Office of Services for Students with Disabilities
Division of Student Life

Program Review: Self Study

Fall 2011
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Introduction

This self-study of the Office of Services for Students with Disabilities (SSD) represents a (3-5) year overview of policies, services, staffing and funding of disability services offered through the Division of Student Life and across campus.

The framework used to guide this self-study is the *Professional Standards for Disability Support Services* created by the Council for the Advancement of Standards in Higher Education (CAS), copyright 2009. The CAS Standards are identified in each section and included are staff response containing self-recommendations as possible solutions to alleviate challenges identified during the self-study process.

The purpose of this self-study assessment is to carefully review all aspects of the Disability Services program to assure that the program:

- delivers services to students as effectively as possible;
- contributes to student learning;
- remains updated with federal and state laws and policies;
- serves as a resource to the entire university to understand and respond to individual and collective responsibility for serving students with physical and emotional challenges;
- has sufficient staffing and resources to function effectively; and
- functions as a key mechanism to support students by removing obstacles to full success and participation in their Pacific experience.
MISSION

CAS Standard

The primary mission of Disability Support Services is to ensure equal access for students with disabilities to all curricular and co-curricular opportunities offered by the institution.

In addition, the mission of SSD must:

- provide leadership to the campus community to enhance understanding and support of DSS
- provide guidance to the campus community to ensure compliance with legal requirements for access
  Relevant legal requirements may vary among governmental jurisdictions but would include minimally for U.S. institutions the requirements defined under Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.
- establish a clear set of policies and procedures that define the responsibilities of both the institution and the person eligible for accommodations

Specifically, the office of Services for Students with Disabilities must do the following:

- ensure that qualified individuals with disabilities receive reasonable and appropriate accommodations so as to have equal access to all institutional programs and services regardless of the type and extent of the disability
- possess a clear set of policies and procedures
- inform the campus community about the location of disability services, the availability of equipment and technology helpful to those with disabilities, and identification of key individuals within the institution who can provide services to students with disabilities
- define and describe the procedures for obtaining services and accommodations
- provide guidance and training for institutional staff and faculty members in the understanding of disability issues
  Institutional staff and faculty members should be educated about the stereotypes surrounding people with disabilities as well as appropriate protocols and language.
- advocate for equal access, accommodations, and respect for students with disabilities within the campus community

Current:

Services for Students with Disabilities (SSD) Mission

The Office of Services for Students with Disabilities in the Division of Student Life has been designated by the University to ensure students with disabilities equal access to all academic and University programs in a manner provided by the Core University Policy. This goal is met
through the evaluation of requests for academic accommodations, support services, self-advocacy skill training, and disability-related educational programming, the provision of all such services, and consultation and guidance for the university community.

**Strategy 1: SERVICE DELIVERY** - To deliver effective academically related services to students, which support their scholarly pursuits.

**Strategy 2: APPROPRIATE ADVOCACY** - To advocate in an appropriate manner for the needs and interests of students as provided in the Core University Policy, to orient faculty and staff to the obligations and rights of students and of those who teach and provide services, provide useful explanation to students when requests should not be granted under University policy, as well as to enrich and educate the campus community.

**Strategy 3: ACCESSIBILITY** - To promote and foster an accepting, accessible campus environment in all the programs and service the University offers.

**Strategy 4: EMPOWERMENT** - To empower students with disabilities to advocate on their own behalf and to enrich students with the skills to be productive citizens.

**STUDENT LIFE MISSION**

Student Life at Pacific provides exceptional service and support to our students. Through innovative thinking and dynamic programs, each Student Life member focuses on all aspects of a student’s personal growth and educational experience. We commit to developing a campus culture that values diversity, integrity, collaboration, leadership, respect, and the connection of individuals to the community. These values transcend our individual roles and departmental functions and unify us as a division.

**UNIVERSITY MISSION**

The University of the Pacific’s mission is to provide a superior, student-centered learning environment integrating liberal arts and professional education and preparing individuals for lasting achievement and responsible leadership in their careers and communities.

The mission of SSD embraces the student learning referenced in the Student Life and University missions by promoting self-advocacy skills and by providing academic accommodations and support services that enable students an opportunity for equal access and a chance to demonstrate knowledge without the disability acting as a barrier.

The mission of SSD also embraces whole person development through the promotion of self-advocacy communication skills that will enrich students to be productive citizens capable of understanding strengths and weaknesses and enhance their ability to articulate and advocate for their needs and rights.
The mission statement for SSD compliments the University Mission in a number of ways. First, the University Mission is to “provide a superior, student-centered learning environment…and preparing individuals for lasting achievement and responsible leadership in their careers and communities”. Parallel to the University Mission, the SSD Mission is to “ensure students with disabilities equal access to all academic and University programs.” Another connection is found in “Strategy 1” where it states that the goal is “to deliver effective academically related services to students, which support their scholarly pursuits.” “Strategy 4” is another example of the connection between missions and it strives “to empower students with disabilities to advocate on their own behalf and to enrich students with the skills to be productive citizens.”

Since the SSD Office is a unit in the Division of Student Life, it is also important to highlight the connection between the Student Life and SSD Missions. One way that a connection exists between the missions can be found in the Student Life Mission where it states the goal is to “provide exceptional service and support to our students” and “we commit to developing a campus culture that values diversity, integrity, collaboration, leadership, respect, and the connection of individuals to the community.” Students who are differently abled provide a measure of diversity to the University community, enabling other students to learn from the differences and perspectives that they can contribute.

Challenges:

The Office of Services for Students with Disabilities recently transferred to the Division of Student Life from the supervision of the Bernard School of Education. The Office had never previously undergone program review and its mission had not been reviewed in recent memory. The Office will now be part of the institutional effectiveness system in Student Life where the mission and learning goals will be reviewed annually. The Office is also writing vision and values statements to compliment the mission statement. These statements are available in the office and posted online as part of Pacific Plan. Another challenge relates to empowerment. Specifically, SSD should take a more proactive and strategic approach to the development of empowerment and find additional ways of cultivating the learning process.

Recommendations:

SSD staff, with consultation from key stakeholders, should annually review the mission statement to ensure goals are being promoted in office and through the delivery of services.
PROGRAM

CAS Standard

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:

• knowledge acquisition, integration, construction, and application
  - Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

• cognitive complexity
  - Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity

• intrapersonal development
  - Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

• interpersonal competence
  - Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership

• humanitarianism and civic engagement
  - Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility

• practical competence
  - Dimensions: pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

Consistent with the institutional mission, Disability Support Services (DSS) must identify relevant and desirable student learning and development outcomes from among the six
domains and related dimensions. When creating opportunities for student learning and development, DSS must explore possibilities for collaboration with faculty members and other colleagues.

DSS must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. DSS must articulate how they contribute to or support students’ learning and development in the domains not specifically assessed.

Specifically, Disability Services must be:

- integrated into the life of the institution –
- intentional and coherent -
- guided by theories and knowledge of learning and development
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, diverse and special populations, and relevant constituencies

If a formal DSS program does not exist, it must be the responsibility of the institution to ensure that the primary mission is accomplished, either through the direct delivery of essential programs and services by the person(s) designated by the institution as the point of contact for students or by assisting other offices in meeting those needs.

Institutions must make effective use of existing administrative structures and resources to avoid unnecessary duplication of services and to ensure that all campus offices and services have as a part of their mission the responsibility to meet the needs of persons with disabilities.

Depending on the institution, students with disabilities should be served within a decentralized system, with a central office providing those services not provided elsewhere on campus.

DSS must identify environmental conditions that negatively influence persons with disabilities and propose interventions that are designed to ameliorate such conditions.

The institution must regularly evaluate the campus for physical access. Maps and signage must reflect accessible routes, handicapped parking, building accessibility, entrances, and restroom facilities. Parking and transportation must comply with applicable accessibility regulations and laws.

The major components of DSS, each of which must be clearly identified to the campus and to the potential and current users of the services, include:

- a procedure for disclosure
Persons with disabilities should be given the opportunity to self-disclose to a disability services provider who is trained to evaluate the information and who understands and respects the confidentiality of the individual.

Each person requesting services should be screened during an intake interview, should have documentation from a qualified professional, and should ensure that the service provider receives the documentation. The documentation should be current, state a diagnosis, and give evidence to support the impact of the disability and its effect on the academic or work environment. A referral list of qualified and competent professionals should be maintained for students who need more current or new documentation.

- direct assistance to persons with disabilities.
  Services to qualified individuals should ensure equal access and also meet the requirements as required by current law and institutional policy. The actual services provided will vary among institutions based on the specific disability and on the location of services provided by other campus offices or the community. Staff members provide for accommodations that assist persons with disabilities in the accomplishment of educational, personal, social, and work goals.

  Examples of accommodation can include testing accommodations, readers, scribes, interpreters, note takers, brailed materials, screen magnification systems, text-to-speech, screen reading, voice dictation, and/or optical character recognition systems.

- consultation to the campus community
  DSS should act as a consultant and advocate to the campus community in ensuring physical and programmatic access to all institutional resources. This would include collaboration with faculty members about teaching and testing techniques for academic departments. DSS should work to ensure equal access to electronic communication and distance learning materials as well as access to print.

- advising, counseling, and support for persons with disabilities

  DSS should assist individuals in devising strategies to adjust to and succeed in higher education. When strategies include reasonable accommodations, the program should provide information about how to acquire them.

professional and community education

  DSS should offer training and educational activities to faculty members, staff, and students and other community members that promotes understanding, awareness, and advocacy.

- dissemination of information
Information should include access issues, accommodations, and legal rights of persons with disabilities to the campus community. Information regarding the laws, the procedures for receiving services, documentation guidelines, and other related policies should be made readily available in both print and electronic formats. Additionally, general information about location, available hours, contact information, and procedures should be made widely available especially in institutional print and electronic publications including, but not limited to, course schedules, catalogs, bulletins, recruitment materials, student and faculty handbooks, and residence life publications. On-line information about DSS should be accessible with the use of assistive technology and must provide appropriate links to other useful services such as financial aid, admissions, residence life, security, parking, and campus information.

- collaboration on institutional safety policies and procedures
  The program should collaborate with appropriate campus offices and community agencies on the development and dissemination of safety, evacuation, and other emergency response plans.

The primary elements of the program of Services for Students with Disabilities at Pacific include the intake and registration of students who report disabilities, and the approval and implementation of accommodations for these students. Pacific provides a full array of accommodations for almost every kind of disability; some of the most common forms of direct accommodations for students provided by SSD include test proctoring services, approving extended time for examinations, conversion of materials into accessible formats such as Braille, and the provision of advocacy and personal support. Other primary elements of the program include training for the campus community about disability-related issues such as liability and best practice approaches that integrate other campus services such as housing, counseling, tutorial, and other support services. Other training topics include communication etiquette, planning accessible events and consulting/training services related to providing direct service for colleagues at McGeorge and Dugoni. More primary elements include assessment (student learning outcomes) and legal consultation to ensure the University maintains compliance with the ADA and Section 504 of the Rehabilitation Act.

All students requesting services or accommodations are screened during an intake interview, are required to provide appropriate documentation from a qualified professional (including functional limitations and recommendations) and each spends considerable time meeting directly with SSD staff. For those students seeking a referral for disability assessment, a list of qualified professionals is maintained in the SSD office. Furthermore, SSD also provides a self-report learning disability screening for students as an initial screening tool that is reviewed by the SSD Director and the Graduate Academic Coach.
Students with disabilities have the opportunity to self-disclose to a staff member who is trained to evaluate the information and who understands and respects confidentiality. Students meet directly with the program Director to register for services. The Director specifically addresses matters of confidentiality and spends considerable time meeting with students to establish rapport. Additionally, the office maintains an open door policy and attempts to create a welcoming culture that encourages students to self-disclose in a safe environment.

Services and Campus Resources Provided by the Program:

- Number of students served:
  - 3/2010 – 251
  - 7/2011 – 213
  - 10/2011 – 261

- Meetings with the SSD Director for assessment, counseling, and support: The Director of SSD spends considerable time meeting with students during the process of approving and implementing accommodations. Likewise, the SSD Director meets with students to promote development of self-advocacy skills and to help guide them through difficult situations. Specifically, each appointment requires a review of the student’s appropriate disability-related documentation (e.g., psychoeducational assessment, medical reports, etc.), discussion about the most appropriate way to provide accommodation, the specifics of what Pacific will provide, and encouragement for the student to stay in contact with the Director so that the appropriate support is ongoing and effective. There is no way to shortcut this thorough, detailed, and personal encounter for each student. It is what assures each student that Pacific is invested in his/her success.

The following table outlines the number of visits and hours spent in scheduled consultation with one-on-one appointments between the students and the Director. The numbers represent discrete scheduled appointments; e.g., one student may be scheduled for more than appointment. Fall appointments generally exceed Spring appointments because a greater number of initial intake appointments are conducted in the Fall.
SSD Coaching (Direct student visits with SSD Director)

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of Visits</th>
<th>Number of Hours</th>
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<tbody>
<tr>
<td>2007 Fall</td>
<td>128</td>
<td>68.39</td>
</tr>
<tr>
<td>2008 Spring</td>
<td>191</td>
<td>80.38</td>
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<tr>
<td>2008 Summer</td>
<td>51</td>
<td>36.7</td>
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<tr>
<td>2008 Fall</td>
<td>224</td>
<td>119.35</td>
</tr>
<tr>
<td>2009 Spring</td>
<td>233</td>
<td>156.09</td>
</tr>
<tr>
<td>2009 Summer</td>
<td>67</td>
<td>47.81</td>
</tr>
<tr>
<td>2009 Fall</td>
<td>202</td>
<td>159.83</td>
</tr>
<tr>
<td>2010 Spring</td>
<td>153</td>
<td>122.03</td>
</tr>
<tr>
<td>2010 Summer</td>
<td>86</td>
<td>80.82</td>
</tr>
<tr>
<td>2010 Fall</td>
<td>199</td>
<td>143.84</td>
</tr>
<tr>
<td>2011 Spring</td>
<td>178</td>
<td>90.95</td>
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Comparison by Term

<table>
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<tr>
<th>Term</th>
<th># of Visits</th>
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</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>128</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>224</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>202</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>199</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>191</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>233</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>153</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>178</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>51</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>67</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>86</td>
</tr>
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</table>

- Test proctoring: SSD operates a test proctoring center and frequently proctors exams for students in need of accommodations such as additional time and/or a reduced-distraction-environment for testing and for those requiring a word processor or other forms of assistive technology. Students approved for testing services are responsible for notifying their faculty of the need for test accommodations, to discuss and verify the accommodations outlined in documentation provided by the SSD Director, and to schedule the time for proctoring with the SSD test proctoring center.
Test Proctoring

<table>
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<tr>
<th>Term</th>
<th>Number of Visits</th>
<th>Number of Hours</th>
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<tr>
<td>2008 Spring</td>
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<td>168.16</td>
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<tr>
<td>2008 Summer</td>
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<tr>
<td>2008 Fall</td>
<td>248</td>
<td>440.95</td>
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<tr>
<td>2009 Spring</td>
<td>230</td>
<td>496.08</td>
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<td>2009 Summer</td>
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<td>2009 Fall</td>
<td>355</td>
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<td>2010 Spring</td>
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<td>698.4</td>
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<tr>
<td>2010 Summer</td>
<td>72</td>
<td>237.57</td>
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<table>
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<tr>
<td>Fall 2008</td>
<td>248</td>
</tr>
<tr>
<td>Fall 2009</td>
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<tr>
<td>Spring 2008</td>
<td>58</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>230</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>306</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>1</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>11</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>72</td>
</tr>
</tbody>
</table>

- Test assistance (scribe/reader): Students who are approved to receive testing accommodations may be entitled to utilize the support of a reader (test questions) and/or a scribe to record answers. This service is provided by the SSD test proctoring staff (DSP’s).
- Mobility assistance (courtesy cart rides): SSD operates a courtesy cart ride service primarily for students with temporary mobility impairments. Examples of this include athletes who have surgery, students with injuries (broken legs or sprained ankles) and those students who are too sick to walk across campus to see medical staff at the Cowell Wellness center.
<table>
<thead>
<tr>
<th></th>
<th>Late</th>
<th>No Show</th>
<th>Complete</th>
<th>Missed</th>
<th>Canceled</th>
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<td>279</td>
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<td>623</td>
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<tr>
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<td>32</td>
<td>361</td>
<td>7</td>
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<tr>
<td>Fall 2005</td>
<td>0</td>
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<td>3</td>
<td>40</td>
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<tr>
<td>Spring 2006</td>
<td>0</td>
<td>3</td>
<td>211</td>
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<tr>
<td>Spring 2007</td>
<td>4</td>
<td>20</td>
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<td>0</td>
<td>167</td>
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<td>85</td>
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<td>361</td>
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<td>11</td>
<td>210</td>
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<td>Spring 2011</td>
<td>3</td>
<td>60</td>
<td>544</td>
<td>6</td>
<td>135</td>
</tr>
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</table>
• Note-taking: Students who have documented disabilities like verbal or writing processing deficits or hearing deficits are eligible to receive note-taking assistance for class lectures and discussions. The SSD program solicits and interviews students who are academically strong and recommended by faculty to serve as paid note-takers. Approximately 50 note-taker requests are approved and processed each semester. Students receiving notes have a choice to maintain confidentiality or the option exists for students to identify his/her own note-taker (student already enrolled in class). Employment authorizations are processed for each note-taker and each receives a payment of $50 (before taxes) as compensation for providing copies of notes throughout the semester. The SSD Director also writes letters of commendation for note-takers upon request.

• Alternative formatting of materials (e-text, Braille, large print): SSD provides alternative formatting of materials to provide students equal access to curriculum materials. For example, more than 50 books are provided electronically for students and are either received directly from publishing companies (SSD makes written requests) or they are created in-house by the SSD staff. To accomplish this, SSD cuts the binding of textbooks, scans each page and runs them through an Optimal Character Recognition (OCR) program and then edits the mistakes before burning the book to a CD and providing it to the student for use on a computer with a screen reading program. Another form of alternative formatting is Braille conversion. Specifically, SSD purchased a Braille Embosser and multiple software packages including Goodfeel and Duxbury. The SSD staff is capable of converting text in-house and can print to Braille. In addition, SSD also employs a certified Braille music transcriber who assists in converting music into a Braille ready format. Another form of alternative formatting provided by SSD is large print. Students occasionally require materials in a font larger than 12 point and SSD will scan material and increase the font size for students.

• Student Advocacy: SSD addresses advocacy in two distinct ways. First, an identified learning outcome for SSD is to promote independent self-advocacy communication skills among students served by the program. This is accomplished through active mentoring/encouragement from the Director of SSD and by providing students with direct suggestions on ways to approach disability-related conversations. Likewise, SSD offers direct support to students when needed. The Director or Interim Coordinator will accompany students during meetings and other forums where students are experiencing particular difficulty in communication and where additional advocacy is needed.

• Program Advocacy: A second way that advocacy is addressed relates to training and outreach measures taken by SSD such as providing guest lectures during Dean’s Seminar courses, speaking engagements for academic units and faculty meetings, and trainings for various departments on campus.

• Academic coaching: An urgent need of students with disabilities is an academic coaching program that addresses specific strategies aimed at improving academic success. These
strategies include elements of executive functioning and specifically relate to time management, how to utilize campus and external resources, note-taking strategies, study skills, understanding specific strengths and weaknesses related to learning and much more. SSD, in collaboration with BSE’s Educational Psychology program, employs a third-year graduate student that is hired as a graduate assistant to provide the coaching services (at no cost to students) for 20 hours each week. Academic coaching is an area that can and should be expanded if there were additional staffing to provide the support.

- **Referrals to on-and-off campus resources:** It is common for students working with SSD to also be in need of support of services provided by other departments both on-and-off campus. One responsibility of SSD to understand the needs of the students served in the program and to make referrals when appropriate. On campus referrals often involve the Cowell Wellness center (Counseling Services), Student Academic Support Services, the Housing office, the Women’s Resource Center, Career Resource Center and the Tutorial center. Likewise, it is common that SSD makes off-campus referrals to such agencies as the California Department of Vocational Rehabilitation, assessment centers for learning disability evaluations and the Veteran’s Affairs Office.

- **Training (faculty, staff and student):** SSD provides consulting services to the campus community with regard to training related to disability laws, best practice and institutional responsibilities. Additionally, SSD provides workshops and training on how to plan accessible events that all people can attend, communication etiquette, RA’s, tutors, academic units and more.

- **Provides campus community with expertise related to accessibility for ongoing and informal consultation on how to best accommodate individual students or how best to accommodate certain kinds of disabilities.**

- **Provides support to McGeorge and Dugoni:** On occasion SSD does provide assistance to the San Francisco and Sacramento campuses. One example from Dugoni in San Francisco involved consultation related to residence hall policies and suggested ways to approach visitors with service animals and/or pets. Staff at McGeorge recently contacted SSD to arrange a two-hour meeting to address disability-related policies and procedures as an attempt to improve services being delivered on the Sacramento campus. It is concerning from both a risk management standpoint and from a quality of service standpoint that there is no formal connection or oversight of disability services provided at the remote campuses. Those staff members providing disability services have no direct training or expertise in providing disability accommodations and the supervisors (Deans and other administrators) have no training or expertise in this area, as well. While consultation is happily provided, the connection for disability services should be more systematic, ongoing, and directly connected to the greater experience and expertise in disability services on the Stockton campus.

- **Disability awareness events (Tiger’s Triple Play, information fairs, and famous people with disabilities interactive games):** One value of the SSD office is to promote disability
awareness to a wide spectrum of Pacific stakeholders. This is accomplished through a variety of means with one being an annual event called Tiger's Triple Play. This event is co-sponsored with Pacific Athletics, the Recreational Sports Club of San Joaquin, the Communication Department, Greek Life and local community organizations including the Stockton Lions Club and programs serving people with disabilities. SSD invites local bands composed of people with disabilities to provide live music while many students served directly by SSD attend the event. The Community Center for the Blind plays Beep Ball (baseball played by the blind or blindfolded) against a Pacific athletic team while attendees enjoy great food, slip-n-slides and entertainment. This event is typically sandwiched between a Pacific baseball and softball game and entrance to the games is included in the event. Another form of disability awareness happens both on and off campus. Specifically, SSD attends disability information fairs and represents University of the Pacific by providing handouts and information about receiving services in higher education. On August 25th, 2011, SSD participated in a community disability awareness event (Director is Co-Chair of event) at the Banner Island Ballpark (Stockton Ports) and hosted an information booth. Another form of disability awareness provided by SSD involves celebrities with disabilities interactive game (designed by SSD). On a monthly basis an SSD student worker brings the game to the University Center during dinner hours and encourages peers to play. On one occasion more than 50 students gathered around the game to play. SSD does offer giveaways and handouts with disability-related information as part of the game.

- Priority registration: SSD identifies those students registered for services that have extenuating circumstances that require careful organization and planning of class schedules and approve the accommodation of priority registration. SSD collaborates with the Office of the Registrar each semester for approval.

Direct evidence exists to confirm that contributions from SSD empower student learning and development. All departments in Student Life write annual Student Learning Outcomes (SLO’s). During SSD’s transition to the Division of Student Life, the department was introduced to the concept of SLO’s and two student learning outcomes were identified, measurement tools created and data was collected. Initial data indicates that the services for students are helping to increase self-advocacy communication skills and that disability-related training is helpful for staff. It has also been identified that faculty would like to have additional trainings offered and more resources available to support classroom learning. The following table outlines the learning objectives:
<table>
<thead>
<tr>
<th>Objective</th>
<th>Student Learning Outcome</th>
<th>Criteria for effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide effective resources and services to the Pacific community.</td>
<td>As a result of the services provided for students with disabilities, students will develop self-advocacy communication skills.</td>
<td>Using a self-designed survey, a strong percentage of students who respond to the survey will report an increase in self-advocacy skills as a result from working with SSD.</td>
</tr>
<tr>
<td>To educate the Pacific Community and increase awareness.</td>
<td>As a result of educational outreach provided by SSD, the Pacific community will be more aware of disability related issues on campus.</td>
<td>Using a self-designed survey, a strong percentage of faculty/staff/students who respond to the survey will report an increase in awareness related to disability services/issues.</td>
</tr>
</tbody>
</table>

The following quotes are taken directly from the student responses and a complete report is available in Attachment B:

“Yes, this was my first time taking an exam in ERC and I already feel a lot more confident in my exam. This helps me to feel stronger advocate for myself by making me feel that I really can get it done.”

“Yes, I am exposed to more types of disabilities other than my own; thusly I can critically evaluate my position in terms of priorities and academics. I am a greater advocate because of the STAFF. I feel at home and appreciate how everyone treats me, is so supportive of all that I have going on…”

“Yes, this office has helped me be more assertive and persistent. It is a place where my disability is taken seriously and respected. I am not put off ridiculously or treated as silly and so I have come to expect that from other places I work with. Thank you.”

One area in particular that SSD does strive to accomplish is identifying conditions that negatively influence students with disabilities and propose interventions. A good example is the recent addition of a graduate assistant from the Benerd School of Education. Instead of serving as an office assistant, a need was identified by SSD for an academic/executive functioning coach to help retain students struggling with organization. The Benerd School of Education recognized the value of the experience the graduate student received from leading the coaching program and made a commitment to fund the position (attached).
In the recent past, the University made a commitment to proactively address the physical access of campus facilities. In the past two years the University (with assistance from SSD) hired an outside consultant to survey the entire campus related to physical access (barriers) and ADA codes (ADAAG). A small committee was formed to address removal of barriers and the development of a transition plan is being discussed. Initial modifications are scheduled to begin in the summer (2011).

Challenges:

The campus has a significant amount of work to be done to improve access and to meet legal requirements for the removal of barriers (both physical and programmatic). For example, Pacific still operates residence halls without elevators or even ramps for first floor access, there are professor offices on the second floor of buildings without wheelchair access, and there is a shortage of accessible maps and signage (Braille or directional). A copy of the campus-wide audit of facilities, is available in hard-copy, reveals the number of changes that are needed on the Stockton campus to make the university accessible to students with mobility and other challenges.

Recommendations:

1. Given the increasing number of students receiving accommodations, there is strong need for additional staffing in order to provide a full range of program support to students with disabilities (see section following, on leadership). Areas of program that are most in need of augmentation include academic assistance detailed to identified disabilities; expanded training and consultation for the University community, especially on teaching and testing techniques for persons with disabilities; and appropriate provision of direct service to the remote campuses.

2. As noted above, a more direct means of communication and supervision at the remote campuses would assure appropriate legal compliance and more knowledgeable counseling, advocacy, and provision of accommodations to law and dental students.
LEADERSHIP

CAS Standard

Because effective and ethical leadership is essential to the success of all organizations, Disability Support Services leaders with organizational authority for the programs and services must:

- articulate a vision and mission for their programs and services -
- set goals and objectives based on the needs of the population served and desired student learning and development outcomes -
- advocate for their programs and services -
- promote campus environments that provide meaningful opportunities for student learning, development, and integration -
- identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels -
- initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area apply effective practices to educational and administrative processes
- prescribe and model ethical behavior
- communicate effectively
- manage financial resources, including planning, allocation, monitoring, and analysis
- incorporate sustainability practices in the management and design of programs, services, and facilities
- manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation -
- empower professional, support, and student staff to accept leadership opportunities
- encourage and support scholarly contribution to the profession be informed about and integrate appropriate technologies into programs and services be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training
- develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions
The leaders of a DSS must keep abreast of current litigation, interpretation of case law, changes in the field of medicine and diseases, changes in documenting disabilities, and trends in the field of secondary special education, and must use this information to advise their institutions and community how to best respond and react to these changes. Also, leaders must be informed of best practices within the field of disability services.

Leadership in the program of Services for Students with Disabilities consists of the Director of SSD, a part-time temporary casual worker titled the Interim Coordinator, a graduate assistant, and work study students.

The Director is qualified for the role of program leader and has received extensive training from regional and national conferences and workshops, including an intensive disability services boot camp led by two prominent leaders in the field. The Director also participates in a consortium composed of disability service providers from private colleges in the Bay Area.

The Director, as the qualified leader of the unit, sets vision, mission, program objectives, and learning outcomes for the Office of Services for Students with Disabilities. The Director is fully experienced for his responsibilities in the review of recommendations for accommodations and in counseling individual students. He communicates effectively with students, parents, family members, and faculty and staff at the university. He is a designated leader in advocating for appropriate accommodations to serve students. The Director reports to the Assistant Vice President for Diversity and Community Engagement, who is also knowledgeable and experienced in disability accommodations, having once served as the Director of SSD. Together, and with the assistance of the Vice President and Leadership Team of Student Life, problem solving and advocacy for students with disabilities is well supported at the University. It is important to note that the Director does have authority to approve and implement accommodations for students but at the same time, lacks authority to initiate policy change on campus or to minimize risk in areas outside of the direct supervision of SSD and can only make suggestions/recommendations. Therefore, it is vital that SSD both develop and maintain positive working relationships with all areas of campus in order to ensure a disability voice is heard at the time of decision-making.

The Director is held accountable for performance through an annual performance evaluation and with quarterly reviews. The Director effectively uses a mixed-method approach that primarily relies on an approach of Management By-Walking-Around (MBWA). MBWA is a public relations and business approach that centers on cultivating mutually beneficial relationships. This has proven to be extremely beneficial in the sense that once departments on campus learn the benefits of working with SSD to provide support for students it becomes a win-win situation for both. Therefore, this management style encourages face-to-face interaction and accountability while cultivating a foundation of future collaboration. This is helpful because often times cases involving students with disabilities can be challenging and it helps to enter the negotiation/discussion with a positive relationship.
Among staff and students served in the program, the program leader promotes an inclusive and welcoming environment that encourages discussion, feedback and a team mentality.

The principle challenge of the office of Services for Students with Disabilities is that the office is significantly under-staffed. The Director essentially conducts the entire intake and registration of services, implements all of the ongoing academic and personal counseling for students, and does all of the consulting, advocacy, training, and program awareness. The workload is too great to be excellent in every area. Therefore, priority has been given to direct service to individual students, where the office is excellent – but the other areas of responsibility remain inadequately addressed at the present time, which prevents the office from being as effective as it should be.

As discussed in the following section on Human Resources, the Director is assisted by a part-time Interim Coordinator, student workers and the graduate assistant. All of these staff members are entry level, part-time, and not professionally trained in disability-related services. While it is helpful to have additional persons to provide service to students, staff is stretched inadequately to cover all needs and there is an added burden for the Director to then direct and supervise this para-professional staff so that appropriate decision making can be made. Too often, the Director is pulled into lower-level tasks and service provision because there is inadequate staffing to fulfill all of the responsibilities. In this way, the Director is unable to address some of the higher-level consultation and development needs required of the program.

In addition, as explained in the following section, when SSD transferred from the Benerd School of Education to Student Life, the half-time administrative assistant position did not transfer to SSD, and instead was retained in the School of Education. SSD is therefore one of the few offices on campus that does not have direct access to an administrative assistant. Many of the administrative assistant duties have also had to be assumed by the Director this year, impacting an already over-burdened schedule of responsibilities. The administrative assistant position should be replaced with a full-time assistant who can also share some of the responsibilities for test proctoring.

Recommendations:

- Staffing should be augmented so that the part-time Interim Coordinator position is replaced with a full time Coordinator, at minimum grade-level 6, exempt position.
- Staffing should be augmented with a fulltime administrative assistant to replace the administrative assistant retained in the School of Education when SSD was administratively relocated to Student Life.
- It is strongly recommended that a university-wide advisory board for disability services be resumed. This advisory board should have the ability to make recommendations, contribute to policy development, and oversee disability renovations on campus (see recommendation in the Legal Responsibilities section).
Human Resources

CAS Standard

Disability Support Services (DSS) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, DSS must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

DSS professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

Employees and volunteers must receive specific training on institutional policies and privacy laws regarding their access to student records and other sensitive institutional information (e.g., in the USA, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states/provinces or countries).

DSS must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

Administrative and support staff must be provided with disability awareness training and possess knowledge and understanding of the needs of persons with disabilities.

All members of the staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

DSS must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address
identification of threatening conduct or behavior of students, faculty members, staff, and others and must incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.

Salary levels and benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

DSS must maintain position descriptions for all staff members.

To create a diverse staff, DSS must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.

Staff assignments should take into account the benefits of employing persons with disabilities.

Sign language and oral interpreters must have appropriate qualifications, including appropriate coursework and certification.

DSS must conduct regular performance planning and evaluation of staff members. DSS must provide access to continuing and advanced education and professional development opportunities.

The following list is a detailed description of current SSD staffing:

- **Director (Full time):** This individual is trained in disability services. Duties of this position include leadership of disability awareness and response on the Stockton campus; overall management of the office and staff; direct service to students with disabilities, their families, and the Pacific community; consultation with a wide range of constituencies; and referral to campus and community resources.

- **Administrative assistant (no position):** Beginning July 2011 the administrative assistant who provided support for SSD returned to work full-time for the Educational Resource Center (ERC) in the Benard School of Education. Currently, minimal borrowed support is provided on occasion from the Assistant Vice President for Diversity and Community Engagement (DACE) executive assistant. The hours are very limited.

- **SSD Interim Coordinator (part-time):** hired as a temporary/casual employee with increased duties in the absence of a second professional staff member and administrative assistant. Duties include coordinating test proctoring services, assisting in the supervision of student workers and schedules, conversion of material into accessible formats, monitoring equipment and supplies and many other duties as assigned.
• Graduate assistant (ED PSYC): provided by Benerd School of Education for the academic year Fall 2010-Spring 2011 only, with no assurance of continuing. Duties include working one-on-one with students in need of specialized coaching services; providing an LD assessment for students in financial need unable to pay for the service; and supporting the program as needed and directed by the Director. This position is funded by BSE and is a valued learning opportunity for the graduate assistant to gain direct experience working with college students with disabilities. At the same time this position fills a critical need for many students being served in the program.

