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# Identification of Disability-Related Competencies for Student Affairs Generalists: A Delphi Study

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# Identification of Disability-Related Competencies for Student Affairs Generalists: A Delphi Study

Adam Richard Lalor, Ph.D.

University of Connecticut, 2017

Lack of disability-related knowledge and skills by higher education faculty and student affairs professionals are recognized as barriers to the promotion of equal access and success of students with disabilities. Although an expanding body of research exists on the preparation of faculty to meet the needs of students with disabilities, little focus has been placed on the preparation of student affairs professionals beyond those working in disability services offices. Despite research noting that all student affairs professionals need to possess disability-related knowledge, skills, and dispositions; no comprehensive listing of disability-related competencies exists for student affairs practitioners outside of disability services. Given the specialized nature of the disability services functions, disability services competencies are not appropriate for guiding the development of other professionals within student affairs with more generalist responsibilities. Thus, those student affairs professionals outside of disability services are left with little guidance as to the knowledge, dispositions, and skills needed to adequately serve students with disabilities. The purpose of this study is to develop a comprehensive and agreed upon set of disability-related competencies important to student affairs generalist work. A three-round Delphi method is used with a panel of 20 experts in the area of student affairs and disability. Results of the study find 36 disability-related knowledge, disposition, and skill items important to student affairs generalist work. Implications for research and practice are discussed.

Keywords: disability, student affairs, competencies, competence, standards

Identification of Disability-Related Competencies for Student Affairs Generalists: A Delphi  
Study

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B.A., Hamilton College, 2004

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A Dissertation

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APPROVAL PAGE

Doctor of Philosophy Dissertation

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## Contents

<b>Chapter I Introduction and Literature Review .....</b>	<b>1</b>
<i>Statement of the Problem .....</i>	2
<i>Research Question.....</i>	4
<i>Literature Review.....</i>	4
Disability: Reason for Using the Term.....	9
Professional Competencies.....	10
Professional competencies in student affairs .....	11
The history of competencies in student affairs.....	11
Student affairs competencies in recent years .....	13
Disability content in the <i>Professional Competencies for Student Affairs Practitioners</i> ....	15
Multicultural competencies.....	16
Disability content in multicultural competencies.....	18
The <i>AHEAD Professional Standards</i> .....	19
Literature on Student Affairs and Disability-Related Knowledge, Dispositions, and Skills	23
<i>Theoretical Framework.....</i>	24
Ecological Systems Theory .....	24
Conscious-Competence Model.....	26
<i>Conclusion.....</i>	28
<b>Chapter II Methods .....</b>	<b>31</b>
<i>Methodology and Study Design.....</i>	31
<i>Sample .....</i>	32
<i>Research Design.....</i>	34
<i>Instrument Development .....</i>	36
Comprehensive Literature Review Methods .....	36
Disability-Related Competencies Described in the Literature .....	39
Definition of Terms .....	42
Human Subjects Committee Approval .....	43
Questionnaire Pilot .....	43
Validation of the Initial Questionnaire .....	44
Questionnaire Reliability .....	45
<i>Procedure and Data Analysis .....</i>	46
<i>Conclusion.....</i>	50
<b>Chapter III Results and Discussion.....</b>	<b>52</b>
<i>Response Rate .....</i>	52
<i>Expert Panel Characteristics .....</i>	53
<i>Delphi Results and Discussion.....</i>	56
Round 1 Results and Discussion .....	56
Round 1 competency theme results and discussion.....	56
Round 1 competency item results and discussion.....	58
Round 2 Results and Discussion .....	59
Round 2 competency theme results and discussion.....	59
Round 2 competency item results and discussion.....	61
Round 3 Results and Discussion .....	70
Round 3 competency theme results and discussion.....	70
Round 3 competency item results and discussion.....	71



Overall Results .....	78
<i>Conclusion</i> .....	80
<b>Chapter IV Summary and Conclusions.....</b>	<b>81</b>
<i>Summary of the Study</i> .....	81
Purpose .....	81
Statement of the Problem .....	81
Methods and Procedures.....	83
Results .....	86
<i>Discussion of Results</i> .....	87
Disability Access and Inclusion .....	87
Disability-Related Emergencies and Crises .....	89
Disability Exploration.....	91
Disability Law and Policy .....	93
Disability Resources .....	96
<i>Limitations</i> .....	97
Selection of the Expert Panel.....	98
Clarity of the Questionnaire .....	99
Generalization of Results.....	100
Limited Literature on Disability and Student Affairs.....	101
Representation of Low-Incidence Disabilities .....	102
<i>Implications</i> .....	102
Implications for Research.....	103
Implications for Practice.....	104
<i>Conclusion</i> .....	106
<b>References .....</b>	<b>108</b>

## List of Tables

Table 1	
<i>Expert Group and Eligibility Criteria</i> .....	33
Table 2	
<i>Competency Themes and Descriptions</i> .....	40
Table 3	
<i>Number of Participants in Each Expert Group by Round</i> .....	53
Table 4	
<i>Expert Panelist Demographics by Round of Data Collection</i> .....	53
Table 5	
<i>Round 1 Competency Themes: Ratings of Clarity by Theme</i> .....	57
Table 6	
<i>Round 1 Competency Themes: Measures of Central Tendency for Clarity Ratings</i> .....	58
Table 7	
<i>Round 2 Competency Themes: Ratings of Clarity by Theme</i> .....	60
Table 8	
<i>Round 2 Competency Themes: Measures of Central Tendency for Clarity Ratings</i> .....	60
Table 9	
<i>Round 2 Descriptive Statistics: Importance of Disability-Related Competency to Student Affairs Generalist Work</i> .....	62
Table 10	
<i>Round 3 Competency Theme: Ratings of the Clarity for the “Disability Exploration Assistance Theme”</i> .....	71
Table 11	
<i>Round 3 Descriptive Statistics: Importance of Disability-Related Competency to Student Affairs Generalist Work</i> .....	72
Table 12	
<i>Descriptive Statistics for Round 3—New Items Written in Round 2: Importance of Disability-Related Competency to Student Affairs Generalist Work</i> .....	77

## **Chapter I**

### **Introduction and Literature Review**

Postsecondary education is associated with increased employment and higher wages for individuals regardless of disability status (Bureau of Labor Statistics, 2014; Newman et al., 2011). Despite this, postsecondary education data are less favorable for individuals with disabilities than for individuals without disabilities (Newman et al., 2011). This is problematic inasmuch as by the year 2020, 65% of American jobs will require some postsecondary education (Carnevale, Smith, & Strohl, 2013). Not surprisingly, high school graduates with disabilities are pursuing postsecondary education at greater rates than ever before (Newman et al., 2011). Data from the National Center for Education Statistics (2013) indicate that roughly 11% of undergraduate students have a disability, an increase from the 2.8% of students with disabilities identified in 1978 (Astin, King, & Richardson, 1979).

With the number of students with disabilities pursuing higher education increasing, the U.S. Government Accountability Office (2009) called for some student affairs departments to play a greater role in supporting students with disabilities. Specific student affairs departments noted in this report included career centers, counseling centers, events offices, financial aid offices, housing offices, and student activities. Despite this charge from the Federal Government, little attention has been paid to the disability-related training and preparation of student affairs professionals (Madaus et al., in press). Furthermore, little guidance has been offered to student affairs professionals regarding the disability-related competencies that they should develop to best support students with disabilities. Therefore, the purpose of this study was to identify disability-related knowledge, dispositions, and skills that are important to student affairs generalist work.

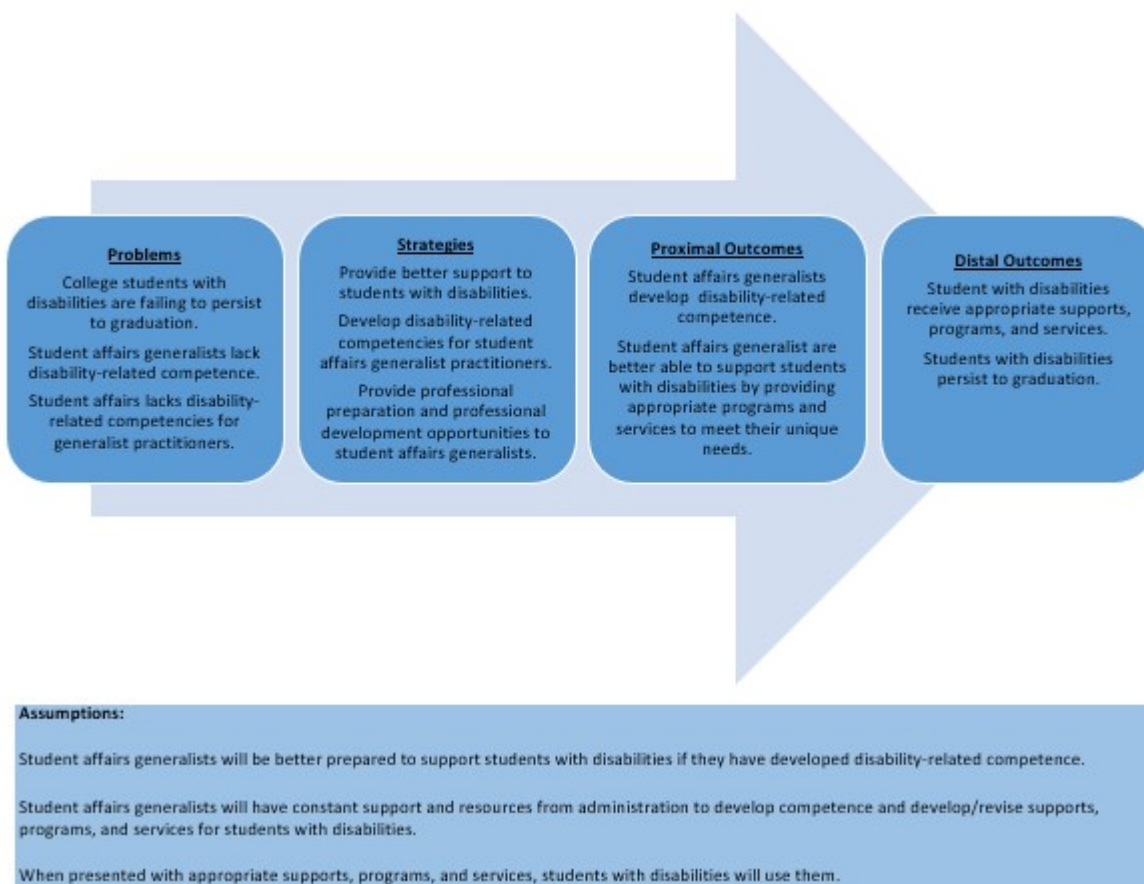
### **Statement of the Problem**

Despite the increased presence of students with disabilities on college campuses, data suggests that 66% of college students with disabilities fail to persist to graduation, an attrition rate 17% higher than students without disabilities (Newman et al., 2011). Similar to their peers without disabilities, students with disabilities who do not earn college degrees have greater difficulty obtaining employment and—when employed—earn lower hourly wages than students with disabilities who earn degrees (Bureau of Labor Statistics, 2014; Newman et al., 2011). Given the associated career and economic implications of not earning a college degree and the increased attrition rate of students with disabilities, college students with disabilities may be considered an at-risk student population in need of additional support and attention (O’Keefe, 2013).

The higher education and disability literature offers a variety of reasons why students with disabilities succeed or fail to persist (Garrison-Wade, 2012; Herbert et al., 2014; Jameson, 2007; Thoma & Getzel, 2005; Thompson-Ebanks, 2014; Wei et al., 2013). In particular, students with disabilities have reported that student affairs programs and services are beneficial to their educational attainment (Fichten, et al., 2014; Salzer, 2012; Stumbo, Hedrick, Weisman, & Martin, 2010; Thompson-Ebanks, 2014). Despite the benefits accrued by using student affairs services and engaging in student affairs programs, research also suggests that student affairs professionals lack disability-related knowledge and that further professional development is needed (Kimball, Vaccaro, & Vargas, 2016; Murray, Flannery, & Wren, 2008; Myers, 2008a).

Even though the need for disability-related knowledge has been identified, no comprehensive and agreed upon listing of disability-related competencies (i.e., “characteristics—knowledge, skills, mindsets, thought patterns, and the like—that when used whether singularly or

in various combinations, result in successful performance” [Dubois, 1998, p. v]) exists for student affairs professionals other than specialists (e.g., disability services professionals). These professionals are commonly referred to as student affairs generalist professionals and identify as student affairs professionals; have broad-based knowledge of student affairs; and have a breadth of responsibilities related to administration, student services, student development, and student learning (Kuk, 2009). Though some researchers have suggested knowledge areas, dispositions, and skills that student affairs generalist professionals should possess in order to meet the needs of students with disabilities (e.g., Belch & Marshak, 2006; Burgstahler & Moore, 2009), a review of the literature conducted as part of this study finds that these competencies are usually not the focus of the article in which they appear and consensus on important competencies has not been achieved. Given the benefits that student affairs offers to students with disabilities (Fichten, et al., 2014; Salzer, 2012; Stumbo et al., 2010; Thompson-Ebanks, 2014), research suggesting that all student affairs professionals should be prepared to support the learning and development of students with disabilities (Murray et al., 2008; Myers, 2008a), and a lack of guidance from the extant research, a comprehensive and agreed upon set of disability-related competencies for student affairs generalists is needed. Once developed, the disability-related competencies can be used to guide the training and professional development of student affairs generalists. With disability-related competence, student affairs professionals should be better able to serve students with disabilities through the development and provision of programs and services, thereby, potentially decreasing attrition rates. Figure 1 provides a logic model for this process.



*Figure 1.* Logic model.

### Research Question

The following research question will guide this study: What disability-related knowledge, dispositions, and skills should be important to student affairs generalist work? For this study, a panel of experts on student affairs and disability throughout the United States and Canada will be surveyed using the Delphi method to develop a listing of competencies important to the work of student affairs generalist professionals.

### Literature Review

Increasing the number of 4-year college degree recipients is more important than ever (Bowen, Chingos, & McPherson, 2009). On a national level, 4-year degrees are essential because they are related to economic growth (Bowen et al., 2009; U.S. Department of the

Treasury, 2012) and enhance the ability to compete in the global marketplace (Nichols, 2011). On an individual level, 4-year degrees are important because they are associated with increased employment and increased salary (Abel & Deitz, 2014; Baum, Ma, & Payea, 2010; Bureau of Labor Statistics, 2015; Carnevale & Cheah, 2015; Hout, 2012). In the year 2020, it is projected that 35% of jobs in the United States will require at least a bachelor's degree and 65% of jobs will require some postsecondary education (Carnevale et al., 2013). Industries requiring postsecondary training (e.g., private education, healthcare) are projected to experience greater job growth than industries not requiring postsecondary education (e.g., manufacturing; Carnevale et al., 2013). Thus, higher education attainment benefits the economic health of both the nation and the individual.

Degree completion is particularly important for students with disabilities. Students with disabilities who do not attain 4-year degrees have considerably more difficulty obtaining employment than students who attain 4-year degrees (Bureau of Labor Statistics, 2014; Newman et al., 2011). Specifically, students with disabilities who did not attain college degrees have employment rates that are nearly 26% lower than students with disabilities who attained such a degree (Newman et al., 2011). According to a report published by the Bureau of Labor Statistics (2013), individuals with disabilities cite a lack of needed education and training as a major barrier to employment, second only to their disability. When employed, however, individuals with disabilities who did not attain 4-year degrees earned hourly wages 22% lower than individuals with disabilities who attained degrees (Newman et al., 2011). Additionally, individuals with disabilities who had earned 4-year degrees had more flexible work hours and were more likely to have prior work experience (Bureau of Labor Statistics, 2013).

Given the benefits accrued by earning a degree, it is not surprising that there has been an increase in the number of students with disabilities pursuing higher education. Newman and colleagues (2010) note that students with disabilities graduating in the year 2005 pursued postsecondary education at a rate that was 19.3% higher than students with disabilities who had graduated high school in the year 1990. Of particular note is that the 2005 cohort's rate of enrollment in 4-year institutions of higher education was 9.1% greater than that of the 1990 cohort (Newman et al., 2010). Recent data suggest that students with disabilities comprise roughly 11% of the undergraduate student population (Snyder, de Brey, & Dillow, 2016). Moreover, as students must self-report their disability to college officials in order to receive disability-related accommodations, the percentage of students with disabilities in higher education is likely underestimated (Cook, Rumrill, & Tankersley, 2009; Newman et al., 2011). According to a secondary analysis of data from the *National Longitudinal Transition Study-2*, only 23% of students receiving disability accommodations and supports in high school disclosed a disability to their postsecondary institution (Newman & Madaus, 2015). Thus, it is likely that a substantial number of students with disabilities are unaccounted for in these statistics. Despite the underestimation of students with disabilities, 11% is a sizeable proportion of undergraduate students. In fact, the percentage of students with disabilities in higher education is comparable to that of other traditionally underrepresented student groups including students who identify as Hispanic (17%, Snyder et al., 2016), Black (15%, Snyder et al., 2016), and out Lesbian, Gay, Bisexual, and/or Transgender (estimated at 10%; Windmeyer, Humphrey, & Baker, 2013). Moreover, given efforts to improve college readiness of students with disabilities (Fowler, Test, Cease-Cook, Toms, & Bartholomew, 2014) and recent legislation that facilitates access to higher education for a wider range of students with disabilities (e.g., the Higher Education Opportunity



Act; Madaus, Kowitt, & Lalor, 2012), opportunity for higher education participation is likely to increase for students with disabilities.

Despite increasing higher education enrollment of students with disabilities, data indicate that these students have particular difficulty attaining degrees, as roughly 66% of students with disabilities—compared to 49% of students without disabilities—do not persist to graduation (Newman et al., 2011). Thus, students with disabilities are an at-risk population in higher education settings in need of greater attention (O’Keefe, 2013). Given that disability services offices are often both underfunded and understaffed (Barber, 2012), it is not surprising that greater coordination of services and supports for students with disabilities is recommended (Korbel, Lucia, Wenzel, & Anderson, 2011; Korbel, McGuire, Banerjee, & Saunders, 2011; Lechtenberger, Barnard-Brak, Sokolosky, & McCrary, 2012; U.S. Government Accountability Office, 2009). For example, a report issued by the U.S. Government Accountability Office (2009) suggested that disability services offices collaborate with student affairs offices including counseling centers, financial aid, housing and residence life, student activities, and career services in order to provide the services and accommodations needed by students with disabilities.

Despite a call for collaboration between disability services and other student affairs functional areas, disability-related topics (e.g., campus accessibility, disability identity development, disability services offices, statistics and characteristics about students with disabilities) are rarely discussed in student affairs preparation programs (Evans, Herriott, & Myers, 2009; Kimball et al., 2016). Furthermore, Peña (2014) noted that the “depth and breadth of research on students with disabilities is vastly limited in mainstream journals of higher education [including student affairs journals]” (p. 30). Given limited exposure to disability-

related content, it is unsurprising that student affairs professionals lack disability-related knowledge (Murray et al., 2008; Myers, 2008a; Myers & Bastian, 2010). Consequently, it is reasonable to assume that many student affairs professionals are unprepared to adequately support the success of students with disabilities.

Researchers suggest that higher education staff, including student affairs professionals, recognize their limited knowledge of college students with disabilities and desire additional education and training (Kimball et al., 2016; Murray et al., 2008; Murray, Lombardi, & Wren, 2011; Murray, Wren, Stevens, & Keys, 2009; Myers, 2008a). Furthermore, leading scholars in student affairs and disability indicate that all student affairs professionals should be able to support and work with students with disabilities (Evans et al., 2009; Hall & Belch, 2000; Kimball et al., 2016; Myers, 2008a, 2008b; Myers & Bastian, 2010). As noted by Myers (2008b):

Although the campus community often mistakenly labels students with disabilities as “belonging” to disability services, accommodating students with disabilities is not the sole responsibility of that office. Students with disabilities, like all students, “belong” to everyone on campus, and all on campus are responsible for their learning and development. (pp. 3-4)

The recognized need and desire for disability-related competence is a critical step in increasing access to the supports, services, and cocurriculum offered by student affairs. The cocurriculum is the student affairs coordinated, out-of-class activities that enrich, extend, and complement the academic curriculum (Dalton & Crosby, 2012). Such activities include, but are not limited to, diversity workshops, volunteer and service learning opportunities, wellness programs, and sponsored speakers that are (a) connected to the institutional mission, (b)

intentional, and (c) rigorous (Dalton & Crosby, 2012). Given that student affairs professionals are responsible for ensuring equal access to the cocurriculum and for enacting many accommodations that have been approved by disability services (Burke, Friedl, & Rigler, 2010), these professionals must be prepared with the knowledge, skills, and dispositions needed to do so. Furthermore, failure to ensure equal access to the cocurriculum and to enact specified accommodations is discriminatory, potentially opening the university to litigation (McCabe, 2014), and violates the student affairs ethical principle of egalitarianism (American College Personnel Association [ACPA], 2006; Council for the Advancement of Standards in Higher Education [CAS], 2006).

A logical next step is to determine what disability-related competencies are important to student affairs generalist work. Through a comprehensive review of the literature on disability and student affairs, the need for disability-related competencies to guide student affairs professionals is argued. In particular, the remainder of this chapter will (a) review the student affairs competency literature with a focus on disability content; (b) argue that present competencies for student affairs generalists are not appropriate for fostering the development of disability-related knowledge, dispositions, and skills; and (c) argue the need for disability-related competencies to guide student affairs generalists.

### **Disability: Reason for Using the Term**

Before going further, it is important to address the use of the terms *disability* and *student/person with a disability*. The use of these terms vary greatly by nation, culture, region, community, disability status, and philosophy. To some, the terms *disability* and *student/person with a disability* are appropriate and, when used respectfully, can be empowering. To others, the terms are offensive for a variety of reasons. As such, other terms (e.g., *(dis)Ability*,

*student/person with (dis)Abilities, student/person experiencing a disability, student/person who is differently abled, disabled student/person*) have been used, by both people with and without disabilities, in place of *disability* and *students/people with disabilities* with varying degrees of use, acceptance, and participation from those being labeled.

Given the differing opinions with regard to these terms, it is important to note that the use of the terms *disability* and *students/people with disabilities* in this dissertation is done so with great respect and after great consideration. People with disabilities are overlooked by the student affairs profession (Lombardi & Lalor, 2016; Peña, 2014), and attention needs to be called to this underserved population. Referring to *disability* using a different term may obscure the issue: people with disabilities are underserved because student affairs professionals lack disability-related competence needed to adequately serve them.

### **Professional Competencies**

The terms *competence* and *competency* are frequently, though erroneously, used interchangeably within the research literature (Rowe, 1995; Teodorescu, 2006). According to Teodorescu (2006), *competence* is “worthy performance that leads directly to the most efficient accomplishment of organizational goals” (p. 28). Alternatively, *competency* is “those characteristics—knowledge, skills, mindsets, thought patterns, and the like—that when used whether singularly or in various combinations, result in successful performance” (Dubois, 1998, p. v). This definition was further galvanized by the U.S. Department of Education (2002), which defined competency as “a combination of skills, abilities, and knowledge needed to perform a specific task” (p. vii). Essentially, *competence* (plural = competences) is the measurable outcome “what people can do” and *competency* (plural = competencies) is “how they do it” (Rowe, 1995, p. 12). Even though these constructs are certainly related, there is a need to focus

on competencies because of the need to determine how student affairs professionals can adequately serve students with disabilities. Moreover, as Rowe (1995) suggests, competency approaches place the emphasis on the development of excellence whereas competence approaches place the emphasis on sufficiency.

Developing and understanding professional competencies has been a focus of research across a variety of fields. Professional competencies, sometimes referred to as workplace competencies, are “knowledge, skills, attitudes and values, and behaviors” used in a profession to achieve successful performance (Brumm, Hanneman, & Mickelson, 2006, p. 123).

Professions and occupations have developed competency models in order to outline the professional competencies needed to achieve excellence (Teodorescu, 2006). As noted by Voorhees (2001), competencies provide individuals and a profession with “a clear map and the navigational tools needed to move expeditiously toward their goals” (p. 11). As such, many professional organizations (e.g., counseling, nursing, teaching, etc.) developed competency models to guide the learning and development of professionals.

**Professional competencies in student affairs.** The development of competent professionals has been a matter of interest throughout the existence of student affairs. The following sections offer a brief discussion of the history of competencies in student affairs followed by an examination of competencies as they exist in contemporary student affairs.

***The history of competencies in student affairs.*** Although student affairs preparation programs began in 1913 at Teachers College, Columbia University, Beatty and Stamatakos (1990) note that discussion of preparing competent professionals can be traced back to 1937 with the publication of the *Student Personnel Point of View*. Among the various ideas advanced by the *Student Personnel Point of View* is the need for identifying student personnel functions to

ensure effective and competent practice (American Council on Education, 1937). Despite the interest in developing competent professionals, agreement on core competencies needed for practice eluded student affairs for more than five decades (Herdlein, 2004; Lovell & Kosten, 2000; Pope & Reynolds, 1997).

In 1963, the Council of Student Personnel Associations in Higher Education (COSPA) was founded to bring together the many student affairs professional associations that emerged in the early half of the twentieth century (Nuss, 2003). Arguably the greatest contribution of COSPA was its vision to further the professionalization of student affairs by developing an explicit set of competencies and behavioral objectives (i.e., professional preparation standards) to be met by graduate students studying student affairs (CAS, 2013). Beginning with *A Proposal for Professional Preparation in College Student Personnel Work* (COSPA, 1964), COSPA advocated for an evolving set of competencies ultimately resulting in the publication of *Student Development Services in Postsecondary Education* (COSPA, 1975). Among the behavioral objectives outlined by COSPA (1975), several can be viewed as knowledge, dispositions, and skills that pertain to working with students with disabilities: “Be able to apply legal decisions and legal processes to the collegiate institution and to all of its constituents—faculty, students, administration, and nonprofessional staff” (p. 435), “Write a comparison of life styles and cultural differences of subgroups” (p. 436), and “Act in accordance with the list of values...in dealing with students from diverse backgrounds” (p. 436).

With the founding of the Council for the Advancement of Standards in Higher Education (CAS) in 1979, the student affairs profession took the next major step into establishing a wide range of core competencies for the field. Now consisting of approximately 40 student affairs professional associations, CAS has cemented itself as a leader in the promulgation of program-

level standards (CAS, 2015). Among the program standards and guidelines offered by CAS are those for “Master’s-Level Student Affairs Professional Preparation Programs.” First published in 1986, these standards outline organizational aspects of preparation programs (e.g., administration, staffing, and resources) and suggest competencies that should be developed as a result of master’s-level study in student affairs. CAS (2013) expects graduates to demonstrate knowledge and skills in foundational studies (e.g., ability to articulate the philosophical foundations of student affairs), professional studies (e.g., the ability to refer students to appropriate services and resources), and supervised practice (i.e., field-based student affairs work experience under the supervision of qualified professionals working in conjunction with preparation program faculty). Despite clearly outlining the skills and knowledge expected of program graduates, the CAS standards remain voluntary, lack enforcement measures, and give latitude to programs with regard to how they help students develop the stated knowledge and skills (Kuk, Cobb, & Forrest, 2007).

Although the CAS standards and similar program-level standards (e.g., the *Association on Higher Education and Disability [AHEAD] Program Standards*) offer guidance that may be helpful to professionals, they do not directly outline the knowledge, dispositions, and skills needed by individual professionals. As such, these standards are not designed to be used as professional-level standards. Given this difference in intended purpose, discussion of program-level standards will be kept to a minimum in this review.

***Student affairs competencies in recent years.*** As the twentieth century drew to a close, efforts to identify competencies necessary for student affairs work intensified, most notably among the two largest professional associations in student affairs: the American College Personnel Association (ACPA) and the National Association of Student Personnel

Administrators (NASPA). Their membership includes higher education and student affairs faculty and professionals across the various student affairs functional areas (e.g., academic advising, community standards and conduct, disability services, Greek life, multicultural student services, orientation, residence life, student activities). These diverse professionals are employed by a wide variety of equally diverse institution types ranging from public, four-year, historically Black colleges and universities to private, two-year predominately White institutions. As such, these two professional organizations serve the greatest diversity of student affairs professionals and provide professional development and training for a broad membership.

In 2009, a joint taskforce consisting of faculty and professional members of ACPA and NASPA sought to identify a set of professional competency areas that would “define the broad professional knowledge, skills, and, in some cases, attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field” (ACPA/NASPA, 2010, p. 3). To accomplish this objective, the taskforce reviewed the literature on “the professional competencies, standards, and expectations” presently needed by student affairs professionals, and engaged in conversation regarding future competencies, standards, and expectations that may be necessary for student affairs professionals (ACPA/NASPA, 2010, p. 3). Weiner, Bresciani, Hickmott, and Felix (n.d.) provided a report outlining the results of a document analysis of 19 ACPA, CAS, and NASPA publications; curricula; and presentation materials on the topic of standards, competencies, and professional development (ACPA/NASPA, 2010). Weiner and colleagues (n.d.) identified eight themes, which were used to devise eight learning goals.

Using “the document analysis report, additional existing literature, and other professional association documents” (ACPA/NASPA, 2010, p. 3) the taskforce developed 10 competency



areas and, for each competency, descriptions for meeting each of three competency levels: basic, intermediate, and advanced. These three competency levels are intended to “delineate the increasing complexity and ability that should be demonstrated by practitioners as they grow in their professional development” (ACPA/NASPA, 2010, p. 4). In 2010, a draft of the professional competencies were reviewed by the membership of both professional associations and refined based on the feedback. This version of the professional competencies was approved by the leadership boards of both ACPA and NASPA in July 2010 (ACPA/NASPA, 2010).

The ACPA/NASPA *Professional Competencies for Student Affairs Practitioners* offers broad competencies that are intended to meet the needs of a diverse group of professionals. Accordingly, the listing of competencies may not fully meet the needs of some student affairs professionals given their specific job functions and institutional culture (ACPA/NASPA, 2010). For example, due to the specialized nature of college and university health services, they are likely not going to adequately address the basic competencies of that student affairs functional area. Despite the acknowledgement that the ACPA/NASPA *Professional Competencies for Student Affairs Practitioners* is not an all-encompassing or universally applicable document, it is asserted that “all student affairs professionals should be able to hold the basic level of knowledge and skills in all competency areas” (ACPA/NASPA, 2010, p. 4). Despite this contention, formal enforcement measures (i.e., credentialing) do not presently exist.

#### **Disability content in the *Professional Competencies for Student Affairs Practitioners*.**

The ACPA/NASPA *Competencies* references “abilities” twice in the 28-page document. The inclusion of “abilities” among the listed student demographics suggests that variation in ability, including disability, is an important facet of human diversity that professionals should be prepared to support. The statements including “abilities” are:

- “One should be able to...recognize the strengths and limitations of one’s own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds)” (ACPA/NASPA, 2010, p. 6).
- “One should be able to... ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent people’s diverse abilities, beliefs, and characteristics” (ACPA/NASPA, 2010, pp. 10-11).

