribal College
- d) Yes, it is a college primarily serving students with a specific type of disability.

36. Is your institution public, private or church-sponsored?
- a) Public or state-sponsored
 - b) Private/Independent, including private schools affiliated with a religion
 - c) Church sponsored (e.g. theological seminaries)
 - d) None of the above
37. Where does your office fit within the institutional hierarchy? Please choose the one answer which best fits your office.
- a) Student affairs
 - b) Academic affairs
 - c) Administrative affairs
 - d) Multicultural affairs
 - e) Health services
 - f) Human resources
 - g) General Counsel/University legal department
38. How is your office structured?
- a) My office is **centralized** – there is one disability services office for the whole campus and everyone uses it, regardless of disability.
 - b) My office is **decentralized** – each college or department has its own disability resource contact or disability services office.
 - c) My office is **partially centralized** and **partially decentralized**. Most students with disabilities go to one office, but there is a separate office or program for some students (e.g. deaf students or learning disabled students have their own program).
 - d) My campus **does not have a disability services office** – accommodations are provided by someone who does the job part-time (e.g. someone in the student affairs office or an academic department also provides accommodations to individual students as needed).
-

At this point, participants may choose to exit, or they can go to a separate server where they can give contact information if they wish to:

- Receive a free executive summary of the results
- Receive a discount on publication of the research results
- Volunteer to participate in a follow-up phone survey from *AHEAD*

SURVEY TEXT – ONLINE LAYOUT



Introduction

Welcome to the *AHEAD* Survey for Disability Services Providers.

Your responses to the survey will provide invaluable information for the field of disability services.

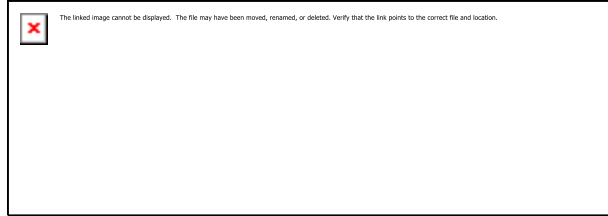
The survey takes 10-15 minutes to complete. The link below takes you to the consent form. From there you will enter the survey, which has four parts. You can use the tab key to move quickly from question to question and the arrow key to navigate pull down menus and radio buttons

For more information about the accessibility of this survey instrument, please see our [accessibility features](#).

Thank you for your participation!

To continue, please go to the next stage, our [consent form](#).

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Consent Form (Required)

Consent Information

Thank you for participating in the 2003 AHEAD survey!
Please read this consent statement with details about the survey.

At the bottom of this screen will be a link labeled "I have read the consent form."

This consent form explains that all your responses are anonymous.

The Purpose of this Study

The purpose of this study is to learn more about demographics and attitudes towards the AHEAD survey.

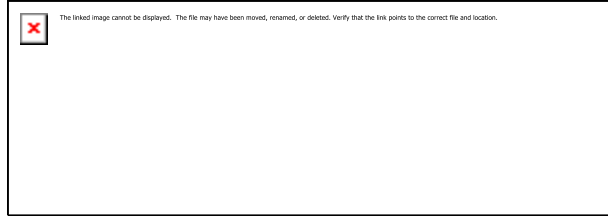
Data from this survey may be used by Wendy Harbour, AHEAD Project Manager.

Confidentiality of the Survey

[I have read the consent statement. I am ready to begin the survey.](#)

[I do not want to take the survey at this time.](#)

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Part 1 of 4

Background Information

In this part of the survey, you will answer some questions about your personal and professional background.

1. How many years of experience do you have in your current position?

Number of years:

2. How many years of experience do you have working in the field of Disability Services at the college level?

Number of Years:

3. How many years of experience do you have working in higher education(colleges and universities)? Include your years of experience working in DS offices.

Number of Years:

4. **Besides your current job**, do you have other work experience in any of these fields? If so, please indicate years of experience. If one job was a combination of two or more categories, please choose the single category that best fits.

a) Elementary/primary or secondary (K-12)Number of Years:

b) Elementary/primary or secondary (K-12) education with disabled children
Number of Years:

c) Vocational or rehabilitation services Number of Years:

d) Counseling, psychological services, social work or other mental health services. Number of Years:

e) Allied health services and medical professions Number of Years:

f) Student affairs or academic affairs in higher education. Number of Years:

g) Teaching in higher education. Number of Years:

h) Business Number of Years:

i) Law or legal services. Number of Years:

5. How many years of supervisory experienced you have?
Number of Years:

6. Are you a member of the Association
on Higher Education And Disability?

7. What is the highest (most advanced) degree
you have completed at this time?
Do not include degrees that are in progress.