• Student workers (DSP’s): 15-40 student workers are hired each semester to provide a wide range of services from note taking services and cart drivers to office assistants. SSD does take into account hiring students with disabilities and in the past, the types of disabilities have included Asperger’s Syndrome, dyslexia and other learning disabilities, mobility impairments, psychological disabilities and more. Student workers (DSP’s) are trained by the Director and SSD Interim Coordinator and the DSP’s are provided a staff handbook (attached) of policies and expectations, provided one-on-one training and participate in at least two group training meetings each semester. However, two areas that are lacking are with specific job descriptions for DSP’s and Graduate Assistant Position (G.A) and the evaluation process for job performance. Currently, evaluations are done informally in a verbal format and students and GA are provided direct feedback and suggestions for improved performance.

• Interns (Occasionally): On occasion SSD does employ an unpaid graduate intern and the screening process and overview of training is provided by the Director.

There is a job description for the Director of SSD and one for the interim SSD coordinator (although not a permanent position) but they have not been developed for the DSP’s or the two Graduate Assistant (GA) positions (attached). The Director is the only full-time position with benefits that is funded by the university general fund with an item line. The interim coordinator, all student workers, and outside vendors (Braille transcriber and CART provider) are paid directly from the SSD annual operating budget.

Within the Office of Services for Students with Disabilities, the only position that receives an annual performance evaluation is the Director (due to changes in the reporting structure of SSD no evaluation occurred in 2010). The Director does provide informal evaluations and provides feedback to the SSD Interim Coordinator, student workers and the graduate assistant on a regular basis. This typically occurs informally in the form of discussions and email correspondence. It is also important to note that the administrative assistant who formally coordinated test proctoring services for SSD is an employee in the Benerd School of Education and the performance evaluations were conducted by the Director of the ERC and did not include a disability focus.
Challenges:

Under the current structure for hiring staff in SSD there is not a procedure for hiring student workers with specific disability-related qualifications. There have been instances when students apply with direct experience in disability services although this is rare. Instead, SSD hires students who express an interest in working with people who are disabled and demonstrate a desirable set of skills during the application and interview process.

Staffing of the SSD office currently has one permanent position (Director) and an Interim Coordinator. Background: In order to effectively manage the student workers (Disability Service Providers or DSP’s) and to have somebody help oversee the day-to-day operations including cart rides, conversion of materials into accessible format and other special projects, for the past seven years SSD has employed a temp/casual employee to provide duties of an office assistant. The hours for this employee are not guaranteed and no benefits are available. Budget is also a factor in determining how many hours the person in this position is allowed to work. During the summer, hours have typically either been eliminated or reduced by 50% and weekly hours during the Fall and Spring Semesters are determined by budget and demand on services. This position is vital for the future growth and demands for services that SSD provides.

A few significant challenges directly relate to staffing of the SSD office. One challenge with staffing relates to the Interim Coordinator Position. The SSD Interim Coordinator is a temp/casual position which makes it extremely difficult to recruit potential employees with a background in disability services. For the past seven years this position was referred to as the SSD office assistant and was typically staffed by a recent Pacific graduate with direct experience working for SSD. Beginning July 2011 and after the staffing changes to SSD the position was upgraded to Interim Coordinator to reflect the increased responsibilities and requirements of the position. The office assistant at the time of this transition had been working for SSD for more than three years and is now the acting Interim Coordinator. There is a long standing need for this position in the office and the lack of benefits or guaranteed hours makes it extremely difficult to retain people in the position. In the past seven years the office has utilized three Office Assistants who all moved on to full-time positions elsewhere after gaining experience working in the office.

Additionally, the fact that this position is not permanent and has no guarantee of hours or pay makes it nearly impossible to recruit or hire individuals with a strong background in disability services. This, in return, places an extra burden on the Director to develop training opportunities and to provide direct supervision in nearly every area of the position. If the permanent coordinator position was to be created and resources committed for development it would be possible to send staff to training opportunities outside of Pacific. Additionally, funding for the position is currently being paid directly from the SSD operating budget designed for providing direct service to students and the campus community for training. It is anticipated that funding
the Interim Coordinator position will exhaust as much as 40% of the SSD operating budget taking away resources explicitly designated to support students with disabilities in 2011-2012.

The strategic plan for staffing the SSD office is reactive in nature. Specifically, the SSD office only employs one full-time permanent employee with benefits and is paying for an interim coordinator directly out of the operating budget designated for serving students. This position is absolutely critical. With the recent transition of the administrative assistant returning full time to work in the Educational Resource Center, making this a permanent position with benefits has never been more important. In addition, funding a full-time Interim Coordinator would permit the Director to devote more time to building and supervising disability services at the remote campuses, providing a stronger, more systematic and coordinated approach to students with disabilities across the three campuses.

Another challenge involves a need for administrative support. Currently, there is not an administrative assistant position for the office and would be impossible to pay for one out of the current budget structure. Currently, Student Life has loaned part time support from the AVP’s administrative assistant to help process employment authorizations, budget reconciliations, timesheets and note-taker payments. The demands of SSD can be significant at times and this first year without an administrative assistant position, it will be evident how much of a burden will be placed on the part-time support person and could potentially jeopardize the delivery of services, payment to critical vendors or processing of a note taker.

Similarly, another challenge related to staffing involves the position of Director. Due to a lack of permanent staffing positions, the need to fund the Interim Coordinator position out of the operating budget and minimal administrative support the Director is faced with the challenge of balancing needs for direct service to students and at the same time providing leadership for the campus community through committee work, training, and other administrative duties.

Salary is also a challenge. A review of salary conducted by Pacific’s office of Human Resources, the Association of Higher Education and Disabilities (AHEAD) and NASPA is available in this report (attached). Challenges include low salary (Director not to market standards and Interim Coordinator does not have a permanent position), support staff working as temp/casual employee without benefits and a lack of permanent administrative support.

The following table outlines the salary surveys conducted by Pacific’s Human Resources, NASPA (2008) and AHEAD (2008):
### Salary Survey

<table>
<thead>
<tr>
<th>Pacific Human Resources</th>
<th>Average</th>
<th>Minimum</th>
<th>25th %tile</th>
<th>50th %tile</th>
<th>75th %tile</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>59,507</td>
<td>53,333</td>
<td>56,185</td>
<td>56,746</td>
<td>62,383</td>
<td>70,317</td>
</tr>
<tr>
<td>Coordinator</td>
<td>50,289</td>
<td>28,086</td>
<td>42,895</td>
<td>48,876</td>
<td>58,093</td>
<td>85,500</td>
</tr>
</tbody>
</table>

| AHEAD Survey (2008)     |         |         |            |            |            |         |
| Director                | 56,338  | 26,250  | 44,500     | N/A        | 65,000     | 130,000 |
| Coordinator             | 55,748  | 25,500  | 43,000     | N/A        | 65,500     | 105,000 |

| NASPA Salary Survey (2008) |         |         |            |            |            |         |
| Director                | 67,242  | N/A     | N/A        | 67,450     | N/A        | N/A     |
| Coordinator             | N/A     | N/A     | N/A        | N/A        | N/A        | N/A     |

Please note: SSD Director’s salary is currently $53,000

Another challenge related to qualifications of staff relates to technology and expertise of programs for assistive technology. Currently, SSD is doing a fair job managing this through self-taught methods and limited training. Specifically, the staff is not technologically proficient, especially with regard to assistive technology and programs and there is little opportunity to receive this specific training on campus.

Recommendations:

- Provide full-time funding for a Coordinator of Disability Services (non-exempt, grade 6 staff position) – see proposed job description (attached).
- Provide a full-time Administrative Assistant I (non-exempt).
- Ensure that the Director’s salary is at current market value based on most recent NASPA, AHEAD and HR market research studies.
ETHICS

CAS Standard

Persons involved in the delivery of Disability Support Services (DSS) must adhere to the highest principles of ethical behavior. DSS must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. DSS must publish these statements and ensure their periodic review by relevant constituencies. DSS must orient new staff members to relevant ethical standards and statements of ethical practice.

DSS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed except as allowed by relevant laws and institutional policies. DSS staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

Staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

DSS staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

DSS staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, DSS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Promotional and descriptive information must be accurate and free of deception.

DSS staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.
DSS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

DSS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Ethical principles are indirectly referenced in the mission statement and directly in the policy manual for students with disabilities. Staff members receive minimal training augmented by informal discussions during staff meetings. The Office of Services for Students with Disabilities adheres fully to Pacific policies regarding the Family Educational Rights and Privacy Act, IRB human subjects protocol and policies, budget policies and procedures, human resources policies and guidelines, policies and procedures related to supporting students with disabilities, and student Tiger Lore policies and judicial procedures.

Confidentiality is an important practice that is mandated in the SSD office for reasons that are both legal and best practice in nature. Specifically, all staff members are asked to address confidentiality during the interview/hiring process and SSD hires staff who already have a good understanding of confidential principles and those who we feel can follow the guidelines. Further, all staff are provided training about confidentiality and all staff are required to sign an agreement of understanding that demonstrates an agreement to adhere to confidentiality (attached).

As a strategy to ensure privacy, SSD takes extra measures by protecting information and records. For example, student records are maintained in the Director’s (locked) office who acts as the gatekeeper of records and information. Therefore, disability-related information is never included on transcripts or the student’s academic file. At this point no digital records are kept and documents are thoroughly shredded when expired (approximately 6-years after a student was last enrolled in courses at Pacific).

Recommendations:

- When staffing level permits time to be given to the development of office policies and procedures, the Director will develop intentional and specific language addressing ethics in the policy manual and staff handbook.
LEGAL RESPONSIBILITIES

CAS Standard

Disability Support Services (DSS) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.

DSS must have written policies on all relevant operations, transactions, or tasks that may have legal implications.

DSS staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment.

DSS staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. DSS staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.

The institution must provide access to legal advice for DSS staff members as needed to carry out assigned responsibilities.

Staff members must be aware of and seek advice from the institution’s legal counsel on privacy and disclosure of student information contained in educational records, defamation law regarding references and recommendations on behalf of students, affirmative action laws, protective health information laws, and regulations regarding programs and liability issues pertaining to sponsored programs.

The institution must inform DSS staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

The SSD Director is knowledgeable and responsive to legal responsibilities and makes it a point to inform the campus community of concerns through individual consultation and programs and awareness activities. A few important campus partnerships include Housing, Human Resources, Risk Management and Support Services. Two examples of cases when the
SSD Director notified the campus community include the Four-Year guarantee policy and the more recent progress of developing a university-wide transition plan to remove barriers (currently in progress).

The policy manual for students with disabilities outlines student rights and expectations and also includes institutional policies and obligations related to supporting students with disabilities. The manual is available online at www.pacific.edu/disabilities.xml or in hard-copy at the SSD Office (attached).

The SSD office does take proactive steps to inform the campus community about policies and legal responsibilities. For example, a complete listing of policies is available online through the Pacific website at www.pacific.edu/disabilities.xml. Hard copies and other accessible formats are also made available upon request in the SSD office. Furthermore, SSD does consult with key departments on campus when issues involving legal matters arise. Two of these offices are Risk Management and the ADA Compliance Officer (Human Resources).

Ensuring ethical practice and avoiding harassing or demanding activities that could potentially create a hostile environment is a topic of discussion included in training of SSD staff and the Director is not aware of any complaints or concerns on behalf of students.

The institution does have access to University counsel for legal advice/representation by working with the Associate Vice President and Vice President for Student Life. Although the SSD Director does not have direct access to legal advice, a request can be made to a supervisor who does have the ability to solicit legal advice. Side note: the Director will often contact the Office of Civil Rights (OCR) directly to gain legal recommendations for complicated cases or when the SSD office encounters a possible risk that warrants expert interpretation. One instance of the SSD Director contacting OCR was to inquire about the extent Pacific was obligated to provide equal access to courtesy cart rides for students utilizing wheelchairs. The SSD Director did purchase a wheelchair accessible cart after the conversation and within three months request was made and SSD was able to provide the service and maintain legal compliance.

Challenges:

One challenge related to the policy manual is a need for updating policy changes and best practice. One example specifically relates to our policy that outlines the process for students to request electronic books (alternative formatting). The policy is currently in the process of being updated for the policy manual to reflect current practice in the office. Once policies are rewritten, they are reviewed by University administration and, if necessary, by university legal counsel.

The Director of SSD is informed and receives ongoing training through professional development regarding legal issues in order to limit the liability exposure of the institution.
The Director provides some limited training, particularly in the form of policies and procedures, to the Interim Coordinator and student workers. More comprehensive ADA/disability-related training is needed campus-wide. Currently, there is a lack of resources for faculty related to course development and instruction methods, training related to policy development and design and implementation of accessibility measures across departments (i.e. computer labs and assistive technology).

One area that needs improvement relates to a university-wide proactive approach to addressing legal liabilities as they relate to all programs and services on campus. There is little university-wide collaboration on ADA issues or promotion of best practice although the trend the past few years has certainly gone in a positive direction. However, as noted earlier, it would be advisable to establish a university-wide ADA advisory committee charged with review of current practices and capable of making recommendations to share the overview of this important responsibility more broadly across campus.

One of the biggest challenges the program faces related to legal issues directly involves the training of staff. Specifically, the training for staff is that which is provided by the Director. Only the Director is able to receive professional training outside the University, both because the budget does not support broader involvement and because there are no other professional employees. Staff is currently stretched too thin in providing direct service to allow time away from the office. The SSD budget is designed to provide direct service and does not have additional financial resources to pay for staff training or professional development.

Please note: Training related to disability services in higher education involves a significant amount of legal understanding. Because this training is extremely specialized there is typically a shortage of knowledgeable staff on a college campus and most programs rely on outside experts.

Neither the liability of having the Interim Coordinator take on professional responsibilities when he is not specifically trained nor receiving professional development becomes salient here. Because the position is classified as temporary/casual and paid hourly, the position is not supported in budget to attend trainings or to travel (The Director recently learned of an online training class for new beginners in the field of disability services in higher education and although this is not likely to replace the benefits of intensive in-person training programs the Interim Coordinator will take the class in September, 2011.)

When matters arise that potentially involve legal matters, staff are trained to notify the Director. For example, if a student complains to a staff member that he/she feels discriminated against, it is expected that the staff member would notify a supervisor. However, the real challenge involves situations where a complaint does not occur and a judgment call is necessary to determine if potential legal liabilities exist. This concern relates back to training and the fact that staff does not have resources to receive expert training.
Another challenge involves the dissemination of information or legal obligations involving disability-related issues. Some information is disseminated from the top down however this is not the norm. In rare cases such as the recent one involving an OCR complaint with merit, the information was eventually dispersed after a lengthy delay that nearly cost the University additional sanctions. Therefore, it is suggested that SSD staff and students be informed about legal obligations or changes to liability in a systematic and timely fashion.

Recommendations:

- Update the SSD Policy Manual
- Create and convene an Advisory Board that will then make additional recommendations related to campus-wide collaborations and pertinent training
EQUITY and ACCESS

CAS Standard

Disability Support Services must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. Programs and services must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

Consistent with the mission and goals, DSS must take action to remedy significant imbalances in student participation and staffing patterns.

DSS must ensure physical and program access for persons with disabilities. DSS must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

DSS must educate the campus community about ensuring opportunities for individuals with disabilities in all facets of the institution.

DSS must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.

Services provided by SSD are delivered in a fair and non-discriminatory manner. The program considers the needs of those served and, within resource limits, does a great job being flexible and creating opportunities for students, staff and faculty to receive support. A good example of this is when SSD recently sent a test proctoring assistant to a lab setting (outside of normal SSD facilities) to ensure two students received testing accommodations when a faculty member had back-to-back classes in different buildings and was unable to stay in the lab. Another example is how the office collaborated with the Office of Admissions and the Department of Event Planning by providing SSD’s wheelchair accessible cart during weekend events and for those events that are open to the public. On numerous occasions SSD has even provided drivers and other staff to provide essential services during events when the host departments were unable to provide the resource.
One of the active roles of SSD is to promote inclusivity and educate the campus community. As issues are identified that have a disability connection, the Director of SSD regularly educates the campus community and works with stakeholders to create buy-in. An example of this is SSD working with the Housing Office to ensure that Residential Living and Learning Communities are accessible. Other examples include technology and webpage development (SSD brought section 508 of the Rehabilitation Act to the attention of the web developers while Pacific was implementing a new web design). The Director of SSD also worked with the Director of Pacific Recreation to replace the door to Baun Fitness with an accessible door and he worked with Cowell Wellness to provide accessible examination tables. Many more examples are available.

Supporting distance learners and Pacific students seeking services elsewhere is something that SSD provides regularly. Specifically, the Director of SSD helps students secure support at other institutions (community college during summer courses), on standardized exams (GRE, LSAT, RICA, etc.), for employment and internship opportunities, for the Department of Rehabilitation and other agencies, by writing letters that both confirm a need for support and making specific accommodation requests.

SSD does try to reach all students and evidence of this is seen around campus and the fact that SSD works with students in all academic programs. Specifically, SSD has worked with faculty to include syllabus statements informing students that accommodations are available through SSD. Further, additional outreach and training opportunities across campus have helped to bring groups of students with disabilities from departments previously under represented. A good example of this is our School of Pharmacy. In the past year we have seen the number of students receiving support approximately double.

Challenge:

As indicated in earlier sections, the biggest challenge to ensuring equity and access relates to staffing. SSD’s staffing model is not comparable to other departments on campus with only one professional staff member and no administrative support. The situation of over-stretching the director is counterproductive to the long term goals and sustainability of the program and impacts service as well as presenting a potential liability for the university.
DIVERSITY

CAS Standard

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Disability Support Services (DSS) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

DSS must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. DSS must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.

The Office of Services to Students with Disabilities strives to create a welcoming environment with open communication processes (i.e. open door policy, direct access through email and phone, warm and friendly communication, and more). This welcoming environment is a strategic attempt to increase the amount of students served through SSD by eliminating barriers. A common barrier preventing students from accessing support often relates to factors of trust, confidentiality and anxiety, and the concern that students will be negatively stigmatized if they are known as disabled students. Therefore, SSD intentionally creates a welcoming environment to mitigate barriers and in return, will attract students to inquire about services that normally would not have initiated the process. Another strategic approach taken by SSD is to foster independent advocacy skills among students to aid communication about disability-related issues and to increase self-awareness and confidence.

Additionally, SSD promotes inclusivity and equality in multiple ways. First, SSD does offer training to the campus community and two of the most requested topics are communication etiquette designed for people without disabilities and how to plan accessible events.

Faculty/staff have the opportunity to ask questions in a safe environment without fear of being judged or humiliated. The second way SSD promotes inclusivity and equality is by training the campus community on the importance of creating accessible events that all people can attend. These protocols for creating accessible events have been adopted by the University Event Planning Office, Office of Admissions and a training program is currently in the development stage and involves collaboration between three departments; Risk Management, Human Resources and SSD. (PowerPoint presentation is attached).

Diversity is nurtured through the hiring of staff and student workers in the SSD office. Specifically, SSD hires a diverse group of staff that demonstrates differences in race, ability,
socioeconomic status, gender and academic major. Furthermore, the program also supports underrepresented groups on campus such as the student veterans group, the Black Student Union (office space for meetings) and others. On Veteran's Day the office helps hang ribbons, etc.

Similarly, the program nurtures diversity by participating in committee work. Specifically, the Director of SSD is an active member of both the Diversity Committee and the Task Force for Diversity and Inclusive Excellence and much of the work has focused on campus climate and improving the experience of all on campus.

The program serves a wide variety of students from various backgrounds and therefore does support students from groups often considered to be diverse populations. Likewise, there are ways that the program meets the specific needs of diverse populations that would normally be under served; for example, students from families with low socioeconomic status (SES). The required assessment to be diagnosed with a learning disability can cost upwards of $2000 and is not covered by health insurance. Students with low SES can’t afford the cost of testing and that is when the program steps in to provide an intervention. For example, SSD has collaborated with Delta College for students to receive an assessment and has even provided temporary accommodation for a finite period of time while the student saves money. Further, in the past year, SSD, with collaboration of the Educational Psychology Program in the Benerd School of Education, assessed approximately five students who demonstrated a strong likelihood of having a learning disability and could not financially afford to be assessed.

Another good example of serving students from diverse populations is related to student veterans. Unfortunately, the Veterans Affairs program is extremely inundated and it is typical for months to pass while a veteran is waiting for documentation to be processed. Therefore, SSD will extend timelines for veterans and provide temporary reasonable accommodation during the process. Many of our vets suffer from PTSD and minimizing the stress during the registration process can make the difference between success and failure for them.
ORGANIZATION and MANAGEMENT

CAS Standard

To promote student learning and development outcomes, Disability Support Services (DSS) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.

DSS must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, procedures for decision-making and conflict resolution, responses to changing conditions, systems of accountability and evaluation, and processes for recognition and reward. DSS must align policies and procedures with those of the institution and provide channels within the organization for their regular review.

DSS must be situated within the administrative structure to develop and direct program activities effectively. Adequate staff, funding, and resources must be provided.

The SSD program maintains written policies and procedures for both staff (Staff Handbook – attached) and students served by the program (Policy Manual – attached).

One organizational structure that enables the program is budget. Specifically, the budget is approximately 100K and without special circumstances (i.e. a need for sign-language interpreters, major equipment needs, etc.) the budget is usually sufficient to cover the day-to-day operations, including student staff salaries. The 100K budget is allocated for direct service needs (technology and equipment, DSPs’ salary, professional development, training, and office supplies and copy machine expenses). Further, the Interim SSD Coordinator (temp/casual) position is also paid directly from the SSD operating budget and will exhaust approximately 40% of the budget.

One process in place to ensure effective management of the program is written reports and assessments. Specifically, the Director writes a monthly report that highlights program accomplishments (sample report is attached), challenges, trends and other items of importance related to the program management. Further, assessments related to program effectiveness are
conducted on a regular basis and not only include students but also extend to both faculty and staff (attached). Even though SSD is conducting assessments and providing regular reports there is still room for improvement.

Challenges:

The SSD budget of $100K is deceptive. Not only is 40% required for the Interim Coordinator salary, the budget could be decimated if one or two additional students with hearing impairments (or deafness) enroll at Pacific and request interpreting services. The current operating budget pays for everything from student worker salaries, equipment and supplies, technology, professional development, the Interim Coordinator salary and for providing direct services and accommodations for students. When the designation of 100K for the SSD budget was initially developed, the rationale for the money was to provide direct service for those served by the program. It was never intended to supplement salary, professional development, university-wide training or extensive technology and equipment needs.

Another challenge relates to the creation/amendment of policies and a lack of representation from SSD staff. Specifically, SSD has limited authority to create or modify policies outside of the office and is not always included in the decision-making process for policies on campus. For example, SSD has advocated for a university-wide policy that address the math and foreign language requirements for students with documented disabilities that outline possible alternatives or substitutions without success. For situations that involve multiple stakeholders it would be beneficial to have a team review and approach, one of the reasons for the recommendation of an SSD advisory board that can be accessed during difficult cases/decisions. Not only would this help create buy-in from the various stakeholders, utilizing an advisory board will likely boost the credibility of the final decision.

The monitoring of websites is also a small challenge with regard to accessibility standards as no member of SSD and no member of the Office of Information Technology staff is an assistive technology expert or is knowledgeable of the standards outlined in Section 504 of the Rehabilitation Act. It will therefore be important for the University to invite consultants to review technology provisions to ensure that Pacific is in compliance with legal stipulations.
CAMPUS and EXTERNAL RELATIONS

CAS Standard

Disability Support Services (DSS) must reach out to relevant individuals, campus offices, and external agencies to:

- establish, maintain, and promote effective relations
- disseminate information about their own and other related programs and services
- coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes

Such agencies would include vocational rehabilitation, the medical community, veterans administration, school districts, and social services agencies.

DSS must also work to maintain positive relations with students, faculty members, staff, the institutional legal counsel, the administration, all support offices, community agencies, the medical community, diagnosticians, and equal opportunity compliance officers.

DSS should take an active role in the coordination of the institution’s response to the needs of persons with disabilities. This is essential to ensure the continuity of services, resource management, consistent institutional policies, and the integration of persons with disabilities into the total campus experience.

DSS should maintain a high degree of visibility with the academic units through the promotion and delivery of services, through involvement in determining what constitutes reasonable accommodations, and through promoting increased understanding of, and responsiveness to, the needs of persons with disabilities. DSS should be informed about, and actively involved in, influencing and affecting the policies, practices, and planning of other units, which directly affect persons with disabilities.

DSS staff members must be available to participate in appropriate campus-wide committees.

Disability support service staff members may act as liaisons between student services, academic services, and community services on the behalf of persons with disabilities.

DSS must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students and other members of the campus community during emergency situations.
DSS must have procedures and guidelines consistent with institutional policy for communicating with the media.

To improve effectiveness of services and campus relations it is vital that SSD cultivate and maintain effective relations with individuals, campus departments and external agencies. Specifically, key individuals include the Dean (and Assistant Dean) of Students, Coordinator of Housing placement, the university ADA compliance officer, the Director of Support Services, the director of counseling services, the director of health services, the Director of the Educational Resource Center, and the entire first floor of the McCaffrey center (DACE).

There are many campus departments that SSD feels important to maintain effective relationships including the Housing office, all academic units, the Academic Regulations Committee, the Cowell Wellness Center, Student Academic Support Services and Judicial Affairs, the Registrar’s Office, Public Safety, Educational Resource Center, Human Resources and others.

A few external agencies that the Director maintains close working relationships with include the Department of Vocational Rehabilitation, the City of Stockton (Mayor’s Task Force for Persons with Disabilities), Recreational Sports Club of San Joaquin (RSC partners with SSD to host events including Pacific’s Disability Awareness), Delta College, the Community Center for the Blind and the Private College and Disability Resource Centers (PCDRC) consortium and the Association of Higher Education and Disabilities (AHEAD).

In many respects the SSD office does represent the active voice on campus bringing disability-related needs to the attention of the institution.

Challenges:

One challenge with reporting effective relationships is a lack of a formal practice to document specific examples of effective relationships; however, effective relationships currently exist on campus and in the community. One example is with the School of Pharmacy. Historically, there have been some challenges implementing accommodations with students in the Pharmacy program. However, over the past couple of years effort was made on behalf of SSD to cultivate relationships with staff, faculty and administrators in the School of Pharmacy and a strong working relationship currently exists.

SSD is only occasionally informed about or has an active role in the development of policies or practices of other units that impact students with disabilities. This department, however, would like to see the influence of SSD extend to various departments and policies on campus. A few specific examples include university-wide policy development and during decision-making processes such as petitions (academic or other) that include disability-related points of contest.
To a large extent the director is able to participate in campus-wide committees including the campus crisis response team, the alert team and the Diversity Committee (and Task Force). However, there are additional committees that SSD has no participation in and is rarely consulted. These committees include those that are academic in nature, those that develop policies, and facilities related committees that define priorities and determine ADA improvements.

Recommendations:

- Emergency evacuation procedures developed and implemented for individuals with disabilities (in conjunction with the PAT, CRT, Risk Management and the ADA compliance officer for the University)
- The advisory board (or representative from SSD staff) should have active participation in policy development committees, academic review committees (petition processes) and other areas where a lack of disability expertise exists.
FINANCIAL RESOURCES

CAS Standard

Disability Support Services (DSS) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

DSS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.

DSS should be funded as a separate institutional budget item. The institution must provide appropriate funding to carry out its stated mission and goals.

In addition to normal budget categories, the DSS program may have unusual budgetary requirements that can vary from term to term. These may include readers, interpreters, and special equipment such as a TTY/TDD (telephone communication devices for the deaf), screen readers, voice synthesizers, reading machines, device for enlarging print, Braille capabilities, additional technology to provide accommodated exams, and variable speed tape recorders. The institution is not obligated to provide personal equipment such as wheelchairs, hearing aids, or prosthetics. The number and nature of the devices can be determined based on the population of persons with disabilities requesting services.

The decision of whether to purchase mandated devices should not be weighed against competing departmental needs, such as additional computers or staff. Funding for disability accommodations should come from a centralized institutional source rather than from any one individual department.

The institution provides an annual operating budget of approximately $100 K. This money is allocated to pay for direct Services for Students with Disabilities, staff salaries including SSD student workers (DSPs), professional development, technology and equipment, training and all other office-related needs. Currently, the strategy to review the budget structure is this program review.

The SSD Director is very budget-conscious and continually looks for cost-effective approaches to the delivery of services. For example, instead of paying the market rate of $80 an hour for a real-time captioner the director was able to secure the service from a local independent provider for $35 an hour. The approach of conservative spending with the SSD budget is a strategic attempt to build credibility in the event additional funds might be necessary in a particular year to provide services. Stated differently, SSD employs a conservative approach to spending.
money and nearly every year for the past six years money funds have been returned to the university general fund. This was, however, before the budget had to assume responsibility to pay for the Interim Coordinator position and before the administrative assistant position was cut from the program. In addition to funding the staffing challenges from a salary line instead of the program’s operational budget, the biggest challenge to the budget is the problem that could arise if increased services or type of services (American Sign Language interpreters for example) should be required to accommodate certain disabilities. If this should happen, SSD would have no choice but to request additional funding from the University and the possibility of providing increased funding should be confirmed.

The Director consistently negotiates with vendors, researches cost-effective approaches to providing accommodations, and utilizes existing resources on campus whenever possible. A few examples to illustrate this point include negotiations that helped contract a Braille music transcriber out of Albuquerque New Mexico and a real-time captioner from Stockton. The Director also researched scanners and went against the industry best practice and made a purchase for $400 when most other institutions were spending $5-10K on a high speed scanner. Likewise, instead of purchasing equipment from vendors, SSD always first checks with physical plant in case it can be built in-house. On numerous occasions, physical plant has built equipment that would have cost at least double from an off-campus source.

A review of the SSD budget structure did occur approximately seven years ago and was the rationale for creating the current budget structure. However, it is important to note that the number of students enrolled in the program has increased and additional staff salaries (interim coordinator and increased number of DSP’s) have put an additional burden on the budget. The SSD Director employs cost-saving strategies to maximize the budgetary resources in order to meet the various demands. The SSD director has managed to operate within budget for the past five years but the increase in budgetary demands for the upcoming 2011-2012 could prove otherwise.

Challenge:

Without a specific strategy to respond to a needed increase in the SSD operating budget the university could face legal liability if services become interrupted due to a budget shortage. Therefore, it is advisable to take a proactive approach to develop a strategy before this happens and could potentially place the university at risk. Additionally, a strong argument could be made that as a student-centered university, an exposed risk that could harm our students conflicts with the mission and philosophical practice at Pacific.
Recommendations:

- Develop a funding request process that will alert the University for the need for a reserve should an unusually costly disability accommodation be required that would extend the SSD budget allocation beyond its existing capacity. Please see the request for a full-time staff position in the Human Resources section that would alleviate a current strain on the SSD budget.
TECHNOLOGY

CAS Standard

Disability Support Services (DSS) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.

DSS must maintain policies and procedures that address the security and back up of data.

When technology is used to facilitate student learning and development, DSS must select technology that reflects current best pedagogical practices.

Technology, as well as any workstations or computer labs maintained by the DSS for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.

When providing student access to technology, SSD must provide:

- access to policies that are clear, easy to understand, and available to all students
- access to instruction or training on how to use the technology
- access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

Technology in the SSD office is monitored by the Director. The annual maintenance and registration fees are handled through the Student Life technology office. As students make requests for technology, a case-by-case decision is made about whether or not to make a purchase. It is unlikely that technology fully meets the needs of all students who are served in the program but there is no evidence to prove or disprove this statement at this time.

Challenge:
Many of the students are uniformed about technology that may be available to accommodate their particular disability and there is a perfect opportunity for Pacific to demonstrate a commitment to excellence (student centered) and teach these students about the available forms of technology, train them and develop self-advocacy and independent skills that will better prepare them for the future.

Although SSD does have an extensive policy manual, one area that is lacking relates to technology and the security of data. This is an area that could use improvement.

Technology, and especially computer labs and work stations, is an area of relative weakness and is a concern. Specifically, computer labs across campus must comply with accessibility standards and many institutions have a high tech center that addresses issues related to assistive technology, including training and maintenance. Pacific does not have a high tech center, an OIT representative familiar with assistive technology, or a trained SSD staff member who has expert knowledge or experience of such technology. Technology is rapidly advancing and many programs are now available to assist students with disabilities allowing them an equal opportunity to participate. Therefore, if SSD had the resources to better inform/train students on the use of assistive technology and had the resources to make such programs available, it would significantly improve the services offered by SSD. Currently, the SSD staff does provide minimal technology for test-proctoring services, but could significantly improve its available technology and technology training. This is especially true for assistive technology that is designed to assist students with disabilities in mathematics and the sciences. For the technology that is available, improvement is needed in developing clear policies about use and improvement is also needed in marketing the technology that is available to students. One way this could be improved is by updating the policy manual to include more specific details about accessing technology.

Recommendations:

- Work collaboratively with OIT and ETS regarding acquiring and maintaining Assistive Technology as well as provide training for faculty, staff and students to ensure that technology, computer labs, website and online courses are accessible to individuals with disabilities; see this as another role for the Advisory Board
FACILITIES and EQUIPMENT

CAS Standard

Disability Support Services (DSS) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, DSS must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

DSS staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

DSS staff members who share work space must have the ability to secure their work adequately.

The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.

Facilities available to DSS units should include:

- offices and programmatic spaces within an accessible facility
- private offices for conducting intake interviews, counseling, or other meetings of a confidential nature
- private and quiet space for tape recording materials, and scribing or taking exams
- a receptionist area with accessible counter heights and TTY/TDD storage area to ensure the confidentiality of records
- conference room and training space adequate to accommodate persons in wheelchairs nearby availability of accessible rest rooms, water fountains, elevators, and corridors
- adequate handicapped parking convenient to the facility
- coat racks and bulletin boards
- warning devices such as strobe/buzzer fire alarms for emergencies.

DSS must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.
The SDD facilities are accessible to those served by the program and the office is fortunate to reside in a newly remodeled and furnished building that provide significantly upgraded study and testing space and excellent private office space for the Director.

To a large extent, the main facilities such as office space and test proctoring rooms are maintained by physical plant including daily cleaning. Equipment, on the other hand, is primarily maintained by SSD staff directly. Such items include computers and assistive technology programs, accessible desks and tables, scanners and the Braille embossing machine. SSD does receive direct support from the Student Life IT staff. For example, licensing responsibilities are partially maintained through the IT support office and OIT maintains the phone system.