Unfortunately, the *Competencies* provide few specifics regarding the disability-related knowledge, skills, and dispositions student affairs professionals should develop in order to support students with disabilities. As previously noted, the *Competencies* are intended to be broad in scope (ACPA/NASPA, 2010), so it is not surprising that little detail is provided about disability. Thus, student affairs professionals seeking to better support students with disabilities may turn to complementary competency lists in order to search for disability-related competencies. One set of competencies that provides student affairs professionals with guidance on supporting multiculturally diverse student populations is the multicultural competencies identified by Pope and Reynolds (1997).

**Multicultural competencies.** According to Pope, Reynolds, and Mueller (2004), “multicultural competence is a distinctive category of awareness, knowledge, and skills essential for efficacious student affairs work; this category may assist student affairs practitioners in creating diverse and inclusive campuses” (p. 9). Traditionally conceptualized using Sue, Arredonado, and McDavis’s (1992) tripartite model, multicultural competence consists of knowledge, skills, and awareness of varying cultures and backgrounds (Castellanos, Gloria, Mayorga, & Salas, 2007; Pope & Mueller, 2000). As suggested by the research on entry-level

competencies, multiculturalism is an important competency for entry-level student affairs professionals (Burkard, Cole, Ott, & Stoflet, 2005; Dickerson et al., 2011; Herdlein, Kline, Boquard, & Haddad, 2010; Kretovics, 2002; Kretovics & Nobles, 2005), and one that has been positively evaluated by both employers and entry-level professionals (Herdlein, 2004; Waple, 2006; Young & Janosik, 2007).

Though multiculturalism has been a topic of discussion in higher education for more than 40 years, the identification of core multicultural competencies for professionals in the field of student affairs did not take place until 1997 (Pope & Mueller, 2000). Through a review of the literature on multiculturalism in the areas of higher education and counseling and an iterative process of refinement; Pope and Reynolds (1997) identified 32 characteristics of multiculturally competent student affairs professionals in the areas of knowledge, skills, and awareness. According to Pope and Reynolds, multicultural knowledge “consists of the information individuals have about various cultures” (p. 270). Examples of multicultural knowledge include “knowledge of diverse cultures and oppressed groups (i.e., history, traditions, values, customs, resources, issues)” and “knowledge about how gender, class, race and ethnicity, language, nationality, sexual orientation, age, religion or spirituality, disability, and ability affect individuals and their experiences” (Pope & Reynolds, 1997, p. 271). Multicultural skills “allow for effective and meaningful interaction such as seeking consultation as necessary with people who differ from them culturally” (Pope & Reynolds, 1997, p. 270). Examples of these skills include “ability to identify and openly discuss cultural differences and issues” and “ability to make individual, group, and institutional multicultural interventions” (Pope & Reynolds, 1997, p. 271). Multicultural awareness “consists of the attitudes, beliefs, values, assumptions, and self-awareness necessary to serve students who are culturally different from oneself” (Pope &

Reynolds, 1997, p. 270). Examples of multicultural awareness include “a belief that differences are valuable and that learning about others who are culturally different is necessary and rewarding” and “a personal commitment to justice, social change, and combating depression [sic]” (Pope & Reynolds, 1997, p. 271).

***Disability content in multicultural competencies.*** The quantity of research on multicultural competence has increased in recent decades (Herdlein, Riefler, & Mrowka, 2013). However, despite Pope and Reynold’s (1997) inclusion of disability as a facet of multiculturalism, little attention has been paid to disability in the discourse on multiculturalism and diversity in higher education (Lombardi & Lalor, 2016). This is not unexpected as multicultural competence and the characteristics of multiculturally competent student affairs professionals are designed to provide broad guidance regarding multicultural competence as opposed to guidance related to the nuances of specific cultural groups (Pope, Mueller, & Reynolds, 2009). Essentially, Pope and Reynolds listed the general characteristics that would lead to a student affairs professional being deemed multiculturally competent in the broadest sense. Specifically, Pope, Reynolds, and Mueller (2004) note that:

[a]lthough not *all* student affairs practitioners will become experts in multicultural issues (any more than they are expected to be assessment experts or authorities on budgeting), every student affairs professional must have a level of multicultural awareness, knowledge, and skills that allows them to competently work with diverse groups of students and colleagues. (p. 9, emphasis in original)

However, as previously noted, given limited research on disability published in student affairs journals (Lombardi & Lalor, 2016; Peña, 2014) and minimal discussion of disability in

preparation programs (Evans et al., 2009) developing basic cultural competence, much less expertise, in the area of disability is a challenge.

Given the lack of detail contained within both the multicultural competencies and the ACPA/NASPA *Competencies*, student affairs professionals looking to develop disability-related competence will need to access information about disability from other sources. Presently, this may prove difficult as most student affairs faculty members and professionals lack the knowledge, skills, and dispositions needed to adequately support students with disabilities (Evans et al., 2009; Murray et al., 2008; Myers, 2008a; Myers & Bastian, 2010) and minimal research has been published on disability and higher education in student affairs journals (Lombardi & Lalor, 2016; Peña, 2014). As such, student affairs professionals may seek guidance from standards designed for disability services professionals: the *AHEAD Professional Standards*.

**The *AHEAD Professional Standards*.** Similar to general student affairs competencies, standards for the disability services functional area were an ongoing topic of discussion prior to being formally devised and adopted by the leading professional association (i.e., AHEAD). Initially, discussion of professional training emerged from concerns over the preparation of disability services providers and professionalization of postsecondary disability services in the 1980s (Blosser, 1984; Madaus, 1997). To begin to address these issues, Blosser (1984); Michael, Salend, Bennett, and Harris (1988); and Norlander, Shaw, and McGuire (1990) identified core roles and functions of disability services professionals that could be used to guide training and professional development programs. Despite these efforts to identify roles and functions important to disability services work, the listings of roles and functions were not formally supported by AHEAD and they were not revised over time. In 1997, Madaus noted that

“the field of postsecondary programming for students with disabilities has changed dramatically due to factors such as advances in technology and medicine, and legislation” (p. 10) since the initial research on roles and functions was conducted; an updated investigation of the roles and functions of disability services professionals was needed.

In response to this need for an updated set of roles and functions for disability services professionals, Madaus (1997) sought to identify “essential roles and functions related to the leadership of postsecondary [disability services] programs” (p. 11) through a survey of 567 AHEAD members from the United States and Canada on roles and functions of disability services professionals. Participants were asked to rate 54 items using a 5-point Likert scale. Using exploratory factor analysis, data were analyzed and a six-factor structure emerged: (a) direct services, (b) administrative, (c) consultation/collaboration, (d) campus training, (e) professional development, and (f) legal compliance. Individual analysis of the 54 survey items revealed that 53 of the roles and functions were viewed as important or moderately important to leading disability services programs. The only item determined to be viewed as less than moderately important was the item “provides counseling/advisement on managing personal assistants (e.g., PCA’s, interpreters)” (p. 17).

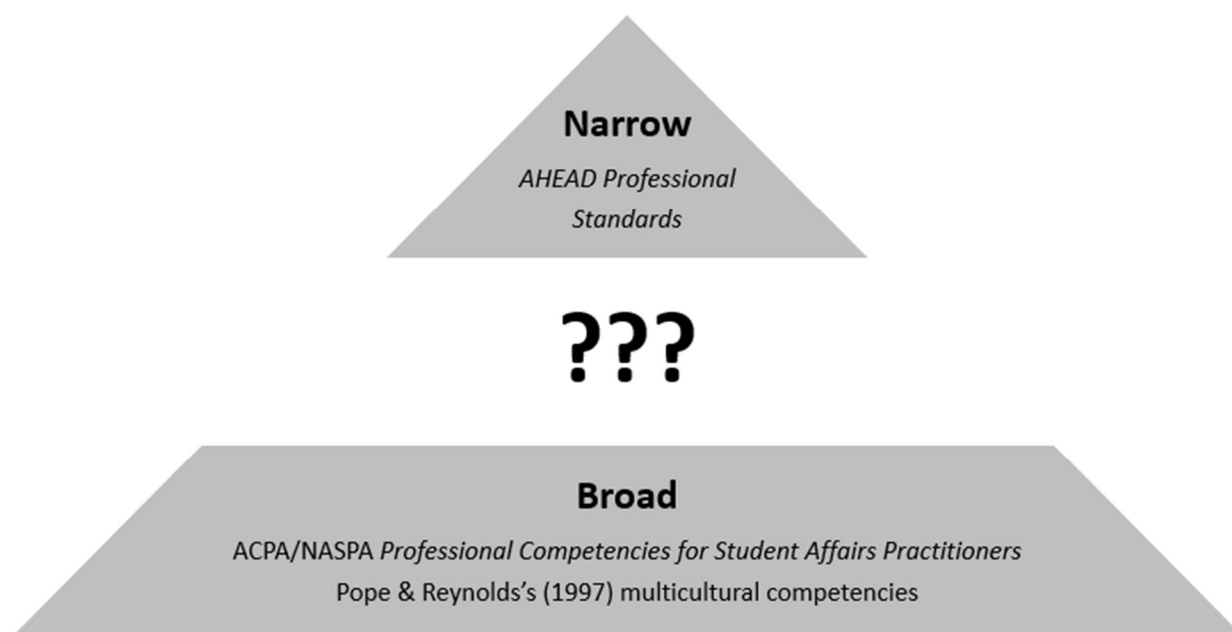
The results of the study were presented to the AHEAD Professional Standards Task Force Committee in 1995. The task force reviewed the factors and items and the feedback was incorporated. As a result of this feedback, “three items were deleted, two items were re-worded, and one factor was re-named (Training/Education was changed to Institutional Awareness). Furthermore, the items related to the Legal Compliance Factor were collapsed into other related factors” (Madaus, 1997, p. 20). The task force approved five factors (i.e., direct services, administrative, consultation/collaboration, institutional awareness, professional development)

and 51 items describing roles and functions. The factors and items were reviewed by the Executive Board of AHEAD and formally adopted in 1996 as the *AHEAD Professional Standards*, also referred to as the AHEAD Standards of Professional Practice.

Since the adoption of the *AHEAD Professional Standards*, little follow-up investigation has been conducted. As such, a variety of questions remain unanswered: (a) Do the *Standards* still adequately delineate the competencies of disability services professionals nearly 20 years later?, (b) Are the *Standards* being used to guide professional development and preparation?, and (c) Does the implementation of the *Professional Standards* benefit students with disabilities?

The *AHEAD Professional Standards* is the most comprehensive competency resource for supporting college students with disabilities that exists; however, the standards were not devised for use by student affairs professionals outside of disability services. The roles and functions listed in the *Professional Standards* are specific to the job responsibilities of disability services professionals (Madaus, 1997), and many would be inappropriate for use by generalist student affairs professionals. Such roles and functions as “interprets court/government agency rulings and interpretations affecting services for students” and “determines program eligibility for services based upon documentation of a disability” (Shaw, McGuire, & Madaus, 1997, p. 28) require disability services professionals to engage in ongoing professional development and review the professional literature regularly in order to ensure effective and legal service provision (Dukes & Shaw, 1999). Although student affairs generalists may be tasked with carrying out accommodations (e.g., enacting room accommodations and obtaining sign language interpreters for campus events) and supporting students with disabilities, they do not have the same degree of “fiscal, administrative, and legal accountability” (Dukes & Shaw, 1999, p. 28). As such, the *AHEAD Professional Standards* are overly specialized for the needs of the student

affairs generalist. Conversely, both the ACPA/NASPA *Competencies* and the multicultural competencies (Pope & Reynolds, 1997) do not provide sufficient information about disability-related topics to guide student affairs generalists in the development of disability-related knowledge, skills, and dispositions. As depicted in Figure 2, student affairs generalist professionals are, therefore, left without competencies appropriate for guiding their development of important disability-related knowledge, dispositions, and skills. Thus, student affairs professionals, and subsequently, students with disabilities, would benefit from a set of clearly defined disability-related competencies to guide professional development and pre-professional curricula of the student affairs generalist.



*Figure 2.* A depiction of the gap in the student affairs literature as it pertains to disability-related competencies important to student affairs generalist work.



### **Literature on Student Affairs and Disability-Related Knowledge, Dispositions, and Skills**

At present, many student affairs professionals lack the disability-related knowledge needed to adequately serve students with disabilities (Murray et al., 2008; Murray et al., 2011). Moreover, this lack of competence has been recognized by students with disabilities (Myers & Bastian, 2010). In a study conducted by Murray, Flannery, and Wren (2008), self-report data was collected on higher education staff knowledge and attitudes regarding learning disabilities (LD). Results suggest that a majority of staff report being (a) unfamiliar with the two primary laws related to disability and higher education (i.e., Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973), (b) unsure of enrollment rates of students with LD, and (c) unsure of admission criteria for admitting students with LD. Furthermore, a high level of uncertainty exists with regard to campus-based services and programs for students with LD, an issue reiterated by students interviewed by Thompson-Ebanks (2014). Despite this uncertainty, Murray and colleagues (2008) note that staff perceive themselves to have knowledge of LD. Furthermore, higher education staff self-reports of attitudes (i.e., dispositions) toward disability were largely positive. A majority of participants expressed belief that (a) they were sensitive to the needs of students with LD, (b) students with LD could compete and be successful within postsecondary education, (c) they would accommodate students, and (d) they would advocate for students with LD. However, as Murray and colleagues (2008) cautioned, research using self-report is “susceptible to ‘social desirability’ bias” (p. 84). As such, reported knowledge, behaviors, and dispositions may not be observed in practice. Furthermore, accuracy of knowledge and appropriateness/legality of behaviors were not measured by the researchers, thus the quality of perceived knowledge, behaviors, and dispositions cannot be assumed.

Though research on disability-related knowledge, skills, and attitudes of staff is emerging, an important question remains unanswered: What disability-related knowledge, dispositions, and skills are important for student affairs professionals to acquire in order to adequately serve college students with disabilities?

### **Theoretical Framework**

As this study is intended to identify a set of knowledge, dispositions, and skills important to student affairs generalist work in the area of disability, it is grounded in two theoretical frameworks: the ecological systems theory (Bronfenbrenner, 1974, 1977, 1979) and the conscious-competence model (author unknown).

#### **Ecological Systems Theory**

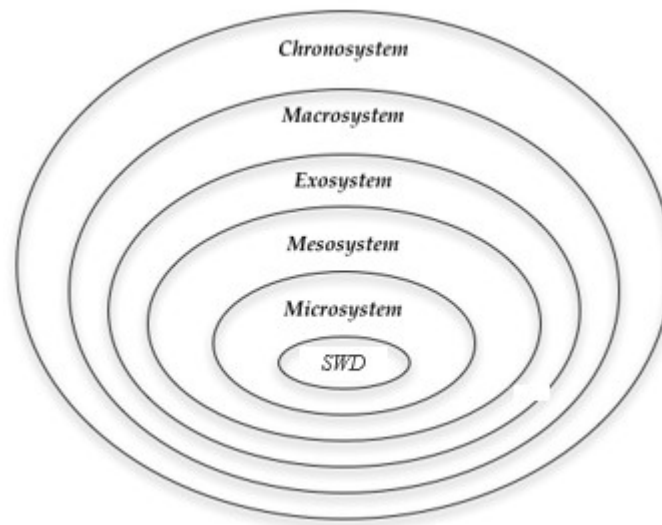
As depicted in Figure 3, Bronfenbrenner's ecological systems theory suggests that an individual's learning and development is influenced by the regular, reciprocal, and increasingly complex interactions between the individual and their immediate environment (Bronfenbrenner & Morris, 2006). According to Bronfenbrenner (1994) the immediate ecological environments "are conceived as a set of nested structures, each inside the other like a set of Russian dolls" (p. 39). The environments include the microsystem, the macrosystem, mesosystem, exosystem, and chronosystem. This study will focus in on identifying the knowledge, dispositions, and skills important to the work of student affairs generalist professionals within the microsystem and the mesosystem to serve individuals with disabilities that exist at the center of the system. The microsystem is defined as:

...a pattern of activities, social roles, and interpersonal relations experienced by the developing person in a given face-to-face setting with particular physical, social, or symbolic features that invite, permit, or inhibit engagement in sustained, progressively

more complex interaction with, and activity in, the immediate environment.

(Bronfenbrenner, 1994, p. 39)

The mesosystem is defined as “the linkages and processes taking place between two or more settings containing the developing person” (Bronfenbrenner, 1994, p.40). Essentially, competencies will be identified to support student affairs generalist as they support access, learning, and development of individuals with disabilities in higher education through (a) direct contact with the student and (b) through contact with others within the higher education institution (e.g., faculty) and outside of the institution (e.g., the student’s family).



*Figure 3.* Bronfenbrenner’s ecological systems theory as applied to an individual with a disability .

Ecological systems theory has been used as a framework within student affairs to examine disability-related issues. Schuh and Veltman (1991) used an ecosystems model to assess services provided by the disability services office at a public, research university in the Midwest and to identify the perceived needs of students with disabilities at the university. Similarly, Foster and DeCaro (1991) used an ecological framework to examine the social

integration of students with and without disabilities in a residence hall environment at a private, master's-level university in the Northeast.

### **Conscious-Competence Model**

The origin of the conscious-competence model, also referred to as the conscious-competence learning model and the four stages of learning any new skill, is unknown. Thought to have been developed in the 1970s, the model is often attributed to Noel Burch of the Gordon Training Institute, but it has also been attributed to several others (Mukherjee, Basu, Faiz, & Paul, 2012). The conscious-competence model suggests that learning occurs across two dimensions: consciousness and competence. As shown in Figure 4, the model indicates that learners move through four stages from unconscious incompetence (Stage I) to unconscious competence (Stage IV). As applied to disability related competencies, learners would move from unawareness of disability-related programs, services, and contexts and no disability-related knowledge, skills, and dispositions (i.e., unconscious incompetence) to having disability-related knowledge, dispositions, and skills and incorporating these competencies with automaticity (i.e., unconscious competence). As noted by Ling, automaticity consists of speed, accuracy, economy of effort, and flexibility (as cited in Luckner & Urbach, 2011). Although automaticity can be beneficial in many respects (e.g., using person-first language without active thought or naturally incorporating principles of universal design into practice), individuals in the unconscious incompetence must remain flexible in order to avoid complacency, habituation, and staleness (Clarkson & Gilbert, 2004). As suggested by Clarkson and Gilbert (2004), an individual in Stage IV should continue learning, refining, and assimilating new knowledge and skills in order to maintain this flexibility.

The progression from Stage I (i.e., unconscious incompetence) to Stage II (conscious incompetence) of the conscious-competence model “represents the point at which ‘ignorant bliss’ withers and [learners] become aware that actions are not achieving their desired results” (Nevins & Sass-Lehrer, 2015, p. 47). Through the ensuing crisis associated with failure, learners recognize deficits in knowledge, dispositions, and skills; and may seek additional education and training to improve the efficacy of their work (Nevins & Sass-Lehrer, 2015). When questioned by researchers, student affairs generalists acknowledge that they lack disability-related competence and often express desire for disability-related education and training (Murray et al., 2008; Murray et al., 2011; Murray, et al., 2009; Myers, 2008a). Despite readiness on the part of some generalist student affairs professionals, the field of student affairs lacks a set of disability-related competencies to guide practice and professional development needs. Thus, student affairs generalists will likely have difficulty progressing from unconscious incompetence to more complex stages of the model, unless they independently seek out training.

	Incompetence	Competence
Unconscious	Stage 1 Unconscious Incompetence	Stage 4 Unconscious Competence
Conscious	Stage 2 Conscious Incompetence	Stage 3 Conscious Competence

*Figure 4.* The conscious-competence model.

To date, the conscious-competence model has been used with some frequency in business (e.g., Lombardozzi, 2007; Mukherjee et al., 2012) and medical research (e.g., Kalz et al., 2013;

Marken, Zimmerman, Kennedy, Schremmer, & Smith, 2010; Steinke, Riner, & Shieh, 2014) research, and infrequently within research on student affairs and postsecondary transition for students with disabilities. In student affairs, Beeler (1991) developed a framework nearly identical to the conscious-competence model called the four-stage academic adjustment framework to explain the adjustment of students to graduate academics. Used infrequently in research, this framework suggests that graduate students progress through four stages from unconscious incompetence to unconscious competence as they transition to graduate study. In the postsecondary disability literature, the model has only been used as a theoretical model for dissertation research (Fox, 2011).

### **Conclusion**

Professional competencies outline the knowledge, dispositions, and skills that professionals need in order to be successful and effective in their field (Teodorescu, 2006). Though competencies do not ensure success and efficacy, they provide professionals with a structure through which success and efficacy may be possible. Student affairs has a documented history of attending to the preparation and training needs of its professionals. As such, the identification of professional competencies has been a focus of researchers (Weiner et al., n.d.). Despite the focus on preparation and training of student affairs professionals and the identification of competencies, the student affairs profession currently lacks a set of agreed upon disability-related competencies to guide practice and professional development needs of student affairs generalists; as a result, those working in the field lack the knowledge, dispositions, and skills to serve students with disabilities (Murray et al., 2008; Myers, 2008a; Myers & Bastian, 2010).

Competencies that presently exist in student affairs are insufficient to guide professionals in the development of disability-related competence. Although the ACPA/NASPA *Professional Competencies for Student Affairs Practitioners* and Pope and Reynolds's (1997) multicultural competencies note that disability is a facet of diversity and culture that student affairs professionals should be prepared to support; neither adequately outlines the specific knowledge, dispositions, and skills that student affairs professionals should possess in order to serve students with disabilities. Essentially, the question of what specific knowledge, dispositions, and skills is left unanswered. Conversely, the *AHEAD Professional Standards* offers extensive detail regarding disability-related competencies, but these knowledge, dispositions, and skills are intended for use by disability services professionals (i.e., specialists) who have disability-related responsibilities beyond those of a typical student affairs generalist. Essentially, the field is lacking a detailed listing of disability-related competencies that is appropriate for and specific to the needs of the student affairs generalist.

Further complicating the development of disability competence is the lack of research pertaining to disability in student affairs journals (Peña, 2014) and few student affairs faculty members who are familiar with issues of disability (Evans et al., 2009; Murray et al., 2008; Myers, 2008a; Myers & Bastian, 2010). Both the lack of knowledgeable student affairs faculty members and the dearth of professional literature related to disability can serve as barriers to developing disability-related competence. Thus, as few resources and guides for developing disability-related competence exist in student affairs, the insights gathered as part of this research may provide the student affairs profession with a set of disability-related competencies to guide pre-professional training and professional development of student affairs generalist professionals.

Chapter II describes the Delphi technique and the methods used to provide a panel of experts with the opportunity to reach consensus on disability-related knowledge, dispositions, and skills important to student affairs generalist work.



## **Chapter II**

### **Methods**

This chapter outlines the methods used to collect data for this study. The Delphi method is described and connections are drawn between the method and the theoretical frameworks that guide the study. Procedures for expert panelist recruitment and questionnaire development are discussed. After describing the panelist recruitment and questionnaire development, study procedures and data analyses are detailed.

### **Methodology and Study Design**

Given the limited scope of the literature on disability-related knowledge, dispositions, and skills in student affairs and the need to advance the disability competence of student affairs generalists, the purpose of this study was to develop a comprehensive and agreed upon set of competencies important to student affairs generalist work. The Delphi method was selected to organize and build from the collective wisdom of experts in the area of student affairs and disability.

The Delphi method aligns with the two theoretical frameworks that guided this investigation. According to Bronfenbrenner (1979), research on humans must be representative of the actual world in which humans exist. As the research identified disability-related competencies important to student affairs generalist work in the microsystem and mesosystem, it is imperative that student affairs generalists were included as panel experts. According to Scheele (2002), a panel consisting of scholars and those whom the research is about (i.e., student affairs generalists), may be best able to approximate the reality of the human experience in question. Panelists with expertise in the area of disability and experience as student affairs professionals are important for approximating the reality of generalist work and determining the

disability-related knowledge, dispositions, and skills important in the microsystems and mesosystems.

The Delphi method also aligns with the conscious-competence model. As expertise, is defined as “special skill or knowledge,” individuals with more advanced knowledge and/or skills (i.e., individuals who have progressed further in the conscious competence model) are used to identify disability-related competencies in Delphi studies (Expertise, n.d.). For this study, panelists with expertise in the area of disability and student affairs identified disability-related knowledge, dispositions, and skills important to student affairs generalist work.

### **Sample**

Selecting a panel of participants is an important consideration as it impacts the quality of the Delphi outcomes (Day & Bobeva, 2005; Delbecq, Van de Ven, & Gustafson, 1975/2004). Essentially, the knowledge that the participants contribute and their ability to engage in discussion has implications for the collective judgement rendered. Despite agreement on the importance of selecting expert panelists, agreement on specific criteria for determining expertise has not been achieved (Hsu & Sandford, 2007). In general, criteria for identifying expertise includes “important knowledge or experience” (Delbecq et al., 1975/2004, p. 88). Furthermore, the researcher is expected to outline specific eligibility criteria for experts (Hsu & Sandford, 2007). According to Hsu and Sandford (2007), literature reviews and listings of positional leaders are commonly used techniques for identifying prospective experts for Delphi studies. Thus, this study used a combination of (a) degrees held, (b) publications on disability and student affairs, (c) positions of leadership in student affairs professional association committees focusing on disability, and (d) professional experience. Four groups of participants were selected and recruited for participation: higher education and/or student affairs faculty, disability services

professionals, student affairs generalists, and leaders of disability-related committees in student affairs associations. Therefore, four sets of eligibility criteria were been established. Table 1 outlines the eligibility criteria for each group.

Table 1

*Expert Group and Eligibility Criteria*

Expert Group	Eligibility Criteria
Higher education and/or student affairs faculty	<ul style="list-style-type: none"> <li>• Primary position must be as a faculty member in a higher education and/or student affairs program (inclusive of emeritus faculty).</li> <li>• Has at least two publications on disability.</li> <li>• Has earned a doctoral degree.</li> </ul>
Disability services professionals	<ul style="list-style-type: none"> <li>• Primary position must be as a Disability Services Practitioner.</li> <li>• Has a record of publications on disability.</li> <li>• Has earned a master's or a doctoral degree.</li> </ul>
Student affairs generalists	<ul style="list-style-type: none"> <li>• Primary position must be as a student affairs practitioner outside of disability services (although they may previously worked in disability services or presently supervise disability services practitioners).</li> <li>• Has a record of publications on disability.</li> <li>• Has earned a master's or a doctoral degree.</li> </ul>
Leaders of disability-related committees in student affairs associations	<ul style="list-style-type: none"> <li>• Serves or has served as a chair of one of the following: the American College Personnel Association's Coalition for (Dis)Ability, the National Association of Student Personnel Administrators Disability Knowledge Community, or the Canadian Association of College &amp; University Student Services Access and Inclusion Community (formerly the Canadian Association of Disability Service Providers in Post-Secondary Education).</li> </ul>

As a publication record is a stated criterion for eligibility in in the Higher Education and/or Student Affairs Faculty, Disability Services Professionals, and Student Affairs Generalists groups, an existing literature database on disability and higher education developed by Madaus and colleagues (in press) was used to identify the names of potential expert panelists publishing

works through the year 2012. An additional literature search was conducted to identify other possible experts who published works since 2012. Eligible participants from the Leaders of Disability-Related Committees in Student Affairs Associations group were identified using the Coalition for (Dis)Ability, the Disability Knowledge Community, and the Canadian Association of College & University Student Services Access and Inclusion Community webpages. Use of these methods resulted in a list of 45 experts.

According to Turoff (1975/2002), there is no minimum number of experts needed for a Delphi study. Inasmuch as no minimum number of experts is required, Delphi studies have been conducted with as many as 171 experts and as few as 4 experts (Skulmoski, Hartman, & Krahn, 2007). Thus, as Skulmoski and colleagues (2007) noted, “[o]ne quickly concludes that there is no ‘typical’ Delphi” (p. 5). However, “the majority of Delphi studies have used between 15 and 20 respondents” (Ludwig, 1997, p. 2). Similarly, Delbecq, Van de Ven, and Gustafson (1975/2004) indicate that “ten to fifteen participants might be enough... [but] experience indicates that few new ideas are generated within a homogeneous group once the size exceeds thirty well-chosen participants” (p. 89). Similar studies in higher education using the Delphi method had fewer than 50% of invited experts agree to participate (e.g., Burkard et al., 2005; Kupferman & Schultz, 2015; Reynolds, 2011). Thus, all 45 identified experts were invited to participate in this study to account for attrition. In total, 19 of these experts agreed to participate in the study. One additional expert was nominated by a participating expert, invited to participate, and then joined the panel prior to the start of data collection.

### **Research Design**

The Delphi method was developed by the Rand Corporation in the early 1950s “to obtain the most reliable consensus of opinion of a group of experts... by a series of intensive

questionnaires interspersed with controlled opinion feedback” (Dalkey & Helmer, 1962, p. 1).

The term questionnaire is used to describe the data collection tool in this study as it is the term used by prominent Delphi researchers (e.g., Dalkey & Helmer, 1962; Delbecq et al., 1975/2004; Linstone & Turoff, 1975/2002). Developed during the Cold War to

...apply expert opinion to the selection, from the viewpoint of a Soviet strategic planner, of an optimal U. S. industrial target system and to the estimation of the number of A-bombs required to reduce the munitions output by a prescribed amount... (Dalkey & Helmer, 1962, p. 1)

the Delphi has been used within postsecondary education research to identify professional competencies (e.g., Burkard et al., 2005; Kupferman & Schultz, 2015; Reynolds, 2011) and program standards (Anderson, 1998; Dukes, 2006). According to Dalkey (1969), the Delphi method consists of three features:

(1) Anonymous response—opinions of members of the group are obtained by formal questionnaire. (2) Iteration and controlled feedback—interaction is effected by a systematic exercise conducted in several iterations, with carefully controlled feedback between rounds. (3) Statistical response—the group opinion is defined as an appropriate aggregate of individual opinions on the final round. (p. v)

The Delphi method was selected for this study as it capitalizes on the expertise of leading scholars and professionals, in the case of this study, leaders in the area of student affairs and disability. Additionally, it allows for both qualitative and quantitative data to be collected so that, in addition to competency ratings, wording of the competency items can be refined across iterations. Furthermore, it allows experts in the area of student affairs and disability from around the United States and Canada to participate in the study in a way that is more cost and time

efficient than face-to-face meetings. Additionally, anonymity allows experts to participate in the study without potential pressure to respond in any particular manner.