Other: (Please specify degree)

8. Which certifications do you currently hold?
List up to five professional certifications and their certifying agency for your field
and the certifying agency.

Certificate (1)
Certifying Agency (1)

Certificate (2)
Certifying Agency (2)

Certificate (3)
Certifying Agency (3)

Certificate (4)
Certifying Agency (4)

Certificate (5)
Certifying Agency (5)

9. What would help you do your job better? Rank these on a scale of 1 (would not help me at all) to 5 (would help me do my job significantly better).

Scale:

S - Skip question.

1 - Would not help me at all.

2

3 - Neutral/No opinion.

4

5 - This would help me do my job significantly better.

Higher salary and/or better benefits.

More resources or money for resources

Reduced numbers of disabled students

More information about best practices

More information about disabilities and models of disability.

More information about the law

Skip Question

Reduced bureaucracy

Skip Question

More institutional commitment

Skip Question

More communication and connections on campus

Skip Question

More support and understanding of disabilities

Skip Question

The following questions are designed to gather basic demographic information. Please remember that **this information is anonymous** - there is no way to link your IP address, name or other identifying information to your survey answers. This information is valuable for comparing demographics of disability service providers.

10. What is your gender? Choose one

- ☐ Skip question
- ☐ Male
- ☐ Female

11. What is your age?

Enter age here:

12. What is your ethnicity?

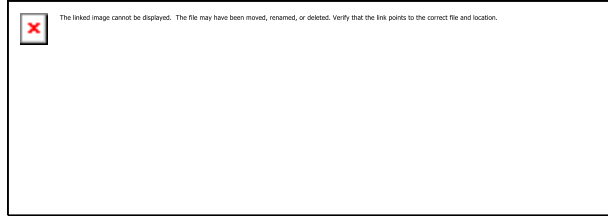
Skip Question.

13. Do you consider yourself to be
a person with a disability? ☐ Skip question

- ☐ Yes
☐ No

Continue

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Part 2 of 4

Part 2 of 4

In this part of the survey, we will ask you questions about your current position.

14. What is the job title(s) you use to describe your job? Choose the title(s) you use for your current position, whether or not it is the title used by your campus administration for job classification purposes. **Select all titles that apply to you.**

- ☐ Office or Departmental Director, Coordinator or Manager
- ☐ Project or Program Director, Coordinator or Manager
- ☐ Associate or Assistant Director, Coordinator or Manager
- ☐ Specialist (including Disability Specialist, Computer Specialist, etc.)
- ☐ Diagnostician
- ☐ Advisor or Academic Counselor
- ☐ Consultant
- ☐ Counselor, Psychologist or Diagnostician
- ☐ Professor, Associate Professor or Lecturer
- ☐ Sign Language Interpreter
- ☐ Administrative Assistant or Executive Secretary
- ☐ Secretary or Receptionist
- ☐ Student Worker
- ☐ Other:

15. Are you employed full-time or part-time?

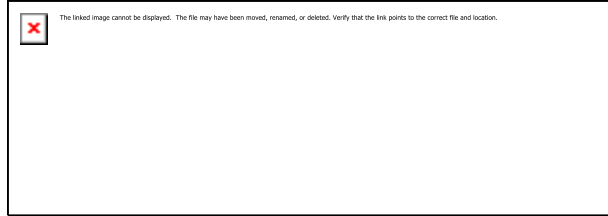


16. What is the minimum educational level required for your job?



Submit

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Part 3 of 4

Part 3 of 4

In this part of the survey, we will ask about your salary and other compensation you receive for your work.

17. Is your position funded through permanent funding (hard money) or through grants and other limited funding sources (soft money)? **Select one response.**

- ☐ Skip Question.
- ☐ Permanent funding (hard money).
- ☐ Grants and other limited sources (soft money).
- ☐ My position is funded through a mix of hard and soft money.

18. Is your position for the academic year(usually 9-10 months), year-round (12 months), or on a temporary basis?

- ☐ Skip Question.
- ☐ Academic year (with the option of working during the summer)
- ☐ Academic year (I cannot work during the summer)
- ☐ Year-round 12-month position
- ☐ Temporary position

19. Are you paid on salary, an hourly wage, or on a contract/temporary basis? ☐ Skip Question.

- ☐ Salary
- ☐ Hourly wage
- ☐ Contract/temporary basis (e.g. freelance interpreters, consultants)

20. What is your gross annual wage? If you are a temporary or part-time employee, enter the amount you will be paid in your current Disability Services position this year.