Inventory of equipment is handled in a variety of ways, including the use of TutoTrac. All of the accessible desks and other items, such as a wheelchair, are given an identifiable bar code and scanned into the TutoTrac system. The location of the item and the date it was taken are entered into the system for monitoring. The challenge with this system is occasionally the information is not recorded when the DSPs are in a rush to complete the task. To help ensure that lost items are returned, laminated signs are attached to equipment and over the years three missing desks have been returned. In the past five years only one desk has gone missing. Still, the task of monitoring and inventorying equipment could best be handled by an administrative assistant, rather than student workers.

Equipment is secured and made safe primarily by location. Specifically, equipment, student records and even the accessible desks are all kept in locked offices, proctoring rooms and locked storage areas. Further, the equipment stored in the proctoring rooms (computers and scanners) have the added benefit of digital security cameras. In the event of a break—in the cameras should capture the theft.

Challenge:

The SDD facilities are accessible to those served by the program and the office is fortunate to reside in a newly remodeled and furnished building. However, it is important to note that many facilities on campus are not accessible and SSD does work with those served by the program when complaints are raised. To a large extent, the university and departments across campus are very responsive when a barrier is identified but there is much work remaining. Many facilities on campus have been identified as having significant barriers that must be removed. Recently, SSD did participate in the ADA committee that hired an outside consultant to perform a campus-wide ADA audit of facilities. Further, a recent Office of Civil Rights violation (OCR) filed by a prospective student prompted a review from OCR and it was determined that Pacific was in violation of the ADA and was mandated to improve accessibility (immediately) at three different locations on campus. This lack of accessibility is a liability of the institution and measures must
be taken to create a University-wide ADA transition plan, ongoing monitoring and improvements, and financial resources must be committed by the university.

Recommendations:

- The ADA compliance program could be augmented through collaboration with the proposed Advisory Board working with the ADA Compliance Officer. Now that the university-wide facilities committee has been replaced with the vice presidents’ committee for facilities, it would be prudent to have a representative body review a proactive approach to improving facilities on campus and ensuring ADA compliance. Additionally, a transition plan must be developed, monitored and shown to have demonstrated progress toward university plan (including committed resources and timeline) for the removal of identified barriers.
ASSESSMENT and EVALUATION

CAS Standard

Disability Support Services (DSS) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. DSS must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

DSS must evaluate regularly how well they complement and enhance the institution’s stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

Comprehensive, systematic, and periodic assessments should be conducted to address the academic, social, and physical needs of students as well as the psychological and physical environments of the campus. In turn, findings should be used to influence how present services should change for future development.

To determine the effectiveness of the organization and administration of the services, a data collection system should be developed and implemented. Program evaluations should be obtained from designated staff members, students, faculty members, and community.

Analyses of population characteristics and trends in the use of services should be performed regularly. Although not the sole measure of program’s success, data may be compiled annually on attrition and graduation rates of students using the services.

Assessment is an area that the program is currently expanding. In 2010, after moving into the Division of Student Life from the Benerd School of Education, the SSD Director was introduced to learning outcomes and encouraged to develop initial assessment measures. Therefore, two student learning outcomes were identified, measurement tools created and data was collected. Initial data indicates that the services for students are helping to increase self-advocacy communication skills and that disability-related training is helpful for staff. Information has been added to the Pacific Plan assessment page (http://iris.pacific.edu/pacificplan/overview_l.asp?PROGRAM_KEY=SL-SSD&ACAD_YEAR_KEY=0910). The complete assessment report including learning
outcomes, measurement and reported data from the academic year 2010-2011 is available (attached).

For the academic year 2011-2012 the program is planning to expand learning outcomes from two-to-five and will include a learning outcome for the student worker staff, one for students who receive support from the SSD Academic Coach (Ed PSYC Graduate Assistant) and a learning outcome to address faculty members supported/served by SSD. Measures for evaluation will be established along with reporting structures for data collected.

Data collected through assessment also indicates that faculty would like to have additional trainings offered and more resources available to support classroom learning. The initial phase (pilot study) of developing faculty evaluations is complete and plans are in place to expand the evaluations across all academic departments. A copy of the pilot study is available (attached).

Challenges:

Although the program has made initial progress in the area of assessment, additional steps are still needed. For example, only the initial phase (pilot study) of faculty assessment has occurred and a plan must be developed and implemented to expand the assessment through all academic units.

Recommendations:

- The program should develop the three additional learning outcomes and implement the assessment measures during the 2011-2012 academic year. Further, additional reporting measures should be constructed for dissemination of data collected and additional follow-up measures should be established to ensure assessment is shaping the future direction of the program.
- Faculty evaluations/assessment should move beyond the pilot study and should be administered across all academic units.
Summary of Recommendations

The most pertinent recommendations outlined in this self-study are summarized below:

- Funding for a full-time SSD Coordinator (non-exempt, grade 6 staff position)
- Administrative Assistant I (non-exempt)
- Ensuring that the Director's salary is at current market value based on most recent NASPA, AHEAD and HR market research studies.
- Create and convene an Advisory Board that will then make additional recommendations related to campus-wide collaborations and pertinent training. This advisory board should have the ability to make recommendations and contribute to policy development.
- Develop a funding request process that will respond to costly accommodation requests that might occur outside of the current budget allocation model for SSD.
- Establish a more direct means of communication and supervision at the remote campuses to assure appropriate legal compliance and more knowledgeable counseling, advocacy, and provision of accommodations to law and dental students.
ATTACHMENT A
SCREENING FOR LEARNING DISABILITIES

Name: ____________________  Age: ________  Today's Date: ____________
Address: __________________ Phone: ___________________  Sex (circle one): M  F
________________________________  Pacific ID #: ___________________
Level (circle one): fr  soph  jr  sr  grad  Current G.P.A.: _________  Birth Date: ___/___/
Proposed Major: ___________________  Referral Source: ___________________

Present Status:

1. Referral reason.

2. How long has this problem been a concern to you?

3. What steps have you taken to address the problem?

4. What are your current classes and grades?

5. What are your vocational/educational goals?

6. Were you admitted conditionally? If so, what were the conditions?
7. Besides school, what significant time commitments do you have (e.g., social, family)?

8. Have you ever been tested for a learning disability? If yes, what were the results?

9. What do you hope to gain by being tested for a learning disability?

Comments:

Learning Skills/Strategies:

10. Do you have problems organizing your schedule? Elaborate.

11. Which types of tests cause you the most difficulty?

12. Do you have difficulty completing exams on time?

13. Are you able to understand test questions?

14. Do you have difficulty following directions involving multiple steps? If yes, elaborate.

15. In what way do you learn the best? Describe and give examples.
16. When do you study and how much time do you spend studying? Where do you study?

17. How do you go about learning material for (Type of class)? Give examples.

18. Are you able to copy correctly from chalkboard, overhead, or book?

19. Do you have problems with memory? Describe.

Comments:

ADD:

20. Do you constantly have problems with attention/concentration when studying or during lectures? Describe.

21. Does any of the following describe your childhood behavior?

- More active than other children
- Unable to sit still
- Restlessness
- Inability to finish school work

- Talking excessively
- Short attention span
- Distractibility

22. Currently, do you experience any of the following behaviors?

- Blurt out answer before questions have been completed
- Difficulty keeping mind on job
- Difficulty in keeping mind on conversation
- Inability to keep mind on reading materials
- Difficulty completing tasks on job, school work, or chores
- Frequent "forgetfulness" (often loosing or misplacing things, forgetting plans, etc.)

- Fidgety
- Acts on impulse
- Talking excessively
- Difficulty waiting turn
- Mind frequently somewhere else
- Distractibility
- Persistent motor activities
- Avoid or reluctant to engage in activities that require sustained mental effort
23. Have you ever been tested for ADHD? _____ YES _____ NO

When:________________________________________

What treatment was administered?

Comments:

Reading:

24. Do you like to read? _____YES_____NO. If so what?

25. How well do you understand what you read?

26. What types of material cause you the most difficulty comprehending, and what types are easiest for you to comprehend?

27. Did you have difficulty learning to read? Describe. _____YES_____NO

28. Do you consider yourself to be a slow reader? _____YES_____NO

29. Do you have difficulty reading out loud? _____YES_____NO

30. Do you have a limited reading vocabulary? _____YES_____NO

31. Do you have difficulty understanding the meaning of new words from the context? _____YES_____NO

32. Are you able to sound out unfamiliar words? _____YES_____NO
33. When you look at a page of written information,

Are the words you see in focus?  ___yes  ___no
Do you see letters/numbers out of order?  ___yes  ___no
Do you add/omit letters/words?  ___yes  ___no
Do you skip lines?  ___yes  ___no
Do you confuse similar words?  ___yes  ___no
Do your eyes tire quickly?  ___yes  ___no
Describe any 'yes' answers.

Comments:

Math:

34. What math classes have you taken, and what have been your grades in these classes (high school and college)?

35. Do you have problems learning math? If yes, what aspect?

36. Have you had problems with basic math skills? Describe.

37. Do you have trouble with practical math skills, i.e., making change, checkbook, sale prices, tips, and measurement?  ___yes  ___no

38. Do you have trouble reading and/or comprehending word problems?  ___yes  ___no

39. Do you have difficulty remembering math procedures recently learned?  ___yes  ___no

40. Do you complete all your math homework problems?  ___yes  ___no

41. What do you do when you get stuck in math?  ___yes  ___no

42. How do you study for math class and exams?

43. Describe the type of errors you make on math exams.

Comments:
Communication:

44. Do you have difficulty expressing yourself effectively when speaking?  ___yes  ___no

45. Do people often misunderstand what you say? Give examples  ___yes  ___no

46. Do you often mispronounce when speaking?  ___yes  ___no

47. Are there reported or observed speech problems? Give examples or describe any noted problems
   ___ Word loss ___ slurring ___ enunciation problems ___ word usage problems ___ spoken grammar

48. Are there any reported or observed listening problems (i.e. asking for repeats, misinterpretation of
   questions, rephrasing to simplify questions, etc)?

49. Is English your first language or the language primarily spoken in the home?

    Comments:

Written Expression:

50. Do you have problems expressing your ideas and thought on paper?  ___yes  ___no

51. Do you generally have problems coming up with ideas when you write?  ___yes  ___no

52. Is handwriting a slow and tedious task?  ___yes  ___no

53. Is your handwriting legible to yourself and others?  ___yes  ___no

54. Do you have spelling problems? Describe.  ___yes  ___no

55. Is your handwriting limited to your spelling vocabulary  ___yes  ___no

56. Do you experience problems with the mechanics of writing, e.g., grammar, run-ons, punctuation, etc? Describe.  ___yes  ___no

57. Are you able to proofread your own writing?  ___yes  ___no
58. Describe your note taking skills.

Comments:

Educational History:

59. Do you feel that you had adequate opportunities to learn? Explain.

60. What types of schools did you attend?

   ______ Home       _________ Private       ______ Public

61. Describe the educational setting?

   ______ Urban       _________ Rural       _________ Suburban

62. How would you describe your overall school performance?

63. What reading group were you in?  high    middle    low

64. What math group were you in?  high    middle    low

65. How would you describe your overall school/junior high school performance?

66. In high school, what was your:

   GPA_________ Year of Graduation____ Size of graduating class_____

67. What type of curriculum did you take in high school?

   GENERAL        COLLEGE PREP         VOCATIONAL

68. Did you take ACT and/or SAT? If yes, what were your scores?

   ACT            SAT
69. How would you describe your overall high school performance?

70. Describe your problem classes (e.g., foreign language, typing, etc). What grades did you get in these classes?

71. In what extracurricular activities did you participate?

72. Describe your social adjustment in school.

73. Have you had support services before? If so, what? [Indicate grade(s)].

<table>
<thead>
<tr>
<th>Service</th>
<th>Yes</th>
<th>No grade(s)</th>
<th>Yes</th>
<th>No grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutors (type—LD, other)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subjects:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>504 Plan</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

74. Did you have paid tutors or attend any special learning sessions outside of school?

Other educational Experiences:

75. Describe previous college experience
   Where did you attend?       When did you attend?
   Why did you transfer?      How many credits transferred?

Comments:

Work History

76. What types of jobs have you held?

77. Have you had difficulty at any of your jobs? Yes No Describe:
78. Do you have to work to support your education? __yes__ no

79. How many hours do you work per week? ______

Comments

Family background

80. How many brothers and sisters? Do you have? State ages.

81. Are you adopted? __yes__ __no

82. What is the educational and/or occupational status of your family members?

<table>
<thead>
<tr>
<th></th>
<th>Grade school</th>
<th>High school</th>
<th>Post - secondary</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother:</td>
<td>_____________</td>
<td>____________</td>
<td>_________________</td>
<td>___________</td>
</tr>
<tr>
<td>Father:</td>
<td>_____________</td>
<td>____________</td>
<td>_________________</td>
<td>___________</td>
</tr>
<tr>
<td>Sister(s):</td>
<td>_____________</td>
<td>____________</td>
<td>_________________</td>
<td>___________</td>
</tr>
<tr>
<td>Brother(s):</td>
<td>_____________</td>
<td>____________</td>
<td>_________________</td>
<td>___________</td>
</tr>
</tbody>
</table>

83. Does anyone in your family have a learning disability or learning problems? __yes__ __no
Describe:

84. Does your family provide emotional support in your efforts to get a college education? __yes__ __no

85. Are there any family issues that may impact your academic performance that we should be aware of?
__yes__ __no  Explain:

Comments:
Personal Issues:

86. What are your current living arrangements?

87. What special strengths, abilities, or talents and interests do you have?

88. How would you describe your self-esteem?

89: Describe your predominant mood.

90. What is your predominant worry?

91. Does worrying keep you from functioning effectively?
Medical:

92. Do you or have you had problems with the following?

<table>
<thead>
<tr>
<th>Condition</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>General health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ear infections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seizures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birth/delivery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple births</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Premature birth (Birth weight)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental delays (i.e., walking, talking, telling time)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine-motor coordination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appétit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allergies/asthma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head injury/concussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional problems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Describe any "yes" answer:*
93. How much alcohol do you currently use weekly? ________________

94. Are you currently using recreational drugs and/or have you had a history of using them?

Other information:

General Impressions:

Recommendations:
ATTACHMENT B
Assessment Report: 2010-2011

Danny Nuss
Director, Office of Services for Students with Disabilities (SSD)
Division of Student Life

Purpose of the Assessment

The purpose of the assessment is to evaluate the effectiveness of SSD services among students, staff and faculty and to measure increases in student self-advocacy communication skills and awareness of the campus community.

Table 1: Objectives, Student Learning Outcomes, and Criteria

<table>
<thead>
<tr>
<th>Objective</th>
<th>Student Learning Outcome</th>
<th>Criteria for effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide effective resources and services to the</td>
<td>As a result of the services provided for students with disabilities, students will</td>
<td>Using a self-designed survey, a strong percentage of students who respond to the survey</td>
</tr>
<tr>
<td>Pacific community.</td>
<td>develop self-advocacy communication skills.</td>
<td>will report an increase in self-advocacy skills as a result from working with SSD.</td>
</tr>
<tr>
<td>To educate the Pacific Community and increase</td>
<td>As a result of educational outreach provided by SSD, the Pacific community will</td>
<td>Using a self-designed survey, a strong percentage of faculty/staff/students who</td>
</tr>
<tr>
<td>awareness.</td>
<td>be more aware of disability related issues on campus.</td>
<td>respond to the survey will report an increase in awareness related to disability services/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>issues.</td>
</tr>
</tbody>
</table>

Assessment Method

The method utilized for measuring the effectiveness of the learning outcomes involved participants completing a self-designed survey. Students were asked to respond about services received and whether or not the support has helped to increase self-advocacy communication skills. On the other hand, faculty, staff and non-SSD students were asked to indicate whether or not participation in an SSD workshop/educational outreach increased awareness toward disability-related services/issues. The surveys are offered on a continual basis in the SSD office.
and reviewed each semester. The survey is also administered during special training events and educational outreach events.

**Assessment Results**

The results of the surveys were compiled and are listed in Table 2. The majority of student respondents indicate that services available through SSD have helped to increase self-advocacy communication skills. Similarly, the results from faculty, staff and non-SSD students strongly indicate that the educational outreach opportunities have increased awareness among the campus community about disability-related services and issues.

**Table 2: Final Assessment Results**

**Student Learning outcome Question:** As a result from working with SSD, are you a stronger self-advocate than before? Yes or No. Please explain.

**Responses:**

**Student A:** “Yes, this was my first time taking an exam in ERC and I already feel a lot more confident in my exam. This helps me to feel stronger advocate for myself by making me feel that I really can get it done.”

**Student B:** “Yes, I feel that my mastery of a subject is better shown/represented now and I have the help available to understand how to be a better/more successful student with working around my learning disability.”

**Student C:** “Yes, I am exposed to more types of disabilities other than my own; thusly I can critically evaluate my position in terms of priorities and academics. I am greater advocate because of the STAFF. I feel at home and appreciate how everyone treats me, is so supportive of all that I have going on…”

**Student D:** “Yes, you all treated me like a valuable person despite the disabilities I have. I learned to not easily let anyone else treat me as less. Thank you so much.”

**Student E:** “Yes, after working and talking with Mr. Nuss regularly, I have done better in all of my classes thanks to his unrelenting persistence in assisting me in any troubles I may have.”
Student F: “Yes, this office has helped me be more assertive and persistent. It is a place where my disability is taken seriously and respected. I am not put off ridiculously or treated as silly and so I have come to expect that from other places I work with. Thank you.”

Learning Outcome Question for Faculty/Staff: As a result of the program/training you attended, was there anything you learned about disabilities or disability related services on campus that you did not know before? Please explain.

Responses:

Person A: “As an event planner, one thing that I haven’t done is specifically ask if accommodations were needed. This is something I will do now.”

Person B: “Yes, event preparation and planning to meet needs.”

Person C: “I learned about “people First” when describing a person using a wheelchair. I also learned about California relay-type service.”

Person D: “Did not know that D.S. had the different means of making alternative formats.”

Person E: “Yes, (1) not to stand over people with disabilities in wheelchairs. (2) Correct words for people w/o disabilities i.e. instead of saying normal people w/o disabilities.”

Person F: “This increased my awareness of the student first language.”

Person G: “We are responsible for interpreters. I feel more comfortable interacting with people who have disabilities.”

Person H: “Yes, accessible spaces, person –first language, and California Relay.”

Person I: “Yes, never use crippled and avoid words like “the disabled, blind, retarded”. Disability is only one aspect of life.”

Person J: “Yes, I just learned how aware Pacific is and they all they are doing to make Pacific a more accessible campus.”

Person K: “I did learn about always thinking of “everyone” before planning an event. I learned that people with disabilities deserve the same respect as the rest of us, especially if they have an interpreter.”
Recommendations:

Based upon the above results, it is recommended that the educational outreach opportunities for the Pacific Community be expanded to include a broader range of constituents. These educational opportunities have clear evidence of benefit and should be expanded to include instructional design for faculty, customer service perspectives and communication etiquette and other workshops as requested. Therefore, it is advisable to survey the larger campus community to request specific topics that are currently not being addressed. Similarly, results from the student surveys strongly indicate services received have made a strong impact toward improving self-advocacy communication skills. Therefore, it is recommended that the evaluation process expand to include a wider range of services to determine effectiveness. For example, the learning outcomes could include additional topics such as faculty-student communication approaches toward discussing accommodations, test proctoring or the support students receive from working with the Disability Service Providers (student workers).
ATTACHMENT C
Would you like to improve your organization?  
...what about your time management skills?  
...your note taking abilities?  
...your test performance?  
...how about your writing skills?

The Office of Services for Students with Disabilities (SSD) now offers free academic coaching services for students with disabilities. Take advantage of this great opportunity and receive one-on-one guidance through the challenges of academic life.

Walk-ins are welcome:

**Tuesdays: 2pm – 4pm**  
**Wednesdays: 9am – 5pm**  
**Fridays: 9am – 5pm**

Or, schedule an appointment:

**Melissa Greenberg-Keane, M.A.**  
Benedict School of Education  
Dept. of Educational and School Psychology  
Office 101B  
mgreenberg@pacific.edu  
(209) 946-2937

Danny Nuss, Director  
The Office of Services for Students with Disabilities  
University of the Pacific  
Stockton, CA 95211  
Phone: (209) 946-2879  
Fax: (209) 946-2278  
Email: dnuss@pacific.edu
ATTACHMENT D
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INTRODUCTION

Welcome to the University of the Pacific and to the Office of Services for Students with Disabilities (SSD) in the Division of Student Life. We are pleased to have you with us. You have been chosen from a select group of applicants, based not only upon your past working experience and references, but also on your potential to help us meet our goals. We hope your experience will be enjoyable, educational, and rewarding.

Our student employees are important to us. We need you in order to achieve our goals. You are a vital part of our staff. We strive to train you well and to offer you as many opportunities as possible.

The SSD Office is open Monday through Friday, offering you the opportunity to work as early as 7:30 am, as late as 5:15 pm and during occasional evening or weekend events.

The SSD Office and the University have specific goals. Some of these, as they relate to your responsibilities, are:

1. To provide quality customer service to all students, faculty, staff, and visitors.

2. To maintain the confidentiality of student records, faculty/staff information, as well as the safeguarding of SSD materials and equipments.

3. To strive to maintain a welcoming environment in which all guests are comfortable and well served.

We hope this booklet clarifies our expectations, the opportunities that await you as well as assists you in carrying out your responsibilities to the best of your ability.
STAFF CONTACT INFORMATION

Office of Services for Students with Disabilities (SSD)

· Danny Nuss, Coordinator
  Office: (209) 946-2879

· Gayle Jackson, Administrative Assistant
  Office phone: (209) 946-2458

· Quentin Graeber, Assistant Coordinator
  Office: (209) 946-3221

· Services/Cart Ride Office
  Office: (209) 946-3221

· Lisa Cooper, Assistant Vice President for Student Life
  Office phone: (209) 946-3249

SSD PROGRAM INFORMATION

The Office for Services for Students with Disabilities (SSD) was created in 2001 by combining the Learning Disabilities Support Program and the Disabled Student Services Program. The Office of Services for Students with Disabilities provides comprehensive academic support services and accommodations for students at the University of the Pacific who have documented disabilities. SSD provides appropriate academic accommodations for students with cognitive, physical, and psychological disabilities. Further, SSD provides information, outreach, and educational workshops to faculty, staff, and administrators regarding the services of the Office, appropriate accommodations, and updates on the law regarding services for students with disabilities; the responsibilities and rights of instructors when providing accommodations, issues of student privacy and responsibility, conflict resolution, and other relevant information.
SSD Office Procedures

WORK SCHEDULES
Once you are hired, you are given a schedule of your work hours based upon the information that you provided to us about your availability and/or your class schedule. We expect you to adhere to this schedule, to be punctual, and to work your scheduled hours.

The basic requirement for any job is getting there and being on time. Organize your studying and extracurricular activities around your work schedule so that you don’t get in a bind.

Exams, social events, and other University or personal commitments are not considered emergencies because they can and should be planned for in advance.

In emergencies, we will work with you to re-arrange your hours. If you are scheduled to drive one of the SSD vehicles, you are required to find a substitute. An updated list of student employees is available from the office.

If you are going to be absent or late or need to leave your shift early, you are expected to contact your supervisor as soon as you know there is a scheduling conflict. We are depending on you! Please refer to list of contact numbers provided in the office.

TIME SHEETS
Time sheets are used to record hours worked. Please record the time you arrive and leave accurately. For those occasions when you are scheduled to work more than 5.5 hours, you must take a one half hour meal break and log in and out of TutorTrac on the computer. We cannot submit a time sheet without your signature. If you fail to sign your time sheet, it could delay your paycheck.

BREAKS
You are allowed a 10-minute break if you work more than 3.5 hours. Shifts that extend beyond 6 hours require a 30 min meal break.

GRIEVANCE:
Contact Daniel Nuss, Coordinator of SSD, to discuss your concern. He will take appropriate action. If you are not satisfied with his response, contact Lisa Cooper, Assistant Vice President for Student Life by phone (209) 946-3249 or email at lcooper@pacific.edu.

WORK ASSIGNMENTS:
- Report to McCaffrey Center Room 115. If the office is not already opened, please check with the SSD Admin to open the office for you.
- At the beginning of each shift, you must check for assignments from your supervisor or Educational Resource Center Administrative Assistant.
- Check the phone for voice mail messages, write them down and pass them on to Coordinator. All messages should be recorded in the message log with all the blanks filled in. If the message is regarding a change to the cart ride schedule,
please make the adjustment to the schedule immediately and notify the other cart
drivers in the office as soon as possible.

  o Check the daily cart ride schedule for changes at the start of every shift.
  o Check the Gmail account for new emails and forward those requiring
    immediate action to the SSD Coordinator.
  o If there are no scheduled cart rides, check for any deliveries that need to
    be made (please check with staff if you are not sure where to take
    deliveries). Attempt to make deliveries directly to the individual for which
    it is intended, if he/she is not available leave the delivery in his/her
    designated mailbox or with the department Administrative Assistant –
    NEVER slide deliveries under an office door, NEVER deliver a test with
    out getting a signature from whoever received it.
  o If there are no deliveries, please check with the staff for any typing, book
    editing, photocopying, or other assignment that may need to be done.

• If after following steps these steps there are no work assignments, please see the
  Administrative Assistant or SSD Coordinator to inquire if they have any other
  tasks with which you can assist. This should be done every day.

• If you have to leave while in the middle of a project leave a detailed note, listing
  what you have done and what needs to be done, for the next person working so
  they can complete the project.

• Check the work schedule to see if anyone else is supposed to be working in the
  office with you. If there is and they have not come in to work yet notify SSD
  Assistant Coordinator.

• These steps must be followed at the beginning of each shift (even if you work
  multiple shifts in the same day).

**TIME-OFF:**

We realize that you are a current Pacific student; therefore, allowances are made
for study time. Please be advised that when you ask for time-off, someone needs to fill-in
for you. We ask that you give at least 24 hours prior notice for time-off requests. For
class-aides especially, it’s important for you to find a substitute if you will miss your
designated work hours.

If you are going to miss a shift it is your responsibility to first try to contact
someone to cover your shift. If you are able to find someone to cover then send the
Assistant Coordinator an email (cc the person covering your shift as well) letting the
Assistant Coordinator know the time and date of your shift and who is covering. If you
are unable to find someone to cover you should then contact the Assistant Coordinator,
the Coordinator, or the Administrative Assistant to let us know that you will not be able
to make your shift and that you were not able to find anyone to cover it.

**CONFIDENTIALITY:**

All program matters, student records and any other information ascertained while
you are employed with the program should be held in strict confidence. Please do not
discuss any office or student information with anyone out side of the SSD Office. To
protect student privacy your friends may not ride along on a cart-rides. To insure student
privacy, please do not enter the Coordinator's office when she/he is meeting with students, faculty or other staff members. If it is urgent, call from the phone in Room 115. If there is another student, faculty or staff person waiting to see the Coordinator, please ask them to have a seat in the waiting area – do not allow them to walk in to the coordinator's office.

CONDUCT:
It is expected that you will conduct yourself in a professional manner at all times when carrying out your job responsibilities as well as maintain the integrity of the office. If the coordinator is out of the office or otherwise unavailable, please take a message. Also, ask if you or if any other person may be of assistance. Finally, ask the caller to state his/her need and say that you will ask the coordinator to return the call. Never breach confidentiality by saying that the coordinator is meeting with a particular individual. Never say a she/he is late or she/he has not called in yet or that you don’t know where she/he is. Say only that coordinator is unavailable at this time.

OPEN DOOR POLICY:
The department has an open door policy to all employees. Please knock before entering the coordinator’s office. If possible call first, and if the phone transfers over to “voice mail,” then she/he is either on the phone or involved in an important meeting. Persons wishing to see the coordinator should be announced to see if he is available versus allowing the visitor to walk into the office. If the coordinator cannot see the visitor at that time, please accompany him/her to Administrative Assistant’s desk where the person can schedule an appointment to meet with the coordinator at another time.

WORK AREA:
Friends of student workers are welcome to visit, but we ask that such visits are kept to a minimum in length and frequency. Due to the nature of confidential matters in the office, please be sure to use your judgments wisely during visits. Do not allow any guests to look at or handle confidential material or personal records. Student workers who are hanging out and not scheduled to work, may be asked to leave if their presence is causing a distraction for the office. You should keep your work area neat and clean and put your work papers away when you leave.

MAKE-UP WORK TIME:
You can make-up time missed on a case-by-case basis and only if there open times to work available and you get prior approval. NEVER take it upon yourself to make up time or work overtime. You will not be paid without prior authorization.

OPENING / CLOSING:
It is your responsibility to making sure all of our office is secure at the end of the work day. Be sure to follow all closing procedures listed in the appendix. Please make sure that if you are the last person to leave the office at the end of the day that the office door is closed and locked. Please shut down all the computers in the SSD office.
USING THE TELEPHONE:

- Please limit use of cell phones while on duty, especially when driving SSD Vehicles. Please keep cell phones on while on duty so that the office may contact you while you are out and about during your shift.

- The proper greeting for answering the phone is: “Services for Students with Disabilities, this is (say your first name), how may I help you?”

- If the Coordinator is with a student, on the phone or away from the office, please say: “I’m sorry; the Coordinator is unavailable at this time. May I take a message and have the Coordinator call you back?”

- When calling a student on behalf of the SSD office, please say, “Hi, my name is (say your first name), calling from the University of the Pacific.” This is to maintain the confidentiality of the student who is receiving services from SSD.

- Telephone messages should be recorded in the Message Book and include the date and time of the call, the caller’s name and telephone number, a brief message and the name of the employee taking the message and your name as the person taking the message. If necessary, ask the caller to repeat any information that you are unsure of – especially the telephone number. Offer to read the message back to the caller to ensure accuracy of the message.

- Personal telephone calls should not be made while you are working unless it is an emergency. If a student wishes to use a telephone, please have him/her use the phone in Room 115 and limit the call to 3 minutes. Long distance calls are not permitted by student employees or non-staff. If you are calling on campus, only use the last five (5) digits of the number. (We are billed extra charges for dialing the full number for an on-campus phone number.) For example, if you are calling SSD you only need to dial the extension 63221. On-campus numbers begin with 946 or 932.

FOOD:

We prefer that you make arrangements to eat lunch or dinner prior to coming to work. If you do have food or drinks please clean up after yourself and be discreet. Throw away your trash and wipe up if you need to so the work area will be ready for other employees. Please do not put food in the office trashcans. To protect the equipment, please do not eat at the computer desk or leave food or beverage containers anywhere in this area.

OFFICE EQUIPMENT:

There is a copy machine in the ERC for business use only. Non-staff members may not use the copy machine (except for note-takers). If you or a student needs to do personal copying, SSD or ERC staff should approve it first.

COMPUTERS:

The primary purpose of the computers in the SSD Offices is business. When there is no work available or the computer is not in use, you may use it to complete school assignments. DO NOT, however, download ANY software applications including games, or messaging services on any SSD computers. Likewise, we ask that you do not save your personal work on the computer, please bring your own data storage
device for that purpose or save it to your personal U: drive. The hard drive will be purged periodically and the office cannot be responsible for losing your information.

**APPOINTMENTS:**
Appointments are scheduled for SSD electronically. Refer anyone, who would like to make appointments to the Assistant Coordinator or Administrative Assistant.

**IRATE / DISSATISFIED PERSON(S):**
Be courteous at all times. Explain that you are a student employee and that you will get a full-time staff to help. Try to determine what the problem is so that the appropriate person can be called. Do not accept verbal or physical abuse. Report any such incident to the coordinator. If alone, leave and/or call Public Safety Emergency line (209) 946-7911

**FATIGUE / ILLNESS:**
If you are tired, please do not lay your head on the desk. When you are not feeling well or feel too tired to perform your duties safely, ask the Coordinator if you can leave work early. Your health is very important. If you are ill, it is best to stay home and get healthy rather than subject others to your illness.

**DRESS CODE**
Student employees are expected to wear attire appropriate for business and the office or department. Employees should maintain a clean, neat appearance at all times that is appropriate to assigned duties.

Acceptable dress includes:

Men:
- Khakis style trousers, jeans
- Shirts either polo-style or button down
- Shoes and socks or safe walking sandals
- Work appropriate shorts or T-shirts

Women:
- Dresses, skirts and skorts
- Pants or capris
- Shirts or blouses
- Shoes or safe walking sandals
- Work appropriate shorts or T-shirts

Unacceptable dress includes but is not limited to:
- Shirts with inappropriate wording or graphics
- Exercise and sports tank tops
- Revealing tops or bottoms; Short shorts
- Torn clothing
• Open-toe or open-heel shoes (when driving the cart)
• Hats and sunglasses (while working with students indoors)

When unsure of what is acceptable, confirm with your supervisor. If attire is inappropriate, you may be asked to leave and change.

COMMUNICATION TIPS AND ETIQUETTE OVERVIEW:
Etiquette is defined as the set of rules or social customs, which control accepted behavior. Using good etiquette is a way to help people feel comfortable in a situation. There are over 54 million people with disabilities in the United States. Because some disabilities are not visible, you may not realize the person you encounter has a disability. Thus, it is essential to use good communication and interpersonal skills with all individuals you meet in the classroom, the workplace, and the community.

INTERACTION TIPS:
The most useful knowledge to have when interacting with someone who has a disability is that a disability is only one part of what makes a person who they are. A person with a disability is first a person.