### **Instrument Development**

The instruments used in this study consisted of three questionnaires: the initial questionnaire (i.e., the pilot questionnaire which was revised to be the Round 1 questionnaire), the Round 2 questionnaire, and the Round 3 questionnaire. These questionnaires were administered via Qualtrics© online survey system and used to obtain qualitative and quantitative data from experts. An initial questionnaire was developed based on competencies identified via a comprehensive review of the literature on student affairs and disability. Following revision, this initial questionnaire became the questionnaire used in Round 1 of the Delphi study. Following a procedure similar to Anderson (1998), the Round 2 questionnaire was developed via an iterative process using data collected from participating experts as part of Round 1. Likewise, the Round 3 questionnaire was developed based on data collected via Round 2. Thus, panelists played an active role in developing the Round 2 and 3 questionnaires. The pilot questionnaire and questionnaires used in Rounds 1, 2, and 3 can be found in Appendices B through E respectively

### **Comprehensive Literature Review Methods**

Academic Search Premier and the Education Resources Information Center (ERIC) databases were used to identify articles, reports, and dissertations, hereafter referred to collectively as publications. The search terms entered into the database included: student affairs, student services, student personnel, college personnel, disability, knowledge, skills, dispositions, attitudes, competencies, competent, competence, and competency. The results were limited to publications published between the years 1990 and 2015. This time period was selected as it

includes (a) recent changes in higher education and disability legislation (e.g., the Americans with Disabilities Act [1990], the Americans with Disabilities Act Amendments Act [2008], and the Higher Education Opportunity Act [2008]); (b) landmark court cases that have implications for higher education for students with disabilities (e.g., *Bartlett v. New York Board of Law Examiners* [1999] and *Guckenberger v. Boston University* [1997]); (c) the adoption of the only existing disability-related competencies in higher education, the *AHEAD Professional Standards*; and (d) approximately 80% of articles published on the topic of higher education and disability (Madaus et al., in press). In total, 264 unique publications were identified. After removing publications not about higher education ( $n = 110$ ), publications about disability services professionals and not student affairs professionals from other functional areas ( $n = 38$ ), publications about student competencies ( $n = 12$ ), publications describing disability-related competencies needed by non-student affairs administrators ( $n = 19$ ), and publications not containing suggestions or recommendations for student affairs professionals ( $n = 41$ ), 44 publications remained. An additional seven articles were identified using an existing database of articles on higher education and disability identified by Madaus and colleagues (in press). In total, 51 publications were identified.

The 51 publications were screened and 183 recommended and suggested disability-related competencies were identified. All publications were then listed in a Microsoft Excel spreadsheet with associated methodologies and recommendations and suggestions for disability-related knowledge, skills, and dispositions. Similar recommendations and suggestions were grouped according to theme (i.e., topic) using a conventional approach to content analysis (Hsieh & Shannon, 2005). For example, articles authored by DiRamio and Spires (2009), Henry, Fuerth, and Figliozzi (2010), and Perry and Franklin (2006) each addressed the issue of identity

development. Thus, these articles were grouped under the tentative theme “understanding disability identity development.” Furthermore, as publications often provided multiple recommendations and suggestions for disability-related knowledge, skills, and dispositions; they could be included within multiple themes. For example, DiRamio and Spires (2009) reflects the “understanding disability identity development” theme and the “being an ally or a mentor” theme. In total, 21 tentative competency themes emerged and names and descriptions were written for each theme.

The 21 competency theme names and associated descriptions were sent to five external auditors who agreed to assist throughout the duration of the study. The auditors were selected due to the breadth of their backgrounds. These auditors all possessed knowledge of disability and/or student affairs and were not going to be invited to serve as experts in the study. Auditors included:

- A doctoral candidate pursuing a Doctor of Philosophy degree in Educational Psychology with a focus on disability and an earned Juris Doctor degree;
- A doctoral student pursuing a Doctor of Philosophy degree in Educational Psychology with a focus on disability who works in student affairs;
- Faculty member researching college students with disabilities;
- A mid-level student affairs generalist professional who holds a Master’s of Education degree in higher education administration and who regularly presents on disability-related topics at national student affairs conferences; and
- A mid-level student affairs generalist professional who holds a Master’s of Education degree in counseling and who has limited experience with disability-related topics.



The final auditor was selected, in part, to better ensure that the clarity of the competencies is appropriate for generalists with limited experience with issues of disability. Prior to the pilot study, the auditors reviewed the theme names and descriptions for clarity and redundancy. In cases where the auditors believed that the theme names and descriptions were ambiguous or inaccurate, the auditors provided suggestions for improvement. In total, 33 suggestions were provided by the auditors. Seventeen comments offered minor wording changes to theme descriptions (e.g., “remove the etc.”), six comments offered more substantial suggestions for theme description revisions (e.g., revise a description so that it strengths focused as opposed to being deficits focused), two offered minor suggestions for theme name revisions (e.g., change the theme name to “Disability Law and Policy”), and eight comments suggestions for collapsing and combining themes. These suggestions were incorporated into the revised theme names and descriptions. Additionally, auditors provided suggestions for how to collapse and combine themes to increase parsimony. Revisions to wording and collapsing and combining resulted in a final listing of six competency themes and associated theme names and descriptions.

Competency themes and descriptions following the auditing process are presented in Table 2 along with the number of publications in which the theme appeared. For a listing of articles containing recommendations and/or suggestions related to each theme, see Appendix A.

### **Disability-Related Competencies Described in the Literature**

Although the literature search found no publication outlining a comprehensive listing of disability-related competencies for student affairs professionals outside of disability services, 51 articles suggested disability-related knowledge areas, skills, and dispositions that should be developed by student affairs professionals. Primarily included as recommendations in the conclusion sections of both data-based (i.e., qualitative, quantitative, mixed-method) and

Table 2

*Competency Themes and Descriptions*

Theme	Description	# Publications
Accessibility and inclusion	Knowledge, skills, and dispositions related to advocating for and ensuring the cognitive, physical, and cultural accessibility and inclusiveness of programs and services for all constituents (e.g., students, parents, staff) through universal design and ongoing program evaluation.	24
Crisis management	Knowledge, skills, and dispositions related to working with students with disabilities experiencing a disability-related crisis (i.e., an emergency or perceived emergency that is related to disability) and/or exhibiting concerning behavior; disability-related crises and concerning behavior include, but are not limited to, discrimination experienced by a student and harm to self or others.	6
Disability identity	Knowledge, skills, and dispositions related to supporting and assisting students with disabilities as they examine how disability impacts their sense of self and develop autonomy (e.g., self-advocates, self-aware, self-determined, etc.).	15
Disability law and policy	Knowledge, skills, and dispositions related to understanding and implementing Federal/state laws and policies that relate to students with disabilities in higher education.	15
Disability support services	Knowledge, skills, and dispositions related to the functions, policies, and procedures of disability-related offices on campus (e.g., disability services, counseling services, health services, ADA coordinator's office) and accessing support services and resources for students with disabilities through direct contact or referral.	29
Disability types	Knowledge, skills, and dispositions related to understanding different types of disabilities (e.g., definitions, characteristics, strengths, challenges) and recognizing that lived experiences vary among people with the same disability type.	32

non-data-based (e.g., literature reviews, program descriptions, etc.) publications, some recommendations were offered with greater frequency than others. Competency themes suggested with a high degree of frequency (i.e.,  $n > 21$ ) include disability types, disability support services, and accessibility and inclusion. Conversely, only one competency recommendation, crisis management, is offered with a low degree of frequency (i.e.,  $n \leq 10$ ). Those competency recommendations offered with a moderate degree of frequency (i.e., recommended or suggested in eleven to twenty articles) are disability identity and disability law and policy.

Though a variety of suggestions are made to student affairs professionals regarding disability-related knowledge, dispositions, and skills, of the 51 (54.9%) publications offering these suggestions and recommendations, 23 contained no data (e.g., literature reviews, theoretical papers) and 28 were data-based (i.e., qualitative, quantitative, or mixed-methods). Given the limited amount of data-based research, expert suggestions and recommendations are acceptable as guides for practice (Sharma et al., 2015). However, caution should be exercised when considering recommendations and suggestions emerging from publications without corroborating data (Sharma et al., 2015).

It is important to note that the existing literature on higher education tends to focus on students with disabilities as a collective group rather than by specific disability type (Peña, 2014). However, when disability is broken down by disability type, some types of disabilities (e.g., hearing impairments, learning disabilities, orthopedic impairments, visual impairments/blindness) appear with greater frequency than other disability types (e.g., deaf-blindness, intellectual disabilities, speech or language impairments, traumatic brain injuries; Madaus et al., in press). Given the extant literature, the competency themes may reflect

disability-related knowledge, dispositions, and skills important to working with some disability types and not others.

### **Definition of Terms**

This study made use of various terms that are defined as follows:

**Competencies:** “[T]hose characteristics—knowledge, skills, mindsets, thought patterns, and the like—that when used whether singularly or in various combinations, result in successful performance” (Dubois, 1998, p. v).

**Knowledge:** “The fact or condition of being aware of something” (Knowledge, n.d.).

**Skill:** “The ability to use one's knowledge effectively and readily in execution or performance” (Skill, n.d.).

**Disposition:** One’s “prevailing tendency, mood, or inclination” (Disposition, n.d.).

**Important:** “Marked by or indicative of significant worth or consequence” (Important, n.d.).

**Student affairs:** The “organizational structure or unit within an institution responsible for students’ out-of-class life and learning” (Winston, Creamer, & Miller, 2001, p. xi).

**Student affairs generalist:** An individual who identifies as a student affairs professional; has broad-based knowledge of student affairs; and has a breadth of responsibilities related to administration, student services, student development, and student learning (Kuk, 2009).

Examples of such professionals may include, but are not limited to: deans of students, residence life professionals, and student activities professionals. Professionals who may not be included due to the nature of their work/training include, but are not limited to: campus medical professionals, campus clergy, and counseling and mental health professionals. Note: For the purposes of this study, disability services professionals and ADA coordinators are NOT considered student affairs generalists.

**Student with a disability:** An individual who is enrolled at a college or university who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a history or record of such an impairment, or (c) is perceived by others as having such an impairment (Americans with Disabilities Act, 1990).

### **Human Subjects Committee Approval**

Permission to conduct study H16-017 was obtained on February 12, 2016 from the University of Connecticut Institutional Review Board (IRB). After receiving IRB approval, email invitations were sent to recruit prospective panelists for the questionnaire pilot on February 15, 2016 and prospective expert panelists for the Delphi study on February 21, 2016.

### **Questionnaire Pilot**

Following the development of the 30 question, Round 1 questionnaire, it was piloted with 11 past and present board members of disability-focused committees of three major student affairs generalist professional associations: the American College Personnel Association's Coalition for (Dis)Ability, the National Association of Student Personnel Administrators Disability Knowledge Community, and the Canadian Association of College & University Student Services Access and Inclusion Community. The pilot questionnaire can be found in Appendix B. In addition to completing the questionnaire, participants in the pilot were asked to indicate the extent to which they agree with the following statements on a five-point Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*):

- The questionnaire directions were clear, and
- The questionnaire was easy to complete.

If the participants selected 1 (*strongly disagree*) or 2 (*disagree*) they were asked to explain what aspects of the directions were not clear or what made the questionnaire challenging to complete.

Data collected as part of the pilot were reviewed and used to make revisions and edits to the questionnaire. Eight (72.7%) panelists completed the questionnaire in less than 35 minutes. The remaining three panelists took between 1.7 hours and 97.7 hours. As pilot participants had the ability to stop completing the questionnaire and return to it at a later time, these longer completion times likely reflect that the questionnaire was not completed in a single, continuous sitting. Results of the pilot indicate that the majority of participants believed that the questionnaire directions were clear (55.6%) and that the questionnaire was easy to complete (66.7%). Furthermore, all disability-related themes, were rated as being neutral to extremely clear by a majority of participants. Comments from pilot participants highlighted the following concerns with the questionnaire: an expanded explanation to the study was desired by some participants; some participants believed that they have not had sufficient time to consider the issues at hand prior to completing the questionnaire; and it was challenging for some participants to write disability-related knowledge, disposition, and skill items impromptu. To address issues related to time, participants in the Delphi study will have 14 days to complete each questionnaire, four more days than the pilot participants were given. Additionally, to address participant desire for more explanation of the study, an expanded introduction was written for the questionnaire that detailed the importance of the study. It is important to note, however, that despite concerns expressed by pilot participants, disability-related knowledge, disposition, and skill items were written by participants for each disability-related theme. Furthermore, the items written were in alignment with the specifications outlined in the questionnaire directions.

### **Validation of the Initial Questionnaire**

Following the procedures used by Anderson (1998) to identify essential support service components for college students with learning disabilities, the development of the initial

questionnaire began with a comprehensive literature review described earlier in this chapter. The comprehensive literature review identified suggestions and recommendations related to disability-knowledge, dispositions, and skills for student affairs professionals working with students with disabilities and served as the basis for the initial questionnaire.

Attrition was a concern for this study as it constituted a threat to internal validity (Shadish, Cook, & Campbell, 2002). Maintaining the active involvement of experts over multiple rounds of questionnaire administration is a notable challenge for Delphi studies (Hsu & Sandford, 2007; Linstone & Turoff, 1975/2002). Given this challenge, two strategies for increasing response rate suggested by Hsu and Sandford (2007) were employed: incentives and reminder emails.

The first strategy implemented was to offer an incentive for participation (Hsu & Sandford, 2007). A modest incentive in the amount of \$30 gift card was sent to all participating experts prior to completion of the Round 1 questionnaire. Prepaid incentives are shown to improve response rates (Dillman, 2000, p. 168, in Hsu & Sandford, 2007). Second, emails were sent to participating experts at two points (i.e., after seven and eleven days) during each data collection round thanking them for their participation, reminding them of the study, and encouraging them to complete the questionnaire prior to the specified deadline.

### **Questionnaire Reliability**

Reliability of the three questionnaires was calculated using the Statistical Package for the Social Sciences (SPSS) software to examine internal consistency. Internal consistency “describes the extent to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness of the items within the test” (Tavakol & Dennick, 2011). Measures of internal consistency, Cronbach’s alpha, were computed for the

questionnaires in all rounds (Cronbach, 1951, p. 53). The alpha level for the rounds were considered sufficient if each met the .70 criterion (Anderson, 1998; McCoach, Gable, & Madura, 2013). An alpha of .70 is considered sufficient as it suggests a higher degree of correlation between items in a scale (Cronbach, 1951). Cronbach's alpha for Rounds 1, 2, and 3 were found to be .94, .95, and .89 respectively. According to Streiner (2003) Cronbach's alpha should not exceed .90 for an instrument as "higher values may reflect unnecessary duplication of content across items and point more to redundancy than to homogeneity" (p. 102). Given that some items were redundant (e.g., "Understand that disability categories are both solid and fluid" and "Understand that disability is fluid), an alpha greater than .90 is not surprising. Items that appeared wholly or partially redundant were sometimes included in a single questionnaire in order to determine the best phrasing of the item or to ensure that the intended purpose of the item was captured. For example, if both "Understand that disability categories are both solid and fluid" and "Understand that disability is fluid" were determined to be important items to student affairs generalist work, "Understand that disability is fluid" would be removed from the final competency listing as it was captured by the item "Understand that disability categories are both solid and fluid."

### **Procedure and Data Analysis**

Upon obtaining approval from the University of Connecticut's Institutional Review Board, all potential experts meeting eligibility requirements were contacted by email using information obtained from college, university, and professional association websites. A detailed account of the study was provided in order to ensure the expert's ability to participate in all three rounds of the Delphi. Prospective participants were informed that they had been identified as an expert in the area of student affairs and disability, and that they were being recruited to



participate in a study to identify disability-related knowledge, dispositions, and skills important to student affairs generalist work using the Delphi method. Prospective participants were also informed that they would be compensated with a \$30 gift card prior to completion of all Delphi rounds if they decided to participate. Furthermore, given the iterative nature of the Delphi method, experts were informed that during the Delphi study their names and associated data would be known to the researcher; however, their name would neither be shared with other participating experts, nor included in publications without their written consent. Prospective participants were also informed that all data would be stored in password protected files for three years and then destroyed in accordance with University of Connecticut's Institutional Review Board policy. Finally, prospective participants were informed that they may end their participation in the study at any point. Two follow-up emails were sent to potential panelists who did not respond to the initial email invitation. Finally, phone calls were placed to some potential experts who did not respond to email invitations.

Three rounds of questionnaire administration via Qualtrics® online survey system took place between March 2016 and May 2016. Round 1 consisted of completing an electronic participant consent form, a screening tool to further confirm that all 20 participants met eligibility requirements (see Table 1), a demographics questionnaire, and a disability-related competencies form. For the disability-related competencies form, participants were provided a listing of six disability-related competency themes identified via the comprehensive literature review and refined by the external auditors and pilot participants. Experts were asked to (a) review the wording of the competency themes, (b) rate the clarity of the competency themes on a 7-point Likert scale from 1 (*not at all clear*) to 7 (*extremely clear*), (c) comment on the clarity of the competency themes, and (d) attempt to write knowledge, dispositions, and/or skills (i.e.,

items) that would be subsumed under each competency theme. Participants had two weeks to complete Round 1 of the Delphi. Comments on the competency themes were reviewed by the researcher and theme names and descriptions were revised based on the data provided by panelists. Knowledge, skill, and disposition items were reviewed and then collapsed or revised as necessary using conventional content analysis (Hsieh & Shannon, 2005). Items were collapsed to eliminate redundancy and increase richness. For example, 34 items related to knowledge of specific laws and policies and abiding by the laws were collapsed and presented as “Understand and act in accordance with statutory and case laws (e.g., Sections 504 and 508 of the Rehabilitation Act, the Americans with Disabilities Act, the Americans with Disabilities Act Amendments Act, the Ontarians with Disabilities Act, the Accessibility for Manitobans Act, the Fair Housing Act, Title IX).” Revisions to items focused on increasing clarity by eliminating acronyms, editing grammatical and spelling errors, removing phrases that were personal to the panelist (e.g., “I think”), etc. When competency themes and items needed to be revised or collapsed, the researcher revised them and a group of five external auditors reviewed this work for accuracy of content, clarity, and redundancy. Further changes were made in response to auditor feedback.

Round 2 of the Delphi consisted of commenting on revised competency themes; reviewing, commenting on, and revising the competency items written in Round 1; and writing any additional items that they believed were important, but not included among the items written in Round 1. Experts were asked to (a) review the revised competency themes and (b) provide written comments on their clarity. Additionally, experts were asked to rate the suggested competency items according to how important they believe they should be to student affairs generalist work on a 7-point Likert scale from 1 (*not at all important*) to 7 (*extremely important*).

After providing this rating, the panelists were given the opportunity to comment on their rating decision and provide suggestions for revising the item. Finally, panelists were given the opportunity to write any additional disability-related knowledge, disposition, and/or skill items that they believed were important to student affairs generalist work, but were not included among the items that they rated. Participants had two weeks to complete Round 2 of the Delphi. Completion of the Round 2 questionnaires took approximately 30 minutes. Item ratings were analyzed using descriptive statistics. Consensus was defined a priori as 75% of participant ratings falling within two increments of the 7-point Likert scale (Anderson, 1998; Diamond et al., 2014). When consensus was achieved on the rating of importance, the item was dropped from subsequent questionnaires. Items that had reached consensus with modal scores of 4 (*neutral*) or lower were not included in the final listing of competencies important to student affairs generalist work. Items that had reached consensus with modal scores of 5 (*moderately important*) or higher were included in the final listing of competencies important to student affairs generalist work. As the purpose of this study was to identify disability-related competencies important to student affairs generalist work, only items that had modal ratings as “moderately important,” “very important,” or “extremely important” were included in the final listing of competencies. Items that achieved consensus, but did not achieve modal scores of 5 (*moderately important*) or higher, were not considered important to student affairs generalist work. Finally, based on the qualitative data, revisions to themes and items were considered and revised as necessary for items that had yet to reach consensus. Similar to Round 1, external auditors were asked to review the revised statements to ensure accuracy and clarity.

For Round 3, the participants were provided with (a) a revised questionnaire, (b) aggregate quantitative data (e.g., mean, mode, standard deviation, and a frequency table) on

items from Round 2, (c) a listing of all qualitative comments on Round 2 competency themes and remaining competency items, and (d) their own Round 2 ratings for each remaining item. The participants were asked to consider their Round 2 ratings in light of the aggregate quantitative data and the panelist comments, and then to rerate each item. As with Round 2, participants had two weeks to complete the Round 3 questionnaire. Completion of the Round 3 questionnaire took less than 30 minutes due to consensus on some items having been achieved in prior rounds. Round 3 procedures for data recording and analysis mirrored the procedures used in Round 2.

After Round 3, items that did not reach consensus were noted. Schmidt (1997) suggested that failure to reach consensus on a particular item can be due to fundamental differences that prevent consensus from being achieved or due to terminating the Delphi prior to reaching consensus. Therefore, an a priori decision was made to terminate the study following three rounds due to feasibility concerns related to the likelihood of increased attrition at the close of the semester. According to Schmidt (1997), terminating a Delphi for this reason is justified. Therefore, the disability-related competency items for which consensus has not been achieved are noted and should be viewed as needing further investigation, as opposed to the items lacking importance to student affairs work.

### **Conclusion**

As outlined in Chapter I, student affairs presently lacks a list of disability-related knowledge, dispositions, and skills important to student affairs generalist work. The methods described in this chapter were used to develop such a list of competencies that can be used to guide the development of disability-related competence among generalist professionals and,

ultimately, better support college students with disabilities. Chapter III outlines the results of the three-round Delphi study.

## **Chapter III**

### **Results and Discussion**

This chapter details the results of the three-round Delphi study. Response rates for each of the three rounds of the study are presented, and a description of the expert panelists is provided. After describing the panelists, data are presented to answer the research question: What disability-related knowledge, dispositions, and skills are important to student affairs generalist work?

#### **Response Rate**

Forty-five expert panelists were invited to participate in the study, of which 19 (42.2%) agreed to participate. One additional participant was nominated to participate by an expert panelist. Following a review of the nominee's credentials, the panelist was invited to participate, and subsequently agreed to serve as an expert panelist in the study. All 20 participants who agreed to participate in the study responded to the Round 1 questionnaire, 19 of the 20 expert panelists (95%) responded to the Round 2 questionnaire, and, 18 of the 20 (90%) experts submitted data for all three questionnaires; however, one expert's data was only partially complete in Round 3. Table 3 presents the number of participants by round and expert group. Without prompting, each of the experts who did not complete or submit the questionnaires contacted the researcher following the close of the questionnaire. The expert who did not complete the Round 2 questionnaire indicated that the reason was due to increased workload due to final examinations. Similarly, one expert panelist indicated that they were unable to complete the Round 3 questionnaire due to an "urgent situation" taking precedence. Finally, the individual who only completed part of the Round 3 questionnaire noted that the reason was due to technical difficulties associated with the Qualtrics© online survey system. Of importance is that each of

these panelists noted that they would have liked to have been able to complete the questionnaire and offered to do so despite the deadline for completion passing. However, these participants were not able to continue as participants in the study. In each case, data analysis had already been completed, and results had already been sent to the external auditors for review.

Table 3

*Number of Participants in Each Expert Group by Round*

Expert Group	Round 1		Round 2		Round 3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Higher education and/or student affairs faculty	3	15.0	3	15.8	3	16.7
Disability services professionals	13	65.0	12	63.2	11	61.1
Student affairs generalists	1	5.0	1	5.3	1	5.6
Leaders of disability-related committees in student affairs associations	14	70.0	13	68.4	13	72.2

*Note.* Percentages do not sum to 100% due to some participants meeting the criteria of expertise for multiple expert groups.

### Expert Panel Characteristics

Descriptive statistics were used to describe the demographic characteristics of the expert panelists in each of the three rounds of the Delphi study (see Table 4).

Table 4

*Expert Panelist Demographics by Round of Data Collection*

Demographic	Round 1		Round 2		Round 3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity						
Man	6	30.0	6	31.6	6	33.3
Woman	14	70.0	13	68.4	12	66.7
Identify as a person with a disability						
No	9	45.0	9	47.4	9	50.0
Yes	10	50.0	10	52.6	9	50.0
Prefer not to disclose	1	5.0	0	0.0	0	0

(continued)

Demographic	Round 1		Round 2		Round 3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Race/ethnicity <sup>a</sup>						
American Indian or Alaska Native	2	10.0	2	10.5	2	11.1
Asian	1	5.0	1	5.3	1	5.6
Black	0	0.00	0	0.0	0	0.0
Hispanic or Latino	0	0.0	0	0.0	0	0.0
Native Hawaiian or Pacific Islander	0	0.0	0	0.0	0	0.0
White	17	85.0	16	84.2	15	83.3
Other	1	5.0	1	5.3	1	5.6
Prefer not to disclose	1	5.0	1	5.3	1	5.6
Highest degree earned						
Bachelor's	1	5.0	1	5.3	1	5.6
Master's	9	45.0	8	42.1	8	44.4
Doctoral	9	45.0	9	47.4	8	44.4
Other	1	5.0	1	5.3	1	5.6
Nation employed						
Canada	4	20.0	3	15.8	3	16.7
United States	16	80.0	16	84.2	15	83.3
Institutional type						
Associate's college	1	5.0	1	5.3	1	5.6
Master's college or university	4	20.0	4	21.1	4	22.2
Research or doctoral university	11	55.0	10	52.6	10	55.6
Other	4	20.0	4	21.1	3	16.7
Primary position						
Faculty in a higher education or student affairs program	3	15.0	3	15.8	3	16.7
Disability services professional	11	55.0	10	52.6	10	55.6
Student affairs professional (other than a disability services professional)	2	10.0	2	10.5	2	11.1
Other	4	20.0	4	21.1	3	16.7
Professional association chair (past or present)						
The ACPA Coalition for (Dis)Ability	5	25.0	5	26.3	5	27.8
The NASPA Disability Knowledge Community	8	40.0	8	42.1	8	44.4
The CACUSS Access & Inclusion Community	3	15.0	2	10.5	2	11.1
Disability publications						
0	2	10.0	2	10.5	2	11.1

(continued)



Demographic	Round 1		Round 2		Round 3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
1	3	15.0	2	10.5	2	11.1
2 or more	15	75.0	15	78.9	14	77.8
Total participants	20		19		18	

<sup>a</sup> Race/ethnicity percentages will exceed 100% as panelists were permitted to select multiple responses (e.g., a panelist may indicate that they are both Asian and White).

In all three rounds of the study, the majority of panelists identified as women (Round 1 = 70.0%, Round 2 = 68.4%, Round 3 = 66.7%) and as White (Round 1 = 85.0%, Round 2 = 84.2%, Round 3 = 83.3%). Approximately half of the panelists identified as a person with a disability in each round (Round 1 = 50.0%, Round 2 = 52.6%, Round 3 = 50.0%). In terms of education level, the vast majority of panelists reported having obtained either a master's (Round 1 = 45.0%, Round 2 = 42.1%, Round 3 = 44.4%) or a doctoral degree (Round 1 = 45.0%, Round 2 = 47.4%, Round 3 = 44.4%).

Professionally, the majority of panelists in each round reported being employed in the United States (Round 1 = 80.0%, Round 2 = 84.2%, Round 3 = 83.3%) with the remaining participants all employed in Canada. Furthermore, a slight majority of panelists reported being employed (or most recently employed) at a research or doctoral university (Round 1 = 55.0%, Round 2 = 52.6%, Round 3 = 55.6%). In terms of position within the institution a majority of participating experts reported serving as disability services professionals (Round 1 = 55.0%, Round 2 = 52.6%, Round 3 = 55.6%). In total, 80% of panelists were current or past chairs of a committee focused on disability within a student affairs generalist professional association. Finally, a majority of participants in each round of the study reported publishing two or more articles on disability and higher education (Round 1 = 75.0%, Round 2 = 78.9%, Round 3 = 77.8%).

## **Delphi Results and Discussion**

The purpose of this Delphi study was to answer the research question: What disability-related knowledge, dispositions, and skills are important to student affairs generalist work? The remainder of this chapter will discuss the results of each round of the Delphi study, followed by the overall results of the study.

### **Round 1 Results and Discussion**

In Round 1, panelists were asked to rate the clarity of the six disability-related competency themes using a 7-point scale. For themes that lacked clarity, panelists were asked to comment on how the theme could be made clearer (e.g., specific changes related to punctuation, word choice, phrasing). Additionally, panelists were asked to write disability-related knowledge, disposition, and/or skill items (in any combination) that they believed were important to student affairs generalist work and would be subsumed under each of the six disability-related competency themes.

**Round 1 competency theme results and discussion.** The mean clarity ratings of the disability-related competency themes ranged from 4.9 (*neutral*) to 5.7 (*moderately clear*), with all modal ratings of clarity rated at 6.0 (*very clear*). Standard deviations for the themes ranged from 1.6 to 1.9 suggesting a high degree of spread among the ratings. Table 5 presents the frequency of clarity ratings by theme for Round 1, and Table 6 presents measures of central tendency by theme for Round 1. Despite high mean and modal ratings of clarity, the high standard deviations and specific comments from panelists suggested that additional revision of the competency themes was necessary. Appendix F presents Round 1 panelist comments by theme. All ratings and comments were reviewed by the researcher and revisions to themes were made. Specific changes to the wording of the themes were made when they were judged by the

*Round 1 Competency Themes: Ratings of Clarity by Theme.*

[illegible]

Table 6

*Round 1 Competency Themes: Measures of Central Tendency for Clarity Ratings.*

Competency theme	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>
Accessibility and inclusion	20	5.0	6.0	1.8
Crisis management	20	4.9	6.0	1.9
Disability identity development	20	5.1	6.0	1.7
Disability law and policy	20	5.7	6.0	1.6
Disability support services	20	5.3	6.0	1.7
Disability types	19	5.5	6.0	1.9

**Round 1 competency item results and discussion.** In Round 1, the 20 expert panelists were asked to write disability-related knowledge, disposition, and/or skill items important to generalist student affairs work that would be subsumed under each of the six disability-related competency theme. Participants were informed that they could write as many or as few items as were warranted. In total, panelists wrote 338 items across the six disability-related competency themes. The greatest number of items were written for the “Accessibility and Inclusion” theme ( $n = 66$ ). Fewer items were written for the “Disability Law and Policy” ( $n = 58$ ), “Crisis Management” ( $n = 57$ ), “Disability Support Services” ( $n = 56$ ), “Disability Types” ( $n = 51$ ), and “Disability Identity Development” ( $n = 50$ ) themes. Following content analysis, all resulting items were reviewed by five auditors for (a) clarity of phrasing, (b) duplication of items, and, when necessary, (c) reasonableness of item synthesis. Based on auditor feedback, minor changes were made to clarify the wording of items and additional items were collapsed to reduce redundancy. A final listing of 97 items were included in the Round 2 questionnaire for rating by the expert panelists.