Annual wage:

21. In what monetary units are you paid? ☐ Skip Question.

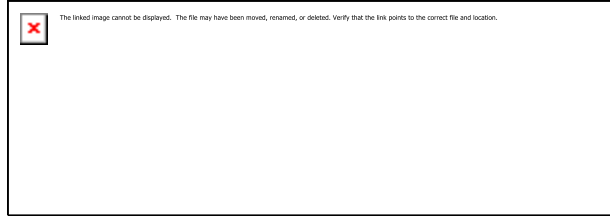
- ☐ US Dollars
- ☐ Canadian Dollars
- ☐ British Pounds
- ☐ Australian Pounds
- ☐ Other:

22. What other forms of compensation do you receive? **Select all that apply.**

- ☐ Medical and/or dental insurance for yourself
- ☐ Medical and/or dental insurance for family members
- ☐ Mandatory retirement plan or pension
- ☐ Optional retirement plan
- ☐ Professional development funding
- ☐ Daycare services, reduced rate childcare, or access to on-campus child care
- ☐ Flexible hours
- ☐ Time-sharing your job with another staff member
- ☐ Tuition waivers or reduced tuition fees for yourself
- ☐ Tuition waivers or reduced tuition fees for family members, including your children
- ☐ Reduced or waived transportation or parking expenses
- ☐ Other

(please list up to three forms of compensation here):

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Part 4 of 4

Part 4 of 4

In this part of the survey, we will ask about your office and campus.

23. What is the title of your office? Please choose the title that best matches your office's title.

24. How many staff members work in your office? Include full-time and part-time employees. Do not identify full-time equivalent (FTE) hours - your answer should indicate the number of people working in your office.

Number of staff members:

25. How many students and employees does your office serve annually? (Please include only those who are registered with your office, not one-time users.)

a) Number of graduate and professional students:

b) Number of undergraduate students:

c) Number of extension/night school students:

d) Number of employees (including faculty):

26. How many students do you serve with the following disabilities, regardless of whether they are formally registered with your office? If some students have multiple disabilities, you may count them under multiple categories.

Attention Deficit Disorder (ADD) or Attention Deficit and Hyperactivity Disorder (ADHD)

Autism or Asperger's Syndrome

Deaf-Blind (do not include these students under other categories)

Hard-of-Hearing/Hearing Impaired or Deaf

Hard_of_he

Health and Medical Conditions(e.g. Diabetes, Epilepsy, AIDS)

Health

Learning Disabilities(including Dyslexia)

LD

Mental Retardation and/or Developmental Disabilities

MR_or_DD

Mobility-Related/Orthopedic Disabilities

Mobility

Psychiatric Disabilities

Psychiatric

Speech and Language Disabilities

Speech/Lan

Traumatic Brain Injuries

TBI

Visual Impairments or Blindness

V/Blind

27. What are some programs and services offered by your office? Check all that apply and indicate whether the service is offered free of charge or for a fee. IMPORTANT: Do not include services offered by other departments on campus. Include only those offered by **your office**.

Transition services or orientation for new students.

Skip Question.

Adaptive technology and/or computer center.

Skip Question.

Document conversion(e.g. print to tape, large print, digital or braille).

Skip Question.

Clubs, cultural groups or student organizations.

Skip Question.



Support groups.

Skip Question.



Psychometric testing, learning disability assessments and/or other diagnostic testing.

Skip Question.



Physical therapy.

Skip Question.



Career counseling or job placement assistance.

Skip Question.



Wheelchair, hearing aid or other equipment repair service.

Skip Question.



Assistance identifying or hiring personal care attendants, tutors, typists or other personal services for disability-related needs.

Skip Question.



Resource library.

Skip Question.



Training for campus faculty and/or staff.

Skip Question.



Online educational services or training(Example: online training for faculty about students with disabilities or online orientation for new students; do not include an office website).

Skip Question.

Gym, athletic facilities or sports teams for disabled students

Skip Question.

Lounge or resting area.

Skip Question.

Psychological counseling or therapy.

Skip Question.

Workshops, seminars or institutes of any kind.

Skip Question.

Study abroad/international student exchange counseling.

Skip Question.

Tutoring or assistance with math, reading or other subjects.

Skip Question.

Other (please specify):

Other

28. What is the annual budget for your office? If you are not sure, leave this blank.

Annual budget for office:

Annual_bud

In what monetary units?

29. Is your office located in the United States? If no, please continue with question 30. If yes, please indicate the state or territory where your office is located.