When interacting with a person, who has a visual impairment or is blind, follow these etiquette rules:

• Be descriptive when talking with a person who is visually impaired. When walking with the person, you may need to help orient or warn of possible hazards. As you enter a room, describe the layout and location of furniture.
• Offer to read written information for a person with a visual impairment, when appropriate. Ask before doing so.
• When approaching a person, who is blind or visually impaired, introduce yourself so the person knows who you are. If you are in a group of people, introduce everyone so that no one is excluded.
• When conversing in a group, remember to identify the person to whom you are speaking. This helps the person with a visual impairment to be able to follow the conversation.
• If you need to leave, tell the person so she/he does not find himself/herself alone without realizing it. If the person has a guide animal, do not touch it without permission. You could distract it from the task it is trained to do for the person.
• Do not take the person's arm to lead him or her around without asking. If the person would like assistance, offer your arm.
• Act naturally. Do not be afraid to use common phrases such as "Good to see you" or "I'll see you later." Persons with a visual impairment use these expressions too.
• If the person has a companion or attendant, talk directly to the person. Never ask the companion about the person.
• It is not necessary to speak louder to someone who has a visual impairment. Speak in your typical voice.

When interacting with a person who has mobility impairment (i.e. a wheelchair user or someone who uses crutches, a walker or a cane), follow these etiquette rules:

• When conversing with a person, who uses a wheelchair or scooter, position yourself so that
you are at eye level in front of the person to facilitate the conversation. It is preferable to sit or crouch down, when possible.

- Do not lean or hang on a person's wheelchair or scooter. Nor should you hang a coat or bag on the person's wheelchair unless the person says to do so. These are extensions of a person's individual space.
- Be aware of what is and what is not accessible to a person who uses mobility devices. Rearrange furniture if there is something blocking the person's path. Offer to tell where accessible rest rooms, telephones, and water fountains are located.
- Act naturally. Do not be afraid to use phrases like "I am going for a walk," or "I have to run." People with mobility impairments say these things too.
- When giving directions to a person who uses a wheelchair or scooter, consider distance, weather conditions, and physical obstacles the person may encounter.
- Do not assume that a person using a manual wheelchair needs to be pushed. Ask before giving any assistance.
- If the person with a mobility impairment has a companion or attendant, talk directly to the person. Do not ask the companion about the person. Ask the individual with a disability.
- Do not feel sorry for a person who uses a scooter or wheelchair to get around. These mobility devices give an individual freedom to be independent.
- Be aware that people with mobility impairments have a broad spectrum of physical capabilities. Some people are able to walk for part of their day and use a wheelchair to conserve energy.
- Leave accessible parking places for those who need them. Likewise, do not park in the hatch marks of accessible spaces. These areas are to allow safe operation of vehicle lifts. When a vehicle is parked in the hatch marks, an individual who uses a lift may not be able to get back in his or her vehicle.

When interacting with a person, who has a learning disability, follow these etiquette rules:

- Do not assume the person is not listening just because you are getting no visual or verbal feedback. Ask the person if he or she understands or agrees.
- Individuals with learning disabilities have normal or well above average intelligence. It is not necessary to explain everything to them. They do not necessarily have a problem with comprehension.
- Some individuals with specific types of learning disabilities may have difficulty reading written material. Offer to read written materials, when necessary.
- Some individuals with specific types of learning disabilities may have difficulty writing. Offer to write out information for the person, when necessary.
**USING APPROPRIATE LANGUAGE**

Words are very powerful. They convey attitudes and can have a positive or negative impact, depending on how they are used. Often, we may not even be aware of the power of our words on others. It is recommended that when referring to someone who has a disability, to refer to the person first, then the disability. Below are some appropriate and inappropriate phrases used when referring to people with disabilities.

<table>
<thead>
<tr>
<th>Positive Phrases</th>
<th>Negative Phrases</th>
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<tr>
<td>Person with a disability or who has a disability, people with disabilities</td>
<td>Handicapped, sick, diseased, invalid, defective, crippled, deformed, the disabled</td>
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<tr>
<td>Person with mental retardation</td>
<td>Retarded, mentally defective, feebleminded, slow</td>
</tr>
<tr>
<td>Person who is blind or visually impaired</td>
<td>The blind, blind person</td>
</tr>
<tr>
<td>Person who is deaf or hard of hearing</td>
<td>Suffers a hearing loss, the deaf person, the Deaf mute</td>
</tr>
<tr>
<td>Person who has cerebral palsy</td>
<td>Afflicted with, victim of, suffers from cerebral palsy</td>
</tr>
<tr>
<td>Person with epilepsy or seizure disorder</td>
<td>Epileptic, suffers from fits</td>
</tr>
<tr>
<td>Person who uses a wheelchair or is a wheelchair user</td>
<td>Confined to a wheelchair, restricted to a wheelchair, wheelchair bound</td>
</tr>
<tr>
<td></td>
<td>Lame, physically challenged</td>
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CONCLUSION

This handbook is designed to be an overview of our expectations and your opportunities while working with the Office of Services for Students with Disabilities in the Division of Student Life. We welcome your comments and suggestions so that we may be able to provide better service.

Learning a new job is a two-way street. We understand that training is a continuous process, as repetition ensures long-term learning. We offer hands-on learning, one-on-one training, group training, and this booklet as a reference source. We expect you to be an active participant in your training, asking questions, practicing what you've learned, and reading to reinforce what you've learned - and providing feedback! Without your feedback, it will be more difficult for us to assess your learning needs. We are very patient! Let us know if you need more training. Let us know if you don't understand a job function or task, or if you forgot it, even though you originally understood it.

If you are asked a question that you do not know the answer to, ask a supervisor or check with a co-worker. One of goals is to be supportive and not leave the individuals we serve feeling as if they have not been helped. If you are unsure of how to perform the tasks assigned, ask your supervisor for assistance. We are here to help. Not knowing how to perform a task is not reason to avoid doing it. Everyone is expected to work as a team and that can only happen when everyone can contribute to reaching our goals.

Once again, welcome! We are glad to have you with us.

My signature indicates that I have read, understand, and will comply with the items indicated on this Student Handbook.

________________________________________________________________________

Student Employee

________________________________________________________________________

Date

Updated: April 5, 2011
## Appendix

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Training Procedures

Opening office procedures
Every morning it is the responsibility of the student who is first in the office to “open” the office. This includes in this order:

- Log-in to TutorTrac
- Print out cart ride schedule (Mondays only)
- Check cart ride schedule
- Get out the blue cart and either the green or white cart depending on the need for the day
- Check for test pick-ups or drop-offs
- Check the voicemail
- Check the work schedule to see if anyone else is supposed to be working in the office with you. If there is and they have not come in to work yet notify SSD Assistant Coordinator.

Closing office procedures
Every afternoon it is the responsibility of the student/s that is the last in the office to “close” the office. This includes:

- Take all trash out of the carts
- Put carts in cart cage and make sure they are charging. (blue cart is only charged on Tuesdays and Thursdays)
- If you were in the middle of a project leave a note on where you left off detailed enough for the next person to pick up where you left off.
- Give all undelivered tests back to the Administrative Assistant
- Turn off lights
- Shut down both computers
- Lock door
- Log-out of TutorTrac
- If there are any supervisors or co-workers still in the office notify them that you are leaving for the day

Each day at the beginning of your shift
- Sign in to TutorTrac
- Check the cart-ride schedule
- Check to see if there are any tests to be delivered
- Check to see who else is working with you so that if someone did not show up you can notify someone
- Ask Assistant Coordinator if there are any assignments to be completed
- Ask Coordinator if there are any assignments to be completed
- Ask Administrative Assistant if there are any assignments to be completed
- Only if there are no office related assignments may you work on school work, but be sure you remain available to complete work assignments as needed
**Cart schedule and Gmail**
Cart schedule is located in two places, paper schedule on the wall and electronic schedule on the Gmail calendar
- At the beginning of the week the cart ride schedule should be printed out from the share drive under forms.
- Go to SSD Share drive
- Select “FORMS”
- Select SSD cart schedule
- Be sure to change the dates on the cart forms for the appropriate week

For the Gmail and Gmail calendar
- Go to www.gmail.com
- User name: pacificssd Password: ssdcr100
- Click on “CALENDAR”
- Select day
- Leave this screen up to give you reminders 5 min before a person needs to be picked up

**Driving the cart**
To be certified to drive the cart you must:
- Read the vehicle safety manual (on risk management website)
- Sign the verification on last page
- Complete the online driver’s safety video and test
- Fill out the DMV authorization form
- Make a copy of your driver’s license
- Turn in the DMV form a photocopy of your DL and the last page of the vehicle safety manual to risk management
- You must go through a cart orientation and driving test with the Coordinator or Assistant Coordinator.

Risk management forms can be found in the office cubby shelves or on the UOP risk management website.

**Steps for accessing Risk Management’s Cart safety video and quiz:**
- Go to Sakai, web address: https://pacific.rsmart.com
- Login with your usual pacific username and password
- From the home page, click on Membership in the left-hand column
- When Membership comes up, there should be two options below the word “Membership” – “My Current Sites” and “Joinable Sites”. Click on Joinable Sites.
- Search for Risk Management and click Join.
- From Risk Management’s homepage, under Recent Announcements, there should be a section on Cart Safety.
- Watch the video
- Take the Quiz

**Putting away the cart**
Every night the carts that were used for the day need to be put away in the cart cage.

**Blue Cart**
- The blue cart should be put away after each day it is used and only charged on Tuesdays and Thursdays
- To tell if the blue cart is charging after you plug in the cart look to see if the needle in the power gage moves towards the charging area.
- If it does not move check the power outlet and try another outlet
- If it still does not move notify the Assistant Coordinator

**Green Cart**
- The green cart should be put away and charged after each day it is used
- There is a charger box with two cords which is kept in the cart cage
- One cord is to be plugged into the wall outlet and the other is to be plugged into the cart under the driver seat
- Once both ends are plugged in properly press the restart button on the charger box
- To tell if the green cart is charging the charger box will hum and the needle in the gage will move to the right
- If it does not do this, press the restart button again
- If it still does not turn on check your cord connections and try again

**White Cart**
- The white cart should be put away and charged after each day it is used
- There is a charger box under the driver seat in the white cart with two cords coming out of it
- One cord is to be plugged into the wall outlet and the other is to be plugged into the cart under the rear seat
- Once plugged in the charger box should automatically turn on and you should see the “power” and “charging” lights on the box turn on.
- If the lights do not turn on check your cord connections

**Checking the water in the cart**
- At least twice a month the water in the batteries should be checked and refilled if low
- In each cart there are a set of batteries that if you remove the caps there will be water reservoirs with what looks like cardboard under the water
- If the water does not completely cover the “cardboard” fill the reservoir with water till the “cardboard” is covered
- Sign off on the cart maintenance sheet

**Battery location**
- Green cart: lift up the driver seat
- Blue cart: fold the rear seat then lift the wood cover
- White cart: lift the rear seats

**Picking up and dropping off tests**
When there is a student who we will be proctoring a test for, the administrative assistant will give you a test pick up slip. It is important for you to get this test by the time stated on the pick up slip. Once you have picked up the test deliver it to the Administrative Assistant. Once the test is completed you will get the test back to be returned to the professor. On the cover sheet of the test it should indicate in the “test is to be returned to” section where to return the
test. If you are unsure where to return the test, ask the SSD Administrative Assistant, SSD Assistant Coordinator, or SSD Coordinator. Bring back the signed copy of the cover sheet and put it in the Test Proctoring return shelf at the desk in font of the Administrative Assistant.

**Answering the phone**
When answering the phone, please say the following:
“Services for Students with Disabilities, (Your Name) speaking, how may I help you?”

Make phone call within the University
Dial the last 5 digit of the number.
(Ex: 946-2458: You will only dial 62458)

Make local phone call
Dial "9" then the number.

Make Long Distance phone call
Dial "9" then 1-(area code) - phone number and the long distance code followed by the #

**How to take a message**
Messages in the office MUST include:
- The name of the person leaving the message
- The name of the person the message is going to
- The time & date at which the message was taken or date & time the message was left
- The message itself
- If the person leaving the message would like a call back
- The name of the person taking the message (you)

**How to transfer calls**
- When you answer the phone, the screen will have an option to transfer phone call
- Hit that transfer button and a new line will open
- Then dial the number to which you wish to transfer (from here there are two options)
  - Hit the “TRANSFER” button again
  - Wait on the line until the transfer line picks up to notify the person the call is for that a caller would like to speak with them. If they are willing to accept the call hit the “TRANSFER” button to complete transfer. If they are not push the “END CALL” button then the “RESUME” button to talk to the original caller and take a message.
- You may now hang up

**Checking voicemail**
- You do not have to check the office Voicemail
How to fax

- Type= [(9) – (1) – (area code) – (fax number) – (pause/redial button) – (long-distance code) – (#)]
- Put the papers to be faxed in the backwards and upside down, in the fax machine
- Press send
- Wait for papers to go through and for machine to print a confirmation page
- Staple fax and confirmation page together
- Initial and date
- Return to the person who gave it to you to fax

Accessing the share drive

There is a shared drive that all the student workers and SSD Staff have access to
- Go to “MY COMPUTER”
- Select – “StudentworkerSSD$ on ’homedirs’ (R:)”

This drive is helpful to store ongoing projects here so multiple students can view and work on them.

Forms location

Most of the forms that you will need (i.e. Cart-ride, note-taker, fax, accommodation, campus map) are located in the cubby shelves. Familiarize yourself with these forms and their locations. The weekly cart schedule is located on the share drive as well as the originals of the forms in the cubby shelves if you ever need to make more copies.

Making copies

- Enter ID 30050 and Password 73669
- Press ID button
- Make appropriate selections and press start
- Copier can copy 2-sided documents and if you are copying a packet the machine can staple it for you through “Finishing” option
- After you are done making copies press the ID button again to log-out

Photocopying Sample Project

For this section use the Celebrities with Disabilities photocopying sample provided in this handbook.

- Make 1 copy that is 1-sided, but are not collated or stapled
- Make 2 copies into a 2-sided document: use both sides of the paper.
- Make 3 copies that are 1-sided each, but are also collated and stapled

Document scanning

Ask Assistant Coordinator for the Scan Snap Training packet

What to say at Duplicating

- “I’m from SSD and would like to get this book cut. Thank you.”
  - Then wait because they will usually cut it right away
- “I’m from SSD and would like to get this book bound. Thank you.”
  - Drop off book and leave
• “I’m from SSD and am here to pick up a book. Thank you”
  o Bring book back to Assistant Coordinator

**What to do when you will miss work**

If you are going to miss a shift it is your responsibility to first try to contact someone to cover your shift. If you are able to find someone to cover then send the Assistant Coordinator an email (cc the person covering your shift as well) letting the Assistant Coordinator know the time and date of your shift and who is covering. If you are unable to find someone to cover you should then contact the Assistant Coordinator, the Coordinator, or the Administrative Assistant to let us know that you will not be able to make your shift and that you were not able to find anyone to cover it.

**Office overview for visitors**

If anyone come into the office asking what we do and what services we offer you may tell them this:

Office of Services for Students with Disabilities (SSD) is committed to assisting persons with disabilities in attaining educational and professional goals. Services are available to qualified individuals who notify the SSD Office of their documented disability. The following list includes, but is not limited to, the types of accommodations and services that are provided by the university on a case-by-case basis:

- Academic adjustments and curricular modifications
- Assistive Technology
- Consultation with faculty and staff
- Test proctoring assistance
- Registration assistance and classroom rescheduling
- Readers, Scribes, Note-taking and Library Assistance
- Referrals to on- and off-campus resources as needed

Be sure to give them one of the SSD Coordinators business cards and tell them they can contact him for more information.

**Filling out Timesheets**

A few reminders about timesheets:

- Please use black or blue ink only. NO PENCIL OR RED PEN.
- Do not use white out on the timesheet if you make a mistake. Cross through the mistake, make your corrections, and be sure to initial it.
- Be sure to SIGN your timesheet.
- Please turn it in by the due date specified so there is time to review and sign off before submitting them to payroll
- Sign up for direct deposit if you haven’t already done so. It is the fastest and safest way to get paychecks! Payroll prefers it. You can get forms from me or payroll.
- Paydays are the 10th (for the 16th-end of month hours) and the 26th (1st-15th hours). If payday falls on a weekend or holiday, payday will generally be the day prior.

MAKE SURE THAT YOU ENTER ALL HOURS WORKED FOR EACH PAY PERIOD NO LATER THAN TWO (2) DAYS BEFORE THE END OF THAT PAY PERIOD! FOR EXAMPLE: IF THE END OF THE PAY PERIOD IS SEPTEMBER 30, THEN FILL OUT ALL HOURS WORKED FOR THAT PERIOD BY OR BEFORE SEPTEMBER 28.
Payday is on the 10th and 26th of every month. Checks that are not picked up within three days will be mailed to the address on the check. Sometimes this means they go to the “home” address, not campus address. Payroll requires that checks are mailed within three days.

Filing

From time to time there will be some filing to be done in the coordinators office there is a basket on top of the filing cabinet in the coordinator’s office. This is the, “To Be Filed” pile. If you see anything in this basket, file it in the active-students filing cabinet.

Sample Time Sheet

Using the photocopied sample time sheet in this booklet, please complete the time sheet as if you had worked the following schedule:

Monday, August 29, 2005: 8:30 AM to 3:30 PM
Tuesday, August 30, 2005: 9:10 AM to 11:25 AM
Tuesday, September 6, 2005: 12 noon to 5 PM
### UNIVERSITY OF THE PACIFIC
NON-EXEMPT HOURLY/AUTHORIZATION TO PAY

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>In</th>
<th>Out</th>
<th>In</th>
<th>Out</th>
<th>Regular Hours</th>
<th>O.T. Hours</th>
<th>Dbl. T. Hours</th>
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</tbody>
</table>

**TOTALS:** 0 0

Employee Signature: __________________________ Date: __________ Phone(Ext.): __________

I hereby certify that the hours shown above are accurate and complete. Further, I certify that I took all meal and rest breaks to which I am entitled in accordance with the law.

Approved by: __________________________
Print Name: Gayle Jackson

Sign Name: __________________________ Date: __________ Phone(Ext.): __________

Time sheets are due in the Payroll Department on the 1st and the 16th of each month.
Note-taker Directions:

Step 1.
Have student, who needs a note-taker for a class fill out the "Request for Accommodations Form".

Step 2.
Have the accommodations form approved by the SSD Coordinator.

Step 3.
Add the student information to Tab 1 of the excel spreadsheet on SSD-share-drive.
Tab 1: “Student Info”
Tab 2: “Classes in Need of Note-takers”
Copy & paste the Course Number/Class Name & Professor’s Name to Tab 2.

Step 4.
The "Note-taker Recruitment Announcement" form needs to be included with the Student Accommodation letter(s) mailed out to their professor(s) for that student. The student finds a note-taker in their class or the teacher finds a note-taker. If those two options don't work, then we go to that class and advertise that a note-taker is needed.

Step 5.
Once the note-taker is identified, they complete the "Note-taker Agreement Form". The note-taker information is then added to the excel spreadsheet (second tab) on SSD share-drive for that particular course.

Step 6.
If the note-taker chooses compensation in the form of community service credit they must talk to the Center for Community Involvement (209) 946-2444
If they choose $50 payment they must follow the following steps
-Inform the note-taker that they must go to Human Resources to get their "Legal Status to Work" card or got to the Financial Aid Office if they will use Federal Work Study for payment.
-The note-taker returns to the ERC office with their completed "Note-taker Agreement Form", and their "Legal Status to Work" card or Work Study Form. ERC office makes a copy of the card and attaches it to the agreement form, found in the "Note-takers' folder in Gayle’s office. For work study, the ERC office processes the form.
-THE NOTETAKER MUST SIGN A TIMESHEET AT THIS TIME (also found in the ‘Note-takers’ folder). Attach the signed timesheet to the agreement form.

Step 7.
ERC office completes the EA form or FWS form and holds the timesheet until the end of the semester for processing.
EMPLOYEE AGREEMENT FORM

____ SSD Vehicles
Report any problems relating to either vehicle as soon as possible to a full-time staff member.
Do not let ANYONE other than staff/student workers drive the cart due to liability issues.
NEVER leave the keys in the cart, even if you will only be away for a short time.

____ EATING
Student employees should eat either before or after work or during their official break so that it
does not interfere with assignments and projects.

____ JOB RESPONSIBILITIES
The priority is cart rides. It is your responsibility to complete all cart-rides in a timely manner
regardless of other assigned tasks. Second it is your responsibility to get work assignments and
projects done as soon as possible after it is assigned to you. If your supervisor is away or in a
meeting, please provide coverage, which means sitting at the desk, answering phones and taking
messages from callers as well as visitors. You will be asked to provide this type of assistance as
it is needed.

____ TIME SHEETS
Time sheets must be completed accurately and signed. Time reflected on the time sheets should
be in 15 minute increments and in decimal format. That is, if you work 9:10 AM – 12:00pm,
you will record 9:15 AM – 12:00pm for 2.75 hours on your time sheet.

____ WORK SCHEDULES
Make sure you’re on time. If you will be late or unable to attend work please call (209) 946-
3221 or (209) 946-2458 and speak directly to a staff person rather than leaving a voice mail
message.

____ WORK AREA
Put away everything that you use and throw away any trash as you leave work. Please remember
not to put food or liquids in the office trash cans to prevent insect and rodent problems.

____ PERSONAL BUSINESS
Make sure that the assignments/projects assigned to you are completed and that you’ve checked
with your supervisors to see if they need assistance, before you work on your personal business
(This includes homework, Internet assignments, etc.).

____ FINANCIAL AID—WORK STUDY
Please monitor your work-study award to ensure that you do not exceed the amount you are
authorized to work. Please meet with your supervisor if you think you may be close to depleting
your funds.

My signature indicates that I have read, understand, and will comply with the items
indicated on this Employee Agreement Form.
Student Employee

University of the Pacific Services for Students with Disabilities
Privacy and Confidentiality Agreement for
Student and Temp-Casual Employees

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The following privacy agreement meets the guidelines of FERPA, as well as maintains the confidentiality of information associated with the Office of Services for Students with Disabilities.

1. As an employee for the Office of Services for Students with Disabilities, I understand that I have limited access to confidential academic and student information.

2. Any information about any exams acquired while providing test proctoring or courier services, will not be shared with others. To avoid conflicts of interest, I will alert my supervisor if and when I should be asked to perform duties that are associated with a course in which I am currently enrolled and not proctor or provide courier services for any exam for a course in which I am currently enrolled.

3. Any student information I learn during my employment will be considered confidential in nature and will not be shared with any person, except for the appropriate staff in the SSD office. Such information includes the names of any students utilizing SSD services such as cart rides, test proctoring or any other information learned about students. I will keep ALL student information confidential.

4. I understand that per the Academic Honor Code and the terms of my employment that I am only permitted to access data or records that are directly related to my role and I will not improperly input, change, delete or otherwise adjust data or records (my own or those belonging to anyone else). I will notify my supervisor immediately if there is a breach.

Please note that the terms data and records include but are not limited to the following:
- Time sheets
- Office Files and Forms (i.e. Sign-in Sheets, attendance logs, etc.)
- Use of technology such as computers, TutorTrac Log-in terminals or Kiosks

5. If there are questions about potential violations of the Honor Code or student cheating, I will notify my direct supervisor in the Office of Services for Students with Disabilities at the University of the Pacific. It is understood that my supervisor may need a report—either written or verbal—from me including pertinent details of the incident. I will keep any information related to the matter confidential.

Signed: ___________________________ Date: ___________________________

Printed Name: ___________________________
### Training Checklist

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DATE COMPLETED</th>
<th>INITIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSD Office Forms and Supplies</td>
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<tr>
<td>Phone Etiquette</td>
<td></td>
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</tr>
<tr>
<td>(Answering the phone, How to take a message, Transferring Calls, Voice Mail)</td>
<td></td>
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<tr>
<td>Photocopying Sample Project</td>
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<tr>
<td>SSD E-mail Account</td>
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<tr>
<td>Confidentiality form</td>
<td></td>
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<tr>
<td>Sample Time Sheet</td>
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<tr>
<td>Cart Certified</td>
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<tr>
<td>Putting away the cart</td>
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<tr>
<td>Cart schedule</td>
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<tr>
<td>Missing work</td>
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<tr>
<td>Office overview for visitor’s</td>
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<tr>
<td>Accessing the share drive</td>
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<tr>
<td>Document scanning</td>
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<tr>
<td>What to say at duplicating</td>
<td></td>
<td></td>
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<tr>
<td>Tests Delivery/pick-up</td>
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<tr>
<td>Filing</td>
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<tr>
<td>How to fax</td>
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</tbody>
</table>

This checklist should be completed within two weeks of your start date and once a semester and at least two weeks after the beginning of each semester. Failure to complete the checklist in a timely manner will result in you being removed from the work schedule until it has been completed.
DEPARTMENT OF MOTOR VEHICLE (DMV)
AUTHORIZATION FORM

To the University of the Pacific:

It is understood that my job position requires me to drive on University business. I understand that the insurance company writing the University’s automobile insurance requires a copy of my current driving record (3 years of driving experience is required) to assess my insurability.

By this letter, I hereby authorize the insurance company and/or its agent to obtain the necessary motor vehicle records.

__________________________
Department (Please print complete name)  □ I am a student employee**
□ Stockton  □ Sacramento  □ San Francisco  □ I am faculty or staff

__________________________
PRINT Name of Supervisor

__________________________
PRINT Name of Employee  ________________ Date of Birth

__________________________
Driver’s License Number & State*  ________________ Phone or Email
California license required unless student employee

□ VEHICLE SAFETY MANUAL - Mandatory
Attached is my signed confirmation page from the Vehicle Safety Manual.

□ CART TRAINING
I am aware that to complete my authorization to drive a University cart, I must complete Risk Management’s Cart Safety Training Course and obtain a certificate of completion.

__________________________  ________________
Signature of Employee  Date

FAX THIS FORM, YOUR SIGNED CONFIRMATION PAGE AND A COPY OF YOUR DRIVER’S LICENSE TO 209.946.3245 OR MAIL TO RISK MANAGEMENT, BURNS TOWER, 6TH FLOOR

*Note – Out of State License Policy. DMV requires that if you take a job and become a resident, you must get a California driver license within 10 days. Residency is established by voting in a California election, paying resident tuition, filing for a homeowner’s property tax exemption, or any other privilege or benefit not ordinarily extended to nonresidents.

**Note – Student employee driving authorization will expire May 31st of each year. A new request form must be submitted to Risk Management by student employees each year to obtain clearance for University driving privileges.

***Note - Only employees with United States driver’s licenses are eligible to drive for the University.

Please allow 10 days for processing.

May 2010
To Know Me is to Love Me!

(Please Provide on the information you feel comfortable with others knowing as some details will be used as a part of an ice breaker)

1) My Full Name is

2) Month & year you started working at Pacific:

3) Nicknames or Preferred Names: ___________________ 4) My Birthday is: ___________________

5) My Hometown is: _______________________________ 6) My T-shirt size is: _________________

7) My Spouse or closest friends would say that I am ________________, but I think I am:

8) My favorite color is: __________________________ 9) All-time Favorite Movie is: _____________

10) Favorite "I don't care who is in the car with me, I am singing it" song is ___________________ by __________________________

11) My Secret (or not so secret) celebrity crush is ________________________________

12) I am easily impressed by _______________________________ because____________________

13) If someone wanted to get on my good-side quickly they could

14) I am allergic to or just can't stand to eat

15) Three things I can teach others are (a) ____________________________

(b) ____________________________ (c) ____________________________

16) Someone I admire personally and/or professionally is

because ______________

17) When I think back to when I was a kid, I can't believe that I used to think that:

18) One unexpected thing that others might be surprised to know about me is
19) My top 3 pet peeves are (a) __________________________
   (b) __________________________ (c) __________________________

20) If I could trade places with anyone for a day, who would it be, why and what would you do?

21) If you could retire financially secure tomorrow, what would you do with your time?

22) If someone wanted to treat you to lunch off campus, where would you want to go?

Birthday Profile

The type of cake or other birthday food I prefer is:

Do's and don'ts related to my day are:

Ideas or themes to acknowledge my day include:

Emergency Contact Information:

Name of Contact: __________________________

Relationship: __________________________

Phone Number: __________________________

Name of 2nd Contact: __________________________

Relationship: __________________________

Phone Number: __________________________

Allergy(s): __________________________

ATTACHMENT E
UNIVERSITY OF THE PACIFIC
JOB DESCRIPTION

DIRECTOR, SERVICES FOR STUDENTS WITH DISABILITIES

| Department: Services for Students with Disabilities | Date: August 2010 |
| Report To: Assistant Vice President of Student Life | Grade: |
| Position Class: | FLSA Status: Exempt |

PRIMARY PURPOSE OR RESPONSIBILITY:
Responsible to manage and coordinate support services for 250+ students with disabilities including, but not limited to: academic support, accommodation determination, cart-ride services and campus referrals. To develop and evaluate program services and to serve as resource for the campus community on disability-related information and training for serving individuals with disabilities.

ESSENTIAL FUNCTIONS:
1. Administrative oversight and leadership of the University office that provides comprehensive support services to students with a variety of disabilities.
   a. Provides departmental information and services to prospective students, enrolled students and alumni.
   b. Conducts intake interviews for students with various types of disabilities and consults the Office of Admissions in the selection process of select cases.
   c. Determines eligibility for services and appropriately communicates information about disability accommodations and services while overseeing provision of auxiliary aids and services, including materials in alternate format, interpreters, transcribers, lab assistants, adaptive technology, etc.
   d. Reviews relevant medical, educational, and psychological reports to qualify students for services.
   e. Collects, verifies, and maintains disability documentation and other relevant information.
   f. Communicates to students the accommodation process.
   g. Contracts with necessary service personnel required to accommodate qualified students, guests, or staff (i.e. sign-language interpreters, real-time captionists, etc.).
   h. Provides interpretation and assistance in implementing the American’s with Disabilities Act (ADA) and Section 504 for the campus community.
   i. Refers students to resources on campus and in the community for appropriate services including coaching, self-advocacy, time management, counseling and more.
   j. Documents communication and events by maintaining case notes.
2. Hires, supervises and trains the SSD coordinator.
3. Provides university-wide disability-related training and educational opportunities.
   a. Develops and recommends policies and procedures.
   b. Provides technical assistance to faculty, staff and administrators.
   c. Educates faculty, staff and administrators regarding legal requirements and other disability-related issues.
   d. Fosters and maintains mutually beneficial relationships with key departmental stakeholders.
   e. Makes recommendations regarding program access, including the purchase of adaptive technology.
   f. Makes recommendations regarding facilities to ensure compliance with ADAAG and Section 504.
   g. Participates in professional organizations and professional development activities.
4. Supervises full-time, part-time staff and para-professional staff.
   a. Hires, trains, and supervises staff, including graduate assistants and interns.
UNIVERSITY OF THE PACIFIC
JOB DESCRIPTION

DIRECTOR, SERVICES FOR STUDENTS WITH DISABILITIES

b. Provide appropriate professional development opportunities.
c. Follow institutional personnel policies and procedures.
5. Provides departmental budget planning, management and oversight. Provides budget proposals for projected needs and future expenses.
6. Plans program goals and activities, evaluates program effectiveness; and writes reports.
   a. Develops, implements, and updates SSD’s Pacific Plan.
   b. Works with staff, faculty and administrators to establish priorities.
   c. Develops and implements assessment tools including student learning outcomes (SLO’s), student evaluations of SSD services and faculty evaluations.
   d. Writes monthly and annual reports.
7. Acts as a Community Liaison.
   a. Networks with disability agencies and other community organizations providing services to students.
   b. Represents SSD at relevant community and disability awareness events.
   c. Collaborates with university stakeholders on initiatives impacting students, staff and faculty.
8. Maintains an active membership on relevant campus committees and work closely with the campus community to further goals of the department.
   a. Serve on campus committees, including the ADA Committee, Diversity Committee, the Crisis Response team and others as required.
   b. Develop mutually beneficial relationships with faculty.
9. Performs other duties as assigned or required.

QUALIFICATIONS:
Education/Experience/Certifications:
Master's degree in rehabilitation, special education, counseling, social work, higher education or other relevant discipline. Five-to Seven years of direct and increasingly responsible experience providing disability support in a higher education setting and demonstrated expertise in the area of learning disabilities. Combination of education, training and experience is acceptable.

Skills/Knowledge and Expertise:
- Knowledge of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act
- Strong interpersonal communication skills, both written and verbal
- Demonstrated skill in budget planning and management
- Strong leadership and staff supervisory skills
- Solid organizational and analytical skills
- Knowledge of and proficient in the use of computers (MS Office, Excel, Word) and assistive technologies.
- Ability to exercise independent judgment.
- Demonstrated effectiveness in collaborating with diverse campus stakeholders and constituents.
- Commitment to quality of work, taking initiative and responsibility, and to develop and utilize leadership skills.
- Contributes to an inclusive and diverse community while promoting diverse perspectives.
- Able to quickly establish a viable professional relationship with faculty, staff, students and members within the academic community.
- Demonstrated willingness to seek clarification when needed and to meet deadlines at the agreed upon time and manner.
UNIVERSITY OF THE PACIFIC
JOB DESCRIPTION

DIRECTOR, SERVICES FOR STUDENTS WITH DISABILITIES

- Positive attitude, proven ability to work successfully with diverse populations and demonstrated commitment to promote and enhance diversity and inclusion.

Physical Requirements:
Requires extended periods of sitting and repetitive hand/wrist motion while using computer keyboard and phone. Occasional standing, walking (independently traverse), bending and reaching. Constant verbal and written communication.

Work Environment/Work Week/Travel
Work is primarily performed in a standard office environment with use of computer and phone. Work performed during standard business hours of 8AM - 5PM, M-F. Additional hours may be required to meet business needs or deadlines. Hours may be modified during summer.

For positions requiring driving: (driving is required for this position)
Valid driver’s license and some travel required. Incumbent must also be able to meet the University’s fleet rules and be eligible to drive for University business. The University and its insurance carrier reserves the right to exclude applicants based on their driving record.