## Round 2 Results and Discussion

In Round 2, panelists were asked to rate the clarity of the six disability-related competency themes that were revised based on Round 1 data using a 7-point scale. For themes that lacked clarity, panelists were once again asked to comment on how the theme could be made clearer (e.g., specific changes related to punctuation, word choice, phrasing). Additionally, panelists were asked to read the 97 disability-related knowledge, disposition, and skill items created in Round 1, and rate how important each knowledge, disposition, and/or skill should be to student affairs generalist work using a 7-point scale. Panelists were also given the option of commenting on each item (e.g., explain their rating, suggest revisions to item phrasing, etc.) using text-entry fields, and informed that their comments would be (a) used to revise items and (b) anonymously shared with other panelists as part of the Round 3 questionnaire. Finally, panelists were asked if they believed that any important disability-related knowledge, disposition, and/or skill items were missing from the list of 97 items that they rated, and given the opportunity to write additional items for consideration by the panel in Round 3.

**Round 2 competency theme results and discussion.** In Round 2 the mean clarity ratings of the disability-related competency themes ranged from 5.2 (*moderately clear*) to 6.1 (*very clear*), with modal ratings of clarity rated at 6.0 (*very clear*) or 6.0 and 7.0 (*very clear* to *extremely clear*). Standard deviations for the themes ranged from 1.2 to 1.9 suggesting a high degree of spread among the ratings. Table 7 presents the frequency of clarity ratings by theme for Round 2, and Table 8 presents measures of central tendency by theme for Round 2. All mean clarity ratings increased between Rounds 1 and 2. Furthermore, while four of the six themes saw no increase in modal clarity rating, the modal ratings of two themes (i.e., “Disability Exploration” and “Disability Law and Policy”) increased from 6.0 to 6.0 and 7.0. Also of

importance is that standard deviations for four of the six themes (i.e., “Disability Access and Inclusion,” “Disability Law and Policy,” Disability Resources,” and “Disability Labels and Diagnoses”) decreased. This decrease in standard deviation suggests that clarity ratings have clustered more closely in Round 2 than in Round 1. Essentially, expert panelist ratings for the four themes are in greater alignment following the revisions made based on Round 1 data. The remaining themes (i.e., “Disability Emergencies and Crises” and “Disability Exploration”) saw no change in standard deviation. Appendix H presents Round 2 panelist comments by theme.

Table 7

*Round 2 Competency Themes: Ratings of Clarity by Theme.*

Competency theme	Disability access and inclusion		Disability emergencies and crises		Disability exploration		Disability law and policy		Disability resources		Disability labels and diagnoses	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Not at all clear	1	5.3	1	5.3	0	0.0	0	0.0	0	0.0	0	0.0
Low clarity	0	0.0	2	10.5	2	10.5	1	5.3	1	5.6	1	5.3
Slightly clear	0	0.0	1	5.3	2	10.5	0	0.0	1	5.6	0	0.0
Neutral	1	5.3	0	0.0	2	10.5	0	0.0	0	0.0	1	5.3
Moderately clear	5	26.3	0	0.0	3	15.8	2	10.5	1	5.6	5	26.3
Very clear	9	47.4	10	52.6	5	26.3	8	42.1	9	50.0	8	42.1
Extremely clear	3	15.8	5	26.3	5	26.3	8	42.1	6	33.3	4	21.1
Total <i>n</i>	19	100	19	100	19	100	19	100	18	100	19	100

Table 8

*Round 2 Competency Themes: Measures of Central Tendency for Clarity Ratings.*

Competency theme	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>
Disability access and inclusion	19	5.5	6	1.3
Disability emergencies and crises	19	5.4	6	1.9

(continued)

Competency theme	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>
Disability exploration	19	5.2	6 & 7	1.7
Disability law and policy	19	6.1	6 & 7	1.2
Disability resources	18	5.9	6	1.4
Disability labels and diagnoses	19	5.6	6	1.2

All ratings and comments were reviewed by the researcher and revisions to themes were made. Specific changes to wording were made when they were judged by the researcher as providing greater clarity (e.g., changing the theme name “Disability Emergencies and Crises” to “Disability-Related Emergencies and Crises” and “Disability Exploration” to “Disability Exploration Assistance”). All six competency themes were revised and submitted to five external auditors for review and comment.

**Round 2 competency item results and discussion.** The 19 expert panelists who participated in Round 2 were tasked with reading each of the 97 disability-related knowledge, disposition, and skill items written in Round 1, and rating the items on how important each should be to student affairs generalist work using a 7-point scale from 1 (*not at all important*) to 7 (*extremely important*). As discussed in Chapter II, consensus was defined a priori as 75% of participant ratings falling within two increments of the 7-point Likert scale (Anderson, 1998; Diamond et al., 2014). Furthermore, only items that reached consensus with modal scores of 5 (*moderately important*) or higher were to be considered competencies important to student affairs generalist work.

Following Round 2, 30 items achieved consensus. Table 9 presents each item rated in Round 2 along with the mean and modal ratings; standard deviations; and level of consensus if achieved, if achieved. Of note is that no items where 75% of participant ratings fell within two increments of the 7-point Likert scale had modal scores below 5. Essentially, from the list of items developed in Round 1, panelists were able to come to agreement on some disability-related

competency items that should be important for student affairs generalist work, but not able to come to agreement on which of the items should not be important. This is likely due to the fact that panelists were tasked with writing items that they believed should be important to student affairs generalist work as opposed to being tasked with writing all possible knowledge, dispositions, and skills regardless of importance. Essentially, panelists likely did not write items that they thought were unimportant.

Table 9

*Round 2 Descriptive Statistics: Importance of Disability-Related Competency to Student Affairs Generalist Work.*

Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
Advocate for developing a more inclusive and disability-conscious department/institution.	19	6.6	7.0	0.5	100.0%
Advocate for exceeding the minimum accessibility requirements set by law.	19	5.8	6.0	1.4	Not Achieved
Apply cognitive behavioral principles as they relate to working with students as they develop coping skills in college.	19	5.0	5.0	1.6	Not Achieved
Be able to describe the resources that do not presently exist or that are not well coordinated that - if improved - could be useful to students/staff with disabilities.	19	5.8	5.0	0.8	78.9%
Be able to differentiate between disability awareness organizations, student organizations about disability, and disability cultural centers.	19	5.0	6.0	1.4	Not Achieved
Be able to formally or informally assess the knowledge, skills, and attitudes of students and staff who do not have disabilities but who are part of the educational environment for the student/staff member with a disability.	19	5.4	6.0	1.6	Not Achieved
Be able to identify and address systemic and departmental barriers to inclusion and access.	19	6.6	7.0	0.5	100.0%
Be able to identify and differentiate between students who are experiencing an individual disability-related crisis from those who are exhibiting problematic behaviors.	19	5.2	6.0	1.7	Not Achieved
Be able to identify major trends and developments in disability history (e.g., the disability rights movement, the de-institutionalization movement, the eugenics movement, the neurodiversity movement, the inclusive K-12 education movement).	19	4.0	5.0	1.4	Not Achieved

(continued)



Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
Be able to provide accommodation for any event, process, or service.	19	6.1	7.0	1.3	78.9%
Be able to understand that the metanarrative of disability identity is damaging and an attempt to create one is antiquated in regards to disability theory.	19	4.7	5.0	1.8	Not Achieved
Be familiar with the standards relevant to student disability services (e.g., Council for the Advancement of Standards, the Association on Higher Education and Disability, Center for Applied Special Technology).	19	5.3	7.0	1.8	Not Achieved
Be informed about available technologies and their transferability to different environments.	19	5.4	6.0	1.1	84.2%
Be sensitive and knowledgeable about service animals and emotional support animals.	19	5.9	6.0	1.2	78.9%
Collaborate with campus partners to develop programs, services, and practices that address the needs of students with disabilities from diverse backgrounds and cultures.	19	6.5	7.0	0.8	89.5%
Design programs and events that are inclusive, promote consciousness of barriers to access, and challenge current institutional systems that prevent access.	19	6.5	7.0	0.6	94.7%
Develop and implement evacuation plans that include people with disabilities (e.g., students, faculty, staff, visitors).	19	6.0	7.0	1.6	Not Achieved
Develop competence in Mental Health First Aid.	19	4.5	5.0	1.9	Not Achieved
Develop multicultural competence.	19	5.8	7.0	1.9	84.2%
Develop skill in creating and filing notes.	19	4.0	5.0	1.7	Not Achieved
Develop skills needed to establish collaborative relationships with professionals on campus and in the community in order to address the needs of students, faculty, and staff with disabilities.	19	6.2	7.0	1.4	89.5%
Develop the ability to translate laws and policies so that they can be understood by students, faculty, and staff.	19	5.2	6.0	1.6	Not Achieved
Foster understanding and empathy for marginalized populations, including people experiencing disabilities.	19	5.7	6.0	1.5	78.9%
Identify campus resources for colleagues and visitors with disabilities.	19	5.9	6.0	1.0	Not Achieved
Include and listen to the person with a disability in all emergency planning, as they are expert in their own needs.	19	5.6	7.0	2.0	78.9%
Include disability in diversity programming.	19	6.7	7.0	0.6	94.7%
Involve disability services in any situation that affects students registered with disability services.	19	5.0	6.0 & 7.0	2.3	Not Achieved

(continued)

Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
Know and apply exceptional customer service skills including, but not limited to, demonstrating professionalism, being empathetic, responding/following-up in a timely fashion, providing accurate information, and listening attentively.	19	5.6	7.0	2.2	Not Achieved
Know campus policies/protocols for responding to disability-related crisis/emergency situations on and off campus, and how to apply intervention strategies/models.	19	5.9	7.0	1.7	78.9%
Know common disability myths, stereotypes, and misperceptions regarding disabilities; and do not perpetuate them.	19	5.8	6.0	1.1	Not Achieved
Know how to appropriately and respectfully make a referral to services; and, when necessary, make direct contact in collaboration with a student.	19	6.1	7.0	1.6	84.2%
Know how to create student directives and contracts to prevent crises.	19	4.9	6.0	1.7	Not Achieved
Know how to determine and communicate the "essential criteria" for programs.	19	5.1	7.0	2.1	Not Achieved
Know how to discuss inappropriate and appropriate behavior in specific environments/contexts (e.g., defining social boundaries).	19	5.4	6.0	1.8	Not Achieved
Know how to find information about disabilities, and be able to critique this information using first-person accounts.	19	5.1	5.0	1.6	Not Achieved
Know how to locate information about laws pertinent to people with disabilities.	19	5.6	5.0	1.1	Not Achieved
Know how to review a range of documentation.	19	3.5	1.0, 2.0, & 4.0	2.0	Not Achieved
Know strategies for addressing/preventing bias, bullying, harassment, rape, and other violence against people with disabilities.	19	6.4	7.0	0.7	89.5%
Know strategies for empowering a person with a disability (e.g., scaffolding, how to leverage skills and talents).	19	5.8	6.0	1.4	Not Achieved
Know that disability is a natural part of the human experience; and that all humans will experience disability at some point in their lives, if they live long enough.	19	5.4	7.0	2.2	Not Achieved
Know that each student with a disability should have a designated counselor/advisor in disability services.	19	4.0	1.0	2.3	Not Achieved
Know that the functional limitation is important to understand, not the disability type.	19	5.2	6.0 & 7.0	2.2	Not Achieved
Know that understanding why a condition/disability is emergent is the key to understanding the student.	19	4.0	5.0	2.0	Not Achieved
Know the law as it relates to direct threat and when to break confidentiality.	19	5.6	7.0	1.9	Not Achieved

(continued)

Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
Know the limits of one's own capabilities/responsibilities and that self-protection is the first priority during emergency/crisis situations.	18	5.4	7.0	2.0	Not Achieved
Know the meanings of principles and terms (e.g., duty to accommodate, reasonable accommodation, essential requirements, and undue hardship).	19	5.5	5.0 & 7.0	1.4	Not Achieved
Know the process for ally development.	19	5.7	5.0 & 7.0	1.3	Not Achieved
Know the strengths and limitations of general human/student development theories, and be able to apply applicable theories to work with students and professionals with disabilities.	19	5.4	6.0	1.6	Not Achieved
Know theories (e.g. Gibson, Troiano) and models (e.g., medical model, social justice model) for conceptualizing disability, including associated strengths and limitations.	19	4.9	6.0	1.5	Not Achieved
Know when and how to consult with one's immediate supervisor and institutional legal counsel regarding matters that may have legal ramifications.	19	6.1	7.0	1.5	84.2%
Know your colleagues and resources on campus and in the community; what they do; and how they can serve students, faculty, staff, and visitors with disabilities.	19	6.3	7.0	1.4	89.5%
Learn about existing national groups that have campus programs/chapters/teams (e.g., Active Minds, National Wheelchair Basketball Association-Intercollegiate Division, Student Veterans of America, Think College, TRiO), and their organizational missions.	19	5.0	5.0	1.1	Not Achieved
Listen to the personal narratives of students with disabilities, and ask students to share their thoughts about campus access and inclusion.	19	6.0	7.0	1.3	78.9%
Provide and engage in professional development on current best practices related to disability.	19	6.2	6.0	0.8	89.5%
Provide opportunities for students to talk about and fully explore their disabilities, strengths, and weaknesses (e.g., reading materials, opportunities to hear/tell personal stories, peer mentoring, career exploration).	19	5.6	6.0	1.6	Not Achieved
Recognize the placement of the disability services office in the organizational chart (e.g., does it fall under student affairs or academic affairs), and understand that its mission is linked to that position.	18	5.7	6.0	1.3	Not Achieved
Review and address student policies that may have a negative impact on students with disabilities.	19	6.2	7.0	1.1	78.9%

(continued)

Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
Understand and act in accordance with applicable statutory and case laws (e.g., Sections 504 and 508 of the Rehabilitation Act, the Americans with Disabilities Act Amendments Act, the Fair Housing Act, Title IX, the Canadian Human Rights Act, the Ontarians with Disabilities Act, the Accessibility for Manitobans Act, etc.).	19	5.7	7.0	1.5	Not Achieved
Understand and apply principles of Universal Design as related to physical, technological, and learning environments.	19	6.2	7.0	1.0	Not Achieved
Understand broad classifications and specific types of disabilities including common characteristics, strengths, and associated functional limitations.	19	5.2	6.0	1.1	Not Achieved
Understand disability etiquette and use respectful language when discussing disabilities.	19	5.5	6.0 & 7.0	2.0	Not Achieved
Understand food allergies and that food-related reactions can potentially trigger deadly reactions.	19	5.6	6.0	1.3	Not Achieved
Understand how federal laws are made, interpreted, and clarified.	19	4.0	2.0	1.9	Not Achieved
Understand how the intersection of multiple identities influences a person's sense of disability as an identity.	19	5.5	5.0	1.3	Not Achieved
Understand laws pertaining to the requirements placed on institutions on students returning to campus after hospitalization or other illness-related absence.	19	5.5	6.0	1.3	Not Achieved
Understand mental health issues and how they may manifest in college.	19	5.5	6.0	1.5	Not Achieved
Understand specific disability group cultures/contexts (e.g., Deaf culture, mental health consumers/survivors), and recognize that students have differing views of these cultures/contexts.	19	5.7	5.0	0.7	84.2%
Understand that access is not the same as inclusion.	19	5.8	7.0	1.9	Not Achieved
Understand that definitions of disability and the definitions of disability types may vary by nation, law, and disability model.	19	5.3	5.0 & 7.0	1.7	Not Achieved
Understand that disability categories are both solid and fluid.	18	4.9	5.0	1.5	Not Achieved
Understand that disability is co-occurring (i.e., a person may be experiencing multiple disabilities).	19	5.4	5.0	1.5	Not Achieved
Understand that disability is fluid.	19	4.9	6.0 & 7.0	2.1	Not Achieved
Understand that disability rights are civil rights.	19	6.6	7.0	0.7	89.5%
Understand that disability services are not advocates because of the conflicting need to balance the rights and responsibilities of students, faculty, and the institution.	19	4.6	6.0	2.3	Not Achieved

(continued)

Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
Understand that disability services is a resource and should be included in training, education, outreach and planning.	19	6.2	7.0	1.9	84.2%
Understand that disability services offices/professionals vary in approaches and philosophies.	19	5.8	6.0	1.0	Not Achieved
Understand that ensuring access and creating an inclusive campus are responsibilities of all staff, faculty and students; not just disability services.	19	6.5	7.0	0.8	89.5%
Understand that environmental and personal factors combine to create disabilities.	18	5.6	7.0	1.7	Not Achieved
Understand that equity means treating people differently.	19	4.3	1.0	2.5	Not Achieved
Understand that hiring and supervisory practices can be barriers to access and inclusion; and recognize that if a person is qualified for a job, disability status is irrelevant.	19	5.8	7.0	1.6	Not Achieved
Understand that it is up to the individual to determine if they need accommodations for equal access, and that students may or may not choose to disclose their disabilities.	19	6.2	7.0	0.9	Not Achieved
Understand that medical and psychological documentation provided by students is confidential, and that the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) limit what information may be shared with faculty and staff.	19	6.5	7.0	0.8	84.2%
Understand that students arrive with their identity intact, and should be able to explore and incorporate disability as a component of their identity as they see fit.	19	5.6	7.0	1.9	Not Achieved
Understand that students with disabilities are expected to meet the same standards (e.g., admission, accountability) as their peers without disabilities.	19	6.2	7.0	1.3	78.9%
Understand that there is a breadth of different disability types represented on campus, and that not all people with the same disability label will experience the same functional limitations.	19	6.1	7.0	1.4	78.9%
Understand the concept of disability as an identity.	19	5.5	7.0	1.6	Not Achieved
Understand the grievance policy for disability-related concerns and the processes for appealing an accommodation decision.	19	6.1	7.0	1.2	Not Achieved
Understand the importance and components of self-advocacy (e.g., self-knowledge, knowledge of rights and responsibilities under the laws, communication skills).	19	6.2	7.0	0.9	78.9%
Understand the importance of regular disability services appointments for students, especially in the first year.	19	4.3	5.0 & 6.0	1.9	Not Achieved

(continued)

Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
Understand the institutional policies and procedures associated with disability services (e.g., registering with disability services, the transmission of accommodation information), and how to obtain clarification about needed accommodations.	19	6.2	7.0	1.0	Not Achieved
Understand the laws the student is coming from in K-12 education and those that they are presently served by in higher education.	19	5.0	6.0	1.5	Not Achieved
Understand the needs of the veteran population and how to work with wounded warriors.	19	5.8	6.0	1.1	Not Achieved
Understand the purpose, intent, and process associated with reasonable accommodations.	19	6.1	7.0	1.0	Not Achieved
Understand the role of faculty and staff in the services structure (e.g., assisting students with supports for functional limitations, not diagnosing).	19	6.2	7.0	1.4	84.2%
Understand the role of supportive approaches to working with students in crisis as opposed to enabling approaches.	19	4.9	5.0	2.1	Not Achieved
When first meeting a student who one considers complex or vulnerable/dangerous, contact names should be obtained and all relevant consent forms signed.	19	3.9	1.0	2.6	Not Achieved
When possible, hire counselors who specialize and have expertise in particular disabilities (e.g., learning disabilities, autism spectrum disorders).	19	4.5	6.0 & 7.0	2.1	Not Achieved

As with the theme revisions, comments about the individual items were reviewed by the researcher and revisions to the items were made. Specific changes to wording were made when they were determined by the researcher as improving the phrasing (e.g., grammar, punctuation, word choice) or providing greater clarity (e.g., changing “students” to “students with disabilities” in the following sentence “Apply cognitive behavioral principles as they relate to working with students as they develop coping skills in college”). In addition to these changes, three items were subsumed under other items based on panelist comments regarding redundancy. Specifically, the item “Know the law as it relates to direct threat and when to break confidentiality” was subsumed under the item “Know that medical and psychological documentation provided by students is confidential, and that the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) limit

what information may be shared with faculty and staff;” and the items “Understand that disability categories are both solid and fluid” and “Understand that disability is fluid” were subsumed under the item “Know that disability may be defined in different ways due to medical and social constructions evolving over time.” All competency items that were revised and collapsed according to panelist feedback were submitted to five external auditors for review and comment.

In addition to rating the items in Round 2, 18 additional items were written by two panelists. In reading the suggested items, seven were subsumed under existing items by the researcher as they contained overlapping knowledge, dispositions, and/or skills (e.g., “Collaborate in creating accommodations such as coaching and other supports for graduate and advanced graduate students” was subsumed under “Collaborate with campus partners to develop programs, services, and practices that address the needs of students with disabilities from diverse backgrounds and cultures”). All new items written as part of Round 2 (both revised items and items without revisions) were submitted to five external auditors for review and comment. In particular, auditors were asked to make a determination as to whether combining or subsuming the items was reasonable and whether the resulting items were clearly worded. Based on auditor feedback, the combined or subsumed items were considered reasonable and clearly phrased. Furthermore, auditors suggested that two additional items written by panelists be subsumed under existing items (i.e., “Hire staff knowledgeable in interpreting educational and clinical documentation” and “Be able to consider how disabilities may affect students and others' perceptions of them, including behaviors that some faculty and staff may find problematic”). In total, nine additional items written in Round 2 were included in the items to be rated as part of the Round 3 questionnaire.

### Round 3 Results and Discussion

For Round 3, panelists were asked to rate the clarity of the disability-related competency theme “Disability Exploration Assistance,” which was a revised version of the “Disability Exploration” theme, using a 7-point scale. Additionally, panelists were asked to rerate 64 revised items based on how important each item should be to student affairs generalist work using a 7-point scale. Finally, in addition to rerating the 64 revised items, panelists rated 9 new items written in Round 2.

**Round 3 competency theme results and discussion.** In Round 3, the mean clarity ratings of the “Disability Exploration Assistance” theme was 4.6 (*neutral*) with a 5.0 (*moderately clear*) modal rating of clarity. The standard deviation for the theme was 1.3 suggesting a high degree of spread among the ratings. Table 10 presents the frequency of clarity ratings for the “Disability Exploration Assistance” theme rated in Round 3. Between Round 2 and Round 3 the mean and modal clarity ratings decreased for the theme. Furthermore, the standard deviation for the theme decreased, which suggests that clarity ratings have clustered more closely in Round 3 than in Round 2. As such, the expert panelists considered the Round 2 version of the theme as being clearer than the Round 3 version. Furthermore, comments from panelists (Appendix I) suggested that the Round 3 version of the theme was confusing. Given this data, after three rounds, the final version of the theme will be the Round 2 version. Appendix G presents a listing of all versions of the themes across Rounds along with the final listing of disability-related competency themes.



Table 10

*Round 3 Competency Theme: Ratings of the Clarity for the “Disability Exploration Assistance Theme.”*

Competency theme	Disability exploration assistance	
	<i>n</i>	%
Not at all clear	0	0.0
Low clarity	1	6.3
Slightly clear	2	12.5
Neutral	4	25.0
Moderately clear	5	31.3
Very clear	3	18.8
Extremely clear	1	6.3
Total n	16	100.2 <sup>a</sup>

<sup>a</sup> Cumulative percentage does not equal 100 due to rounding.

**Round 3 competency item results and discussion.** The 18 expert panelists who participated in Round 3 were tasked with reviewing their Round 2 item ratings of importance and the aggregate ratings of the entire panel. Then, the panelists rerated each of the 64 disability-related knowledge, disposition, and skill items that did not reach consensus in Round 2.

In Round 3, 9 of the 64 items achieved consensus. Table 11 presents each item rated in Round 3 along with the mean and modal ratings; standard deviations; and level of consensus, if achieved. As with Round 2, no items where 75% of participant ratings fell within two increments of the 7-point Likert scale had modal scores below 5. As with the theme revisions, comments about the individual items were reviewed by the researcher and revisions to the items were made. All competency items that were revised according to panelist feedback were submitted to five external auditors for review and comment.

Table 11

*Round 3 Descriptive Statistics: Importance of Disability-Related Competency to Student Affairs**Generalist Work.*

Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
Advocate for exceeding the minimum accessibility requirements set by law.	17	5.0	6.0	2.0	Not Achieved
Apply cognitive behavioral principles as they relate to working with students with disabilities as they develop coping skills in college.	16	3.6	5.0	1.9	Not Achieved
Be able to differentiate between disability awareness organizations, student organizations about disability, and disability cultural centers.	18	4.6	5.0	1.2	Not Achieved
Be able to formally or informally assess the knowledge, skills, and attitudes of students and staff who are part of the educational environment for the student/staff member with a disability.	16	4.8	5.0 & 6.0	1.9	Not Achieved
Be able to consider how disabilities may affect students and others' perceptions of them, including behaviors that some faculty and staff may find problematic.	17	5.5	6.0	1.3	Not Achieved
Be able to identify major trends and developments in disability history (e.g., the disability rights movement, the de-institutionalization movement, the eugenics movement, the neurodiversity movement, the inclusive K-12 education movement).	18	4.1	5.0	1.3	Not Achieved
Be able to understand that the metanarrative of disability identity is damaging and an attempt to create one is antiquated in regards to disability theory.	17	3.5	2.0 & 5.0	1.9	Not Achieved
Be familiar with the standards relevant to student disability services (e.g., Council for the Advancement of Standards, the Association on Higher Education and Disability, Center for Applied Special Technology).	17	4.4	5.0	1.7	Not Achieved
Develop and implement evacuation plans that include people with disabilities (e.g., students, faculty, staff, and visitors).	17	6.4	7.0	0.8	82.4%
Develop competence in Mental Health First Aid.	17	3.4	1.0	2.2	Not Achieved
Develop skill in creating and filing notes.	16	3.4	5.0	1.9	Not Achieved
Translate laws, regulations, and internal policies related to disability issues so they can be understood by students, faculty, and staff.	16	4.4	5.0	1.9	Not Achieved
Identify campus resources for colleagues and visitors with disabilities.	17	6.3	7.0	0.8	82.4%

(continued)

Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
Involve disability services in any situation that affects students registered with disability services.	16	3.9	2.0 & 4.0	1.9	Not Achieved
Know and apply exceptional customer service skills including, but not limited to, demonstrating professionalism, being empathetic, responding/following-up in a timely fashion, providing accurate information, and listening attentively.	17	5.0	7.0	2.3	Not Achieved
Know common disability myths, stereotypes, and misperceptions regarding disabilities; and do not perpetuate them.	17	5.8	7.0	1.3	Not Achieved
Know how to create student directives and contracts to prevent crises.	17	3.8	1.0 & 4.0	2.0	Not Achieved
Know how to determine and communicate the "essential criteria" for programs.	17	3.5	6.0	2.2	Not Achieved
Know how to discuss inappropriate and appropriate behavior in specific environments/contexts (e.g., defining social boundaries).	17	4.8	6.0	2.1	Not Achieved
Know how to find information about disabilities, and be able to critique this information using first-person accounts.	17	4.2	5.0	1.9	Not Achieved
Know how to locate information about laws pertinent to people with disabilities.	17	4.7	5.0	1.6	Not Achieved
Know how to review a range of documentation.	17	2.0	1.0	1.5	Not Achieved
Know strategies for empowering a person with a disability (e.g., scaffolding, how to leverage skills and talents).	17	5.2	5.0	1.7	Not Achieved
Know that disability is a natural part of the human experience; and that many humans will experience disability at some point in their lives, if they live long enough.	17	4.7	7.0	1.9	Not Achieved
Know that each student with a disability should have a designated counselor/advisor in disability services.	17	3.7	1.0	2.0	Not Achieved
Know that the functional limitation is important to understand, not the disability type.	17	4.6	5.0	1.9	Not Achieved
Know that understanding why a condition/disability is emergent is the key to understanding the student.	17	2.9	1.0	1.9	Not Achieved
Know the limits of one's own capabilities/responsibilities and that self-protection is the first priority during emergency/crisis situations.	17	4.1	1.0	2.4	Not Achieved
Know the meanings of disability-related principles and terms (e.g., duty to accommodate, reasonable accommodation, essential requirements, and undue hardship).	17	3.9	5.0	2.0	Not Achieved
Know the process for ally development.	17	5.1	5.0	1.4	Not Achieved

(continued)

Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
Know the strengths and limitations of general human/student development theories, and be able to apply applicable theories to work with students and professionals with disabilities.	17	5.2	6.0	1.9	Not Achieved
Know theories (e.g. Gibson, Troiano) and models (e.g., medical model, social justice model) for conceptualizing disability, including associated strengths and limitations.	17	3.9	4.0	1.9	Not Achieved
Develop a working knowledge of national groups with campus programs/chapters/teams (e.g., Active Minds, National Wheelchair Basketball Association-Intercollegiate Division, Student Veterans of America, Think College, TRiO), and their organizational missions.	17	4.8	5.0	1.1	Not Achieved
Provide opportunities for students to talk about and explore their disabilities (e.g., opportunities to tell personal stories and hear the stories of others).	17	5.2	5.0	1.5	Not Achieved
Assess institutional organizational structure to determine the placement of disability services (e.g., does it fall under student affairs or academic affairs), and the impact of placement on its mission, services, and philosophy.	17	5.5	6.0	1.5	Not Achieved
Know and act in accordance with applicable laws (e.g., Sections 504 and 508 of the Rehabilitation Act, the Americans with Disabilities Act Amendments Act, the Fair Housing Act, Title IX, the Canadian Human Rights Act, the Ontarians with Disabilities Act, the Accessibility for Manitobans Act, etc.).	17	5.1	6.0 & 7.0	2.0	Not Achieved
Know and apply Universal Design as related to physical, technological, learning, and social environments.	17	6.1	6.0	1.2	88.2%
Know broad classifications and specific types of disabilities including common characteristics, strengths, and associated functional limitations.	17	4.4	5.0	1.8	Not Achieved
Know common methods for respectfully interacting with individuals with disabilities (e.g., addressing the individual communicating and not the interpreter, person/identity-first language, not leaning on a person's wheelchair); and know that respectful methods of interaction may vary by individual preference, culture, and time.	17	5.2	7.0	2.4	Not Achieved
Know food allergies and that food-related reactions can potentially trigger deadly reactions.	17	4.8	6.0	1.8	Not Achieved
Know how federal laws are made, interpreted, and clarified.	17	3.2	2.0	1.7	Not Achieved
Know how the intersection of multiple identities influences a person's sense of disability as an identity.	17	5.0	5.0	1.5	Not Achieved
Know campus medical leave policies, and how they affect students with disabilities who may need to use them.	17	4.7	6.0	1.9	Not Achieved
Be knowledgeable of mental health issues and how they may manifest in college.	17	5.7	6.0	1.4	76.5%
Know that access is not the same as inclusion.	17	5.4	7.0	1.9	Not Achieved

(continued)

Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
Know that disability may be defined in different ways due to medical and social constructions over time.	17	5.0	5.0	1.5	Not Achieved
Know that disability is co-occurring (i.e., a person may be experiencing multiple disabilities).	16	5.2	5.0	1.4	Not Achieved
Know that disability services are not advocates because of the conflicting need to balance the rights and responsibilities of students, faculty, and the institution.	17	4.3	6.0	2.1	Not Achieved
Know that disability services offices/professionals vary in approaches and philosophies.	17	5.7	6.0	1.0	76.5%
Know that environmental and personal factors combine to create disabilities.	17	5.7	7.0	1.4	Not Achieved
Know that in order to ensure equitable access, a person's needs may have to be met in ways that are not always equal.	16	5.0	4.0, 6.0, & 7.0	1.9	Not Achieved
Know and engage in hiring and supervisory practices that are accessible and inclusive of people with disabilities.	17	6.1	7.0	1.5	82.4%
Affirm the individual's right to determine if they want to disclose their disabilities and to decide if they need accommodations for equal access.	17	6.2	7.0	1.0	76.5%
Know that students arrive with their identity intact, and should be able to explore and incorporate disability as a component of their identity as they see fit.	17	4.9	7.0	2.1	Not Achieved
Know the concept of disability as an identity.	16	5.2	5.0 & 6.0	1.7	Not Achieved
Know the grievance policy for disability-related concerns and the processes for appealing an accommodation decision.	17	5.9	7.0	1.2	76.5%
Know the importance of regular disability services appointments for students, especially in the first year.	17	4.1	5.0	1.4	Not Achieved
Know the institutional policies and procedures associated with disability services (e.g., registering with disability services, the transmission of accommodation information), and how to obtain clarification about needed accommodations.	17	6.1	7.0	1.0	Not Achieved
Know the laws that govern K-12 special education, and how special education laws differ from the laws that govern higher education disability services.	17	4.5	5.0 & 6.0	1.8	Not Achieved
Know campus and community resources for veterans with disabilities, and the basic demographics of this population.	17	5.0	5.0	1.5	Not Achieved
Know the process associated with requesting and using reasonable accommodations on one's campus.	17	6.2	7.0	0.8	76.5%
Apply supportive approaches to working with students in crisis as opposed to enabling approaches.	17	4.3	1.0	2.4	Not Achieved
When first meeting a student who one considers complex or vulnerable/dangerous, contact names should be obtained and all relevant consent forms signed.	17	3.1	1.0	2.0	Not Achieved

(continued)

Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
When possible, hire counselors who specialize and have expertise in particular disabilities (e.g., learning disabilities, autism spectrum disorders).	17	3.4	1.0	2.2	Not Achieved
Know educational strategies.	17	4.2	1.0	2.2	Not Achieved
Know that the Council for the Advancement of Standards in Higher Education (CAS) standards are behind the times, and that the Association on Higher Education and Disability (AHEAD) is the foremost resources for disability service guidelines.	17	3.1	1.0	2.3	Not Achieved
Know that disability services cannot charge for accommodations and is often underfunded and underresourced.	17	3.9	1.0 & 6.0	2.4	Not Achieved
Know that disability services my need to work directly with legal counsel without the involvement of supervisors.	17	3.9	1.0	2.5	Not Achieved
Know that disability services operates under the Family Educational Rights and Privacy Act (FERPA), not the Health Insurance Portability and Accountability Act (HIPAA).	17	4.9	6.0	2.2	Not Achieved
Know that disability services professionals should always be represented on student concern committees as they will know the legal, prescribed, and permitted accommodations that a student may require.	17	4.8	6.0	2.0	Not Achieved
Know that disability services provides accommodations for disabled students, but it is the institution (not the unit or Vice President of Student Affairs) that bears the financial responsibility to ensure accommodations are provided.	17	5.1	6.0	2.3	Not Achieved
Know that disability services staff are specialists, and higher salaries may be required to ensure that highly competent professionals are hired and retained.	17	4.4	1.0	2.5	Not Achieved
Know that student affairs administrators supervising disability services should not second guess disability services staff decisions regarding accommodations without the full involvement of disability services staff.	17	4.6	7.0	2.7	Not Achieved

In addition to rating the 64 items that had not reached consensus in Round 2, the 9 additional items written by panelists were rated on how important each should be to student affairs generalist work using a 7-point scale from 1 (*not at all important*) to 7 (*extremely important*). Following Round 3, none of the 9 items written in Round 2 achieved consensus. The mean importance ratings of the new items ranged from 3.1 (*slightly important*) to 5.1 (*moderately important*), with modal ratings of importance from 1 (*not at all important*) to 7

(*extremely important*). Additionally, standard deviations for the items ranged from 2.0 to 2.7 suggesting a high degree of spread among the ratings. Table 12 presents each of the 9 new items rated in Round 3 along with the mean and modal ratings and standard deviations.