30. Is your office located in Canada? If no, please continue with question 31. If yes, please indicate the province or territory where your office is located.

31. If your office is not located in the US or Canada, please indicate the country where your office is located.

32. Which category best describes the type of setting where your campus is located?

33. How many students (undergraduate, graduate and extension) attend your campus?

Number of students:

34. Please choose the category which best describes the type of campus where you work:

35. If your institution is in the United States, is it a Historically Black College, Tribal College, or college for students with one type of disability(e.g. primarily for students who are deaf or students with learning disabilities)?

- ☐ Skip Question.
- ☐ No
- ☐ Yes, it is a Historically Black College
- ☐ Yes, it is a Tribal College
- ☐ Yes, it is a college primarily serving students with a specific type of disability.

36. Is your institution public, private or church-sponsored?

37. Where does your office fit within the institutional hierarchy? Please choose the one answer which best fits your office.

Skip Question.



38. How is your office structured? ☐ Skip Question.

☐ My office is **centralized** - there is one disability services office for the whole campus and everyone uses it, regardless of disability.

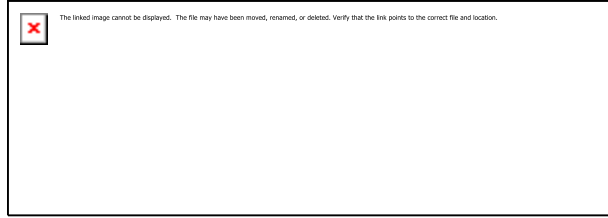
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☐ My campus **does not have a disability services office** - accommodations are provided by someone who does the job part-time (e.g. someone in the student affairs office or an academic department also provides accommodations to individual students as needed).

Submit

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Thank You!

Thank you for completing the *AHEAD* survey.

If you are interested in receiving a free executive summary of the results, receiving a discount on the full survey results after they are published, and/or participating in a spring ***AHEAD*** survey, you may click on the link below and you will go to a separate website.

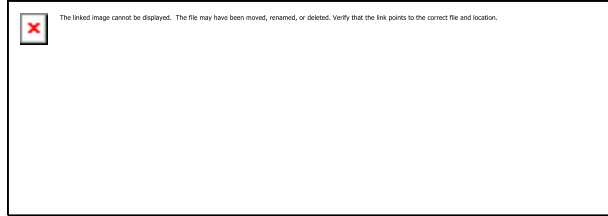
Your contact information will not be associated or linked to any information you provided in this survey. Although it will not be confidential, it will not be used for solicitations or shared with other vendors.

If you close your Internet browser you will exit the survey.

[I would like to be directed to a separate website to register.](#)

Thank you again!

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Thanks for your participation.

Thank You

Thank you for completing the **AHEAD** survey.

For this final question of the **AHEAD** survey, you have been directed to a new web server that is separate from the other survey questions.

Please remember that any information on this website is not anonymous. It is confidential. **AHEAD** staff will be able to access it. It will not be available to the general public, nor will it be shared with any other vendors or organizations. It will also not be added to any general mailing or solicitation list.

In 2004, **AHEAD** will publish a free executive summary of this survey. It will also publish the full results of the survey, which will be available to the general public and at a discount for the full published results. Also in 2004, **AHEAD** may be completing follow-up phone interviews with some **AHEAD** members.

Please check all that apply:

☐ Please send me a **free executive summary** of the results of this survey.

☐ Please add my name to a list of people **eligible for a discount** on the full published results.

☐ I am willing to participate in **follow-up phone interviews**. Feel free to contact me, using the information below. I understand that I may change my mind at any time, and I am not obligated to participate because I am volunteering at this time.

Contact Information

Name:

Institution:

Address:

City:

State/Province/Territory:

Zip/Postal Code:

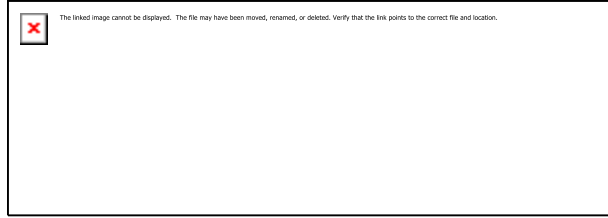
Country:

Phone number:

E-mail address:

Thank you for your participation in the **AHEAD** survey!

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Thanks for your participation

Thank You

Thank you for your participation in the **AHEAD** survey. We appreciate the time you took to complete it. Please encourage other members of your office to complete the survey. Check the **AHEAD** website, <http://www.AHEAD.org/>, this spring to find further information about the survey.

Please close your browser window to end your participation.

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