Employee’s Name (Please Print): __________________________

Employee Signature: __________________________ Date: ____________

Supervisor Signature: __________________________ Date: ____________

Human Resources Signature: __________________________ Date: ____________
ATTACHMENT F
## Disability Services Position

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<thead>
<tr>
<th>CUPA Job Title</th>
<th>Scope</th>
<th>Average</th>
<th>Minimum</th>
<th>25th %ile</th>
<th>Median</th>
<th>50th %ile</th>
<th>75th %ile</th>
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<td>53,333</td>
<td>56,185</td>
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<td>Budget Q4</td>
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<tr>
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<tr>
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<td>Budget Q4</td>
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<tr>
<td>Administrative Asst</td>
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<td>36,057</td>
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</tbody>
</table>

**Survey Source**
- CUPA AdComp Survey
- CUPA Mid-Level Survey

**Participants Affiliation**
- Private Independent Institutions

**Budget Quartiles**
- Budget Q3: $65,316,747 - $110,316,213
- Budget Q4: >$110,316,213

List of Participants - see addit tabs
NASPA Salary Survey

The NASPA Salary Survey contains data on salaries for executive student affairs officers (senior student affairs officer, associate vice president, etc.) as well as for mid-level management positions (director-level). Salary information is provided to NASPA members in on-line summary fashion which removes the names of institutions and other personally-identifying information. There is no printed version of Salary Survey results for this latest administration of the survey.

2008 EXECUTIVE SUMMARY

Results from the first administration of this survey reveal that the average salary for a student affairs professional is approximately $63,5000, with 34% making between $30,000 and $50,000 and 21% making between $50,000 and $70,000.

Gender

There are differences in salary by gender, however tests for significant difference were not run. While men report earning $71,800 yearly, women reported earning $59,200. The table on page 2 reveals that higher percentages of men (in each salary range) earn salaries above $70,000 and higher percentages of women (in each salary range) earn salaries below $70,000.

Degree Earned

As expected, average salaries increased with each degree earned. Respondents with a bachelor's degree reported earning $29,980 on average, master's degree earners reported $52,552, post-master's certificate earners reported $74,803 and doctoral/terminal degree earners reported making $99,548.

Professional Level

As expected, average salaries increased with increased levels of responsibility. New professionals reported earning $34,457, middle level managers reported earning $49,306, directors or director level managers reported earning $71,003 and chief student affairs officers reported earning $124,036.

Membership Region

There are slight differences in average salaries in each of the regions.

Region 1 $59,959
Region 2 $65,891
Region 3 $66,436
Region 4E $58,413
Region 4W  $55,313
Region 5  $66,365
Region 6  $70,336

Institution Characteristics

Respondents at 2-year institutions reported earning significantly more money per year than their counterparts at 4-year institutions. On average, professionals at 2-year institutions reported earning $76,823 while professionals at 4-year institutions reported earning $62,683 on average. The difference in average salaries at public institutions ($64,200) in comparison to private institutions ($62,873) was slight. In terms of size, professionals at small institutions reported earning $61,493, and professionals at large institutions reported earning $63,478. In comparison, professionals at medium size institutions reported earning $66,982.

2008 Salary Survey - SSAOs

<table>
<thead>
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<th>Gender</th>
<th>N</th>
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<th>MEDIAN</th>
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<th>MEDIAN</th>
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### Institutional Governance

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### Institutional Type

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### NASPA Membership Region

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**TOTAL**

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### 2008 Salary Survey Data - Assistant to SSAO

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<tr>
<td>African American/Black</td>
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<td>Asian/Pacific Islander/South Asian</td>
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<tr>
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<td>Indiginous/Native</td>
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<tr>
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### Institutional Type

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<tr>
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### Institutional Size

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### NASPA Membership Region

<table>
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<th>Region</th>
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### TOTAL

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#### 2008 Salary Survey - Director Level

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<td>Mean Income</td>
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### Institutional Size

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<th>Median ($)</th>
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### NASPA Membership Region

<table>
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<th>Median ($)</th>
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<tr>
<td>Region IV-W</td>
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**TOTAL**

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### Functional Area

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<tr>
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<td>Budget</td>
<td>Budget</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>Disability Services</td>
<td>12</td>
<td>67,242</td>
<td>67,450</td>
</tr>
<tr>
<td>First-year Programs</td>
<td>10</td>
<td>51,800</td>
<td>50,500</td>
</tr>
<tr>
<td>GLBT Student Services</td>
<td>5</td>
<td>60,800</td>
<td>55,000</td>
</tr>
<tr>
<td>Greek Affairs</td>
<td>20</td>
<td>57,007</td>
<td>54,000</td>
</tr>
<tr>
<td>Health Services</td>
<td>15</td>
<td>94,093</td>
<td>85,000</td>
</tr>
<tr>
<td>Judicial Affairs</td>
<td>20</td>
<td>65,579</td>
<td>62,000</td>
</tr>
<tr>
<td>Leadership Programs</td>
<td>18</td>
<td>57,806</td>
<td>59,000</td>
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<tr>
<td>Multicultural Programs</td>
<td>48</td>
<td>56,075</td>
<td>54,000</td>
</tr>
<tr>
<td>Orientation</td>
<td>8</td>
<td>62,500</td>
<td>63,500</td>
</tr>
<tr>
<td>Parent/Family Programs</td>
<td>5</td>
<td>62,600</td>
<td>70,000</td>
</tr>
<tr>
<td>Residence Life</td>
<td>108</td>
<td>63,903</td>
<td>62,500</td>
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<tr>
<td>Student Activities</td>
<td>90</td>
<td>55,921</td>
<td>55,000</td>
</tr>
<tr>
<td>Student Union Administration</td>
<td>20</td>
<td>74,225</td>
<td>74,000</td>
</tr>
<tr>
<td>Vice President/Cahnceller for Student Affairs Office</td>
<td>10</td>
<td>82,900</td>
<td>81,000</td>
</tr>
<tr>
<td>Women's Center</td>
<td>9</td>
<td>55,789</td>
<td>56,000</td>
</tr>
</tbody>
</table>
Preliminary Report

The 2008 Biennial AHEAD Survey of Disability Services and Resource Professionals in Higher Education

Wendy S. Harbour, Ed.D.

The Association on Higher Education And Disability (AHEAD)
107 Commerce Center Drive, Suite 204
Huntersville, NC 28078
www.AHEAD.org
# Preliminary Report

The 2008 Biennial AHEAD Survey of Disability Services and Resource Professionals in Higher Education

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<td>30</td>
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ACKNOWLEDGEMENTS

AHEAD gratefully acknowledges all disability services staff members who responded to the 2008 AHEAD survey, as well as everyone who assisted in recruiting study participants. AHEAD especially thanks the 2007-2008 and 2008-2009 AHEAD Board members, who developed the 2008 survey instrument, assisted with its implementation, and supervised the data collection period.

The 2007-2008 AHEAD Board (in alphabetical order):

Jean Ashmore, Rice University
Carol Funckes, University of Arizona
Stephan J. Hamlin-Smith, AHEAD
Anne Jannarone, University of Arkansas
L. Scott Lissner, The Ohio State University
Jim Marks, University of Montana
Kathleen McGillivray, Bethel University
Troy A. Odom, University of Pennsylvania
Michael Shuttic, Oklahoma State University
Emily Singer, Catholic University of America
Jose Soto, Southeast Community College
Mary Lee Vance, University of Wisconsin - Superior

The 2008-2009 AHEAD Board (in alphabetical order):

Bea Awoniyi, Florida State University
Jean Ashmore, Rice University
Stephan J. Hamlin-Smith, AHEAD
Michael Johnson, Monroe Community College – Damon City Campus
Jim Marks, University of Montana
Kathleen McGillivray, Bethel University
Troy A. Odom, University of Pennsylvania
Karen Saracusa, Mount Union College
Michael Shuttic, Oklahoma State University
Emily Singer, Catholic University of America
Jose Soto, Southeast Community College
Mary Lee Vance, University of Wisconsin - Superior
In 2004, the Association on Higher Education And Disability (AHEAD) conducted an international survey of disability services (DS) professionals in higher education.\(^1\) This survey provided critical data about the field of disability services, DS staff members, administration of DS offices, and the professional development needs of DS personnel. The 2007-2008 AHEAD Board decided to repeat the study, and to subsequently collect such data on a biennial basis. The AHEAD Board re-designed the survey instrument and began collecting data in 2008, with goals similar to the 2004 study:

1. **Collect demographic and job-related information about DS staff working in a variety of capacities, including directors, direct services providers, counselors, and administrative support personnel.** The survey asked questions about professionals' personal characteristics (e.g., age, ethnicity), as well as their training and prior work experiences, salaries, and other forms of compensation.

2. **Improve understanding about the administration of DS offices**, such as the numbers of students these offices serve, how offices are organized, and institutional units (e.g., academic affairs, multicultural affairs) overseeing DS operations.

3. **Gather information to inform professional development plans and administrative decisions of campus administrators, DS professionals, and the AHEAD board**, including which professional development opportunities are most needed by DS staff, information about salary ranges for various DS positions, and any trends or changes over time in the way DS offices operate.

As in 2004, demand for immediate release of survey results has been overwhelming. AHEAD hired Dr. Wendy S. Harbour to analyze the survey data and produce two reports. This preliminary report offers highlights from survey data related to survey respondents from the United States: their demographic information, their salaries and compensation, general descriptions of the DS offices where they work, and priorities for their professional development. We anticipate publication of the final full report in 2008, which will include

\(^1\) Although DS offices have many different titles (as discussed on pages 18-19 of this report), the most common title is "Disability Services." For that reason, this report, like the 2004 AHEAD survey reports, will use the term "Disability Services" as an all-inclusive title for describing the field and individual offices.
comparisons between the 2004 and 2008 survey findings, and greater detail and discussion about all information presented in this report. The full report will also not only include information about personnel, but also about DS offices, students served by DS offices, and campuses where DS professionals work.

It has been a privilege to contribute to research in the field of disability services, and we look forward to sharing additional findings in the Fall of 2008.

Sincerely,

Carol Funkes, President (2007-2008 AHEAD Board)
Michael Shuttic, President (2008-2009 AHEAD Board)
Stephan J. Hamlin Smith, Executive Director
Richard Allegra, Director of Professional Development
Wendy S. Harbour, Research Consultant
**DEMOGRAPHIC INFORMATION ABOUT SURVEY RESPONDENTS**

A total of 662 people completed the 2008 AHEAD survey. Of these, 606 were from the United States, 15 were from Canada, and 6 were from countries outside of North America. Origins of the remaining 35 respondents could not be determined. Therefore, this entire report, will focus on responses from professionals in the United States, because sample sizes for other countries were too small to be reliable.

While several postsecondary associations in the United States divide their members into geographical regions, these categories are usually based on membership statistics and can be arbitrary. As with the 2004 survey, this report will categorize regions using four geographical areas created by the United States Department of Education and the Postsecondary Education Programs Network (PEPNet) (see www.pepnet.org for more information). These areas are: the West, including Alaska and Hawaii; the Midwest; the South; and the Northeast. Table 1 shows the percentages of 2008 survey respondents from each area of the United States, as well as the states included in each region (which are illustrated in Figure 1). All regions of the United States are well-represented.

<table>
<thead>
<tr>
<th>Region</th>
<th>Frequency (Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Southern Region</strong></td>
<td></td>
</tr>
<tr>
<td>(AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, TX, VA, WV)</td>
<td>303 (50.0%)</td>
</tr>
<tr>
<td><strong>Midwestern Region</strong></td>
<td></td>
</tr>
<tr>
<td>(IA, IL, IN, KS, MI, MN, MO, NE, ND, OH, SD, WI)</td>
<td>121 (20.0%)</td>
</tr>
<tr>
<td><strong>Northeastern Region</strong></td>
<td></td>
</tr>
<tr>
<td>(CT, DE, DC, MA, ME, MD, NH, NJ, NY, PA, RI, VT)</td>
<td>103 (17.0%)</td>
</tr>
<tr>
<td><strong>Western Region, Alaska and Hawaii</strong></td>
<td></td>
</tr>
<tr>
<td>(AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY)</td>
<td>79 (13.0%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total = 606 (100%)</td>
</tr>
</tbody>
</table>

*Table 1.* Percentage of responses from Southern, Midwestern, Northeastern and Western regions of the United States, with lists of states in each region.
Figure 1. Pictorial representation of the four regions of the United States.

<table>
<thead>
<tr>
<th>Characteristic of Survey Respondents</th>
<th>Frequency (Percent)*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>466 (79.0%)</td>
</tr>
<tr>
<td>Male</td>
<td>122 (20.7%)</td>
</tr>
<tr>
<td>Otherwise Identified</td>
<td>1 (0.2%)</td>
</tr>
<tr>
<td>Prefer Not to Say</td>
<td>1 (0.2%)</td>
</tr>
<tr>
<td><strong>Disability Status</strong></td>
<td></td>
</tr>
<tr>
<td>Nondisabled</td>
<td>301 (62.3%)</td>
</tr>
<tr>
<td>Disabled</td>
<td>160 (33.1%)</td>
</tr>
<tr>
<td>Prefer Not to Say</td>
<td>22 (4.6%)</td>
</tr>
<tr>
<td><strong>AHEAD Membership</strong></td>
<td></td>
</tr>
<tr>
<td>Member</td>
<td>512 (87.8%)</td>
</tr>
<tr>
<td>Not a Member</td>
<td>71 (12.2%)</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>505 (66.3%)</td>
</tr>
<tr>
<td>African-American or Black</td>
<td>29 (5.0%)</td>
</tr>
<tr>
<td>Hispanic, Latino, Chicano, or Mexican</td>
<td>22 (3.8%)</td>
</tr>
<tr>
<td>Multi-Ethnic or Biracial</td>
<td>7 (1.2%)</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>7 (1.2%)</td>
</tr>
<tr>
<td>Asian-American, Asian, or Indian</td>
<td>6 (1.0%)</td>
</tr>
<tr>
<td>Other</td>
<td>5 (0.9%)</td>
</tr>
<tr>
<td>Middle-Eastern</td>
<td>3 (0.5%)</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>1 (0.2%)</td>
</tr>
</tbody>
</table>

* Percentages for each category may total over 100 percent, due to rounding.

Table 2. Frequencies and percentage of survey respondents’ gender, disability status, AHEAD affiliation and ethnicity, for participants from the United States (n=606).
Table 2 shows the gender, disability status, AHEAD membership status, and ethnicity of all survey respondents from the United States. The average survey respondent was female, nondisabled, a member of AHEAD, and Caucasian. A total of 13.8 percent of all survey participants were people of color or those who chose “other” as a way to describe their ethnicity.

The 2008 survey also asked DS staff about their ages, using categories from 15 years to above 84 years. As shown in Figure 2, one-third of the respondents were between the ages of 45-54 years, and approximately half of all survey participants’ ages clustered around this age category, reporting their ages as 35-44 or 55-64 years.

![Figure 2. Ages by category for all survey respondents from the United States, by percentage of sample (n=590), excluding one percent who selected response of “prefer not to say.”](image)

**Figure 2.** Ages by category for all survey respondents from the United States, by percentage of sample (n=590), excluding one percent who selected response of “prefer not to say.”

### EDUCATION AND WORK EXPERIENCES

This section contains information about the educational and professional backgrounds of DS staff, 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 responding to the survey may also be a Project Manager, and could select both titles. Due to validity concerns with overlapping categories, no statistical comparisons (i.e., t-tests) were performed between job categories. Some caution is due, therefore, in interpreting what may appear to be similarities or differences between different jobs.
In addition to the positions discussed below, the survey also included questions for those with the following titles: consultant; sign language interpreter; administrative assistant or executive secretary; secretary or receptionist; and student worker. There was also an open-response question regarding “Other” job titles, where people identified themselves as an “Assistant Dean,” “Testing Coordinator,” or other descriptions. However, for each of these job titles (e.g., interpreter, administrative assistant, and “other” titles) there were less than 20 respondents, so information about these was not included in this section.

Lastly, the survey listed job titles of “Diagnostician” and “Counselor, Psychologist, or Diagnostician” as separate categories. Because the job titles overlapped, responses for these categories were combined for this report.

**Administrators**
The broad category of “administrators” includes four 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; associate or assistant director, coordinator or manager; and ADA or Section 504 Coordinators. For each of the four job titles, Table 3 shows the highest degree earned and average years of experience in their current job position, in the field of disability services, and in higher education. At least 75 percent of all respondents in each category had graduate degrees, and the average administrators had over 6 years of experience in their current position, as well as in the fields of disability services and higher education.
<table>
<thead>
<tr>
<th>Highest Degree Earned (Percent)*</th>
<th>Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A.</td>
<td>Ph.D.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Directors (n=269)</td>
<td>74%</td>
</tr>
<tr>
<td>Project or Program Directors (n=91)</td>
<td>82%</td>
</tr>
<tr>
<td>Assistant or Associate Directors (n=78)</td>
<td>77%</td>
</tr>
<tr>
<td>ADA/504 Coordinators (n=77)</td>
<td>69%</td>
</tr>
</tbody>
</table>

* Degree categories include all degrees at that level (e.g., “M.A.” includes M.Ed., M.S. and M.S.W. degrees).

**Table 3.** Highest degree earned for administrative positions in DS offices in the United States: office directors, coordinators and managers; project or program directors, coordinators and managers; assistant or associate directors, coordinators, and managers; and ADA or 504 Coordinators. Includes mean number of years of experience in current position, the field of disability services, and in 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. Specialists and coordinators of assistive or adaptive technology are also included here, although they could easily fit into the administrators or professionals' categories, depending on qualifications of individuals in the position. Table 4 reports degrees and years of experience for each job type.

As with the administrative positions, at least 80 percent of all personnel in direct service positions reported having a graduate-level degree. While average years of experience in
their current positions and in the field of disability services varied (by average, and also as indicated by the standard deviations), these professionals also averaged over 10 years of experience in the field of higher education.

<table>
<thead>
<tr>
<th>Highest Degree Earned (Percent)*</th>
<th>Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>M  SD</td>
<td>M  SD</td>
</tr>
<tr>
<td>Specialists (n=131)</td>
<td></td>
</tr>
<tr>
<td>81%</td>
<td>7%</td>
</tr>
<tr>
<td>Academic Advisors or Counselors (n=87)</td>
<td></td>
</tr>
<tr>
<td>83%</td>
<td>8%</td>
</tr>
<tr>
<td>Assistive or Adaptive Technology Coordinator (n=45)</td>
<td></td>
</tr>
<tr>
<td>71%</td>
<td>9%</td>
</tr>
</tbody>
</table>

* Degree categories include all degrees at that level (e.g., "M.A." includes M.Ed., M.S. and M.S.W. degrees).

Table 4. Highest degree earned for direct service positions in DS offices in the United States: specialists; academic advisors and counselors; and assistive or adaptive technology coordinators. Includes mean number of years of experience in current position, the field of disability services, and in higher education.

Professional Positions

The category of professional positions includes those with jobs requiring highly specialized training, licensure, certification, or advanced degrees. Titles in this category include: counselors, psychologists, and diagnosticians; and professors, lecturers and instructors. As with other job titles, it is possible for DS staff to have these titles and other titles simultaneously (e.g., someone could be directing a DS office and teaching college courses part-time). Table 5 shows degrees and years of experience for these job types.

As expected based on their job titles, 100 percent of all DS staff in these positions have graduate degrees. They diverge, however, in years of experience. Counselors,
psychologists, and diagnosticians reported an average of 13 years experience in their current position and in the field of disability services. However, professors and instructors averaged only 3 years of experience in their current position and in disability services. Staff in both job categories reported similar experience in the field of higher education, averaging over 11 years of experience.

<table>
<thead>
<tr>
<th>Highest Degree Earned (Percent)*</th>
<th>Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Current Position</td>
</tr>
<tr>
<td></td>
<td>M   SD</td>
</tr>
<tr>
<td>Counselors, Psychologists, and Diagnosticians (n=68)</td>
<td>90% 10%</td>
</tr>
<tr>
<td>Professors and Instructors (n=32)</td>
<td>63% 38%**</td>
</tr>
</tbody>
</table>

* Degree categories include all degrees at that level (e.g., "M.A." includes M.Ed., M.S. and M.S.W. degrees).
** Percentages may total over 100 percent due to rounding.

Table 5. Highest degree earned for professional positions in DS offices in the United States: counselors, psychologists, and diagnosticians; and professors, lecturers and instructors. Includes mean number of years of experience in current position, in the field of disability services, and in higher education.

Other Work Experience

The survey asked respondents to report their work experiences in fields related to disability services. Very few survey respondents reported work experience in vocational rehabilitation, health and medical fields, business or law. However, many personnel had experience in teaching or lecturing in higher education; doing counseling, psychological services, social work, or other work related to the mental health field; working in K-12 general or special education; and working in student affairs or academic affairs in higher education. Table 6 shows these categories and each job title. For each job, if at least one-third of staff with that
### Other Fields of Work Experience
#### Average/Mean Number of Years (Standard Deviations)

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Teaching in Higher Ed</th>
<th>Counseling or Mental Health</th>
<th>K-12 Special Education</th>
<th>K-12 General Education</th>
<th>Student or Academic Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Directors (n=269)</td>
<td>4.35 (5.65)</td>
<td>1.12 (1.97)</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Project or Program Directors (n=91)</td>
<td>2.75 (2.44)</td>
<td>2.00 (4.04)</td>
<td>4.88 (6.36)</td>
<td>4.50 (4.78)</td>
<td>–</td>
</tr>
<tr>
<td>Assistant or Associate Directors (n=78)</td>
<td>–</td>
<td>2.00 (4.33)</td>
<td>6.11 (9.92)</td>
<td>5.33 (10.25)</td>
<td>–</td>
</tr>
<tr>
<td>ADA/504 Coordinators (n=77)</td>
<td>3.00 (2.65)</td>
<td>–</td>
<td>5.00 (8.86)</td>
<td>1.67 (2.887)</td>
<td>1.33 (2.31)</td>
</tr>
<tr>
<td>Specialists (n=131)</td>
<td>4.63 (6.65)</td>
<td>5.00 (9.04)</td>
<td>4.92 (5.98)</td>
<td>3.42 (4.25)</td>
<td>–</td>
</tr>
<tr>
<td>Academic Advisors or Counselors (n=67)</td>
<td>6.75 (7.81)</td>
<td>11.50 (14.11)</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Assistive or Adaptive Technology Coordinators (n=45)</td>
<td>4.63 (6.65)</td>
<td>5.00 (9.04)</td>
<td>4.92 (5.98)</td>
<td>3.42 (4.25)</td>
<td>–</td>
</tr>
<tr>
<td>Counselors, Psychologists, and Diagnosticians (n=68)</td>
<td>5.60 (7.23)</td>
<td>7.20 (12.91)</td>
<td>6.20 (6.50)</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Professors and Instructors (n=32)</td>
<td>3.00 (1.41)</td>
<td>–</td>
<td>7.50 (10.61)</td>
<td>6.00 (1.41)</td>
<td>–</td>
</tr>
</tbody>
</table>

**Table 6.** Fields of related experience, if at least one-third of respondents for each job title had worked in that field. Includes mean (average) number of years of experience and standard deviations.
job title reported working in a specific field (e.g., special education), then the average (mean) number of years of experience and standard deviations are listed. If columns in Table 6 are empty, it means less than one-third of respondents reported work experience in that category. For example, at least one-third of office directors had taught in higher education or worked in counseling or mental health fields. Less than one-third had experience in K-12 special education, K-12 general education, student or academic affairs, and other fields.

While it is difficult to make comparisons across job titles because sample sizes vary considerably, there are still noteworthy similarities in prior work experiences, regardless of job title. For example, at least one-third of personnel in all job categories have taught in higher education. At least one year working in counseling or mental health fields is also common across nearly all job categories. The variability in average years of experience for these fields, however, is also important to note. For example, while staff with different job titles reported experience in counseling or mental health fields, the average years of experience varied from only 1 year (for office directors) to nearly 12 years (for academic advisors and counselors).

**Salaries of DS Staff**

Salary information in this section is based on data from full-time DS staff in the United States. Limiting the analysis to full-time staff increases validity and reliability of the results by eliminating excessive variation in salary ranges. Table 7 shows salaries for all job titles with at least 20 respondents, from highest to lowest average salary.

As with other statistics in this report, it is very important to exercise caution when interpreting or utilizing this information. Not only do the job categories overlap because DS staff were able to report more than one job title, but some sample sizes are small and therefore unlikely to be representative of all those in the United States with the same title. Furthermore, salaries alone do not reflect entire compensation packages, which may include benefits that are worth a sizeable proportion of the average salary.

In reality, salaries vary according to staff members’ backgrounds, experiences, 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, salaries of staff in similar
positions may influence salary ranges, and direct service positions may require supervisory skills, which can also affect individual earnings. 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. Table 7 shows the middle range (25th to 75th quartiles) of salaries in order to show the variability for salaries with any given job title; the middle range of salaries can be a better indicator of “average” salaries than the statistical average (i.e., mean) because it is less likely to be influenced by extremely high or low salaries.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Average Salary (M)</th>
<th>Standard Deviation (SD)</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Middle Range (25th – 75th Quartile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor or Instructor (n=22)</td>
<td>$64,010</td>
<td>$21,952</td>
<td>$35,000</td>
<td>$130,000</td>
<td>$49,750-74,250</td>
</tr>
<tr>
<td>Office Director (n=237)</td>
<td>$56,338</td>
<td>$16,552</td>
<td>$26,250</td>
<td>$130,000</td>
<td>$44,500-63,000</td>
</tr>
<tr>
<td>ADA/504 Coordinator (n=81)</td>
<td>$56,748</td>
<td>$16,732</td>
<td>$25,500</td>
<td>$105,000</td>
<td>$43,000-65,500</td>
</tr>
<tr>
<td>Counselor, Psychologist, or Diagnostian (n=81)</td>
<td>$52,985</td>
<td>$14,353</td>
<td>$30,281</td>
<td>$94,000</td>
<td>$42,000-$50,000</td>
</tr>
<tr>
<td>Project or Program Director (n=73)</td>
<td>$52,070</td>
<td>$17,611</td>
<td>$30,000</td>
<td>$110,000</td>
<td>$41,481-58,750</td>
</tr>
<tr>
<td>Associate or Assistant Director (n=64)</td>
<td>$50,032</td>
<td>$12,000</td>
<td>$31,500</td>
<td>$93,000</td>
<td>$42,000-$56,553</td>
</tr>
<tr>
<td>Academic Advisor or Counselor (n=67)</td>
<td>$48,587</td>
<td>$15,797</td>
<td>$26,250</td>
<td>$100,000</td>
<td>$37,185-56,738</td>
</tr>
<tr>
<td>Assistive or Adaptive Technology Coordinator (n=34)</td>
<td>$46,759</td>
<td>$11,421</td>
<td>$27,500</td>
<td>$78,000</td>
<td>$38,546-53,361</td>
</tr>
<tr>
<td>Specialist (n=107)</td>
<td>$46,326</td>
<td>$13,463</td>
<td>$26,000</td>
<td>$100,000</td>
<td>$37,000-51,000</td>
</tr>
</tbody>
</table>

Table 7. Salary ranges of full-time DS staff in the United States, by job title, including average salary, minimum and maximum salaries, and the middle quartile for reported salaries.
Administrators who want to use this information when calculating reasonable salaries for staff should consider other office, campus, and regional factors before making their determinations. The final report for the 2008 survey will discuss these factors at length. Other sources of information about salary ranges include annual reports on salaries from *The Chronicle of Higher Education*, salary surveys by NASPA—Student Affairs in Higher Administration, and annual Occupational Outlook handbooks from the U.S. Department of Labor. Campus human resources departments are reliable sources of advice for salary ranges at individual campuses. Less than 20 postsecondary sign language interpreters responded to the 2008 AHEAD survey, so their salary information is not included in this report, but details about sign language interpreter salaries are available from state or local interpreter referral agencies and the Postsecondary Education Programs Network (PEPNet). (Websites for national organizations are listed at the end of this report.)

Even though there is overlap between job titles of survey respondents, correlations were also performed using salary information from all full-time United States personnel. Correlations are helpful in seeing associations between variables, but they do 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 an individual receiving a higher salary. Simple correlations may also overlook other important information. For example, staff with advanced degrees may tend to earn more money, but they may also have more years of experience or more skills and knowledge about disability services. These distinctions may seem obvious, but it is important to note that correlations are only descriptive and not predictive.

As is typical with salaries, the data was not linear (i.e., when plotted, it had a curvilinear appearance) when salary was plotted as the outcome (i.e., dependent) variable. Transforming salaries using natural log created a linear graph and allowed for further regression analyses, which will be published in the final report for this study or in related journal articles. These types of transformations are typical for regression analyses in salary-related studies. Annual budgets were the only other variable that needed transformation; natural log (ln) was used again for similar reasons.

Some variables were associated with differences in salaries by job title. For example, more years of experience in the field of disability services were associated with higher salaries (ln)
for office directors \((r=.473; p<.001)\), program directors \((r=.524; p<.001)\), ADA/504 Coordinators \((r=.521; p<.001)\), instructors in higher education \((r=.500; p<.05)\), and assistive or adaptive technology (AT) coordinators \((r=.518; p<.01)\). More years of experience as a supervisor were positively correlated with increases in salary \((\ln)\) for professors in higher education \((r=.595; p<.05)\) and AT coordinators \((r=.579; p<.05)\).

The size of DS offices may also be a factor in understanding differences in salaries. For example, positive statistically significant correlations existed between higher salaries \((\ln)\) and larger DS office budgets \((\ln)\), mainly for staff in management positions of office director \((r=.433; p<.001)\), program and project director \((r=.421; p<.05)\), and assistant or associate director \((r=.717; p<.05)\). Higher numbers of students served by DS offices were positively associated with higher salaries \((\ln)\) for office directors \((r=.440; p<.001)\), assistant and associate directors \((r=.445; p<.05)\), and ADA/504 Coordinators \((r=.593; p<.001)\). Larger numbers of total DS staff working in a office were positively associated with higher salaries for assistant and associate directors \((r=.551; p<.001)\) and instructors in higher education \((r=.649; p<.01)\).

Average salaries in all job categories were compared using t-tests, examining differences based on gender, ethnicity, disability status, AHEAD membership, public versus private campus, whether staff had graduate-level degrees, whether the DS office was centralized or not, and whether the DS office was in student or academic affairs. In most cases, differences were not statistically significant, or they became negligible when controlling for public versus private institution. In some cases, sample sizes were so small \((n<10)\) that differences in means were not reliable.

However, salaries at public and private universities were statistically different for DS program and project directors, with those at public universities having an average salary of $57,521 \((SD=\$19,574)\), and private universities having an average salary of $43,740 \((SD=\$9,695)\) \((t(62)=3.266, p<.01)\). This seems reasonable, however, given that program directors at public universities also reported having an average of 9 staff members \((SD=14)\) in their offices, compared to program directors at private universities with an average of 3 staff members in their DS office \((SD=3)\) \((t(64)=2.110, p<.05)\). Likewise, program directors at public universities also had significantly higher numbers of total student enrollments...
(M=9,713; SD=11,754) compared to colleagues at private colleges and universities (M=2,435; SD=1,555) (t(37)=2.528, p<.05).

Among all other groups, there were no statistically significant differences among salaries based on the variables mentioned above. For specialists, advisors, counselors and diagnosticians, there were also no significant correlations between salaries and salient features of staff, DS office, or the campus where they were working. It is possible that correlations would be detectable with larger sample sizes. However, the lack of correlations may also be an indicator of how strongly unique individual, office, and campus factors influence individual salaries for people working in the field of disability services.

**Non-Monetary Compensation of DS Staff**

The AHEAD survey also collected data about non-monetary forms of compensation (not including vacation and sick time). These results are reported below in Table 8. The survey asked about other forms of compensation not included in the survey questions, and allowed open-ended responses. These are also included in Table 8, under "other forms of compensation."

For the 544 full-time staff members in the United States who answered these survey questions, the most common type of compensation was medical or dental insurance, with 86.9 percent of survey participants receiving this benefit for themselves, and 76.7 percent also receiving this benefit for their family members. Slightly more than three quarters of survey participants (75.2 percent) also received tuition waivers at their college or university.
<table>
<thead>
<tr>
<th>Type of Non-Monetary Compensation</th>
<th>Number of Responses</th>
<th>Percentage of Respondents (n=544)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical and/or dental insurance for yourself</td>
<td>473</td>
<td>86.9</td>
</tr>
<tr>
<td>Medical and/or dental insurance for family members</td>
<td>417</td>
<td>76.7</td>
</tr>
<tr>
<td>Tuition waivers or reduced tuition fees for yourself</td>
<td>409</td>
<td>75.2</td>
</tr>
<tr>
<td>Mandatory retirement plan or pension</td>
<td>367</td>
<td>67.5</td>
</tr>
<tr>
<td>Professional development funding</td>
<td>346</td>
<td>63.6</td>
</tr>
<tr>
<td>Optional retirement plan</td>
<td>325</td>
<td>59.7</td>
</tr>
<tr>
<td>Tuition waivers or reduced tuition fees for family members, including your children</td>
<td>313</td>
<td>57.5</td>
</tr>
<tr>
<td>Flexible hours</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>Reduced or waived transportation or parking expenses</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Daycare services, reduced childcare, or access to on-campus child care</td>
<td>76</td>
<td></td>
</tr>
</tbody>
</table>

Other forms of compensation:
- Disability insurance (12)
- Life insurance (10)
- Vision or optical insurance (9)
- Flexible spending account (4)
- Rec. center membership (4)
- Wellness leave (2)
- Free city bus passes (2)
- Longevity pay (2)
- Bonuses and/or merit pay (2)
- Medical reimbursement account (2)
- Reimbursement for mileage (1)
- Access to campus health services (1)
- Tuition exchange with other colleges (1)
- Housing grant (1)
- Cell phone stipend (1)
- Employee assistance program (1)
- Local store discounts (1)
- Educational leave to pursue advanced degrees (1)
- Discounts to purchase computer software (1)
- Free meals in campus dining hall (1)
- Free admission to all campus events (1)
- Long-term care insurance (1)
- Time-sharing job with another staff member (1)*
- Free chiropractic care (1)
- Allow honorariums from outside companies (1)
- Health club discounts (1)

Table 8. Non-monetary forms of compensation reported by full-time United States staff in DS offices.
GENERAL CHARACTERISTICS OF DS OFFICES

This preliminary report is focused on describing DS staff. However, this section also includes general information about DS offices, to better describe where DS staff are working. The final report for the 2008 AHEAD survey will include additional information about students with disabilities who use DS offices, and further information about the attributes of DS offices.