Table 12

*Descriptive Statistics for Round 3—New Items Written in Round 2: Importance of Disability-Related Competency to Student Affairs Generalist Work.*

Competency item	<i>n</i>	<i>M</i>	<i>Mo</i>	<i>SD</i>	Consensus
Know educational strategies.	17	4.2	1.0	2.2	Not Achieved
Know that the Council for the Advancement of Standards in Higher Education (CAS) standards are behind the times, and that the Association on Higher Education and Disability (AHEAD) is the foremost resources for disability service guidelines.	17	3.1	1.0	2.3	Not Achieved
Know that disability services cannot charge for accommodations and is often underfunded and underresourced.	17	3.9	1.0 & 6.0	2.4	Not Achieved
Know that disability services my need to work directly with legal counsel without the involvement of supervisors.	17	3.9	1.0	2.5	Not Achieved
Know that disability services operates under the Family Educational Rights and Privacy Act (FERPA), not the Health Insurance Portability and Accountability Act (HIPAA).	17	4.9	6.0	2.2	Not Achieved
Know that disability services professionals should always be represented on student concern committees as they will know the legal, prescribed, and permitted accommodations that a student may require.	17	4.8	6.0	2.0	Not Achieved
Know that disability services provides accommodations for disabled students, but it is the institution (not the unit or Vice President of Student Affairs) that bears the financial responsibility to ensure accommodations are provided.	17	5.1	6.0	2.3	Not Achieved
Know that disability services staff are specialists, and higher salaries may be required to ensure that highly competent professionals are hired and retained.	17	4.4	1.0	2.5	Not Achieved
Know that student affairs administrators supervising disability services should not second guess disability services staff decisions regarding accommodations without the full involvement of disability services staff.	17	4.6	7.0	2.7	Not Achieved

## Overall Results

Overall, the expert panelists clarified the six disability-related competency themes identified in the literature, and reached consensus on 39 knowledge, disposition, and skill items important to student affairs generalist work. As noted in Chapter II, consensus for item importance was defined as at least 75% of the expert panelists rating an item within two intervals on a 7-point Likert scale (e.g., 5 [*moderately important*] and 6 [*very important*] or 6 [*very important*] and 7 [*extremely important*]). Additionally, modal ratings of the item must be 5 (*moderately important*) or greater.

The full list of 39 items was reviewed and, in some cases, combined to reduce the overall number of items to 36 and increase parsimony using conventional content analysis. The items “Know the grievance policy for disability-related concerns and the processes for appealing an accommodation decision” and “Know the process associated with requesting and using reasonable accommodations on one's campus” were combined to form the item “Know the process associated with requesting and using reasonable accommodations on one's campus; and the policies and procedures for filing grievances and appealing accommodation decisions.” The second pair of items that were combined were “Know your colleagues and resources on campus and in the community; what they do; and how they can serve students, faculty, and staff with disabilities” and “Identify campus resources for colleagues and visitors with disabilities.” These items were combined to form the item “Know your colleagues and resources on campus and in the community; what they do; and how they can serve students, faculty, staff, and visitors with disabilities.” Additionally, the item “Review and address institutional policies that may have a negative impact on students with disabilities” was subsumed under the item “Be able to identify and address systemic and departmental barriers to inclusion and access.” In addition to



combining items, each item was organized under the six disability-related competency themes using directed content analysis (Hsieh & Shannon, 2005). Ultimately, one theme, “Disability labels and diagnoses,” was eliminated due to only having one item. Consequently, the item, “Know that there is a breadth of different disability types represented on campus, and that not all people with the same disability label will experience the same functional limitations,” was moved to the “Disability exploration” theme. The combination of items and the content analysis was reviewed by four of the five auditors, and a final listing of 36 items sorted into five themes. One of the five auditors that had audited all prior data was unable to review the final data due to overseas travel.

Seventy-three items written in Rounds 1 and 2 did not reach consensus. As such, none of the 73 items written by the panelists can be considered important to generalist student affairs work. However, these 73 items should also not be considered unimportant to generalist student affairs work based on panelists not achieving consensus. As noted by several panelists, the way an item was phrased, as opposed to the ideas behind the items, impacted how the items were rated in terms of importance. As such, with additional rounds, phrasing of the items may have been adjusted, and additional items may have reached consensus. Given this, the 73 knowledge, disposition, and skill items that did not achieve consensus are in need of further investigation prior to making a decision regarding their importance or lack of importance to student affairs generalist work.

Further examination of the descriptive statistics revealed a set of items that were approaching consensus. If the a priori definition of consensus had been defined using a slightly less stringent standard (i.e., changing the requirement for ratings to exist between two increments to three increments on the Likert scale or lowering the required percentage of panelists in

agreement from 75% to 70%) additional items would have been considered important and one item would have been considered *not at all important*. More specifically, if 75% of panelist ratings had to be between three increments on the 7-point Likert scale (i.e., between 1 [*not at all important*] and 3 [*slightly important*] or between 5 [*moderately important*] and 7 [*extremely important*]) as opposed to two increments, the item “Know how to review a range of documentation” would be considered *not at all important* ( $M = 2.0$ ,  $Mo = 1.0$ ,  $SD = 1.5$ ). Conversely, using the less stringent definition of consensus, additional items would have been considered moderately to extremely important.

### **Conclusion**

The results of the study were presented in this chapter. The response rates for each round of data collection were provided, and descriptions of expert panelists were discussed. Results were presented for each of the three rounds of the Delphi procedure using descriptive statistics. Results answering the research question were outlined, and a list of disability-related knowledge, disposition, and skill items that should be important to student affairs generalist work were presented by disability-related theme. Knowledge, disposition, and skill items for which expert panelists were not able to achieve consensus were described. Further discussion of the results as well as conclusions, limitations, and recommendations for future research and practice are presented in Chapter IV.

## **Chapter IV**

### **Summary and Conclusions**

This chapter summarizes the study, including the purpose, the problem addressed, the methods and procedures, and the results. Limitations of the study are then presented followed by a discussion of the results. The chapter concludes with recommendations for practice and future research.

#### **Summary of the Study**

##### **Purpose**

The purpose of this study was to identify disability-related knowledge, dispositions, and skills that are important to student affairs generalist work. The knowledge, disposition, and skill items were written and verified by a panel of experts through a three-round Delphi process. The results were intended to provide a list of disability-related competencies that could be used to guide the professional development and professional preparation of student affairs generalist professionals so that they may be better able to serve students with disabilities.

##### **Statement of the Problem**

The number of students with disabilities pursuing higher education has increased substantially since 1990 (Newman et al., 2010). Recent data suggest that students choosing to self-disclose disabilities comprise roughly 11% of the undergraduate student population (Snyder et al., 2016), a rate comparable to that of other traditionally underrepresented student groups including students who identify as Hispanic (17%, Snyder et al., 2016), Black (15%, Snyder et al., 2016), and out Lesbian, Gay, Bisexual, and/or Transgender (estimated at 10%; Windmeyer et al., 2013). Furthermore, researchers suggest that this percentage likely underestimates the

number of students with disabilities pursuing higher education as many students choose not to disclose their disability to disability services offices (Cook et al., 2009; Newman et al., 2011).

Although the number of students with disabilities pursuing higher education is increasing, data indicate that students with disabilities are not attaining degrees at comparable rates to their peers without disabilities. As compared with their peers without disabilities, graduation rates for students with disabilities are roughly 17% lower (Newman et al., 2011). Thus, students with disabilities may be considered an at-risk population in higher education settings in need of greater attention (O’Keefe, 2013).

As disability services offices are often both underfunded and understaffed (Barber, 2012), greater collaboration between administrative departments is recommended (Korbel, Lucia, et al., 2011; Korbel, McGuire, et al., 2011; Lechtenberger et al., 2012; U.S. Government Accountability Office, 2009). Despite a call for collaboration between disability services and other administrative departments, disability-related topics receive little attention from student affairs preparation programs and mainstream higher education and student affairs journal (Evans et al., 2009; Peña 2014). Thus, it is unsurprising that student affairs professionals lack disability-related knowledge (Murray et al., 2008; Myers, 2008a; Myers & Bastian, 2010).

The student affairs profession has a long history of preparing professionals to work in higher education administration. As outlined in Chapter I, much work has been done by professional associations (e.g., ACPA, AHEAD, NASPA) and individual researchers (e.g., Burkard et al., 2005; Pope & Reynolds, 1997) to identify professional competencies for student affairs professionals. Despite this work, no list of disability-related competencies exists that meets the needs of the student affairs generalist professional. As is depicted in Figure 2, existing competencies are either too broad and lack sufficient detail related to disability (i.e.,

ACPA/NASPA *Professional Competencies for Student Affairs Practitioners*, Pope & Reynolds [1997] multicultural competencies); or are too specialized and specific (i.e., the *AHEAD Professional Standards*) to meet the needs of the student affairs generalist professional.

Despite the call for student affairs administrators to be prepared to work with students with disabilities, consensus has not been reached as to the knowledge, dispositions, and skills student affairs generalists should develop to meet the needs of students with disabilities. The present study was designed to identify disability-related knowledge, dispositions, and skills that are important to student affairs generalist work.

### **Methods and Procedures**

This descriptive study used a mixed-methods Delphi procedure. A method for building consensus among a group of experts, the Delphi afforded experts in the area of student affairs and disability the opportunity to identify knowledge, dispositions, and skills that should be important to student affairs generalist work. In this study, participants consisted of higher education and/or student affairs faculty, disability services professionals, student affairs generalists, and leaders of disability-related committees in prominent student affairs generalist associations from the United States and Canada. The panel consisted of 4 Canadian experts and 16 experts from the United States. Furthermore, 50% of experts identified as individuals with disabilities.

A questionnaire designed by the researcher was used to gather data from panelists. Disability-related competency themes presented in the questionnaires were developed based on a comprehensive literature review (See Appendix F). In total, 51 articles were screened for disability-related suggestions or recommendations for student affairs generalist professionals. From the 51 articles, 183 suggestions or recommendations were identified. Using conventional

content analysis 21 disability-related competency themes emerged from the 183 suggestions or recommendations. With assistance from external auditors, the 21 themes were collapsed into six themes that account for all suggestions and recommendations: “Accessibility and Inclusion,” “Crisis Management,” “Disability Identity,” “Disability Law and Policy,” “Disability Support Services,” and “Disability Types.”

The initial questionnaire consisting of 30 questions was piloted with 11 past and present board members of disability-focused committees of the three major student affairs generalist professional associations: the ACPA Coalition for (Dis)Ability, the NASPA Disability Knowledge Community, and the CACUSS Access and Inclusion Community. Questionnaire directions and disability-related themes and items were further revised based on data collected from the pilot. The revised pilot questionnaire became the Round 1 questionnaire. The Round 2 and 3 questionnaires were developed via an iterative process using data collected from participating experts. As such, panelists played an active role in developing the questionnaires in Rounds 2 and 3.

The Delphi procedure consisted of surveying experts in the area of student affairs and disability through three rounds of a questionnaire administration. In Round 1, panelists (a) reviewed the wording of six, literature-derived disability-related competency themes; (b) rated the clarity of the competency themes on a 7-point Likert scale from 1 (*not at all clear*) to 7 (*extremely clear*); (c) commented on the clarity of the competency themes; and (d) attempted to write knowledge, dispositions, and/or skills (i.e., items) that would be subsumed under each competency theme. To increase response rate, reminder emails were sent to non-respondents after seven and eleven days. All 20 experts completed the Round 1 questionnaire. Descriptive statistics (i.e., frequency distributions, means, medians, standard deviation) were calculated for

quantitative data qualitative data (i.e., comments and items) were analyzed using content analysis.

Based on panelist comments and ratings, the six disability-related competency themes were revised to increase clarity of phrasing. Additionally, 338 disability-related knowledge, disposition, and skill items were written by the 20 panelists. Using content analysis, the 338 items were collapsed into 97 unique items. The revised themes and the 97 items formed the basis of the Round 2 questionnaire.

The Round 2 questionnaire was sent to all 20 panelists. The Round 2 questionnaire consisted of the six revised disability-related competency themes that panelists were again asked to rate in terms of clarity and comment on. The questionnaire also included the 97 disability-related knowledge, disposition, and skill items. Panelists were asked to rate each disability-related item according to how important they believe each should be to student affairs generalist work on a 7-point Likert scale from 1 (*not at all important*) to 7 (*extremely important*). Finally, panelists were given the opportunity to write any additional disability-related items that they believed were important and missing from the list of 97 items that they rated.

The response rate for Round 2 was 95% (19 out of 20). Data analysis procedures for Round 2 mirrored those of Round 1. Further revisions to the phrasing of the themes were made based on clarity ratings and comments. Furthermore, Round 2 data analysis found that 30 of the 97 items achieved consensus (i.e., 75% of participant ratings falling within two increments of the 7-point Likert scale) and had a modal ratings of five or greater. Thus, these items were deemed important to student affairs generalist work. Finally, an additional 18 items were written by Round 2 panelists of which 9 were judged as unique (i.e., not duplicitous of the other 97 items) by the researcher and a group of external auditors.

In the final round, Round 3, the 19 panelists completing Round 2 received the questionnaire. As part of the Round 3 questionnaire, the panelists rated the clarity of the one disability-related competency theme (i.e., Disability exploration) that was substantially revised based on Round 2 data using a 7-point scale. Panelists were again asked to comment on how the theme could be made more clear.

For the second section of the Round 3 questionnaire, panelists were asked to reconsider and rerate the importance of the 64 disability-related knowledge, disposition and skill items that did not achieve consensus in Round 2. To help panelists reconsider their ratings, panelists were provided with (a) their own Round 2 ratings and comments for each of the 64 items and (b) aggregate ratings and comments of the full panel.

For the final portion of the Round 3 questionnaire, panelists rated the nine new items written in Round 2 in terms of how important it should be to generalist student affairs work using the 7-point scale, and were provided with the option of commenting on each item.

The response rate for Round 3 was 90% (18 out of 20 panelists). Data analysis procedures for Round 3 mirrored those of the previous rounds. Further revisions to the phrasing of the themes were made based on clarity ratings and comments. All revisions were reviewed by a group of external auditors.

## **Results**

One research question guided this study: What disability-related knowledge, dispositions, and skills are important to student affairs generalist work? Panelists were able to (a) improve the clarity of the 6 disability-related competency themes identified through a comprehensive literature review and (b) identify and reach consensus on 39 disability-related knowledge, disposition, and skill items that should be important to student affairs generalist



work. The 39 items were all deemed at moderately important to extremely important by 75% or more of the panelists.

### **Discussion of Results**

The purpose of this study was to determine if a group of experts on disability and student affairs could write and come to consensus on disability-related knowledge, dispositions, and skills that should be important to student affairs generalist work. In total, panelists were able to write and come to consensus on 36 disability-related knowledge, disposition, and skill items. As the 36 disability-related knowledge, disposition, and skill items were ultimately sorted into five disability-related competency themes, the results are discussed according to theme. It is important to note that some items may relate to multiple themes; however, in order to not duplicate items, items were listed under the theme for which the item was initially written by panelists.

#### **Disability Access and Inclusion**

Of all of the disability-related themes, the greatest number of items that the panelists came to consensus on and rated as moderately to extremely important were for the Disability Inclusion and Access theme. Panelists were able to write and come to consensus on 14 knowledge, disposition, and skill items related to promoting and evaluating the cognitive, physical, and technological accessibility and inclusiveness of programs, services, and activities for people with disabilities. The 14 items were:

- Advocate for developing a more inclusive and disability-conscious department/institution;
- Be able to describe the resources that do not presently exist or that are not well coordinated that - if improved - could be useful to students/staff with disabilities;

- Be able to identify and address systemic and departmental barriers to inclusion and access;
- Be informed about available technologies and their transferability to different environments;
- Be sensitive and knowledgeable about service animals and emotional support animals;
- Design programs and events that are inclusive, promote consciousness of barriers to access, and challenge current institutional systems that prevent access;
- Listen to the personal narratives of students with disabilities, and ask students to share their thoughts about campus access and inclusion;
- Know that ensuring access and creating an inclusive campus are responsibilities of all staff, faculty and students; not just disability services;
- Know and apply Universal Design as related to physical, technological, learning, and social environments;
- Include disability in diversity programming;
- Foster understanding and empathy for marginalized populations, including people experiencing disabilities;
- Be knowledgeable of emerging issues in disability and higher education;
- Develop multicultural competence; and
- Provide and engage in professional development on current best practices related to disability.

Panelists believed that it was important for student affairs generalist professionals to know that ensuring access and creating an inclusive campus is a responsibility of all college and university employees. This echoes the sentiments of researchers of disability and higher education (e.g.,

Evans, Assadi, & Herriott, 2005, Murray et al., 2011; Myers, 2008a). Essentially, the onus for providing an accessible and inclusive campus does not fall to any one person (e.g., a disability services professional, ADA coordinator, etc.) or office (e.g., disability services, equity and inclusion, etc.), it is shared by the institution as a whole. Therefore, it is not surprising that panelists rate as important knowing emerging issues related to disability and higher education, listening to the personal narratives of students with disabilities and inquiring about their thoughts on campus access and inclusion, and knowing how assistive technologies may or may not be transferable to different environments as being important to student affairs generalist work. Without knowing about emerging issues, experiences, and assistive technologies, generalist professionals may not be able to (a) identify and address systemic and departmental barriers to inclusion and access; (b) knowledgeably and accurately advocate for developing a more inclusive and disability-conscious department/institution; (c) be able to describe the resources that do not presently exist or that are not well coordinated that; or (d) design programs and events that are inclusive, promote consciousness of barriers to access, and challenge current institutional systems that prevent access. Many of the items developed by the panelists align with ideas and sentiments expressed in the literature on creating disability-friendly campus climate (see Chelberg, Harbour, & Juarez, 1998; Huger, 2011; Junco & Salter, 2004).

### **Disability-Related Emergencies and Crises**

Panelists were able to write and come to consensus on four knowledge, disposition, and skill items related to working with people with disabilities in relation to emergency situations (e.g., building evacuations) and crisis situations (e.g., suicidal behavior). The four items achieving consensus and rated as moderately to extremely important were:

- Include and listen to the person with a disability in all emergency planning, as they are expert in their own needs;
- Know strategies for addressing/preventing bias, bullying, harassment, rape, and other violence against people with disabilities;
- Develop and implement evacuation plans that include people with disabilities (e.g., students, faculty, staff, and visitors); and
- Know campus policies/protocols for responding to disability-related crisis/emergency situations on and off campus, and how to apply intervention strategies/models.

Panelists expressed some concern about this theme which may explain the low number of items that achieved consensus and were considered important. For example, some panelists expressed that the theme might promote stereotypes of students with disabilities (e.g., students with disabilities engaging in campus violence). Despite some concern, the four items that achieved consensus suggest a need for student affairs generalist professionals to be prepared with the knowledge, dispositions, and skills needed to collaborate with individuals with disabilities in creating a safe and healthy living and learning environment.

Of particular note is the item: “Include and listen to the person with a disability in all emergency planning, as they are expert in their own needs.” This item suggests that the panelists believe that it is important for student affairs generalist professionals to involve students with disabilities in the development of emergency plans. Furthermore, it is in line with the disability activist saying “Nothing about us without us” as it empowers students to actively participate in decisions about their own safety and wellbeing. However, panelists did note that engaging students in these types of discussions may not always be possible due to the immediacy and unforeseen nature of some emergencies and crises. Furthermore, panelists noted that emergency

planning is not the sole responsibility of the student affairs generalist; and, at some institutions, student affairs professionals may not participate in developing emergency plans.

### **Disability Exploration**

Panelists were able to write and come to consensus on four knowledge, disposition, and skill items related to assisting students with disabilities if they choose to explore their sense of self and autonomy in the context of disability, disability community, disability culture and/or Deaf culture. The four items achieving consensus and rated as moderately to extremely important were:

- Know the importance and components of self-advocacy (e.g., self-knowledge, knowledge of rights and responsibilities under the laws, communication skills) for students with disabilities;
- Affirm the individual's right to determine if they want to disclose their disabilities and to decide if they need accommodations for equal access;
- Develop awareness of specific disability group cultures/contexts (e.g., Deaf culture, mental health consumers/survivors), and recognize that students have differing views of these cultures/contexts; and
- Develop a basic understanding of the breadth of disability types represented on campus, and know that not all people with the same disability label will experience the same functional limitations.

For the Disability exploration theme, panelists stressed the importance of student affairs generalist professionals understanding self-determination. In the item “Know the importance and components of self-advocacy (e.g., self-knowledge, knowledge of rights and responsibilities under the laws, communication skills) for students with disabilities,” panelists noted that not

only is it important that student affairs professionals know the importance of self-determination, but that they understand the various components of being a self-determined person. This sentiment is in-line with articles that suggest that student affairs professionals “promote active student engagement and improve the experiences of students with disabilities by embracing a collaborative and inclusive model of practice based on self-determination” (Korbel, McGuire, et al., 2011). Furthermore, panelists highlight the importance of student affairs affirming a person's right to choose (a) whether they wish to disclose their disabilities and (b) if they need accommodations for equal access. Essentially, panelists highlight that student affairs professionals should ensure that students with disabilities, like their peers without disabilities, have the opportunity, power, and right to make decisions about themselves. This is not to suggest that information about the disclosure process and accommodations should not be shared with students with disabilities, but that the final decision regarding disclosure and pursuing accommodations should be the decision of the individual with disabilities.

The final two items that the panelists indicated were important to the work of student affairs generalists relate to understanding the breadth of, and variation within, disability types and developing knowledge of disability and Deaf culture/context. Disability is viewed and experienced differently by people based on a number of factors including culture and philosophy (Evans et al., 2005; Gilson & Dymond, 2012). Furthermore, disability is frequently viewed as a monolithic group despite extensive differences existing between and within disability labels (Madaus et al., in press; Peña, 2014; Peña, Stapleton, & Schaffer, 2016; Vaccaro, Kimball, Wells, & Ostiguy, 2015). As such, panelists indicated that it is important for student affairs generalists to know that a breadth of disability types exist and that students with the same disability diagnosis may experience the disability differently. Interestingly, panelists did not

come to consensus as to whether it is important for professionals to “Know broad classifications and specific types of disabilities including common characteristics, strengths, and associated functional limitations.” Some explanations provided for why this item failed to reach consensus include (a) the idea that diagnoses promote the medical model, (b) variation in disability diagnoses and associated definitions, (c) concern about untrained professionals interpreting diagnoses and functional limitations, and (d) the importance of understanding the individual with disabilities as opposed to their label.

Another interesting finding relates to the importance of theory, as related to disability, to student affairs generalist work. Three items (i.e., “know theories [e.g. Gibson, Troiano] and models (e.g., medical model, social justice model) for conceptualizing disability, including associated strengths and limitations,” “know the strengths and limitations of general human/student development theories, and be able to apply applicable theories to work with students and professionals with disabilities,” and “be able to understand that the metanarrative of disability identity is damaging and an attempt to create one is antiquated in regards to disability theory”) directly addressed knowledge of theory.

### **Disability Law and Policy**

Panelists were able to write and come to consensus on seven knowledge, disposition, and skill items related to understanding and abiding by federal/state/provincial laws and institutional policies pertaining to disability and higher education. The seven items achieving consensus and rated as moderately to extremely important were:

- Know when and how to consult with one’s immediate supervisor and institutional legal counsel regarding matters that may have legal ramifications;

- Know the process associated with requesting and using reasonable accommodations on one's campus; and the policies and procedures for filing grievances and appealing accommodation decisions;
- Be able to provide accommodation for any event, process, or service;
- Know and engage in hiring and supervisory practices that are accessible and inclusive of people with disabilities;
- Know that students with disabilities are expected to meet the same standards (e.g., admission, accountability) as their peers without disabilities;
- Know that disability rights are civil rights; and
- Be aware that medical and psychological documentation provided by students is confidential, and that the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) limit what information may be shared with faculty and staff.

These seven items highlight that generalist professionals should develop the requisite knowledge, dispositions, and skills in order to abide by and understand fundamental aspects of disability laws and institutional policies and procedures related to disability. Panelists indicate that generalist professionals need to know the fundamentals in order to ensure privacy and that hiring practices are not discriminatory. Another item that is particularly important is “know when and how to consult with one’s immediate supervisor and institutional legal counsel regarding matters that may have legal ramifications.” Although this item may be viewed as solely relating to risk management in a reactive sense, it can also be viewed as a means by which generalist professionals proactively advocate for increasing access. By knowing when and who



to approach regarding potential legal matters, generalists may be able to use the law to address issues of access prior to a complaint or grievance.

Of particular note is that panelists were not able to come to agreement as to whether knowing and acting in accordance with applicable laws e.g., Sections 504 and 508 of the Rehabilitation Act, the Americans with Disabilities Act Amendments Act, the Fair Housing Act, Title IX, the Canadian Human Rights Act, the Ontarians with Disabilities Act, the Accessibility for Manitobans Act, etc.) is important to the work of student affairs generalist professionals. This is surprising given that knowing and acting in accordance with disability laws has been suggested and recommended by a number of scholars (e.g., Belch & Marshak, 2006; Bugstahler & Moore, 2009; Livingston, et al., 2012). According to the panelists, understanding and interpreting the specifics of the laws and their implications for individuals with disabilities should be left to specialist professionals with more advanced training and expertise. However, some panelists did note that knowing the law and relevant policy is important inasmuch as student affairs generalists need to make sure that they are not engaging in illegal practices and limiting access. Given this tension, it is not surprising that panelists came to consensus on a few items that would not be considered competencies, but important factoids. The final three items, (i.e., know that disability rights are civil rights; know that students with disabilities are expected to meet the same standards as their peers without disabilities; and be aware that medical and psychological documentation provided by students is confidential, and that the FERPA and HIPAA limit what information may be shared with faculty and staff) are basic facts associated with disability law and policy that student affairs generalist professionals should be aware of and do not require them to develop an extensive knowledge of the law.

## Disability Resources

Panelists were able to write and come to consensus on seven knowledge, disposition, and skill items related to the functions and referral processes of campus and community resources (e.g., advocates, cultural centers, health and counseling services, and student organizations) for people with disabilities and disability allies. The seven items achieving consensus and rated as moderately to extremely important were:

- Collaborate with campus partners to develop programs, services, and practices that address the needs of students with disabilities from diverse backgrounds and cultures;
- Develop skills needed to establish collaborative relationships with professionals on campus and in the community in order to address the needs of students, faculty, and staff with disabilities;
- Know how to appropriately and respectfully make a referral to services; and, when necessary, make direct contact in collaboration with a student;
- Know your colleagues and resources on campus and in the community; what they do; and how they can serve students, faculty, staff, and visitors with disabilities;
- Know that disability services is a resource that should be included in training, education, outreach and planning;
- Know that disability services offices/professionals vary in approaches and philosophies; and
- Know the role of faculty and staff in the services structure (e.g., assisting students with supports for functional limitations, not diagnosing).

The items in this theme suggest that panelists believe that it is critical for generalist professionals to be keenly aware of the disability-related resources that exist on campus and in

the community and know how to respectfully refer students with disabilities when necessary. Several panelists noted that knowledge of how to respectfully refer students to resources is something that generalists should know regardless of whether the service is disability-related, but others suggested that given that some students may not have disclosed their disability, the referral should be made with consideration given to other factors (e.g., desire for privacy, stigma associated with disability, etc.). Additionally, one panelist expressed concern over referring students in situations where a referral is not warranted. Not all students with disabilities need or want to use services. For example, a student with a learning disability may not choose or need to use counseling services, academic support services, and/or disability services; therefore a referral to such an office may not be appropriate.

Panelists also believe that it is important for generalists to possess a willingness to engage in collaboration with disability services offices, disability culture centers, ADA Coordinator's Office, and other disability-related offices in order to expand the services and programs related to disability, meet specific needs of individuals with disabilities, and include disability in the discourse on campus diversity. As discussed in Chapter I, disability services offices are frequently understaffed and underfunded (Barber, 2012). Thus, in order to increase social and educational programming efforts, address issues related to inhospitable disability-related campus climate, and meet needs beyond those related to minimal access, collaboration between campus divisions and departments is needed.

### **Limitations**

As discussed in Chapter II, a number of reasons exist for why the Delphi method is appropriate for this study (e.g., cost efficient, prior use to identify competencies, etc.). However, several concerns are associated with the Delphi method and therefore the study. In particular,

limitations related to (a) selection of the expert panel, (b) clarity of the questionnaire, and (c) generalization of results, are issues that have been considered in the selection of this method. In addition to methodological limitations, the dearth of literature on disability and student affairs and limited experience with low-incidence disability types is another limitation associated with the study. Each of these concerns were considered in the design of the study in order to address possible limitations.

### **Selection of the Expert Panel**

As noted in Chapter II, the quality of a Delphi study and the validity of its results depends on the selection of the expert panel (Day & Bobeva, 2005; Delbecq et al., 1975/2004). Essentially, expertise in the form of knowledge or experience and a willingness to engage in discussion about the research topic are essential. Despite the importance of selecting expert panelists for Delphi studies, agreement on specific criteria for determining expertise has not been achieved (Hsu & Sandford, 2007). Therefore, it is possible that expertise in the area of higher education and disability can be defined in myriad ways. As recommended by Hsu and Sandford (2007), this study used objective criteria for identifying expert panelists that include (a) degrees held, (b) publications on disability and student affairs, (c) positions of leadership in student affairs professional association committees focusing on disability, and (d) professional experience. For this study, four groups of participants were selected and recruited for participation: higher education and/or student affairs faculty, disability services professionals, student affairs generalists, and leaders of disability-related committees in student affairs associations; and eligibility criteria were established for each group. Table 1 outlines inclusion criteria for each group.

Demographic data described in Chapter III Demographic shows that of the 20 experts participating in the study, 9 (45%) held doctoral degrees and an additional 9 (45%) held master's degrees. Furthermore, 18 (90%) experts have a record of publication on higher education and disability with 15 (75%) publishing 2 or more publications. In total, 16 (80%) panelists serve or have served as the chair of a student affairs professional association committee (i.e., the ACPA Coalition for (Dis)Ability, the NASPA Disability Knowledge Community, the CACUSS Access and Inclusion Community). Finally, participating experts offered a range of experience related to disability and student affairs. Faculty in higher education or student affairs programs constituted 15% ( $n = 3$ ) of the panelists, disability service providers constituted 55% ( $n = 11$ ), student affairs professionals (other than disability services providers) constituted 10% ( $n = 2$ ) and 20% ( $n = 4$ ) described their primary employment as being "other."

### **Clarity of the Questionnaire**

The Delphi method is, at its core, a communication process between content experts. As such, a clear questionnaire is of utmost importance. The disability-related themes and items which formed the basis for the Round 1 questionnaire were initially reviewed for clarity and wording by five external auditors including doctoral students focusing on disability, faculty researching college students with disabilities, and student affairs generalist professionals. Themes and items were revised based on auditor feedback. The questionnaire was then developed in Qualtrics© online survey system and piloted with 11 past and present board members of disability-focused committees of the three major student affairs generalist professional associations: the ACPA Coalition for (Dis)Ability, the NASPA Disability Knowledge Community, and the CACUSS Access and Inclusion Community. Questionnaire

directions and disability-related themes and items were further revised based on data collected from the pilot.

Despite efforts to develop a clear questionnaire, some components of the questionnaire may have been unclear, and therefore misunderstood, by some panelists. For example, the term “concerning behavior,” was viewed as unclear and subjective by five (25%) panelists. Based on panelist judgments of clarity, the phrase “concerning behavior” was removed from the description of the disability-related theme and replaced with more specific language (i.e., examples of specific concerning behaviors). Additionally, one panelist noted that, despite reminders to rate items in terms of how important they should be to generalist student affairs professional work, on occasion items were rated based on their importance to disability services professional work. Although specific instances where this occurred cannot be determined, due to the iterative nature of the Delphi, the provision of aggregate feedback, and the fact that consensus is required before an item is deemed important, opportunities to correct such errors were available.

### **Generalization of Results**

Caution should be exercised when applying the findings of this, and all, Delphi studies. Given that a small number of experts in the area of disability and student affairs and therefore this study, the aggregate opinion of these experts may not reflect particular opinions of the various groups represented by the experts. As stated by Okoli and Pawlowski (2004), “A Delphi study does not depend on a statistical sample that attempts to be representative of any population. It is a group decision mechanism requiring qualified experts who have deep understanding of the issues” (p. 6). Thus, any decision to generalize from data collected using the Delphi method

should take into consideration both the selection criteria used to identify the experts and the characteristics of the experts.

Although the selection criteria for participation in this study were outlined in Chapter II and the panelist demographics were outlined in Chapter III, it is important to note that data were not collected on the theoretical lenses through which panelists view disability. Essentially, it is not possible to state the extent to which the panel consisted of experts viewing disability from medical, social, critical, or some other lens. As such, it is possible that some perspectives—including those of other experts not participating in the study—may not have been considered in the present study. Therefore, generalization is not appropriate.

Given limitations associated with generalizability, the findings from this Delphi study should be viewed as an indication of what one group of experts finds to be important. However, as noted by Hasson, Keeney, and McKenna (2000) findings from Delphi studies do provide solid starting points for further investigation (Hasson, Keeney, & McKenna, 2000). Lacking guidance as to which disability-related knowledge, dispositions, and skills are important to student affairs generalist work; the present study offers an important starting point.

### **Limited Literature on Disability and Student Affairs**

Peña (2014) noted a steep decline in the number of articles on disability in top-tier higher education journals between 1990 and 2010. Specifically, the number of disability-focused articles in top-tier journals, including the ACPA's *Journal of College Student Development*, declined from 22 in the 1990s to 3 in the 2000s. Although the comprehensive literature review conducted as part of this study examined literature beyond just top-tier journals, 21 of the 51 works containing recommendations and suggestions for disability-related knowledge, dispositions, and skills were published in the 1990s. As such, it is possible that some of the

disability-related knowledge, disposition, and skill recommendations and suggestions may be based on outdated research and perspectives on disability and higher education. However, due to the iterative nature of the Delphi, the provision of aggregate feedback, and the fact that consensus is required before an item is deemed important, opportunities to weed out antiquated items (and therefore antiquated themes) existed.

### **Representation of Low-Incidence Disabilities**

As previously noted, much of the literature on higher education focuses on students with disabilities as a collective group rather than by specific disability type (Peña, 2014). When disability is broken down by disability type; however, some types of disabilities appear in the literature with greater frequency than other types (Madaus et al., in press). According to Madaus and colleagues (in press), while students with learning disabilities and students with ADD or ADHD tend to be discussed more frequently in the research literature, students with disabilities less frequently reported in higher education (e.g., traumatic brain injury, intellectual disability, developmental delay) appear in the literature with less frequency. Therefore, the disability themes and resulting items that were developed from the comprehensive literature review may not capture the full range of knowledge, dispositions, and skills important to student affairs generalist work with all types of students with disabilities. As such, generalists are encouraged, as always, to remain student-centered in their approach to working with students and cognizant of their individual differences.

### **Implications**

As noted, the field of student affairs presently lacks a clear and agreed upon set of competencies to guide the professional preparation and development of student affairs generalist professionals in the area of disability. The knowledge, disposition, and skill items developed in



this study were written by, and verified by, a panel of expert panelists through a three-round Delphi process. The results are intended to provide a list of disability-related competencies that can be used to guide the professional development and professional preparation of student affairs generalist professionals so that they may be better able to meet the needs of students with disabilities. Therefore, the resulting list of competencies will have implications for both research and professional practice.

### **Implications for Research**

As indicated, Delphi research should be viewed as a starting point for further investigation (Hasson et al., 2000). Additional qualitative and quantitative research will be necessary to further validate the disability-related competencies developed in this study. Given that the expert panelists wrote the disability-related knowledge, disposition, and skill items; and efforts were taken to retain the wording and phrasing of the items, some items are long, somewhat vague, and less finely written. As such, efforts to refine the items may be warranted. Upon completion of the validation studies, further research will be needed to:

- Develop valid and reliable instruments for assessing disability-related competence,
- Determine which competencies are most important for student affairs generalists to possess prior to starting an entry-level position,
- Develop professional development trainings and/or student affairs professional preparation curricula related to disability competence,
- Examine the efficacy of trainings and/or student affairs professional preparation curricula related to disability competence ,

- Examine the extent and fidelity with which disability-related competencies are being incorporated into trainings and/or student affairs professional preparation program curricula,
- Examine the extent to which training participants and/or graduates of preparation programs have developed disability-related competence, and
- Examine the extent to which having student affairs generalist professionals with disability-competence impacts college outcomes (e.g., graduation rates, GPA, satisfaction) of students with disabilities.

Additionally, as the landscape of higher education changes and the body of research on higher education and disability increases, the disability-related competencies for student affairs generalists will need to be revised and updated. Changes in law, medicine, technology, student affairs, and student demographics will necessitate regular examination of the competencies in order to ensure that they provide appropriate guidance for student affairs generalists.

### **Implications for Practice**

This research has direct implications for practice. The intended use of the competency list is to guide student affairs generalist professionals in the development of disability-related competence so that they may better work with and meet the needs of students with disabilities. Although the identification of important disability-related competencies is a critical first step in better serving students with disabilities, benefit will not be accrued by students with disabilities until generalists develop knowledge, dispositions, and skills related to disability and then use them in practice. Thus, formal and informal conversations and presentations at professional conferences are needed to (a) gain acceptance from stakeholders (e.g., professional associations, preparation program faculty), (b) promote the incorporation of the competencies into existing

professional preparation and professional development programs, and (c) encourage the use of the disability-related competences in practice.

Upon adoption and development of the competencies by student affairs generalists, they will need to take action. Student affairs programs, services, policies, procedures, and office/institutional climates will each need to be examined by disability-competent generalists. Among the questions that student affairs generalists could ask include: Are student affairs programs, services, policies, procedures, and office/institutional climates equitable, accessible, and inclusive of individuals with disabilities? Do they meet basic legal and policy standards related to disability? Do they promote safety for all students, including those with disabilities? Furthermore, new programs, services, policies, and procedures will need to be developed using the disability-related competence that generalists possess.

Additional efforts will need to be taken by student affairs leadership at both the institutional and national levels. It will be important for Chief Student Affairs Officers and other student affairs professionals hiring generalists to develop job descriptions and performance indicators that promote the development and use of disability-related competence. Essentially, the disability-related knowledge, dispositions, and skills need to be valued by student affairs leaders so that disability-competence becomes an expectation of generalist professionals and is used in practice. Similarly, it will be important for student affairs professional associations, in particular the major generalist professional associations (i.e., ACPA, CACUSS, and NASPA), to emphasize the importance of disability-related competence. In order for generalist practitioners currently working in student affairs to develop disability-related competence, opportunities for generalists to develop disability-related knowledge, dispositions, and skills will need to be increased. Opportunities to incorporate additional information include (a) increasing the

frequency of disability-related articles in professional journals and other association publications and (b) offering additional professional development opportunities at national and regional conferences. If students with disabilities are to benefit from the development of disability-related competencies and increased disability-related competence of student affairs generalist professionals, support must be obtained from the profession's leadership and the competencies must move from words on paper to action in the field.

### **Conclusion**

The graduation rate for college students reporting disabilities are roughly 17% lower than that of students not reporting disabilities (Newman et al., 2011). Thus, additional attention needs to be paid to improving the college outcomes of this population of students at risk of dropping out of college (O'Keefe, 2013). Given that college students with disabilities have reported that student affairs programs and services are beneficial to their educational attainment (Fichten, et al., 2014; Salzer, 2012; Stumbo, Hedrick, Weisman, & Martin, 2010; Thompson-Ebanks, 2014), developing student affairs generalist professionals who possess disability-related competence may help improve the outcomes of students with disabilities. Unfortunately, student affairs professionals presently lack disability-related knowledge, dispositions, and skills (Kimball, Vaccaro, & Vargas, 2016; Murray, Flannery, & Wren, 2008; Myers, 2008a). Furthermore, the field of student affairs lacks an agreed upon listing of disability-related knowledge, dispositions, and skills important to student affairs generalist work. This study filled this gap by identifying a list of 36 disability-related knowledge, dispositions, and skills important to student affairs generalist work. The items were written and verified by a panel of experts in the area of student affairs and disability using a three-round Delphi process. With a list of disability-related competencies identified, the field of student affairs can make a concerted effort to equip student

affairs generalist professionals with the disability-related knowledge, dispositions, and skills important to their work. Hopefully, with increased disability-related competence, student affairs generalist will be able to better serve students with disabilities, thereby increasing their college outcomes.

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## Appendix A

## Disability-Related Competencies Identified in the Literature and Corresponding Articles

Knowledge, skills, and dispositions related to:	Article(s)
Accessibility and inclusion	Aune (2000) Belch & Marshak (2006) Belch (2011) Burgstahler & Moore (2009) Daddona (2011) DiRamio & Spires (2009) Dodd, Hermanson, Landstrom, Nelson, & Rose (1991) Evans, Assidi, Herriott (2005) Farone, Hall, & Costello (1998) Hadjikakou, Polycarpou, & Hadjilia (2010) Higbee & Goff (2008) Huger (2011) Kitzrow (2009) Korbel, McGuire, Banerjee, & Saunders (2011) Moswela & Mukhoadhyay (2011) Myers & Bastian (2010) Myers (2008) Perry & Franklin (2006) Preece, Roberts, Beecher, Rash, Shwalb, & Martinelli (2007) Richard (1995) Sayman (2015) Strange (2000) Trammell (2009) Yocom & Coll (1995)
Crisis management	Armstrong, Lewis, & Neault (1997a) (Mesa) Armstrong, Lewis, & Neault (1997b) (Mira) Belch & Marshak (2006) Belch (2011) Jacobs & Glater (1992) Unger (1992)
Disability identity	Aune (2000) Belch (2011) Denny & Carson (1994) DiRamio & Spires (2009) Hadley & Satterfield (2013) Henry, Fuerth, & Figliozi (2010) Higbee & Goff (2008) Kitzrow (2009) Korbel, McGuire, Banerjee, & Saunders (2011)

(continued)

Knowledge, skills, and dispositions related to:	Article(s)
Disability law and policy	Livingston, Scott, Rush, Watson, Neiduski, & Pinkenburg (2013)
	Perry & Franklin (2006)
	Richard (1995)
	Trammell (2009)
	West, Kregel, Getzel, Ming, Ipsen, & Martin (1993)
	Yocom & Coll (1995)
	Armstrong, Lewis, & Neault (1997a) (Mesa)
	Armstrong, Lewis, & Neault (1997b) (Mira)
	Belch & Marshak (2006)
	Burgstahler & Moore (2009)
	Hadjikakou, Polycarpou, & Hadjilia (2010)
	Higbee & Goff (2008)
	Livingston, Scott, Rush, Watson, Neiduski, & Pinkenburg (2013)
	Myers (2008)
	Office of Civil Rights (1998)
	Perry & Franklin (2006)
	Richard (1995)
	Thompson & Bethea (1996)
	Unger (1992)
	West, Kregel, Getzel, Ming, Ipsen, & Martin (1993)
Disability support services	Yocom & Coll (1995)
	Armstrong, Lewis, & Neault (1997a) (Mesa)
	Armstrong, Lewis, & Neault (1997b) (Mira)
	Aune (2000)
	Belch & Marshak (2006)
	Belch (2011)
	Brown (1993)
	Burgstahler & Moore (2009)
	Daddona (2011)
	deBettencourt, Bonaro, & Sabornie (1995)
	Denny & Carson (1994)
	DiRamio & Spires (2009)
	Fleischer (2012)
	Higbee & Goff (2008)
	Hill (1994)
	Huger (2011)
	Jacobs & Glater (1992)
	Kitzrow (2009)
	Korbel, McGuire, Banerjee, & Saunders (2011)
	Lechtenberger, Barnard-Brak, & McCrary (2012)
	Livingston, Scott, Rush, Watson, Neiduski, & Pinkenburg (2013)
	Moswela & Mukhoadhyay (2011)

(continued)

Knowledge, skills, and dispositions related to:	Article(s)
Disability types	Murray, Lombardi, & Wren (2011)
	Myers (2008)
	Perry & Franklin (2006)
	Preece, Roberts, Beecher, Rash, Shwalb, & Martinelli (2007)
	Satcher & Adamson (1995)
	Unger (1992)
	West, Kregel, Getzel, Ming, Ipsen, & Martin (1993)
	Yocom & Coll (1995)
	Armstrong, Lewis, & Neault (1997b) (Mira)
	Aune (2000)
	Barisa & Rogers (1990)
	Belch & Marshak (2006)
	Belch (2011)
	Bishop & Rhind (2011)
	Burgstahler & Moore (2009)
	deBettencourt, Bonaro, & Sabornie (1995)
	Denny & Carson (1994)
	Evans, Assidi, Herriott (2005)
	Hadjikakou, Polycarpou, & Hadjilia (2010)
	Hausr (1994)
	Higbee & Goff (2008)
	Hill (1994)
	Huger (2011)
	Jacobs & Glater (1992)
	Kitzrow (2009)
	Lechtenberger, Barnard-Brak, & McCrary (2012)
	Lehmann, Davies, & Laurin (2000)
	Moswela & Mukhoadhyay (2011)
	Murray, Lombardi, & Wren (2011)
	Myers & Bastian (2010)
	Myers (2008)
	Perry & Franklin (2006)
	Preece, Roberts, Beecher, Rash, Shwalb, & Martinelli (2007)
	Richard (1995)
	Satcher (1995)
	Sayman (2015)
	Smith-Pethybridge (2009)
	University of Nebraska (1994)
	West, Kregel, Getzel, Ming, Ipsen, & Martin (1993)
	Yocom & Coll (1995)

## Appendix B

### Disability Competencies: Pilot

To the Participant:

This questionnaire presents disability-related competency themes that have been identified through a comprehensive review of the literature on student affairs and disability. The purpose of the study is to identify the disability-related knowledge, dispositions, and skills that are important to student affairs generalist work.

In order to evaluate the clarity and ease with which this questionnaire can be completed, you are being asked to complete the following questionnaire and to provide feedback for improvement. The pilot has three primary goals: to clarify the competency themes; to identify specific knowledge, disposition, and/or skill items that would be subsumed under each competency theme; and to improve the clarity of the overall questionnaire and make it easier to complete.

To accomplish the first goal, please review and rate each competency theme for clarity (i.e., how easy each theme is to understand as written) using the associated 7-point Likert scale from 1 (*not at all clear*) to 7 (*extremely clear*). For themes lacking clarity (i.e., themes rated 1, 2, or 3 on the scale) you will be asked to comment on how the theme can be made more clear (e.g., specific changes related to punctuation, word choice, phrasing). Please note that this questionnaire is asking you to rate the clarity of the literature-derived competency themes, not how important you believe the theme is to student affairs generalist work.

To accomplish the second goal, you will be asked to identify disability-related knowledge, disposition, and/or skill items (in any combination) that are important to student affairs generalist work and would be subsumed under the specified disability-related competency theme. It is requested that you write items for each theme. You may write as many or as few items as you believe are merited. You are asked to be as specific and detailed as possible in creating these items.

To accomplish the third goal, you will be asked to review two statements regarding the clarity of the questionnaire directions and the ease with which you were able to complete the entire questionnaire using a 5-point Likert scale from 1 (*strongly disagree*) to 5 (*strongly agree*). Should you rate the questionnaire directions as lacking clarity or the questionnaire as challenging to complete (i.e., 1 or 2 on the scales) you will be asked to comment on the aspects of the directions that were not clear or aspects of the questionnaire that resulted in it being challenging to complete.

I would appreciate your feedback within 10 days. I estimate this will take approximately 30 minutes to complete. The system will allow you to exit the questionnaire and then re-enter again to continue providing data until it has been completed.

As noted in the email invitation, you do not have to participate in this questionnaire pilot if you do not want to, and you may choose not to answer any question that you do not want to answer. We will be happy to answer any questions you have about this study. If you have further questions about this project, or if you have a research-related problem, you may contact my advisor, Joseph Madaus, at 860-405-9010 ([joseph.madaus@uconn.edu](mailto:joseph.madaus@uconn.edu)); my associate advisor, Sue Saunders ([sue.saunders@uconn.edu](mailto:sue.saunders@uconn.edu)), at 860-486-1241; or me at 516-776-4898 ([adam.lalor@uconn.edu](mailto:adam.lalor@uconn.edu)). If you have any questions about your rights as a research participant, you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-3619. The IRB is a group who reviews research studies to protect the rights and welfare of research participants.

Thank you for your support!

Adam R. Lalor, M.Ed.  
 Doctoral Candidate  
 Center on Postsecondary Education and Disability  
 University of Connecticut

### **Documentation of Consent:**

By completing the information below, I indicate that I have read the above information about the project including its general purposes, the particulars of involvement, and possible risks and inconveniences. All information has been described to my satisfaction. I understand that I can withdraw at any time.

Note: As part of the Delphi method, the researcher will return to you some of the data that you will be supplying in this survey as part of future rounds of data collection. In future rounds you will receive quantitative data (i.e., your own ratings and group aggregate ratings) and qualitative data (i.e., your written responses and a listing of written responses by all participants with any identifying information redacted). As such, it is essential to collect your name and email with each survey administration. Your name will not be shared with any other participant and will be known only by the researcher.

Please complete the following information

Last name \_\_\_\_\_  
First name \_\_\_\_\_  
Email \_\_\_\_\_

**Demographic Information**

What is your gender identity?

- ☐ Man
- ☐ Transgender
- ☐ Woman
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Unsure
- ☐ I prefer not to disclose

Do you identify as an individual with a disability?

- ☐ No
- ☐ Yes
- ☐ Unsure
- ☐ I prefer not to disclose

With which racial and/or ethnic groups do you identify?

(Please select all that apply)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Other (please specify) \_\_\_\_\_
- ☐ I prefer not to disclose.

What is the highest degree that you have **earned**?

- ☐ High school diploma
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctoral degree
- ☐ Other (please specify) \_\_\_\_\_



In which nation do you work (If you are retired/emeritus, please select the nation you were most recently employed within)?

- ☐ Canada
- ☐ United States
- ☐ Other (please specify) \_\_\_\_\_

In which region are you employed (If you are retired/emeritus, please select the region you were most recently employed within)?

- ☐ Eastern Canada (NB, NL, NS, ON, PE, QC)
- ☐ Northern Canada (NT, NU, YT)
- ☐ Western Canada (AB, BC, MB, SK)
- ☐ None of the above

In which region are you employed (If you are retired/emeritus, please select the region you were most recently employed within)?

- ☐ Midwest (IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI)
- ☐ Northeast (CT, MA, ME, NH, NJ, NY, PA, RI, VT)
- ☐ South (AL, AR, DC, DE, FL, GA, LA, KY, MD, MS, NC, OK, PR, SC, TN, TX, VA, WV)
- ☐ West (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY)
- ☐ None of the above

What type of higher education institution do you work at (If you are retired/emeritus, please select the institution type that you were most recently employed at)?

- ☐ Associate's college
- ☐ Baccalaureate college
- ☐ Master's college or university
- ☐ Research or doctoral university
- ☐ Other institution type (please specify) \_\_\_\_\_
- ☐ None of the above

My primary employment is as a (If you are retired/emeritus, please indicate your most recent primary employment):

- ☐ Faculty member in a higher education or student affairs program.
- ☐ Disability services professional.
- ☐ Student affairs professional (other than a disability services professional).
- ☐ Other (please specify) \_\_\_\_\_

How many years have you worked as a faculty member in higher education or student affairs?

- |                                   |                          |                          |                          |                          |                          |                          |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> Less than 1 | <input type="radio"/> 8  | <input type="radio"/> 16 | <input type="radio"/> 24 | <input type="radio"/> 32 | <input type="radio"/> 32 | <input type="radio"/> 47 |
| <input type="radio"/> 1           | <input type="radio"/> 9  | <input type="radio"/> 17 | <input type="radio"/> 25 | <input type="radio"/> 33 | <input type="radio"/> 40 | <input type="radio"/> 48 |
| <input type="radio"/> 2           | <input type="radio"/> 10 | <input type="radio"/> 18 | <input type="radio"/> 26 | <input type="radio"/> 34 | <input type="radio"/> 41 |                          |
| <input type="radio"/> 3           | <input type="radio"/> 11 | <input type="radio"/> 19 | <input type="radio"/> 27 | <input type="radio"/> 35 | <input type="radio"/> 42 |                          |
| <input type="radio"/> 4           | <input type="radio"/> 12 | <input type="radio"/> 20 | <input type="radio"/> 28 | <input type="radio"/> 36 | <input type="radio"/> 43 |                          |
| <input type="radio"/> 5           | <input type="radio"/> 13 | <input type="radio"/> 21 | <input type="radio"/> 29 | <input type="radio"/> 37 | <input type="radio"/> 44 |                          |
| <input type="radio"/> 6           | <input type="radio"/> 14 | <input type="radio"/> 22 | <input type="radio"/> 30 | <input type="radio"/> 38 | <input type="radio"/> 45 |                          |
| <input type="radio"/> 7           | <input type="radio"/> 15 | <input type="radio"/> 23 | <input type="radio"/> 31 | <input type="radio"/> 39 | <input type="radio"/> 46 |                          |

How many years have you worked as a disability services professional?

- |                                   |                          |                          |                          |                          |                          |                          |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> Less than 1 | <input type="radio"/> 8  | <input type="radio"/> 16 | <input type="radio"/> 24 | <input type="radio"/> 32 | <input type="radio"/> 32 | <input type="radio"/> 47 |
| <input type="radio"/> 1           | <input type="radio"/> 9  | <input type="radio"/> 17 | <input type="radio"/> 25 | <input type="radio"/> 33 | <input type="radio"/> 40 | <input type="radio"/> 48 |
| <input type="radio"/> 2           | <input type="radio"/> 10 | <input type="radio"/> 18 | <input type="radio"/> 26 | <input type="radio"/> 34 | <input type="radio"/> 41 |                          |
| <input type="radio"/> 3           | <input type="radio"/> 11 | <input type="radio"/> 19 | <input type="radio"/> 27 | <input type="radio"/> 35 | <input type="radio"/> 42 |                          |
| <input type="radio"/> 4           | <input type="radio"/> 12 | <input type="radio"/> 20 | <input type="radio"/> 28 | <input type="radio"/> 36 | <input type="radio"/> 43 |                          |
| <input type="radio"/> 5           | <input type="radio"/> 13 | <input type="radio"/> 21 | <input type="radio"/> 29 | <input type="radio"/> 37 | <input type="radio"/> 44 |                          |
| <input type="radio"/> 6           | <input type="radio"/> 14 | <input type="radio"/> 22 | <input type="radio"/> 30 | <input type="radio"/> 38 | <input type="radio"/> 45 |                          |
| <input type="radio"/> 7           | <input type="radio"/> 15 | <input type="radio"/> 23 | <input type="radio"/> 31 | <input type="radio"/> 39 | <input type="radio"/> 46 |                          |

How many years have you worked as a student affairs professional (other than as a disability services professional)?

- |                                   |                          |                          |                          |                          |                          |                          |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> Less than 1 | <input type="radio"/> 8  | <input type="radio"/> 16 | <input type="radio"/> 24 | <input type="radio"/> 32 | <input type="radio"/> 32 | <input type="radio"/> 47 |
| <input type="radio"/> 1           | <input type="radio"/> 9  | <input type="radio"/> 17 | <input type="radio"/> 25 | <input type="radio"/> 33 | <input type="radio"/> 40 | <input type="radio"/> 48 |
| <input type="radio"/> 2           | <input type="radio"/> 10 | <input type="radio"/> 18 | <input type="radio"/> 26 | <input type="radio"/> 34 | <input type="radio"/> 41 |                          |
| <input type="radio"/> 3           | <input type="radio"/> 11 | <input type="radio"/> 19 | <input type="radio"/> 27 | <input type="radio"/> 35 | <input type="radio"/> 42 |                          |
| <input type="radio"/> 4           | <input type="radio"/> 12 | <input type="radio"/> 20 | <input type="radio"/> 28 | <input type="radio"/> 36 | <input type="radio"/> 43 |                          |
| <input type="radio"/> 5           | <input type="radio"/> 13 | <input type="radio"/> 21 | <input type="radio"/> 29 | <input type="radio"/> 37 | <input type="radio"/> 44 |                          |
| <input type="radio"/> 6           | <input type="radio"/> 14 | <input type="radio"/> 22 | <input type="radio"/> 30 | <input type="radio"/> 38 | <input type="radio"/> 45 |                          |
| <input type="radio"/> 7           | <input type="radio"/> 15 | <input type="radio"/> 23 | <input type="radio"/> 31 | <input type="radio"/> 39 | <input type="radio"/> 46 |                          |

Please specify the student affairs functional area/department that you work in.

(Please select all that apply)

- ☐ Admission and Enrollment Management
- ☐ Academic Advising
- ☐ Career Services
- ☐ Counseling Services
- ☐ Fraternity and Sorority Life
- ☐ Health Services
- ☐ Housing and Residence Life
- ☐ Multicultural Affairs
- ☐ Orientation and Transition Services
- ☐ Student Activities
- ☐ Student Conduct
- ☐ Other (please specify) \_\_\_\_\_

How many years have you worked in this position?