This portion of the report is based on data from 407 full-time DS administrators in the United States. As in previous sections of this report, the term “administrator” includes four different job titles: office director, coordinator or manager; project or program director, coordinator or manager; assistant or associate director; and ADA or Section 504 coordinator. 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 four 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 3, which shows responses from 363 administrators. The majority of DS offices (41 percent) are called “Disability Services” and 35 percent of the offices have other titles or are included under other offices (e.g., counseling services or a Learning Resource Center). DS administrators could type in the title of their office if it did not match any of the titles in the survey. Other office titles reported by at least five administrators were “Academic Support Center” (8 administrators), “Disability Support Services” (5 administrators), and “Special Services” (5 administrators).
DS offices may be housed within a variety of academic units. As shown in Figure 4, almost two-thirds (63 percent) of DS offices report to student affairs units, and 26 percent are part of academic affairs. Counseling or advising services supervises 5 percent of DS offices, with an additional 6 percent of offices reporting to diverse units including Affirmative Action/Equal Employment Opportunity offices, human resources, multicultural affairs, admissions, the provost's office, enrollment services, student services, and health services.

Figure 3. Titles of DS offices in the United States, as reported by full-time administrators (n=353). (Percentages may total over 100 percent due to rounding.)

Figure 4. Campus units supervising DS offices, by percent (n=352). (Percentages may total over 100 percent due to rounding.)
A majority of DS offices (87.5 percent) are centralized, with one office serving the entire campus. A minority (0.6 percent) of DS offices are completely decentralized, with each college or department having its own disability services contact or office. Some offices (8.2 percent) are partially centralized and partially decentralized, with most students going to one DS office, and the remainder having their own office (e.g., an office for deaf students or a center for students with learning disabilities). For some campuses (3.7 percent), administrators reported not having any DS office, with accommodations provided by someone doing the job part-time as part of other responsibilities, or through academic or services offices.

The average DS office budget was $257,289 (SD=$306,471). The large standard deviation reflects the variability in budgets, with administrators reporting budgets between $0 and $2,000,000. The middle range of budgets (between the 25th and 75th percentile) was $36,000-350,000, and the median budget (at the 50th percentile) was $162,000. More details about budgets, including analyses of budgets by campus type, campus size, numbers of students served, and size of DS office will be provided in the full report of the 2008 AHEAD survey.

Half of DS offices had 0-3 staff members, even though the average (mean) number of staff members was 7 (SD=10). The number of staff in DS offices ranged from 0 to 69. For data analysis, using the statistical mean and divisions by quartiles, offices with 1-2 staff members were categorized as “Small” offices, offices with 3-6 employees were categorized as “Medium,” and any offices with 7 or more staff were identified as “Large.” There was a nearly even split between the three categories, with 117 administrators from Small offices, 111 from Medium-sized offices, and 102 from Large offices. There were no statistically significant differences in the size of offices (i.e., number of staff members) by institutional type (four-year or two-year campuses), whether the DS office was centralized or not, or by Carnegie Foundation classifications for size of total enrollment. There were, however, differences based on whether the campus was private or public, with public universities tending to have medium or large numbers of staff, and private campuses tending to have small offices ($\chi^2 (3, N=330) = 25.612, p<.001$).

Staff members were not only from diverse offices, but their campuses were diverse as well. Almost half (47.8 percent) were working in an suburban setting or a small town. The other
offices were on campuses located in an urban setting of a big city (35.0 percent) or in a rural area that was not near a major city (17.2 percent) (n=297). All types of higher education institutions were well represented, as shown in Figure 5. The majority of administrators were from research universities (30 percent), two-year colleges (29 percent), or comprehensive universities (23 percent). Other administrators were from baccalaureate colleges, technical and vocational colleges, or other types of colleges and universities.

![Pie chart showing distribution of postsecondary educational institutions]

**Figure 5.** Type of postsecondary educational institution, as reported by full-time DS administrators in the United States (n=353). (Percentages may total over 100 percent due to rounding.)

The majority of DS administrators (n=351) were from public or state-sponsored campuses (66.1 percent), with the remainder from private or independent schools, including those affiliated with a religion (31.3 percent) and church-sponsored colleges or universities (1.1 percent). A small minority (1.4 percent) were from other campuses not described by the above categories. While only one administrator (n=345) was from a tribal college (0.3 percent) and two administrators were from Historically Black Colleges and Universities (0.6 percent), 14 administrators were affiliated with traditionally Hispanic-serving institutions (4.1 percent).

Two-year and four-year colleges and universities were categorized according to total enrollment reported by administrators, using classifications developed by the Carnegie Foundation for the Advancement of Teaching (for more information, see...
For two-year colleges, these categories include: "Very Small" (less than 500 students); "Small" (500-1,999 students); "Medium" (2,000-4,999 students); "Large" (5,000-9,999 students); and "Very Large" (more than 10,000 students). For four-year colleges and universities, categories are: "Very Small" (less than 1,000 students); "Small" (1,000-2,999 students); "Medium" (3,000-9,999 students); and "Large" (over 10,000 students). Figure 6 shows the percentage of DS administrators from each category (e.g., 3 percent of administrators from two-year colleges were from "Very Small" campuses). All types of campuses are represented by survey respondents, with the majority of DS administrators at two-year colleges (85 percent) almost evenly divided between medium-sized colleges (43 percent) and large or very large colleges (42 percent). Slightly more than two-thirds of administrators from four-year colleges or universities represented small campuses (30 percent) or medium-sized campuses (39 percent).

![Figure 6. Size of campus by enrollment, by percentage of administrators in 2-year and 4-year college sample (using classifications from the Carnegie Foundation for the Advancement of Teaching).](image)

**Professional Development Needs**

The AHEAD survey investigated the general professional development needs of staff, in order to better address these concerns through local, regional, national, and international training efforts. AHEAD hoped this data could also guide campus and DS office administrators in supporting professional growth for DS personnel. This section reports professional development needs of all staff in the United States (i.e., every person who
responded to the AHEAD survey), not only full-time staff or administrators. The final report on survey findings will include a breakdown of responses by job title.

The survey included three questions on professional development. They were designed to elicit the following information:

1. **The types of knowledge that is needed** to help DS staff perform their job better.
2. **If campus changes may affect job performance** by helping DS staff perform their job better.
3. **Essential information DS staff already use in their jobs** to perform their work successfully.

Like other information in this preliminary report, these statistics must be interpreted with caution. Survey questions about professional development assume DS staff know what is best for their job and are able to identify gaps in their own knowledge. Because this self-reporting is not triangulated with any other data (e.g., reports by staff members’ supervisors, reports of students or faculty), the information is not necessarily reliable. Likewise, because the field of disability services is relatively young, it is possible that staff would benefit from professional development activities that are not currently understood as best practices. The field also continues to evolve.

For example, a minority of staff may report needing a specific type of information. Based on survey responses, it is impossible to know whether these respondents are part of a cutting-edge minority who can foresee trends in their field, a small percentage of DS staff who work on campuses where that information is not readily available, or a subgroup of DS staff who never learned the information because they were trained in fields that are radically different from the majority. Finally, the wording of the survey may have affected how staff responded to the survey items; for example, doing a job “better” or defining what is “essential” may mean different things for every individual. Other possibilities, of course, are as plausible, but the examples illuminate how these statistics are difficult to understand without further context. Findings are included here to stimulate discussion on this topic, and to suggest additional research that could clarify the findings.
### Types of Knowledge Needed

<table>
<thead>
<tr>
<th>Knowledge Needed**</th>
<th>Frequency of Survey Respondents in U.S. Choosing &quot;4&quot; or &quot;5&quot;***</th>
<th>Percentage of All U.S. Respondents (N=606)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More information on best practices in service provision.</td>
<td>590</td>
<td>85.2%</td>
</tr>
<tr>
<td>More information about legal regulations and case law.</td>
<td>491</td>
<td>81.1%</td>
</tr>
<tr>
<td>Professional development on technology/assistive technology.</td>
<td>481</td>
<td>79.3%</td>
</tr>
<tr>
<td>More information on faculty development activities.</td>
<td>590</td>
<td>74.1%</td>
</tr>
<tr>
<td>More information on the educational impacts of various disabling conditions.</td>
<td>442</td>
<td>72.9%</td>
</tr>
<tr>
<td>More information on developing collaborations on my campus.</td>
<td>585</td>
<td>68.3%</td>
</tr>
<tr>
<td>Specific information about race and disability and cultural competence.</td>
<td>294</td>
<td>48.5%</td>
</tr>
<tr>
<td>More information on administrative skills: budgeting, negotiating, supervision, etc.</td>
<td>262</td>
<td>43.2%</td>
</tr>
<tr>
<td>More information on disability communities.</td>
<td>255</td>
<td>42.1%</td>
</tr>
</tbody>
</table>

* Wording of items in this category is taken directly from the survey instrument.

** Responses were on a Likert scale of 1 to 5, with "3" being "Neutral/No opinion" and "5" being "This would help me do my job significantly better."

Table 9. Professional knowledge needs as reported by all survey respondents from the United States (N=606), ranked by percent responding "4" or "5" on a Likert scale of 1 to 5, where "5" would help staff members "do my job significantly better."

The first professional development-related question was worded as "What professional knowledge would help you do your job better?" This question was designed to understand the information professionals may be lacking in performing their current jobs to the best of their abilities. Respondents could rate their answer on a Likert scale of 1 to 5, with "1" being "Would not help me at all," "3" being "Neutral/No opinion," and "5" being "This would help me..."
do my job significantly better." Table 9 reports the frequency and percentages of "4" and "5" responses to each item on the survey, for all 606 survey participants from the United States.

Approximately three-quarters of all DS staff responding to the survey reported needing more information on best practices in service provision, legal regulations and case law, technology and assistive technology and faculty development activities. Less than half of the respondents reported needing information to improve cultural competence and understanding of race and disability, administrative skills, or understanding of disability communities.

Campus Change and Job Performance

The second professional development question asked "What campus changes would help you do your job better?" Responses were on a 1 to 5 Likert scale similar to those reported in Table 10, with "5" being "This would help me do my job significantly better." Table 10 shows the frequency and percentages of DS staff in the United States responding with a "4" or "5" to each survey item. All of the changes listed in the survey elicited a "4" or "5" response from at least half of the survey sample.

<table>
<thead>
<tr>
<th>Campus Changes that Would Help DS Staff Do Their Jobs Better*</th>
<th>Frequency of Survey Respondents in U.S. Choosing &quot;4&quot; or &quot;5&quot;**</th>
<th>Percentage of All U.S. Respondents (N=606)</th>
</tr>
</thead>
<tbody>
<tr>
<td>More resources or money for resources available to my office.</td>
<td>457</td>
<td>75.4%</td>
</tr>
<tr>
<td>Increased communication and collaborations with colleagues on my campus.</td>
<td>418</td>
<td>69.0%</td>
</tr>
<tr>
<td>Increased commitment to access from my institution's administration.</td>
<td>392</td>
<td>64.7%</td>
</tr>
<tr>
<td>Reduced bureaucracy at my institution.</td>
<td>322</td>
<td>53.1%</td>
</tr>
</tbody>
</table>

* Wording of items in this category is taken directly from the survey instrument.

** Responses were on a Likert scale of 1 to 5, with "3" being "Neutral/No opinion" and "5" being "This would help me do my job significantly better."

Table 10. Campus changes that would help DS staff improve their job performance, as reported by all survey respondents from the United States (N=606), ranked by percent responding "4" or "5" on a Likert scale of 1 to 5, where "5" would help staff members "do my job significantly better."
Three-quarters of DS staff (75.4%) said “more resources or money for resources” would help them do their jobs better. No survey item was selected by less than half of all survey respondents; at least half said all of these things would help them in their job performance.

**Essential Information Currently Used by DS Staff**

<table>
<thead>
<tr>
<th>Information that is Essential for Job as DS Staff</th>
<th>Frequency of Survey Respondents in U.S. Choosing &quot;4&quot; or &quot;5&quot;**</th>
<th>Percentage of All U.S. Respondents (N=606)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information on best practices in service provision.</td>
<td>531</td>
<td>87.6%</td>
</tr>
<tr>
<td>Information about legal regulations and case law.</td>
<td>521</td>
<td>86.0%</td>
</tr>
<tr>
<td>Information on the educational impacts of various disabling conditions.</td>
<td>498</td>
<td>82.1%</td>
</tr>
<tr>
<td>Technical skills (technology, Sign Language, etc.)</td>
<td>450</td>
<td>74.3%</td>
</tr>
<tr>
<td>Information on developing collaborations on my campus.</td>
<td>413</td>
<td>68.2%</td>
</tr>
<tr>
<td>Information on faculty development activities.</td>
<td>413</td>
<td>68.2%</td>
</tr>
<tr>
<td>Information on administrative skills: budgeting, negotiating, supervision, etc.</td>
<td>304</td>
<td>50.2%</td>
</tr>
<tr>
<td>Information on disability communities/culture.</td>
<td>301</td>
<td>49.7%</td>
</tr>
</tbody>
</table>

* Wording of items in this category is taken directly from the survey instrument.

** Responses were on a Likert scale of 1 to 5, with “3” being “Neutral/No opinion” and “5” being “It is essential that I have this information.”

**Table 11.** Essential information for DS staff, as reported by all survey respondents from the United States (N=606), ranked by percent responding “4” or “5” on a Likert scale of 1 to 5, where “5” meant “it is essential that I have this information.”
The final question for professional development was designed to learn more about the essential information DS staff already know that is important for doing their job well. The question was worded as “How important is the following information in the successful performance of your job?” The wording of the question may have led some respondents to assume the question was about professional development needs, rather than information they already knew and utilized — it is possible to answer the question both ways. The question may still provide some insight into important knowledge for DS staff members. Responses were on a Likert scale of 1 to 5, with “1” being “Unnecessary,” “3” being “Neutral/No opinion,” and “5” being “It is essential that I have this information.” Table 11 shows the frequency and percentages of DS staff who responded with a “4” or a “5” to each survey item.

Over 80 percent of DS staff said that information about best practices in service provision, legal regulations and case law, and the impact of disabilities were the most essential types of information for their jobs. Even on the lowest-ranked items (information about administration and information about disability communities and culture), approximately half of DS staff still said the information was essential to do their job.

**Closing Remarks**

Survey reports typically conclude with a discussion of the findings, conclusions, and recommendations for further research or follow-up activities. This preliminary report, however, is designed simply to give highlights of the full report that will be published by AHEAD in the Fall of 2008. This paper focused on a “snapshot” of DS professionals, where they work, and their needs for professional development. The full report will elaborate on the answers to these questions, framing them within the research and professional literature for higher education and disability-related fields. Thus, discussion of the findings at this time are premature. Indeed, as noted throughout the report, these findings should be examined with caution, reflection, and discussion. No assumptions of causality or final conclusions should be made. If anything, this report shows the complexity of the field, and the diversity of DS professionals and their offices. AHEAD respects this aspect of disability services work by not attempting to over-simplify or over-generalize the findings until deeper statistical analyses and contextual information are available.
In the meantime, questions about the 2008 survey or requests for copies of the 2004 or 2008 survey reports (in print, digital form, or alternative formats), may be directed to AHEAD at the phone number and address listed on the cover of this report. For questions about the survey data, methodology, findings of this preliminary report, or the contents of the final report, please contact Dr. Wendy S. Harbour at wendy_harbour@gse.harvard.edu or 617-718-0777.
ADDITIONAL RESOURCES

Association on Higher Education And Disability (AHEAD)
http://www.ahead.org

The Carnegie Foundation for the Advancement of Teaching
http://www.carnegiefoundation.org/index.asp

The Chronicle of Higher Education
http://chronicle.com/

NASPA – Student Affairs Administrators in Higher Education
http://www.naspa.org/

U.S. Department of Labor, Bureau of Labor Statistics
http://www.bls.gov/oco/

Postsecondary Education Programs Network (PEPNet)
http://www.pepnet.org
ATTACHMENT G
University of the Pacific Services for Students with Disabilities
Privacy and Confidentiality Agreement for
Student and Temp-Casual Employees

Student Employee: ___________________________ Date: __________

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The following privacy agreement meets the guidelines of FERPA, as well as maintains the confidentiality of information associated with the Office of Services for Students with Disabilities.

1. As an employee for the Office of Services for Students with Disabilities, I understand that I have limited access to confidential academic and student information.

2. Any information about any exams acquired while providing test proctoring or courier services, will not be shared with others. To avoid conflicts of interest, I will alert my supervisor if and when I should be asked to perform duties that are associated with a course in which I am currently enrolled and not proctor or provide courier services for any exam for a course in which I am currently enrolled.

3. Any student information I learn during my employment will be considered confidential in nature and will not be shared with any person, except for the appropriate staff in the SSD office. Such information includes the names of any students utilizing SSD services such as cart rides, test proctoring or any other information learned about students. I will keep ALL student information confidential.

4. I understand that per the Academic Honor Code and the terms of my employment that I am only permitted to access data or records that are directly related to my role and I will not improperly input, change, delete or otherwise adjust data or records (my own or those belonging to anyone else). I will notify my supervisor immediately if there is a breach.

   Please note that the terms data and records include but are not limited to the following:
   □ Time sheets
   □ Office Files and Forms (i.e. Sign-in Sheets, attendance logs, etc.)
   □ Use of technology such as computers, TutorTrac Log-in terminals or Kiosks

5. If there are questions about potential violations of the Honor Code or student cheating, I will notify my direct supervisor in the Office of Services for Students with Disabilities at the University of the Pacific. It is understood that my supervisor may need a report—either written or verbal—from me including pertinent details of the incident. I will keep any information related to the matter confidential.

Signed: ___________________________ Date: __________

Printed Name ___________________________
UNIVERSITY OF THE PACIFIC

Policy Manual for Students with Disabilities
University of the Pacific
Educational Resource Center
Stockton, CA 95211
(209) 946-2879 Voice/TTY
(209) 946-2278 Fax
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University of the Pacific does not discriminate in the administration of any of its educational and other programs on the basis of race, color, national origin, ancestry, religion, disability, sexual orientation, gender and age except where age is a bona fide occupational requirement. This notice is given pursuant to the requirements of Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964, Section 504 of The Rehabilitation Act of 1973 and amendments and other laws, orders and regulations governing discrimination. University of the Pacific has designated the Director of Human Resources to coordinate the University's policies prohibiting unlawful discrimination and harassment. Any person with a complaint should contact in writing: Director of Human Resources, University of the Pacific, 3601 Pacific Avenue, Stockton, CA 95211.
Introduction

University of the Pacific is committed to achieving equal educational opportunities for qualified persons with disabilities in a manner consistent with University’s obligations under law. No qualified person with a disability shall be excluded from participating in any University program, nor be denied benefits of any University program, or otherwise be subject to discrimination on the basis of such a disability.

University of the Pacific is committed to providing access for qualified students, faculty, staff, and visitors to University programs. This non-discrimination policy applies to all qualified applicants or students who seek to or do participate in employment, in access to facilities, student programs, activities and services.

For most accessibility issues on campus the Coordinator of Services for Students with Disabilities is the focal point for 504/Academic issues for students as well as for staff and faculty facilitating student access issues. Students, staff, and faculty can contact the Coordinator of Services for Students with Disabilities or the appropriate action office mentioned above. When appropriate, the Coordinator of Services for Students with Disabilities will follow-up to ensure necessary action is complete and advises the user identifying the issues of the status of the action that was taken with regard to their stated concern. In order to protect the disability confidentiality issues for students in the event that direct contact with the University operational unit office is neither desired nor advisable, the Coordinator of Services for Students with Disabilities is the focal point for 504/academic issues.

In the case of students, any potential denial of stated requests for reasonable accommodation should be discussed with the Coordinator of Services for Students with Disabilities.

Individuals who believe there has occurred unresolved violations of the Core University Policy should refer to the grievance procedure contained on pages 46-49 of this Handbook.
The Office of Services for Students with Disabilities is located in the Educational Resource Center, Bannister Hall, Rooms 100 and 101. During the Fall and Spring semesters, the Educational Resource Center is open Monday through Thursday from 8:30 am – 9:00 pm, and Friday from 8:30 am – 5:00 pm. During the Summer semesters, the center is open from 7:30 am – 4:00 pm Monday through Thursday, and Friday from 7:30 am to 1:00 pm.

Coordinator of Services for Students with Disabilities: 209-946-2879
Test Proctoring Services: 209-946-2458
Transportation and Mobility Assistance: 209-946-3221

PLEASE REPORT ANY PHYSICAL OR PROGRAM ACCESSIBILITY PROBLEM TO THE OFFICE SERVICES FOR STUDENTS WITH DISABILITIES
The policies contained in this manual serve as the guidelines under which the Office of Services for Students with Disabilities (SSD) delivers services to students with disabilities on the campus of the University of the Pacific. This policy manual is designed to assist students and for faculty and staff who are working with those students, by providing consistent procedures for providing services to students with disabilities. University of the Pacific reserves the right to change, modify or delete provisions of this Handbook without prior notice and these policies are subject to interpretations and applications by the Provost or designee and/or Vice President for Student Life or designee. As changes or updates occur, however, SSD will make every effort to update this manual and provide alternative formats in a timely manner.

Alternative Formats

A desk copy of this manual can be made available in alternate formats including enlarged print, 3.5” computer disk, and CD-ROM in both Microsoft Word and WordPerfect. The desk copy is available at the Educational Resource Center, Bannister Hall, in Room 100. Students, faculty and staff wishing to read the manual at another location on campus may borrow the manual by leaving a valid student or faculty/staff ID card with the SSD staff. A copy of a specific policy or procedure is available, if requested, in photocopy or in an alternative format.

The Policy Manual is also available on the World Wide Web and will be periodically updated at http://www.pacific.edu/education/ssd

Core University Policy on Students with Disabilities

General Policy: The University does not discriminate against students and applicants on the basis of disability, in the administration of its educational and other programs. The University will reasonably accommodate qualified students (including applicants) with disabilities as defined by applicable law, if the individual is otherwise qualified to meet the fundamental requirements and aspects of the program of the University, without undue hardship to the University. Harassment on the basis of disability issues is prohibited by the University’s policies. This Core Policy will be contained within Tiger Lore, the handbook for University students and is subject to interpretation by the Provost and/or the Vice President for Student Life in a manner consistent with the policies therein.

Specific Policies: If the student is otherwise qualified, in response to a request for accommodation the University will offer to make an accommodation, if the accommodation is reasonable, effective and will not alter a fundamental aspect of the University’s program nor will otherwise impose an undue hardship on the University, and/or there are not equivalent alternatives. If appropriate, the University may choose to consult with such individuals, internal or external to the University, to provide further assistance needed to evaluate the request for accommodation.
For purposes of reasonable accommodation, a disabled student or applicant is a person who: (a) has a physical or mental impairment which limits one or more major life activities (such as walking, seeing, speaking, learning, or working); or (b) has a record with the University by which the University has officially recognized such impairment. To be eligible to continue at the University, the student or applicant must meet the qualifications and requirements expected generally of its students, and must also be able to perform the requirements of the individual major or program in which s/he is enrolled or

A qualified student or applicant is an individual with a disability as defined by this policy and applicable law who meets the academic and technical standards requisite to admission and participation in the educational program or activity. Accommodations are such modifications to the course, program or educational requirements as are necessary and effective for the individual, if reasonable to provide at the University and do not nature fundamental aspects. Accommodations do not include exemption from academic evaluation standards or from the code of student conduct.

Note: In the event that a request for reasonable accommodation is denied, the University may occasionally choose to afford the student some temporary measure or flexibility, which is not based on the asserted disability issue, but which otherwise is considered appropriate, if it does not alter a fundamental element of the program and is not viewed by the University as inequitable toward other students. In such few cases, such temporary measure or flexibility will not be a precedent, nor will be a reasonable accommodation, and the student thereby will not be regarded as an individual with a disability.

General Procedure for Seeking Accommodations: A student or applicant who requires an accommodation aid or assistance (“accommodations”), whether for academic or other uses, and who believes s/he is qualified under the University’s policy, should contact the Office of Service for Students with Disabilities, which serves as coordinator of disability accommodations and services (SSD). Individuals who may apply to become a student are also encouraged to contact this office to request general information. Visitors to the campus who request disabled access information should telephone 946-2879.

Process to Request Accommodation: A student or applicant who seeks an accommodation should first contact the SSD. Request forms will be provided. Students are requested to initiate all such requests with the SSD. Faculty and staff members who receive student-initiated inquiries or requests regarding accommodations should promptly refer those students to the SSD. Accommodation determinations should not be made without consultation and approval of the Coordinator.

Students who seek academic accommodations are expected to contact the SSD well in advance of the commencement of the course(s), and to provide the requested supporting information at least two weeks before classes begin.
Determination of Accommodation Requests and Right to Obtain Further Review: Provided that all requested forms and information are furnished by the student in a timely fashion, the SSD will orally or in writing respond to the request for accommodation and will do so in a manner consistent with the University's policy. If the student agrees with the response, the faculty and staff members who will be involved in providing or facilitating the accommodation will be informed of the accommodation, but the SSD will not provide medical or health-related information, unless such information is appropriate in order to allow them to assist in implementing the accommodation.

Responsibility of Student: Each student bears the responsibility for initiating and then documenting a disability-related request for accommodation in the manner requested in this Policy. The University’s available forms should be used and the student will provide to the SSD the documentation to support the request. Documentation from the appropriate health professional should reflect the nature of and present level of disability, how the disability affects the student’s needs in a collegiate setting, and how the requested accommodation will resolve the needs. The Coordinator has discretion to determine what type of professional documentation is necessary, and this may vary depending on the nature of the disability and/or accommodation.

An Overview of Disability Services

In 2001, the University combined the services of the Learning Disability Support Program and Disabled Student Services in an effort to provide more comprehensive service delivery and to ensure continued compliance with the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973. SSD currently serves approximately 150 students with disabilities. SSD is available as a resource and works to create an accessible and accommodating learning environment at Pacific. SSD subscribes to a formula for success that is based on inclusion and equal opportunity through cooperation.
Mission Statement

The Office of Services for Students with Disabilities in the Educational Resource Center, which reports to the Benefield School of Education, has been designated by the University to ensure students with disabilities equal access to all academic and University programs in a manner provided by the Core University Policy. This goal is met through the evaluation of requests for provision of academic accommodations, support services, self-advocacy skill training, and disability-related educational programming for the University community.

**GOAL 1:**
**SERVICE DELIVERY**

1. To deliver effective academically related services to students, which support their scholarly pursuits.

**GOAL 2:**
**APPROPRIATE ADVOCACY**

2. To advocate in an appropriate manner for the needs and interests of students as provided in the Core University Policy, to orient faculty and staff to the obligations and rights of students and of those who teach and provide services, provide useful explanation to students when requests should not be granted under University policy, as well as to enrich and educate the campus community.

**GOAL 3:**
**ACCESSIBILITY**

3. To promote and foster an accepting, accessible campus environment in all the programs and service the University offers.

**GOAL 4:**
**EMPOWERMENT**

4. To empower students with disabilities to advocate on their own behalf and to enrich students with the skills to be productive citizens.
Documentation

Students with disabilities who will be requesting reasonable accommodations should contact the Coordinator for the Office of Services for Students with Disabilities to begin the process of establishing eligibility for services prior to the start of the semester.

In order to fully evaluate requests for accommodations or auxiliary aids, University of the Pacific (Pacific) will need documentation of the disability consisting of an evaluation by the appropriate professional that identifies the qualified disability in a manner warranted by law and describes the current impact of the disability as it relates to the accommodation(s) requested.

The application (or intake) process includes a review of the documentation, as well as a review of the service in question. The evaluation process may generate a list of potentially reasonable accommodations that will then be reviewed based on potential effectiveness, preferences of the requester and of the academic or administrative office involved, maximum level of integration, and the potential for an undue financial or administrative burden on the institution.

Eligibility:

Disability Services are available to all currently enrolled students who believe they have a documented disability as defined in the Core University Policy. Individuals eligible for services include, but are not limited to the following types of disabilities:

- ADD/ADHD
- Hearing Impairment
  - Partial Hearing Loss or Deafness
- Mobility Impairment
- Psychological/Psychiatric disorders
- Specific Learning Disability
- Speech Impairment
- Visual Impairment
  - Partial Vision Loss or Blindness
Qualified Person with a Disability means:

1. A person who has a physical or mental condition, which limits one or more major life activity or has a record of such a condition with the University. A record of such with a public secondary school or of a condition in the past, without current documentation of an existing disability, ordinarily will not meet the definition. Major life activities means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, and experiencing leisure. A “limitation” exists when one is unable to perform a major life activity that the average person can perform OR is significantly restricted as to the condition, manner or duration under which one can perform a particular major life activity as compared to the average person, who also is:

2. An individual who meets the academic or technical standards for admission or participation in the education program or activity, with or without the delivery of reasonable accommodations.

The guidelines below were developed to assist a student in working with his/her treating professional(s) to prepare the information needed to evaluate the student’s request. If, after reading these guidelines, the student has any questions, please contact the Coordinator for the Office of Services for Students with Disabilities.

- Documentation of the disability is required for all non-visible disabilities and for many visible disabilities (i.e., medical or psycho-educational testing results, specific recommendations for academic accommodations). The level of accommodation provided will be based on the accuracy, breadth, and recency of the documentation, what is effective in the University’s judgment and the University may offer accommodations that are different from those requested to the extent they would be effective.
General Guidelines for Documentation

In determining eligibility for accommodations under Section 504 of the Rehabilitation Act of 1973 and the American’s With Disabilities Act (ADA) the student must demonstrate that a qualified professional has currently or in the recent past established a formal diagnosis of a disability, one which is currently applicable. However, the diagnosis alone is not enough to establish eligibility for accommodations under the ADA. There must also be evidence of a “limitation” in a major life activity, such as walking, seeing, hearing, breathing, etc. These guidelines are provided to help the evaluating professional document his/her findings in a manner that meets requirements of the ADA and supports the request for accommodations.

It is the responsibility of the student to obtain his/her documentation and to present a copy to the Coordinator for the Office of Services for Students with Disabilities. Any correspondence regarding adequacy of the documentation will be sent to the student. It is the student’s responsibility to obtain additional information or testing when requested. The final determination of appropriate accommodations rests with the Coordinator for the Office of Services for Students with Disabilities based on a review of the provided documentation as outlined below. A prior history of accommodations, without demonstration of current need, does not in and of itself warrant the provision of a like accommodation. If no prior accommodation has been provided, the evaluator must include an explanation about why no accommodations were used in the past, and why accommodations are needed now. All information obtained in diagnostic and medical reports will be maintained and used in accordance with applicable confidentiality requirements. It should be noted that delivery of services in public K-12 schools is based on standards different from private higher education institutions, particularly in that unlike private colleges and universities, such K-12 schools have a separate duty to provide an individualized educational program for disabled students.

GENERAL INFORMATION

As appropriate to the disability, the documentation should include the following six elements:

1. A diagnostic statement that is not more than three-years old identifying the disability, date of the most current diagnostic evaluation, and the date of the original diagnosis. The diagnostic systems used by the Department of Education, The State Department of Rehabilitative Services or other State agencies and/or the current edition of either the Diagnostic and Statistical Manual of The American Psychiatric Association (DSM-IV) or the International Statistical Classification of Diseases and Related Health Problems of the World Health Organization (ICD) are the recommended diagnostic taxonomies.

Initial qualifying documentation at the University level should generally be within the past year and thereafter, documentation should be no more than three years old. Documentation older than three years may be partially useful in certain situations if in the University’s judgment it is still relevant to the individual’s situation and otherwise meets the guidelines outlined herein. Examples of such situations include transfer students who have been continuously enrolled in college and have a history
of receiving services and accommodations in a similar setting, and non-traditional aged University students whose documentation accurately describes their current ability to function academically.

A new assessment may be necessary to determine the current need for accommodations if the existing documentation is outdated, inadequate in scope or content, or if the student’s observed performance indicates that significant changes may have occurred since the previous assessment was conducted.

2. A description of the diagnostic tests, methods, and/or criteria used. This description should include the specific results of the diagnostic procedures, diagnostic tests utilized, and when administered. When available, both summary and specific test scores should be reported as standard scores and the norming population identified. When standard scores are not available, the mean, standard deviation, and the standard error of measurement are requested as appropriate to the construction of the test.

3. A description of the current substantial functional impact of the disability on a major life activity. This section should include specific test results and the examiner’s narrative interpretation. The current substantial functional impact on physical, perceptual, cognitive, and behavioral abilities should be described either explicitly or through the provision of specific results from the diagnostic procedures. Recency will be evaluated based on the typical progression of the disability, its interaction with development across the life span, the presence or absence of significant events (since the date of the evaluation) that would impact functioning, and the applicability of the information to the current context of the request for accommodations.

4. Treatments, medications, and/or assistive devices/services currently prescribed or in use. Include a description of treatments, medication, assistive devices, accommodations and/or assistive services in current use and their estimated effectiveness in reducing the impact of the disability. Significant side affects that may impact physical, perceptual, behavioral or cognitive performance should also be noted.

5. A description of the expected progression or stability of the impact of the disability over time, particularly the next five years. This description should provide an estimate of the change in the functional limitations of the disability over time and/or recommendations concerning the predictable needs for reevaluation.

6. The credentials of the diagnosing professionals if not clear from the letterhead or other forms. Information describing the certification, licensure, and/or the professional training of individuals conducting the evaluation should be provided.

Based on the context of the diagnostic evaluation adhering to the six elements, the certified professional should identify necessary accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services. Recommendations from professionals with a history of working with the individual provide valuable information for the review process. Those recommendations, which are congruent with the programs and services offered by Pacific, will be given deference. When recommendations go beyond services and benefits that can be provided by the University they may be used to suggest potential referrals to local area services providers outside of the University. When accommodations or aids are ones available from governmental entities, students should seek those services.
Documentation for ADD/ADHD

It is the policy of University of the Pacific to provide appropriate accommodations to students who have a documented disability of Attention Deficit Disorder, or Attention Deficit with Hyperactivity Disorder (ADD/ADHD). To establish eligibility for services, students must present documentation that meets the following criteria:

1. Students must present appropriate documentation.

2. The most recent or reconfirmed diagnoses for ADD/ADHD for traditional age freshmen generally should have occurred no more than one (1) year prior to the date of request for services; otherwise within 3 years.

3. A diagnosis of ADD/ADHD can only be made by a professional with expertise (training and experience) in the diagnosis of ADD/ADHD in adolescents and/or adults. These typically include one of the following:

   a. Licensed Psychologist
   b. Licensed Medical Doctor (MD) or Doctor of Osteopathy (DO)
   c. Certified School Psychologist (K-12)
   d. Certified Learning Disability Specialist (Community College)

4. The documentation must include the following:

   a. Notation of the professional’s license.
   b. Detailed developmental history.
   c. Clear and complete DSM diagnosis:

   This must include a statement of Type (i.e., Hyperactive/Impulsive, Inattentive, or Combined). A statement regarding the severity of the symptoms is also extremely helpful (i.e., Mild, Moderate, Severe).

   d. Date of the diagnosis or most recent evaluation.
   e. Test results (including all standardized test and subtest scores) of the procedures and instruments used to make the diagnosis. Some standardized measures should be included (e.g.):

1) TOVA
2) Connor’s
3) WAIS-R or WAIS-III
4) Woodcock-Johnson Psycho-Educational Battery-Revised (WJ-R)—Cognitive Battery
5) Stanford-Binet Intelligence Test- (current edition)
6) Minnesota Multiphasic Personality Inventory (MMPI-2)
5. Summary of test results, including both behavioral observations and all standardized test scores.

6. Summary of past and present symptoms.

7. If appropriate, medical information related to current or recent use of MD/DO prescribed medication(s) to treat ADD/ADHD, side effects, and opinions of the impact of the medication(s).

8. Any recommendations for accommodations and coping strategies.

9. Description of accommodations and coping measures granted by the student’s former educational institution(s) and employed by the student in the past three (3) years.

10. An MD or DO should be seen to confirm the ADD/ADHD diagnosis and prescribe appropriate medication.
Documentation for a Specific Learning Disability

The following guidelines are provided in the interest of ensuring that documentation is appropriate to verify eligibility and to support requests for accommodations, academic adjustments, and/or auxiliary aids.

1. Students must present appropriate documentation.

2. In most cases, assessment or diagnosis (i.e., testing) must have occurred not more than three years prior to the date of request for services.

3. A professional who has expertise (training and experience) must make the assessment of learning disabilities in adolescents or adults. These typically include but are not limited to one of the following professionals licensed or credentialed in the state where they practice:
   a. Licensed Psychologist or licensed Educational Psychologist
   b. Licensed Medical Doctor (MD) or Doctor of Osteopathy (DO)
   c. Credentialed School Psychologist (K-12)
   d. Credentialed Learning Disability Specialist (Community College)

4. The Documentation must include the following:
   a. Notation of professional license or statement of experience in this specialty area.
   b. Date(s) of assessment.
   c. Summary of intake/background information.
      NOTE: This MUST include consideration of alternative explanations for test results; these include but are not limited to psychological issues (e.g., math/test anxiety, depression, Attention Deficit/Hyperactivity Disorder), medical problem/history, impact of cultural/language differences, or visual/auditory impairment.
   d. Summary of procedures and instruments used to make the diagnosis.
   e. Summary of assessment, including both behavioral observations and all standardized test scores and all subtest scores (see #5 below).
   f. Clear and complete DSM-IV Diagnosis with the specific type of learning disorder desirable.
   g. Any recommendations for academic adjustments and accommodations to minimize the impact on the student’s academic performance.
   h. Description of accommodations and coping measures granted by the student’s former educational institution(s) and used by the student in the past three-five (3-5) years.

5. Testing Instruments
   a. Aptitude/Cognitive Functioning:
      (ONE OF THE FOLLOWING)
b. Academic Achievement:
   • Woodcock-Johnson Psycho-educational Battery-Revised (WJ-R)—Achievement Battery
     Required subtests: Letter-Word Identification, Passage Comprehension, Calculation, Applied problems, Dictation, Writing Samples
     Desirable subtest: Word Attack
   • Wechsler Individual Achievement Test (WIAT) or Later Version

c. Personality Assessment (Helpful in identifying psychologically related disorders):
   • Measuring instruments determined by psychologists.
     Example: Minnesota Multiphasic Personality Inventory (MMPI-2)
Documentation for Deafness/Hearing Impairment

Documentation should be provided by appropriate professionals qualified to provide the diagnosis and treatment of hearing disorders and may include physicians such as otorhinolaryngologists and otologists. Audiologists may also provide current audiograms and related information. The diagnostician should be an impartial individual who is not a family member of the student.

Diagnostic Statement:

A clear statement of deafness or hearing loss, with a current audiogram that reflects the current impact the deafness or hearing loss has on the student’s functioning, (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations).

Diagnostic Criteria Used:

A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate.

Limitation Statement:

A statement of the functional impacts or limitations of the hearing loss on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Progression/Prognosis:

Medical information relating to the student’s needs the status of his/her hearing (static or changing) and its impact on the demands of the academic program.

Recommendations:

Include a statement that outlines the student’s current use of hearing aids, assistive listening devices, accommodations or auxiliary aids. Recommendations from professionals with a history of working with the individual provide valuable information for the review process. The recommendations will be included in the evaluation of requests for accommodation and/or auxiliary aids. Those recommendations, which are congruent with the programs and services offered by Pacific, will be given deference. When recommendations go beyond services and benefits that can be provided by the University they may be used to suggest potential referrals to local area services providers outside of the University and/or direct contact with governmental entities.
Documentation for Blindness/Visual Impairment

Documentation should be provided by appropriate professionals qualified to provide the diagnosis and treatment of visual impairments and may include physicians such as optometrists. The diagnostician should be an impartial individual who is not a family member of the student.

Diagnostic Statement:

A clear statement of vision-related disability with supporting numerical description that reflects the current impact the blindness or vision loss has on the student’s functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student’s request for accommodations).

Diagnostic Criteria Used:

A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of evaluation results, including standardized scores.

Limitation Statement:

A statement that includes current or present symptoms that meet the criteria for diagnosis as well as narrative information about the student’s abilities and the use of corrective lenses or ongoing visual therapy, if appropriate.

Progression/Prognosis:

Medical information relating to the student’s needs, the status of the individual’s vision (static or changing) and its impact on the demands of the academic program.

Recommendations:

Include a statement that outlines the student’s current use of corrective lenses, assistive technology, accommodations or auxiliary aids. Recommendations from professionals with a history of working with the individual provide valuable information for the review process. The recommendations will be included in the evaluation of requests for accommodation and/or auxiliary aids. Those recommendations, which are congruent with the programs and services offered by Pacific, will be given deference. When recommendations go beyond services and benefits that can be provided by the University they may be used to suggest potential referrals to local area services providers outside of the University.
Information regarding Other Disabilities

There are a large number of students on campus who are registered with Services for Students with Disabilities and have illnesses or medical conditions that do not fit into any of the major disability groups outlined in this handbook. These students, however, in certain circumstances may have qualifying disabilities covered by Section 504/ADA. Their illnesses or conditions can affect their energy level, memory, mobility, speech, vision, and/or muscular control. In some cases, the degree may even vary from one day to the next because of the nature of the medical condition, medication received, or therapy. Illnesses may not follow a set course and are often progressive, which can cause emotional issues for the student. It should be noted, however, there is no general set of accommodations and that accommodations that are greater than, less than or different from what will be effective and reasonable for the particular situation and should not be expected.

A partial list of these, often times hidden, disabilities include:

AIDS
Arthritis
Cancer
Cerebral Palsy
Chronic Pain
Diabetes
Epilepsy
Heart or Vascular Disease
Hemophilia
Lupus
Multiple Sclerosis
Muscular Dystrophy
Renal/Kidney Disease
Respiratory Disorders
Sickle-Cell Anemia
Stroke
Tourette’s Syndrome

Because of medical involvement in many of these conditions, some students may be absent from class frequently, and may need similar accommodations to those discussed elsewhere in this manual. Others may need no accommodations. Common side effects of medications may include fatigue, memory loss, shortened attention span, loss of concentration, and drowsiness. Often times, the degree of impairment varies from time to time for a variety of factors. Each student’s needs and the appropriate documentation required will be considered on an individual basis.

It should be noted that exemption from the rules and standards of behavior and conduct of students of the University is not a reasonable accommodation and should not be expected. Students who, because of a qualifying disability, believe that they will not be able to meet those rules and standards are not then “qualified” students as defined in the Core University Policy.
Reasonable Accommodations

In order to qualify for services and accommodations, the student must identify him/herself to the Office of Services for Students with Disabilities by providing recent and specific evidence that documents a formal physical, psychological or learning disability from a qualified professional. All documentation must include information regarding assessments used, their outcomes as well as specific recommendations for services and accommodations that are directly related to the diagnosis. Student records are kept confidential except to the extent review and implementation of accommodations warrant.

Pacific expects that a student with a disability will give sufficient notice of his/her need for assistance (well before the start of the semester) although the University will consider the merits of each request at the time it is received. Upon receiving a request for assistance as well as appropriate documentation, the Coordinator of the Office of Services for Disabilities considers the student’s need for assistance as it relates to the documented disability. Determination of accommodations will be in collaboration with the student, in consultation with faculty when necessary, based on recommendations of the documentation.

The following list is an example of the types of reasonable accommodations and services that University may provide, on a case-by-case basis, to assure equal access and it should not be expected that any particular accommodation will be provided in each or any situation:

- Academic adjustments and curricular modifications
- Assistive Technology
- Consultation with faculty and staff
- Registration assistance and classroom rescheduling
- Readers, scribes, note-taking and library assistance
- Test proctoring services
- Transportation and mobility assistance
Types of Accommodations

University faculty and staff should be aware that information about an individual’s disability is confidential and cannot be shared for any reason without a specific written release signed by the student. It is not appropriate to discuss disability issues in the presence of other students or faculty. Please arrange to meet with the student during office hours or a scheduled appointment to allow for a private discussion.

The following types of accommodations are permissible in an academic setting, where determined by the University:

- enlarged or audio taped course materials, handouts, syllabi and exams
- audio taping of a lecture
- sign language interpreters for a lecture
- student note takers for a lecture
- extended time for tests
- relocation of a class to a more accessible site
- adaptive computer technology for tests
- modified testing formats or alternative means of evaluation
- readers or scribes
- lab assistance

Please note: Personal attendants and devices of a personal nature are not provided.
Test Proctoring Services

The primary alternative testing accommodations are extended time and/or non-distracting environment. To assist faculty in providing these accommodations, the Office of Services for Students with Disabilities offers test-proctoring services. Requests for extended time and/or a non-distracting environment are generally requested for many disabilities. Should the student’s documentation support the need for an oral exam, reader, or alternative format, the instructor will be notified on the accommodations request form at the beginning of the semester. SSD is available to assist with these more specialized accommodations. Please note that extended time is not synonymous with unlimited time. The accommodations request form that the instructor receives at the beginning of the semester will refer to the amount of the extended time that the student is permitted to have for exams. At the instructor’s discretion, this time limit may be increased.

In special instances, when the instructor can demonstrate that the alternative testing format considerably changes the nature of the course, he/she has the right to propose an alternative accommodation (the professor is welcome to collaborate with SSD for ideas about alternative reasonable accommodation). The instructor should provide a well documented, data based reason for this adjustment.

The following information will be helpful in assuring that the information we receive from faculty is both clear and accurate in order to provide the testing accommodations in the manner that the instructor has determined is in keeping with both their academic standards and that allows the student equal access to courses at Pacific.

- Test Proctoring Services are available: Monday through Friday from 8:30 AM to 5 PM. Whenever possible, student exams being proctored by SSD should be scheduled at the same time that the test is given in class.
- For exams that will be proctored in the Educational Resource Center (ERC), the student must provide the instructor with a test proctoring form that has the student section completed and is signed at least 48-hours before the exam is to be administered.
- The instructor should then carefully complete the professor’s section of the form. The form is a communication tool with the ERC about how the instructor would like the exam administered. We only provide those accommodations that are noted by you on the form. If necessary, please refer back to the Accommodations Request Form you received from SSD to verify the types of testing accommodations the student will need.
- Because our services are limited to students with disabilities, if an instructor has not received an Accommodations Request Form on behalf of the student, who is requesting test accommodations - we cannot proctor his/her exam. Please refer the student to the Coordinator of SSD in Bannister Hall, Room 101.
- Please indicate what aids or tools, if any, will be permitted to assist the student in completing the exam (i.e., calculator, note cards, etc.).
- If the ERC must convert the exam into an alternative format (i.e. audio-tape, large-print, etc.), please make a copy of the exam available 72-hours before the exam is to be administered;
• Exam delivery can be made by the instructor in-person as well as via fax or e-mail. **Note:**
  SSD will pick up tests directly from the professor’s office and return completed exams back
to the professor, please call x62458 to make these arrangements.

Students may discuss their needs with their professors once an Accommodations Request Form
has been received and/or when they are making arrangements for test proctoring. At those times,
students may request additional support, but that does not mean their request is **reasonable**.
Instructors with concerns regarding the validity of any accommodation requested by a student
with a disability or questions about test proctoring should contact SSD immediately. Our
objective is to provide faculty and students with a secure exam environment, while maintaining
the same academic standards and testing parameters that an instructor establishes in the
classroom (**please see the section entitled Academic Dishonesty on page 42**). At no time is the
University required to compromise academic standards.
Assistive Technology

When the validated documentation regarding a student with a disability specifies the need for assistive technology (i.e. spell checkers, calculators, word processing or any other technical tool), the student should be permitted to use the technology in order to provide equal opportunity for participation in the academic environment; however, these devices may warrant scrutiny by SSD to assure that unequal academic competition does not result.

The Office of Services for Students with Disabilities maintains information regarding the availability of assistive technology and the location of that technology on the Stockton campus. Please contact SSD for additional information or referrals when necessary.
Audio-Taped Lectures

When the documentation regarding a student with a disability establishes a reasonable accommodation in the form of assistance with note taking, the student may or may not be permitted to tape lectures. Due to the use of personal computers, there is often reduced need to compensate for limitations on manual note taking with taping. If requested by the professor, the student may be required to sign a taping agreement outlining the appropriate use of the tape during the semester, as well as the ultimate destruction of the tape at the conclusion of the semester.

If the class is primarily a discussion class, students in the class may request that an agreement be signed to protect their confidentiality. Those portions of a course that include direct discussions of an individual and his/her personal information (i.e. clinical settings) may not be tape-recorded.
Note-taking Assistance

1. Students requesting the services of a note taker are required to be registered with Services for Students with Disabilities.

2. Students must meet with the SSD Coordinator each semester the service is needed.

3. The student is responsible for notifying the professor regarding the need for a note taking assistance by presenting the Accommodations Request Form to the professor during office hours at the beginning of the semester.

4. It is the student’s responsibility to confirm that a peer in class who is willing to share his/her notes has been found. If the professor has not made an announcement in class during the first week of classes, please contact SSD immediately. SSD will assume that the student has access to notes, if the student has not indicated otherwise.

5. It is the student’s responsibility to speak with SSD immediately if there is a problem with the notes. If the student is missing class notes, it is the student’s responsibility to alert SSD of the specific dates that notes were missing.

6. SSD will make carbonless note taker paper/notebooks available. Also, SSD will make its photocopier available to copy notes. Any other arrangements for the exchange of notes are between the student and the peer, who has agreed to share his/her notes.

7. It is mandatory that students making use of note taking assistance attend all class sessions. Receiving copies of notes is not a substitution for the student’s attendance.

8. A student, who is unable to attend a class because of a disability-related illness, emergency, or for an extended time, must notify the professor. If the professor is not notified of the absence, note taking assistance may be interrupted or suspended.

9. Note taking assistance may be discontinued if any of the above policies or any combination of the above policies is violated or abused.

10. Copies of notes should be submitted to the SSD office within 48 hours for a Monday, Tuesday, or Wednesday class, and within 96 hours for a Thursday or Friday class (unless the student has made alternate arrangements).
Readers/Scribes/Tutors/Library Assistance

Readers

If specified in the documentation of a student with a disability, readers will be provided for test taking only. Otherwise, a reader is considered a personal service and the University is not required to provide one. 72-hours' notice is required for proctored tests that require the use of a reader.

The reader will not offer clarification or interpretation of test questions, but instead will read test questions verbatim as they appear on the exam. If clarification of a test item is a problem for the student while having a test proctored in the ERC, the test proctor will attempt:

- To call the professor and allow the student to ask the professor the question directly.
- To leave a message if the professor is unavailable, including the ERC telephone number, asking the professor to call back before the conclusion of the exam.
- To instruct the student to write a brief explanation of how he/she understood the question, if the professor is not available so that the instructor will have better insight regarding the student's response.

When a reader is being used for an exam, both additional time and an area where the reader will not disturb other test-takers should be provided. At the conclusion of the exam, the reader will indicate on the exam, “Read by: (insert reader’s full name).”

Scribes/Typists

The student requesting the scribe service must have a documented temporary or permanent physical disability that warrants the use of the service(s).

Students whose disabilities limit their ability to manually write will be offered two options for test taking situations:

1. To record their responses using a tape recorder
2. To have a scribe write down the answers exactly as dictated by the student taking the test

The instructor will make the final decision regarding which option the student will be permitted to use during a test. If a scribe is used, at the conclusion of the exam, he/she will indicate, “Scribed by: (insert scribe’s full name).” 72-hours notice is required for those proctored exams that will require the use of a scribe.

Although disability law considers typing of papers a personal service, when the University’s voice input software is unavailable or the inaccuracy of the software program requires the
assistance of the typist to make corrections, providing a scribe or a typist is a reasonable substitute.

Regarding typing assistance for papers, it is the responsibility of the student to provide SSD with ample notice:

- Three –five (3-5) business days are required for papers one-five (1-5) pages in length
- Seven (7) business days are required for papers that are more than five (5) pages in length
- Especially lengthy requests, fifteen (15) or more pages, should be submitted no less than ten-fourteen (10-14) business days in advance
- Proofreading and editing services are not provided. If the student will need the assistance of a writing tutor or would like to review a draft, he/she should consider having the paper submitted to SSD even earlier than outlined above
- If the student is unable to manually write out a draft of the manuscript, SSD will accept an audiotape of the assignment. The student will be expected to spell out and describe any discipline specific vocabulary or jargon, symbols or other unusual writing mechanics

Tutor Services

Although tutor services are considered a personal service and not mandated by law, the University believes that this is a valuable resource that facilitates student success.

Free tutoring is available to all University of the Pacific students in most courses, as tutors are available, and as resources permit through the Tutorial Center in the Educational Resources Center. Peer tutors are provided based upon availability of qualified students. When a request is made in a subject that does not currently have a tutor available, the Educational Resource Center will make an effort to recruit and hire a qualified student. The ERC or the University cannot be held responsible if, after an adequate search, a qualified tutor is still not available.

Library Assistance

If persons with disabilities need extensive assistance utilizing the library and its resources, a student employee from SSD can provide this service and should be requested 24-48 hours in advance when possible.
Personal Care Services/Attendants

The University does not provide or subsidize:

- Ambulatory devices (i.e. wheelchairs, walkers, etc.)
- Individually prescribed devices (i.e. prescriptive or ergonomic chairs, orthopedic back supports, etc.)
- Readers for personal use or study
- Personal care services such as assistance with bathing, dressing, laundry, using the restroom, administering medication, assisting with medical equipment or devices, etc.

Personal needs that require an attendant are the responsibility of the student. The Office of Services for Students with Disabilities will provide referral information to community agencies upon request.

A student with disability who will be utilizing the assistance of a personal care attendant must complete a Guidelines for Personal Care Attendants Form. Both the student and the PCA will need to sign this form at the beginning of each semester that student is enrolled in courses.
Alternative Formatting of textbooks and academic materials

The University does not have an institutional membership with Recordings of the Blind and Dyslexic (RFBD) for books on tape or Bookshare for books in an electronic format; however, it does have the application forms available for those students who qualify to register for those services. To become a member of RFBD or Bookshare, the student is required to pay a membership fee. SSD can assist the student in completing the RFBD or Bookshare application forms.

To receive books-on-tape or in an electronic format, the student must provide SSD with the book’s title, edition number, ISBN number and the publisher’s name six to eight (6-8) weeks prior to the start of the semester. (The student should contact the instructor, the academic department that supports the course or the University bookstore for this information.) SSD will contact RFBD and/or Bookshare and place the book order on behalf of the student (the student can elect to place their own order). Please keep in mind that it can take two-three weeks for shipping the books-on-tape or e-text to a student’s address after an order has been placed.

If a book is not already on file with RFBD, the organization can record the text(s). While this can take several weeks, arrangements can be made for “keep-up-with-the-class” installment of tapes.

If a book is not already on file with Bookshare, the organization can convert the text to an electronic format. Again, this process can take several weeks, so please make your requests in advance.

In the event that the textbooks are not available through Recording for the Blind and Dyslexic or Bookshare, SSD will work with qualifying students to arrange for alternative formatting of their required reading assignments. In that instance, the students will need to provide copies of their course syllabi during the first week of class and prioritize each reading assignment.

SSD will not arrange for alternative formatting of any books or materials that are already available through RFBD, Bookshare and/or other agencies.
Service Animals

The definition of service animal in the Americans with Disabilities Act (ADA) is “any animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals who are hearing impaired to intruders or pulling a wheelchair, or fetching dropped items.” If an animal meets this definition it is considered a service animal regardless of whether or not it has been certified by a training program.

Service animals must be permitted to accompany a person with a disability in nearly all locations on campus. If there is any question whether an animal is a service animal, a decision will be made in consultation with SSD.

A therapy animal is one that is used as a tool, has reliable, predictable behavior, and is selected to visit people with disabilities or people who are experiencing frailties of aging. A therapy animal may be an integral part of therapy treatment. The therapy animal does not accompany a person with a disability all of the time. Thus, laws protecting service animals do not cover therapy animals.

Requirements of service animals and their partners/Handlers

• Dogs must be licensed in accordance with county regulations and wear a vaccination tag.
• Other types of animals must have vaccinations appropriate for that type of animal.
• Animals must be in good health. Animals to be housed in University housing must have an annual certification establishing that it is good health from a licensed veterinarian.
• Animals must be on a leash at all times.
• The handler/partner must be in full control of the animal at all times.

Disruptive and aggressive animals may be asked to leave University facilities. If the improper behavior happens repeatedly, the student may be told not to bring the animal into any facility until the student takes significant steps to mitigate the behavior. This mitigation may include muzzling a barking dog, or refresher training for the animal and handler.
Classroom Furniture

1. Students requesting accommodation through the use of accessible classroom furniture must be registered with Services for Students with Disabilities and provide documentation from their treating physician verifying they are unable to use existing furniture.

2. Documentation must specify both the medical condition or disability requiring furniture, and the way in which the furniture accommodates their need(s). Eligibility for this service is determined on a case-by-case basis.

3. SSD will arrange to obtain the furniture and move it to the appropriate location, if necessary, in a timely manner.

4. SSD will inform faculty regarding the placement of the specific furniture in the classroom and priority use by the student with the disability during class/lab hours.

5. Due to University purchasing procedures, furniture is ordered through specific vendors; this may cause a delay in the receipt of the item. When placing orders, SSD will work diligently with the purchasing office to help ensure prompt delivery.

6. Students must bring their own cushions or orthopedic supports as needed to use in a chair (the University is not responsible for items lost or stolen because they are left unattended in the classroom).

7. Accessible furniture provided by SSD is not prescriptive in nature and should be considered only as a means to improve classroom access.
Priority Registration

Services for Students with Disabilities shall determine whether a student shall be granted priority registration. All students registering with SSD will be considered for priority registration based on disability-related criteria.

1. Pick up registration materials from the University Registrar’s Office during the designated registration period as indicated in the current semester’s schedule of classes.

2. The student should meet with his/her adviser (who will have the student’s appointment date and time card) and select classes checking carefully to see that the student meets all required prerequisites.

3. The student’s advisor may or may not know that the student is eligible for priority registration. During this process, SSD will keep the information regarding the student’s disability confidential, and likewise ask that the student to do the same regarding these priority registration arrangements. **The student’s card will only reflect the earlier appointment time that has been arranged for him/her.**

If the student has selected any classes with a “p” following the course number, he/she will need the instructor’s initials indicating permission.

**NOTE:** The student will need his/her adviser’s approval and signature on the schedule. Courses that do not have the adviser’s approval will not be processed. Students who register for a course and do not meet the prerequisites or placement tests will be dropped from the course.

4. For courses with arranged units, decide with the instructor upon the proper placement of units and mark the student’s registration correctly.

5. On the student’s designated appointment time and day the student may early register by going on the Banner Web or by going into the University Registrar’s Office. Once the appointment time has passed, the student may at anytime go on the Web or go into the University Registrar’s Office to early register.

6. When the student returns in the following semester, his/her registration will be confirmed by payment of tuition or arrangements with the Student Accounts Office and at that time the student should **complete or update an address form.** Students must check in at their school. If for some reason the student is unable to return to the University, please contact both the both the Center for Advising, Orientation and Retention notify them of the student’s withdrawal and the Office of Services for Students with Disabilities to indicate the student’s will not require accommodations for the upcoming semester.
Field Trips, Retreats, and Off-Campus Activities

The following is a list of items that faculty, staff, and student leaders should consider when preparing a field trip, retreat or other off-campus activities. The University is required to make reasonable accommodations and avoid discrimination of qualified persons with disabilities. The anti-discrimination requirements extend to school-sponsored activities that take place outside the University campus. It is important, therefore, to consider the following issues to ensure that all qualified persons, including those with disabilities are able to participate.

- Give adequate notice about and descriptions of the event to all participants
- Consider the “essential nature” of the event, and whether persons with disabilities have equal opportunity to participate in the planned off-campus activity
- Notify the participants well ahead of the planned event that the faculty, staff or student organization sponsoring the activity is available to speak privately with any person who may need an accommodation for his/her disability
- Be certain that the off-campus facility and site are accessible
- Provide equivalent transportation and access for persons with disabilities and for their attendants
- Develop an alternative assignment that can be completed in lieu of participating in this activity should a student with a disability be unable to attend due to inaccessibility or other disability-related concerns
  - In the event that a student with a disability is unable to attend the event, provide him/her with specimens, detailed photographs or other appropriate or suitable data reflective of the experience
- Include a statement in any written materials related to the activity advising an individual with a disability seeking accommodations to discuss his/her needs with a specified contact person
- The individual with a disability cannot be charged more than other individuals participating in the event to offset the cost of the accommodation. The sponsor of the activity, not the University or the SSD office, is responsible for the cost of making the program or activity accessible.
- Consult with the Office of Services for Students with Disabilities as needed.
Transportation Assistance

The Office of Services for Students with Disabilities offers courtesy cart rides for individuals with physical or mobility disabilities.

This service is provided Monday through Fridays between 8:30 AM and 5:00 PM during the Fall and Spring semesters only. Based upon the availability of authorized personnel, evening and weekend transportation may be arranged in extenuating circumstances and are considered on a case-by-case basis. In the event this service cannot be made available after office hours, please contact the Office of Public Safety for assistance by calling 946-2537.

For individuals with disabilities that will need recurring services, a completed application and schedule form showing the need for transportation services are required. Please contact the Office of Services for Students with Disabilities in advance should the schedule change by calling 946-3221.

Please be aware that drivers have only a limited time that they can wait at designated pick-up locations because they are assisting other users of the service. Individuals who are "no-shows" on 3 or more occasions without calling in advance will not be permitted to utilize the transportation services for the remainder of the semester, and will have to make their own alternative transportation arrangements.
Student Rights and Responsibilities

Student Rights

- To not be denied access due to a disability in compliance with the Core University policy
- To receive reasonable accommodations that provide equal opportunity in compliance with the Core University policy
- To receive assistance from the Office of Services for Students with Disabilities
- To not be discriminated against due to a disability or receive any retaliatory discrimination
- To confidentiality

Student Responsibilities

- To identify him/herself to the Office of Services for Students with Disabilities
- To provide appropriate documentation of disability
- To ensure that faculty receive an Accommodations Request Letter at the beginning of the semester (preferably within the first two weeks of the Fall and Spring semesters; within the first two class meetings during the summer semesters)
- To provide both the instructor and the Office of Services for Students with Disabilities 48 hour notice when they will be utilizing test proctoring services in the Educational Resource Center
- To provide for his/her own personal care needs
- To assume personal responsibility for meeting with faculty, requesting tutorial assistance, and adhering to all other University policies and standards
Faculty Rights

- To expect all students to adhere to the University code of conduct and the policies that the instructor has established for his/her course
- To be provided with a copy of the Accommodations Request Form at the beginning of the semester (preferably within the first two weeks of class during the Fall and Spring semesters; within the first two class meetings during the summer semesters)
- To receive test proctoring request at least 48-hours in advance
- To negotiate for alternative accommodations when those requested would jeopardize academic standards of the course

Faculty Roles

- To assist in carrying out the University’s responsibility of accommodating students
- To provide accommodations when the Accommodations Request Form has been approved
- To maintain confidentiality by meeting with the student in private to discuss accommodations
- To contact SSD if there are questions or concerns about accommodations requested
- To include a statement on syllabi:

If you are a person with a disability that requires accommodation, please see the Coordinator of the Office of Services for Students with Disabilities in Bannister Hall, Room 101 for more information on how to obtain an Accommodations Request Form. Then please schedule a meeting with me during office hours or some other mutually convenient time to arrange the accommodation(s).
Responsibilities of the Office of Services for Students with Disabilities

Summary of Responsibilities

- To prohibit discrimination against qualified individuals with disabilities
- To reduce or eliminate physical, academic and attitudinal barriers
- To provide reasonable accommodations
- To assist the student in self-advocacy
- To assist the student in problem solving by guiding the student to resources both on- and off-campus
- To serve as a liaison with faculty, staff and other University departments when a disability-related concern arises
- To maintain confidentiality and share information on a need-to-know basis

Confidentiality of Student Records

Is a teaching faculty member entitled to information about the nature of a disability of a student enrolled in such faculty member’s class when the student has disclosed his disability to the University pursuant to a request for reasonable accommodation?

Does providing such information to teaching faculty violate either the student’s right under the Americans with Disabilities Act (ADA) to not have to disclose his/her disability or a student’s right to confidentiality under the Family Educational Rights and Privacy Act (FERPA) with respect to his/her identifiable student records?

The answers lay both in University of the Pacific (Pacific) policy and procedures as well as in governmental procedural regulations and case law pertaining to the ADA and FERPA. The answers are also applicable to how Pacific maintains its confidential student records and handles such matters regarding disclosure of information about its students with disabilities at each of its campuses; and the answers impact the decision-making authority of Pacific’s officials responsible for academic matters.

Pacific has a duty under both Section 504 of the Rehabilitation Act and Title III of the Americans with Disabilities Act to reasonably accommodate qualified persons with disabilities who can benefit from its educational programs and services, and to not discriminate against such persons.

The Family Educational Rights and Privacy Act affords students certain rights with respect to their educational records. Among those rights is the right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
(As an aside, FERPA gives students the right to inspect and review their education records pursuant to a reasonable request for access; the right to request amendment of education records that a student believes is inaccurate or misleading. Further the student has the right to file a complaint with the U.S. Department of Education concerning failures by the University to comply with the requirements of FERPA.)

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is defined as:

- A person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement and health staff)
- A person or company with whom the University has contracted (such as an attorney, auditor, or collection agent)
- A person assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official appropriately may review an education record in order to fulfill his or her professional responsibility. FERPA also does not distinguish between the types of information that is contained in a student record. Formal records kept by the Office of Services for Students with Disabilities that are personally identifiable to a particular student, therefore, are considered educational records under FERPA that are entitled to protection and limited confidentiality. Thus, information about an individual student’s disability that is maintained in a Pacific file pertaining to such student should be considered as a record entitled to protection under FERPA.

Typically, there are two types of scenarios in which a teaching faculty member may legitimately and reasonably seek information regarding the nature of a student’s disability. One involves a situation in which the faculty member questions the reasonableness of the accommodations being provided to a particular student, and how such accommodations may impact or modify the standards applicable to the educational program in which the faculty member is involved. The logic behind disclosing such information under these circumstances stems directly from the U.S. Supreme Court’s decision in Southeastern Community University vs. Davis, 442 U.S. 397, where the Court held that section 504 (which is akin to ADA) does not require an institution to “lower or effect substantial modifications of standards to accommodate a handicapped person,” 442 U.S. at 413. Essentially, the rationale behind the Davis decision is to protect the integrity of an institution’s academic programs. Thus, academicians (instructional and administrative faculty) responsible either for providing input or for making the determination as to whether an accommodation impacts or modifies program standards must have access to all necessary information required to make their academic judgments and decisions.

The second scenario involves control of the classroom environment and how best to effectuate a reasonable accommodation that both takes into consideration the safety of all involved while being as minimally disruptive to the classroom environment as is possible. Under such a scenario, the instructor who is in charge of maintaining control of the classroom, and implementing the accommodation in the classroom, should be aware of the possible types of situations that may reasonably arise in the classroom as a result of a student’s special needs. Such knowledge may allow a faculty member to render a decision regarding an accommodation
as well as to function properly in an emergency or other unforeseeable situation that may arise in the classroom due to the student’s disability and/or accommodation.

Under either of these scenarios, it is not unreasonable that a teaching faculty member be viewed as having a “need to know” about the nature of the disability of a student. However, whether a teaching faculty member or other school official should be granted access to all information about an individual student’s disability that may be contained in a student’s record is a discretionary decision that is within the University’s authority to make. There is not a problem under FERPA with sharing ADA related information or any other information contained in a student record with persons designated as school officials so long as it is reasonable that such school officials have access to such student record information in order to do their job. However, the information being shared with the school official, or to which the school official has access, should only be that which is appropriate to do the job. For example, sharing the nature of a student’s disability with a teaching faculty member in order to determine the reasonableness of an accommodation in light of program standards may be deemed appropriate. Would it be considered reasonable, however, to share the student’s complete medical history or all documentation pertaining to the student’s disability that is contained in Pacific student records with the faculty member? The answer is not in most circumstances.