- |                                   |                          |                          |                          |                          |                          |                          |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> Less than 1 | <input type="radio"/> 8  | <input type="radio"/> 16 | <input type="radio"/> 24 | <input type="radio"/> 32 | <input type="radio"/> 32 | <input type="radio"/> 47 |
| <input type="radio"/> 1           | <input type="radio"/> 9  | <input type="radio"/> 17 | <input type="radio"/> 25 | <input type="radio"/> 33 | <input type="radio"/> 40 | <input type="radio"/> 48 |
| <input type="radio"/> 2           | <input type="radio"/> 10 | <input type="radio"/> 18 | <input type="radio"/> 26 | <input type="radio"/> 34 | <input type="radio"/> 41 |                          |
| <input type="radio"/> 3           | <input type="radio"/> 11 | <input type="radio"/> 19 | <input type="radio"/> 27 | <input type="radio"/> 35 | <input type="radio"/> 42 |                          |
| <input type="radio"/> 4           | <input type="radio"/> 12 | <input type="radio"/> 20 | <input type="radio"/> 28 | <input type="radio"/> 36 | <input type="radio"/> 43 |                          |
| <input type="radio"/> 5           | <input type="radio"/> 13 | <input type="radio"/> 21 | <input type="radio"/> 29 | <input type="radio"/> 37 | <input type="radio"/> 44 |                          |
| <input type="radio"/> 6           | <input type="radio"/> 14 | <input type="radio"/> 22 | <input type="radio"/> 30 | <input type="radio"/> 38 | <input type="radio"/> 45 |                          |
| <input type="radio"/> 7           | <input type="radio"/> 15 | <input type="radio"/> 23 | <input type="radio"/> 31 | <input type="radio"/> 39 | <input type="radio"/> 46 |                          |

I serve or have served as the chair/director of:

(Please select all that apply)

- ☐ The ACPA Coalition on Disability (inclusive of former names)
- ☐ The NASPA Disability Knowledge Community (inclusive of former names)
- ☐ The CACUSS Access & Inclusion Community (inclusive of former names)
- ☐ None of the above

Have you published an article, book, or book chapter on the topic of disability?

- ☐ No, I have not published an article, book, or book chapter on the topic of disability.
- ☐ Yes, I have published one article, book or book chapter on the topic of disability.
- ☐ Yes, I have published two or more articles, books, and/or book chapters on the topic of disability.
- ☐ Unsure

**Please use the following definitions when completing this questionnaire:**

**Competencies:** “[T]hose characteristics—knowledge, skills, mindsets, thought patterns, and the like—that when used whether singularly or in various combinations, result in successful performance” (Dubois, 1998, p. v).

**Disposition:** One’s “prevailing tendency, mood, or inclination” (Disposition, n.d.).

**Knowledge:** “The fact or condition of being aware of something” (Knowledge, n.d.).

**Skill:** “The ability to use one's knowledge effectively and readily in execution or performance” (Skill, n.d.).

**Student affairs:** The “organizational structure or unit within an institution responsible for students’ out-of-class life and learning” (Winston, Creamer, & Miller, 2001, p. xi). This structure or unit may be referred to as "student services" at some institutions.

**Student affairs generalists:** An individual who identifies as a student affairs professional; has broad-based knowledge of student affairs; and has a breadth of responsibilities related to administration, student services, student development, and student learning (Kuk, 2009). Examples of such professionals may include, but are not limited to, deans of students, residence life professionals, and student activities professionals. Professionals who may not be included due to the nature of their work/training include, but are not limited to, campus medical professionals, campus clergy, and counseling and mental health professionals. **Note: For the purposes of this study, disability services professionals and ADA coordinators are not considered student affairs generalists.**

**Student with a disability:** An individual who is enrolled at a college or university who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a history or record of such an impairment, or (c) is perceived by others as having such an impairment (Americans with Disabilities Act, 1990).



emergency or perceived emergency related to disability).								
Disability identity development: Knowledge, skills and dispositions related to supporting and assisting students with disabilities as they develop their sense of self and autonomy in the context of disability and disability culture/climate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Disability law and policy: Knowledge, skills, and dispositions related to understanding and implementing federal/state/provincial laws and policies that relate to students with disabilities in higher education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Disability support services: Knowledge, skills, and dispositions related to the functions, policies, and procedures of disability-related offices on campus (e.g., disability services, counseling services, health services, ADA coordinator's office) and accessing support services and resources for students with disabilities through direct contact or referral.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Disability types: Knowledge, skills, and dispositions related to understanding different types of disabilities (e.g., definitions, characteristics, strengths, challenges) and recognizing that lived experiences vary among people with the same disability type.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

In the fields below, please write disability-related knowledge, disposition, and/or skill items (in any combination) that are **important** to student affairs generalist work and would be subsumed under the specified disability-related competency theme. It is requested that you write items for the theme. You may write as many or as few items as you believe are merited. For the purpose of this rating, *important* is defined as marked by or indicative of significant worth or consequence.

You are encouraged to be as specific and detailed as possible in writing these items.

For example, a disability-related knowledge item for the Disability Law and Policy theme could be: Know the Americans with Disabilities Act Amendments Act's three-pronged definition of disability.

**Disability-Related Competency Theme:**

**Accessibility and inclusion:** Knowledge, skills, and dispositions related to promoting and evaluating the cognitive, physical, and cultural accessibility and inclusiveness of programs and services for all constituents.

Item 1 \_\_\_\_\_

Item 2 \_\_\_\_\_

Item 3 \_\_\_\_\_

Please write any additional items in this field.

**Disability-Related Competency Theme:**

**Crisis management:** Knowledge, skills, and dispositions related to working with students with disabilities exhibiting concerning behavior or experiencing a disability-related crisis (i.e., an emergency or perceived emergency related to disability).

Item 1 \_\_\_\_\_

Item 2 \_\_\_\_\_

Item 3 \_\_\_\_\_

Please write any additional items in this field.

**Disability-Related Competency Theme:**

**Disability law and policy:** Knowledge, skills, and dispositions related to understanding and implementing federal/state/provincial laws and policies that relate to students with disabilities in higher education.

Item 1 \_\_\_\_\_

Item 2 \_\_\_\_\_

Item 3 \_\_\_\_\_

Please write any additional items in this field.

**Disability-Related Competency Theme:**

**Disability support services:** Knowledge, skills, and dispositions related to the functions, policies, and procedures of disability-related offices on campus (e.g., disability services, counseling services, health services, ADA coordinator's office) and accessing support services and resources for students with disabilities through direct contact or referral.

Item 1 \_\_\_\_\_

Item 2 \_\_\_\_\_

Item 3 \_\_\_\_\_

Please write any additional items in this field.

**Disability-Related Competency Theme:**

**Disability types:** Knowledge, skills, and dispositions related to understanding different types of disabilities (e.g., definitions, characteristics, strengths, challenges) and recognizing that lived experiences vary among people with the same disability type.

Item 1 \_\_\_\_\_

Item 2 \_\_\_\_\_

Item 3 \_\_\_\_\_

Please write any additional items in this field.



Please indicate the extent to which you agree with each of the following statements.

						Please provide any comments to guide improvements.
	1 -Strongly disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly agree	
The questionnaire directions were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
The questionnaire was easy to complete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## Appendix C

### Disability-Related Competencies: Round 1

Dear Participant:

Thank you for agreeing to participate as a panelist in my dissertation study: *Disability-Related Competencies for Student Affairs Generalists: A Delphi Study*. Your scholarship, practice, and/or your leadership in a disability-related committee of a student affairs professional association has lead me to identify you as an expert in the area of disability and student affairs. As such, I am asking for your assistance with identifying disability-related knowledge, dispositions, and skills important to working as a student affairs generalist using a three-round Delphi technique.

Research suggests that student affairs professionals desire additional training and professional development related to disability (Murray, Flannery, & Wren, 2008; Myers, 2008). As such, scholars and practitioners have offered some suggestions and recommendations for the disability-related knowledge, skills, and dispositions important to student affairs work; however, these suggestions and recommendations are spread across the field's literature and have received limited attention. The purpose of this research is to develop a list of disability-related knowledge, skills, and dispositions that are important to student affairs generalist work. It is hoped that the resulting list can be used to support the learning and development of student affairs generalists on disability-related topics.

As I explained in the invitation email that I sent you, the Delphi method is a widely used technique for gathering data from respondents within their domain of expertise. The technique is designed as a group communication process that aims to achieve a convergence of opinion on a specific real-world issue. The Delphi process has been used in various fields of study, including student affairs, to correlate judgments on a topic. The Delphi method is well suited as a method for consensus-building by using a series of online questionnaires electronically delivered in multiple iterations to collect data from a panel of selected participants.

Your participation in this study will require the completion of a three-round, online Delphi study. Each round of this survey should take approximately 30 minutes, and you will have two asd weeks to complete each survey. The rounds of the survey will take place according to the following schedule:

#### Round 1

Survey Becomes Active: March 7th

Survey Submission Deadline: March 21st

Round 2

Survey Becomes Active: April 4th

Survey Submission Deadline: April 18th

Round 3

Survey Becomes Active: May 2nd

Survey Submission Deadline: May 16th

The system will allow you to exit the questionnaire and then re-enter again to continue providing data until you have completed the questionnaire. There are no costs to you for participating and, upon agreeing to participate, you will receive a \$30 gift card in appreciation of your efforts. This questionnaire does not involve any known risk to you. However, a benefit of participation is that you may be able to impact the student affairs profession by helping to identify important disability-related knowledge, dispositions, and skills for generalist student affairs professionals.

The following procedures will be used to protect the confidentiality of your data. Due to the method, your name will be associated with data during the data collection process, but will only be known by the researcher. Data (both qualitative and quantitative) collected from participants will be shared with all participants in aggregate form, but names and any other identifying information will be redacted. Upon completion of the three Delphi rounds, participant names will be replaced with randomly assigned identification numbers. A master key that links names, codes, and institutions will be maintained in a separate and secure location. The master key will be destroyed after three years. All electronic files (e.g., database, spreadsheet, etc.) containing identifiable information will be password protected. Any computer hosting such files will also have password protection to prevent access by unauthorized users. Only the researcher will have access to the passwords. Data that will be shared with others will be in aggregate form and have identifying information redacted as described above to help protect your identity. At the conclusion of this study, the researcher may publish the findings. Information will be presented in summary format and you will not be identified in any publications or presentations without your written consent.

You do not have to participate in this study if you do not want to. You do not have to answer any question that you do not want to answer, for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project, or if you have a research-related problem, you may contact my advisor, Joseph Madaus, at 860-405-9010 (joseph.madaus.uconn.edu); my associate advisor, Sue Saunders, at 860-486-1241 (sue.saunders@uconn.edu); or me at 516-776-4898 (adam.lalor@uconn.edu). If you have any questions about your rights as a research participant, you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-3619. The IRB is a group who reviews research studies to protect the rights and welfare of research participants.

Thank you for your support and assistance with this research.

Adam R. Lalor, M.Ed.

Doctoral Candidate  
Center on Postsecondary Education and Disability  
University of Connecticut

Documentation of Consent:

By completing the information below, I indicate that I have read the above information about the project including its general purposes, the particulars of involvement, and possible risks and inconveniences. All information has been described to my satisfaction. I understand that I can withdraw at any time.

**Note:** As part of the Delphi method, the researcher will return to you some of the data that you will be supplying in this survey as part of future rounds of data collection. In future rounds you will receive quantitative data (i.e., your own ratings and group aggregate ratings) and qualitative data (i.e., your written responses and a listing of written responses by all participants with any identifying information redacted). As such, it is essential to collect your name and email with each survey administration. Your name will not be shared with any other participant and will be known only by the researcher.

Please complete the following information:

Last name \_\_\_\_\_  
First name \_\_\_\_\_  
Email \_\_\_\_\_

## **Round 1 Questionnaire Overview**

The Round 1 questionnaire has three primary goals: to collect information about you, the panelists, participating in the dissertation study; to further clarify disability-related competency themes; and to identify important knowledge, dispositions, and/or skills that would be subsumed under each competency theme.

The most crucial aspect of the Delphi process is obtaining a panel of informants with expertise in the topic area, in this case disability and student affairs. The first goal of the Round 1 questionnaire is to collect demographic data about each panelist. To accomplish this goal you are asked to answer a series a demographic questions.

The second goal of the Round 1 questionnaire is to further refine a set of broad, disability-related competency themes and descriptions. Six broad, competency themes have been identified via a comprehensive review of the student affairs and disability literature. Through an iterative process, external auditors and student affairs professionals participating in a pilot have refined and clarified the theme names and descriptions.

To accomplish the second goal, you are asked to further review each disability-related competency theme for clarity using a 7-point Likert scale. For themes lacking clarity, you will be asked to comment on how the clarity of theme can be improved (e.g., specific changes related to punctuation, word choice, phrasing). Please note that this portion of the questionnaire asks you to rate the *clarity* of the literature-derived competency themes, not how important you believe the theme is to student affairs generalist work.

To accomplish the third goal, you will be asked to write disability-related knowledge, disposition, and/or skill items (in any combination) that are important to student affairs generalist work and would be subsumed under the specified disability-related competency theme. It is requested that you write items for each theme. You may write as many or as few items as you believe are merited. You are asked to be as specific and detailed as possible in creating these items.

As noted in the introductory materials, the Round 1 questionnaire should take approximately 30 minutes, and you will have two weeks to complete the questionnaire. **The deadline for submitting the Round 1 questionnaire is March 21st at 11:59 PM PST.**

Should you have any questions or concerns as you complete this questionnaire, please do not hesitate to email (adam.lalor@uconn.edu) or call me 516-776-4898.

Again, thank you for your assistance with this study.

Adam R. Lalor, M.Ed.  
Doctoral Candidate  
Center on Postsecondary Education and Disability  
University of Connecticut

**Demographic Information**

What is your gender identity?

- ☐ Man
- ☐ Transgender
- ☐ Woman
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Unsure
- ☐ I prefer not to disclose

Do you identify as an individual with a disability?

- ☐ No
- ☐ Yes
- ☐ Unsure
- ☐ I prefer not to disclose

With which racial and/or ethnic groups do you identify?

(Please select all that apply)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black
- ☐ Hispanic or Latino
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Other (please specify) \_\_\_\_\_
- ☐ I prefer not to disclose.

What is the highest degree that you have **earned**?

- ☐ High school diploma
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctoral degree
- ☐ Other (please specify) \_\_\_\_\_

In which nation do you work (If you are retired/emeritus, please select the nation you were most recently employed within)?

- ☐ Canada
- ☐ United States
- ☐ Other (please specify) \_\_\_\_\_

In which region are you employed (If you are retired/emeritus, please select the region you were most recently employed within)?

- ☐ Eastern Canada (NB, NL, NS, ON, PE, QC)
- ☐ Northern Canada (NT, NU, YT)
- ☐ Western Canada (AB, BC, MB, SK)
- ☐ None of the above

In which region are you employed (If you are retired/emeritus, please select the region you were most recently employed within)?

- ☐ Midwest (IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI)
- ☐ Northeast (CT, MA, ME, NH, NJ, NY, PA, RI, VT)
- ☐ South (AL, AR, DC, DE, FL, GA, LA, KY, MD, MS, NC, OK, PR, SC, TN, TX, VA, WV)
- ☐ West (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY)
- ☐ None of the above

What type of higher education institution do you work at (If you are retired/emeritus, please select the institution type that you were most recently employed at)?

- ☐ Associate's college
- ☐ Baccalaureate college
- ☐ Master's college or university
- ☐ Research or doctoral university
- ☐ Other institution type (please specify) \_\_\_\_\_
- ☐ None of the above

My primary employment is as a (If you are retired/emeritus, please indicate your most recent primary employment):

- ☐ Faculty member in a higher education or student affairs program.
- ☐ Disability services professional.
- ☐ Student affairs professional (other than a disability services professional).
- ☐ Other (please specify) \_\_\_\_\_



How many years have you worked as a faculty member in higher education or student affairs?

- |                                   |                          |                          |                          |                          |                          |                          |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> Less than 1 | <input type="radio"/> 8  | <input type="radio"/> 16 | <input type="radio"/> 24 | <input type="radio"/> 32 | <input type="radio"/> 32 | <input type="radio"/> 47 |
| <input type="radio"/> 1           | <input type="radio"/> 9  | <input type="radio"/> 17 | <input type="radio"/> 25 | <input type="radio"/> 33 | <input type="radio"/> 40 | <input type="radio"/> 48 |
| <input type="radio"/> 2           | <input type="radio"/> 10 | <input type="radio"/> 18 | <input type="radio"/> 26 | <input type="radio"/> 34 | <input type="radio"/> 41 |                          |
| <input type="radio"/> 3           | <input type="radio"/> 11 | <input type="radio"/> 19 | <input type="radio"/> 27 | <input type="radio"/> 35 | <input type="radio"/> 42 |                          |
| <input type="radio"/> 4           | <input type="radio"/> 12 | <input type="radio"/> 20 | <input type="radio"/> 28 | <input type="radio"/> 36 | <input type="radio"/> 43 |                          |
| <input type="radio"/> 5           | <input type="radio"/> 13 | <input type="radio"/> 21 | <input type="radio"/> 29 | <input type="radio"/> 37 | <input type="radio"/> 44 |                          |
| <input type="radio"/> 6           | <input type="radio"/> 14 | <input type="radio"/> 22 | <input type="radio"/> 30 | <input type="radio"/> 38 | <input type="radio"/> 45 |                          |
| <input type="radio"/> 7           | <input type="radio"/> 15 | <input type="radio"/> 23 | <input type="radio"/> 31 | <input type="radio"/> 39 | <input type="radio"/> 46 |                          |

How many years have you worked as a disability services professional?

- |                                   |                          |                          |                          |                          |                          |                          |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> Less than 1 | <input type="radio"/> 8  | <input type="radio"/> 16 | <input type="radio"/> 24 | <input type="radio"/> 32 | <input type="radio"/> 32 | <input type="radio"/> 47 |
| <input type="radio"/> 1           | <input type="radio"/> 9  | <input type="radio"/> 17 | <input type="radio"/> 25 | <input type="radio"/> 33 | <input type="radio"/> 40 | <input type="radio"/> 48 |
| <input type="radio"/> 2           | <input type="radio"/> 10 | <input type="radio"/> 18 | <input type="radio"/> 26 | <input type="radio"/> 34 | <input type="radio"/> 41 |                          |
| <input type="radio"/> 3           | <input type="radio"/> 11 | <input type="radio"/> 19 | <input type="radio"/> 27 | <input type="radio"/> 35 | <input type="radio"/> 42 |                          |
| <input type="radio"/> 4           | <input type="radio"/> 12 | <input type="radio"/> 20 | <input type="radio"/> 28 | <input type="radio"/> 36 | <input type="radio"/> 43 |                          |
| <input type="radio"/> 5           | <input type="radio"/> 13 | <input type="radio"/> 21 | <input type="radio"/> 29 | <input type="radio"/> 37 | <input type="radio"/> 44 |                          |
| <input type="radio"/> 6           | <input type="radio"/> 14 | <input type="radio"/> 22 | <input type="radio"/> 30 | <input type="radio"/> 38 | <input type="radio"/> 45 |                          |
| <input type="radio"/> 7           | <input type="radio"/> 15 | <input type="radio"/> 23 | <input type="radio"/> 31 | <input type="radio"/> 39 | <input type="radio"/> 46 |                          |

How many years have you worked as a student affairs professional (other than as a disability services professional)?

- |                                   |                          |                          |                          |                          |                          |                          |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> Less than 1 | <input type="radio"/> 8  | <input type="radio"/> 16 | <input type="radio"/> 24 | <input type="radio"/> 32 | <input type="radio"/> 32 | <input type="radio"/> 47 |
| <input type="radio"/> 1           | <input type="radio"/> 9  | <input type="radio"/> 17 | <input type="radio"/> 25 | <input type="radio"/> 33 | <input type="radio"/> 40 | <input type="radio"/> 48 |
| <input type="radio"/> 2           | <input type="radio"/> 10 | <input type="radio"/> 18 | <input type="radio"/> 26 | <input type="radio"/> 34 | <input type="radio"/> 41 |                          |
| <input type="radio"/> 3           | <input type="radio"/> 11 | <input type="radio"/> 19 | <input type="radio"/> 27 | <input type="radio"/> 35 | <input type="radio"/> 42 |                          |
| <input type="radio"/> 4           | <input type="radio"/> 12 | <input type="radio"/> 20 | <input type="radio"/> 28 | <input type="radio"/> 36 | <input type="radio"/> 43 |                          |
| <input type="radio"/> 5           | <input type="radio"/> 13 | <input type="radio"/> 21 | <input type="radio"/> 29 | <input type="radio"/> 37 | <input type="radio"/> 44 |                          |
| <input type="radio"/> 6           | <input type="radio"/> 14 | <input type="radio"/> 22 | <input type="radio"/> 30 | <input type="radio"/> 38 | <input type="radio"/> 45 |                          |
| <input type="radio"/> 7           | <input type="radio"/> 15 | <input type="radio"/> 23 | <input type="radio"/> 31 | <input type="radio"/> 39 | <input type="radio"/> 46 |                          |

Please specify the student affairs functional area/department that you work in.

(Please select all that apply)

- ☐ Admission and Enrollment Management
- ☐ Academic Advising
- ☐ Career Services
- ☐ Counseling Services
- ☐ Fraternity and Sorority Life
- ☐ Health Services
- ☐ Housing and Residence Life
- ☐ Multicultural Affairs
- ☐ Orientation and Transition Services
- ☐ Student Activities
- ☐ Student Conduct
- ☐ Other (please specify) \_\_\_\_\_

How many years have you worked in this position?

- |                                   |                          |                          |                          |                          |                          |                          |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> Less than 1 | <input type="radio"/> 8  | <input type="radio"/> 16 | <input type="radio"/> 24 | <input type="radio"/> 32 | <input type="radio"/> 32 | <input type="radio"/> 47 |
| <input type="radio"/> 1           | <input type="radio"/> 9  | <input type="radio"/> 17 | <input type="radio"/> 25 | <input type="radio"/> 33 | <input type="radio"/> 40 | <input type="radio"/> 48 |
| <input type="radio"/> 2           | <input type="radio"/> 10 | <input type="radio"/> 18 | <input type="radio"/> 26 | <input type="radio"/> 34 | <input type="radio"/> 41 |                          |
| <input type="radio"/> 3           | <input type="radio"/> 11 | <input type="radio"/> 19 | <input type="radio"/> 27 | <input type="radio"/> 35 | <input type="radio"/> 42 |                          |
| <input type="radio"/> 4           | <input type="radio"/> 12 | <input type="radio"/> 20 | <input type="radio"/> 28 | <input type="radio"/> 36 | <input type="radio"/> 43 |                          |
| <input type="radio"/> 5           | <input type="radio"/> 13 | <input type="radio"/> 21 | <input type="radio"/> 29 | <input type="radio"/> 37 | <input type="radio"/> 44 |                          |
| <input type="radio"/> 6           | <input type="radio"/> 14 | <input type="radio"/> 22 | <input type="radio"/> 30 | <input type="radio"/> 38 | <input type="radio"/> 45 |                          |
| <input type="radio"/> 7           | <input type="radio"/> 15 | <input type="radio"/> 23 | <input type="radio"/> 31 | <input type="radio"/> 39 | <input type="radio"/> 46 |                          |

I serve or have served as the chair/director of:

(Please select all that apply)

- ☐ The ACPA Coalition on Disability (inclusive of former names)
- ☐ The NASPA Disability Knowledge Community (inclusive of former names)
- ☐ The CACUSS Access & Inclusion Community (inclusive of former names)
- ☐ None of the above

Have you published an article, book, or book chapter on the topic of disability?

- ☐ No, I have not published an article, book, or book chapter on the topic of disability.
- ☐ Yes, I have published one article, book or book chapter on the topic of disability.
- ☐ Yes, I have published two or more articles, books, and/or book chapters on the topic of disability.
- ☐ Unsure

**Please use the following definitions when completing this questionnaire:**

**Competencies:** “[T]hose characteristics—knowledge, skills, mindsets, thought patterns, and the like—that when used whether singularly or in various combinations, result in successful performance” (Dubois, 1998, p. v).

**Disposition:** One’s “prevailing tendency, mood, or inclination” (Disposition, n.d.).

**Knowledge:** “The fact or condition of being aware of something” (Knowledge, n.d.).

**Skill:** “The ability to use one's knowledge effectively and readily in execution or performance” (Skill, n.d.).

**Student affairs:** The “organizational structure or unit within an institution responsible for students’ out-of-class life and learning” (Winston, Creamer, & Miller, 2001, p. xi). This structure or unit may be referred to as "student services" at some institutions.

**Student affairs generalists:** An individual who identifies as a student affairs professional; has broad-based knowledge of student affairs; and has a breadth of responsibilities related to administration, student services, student development, and student learning (Kuk, 2009). Examples of such professionals may include, but are not limited to, deans of students, residence life professionals, and student activities professionals. Professionals who may not be included due to the nature of their work/training include, but are not limited to, campus medical professionals, campus clergy, and counseling and mental health professionals. **Note: For the purposes of this study, disability services professionals and ADA coordinators are not considered student affairs generalists.**

**Student with a disability:** An individual who is enrolled at a college or university who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a history or record of such an impairment, or (c) is perceived by others as having such an impairment (Americans with Disabilities Act, 1990).



emergency or perceived emergency related to disability).								
Disability identity development: Knowledge, skills and dispositions related to supporting and assisting students with disabilities as they develop their sense of self and autonomy in the context of disability and disability culture/climate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Disability law and policy: Knowledge, skills, and dispositions related to understanding and implementing federal/state/provincial laws and policies that relate to students with disabilities in higher education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Disability support services: Knowledge, skills, and dispositions related to the functions, policies, and procedures of disability-related offices on campus (e.g., disability services, counseling services, health services, ADA coordinator's office) and accessing support services and resources for students with disabilities through direct contact or referral.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Disability types: Knowledge, skills, and dispositions related to understanding different types of disabilities (e.g., definitions, characteristics, strengths, challenges) and recognizing that lived experiences vary among people with the same disability type.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

In the fields below, please write disability-related knowledge, disposition, and/or skill items (in any combination) that are **important** to student affairs generalist work and would be subsumed under the specified disability-related competency theme. It is requested that you write items for the theme. You may write as many or as few items as you believe are merited. For the purpose of this rating, *important* is defined as marked by or indicative of significant worth or consequence.

You are encouraged to be as specific and detailed as possible in writing these items.

For example, a disability-related knowledge item for the Disability Law and Policy theme could be: Know the Americans with Disabilities Act Amendments Act's three-pronged definition of disability.

**Disability-Related Competency Theme:**

**Accessibility and inclusion:** Knowledge, skills, and dispositions related to promoting and evaluating the cognitive, physical, and cultural accessibility and inclusiveness of programs and services for all constituents.

Item 1 \_\_\_\_\_

Item 2 \_\_\_\_\_

Item 3 \_\_\_\_\_

Please write any additional items in this field.

**Disability-Related Competency Theme:**

**Crisis management:** Knowledge, skills, and dispositions related to working with students with disabilities exhibiting concerning behavior or experiencing a disability-related crisis (i.e., an emergency or perceived emergency related to disability).

Item 1 \_\_\_\_\_

Item 2 \_\_\_\_\_

Item 3 \_\_\_\_\_

Please write any additional items in this field.

**Disability-Related Competency Theme:**

**Disability law and policy:** Knowledge, skills, and dispositions related to understanding and implementing federal/state/provincial laws and policies that relate to students with disabilities in higher education.

Item 1 \_\_\_\_\_

Item 2 \_\_\_\_\_

Item 3 \_\_\_\_\_

Please write any additional items in this field.

**Disability-Related Competency Theme:**

**Disability support services:** Knowledge, skills, and dispositions related to the functions, policies, and procedures of disability-related offices on campus (e.g., disability services, counseling services, health services, ADA coordinator's office) and accessing support services and resources for students with disabilities through direct contact or referral.

Item 1 \_\_\_\_\_

Item 2 \_\_\_\_\_

Item 3 \_\_\_\_\_

Please write any additional items in this field.

**Disability-Related Competency Theme:**

**Disability types:** Knowledge, skills, and dispositions related to understanding different types of disabilities (e.g., definitions, characteristics, strengths, challenges) and recognizing that lived experiences vary among people with the same disability type.

Item 1 \_\_\_\_\_

Item 2 \_\_\_\_\_

Item 3 \_\_\_\_\_

Please write any additional items in this field.

## Appendix D

### Disability-Related Competencies: Round 2

Dear Participant:

Thank you for agreeing to participate as a panelist in my dissertation study: Disability-Related Competencies for Student Affairs Generalists: A Delphi Study. Your scholarship, practice, and/or your leadership has lead me to identify you as an expert in the area of disability and student affairs. As such, I am asking for your assistance with identifying disability-related knowledge, dispositions, and skills important to working as a student affairs generalist using a three-round Delphi technique.

Research suggests that student affairs professionals desire additional training and professional development related to disability (Murray, Flannery, & Wren, 2008; Myers, 2008). As such, scholars and practitioners have offered some suggestions and recommendations for the disability-related knowledge, skills, and dispositions important to student affairs work; however, these suggestions and recommendations are spread across the field's literature and have received limited attention. The purpose of this research is to develop a list of disability-related knowledge, skills, and dispositions that are important to student affairs generalist work. It is hoped that the resulting list can be used to support the learning and development of student affairs generalists on disability-related topics.

As I explained in the invitation email that I sent you, the Delphi method is a widely used technique for gathering data from respondents within their domain of expertise. The technique is designed as a group communication process that aims to achieve a convergence of opinion on a specific real-world issue. The Delphi process has been used in various fields of study, including student affairs, to correlate judgments on a topic. The Delphi method is well suited as a method for consensus-building by using a series of online questionnaires electronically delivered in multiple iterations to collect data from a panel of selected participants.

Your participation in this study will require the completion of a three-round, online Delphi study. Each round of this survey should take approximately 30 minutes, and you will have two weeks to complete each survey. The rounds of the survey will take place according to the following schedule:

#### Round 1

Survey Becomes Active: March 7<sup>th</sup>

Survey Submission Deadline: March 21<sup>st</sup>

#### Round 2



Survey Becomes Active: April 4<sup>th</sup>  
 Survey Submission Deadline: April 18<sup>th</sup>

Round 3  
 Survey Becomes Active: May 2<sup>nd</sup>  
 Survey Submission Deadline: May 16<sup>th</sup>

The system will allow you to exit the questionnaire and then re-enter again to continue providing data until you have completed the questionnaire. There are no costs to you for participating and, you have been mailed a \$30 gift card in appreciation of your efforts. This questionnaire does not involve any known risk to you. However, a benefit of participation is that you may be able to impact the student affairs profession by helping to identify important disability-related knowledge, dispositions, and skills for generalist student affairs professionals.