Generally speaking, the instructor is entitled to an explanation of the nature of the student’s disability in order to have input into the academic decision as to whether the proposed accommodation for the disability will fundamentally alter the nature of the instructional program. And, in some limited instances where classroom safety is involved, the instructor may be entitled to further disclosure of the extent of the disability. The decisions as to how much information and what information should be disclosed to teaching faculty are best made on a case by case basis with the determining question being — why does the instructor need to know the information or how would it materially assist in performing his/her functions?

Where there is a dispute over a school official’s “need to know”, a decision on providing access to more sensitive disability-related information contained in Pacific files should be made by senior University administrators in consultation with the Coordinator of the Office of Services for Students with Disabilities. Because of the need to maintain as much privacy as is possible about matters concerning the nature of a student’s disability, all persons, who receive such information, are required to treat the disclosures as confidential. That is, they may not discuss or otherwise disclose the information to others, whose possession of information is not relevant to their job functions.

Moreover, as a matter of discretionary policy, the University is also not required to provide its instructors with a checklist type of form that lists various disabilities that a student may have, or to provide detailed information about a student’s disabilities to instructors in writing. The students with disabilities may not always be requesting that an accommodation be made for them with respect to each of several disabilities that they may have. Further, students are entitled to protection against discrimination under the ADA as well as privacy with respect to their student records under FERPA. Accordingly, the Coordinator of the Office of Services for Students with Disabilities should maintain written records regarding a student’s disabilities in confidential files.
In summary, the law restricts unwarranted disclosure of a student's disability-related information to faculty. Pacific should avoid unwarranted disclosures, particularly where the nature of the student’s disability may be easily misunderstood by uninformed persons.¹

¹ Resource: Everett Vann Eberhardt  
Director, Legal and Minority Affairs  
Northern Virginia Community College
Disposal of Student Records

When it has been three or more years since a student has either attended the University or received accommodations as a student with a disability, the University may destroy any disability-related documentation that it has in its possession without providing further notice, absent existence of a dispute, legal issue or inquiry from a governmental entity. Pacific will not be responsible for the replacement cost of any medical or disability-related documentation destroyed pursuant to this policy, or for any new documentation that may be required in order for a student to re-apply for accommodations. For this reason, students are encouraged to retain copies of their own medical records and disability-related records, and not to depend on the University maintaining such records.

Students who would like to have their disability-related records and medical documentation returned to them may contact the Coordinator of Services for Students with Disabilities and make arrangements to pick up their records prior to destruction of such records.

The student must provide SSD with a signed release including a complete and updated address to have records mailed. If a student designates a third-party to pick up records, a letter giving the Office of Services for Students with Disabilities permission to release the records, which is signed by the student of record, must be received before records will be released to a third-party.

SSD emphasizes that the only documents that are subject to destruction under this policy are disability-related records maintained by the Office of Services for Students with Disabilities. Other records such as those associated with a student's academic, student discipline, or financial history at the University of the Pacific will not be affected by this policy. Students who have any questions about this policy or their disability-related records should contact the Coordinator of Services for Students with Disabilities.
Academic Dishonesty

SSD will adhere to the University’s Honor Code as outlined in the most current edition of Tiger Lore:

All members of the University community are entrusted with the responsibility of observing high ethical conduct. Essential to the fundamental purposed of the University is the commitment to the principles of truth and honesty. The Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the community. The code fosters and advances an environment of ethical conduct in the community of the University, the foundation of which includes the pursuit of academic honesty and personal integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic and individual excellence. Members of the University community, including students, faculty, staff, administration and trustees, must not commit any intentional misrepresentation or deception in academic, professional or community matters. The code expects community members to treat others with civility, respect and dignity.

The Honor Code expects students to: 1) Act honestly in all matters. 2.) Actively encourage academic integrity and discourage any form of cheating or dishonesty by others. 3.) Inform the instructor and appropriate University administrator if she or he has a reasonable and good faith belief and substantial evidence that a violation of the Honor Code include: Cheating, Plagiarism, Lying, Stealing, Violating University Policies and/or Violating Local, State or Federal Laws. (Please refer to the current edition of Tiger Lore for further definitions of each of these examples.)

In addition, when proctoring tests, the ERC considers the following to be academic dishonesty:

- leaving the testing area without permission to consult your notes or textbooks
- attempting to conceal unauthorized notes or other materials and bring them into the testing area
- using or consulting, during an examination, any sources or materials not authorized by the instructor
- purposely allowing another student to copy from your paper during a test
- removing tests from the testing area without the approval of the instructor and/or SSD
- forging signatures or information on the SSD test proctoring form

Consequence of Academic Dishonesty during test proctoring in the ERC

Academic and/or administrative sanctions may be applied in cases of academic dishonesty. Should a student be caught cheating, or attempting to cheat while being proctored in the ERC, the following will apply:

1. The exam will be immediately stopped and any sources or materials will be removed.
2. The professor will be notified immediately via phone, and a follow-up letter detailing the incident with attached materials will be forwarded to the instructor.
3. SSD will also notify the Director of Judicial Affairs in the Office of Student Life.
4. The student has the right to appeal the sanction to the Office of Judicial Affairs in the Office of Student Life.

In addition to adhering to the University’s Honor Code during ERC test proctoring, students are also expected to comply with the Honor code:

- when providing documentation or any other information to the SSD office
- completing any all SSD forms
- interacting with their instructors regarding information related to disabilities and accommodation needs
Telecommunications Device for the Deaf (TDD)

A TDD (also known as TTY for Text Teletype or more recently TT for Text Telephone) is a device used by people with hearing and speech impairments who cannot use a standard telephone. The following is a list of locations and telephone numbers for campus TDD devices:

- Office of Services for Students with Disabilities, Bannister Hall, Room 101:
  (209)946-2879
- Office of Public Safety:
  (209)946-
- McCaffrey Center (designated payphone outside of the University bookstore):
  (209)

Using a TDD to receive and place telephone calls

A. When you answer a standard telephone, you will know it is an incoming TDD call when you hear the following:
   1. A rapid clinking sound after you have answered the phone.
   2. No sound or voice at all (it may still be a TDD call).

B. To receive a TDD call from a TDD-equipped telephone, follow the instructions below:
   1. Turn on the TDD device.
   2. Type your normal office-greeting message: e.g., “Hello, (office name).”
   3. After complete your message type “GA” for “Go Ahead”. This lets the caller know that you have completed what you are saying and it is the caller’s turn to speak/type.
   4. The caller will read what you have typed and will respond. When you see “GA”, you’ll know it’s your turn to type your response.
   5. When one party thinks the conversation is over he or she will say “Bye, SK” for “Stop Keying”.
   6. Typing “SK” or “GA or SK” leaves the conversation open for the other person to respond before ending the conversation.
   7. Typing “SKSK” means that you are certain the conversation is complete and you may hang up and turn off the TDD.

C. To place a call on the TDD, follow the instructions below:
   1. Turn on the TDD device.
   2. Dial the phone number on your standard telephone, listen for the phone to ring or give a busy signal.
   3. After the greeting phrase and “GA” scrolls across the display, identify yourself and proceed with the conversation.

More Helpful Hints in TDD Telephone Calls

A. Use standard punctuation and other short cuts like typing “Q” at the end of a statement indicating a question.

B. Add emotion to your typing. If something is funny, type in “Ha!”, “laughing”, “smile”, “big
grin”. This is considered a courtesy and personalizes the conversation.

C. Don’t backspace too much after mistakes. Just type “XX” and continue.

D. The following are common abbreviations used in TDD calls:

- ga=go ahead
- q=question
- ur=your
- tmw=tomorrow
- sk=stop keying
- bec=because
- pls=please
- am=morning
- sksk=call complete
- u=you
- nbr=number
- pm=night

Using the California Relay Service (CRS)

The California Relay Service enables you to have a telephone conversation with a person who cannot use a standard telephone due to a hearing or speech impairment.

To make a call using CRS from a campus phone, follow the instructions below:

1. Dial 9 then the voice phone number: 711.
2. A Communications Assistant (CA) will answer.
3. Tell the CA that you want to place a TDD call, and provide the person’s name and telephone number.
4. The CA uses a TDD to contact the individual.
5. The CA acts as an interpreter to relay what both parties say during the conversation.
6. The CA will let you know when the initial connection has been made.
7. Talk in your normal speaking voice with appropriate pauses (you may want to slow down a little, but not too much).
8. When you are finished speaking say “GA” or “Go Ahead.” This alerts the CA that you have completed what you are saying and it is his/her turn to speak/type. “SKSK” is used to denote “signing-off” when the conversation has ended and the call has come to an end.
9. Regard the CA as an interpreter, who is there only to relay your conversation. Talk directly to the person you have called, and do not refer to the individual in the third person. For example, don’t say “Tell him/her that…”

To receive a call from a person using a TDD device through CRS, follow the instructions below:

1. When you answer the phone, the CA will explain that you have a relay call from (person’s name). Begin talking to the person as you normally would during a phone conversation. For example, say “Hello, this is (your name), GA” and continue as outlined in steps four through nine (4-9) above.
2. What if I don’t understand how to use the CRS? At the beginning of the Relay call (whether you are placing the call or receiving the call), you may ask the Communications Assistant to assist you in utilizing the service appropriately.

Using Speech-to-Speech (STS) Service

STS operators serve as “voicers” for users with speech disabilities, who may have difficulty being understood on the telephone. Placing a STS call is similar to using the California Relay Service. Please use the toll-free number: 800-854-7784 to initiate a call to persons with speech impairments.
Grievance Procedure

University of the Pacific’s Grievance Procedure For Student Disability Accommodation Issues and Alleged Discrimination Based on Disability

University of the Pacific has established the following procedure to resolve promptly disagreements of students with decisions related to requests for accommodations and grievance asserting discrimination based on disability.

**Step 1:** Present a letter of complaint to the Coordinator, Office of Services for Students with Disabilities Voice/TDD: (209)946-2879, Main Campus, Stockton. The letter must state in detail the issues with which the student is dissatisfied, the pertinent facts and attach the important documents. A copy will be furnished to the University’s ADA Compliance Officer, Office of Human Resources (ph. 209.946.2114) if the issue arises with regard to the Main Campus, and in the case of School of Dentistry issues, the Assistant Dean for Student Services of the School and in the case McGeorge School of Law, the Dean of Students, a copy will be also provided to those individuals. The ADA Compliance Officer, the Assistant Dean of the School of Dentistry or the Assistant Dean for Mc George, as the case may be, will provide a letter of determination of the complaint within fifteen (15) working days.

**Step 2:** If the student is dissatisfied with the determination at step 1, the student may within 15 working days appeal to the Director of Human Resources by transmitting a letter of appeal, explaining the basis for disagreeing with the determination at step 1. The Director of Human Resources will evaluate the appeal and issue a letter of determination of the appeal as soon as possible, which shall constitute a final resolution within the University.

Thereafter, if the student wishes to file a complaint with the Department of Education, Office of Civil Rights (“OCR”), the student may do so by contacting OCR in San Francisco at:

- Office for Civil Rights - Region IX  
  U.S. Department of Health & Human Services  
  50 United Nations Plaza - Room 322  
  San Francisco, CA 94102  
  (415) 437-8310 (Voice); (415) 437-8311 (TDD); (415) 437-8329 (FAX)  
  E-mail: OCRcomplaint@hhs.gov
OFFICE OF CIVIL RIGHTS’ GRIEVANCE PROCEDURE

How to file a discrimination complaint with the Office for Civil Rights:

The Department of Health and Human Services (HHS) Office for Civil Rights (OCR) enforces certain Federal civil rights laws that protect the rights of all persons in the United States to receive health and human services without discrimination based on race, color, national origin, disability, age, and in some cases, sex and religion.

If you believe that you have been discriminated against because of your race, color, national origin, disability, age, sex or religion by a health care or human services provider (such as a hospital, nursing home, social service agency, etc.) or by a State or local government health or human services agency, you may file a complaint with the Office for Civil Rights (OCR). Complaints alleging discrimination based on disability by programs directly operated by HHS may also be filed with OCR. You may file a complaint for yourself or for someone else.

Complaints to the Office for Civil Rights should be filed in writing, either on paper or electronically. You can use OCR’s Discrimination Complaint Form; your complaint should include the following information:

- Your name, address and telephone number.
- If you are filing a complaint for someone else, include that person’s name, address and telephone number.
- The name and address of the organization or person you believe discriminated against you.
- How, why and when you believe you (or the person on whose behalf you are filing the complaint) were discriminated against.
- Any other information that would help OCR understand your complaint.

You must file your complaint within 180 days of the date when the discrimination happened. OCR may extend the 180-day period if you can show “good cause.”

You can file your complaint by email at OCRcomplaint@hhs.gov, or you can mail or fax your complaint to the OCR Regional Office that is responsible for the state in which you allege the discrimination took place:

Office for Civil Rights - Region IX - CA
U.S. Department of Health & Human Services
50 United Nations Plaza - Room 322
San Francisco, CA 94102
(415) 437-8310; (415) 437-8311 (TDD); (415) 437-8329 FAX
MORE INFORMATION ABOUT HOW TO GET A COPY OF OCR’S DISCRIMINATION COMPLAINT FORM

Option 1: Complete the Discrimination Complaint Form, which is located on page 49. Return the completed complaint to the appropriate OCR Regional Office by mail or fax.

Option 2: Go the following website: http://www.hhs.gov/ocr

Download the Discrimination Complaint Form in Microsoft Word format to your own computer; fill out and save the form using Microsoft Word. Use the Tab and Shift/Tab on your keyboard to move from field to field in the form. Then, you can either: (a) print the completed form and mail or fax it to the appropriate OCR Regional Office; or (b) email the form to OCR at OCRComplaint@hhs.gov.

If you have any questions, or need help to file your complaint, call OCR (toll-free) at 1-800-368-1019 (voice) or 1-800-537-7697 (TDD). You may also send an email to OCRMail@hhs.gov.
DEPARTMENT OF HEALTH AND HUMAN SERVICES
OFFICE FOR CIVIL RIGHTS (OCR)
DISCRIMINATION COMPLAINT

If you have questions about this form, call OCR (toll-free) at:
1-800-368-1019 (any language) or 1-800-537-7697 (TDD)

<table>
<thead>
<tr>
<th>YOUR FIRST NAME</th>
<th>YOUR LAST NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOME PHONE</td>
<td>WORK PHONE</td>
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<tr>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>STREET ADDRESS</td>
<td>CITY</td>
</tr>
<tr>
<td>STATE</td>
<td>ZIP</td>
</tr>
<tr>
<td>E-MAIL ADDRESS (if available)</td>
<td></td>
</tr>
</tbody>
</table>

Are you filing this complaint for someone else? Yes No
If Yes, against whom do you believe the discrimination was directed?

<table>
<thead>
<tr>
<th>FIRST NAME</th>
<th>LAST NAME</th>
</tr>
</thead>
</table>

I believe that I have been (or someone else has been) discriminated against on the basis of:
Race / Color / National Origin Age Religion Gender (Male/Female)
Disability Other (specify):

Who do you think discriminated against you (or someone else)?
PERSON/AGENCY/ORGANIZATION

<table>
<thead>
<tr>
<th>STREET ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITY</td>
</tr>
<tr>
<td>STATE</td>
</tr>
<tr>
<td>PHONE ( )</td>
</tr>
</tbody>
</table>

When do you believe that the discrimination took place?
LIST DATE(S)

Describe briefly what happened. How and why do you believe you (or someone else) were discriminated against? Please be as specific as possible. (Attach additional pages as needed)

Please sign and date this complaint.

<table>
<thead>
<tr>
<th>SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
</tr>
</tbody>
</table>

Filing a complaint with OCR is voluntary. However, without the information requested above, OCR may be unable to proceed with your complaint. We collect this information under authority of Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 and other civil rights statutes. We will use the information you provide to determine if we have jurisdiction and, if so, how we will process your complaint. Information submitted on this form is treated confidentially and is protected under the provisions of the Privacy Act of 1974. Names or other identifying information about individuals are disclosed when it is necessary for investigation of possible discrimination, for internal systems operations, or for routine uses, which include disclosure of information outside the Department for purposes associated with civil rights compliance and as permitted by law. It is illegal for a recipient of Federal financial assistance from Health and Human Services (HHS) to intimidate, threaten, coerce, or discriminate or retaliate against you for filing this complaint or for taking any other action to enforce your rights under Federal civil rights laws. You are not required to use this form. You also may write a letter or submit a complaint electronically with the same information. To submit an electronic complaint, go to our web site at: www.hhs.gov/ocr/discrimhowtofile.html. To mail a complaint see reverse page for OCR Regional addresses.
ATTACHMENT I
How to Plan Events at the University of the Pacific That Everybody Can Attend
Created by Tenisha Tevis and Danny Nuss

Table of Contents...
- Why do I need to accommodate?
- What needs to be considered when planning an event?
- Who is responsible?
- How will I know if someone needs accommodating?
- What should be included on the advertisement or invitation?
- What do I need to do to ensure that a space is appropriate for someone in need?
- What's next?
- Sample Registration Form

Why do I need to accommodate?
- It's the law! The 1990 Americans with Disabilities Act (ADA) protects the rights of those with disabilities to participate in public events. Therefore, it is your responsibility to provide reasonable accommodations which include auxiliary aides and services.

What needs to be considered when planning an event?
- Is there a need to accommodate?
- Is the meeting or event site accessible?
- What possible modifications need to be made at the site?
- Are materials and the presentation in alternate formats?
- Will anyone need transportation from site to site?
Who is responsible?

- The planner and related staff are responsible for ensuring that arrangements are made to accommodate participants.

How will I know if someone needs accommodating?

- Survey your participants. When requesting information and/or an RSVP simply have a check-box where possible attendees can indicate a need for accommodations. Once you and your staff have been alerted of a need, please contact the Office of Services for Students with Disabilities, so that arrangements can be made.

What should be included on the advertisement or invitation?

- There are two ways you can ensure that everyone can attend your meeting or event:
  1) When requesting information and/or an RSVP simply have a check-box so that participants can indicate their need. See the last slide for a sample list.
  OR
  2) Include the following statement with other pertinent need-to-know information about the meeting or event: “If you need reasonable accommodations to participate in this event, you are asked to contact [Event Coordinator’s name, number, and email] at least 3 business days in advance.”

What do I need to do to ensure that a space is appropriate for someone in need?

- Physically inspect the space and all surrounding areas. Depending on the necessary accommodation, the room may need to be modified or avoided all together to ensure that it is barrier-free and meets the needs of your participants. The President’s Room is an example of having a ramp, but still no access. Ask questions like “can a wheelchair pass” or “are there any hazards that would cause someone harm.”
What's next?

- If you would like more information re: disability services or how to meet the needs of your participants, please contact the Office of Services for Students with Disabilities.
- By considering everyone when planning an event, as a best practice, we avoid the potential backlash of not being supportive to the greater community, as well, we show our good faith efforts to include all and meet the ADA requirements.

Sample Registration Form

"I will need the following accommodations in order to participate:
- Transportation
- Wheelchair access
- Extended time
- An assistant will be accompanying me. □ Yes □ No
- Interpreter

This is only an example. Please tailor the form to meet the needs of your meeting or event.

NOTE: Please make sure registration staff is aware of accessible places and materials for the meeting or event."
Diversity and Community Engagement
Division of Student Life
MONTHLY REPORT

Name: Daniel Nuss  Month/Year: October, 2010
Unit: SSD / Student Life  Date Report Submitted: 11/05/10

I. Summarize highlights/challenges for this reporting period:

Cart Ride Statistics: Completed Rides totaled (Please see printout for complete statistics)
Test proctoring Statistics: 49 Students for a total of 94 proctored exams (See printout)
Academic Coaching: One-on-one student appointments with Coordinator
    Total = 26 students for 43 total visits (28.35 total hours)

Accomplishments: (1) Solar Panel: An investment into solar energy was purchased and installed on the blue cart used for providing mobility transportation. The solar energy will supplement the power that is normally drawn from an electrical outlet to charge the batteries daily. We anticipate the solar energy will significantly reduce the need to charge batteries by 50-75%.
    (2) Hiring: SSD faced a shortage of student staff at the beginning of the semester and during September successfully completed interviews and hired additional staff. A total of 8 new students were hired bringing the total to 17 SSD student staff employees.
    (3) Assessment tools were designed to measure the Student Learning Outcomes developed for the SSD office and for outreach related to faculty/Staff training.
    (4) Approximately 30 books were scanned

Challenges: (1) One challenge this month involved the timeliness of materials being transcribed by our Braille music transcriber. The amount of work exceeded his capabilities for production and we were unable to get a few items in time for the student to participate in class. Therefore, SSD did hire a student familiar with music theory for 1-2 hours a week to facilitate one-on-one learning when the Braille music is unavailable. The student with a visual impairment is happy with the arrangement.
    (2) Another challenge this month has involved a Pacific Student registered with SSD who has traveled to Washington D.C. for a program at American University. The student is in significant need of personal care services and extensive collaboration has occurred between Pacific and AU to facilitate a solution. This is still an ongoing issue that should be resolved in the next couple of weeks.
    (3) There was a large increase of students who self-identified as having a disability this semester resulting in more time spent on in-take and registration and notification of accommodations to faculty. Further, it is apparent that many of the new students are having a difficult transition from high school to college with regard to accessing accommodations. Specifically, the SSD staff has encountered
problems with students forgetting to schedule exams, speak to professors, etc. Changes have been made to the Test Proctoring Form and the student registration packets to minimize these challenges.

II. Indicate pertinent (P/D/U) goals/objectives and student learning outcomes (SLO) in outline or narrative format:
   1. As a result of the services provided for students with disabilities, students will develop self-advocacy communication skills. (SLO 1.1)
   2. As a result of educational outreach provided by SSD, the Pacific community will be more aware of disability related issues on campus. (SLO 1.2)

III. A. Accomplishments/Collaborations:

<table>
<thead>
<tr>
<th>Project/Activity/Event &amp; Date</th>
<th>Collaboration (Identify internal/external partners)</th>
<th>Goal/Objective and/or SLO Addressed</th>
<th>Total Stakeholders Served (if appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation for all Pharmacy + Health Sciences Faculty (Sept. 23)</td>
<td>Pharmacy and Health Sciences</td>
<td>SSD SLO (1.2)</td>
<td>12 Students with disabilities in Pharmacy, pre-pharmacy students, and approximately 45 faculty members. Dean Oppenheimer was also present.</td>
</tr>
<tr>
<td>Trained Tutors for READ 083 Class (Sept. 23)</td>
<td>ERC Tutorial Office and faculty</td>
<td>SSD SLO (1.2)</td>
<td>Students with disabilities, 10 tutors, 2 ERC faculty</td>
</tr>
<tr>
<td>Presentation to CRC Staff (Sept. 29)</td>
<td>CRC</td>
<td>SSD SLO (1.1 + 1.2)</td>
<td>Students with disabilities, CRC staff</td>
</tr>
<tr>
<td>Presentation to COP Dean’s Seminar (Sept. 13)</td>
<td>COP, ERC</td>
<td>SSD SLO (1.1 + 1.2)</td>
<td>Students with Disabilities, ERC, COP, and students without disabilities</td>
</tr>
<tr>
<td>Presentation to BSE Dean’s Seminar (9/21)</td>
<td>BSE, ERC</td>
<td>SSD SLO (1.1 + 1.2)</td>
<td>Students with Disabilities, ERC, BSE, and students without disabilities</td>
</tr>
<tr>
<td>Mayor’s Task Force Meeting as acting Co-Chair (9/15)</td>
<td>City of Stockton, various disability organizations in community, Pacific</td>
<td></td>
<td>Task force members and guests</td>
</tr>
<tr>
<td>Diversity Retreat Sponsor (9/30)</td>
<td>Diversity Committee, Pacific Community</td>
<td>SSD SLO (1.2)</td>
<td>Pacific Students, faculty, staff and community visitors – approximately</td>
</tr>
<tr>
<td>Event Description</td>
<td>Attendees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
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</tr>
<tr>
<td>2010 Welcome Back Reception Sponsor (2010)</td>
<td>University Diversity Committee, BSU, and community members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Family Fun Day – provided volunteers (Sept. 18)</td>
<td>Pacific faculty/staff and their families, SSD student staff</td>
<td></td>
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</tbody>
</table>

*P=Pacific/president; D=Division/Dr. Griego; U=your unit level goal

III. B. Please list and briefly describe other initiatives currently in progress not already addressed above:

IV. Kudos: please list pertinent accomplishments of administrators and staff in your unit (please include pre-professional and para-professional staff in this area):

- Julia Sweeney: participated on a faculty member’s tenure committee.
- Multiple students with leadership roles on campus including the Ambassador’s office, multi-faith clubs, multicultural clubs, Greek organizations, multicultural Greek organizations, and professional organizations.

V. Please attach an supporting documentation such as flyers, meeting minutes, copies of thank you notes etc. that support items I-IV above.

(I will deliver hard copies early Monday morning)
ATTACHMENT K
Faculty Assessment (pilot study)

Questionnaire for Faculty:

Services for Students with Disabilities (SSD) Faculty Evaluation Sheet

1. How do you feel about the level of preparation or accessibility to campus resources you have in helping provide accommodations for students with disabilities

2. Please provide feedback on how clear the University policies are in providing accommodations for students with disabilities.

3. If you have needed to use technology in providing accommodations for students with disabilities in the classroom, how accessible or helpful has SSD been in helping with the process? Have you turned to other departments such as OIT? And if so, was OIT helpful?

4. Have you received any type of training, tutorial, or orientation regarding accommodating students with disabilities? If so, please describe your experience. If not, do you feel it would be beneficial in having training (please describe what type of training)?

5. Have you faced any challenges in providing accommodations for students with disabilities? How has SSD helped to overcome those challenges if applicable?

6. What are some of your general attitudes or feelings towards SSD and SSD services (positive or negative)? Why?

7. Please complete the following sentences:

8. What I find most useful about SSD services

9. What I hope SSD would do more in helping faculty provide accommodations for students in the classroom...
Results and Recommendations! (produced by a Graduate Assistant)

Results

After transcribing the interviews, I noticed three key themes that connected many of the faculty responses: training (referring to the amount of training, if any, each faculty received about disability issues), the challenges faculty faced in dealing with specific disabilities, and the general attitudes or feelings of faculty toward the department of SSD.

Training

From analyzing the data, I found that:

- 1 out of the 5 Faculty had official training, 8 years ago which was only about 15-30 minutes long.
- 2 out of the 5 Faculty had other forms of informal training through working with the department. Both of which have their offices in close proximity to SSD and one of which use to work with SSD to develop its resources and services.
- 1 Faculty thought that training wouldn’t be beneficial although the other 4 thought that it would be beneficial.
  - 1 in particular wanted specific training on various forms of disability than just an overall orientation.

The lack of faculty knowledge about disability issues affects faculty attitudes towards students with disabilities, which in turn can play a very influential role within a student’s experience in college (Hong and Himmel, 2009).
Challenges

4 out of the 5 faculty mentioned that they faced challenges when accommodating students with specific disabilities.

Faculty A responded, “this semester there is one student that has a learning disability... it was good that Danny followed up with an informal email on how the progress is and how she is doing and then that helps for me to stay on top and follow up, but I think there could be more guided help to do with the student. With the student I think she needs...more accountability from the office with them following up.” Although Faculty A had a challenge working with a student with a disability, their response suggests that SSD was at least somewhat helpful in aiding the process so that the student was accommodated and Faculty A had support in helping the student. As Faculty A mentioned, they would like more follow up and communication from SSD.

Faculty B mentioned that, “we faced a very difficult challenge recently with a student with visual impairment (she was blind). Neither the student nor our department were adequately prepared to handle or informed regarding the complexity of her disability and the interplay between her disability and her general lack of preparation for college”. Faculty B was dealing with a situation where they had little to no knowledge of how to go about addressing the needs of the student who was visually impaired. Since Faculty B does not mention whether SSD helped with the process, it is unclear from their response how they were able to accommodate this student and what particular resources they used in order to aid the process.

Faculty C said that, “as an instructor of a non-lecture course, I have felt the challenge of trying to accommodate the students’ needs when there are no department guidelines in place. The office of SSD has been very helpful, though, in trying to assist in the unique types of
accommodations that such courses require". Like faculty B’s situation, the department these faculty work in may not have strong structural guidelines about accommodating students with disabilities, however Faculty C reached out to SSD which was able to provide ways to accommodate students with special needs.

Faculty D mentioned that, “our previous location was on the 2nd floor of Banister Hall, there was no elevator so the building wasn’t accessible and we had one student who couldn’t make the trip upstairs, so we were going to have a student tutor to be down there regularly with the person, but the person ended up dropping the course pretty early in the semester so that was going to be a challenge, but didn’t turn into one… Danny had said that he could provide funding for the tutor since I was probably going to have someone there working only with that one student. He could have helped with that funding”. Similarly to Faculty B’s and C’s case, Faculty D came across a case, which he had no control of since the buildings of the university were inaccessible and there aren’t any particular guidelines their department provides in addressing this issue. As he reached out to SSD however, there were other accommodations that could have been made in order to help this student attain the classroom material even though they may not have been able to physically be in the classroom. Even though the student dropped out of the class before Faculty D and SSD could collaborate on this initiative, SSD was still willing and had resources and funds to help accommodate this student.

**General attitudes and feelings towards SSD**

4 out of the 5 Faculty had strong opinions or feelings towards SSD and are worth to emphasize and over all 3 faculty had more positive attitudes and 2 faculty had more negative attitudes.
Faculty A did not provide a clear statement on their general attitudes towards SSD besides saying, “obvious, we need it,” but it can be inferred from their other responses that they seemed disconnected from SSD and the services they provide. This faculty also never received training and would have students in their classroom with various learning disabilities which seemed to be overwhelming when not given adequate information on how to accommodate these students and whether those accommodations are truly effective in helping aid the success of these students. Faculty A shared their sentiment in regards to a student they were accommodating, “the student isn’t doing that well and I’m not sure if I’m doing enough to help her to do well... I’m sure if I was better trained I could help her”.

Faculty B’s response was most different from any others as they said, “I find it disingenuous (although likely unintentionally) that we offer services such as note taking, extended time on tests, etc. to students who have diagnoses such as anxiety, ADHD, etc. At best we are supporting the “status quo” and at worst we are making their situations worse. Students with these types of diagnoses should be required to formulate and carry out plans from the office of SSD that include weaning themselves off of these services prior to graduating from the university. Otherwise, what skills are we providing them that they can carry out into the world? We are not doing them any service by allowing them to remain dependent on these services when there is no reason why they can’t formulate a plan and in 2-5 years be a fully capable student, no longer in need of (or in need of greatly reduced) SSD services”.

From the nature of this statement, it seems that faculty B is correlating a student’s disability with a “disease” or a “habit” that can be conditioned, controlled, cured or fixed with a process that SSD should provide in order for students who have certain type of psychological or emotional disabilities to no longer be dependent on accommodations. It further appears that
Faculty B’s opinion toward SSD correlates to their attitude towards students with disabilities. This faculty also mentioned that they didn’t receive any training nor do they think it would be beneficial.

While the response from Faculty B was ambiguous and generally negative towards the rational around how and why SSD serves certain students with disabilities, the following Faculty had more positive responses towards SSD.

Faculty C said, “I do appreciate everything SSD does to make things work so the instructors can provide accommodations”.

Faculty D’s response agreed with Faculty C’s as they mentioned, “I think the services they provide are generally good….I haven’t had any negative experiences working with them. I have positive attitudes”.

Faculty E also positively commented, “I love SSD I really do. I think it’s a necessary medium for students to be academically successful and that is one of my research interest is to look at what exactly students need to succeed in college and that is what SSD does. ADA says you need to meet these needs and SSD says this is how we are going to meet them”.

Faculty D and Faculty E in general were more positive about their experiences with SSD and this could result from their frequent interactions with SSD, the informal trainings they have received as a result of working with SSD, and their close proximity to the department.

**Recommendations**

There were recommendations the faculty interviewed and surveyed made which I also agree with:
Training and Creating Awareness

Faculty D mentioned, “I don’t think if I hadn’t worked in the same facility or close proximity, I don’t think I would have had much exposure to what they do especially like the rides, I probably wouldn’t know that they existed if I didn’t work here. The accommodations that are requested in the letters, I would still have, but the general awareness on campus isn’t as strong as it could be”.

Faculty E said that what SSD could do more to support faculty is, “provide trainings at orientations, but that comes with being invited to orientations. So that’s one of the things we worked within HR or Center for Teaching and Learning where they do a lot of professional development, to allow that opportunity, when you have the forum, to let Danny come in, and talk to faculty” to help them understand that accommodating students with disabilities is not only important but possible with appropriate resources.

The more interactions and knowledge faculty have about disability issues and services, the more willing they are to accommodate students with disabilities (Hong & Himmel, 2009). Faculty D’s and E’s attitude towards students with disabilities may result from stronger connections with SSD and perhaps inversely, too their knowledge of disability issues encourages them to use SSD more in helping accommodate their students in the classroom, which ultimately affects their attitudes towards students with disabilities.

Structured Guidelines

Faculty C said that, “if possible, stress the need to departments to have guidelines in place for accommodating students with special needs in their specialized courses”. A booklet or pamphlet
that helps to give some clear and practical guidelines to faculty may connect them with tangible ways of providing accommodations.

Communication from SSD

Faculty A said, “if they had more resources to follow up and [give] feedback…just check in more, follow up, let us know what’s working and what is not”. Having more open communication between faculty and SSD is necessary for the work both entities on campus want to accomplish regarding accessibility, learning, and success.

SSD Staff

Faculty E mentioned that they wish, “[Danny] had a little more support staff but he has great student workers. But it’s a lot for him to do…and he works really hard”. Although there exists many more services that SSD would like to provide to students and faculty, the lack of staff is a major barrier to how much capacity for outreach SSD has currently. A key observation that I noticed throughout the interviews and surveys was Danny’s name being mentioned numerous times as the face or voice of SSD. It is difficult to serve so many students as effectively as possible with very few staff for support.