The following procedures will be used to protect the confidentiality of your data. Due to the method, your name will be associated with data during the data collection process, but will only be known by the researcher. Data (both qualitative and quantitative) collected from participants will be shared with all participants in aggregate form, but names and any other identifying information will be redacted. Upon completion of the three Delphi rounds, participant names will be replaced with randomly assigned identification numbers. A master key that links names, codes, and institutions will be maintained in a separate and secure location. The master key will be destroyed after three years. All electronic files (e.g., database, spreadsheet, etc.) containing identifiable information will be password protected. Any computer hosting such files will also have password protection to prevent access by unauthorized users. Only the researcher will have access to the passwords. Data that will be shared with others will be in aggregate form and have identifying information redacted as described above to help protect your identity. At the conclusion of this study, the researcher may publish the findings. Information will be presented in summary format and you will not be identified in any publications or presentations without your written consent.

You do not have to participate in this study if you do not want to. You do not have to answer any question that you do not want to answer, for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project, or if you have a research-related problem, you may contact my advisor, Joseph Madaus, at 860-405-9010 (joseph.madaus.uconn.edu); my associate advisor, Sue Saunders, at 860-486-1241 (sue.saunders@uconn.edu); or me at 516-776-4898 (adam.lalor@uconn.edu). If you have any questions about your rights as a research participant, you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-3619. The IRB is a group who reviews research studies to protect the rights and welfare of research participants.

Thank you for your support and assistance with this research.

Adam R. Lalor, M.Ed.

Doctoral Candidate

Center on Postsecondary Education and Disability

University of Connecticut

Documentation of Consent:

By completing the information below, I indicate that I have read the above information about the project including its general purposes, the particulars of involvement, and possible risks and inconveniences. All information has been described to my satisfaction. I understand that I can withdraw at any time.

Note: As part of the Delphi method, the researcher will return to you some of the data that you will be supplying in this survey as part of future rounds of data collection. In future rounds you will receive quantitative data (i.e., your own ratings and group aggregate ratings) and qualitative data (i.e., your written responses and a listing of written responses by all participants with any identifying information redacted). As such, it is essential to collect your name and email with each survey administration. Your name will not be shared with any other participant and will be known only by the researcher.

Please complete the following information:

Last name \_\_\_\_\_

First name \_\_\_\_\_

Email \_\_\_\_\_

## Round 2 Questionnaire Overview:

Thank you for your thoughtful responses to the Round 1 questions!

The Round 2 questionnaire that you are about to complete was developed based on the data collected from you and other experts (hereafter referred to as "the panel") in Round 1. Round 1 data were analyzed by the researcher using thematic analysis; and both the process and the decisions were reviewed by a group of five external auditors consisting of faculty, student affairs professionals, and doctoral students.

The goals of the Round 2 questionnaire are to (1) evaluate the *importance* of each of competency item developed by the panel in Round 1; (2) refine the items; and (3) further refine the disability-related competency themes.

**Goal 1:** In total, over 350 items were written by the panel in Round 1. Similar items were combined in order to reduce redundancy and enhance item richness via thematic analysis and auditing. Following thematic analysis, 98 unique items remained. When possible, entire items and item segments were included as written by the panel.

To accomplish Goal 1, you are asked to read each disability-related competency item. Once you have read the item, please indicate how *important* you believe the item should be to student affairs generalist work. For the purpose of the study *important* is defined as "marked by or indicative of significant worth or consequence" (Important, n.d.). In your assessment of importance, please note that if you believe the item is "wrong" (i.e., fallacious; promotes something illegal; is morally, ethically, philosophically objectionable, etc.) you should rate the item using the bottom (i.e., *not at all important* end) of the Likert scale.

**Goal 2:** The second goal of the Round 2 questionnaire is to refine the disability-related competency items. In addition to rating items in terms of importance (Goal 1), you will have the opportunity to comment on each item in an "Optional Comments" field located to the right of each Likert scale. In this field, you may explain your ratings for other panelists or suggest revisions to wording/phrasing. Please note that you are not required to comment, but any comments provided will be shared with the panel. All identifying information will be redacted.

**Goal 3:** The third goal of the Round 2 questionnaire is to further refine the broad, literature-derived competency themes and descriptions. Based on Round 1 feedback on the disability-related competency themes, each theme was revised. To accomplish Goal 3, all panelists are asked to read the revised disability-related competency themes and review each theme for *clarity* using a 7-point Likert scale. For themes lacking clarity, you will be asked to comment on how

the clarity of theme can be improved (e.g., specific changes related to punctuation, word choice, phrasing, and content).

As noted in the introductory materials, the Round 2 questionnaire should take approximately 30 minutes, and you will have two weeks to complete the questionnaire. **The deadline for submitting the Round 2 questionnaire is Monday, April 18th at 11:59 PM PST.**

Should you have any questions or concerns as you complete this questionnaire, please do not hesitate to email ([adam.lalor@uconn.edu](mailto:adam.lalor@uconn.edu)) or call me 516-776-4898.

Again, thank you for your assistance with this study.

Adam R. Lalor, M.Ed.  
Doctoral Candidate  
Center on Postsecondary Education and Disability  
University of Connecticut

**Please use the following definitions when completing this questionnaire:**

**Competencies:** “[T]hose characteristics—knowledge, skills, mindsets, thought patterns, and the like—that when used whether singularly or in various combinations, result in successful performance” (Dubois, 1998, p. v).

**Disposition:** One’s “prevailing tendency, mood, or inclination” (Disposition, n.d.).

**Important:** “Marked by or indicative of significant worth or consequence” (Important, n.d.).

**Knowledge:** “The fact or condition of being aware of something” (Knowledge, n.d.).

**Skill:** “The ability to use one's knowledge effectively and readily in execution or performance” (Skill, n.d.).

**Student affairs:** The “organizational structure or unit within an institution responsible for students’ out-of-class life and learning” (Winston, Creamer, & Miller, 2001, p. xi). This structure or unit may be referred to as "student services" at some institutions.

**Student affairs generalist:** An individual who identifies as a student affairs professional; has broad-based knowledge of student affairs; and has a breadth of responsibilities related to administration, student services, student development, and student learning (Kuk, 2009). Examples of such professionals may include, but are not limited to: deans of students, residence life professionals, and student activities professionals. Professionals who may not be included due to the nature of their work/training include, but are not limited to: campus medical professionals, campus clergy, and counseling and mental health professionals. **Note: For the purposes of this study, disability services professionals and ADA coordinators are NOT considered student affairs generalists.**

**Student with a disability:** An individual who is enrolled at a college or university who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a history or record of such an impairment, or (c) is perceived by others as having such an impairment (Americans with Disabilities Act, 1990).

**IMPORTANT REMINDER:**

**When rating importance, please remember that you are to indicate how important you believe the competency item should be to student affairs generalist work. For the purposes of this study, disability services professionals and ADA coordinators are not considered student affairs generalists.**

**Student affairs generalist:** An individual who identifies as a student affairs professional; has broad-based knowledge of student affairs; and has a breadth of responsibilities related to administration, student services, student development, and student learning (Kuk, 2009). Examples of such professionals may include, but are not limited to: deans of students, residence life professionals, and student activities professionals. Professionals who may not be included due to the nature of their work/training include, but are not limited to: campus medical professionals, campus clergy, and counseling and mental health professionals.

### **Disability-Related Items: Directions**

The following disability-related competency items have been written by panelists or synthesized from data collected from panelists as part of Round 1 of this study. Please read each disability-related competency item. Once you have read the item, please indicate how important you believe the described competency item should be to student affairs generalist work using the 7-point Likert scale. In your assessment of importance, if you believe the item is "wrong" (i.e., fallacious; promotes something illegal; is morally, ethically, philosophically objectionable) you should rate the item using the lower end of the Likert scale (i.e., the *not at all important* end).

You also have the opportunity to comment on each item in an "Optional Comments" field located to the right of each Likert scale. In this field, you may explain your ratings for other panelists, suggest revisions to wording/phrasing of the item, etc. **Please note that you are not required to comment, but any explanations of ratings will be shared with the panel for consideration in Round 3.** Additionally, all identifying information will be redacted from your comments.

### **Definitions:**

Important - "marked by or indicative of significant worth or consequence" (Important, n.d.).

Student affairs generalists - An individual who identifies as a student affairs professional; has broad-based knowledge of student affairs; and has a breadth of responsibilities related to administration, student services, student development, and student learning (Kuk, 2009). Examples of such professionals may include, but are not limited to: deans of students, residence life professionals, and student activities professionals. Professionals who may not be included due to the nature of their work/training include, but are not limited to: campus medical professionals, campus clergy, and counseling and mental health professionals. **For the purposes of this study, disability services professionals and ADA coordinators are not considered student affairs generalists.**











counsel regarding matters that may have legal ramifications.								
Know your colleagues and resources on campus and in the community; what they do; and how they can serve students, faculty, and staff.	○	○	○	○	○	○	○	
Learn about existing national groups that have campus programs/chapters/teams (e.g., Active Minds, National Wheelchair Basketball Association-Intercollegiate Division, Student Veterans of America, Think College, TRiO), and their organizational missions.	○	○	○	○	○	○	○	
Listen to the personal narratives of students with disabilities, and ask students to share their thoughts about campus access and inclusion.	○	○	○	○	○	○	○	
Provide and engage in professional development on current best practices related to disability.	○	○	○	○	○	○	○	
Provide opportunities for students to talk about and fully explore their disabilities, strengths, and weaknesses (e.g., reading materials, opportunities to hear/tell personal stories, peer mentoring, career exploration).	○	○	○	○	○	○	○	
Recognize the placement of the disability services office in the organizational chart (e.g., does it fall under student affairs or academic affairs), and understand that its mission is linked to that position.	○	○	○	○	○	○	○	
Review and address student policies that may have a negative impact on students with disabilities.	○	○	○	○	○	○	○	
Understand and act in accordance with applicable statutory and case laws (e.g., Sections 504 and 508 of the Rehabilitation Act, the Americans with Disabilities Act Amendments Act, the Fair Housing Act, Title IX, the Canadian Human Rights Act, the Ontarians with Disabilities Act, the Accessibility for Manitobans Act, etc.).	○	○	○	○	○	○	○	
Understand and apply principles of Universal Design as related to physical, technological, and learning environments.	○	○	○	○	○	○	○	
Understand broad classifications and specific types of disabilities including common characteristics, strengths, and associated functional limitations.	○	○	○	○	○	○	○	





Understand the importance of regular disability services appointments for students, especially in the first year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Understand the institutional policies and procedures associated with disability services (e.g., registering with disability services, the transmission of accommodation information), and how to obtain clarification about needed accommodations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Understand the laws the student is coming from in K-12 education and those that they are presently served by in higher education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Understand the needs of the veteran population and how to work with wounded warriors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Understand the purpose, intent, and process associated with reasonable accommodations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Understand the role of faculty and staff in the services structure (e.g., assisting students with supports for functional limitations, not diagnosing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Understand the role of supportive approaches to working with students in crisis as opposed to enabling approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
When first meeting a student who one considers complex or vulnerable/dangerous, contact names should be obtained and all relevant consent forms signed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
When possible, hire counselors who specialize and have expertise in particular disabilities (e.g., learning disabilities, autism spectrum disorders).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Are there any important disability-related competencies missing from the list of items rated?

- ☐ Yes  
☐ No

Please list the missing disability-related competencies in the field below.

--







## Appendix E

### Disability-Related Competencies: Round 3

Dear Participant:

Thank you for agreeing to participate as a panelist in my dissertation study: *Disability-Related Competencies for Student Affairs Generalists: A Delphi Study*. Your scholarship, practice, and/or your leadership has lead me to identify you as an expert in the area of disability and student affairs. As such, I am asking for your assistance with identifying disability-related knowledge, dispositions, and skills important to working as a student affairs generalist using a three-round Delphi technique.

Research suggests that student affairs professionals desire additional training and professional development related to disability (Murray, Flannery, & Wren, 2008; Myers, 2008). As such, scholars and practitioners have offered some suggestions and recommendations for the disability-related knowledge, skills, and dispositions important to student affairs work; however, these suggestions and recommendations are spread across the field's literature and have received limited attention. The purpose of this research is to develop a list of disability-related knowledge, skills, and dispositions that are important to student affairs generalist work. It is hoped that the resulting list can be used to support the learning and development of student affairs generalists on disability-related topics.

As I explained in the invitation email that I sent you, the Delphi method is a widely used technique for gathering data from respondents within their domain of expertise. The technique is designed as a group communication process that aims to achieve a convergence of opinion on a specific real-world issue. The Delphi process has been used in various fields of study, including student affairs, to correlate judgments on a topic. The Delphi method is well suited as a method for consensus-building by using a series of online questionnaires electronically delivered in multiple iterations to collect data from a panel of selected participants.

Your participation in this study will require the completion of a three-round, online Delphi study. Each round of this survey should take approximately 30 minutes, and you will have two weeks to complete each survey. The rounds of the survey will take place according to the following schedule:

#### **Round 1**

Survey Becomes Active: March 7<sup>th</sup>

Survey Submission Deadline: March 21<sup>st</sup>

**Round 2**

Survey Becomes Active: April 4<sup>th</sup>

Survey Submission Deadline: April 18<sup>th</sup>

**Round 3**

Survey Becomes Active: May 2<sup>nd</sup>

Survey Submission Deadline: May 16<sup>th</sup>

The system will allow you to exit the questionnaire and then re-enter again to continue providing data until you have completed the questionnaire. There are no costs to you for participating and, you have been mailed a \$30 gift card in appreciation of your efforts. This questionnaire does not involve any known risk to you. However, a benefit of participation is that you may be able to impact the student affairs profession by helping to identify important disability-related knowledge, dispositions, and skills for generalist student affairs professionals.

The following procedures will be used to protect the confidentiality of your data. Due to the method, your name will be associated with data during the data collection process, but will only be known by the researcher. Data (both qualitative and quantitative) collected from participants will be shared with all participants in aggregate form, but names and any other identifying information will be redacted. Upon completion of the three Delphi rounds, participant names will be replaced with randomly assigned identification numbers. A master key that links names, codes, and institutions will be maintained in a separate and secure location. The master key will be destroyed after three years. All electronic files (e.g., database, spreadsheet, etc.) containing identifiable information will be password protected. Any computer hosting such files will also have password protection to prevent access by unauthorized users. Only the researcher will have access to the passwords. Data that will be shared with others will be in aggregate form and have identifying information redacted as described above to help protect your identity. At the conclusion of this study, the researcher may publish the findings. Information will be presented in summary format and you will not be identified in any publications or presentations without your written consent.

You do not have to participate in this study if you do not want to. You do not have to answer any question that you do not want to answer, for any reason. We will be happy to answer any questions you have about this study. If you have further questions about this project, or if you have a research-related problem, you may contact my advisor, Joseph Madaus, at 860-405-9010 (joseph.madaus.uconn.edu); my associate advisor, Sue Saunders, at 860-486-1241 (sue.saunders@uconn.edu); or me at 516-776-4898 (adam.lalor@uconn.edu). If you have any questions about your rights as a research participant, you may contact the University of Connecticut Institutional Review Board (IRB) at 860-486-3619. The IRB is a group who reviews research studies to protect the rights and welfare of research participants.

Thank you for your support and assistance with this research.

Adam R. Lalor, M.Ed.

Doctoral Candidate  
Center on Postsecondary Education and Disability  
University of Connecticut

### **Documentation of Consent:**

By completing the information below, I indicate that I have read the above information about the project including its general purposes, the particulars of involvement, and possible risks and inconveniences. All information has been described to my satisfaction. I understand that I can withdraw at any time.

**Note:** As part of the Delphi method, your data from all three rounds will be matched. As such, it is essential to collect your name and email with each survey administration. Your name will not be shared with any other participant and will be known only by the researcher.

Please complete the following information:

Last name \_\_\_\_\_  
First name \_\_\_\_\_  
Email \_\_\_\_\_

### **Round 3 Questionnaire Overview**

Thank you for your thoughtful responses to the Round 2 questionnaire.

The Round 3 questionnaire that you are about to complete was developed based on the data collected from you and other experts (hereafter referred to as "the panel") in Round 2. Round 2 data were analyzed by the researcher using quantitative and qualitative analyses; and both the process and the decisions were reviewed by a group of external auditors. The goals of the Round 3 questionnaire are to (1) reevaluate the *importance* of competency items developed by the panel in light of the data collected (i.e., ratings of importance and optional comments); (2) further refine the items; (3) evaluate the importance of new competency items developed by panelists during Round 2; (4) refine the new items; and (5) further refine the disability-related competency themes that are not yet clearly written.

Goal 1: In Round 2, consensus was reached on the importance of 30 items. The items that have yet to achieve consensus are presented in the Round 3 questionnaire for further consideration. Quantitative data (i.e., ratings of importance) and qualitative data (i.e., optional comments regarding clarity and redundancy) were analyzed for each of the items. Minor revisions were made to the wording of items, but the revisions did not substantially alter the meanings of the items. All revision decisions were reviewed by a group of external auditors.

To accomplish Goal 1, you are asked to read each disability-related competency item. Once you have read the item, you are asked to (a) carefully review the associated frequency table, central tendency data, and comments for the item (Note: Comments that resulted in item revisions were removed); (b) review your own rating and comments for the item (sent to you via email as a Microsoft Excel document); and (c) consider your Round 2 rating in light of aggregate panelist data. Once your Round 2 rating has been reconsidered, please rate how *important* you believe the item should be to student affairs generalist work. Please note that considering your Round 2 rating does not mean that you must change your rating. You may rate the item the same as you did in Round 2, or you can change your rating. Furthermore, for the purpose of the study *important* is defined as "marked by or indicative of significant worth or consequence" (Important, n.d.). In your assessment of importance, please note that if you believe the item is "wrong" (i.e., fallacious; promotes something illegal; is morally, ethically, philosophically objectionable, etc.) you should rate the item using the bottom (i.e., *not at all important* end) of the Likert scale.

Goal 2: The second goal of the Round 3 questionnaire is to refine the disability-related competency items. In addition to rating items in terms of importance (Goal 1), you will have the opportunity to comment on each item in an "Optional Comments" field located to the right of each Likert scale. In this field, you may explain your ratings or suggest revisions to wording/phrasing. Please note that you are not required to comment.

Goal 3: The third goal of the Round 3 questionnaire is to rate the new items written by panelists in Round 2. As with Goal 1, please indicate how *important* you believe the item should be to student affairs generalist work. For the purpose of the study *important* is defined as "marked by or indicative of significant worth or consequence" (Important, n.d.). In your assessment of importance, please note that if you believe the item is "wrong" (i.e., fallacious; promotes something illegal; is morally, ethically, philosophically objectionable, etc.) you should rate the item using the bottom (i.e., *not at all important* end) of the Likert scale. As these items were written during Round 2 and have not been rated or commented on, no aggregate panelist data will be available for these items.

Goal 4: The fourth goal of the Round 3 questionnaire is to refine the new disability-related competency items. In addition to rating items in terms of *importance* (Goal 3), you will have the

opportunity to comment on each item in an "Optional Comments" field located to the right of each Likert scale. In this field, you may explain your ratings or suggest revisions to wording/phrasing. Please note that you are not required to comment.

Goal 5: The fifth goal of the Round 3 questionnaire is to further refine one of the broad, literature-derived competency themes and descriptions. Based on Round 2 feedback, the theme was revised. To accomplish Goal 5, all panelists are asked to read the revised disability-related competency theme and review each theme for *clarity* using a 7-point Likert scale. If you believe the theme still lacks clarity, you are asked to comment on how the clarity of theme can be improved (e.g., specific changes related to punctuation, word choice, phrasing, and content).

As noted in the introductory materials, the Round 3 questionnaire should take approximately 30 minutes, and you will have two weeks to complete the questionnaire. **The deadline for submitting the Round 3 questionnaire is Monday, May 16th at 11:59 PM PST.**

Should you have any questions or concerns as you complete this questionnaire, please do not hesitate to email ([adam.lalor@uconn.edu](mailto:adam.lalor@uconn.edu)) or call me 516-776-4898. Again, thank you for your assistance with this study.

Adam R. Lalor, M.Ed.  
Doctoral Candidate  
Center on Postsecondary Education and Disability  
University of Connecticut

**Please use the following definitions when completing this questionnaire**

**Competencies:** “[T]hose characteristics—knowledge, skills, mindsets, thought patterns, and the like—that when used whether singularly or in various combinations, result in successful performance” (Dubois, 1998, p. v).

**Disposition:** One’s “prevailing tendency, mood, or inclination” (Disposition, n.d.).

**Important:** “Marked by or indicative of significant worth or consequence” (Important, n.d.).

**Knowledge:** “The fact or condition of being aware of something” (Knowledge, n.d.).

**Skill:** “The ability to use one's knowledge effectively and readily in execution or performance” (Skill, n.d.).

**Student affairs:** The “organizational structure or unit within an institution responsible for students’ out-of-class life and learning” (Winston, Creamer, & Miller, 2001, p. xi). This structure or unit may be referred to as "student services" at some institutions.

**Student affairs generalist:** An individual who identifies as a student affairs professional; has broad-based knowledge of student affairs; and has a breadth of responsibilities related to administration, student services, student development, and student learning (Kuk, 2009). Examples of such professionals may include, but are not limited to: deans of students, residence life professionals, and student activities professionals. Professionals who may not be included due to the nature of their work/training include, but are not limited to: campus medical professionals, campus clergy, and counseling and mental health professionals. **Note: For the purposes of this study, disability services professionals and ADA coordinators are NOT considered student affairs generalists.**

**Student with a disability:** An individual who is enrolled at a college or university who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a history or record of such an impairment, or (c) is perceived by others as having such an impairment (Americans with Disabilities Act, 1990).

**IMPORTANT REMINDER:**

**When rating importance, please remember that you are to indicate how *important* you believe the competency item should be to student affairs generalist work. For the purposes of this study, disability services professionals and ADA coordinators are not considered student affairs generalists.**

**Student affairs generalist:** An individual who identifies as a student affairs professional; has broad-based knowledge of student affairs; and has a breadth of responsibilities related to administration, student services, student development, and student learning (Kuk, 2009). Examples of such professionals may include, but are not limited to: deans of students, residence life professionals, and student activities professionals. Professionals who may not be included due to the nature of their work/training include, but are not limited to: campus medical professionals, campus clergy, and counseling and mental health professionals.

### **Disability-Related Competency Items Not Reaching Consensus in Round 2**

The following disability-related competency items were rated during Round 2 of this study, but the data indicate that consensus does not yet exist as to how *important* the competency item should be to student affairs generalist work. In this section, you are asked to read each disability-related competency item. Once you have read the item, (a) carefully review the associated frequency table, central tendency data, and comments for the item; (b) review your own rating and comments for the item (sent to you via email as a Microsoft Excel document); and (c) consider your Round 2 rating in light of aggregate panelist data. Once your Round 2 rating has been considered, please indicate how *important* you believe the item should be to student affairs generalist work using the 7-point Likert scale. Please note that considering your Round 2 rating does not mean that you must change your rating; you may rate the item the same as you did in Round 2 or you may change it. Furthermore, in your assessment of importance, if you believe the item is "wrong" (i.e., fallacious; promotes something illegal; is morally, ethically, philosophically objectionable) you should rate the item using the lower end of the Likert scale (i.e., the *not at all important* end).

You also have the opportunity to comment on each item in an "Optional Comments" field located to the right of each Likert scale. In this field, you may explain your ratings, suggest revisions to wording/phrasing of the item, etc. **Please note that you are not required to comment.**

### **Definitions:**

**Important:** Marked by or indicative of significant worth or consequence (Important, n.d.).

**Student affairs generalist:** An individual who identifies as a student affairs professional; has broad-based knowledge of student affairs; and has a breadth of responsibilities related to administration, student services, student development, and student learning (Kuk, 2009). Examples of such professionals may include, but are not limited to: deans of students, residence life professionals, and student activities professionals. Professionals who may not be



included due to the nature of their work/training include, but are not limited to: campus medical professionals, campus clergy, and counseling and mental health professionals.

**Item:** Advocate for exceeding the minimum accessibility requirements set by law.

Importance Data (Round 2):

Mean importance rating: 5.8

Modal importance rating(s): 6.0

Standard deviation: 1.4

Importance Rating	Frequency	%
1 (Not at all important)	1	5.3
2 (Low importance)	0	0.0
3 (Slightly important)	0	0.0
4 (Neutral)	0	0.0
5 (Moderately important)	4	21.1
6 (Very important)	8	42.1
7 (Extremely important)	6	31.6

Round 2 comments:

- Why would we consider over accommodating?
- This is a tricky one - I understand the rationale behind it, but ultimately the campus is not required to exceed accessibility standards, and I don't believe student affairs personnel would be qualified to judge what does/doesn't meet the law, or where there is "wiggle room" on a certain campus.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Advocate for exceeding the minimum accessibility requirements set by law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Apply cognitive behavioral principles as they relate to working with students with disabilities as they develop coping skills in college.

Importance Data (Round 2):

Mean importance rating: 5.0

Modal importance rating(s): 5.0

Standard deviation: 1.6

Importance Rating	Frequency	%
1 (Not at all important)	2	10.5
2 (Low importance)	0	0.0
3 (Slightly important)	1	5.3
4 (Neutral)	0	0.0
5 (Moderately important)	9	47.4
6 (Very important)	5	26.3
7 (Extremely important)	2	10.5

Round 2 comments:

- This is the job of a specialist who has training in the area.
- doubtful that generalist know what this means
- No no no no...students with disabilities are not guinea pigs for amateur psychologists. Nor are they all going to need to cope. Nor are they all going to need therapy. This is deeply and profoundly offensive to me on many levels as a disabled

person, disability activist, and professional. Also many students with disabilities are traumatized from cognitive behavioral therapists trying to train their personalities or quirks out of existence (e.g., hand-flapping in autistic adults). Read about the UN-Commission on Torture and the Judge Rotenberg Center and then consider how this sounds in light of that.

- Although I see this as very important, many student affairs generalists will not have the background or tools needed to do so; however, I do see how professional development for competency growth will come into play here.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Apply cognitive behavioral principles as they relate to working with students with disabilities as they develop coping skills in college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Be able to differentiate between disability awareness organizations, student organizations about disability, and disability cultural centers.

Importance Data (Round 2):

Mean importance rating: 5.0

Modal importance rating(s): 6.0

Standard deviation: 1.4



**Item:** Be able to formally or informally assess the knowledge, skills, and attitudes of students and staff who are part of the educational environment for the student/staff member with a disability.

Importance Data (Round 2):

Mean importance rating: 5.4

Modal importance rating(s): 6.0

Standard deviation: 1.6

<b>Importance Rating</b>	<b>Frequency</b>	<b>%</b>
1 (Not at all important)	1	5.3
2 (Low importance)	0	0.0
3 (Slightly important)	2	10.5
4 (Neutral)	0	0.0
5 (Moderately important)	5	26.3
6 (Very important)	6	31.6
7 (Extremely important)	5	26.3

Round 2 comments:

- Developing and providing effective training is based upon being able to make this type of assessment, i.e. what do people need to know and do.
- I have [many] years in the field, but no idea how to "assess" attitudes of others. I'm not even sure what this means. Attitudes about...? Does the "educational environment" include extracurricular activities? Are you going to assess faculty, staff, parents, neighbors? Who gives student affairs personnel the right to be assessing? Shouldn't the students and staff do their own assessments of others attitudes and learn to self-advocate for themselves?

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Be able to formally or informally assess the knowledge, skills, and attitudes of students and staff who are part of the educational environment for the student/staff member with a disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Be able to consider how disabilities may affect students and others' perceptions of them, including behaviors that some faculty and staff may find problematic.

Importance Data (Round 2):

Mean importance rating: 5.4

Modal importance rating(s): 6.0

Standard deviation: 1.6

Importance Rating	Frequency	%
1 (Not at all important)	1	5.3
2 (Low importance)	1	5.3
3 (Slightly important)	1	5.3
4 (Neutral)	1	5.3
5 (Moderately important)	5	26.3
6 (Very important)	6	31.6
7 (Extremely important)	4	21.1

Round 2 comments:

- Important to know the difference and not make assumptions.
- Add: ... problematic behaviors that may or may not be disability-related"

- It assumes either /or.
- DS professionals can and should play a key role on student care or behavioral intervention teams.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Be able to consider how disabilities may affect students and others' perceptions of them, including behaviors that some faculty and staff may find problematic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Be able to identify major trends and developments in disability history (e.g., the disability rights movement, the de-institutionalization movement, the eugenics movement, the neurodiversity movement, the inclusive K-12 education movement).

Importance Data (Round 2):

Mean importance rating: 4.0

Modal importance rating(s): 5.0

Standard deviation: 1.4

Importance Rating	Frequency	%
1 (Not at all important)	1	5.3
2 (Low importance)	2	10.5
3 (Slightly important)	4	21.1
4 (Neutral)	4	21.1
5 (Moderately important)	6	31.6
6 (Very important)	2	10.5
7 (Extremely important)	0	0.0

Round 2 comments:

- This knowledge provides valuable context for our work.
- Love the way this is stated! Probably not THE most important thing on here, but it's good solid knowledge to have and it lays a foundation for everything else.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Be able to identify major trends and developments in disability history (e.g., the disability rights movement, the de-institutionalization movement, the eugenics movement, the neurodiversity movement, the inclusive K-12 education movement).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Be able to understand that the metanarrative of disability identity is damaging and an attempt to create one is antiquated in regards to disability theory.

Importance Data (Round 2):

Mean importance rating: 4.7

Modal importance rating(s): 5.0

Standard deviation: 1.8



Importance Rating	Frequency	%
1 (Not at all important)	1	5.3
2 (Low importance)	2	10.5
3 (Slightly important)	1	5.3
4 (Neutral)	3	15.8
5 (Moderately important)	5	26.3
6 (Very important)	4	21.1
7 (Extremely important)	3	15.8

Round 2 comments:

- This seems very opinionated. I agree that the category of Students with Disabilities is problematic, but until we have alternatives, I am not sure this should be a "competency"
- This isn't necessary, it is overly academic (metanarrative? really?) and they would already be learning this if exposed to disability history and theory. Redundant, wordy, and unnecessary. I'm biased - I firmly believe anyone in the US should be able to read these and understand them. I also think it's important to keep language simple since some college students have intellectual disabilities and may struggle with reading/understanding this type of graduate-level lingo.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
Be able to understand that the metanarrative of disability identity is damaging and an attempt to create one is antiquated in regards to disability theory.	1 - Not at all important <input type="radio"/>	2 - Low importance <input type="radio"/>	3 - Slightly important <input type="radio"/>	4 - Neutral <input type="radio"/>	5 - Moderately important <input type="radio"/>	6 - Very important <input type="radio"/>	7 - Extremely important <input type="radio"/>	

**Item:** Be familiar with the standards relevant to student disability services (e.g., Council for the Advancement of Standards, the Association on Higher Education and Disability, Center for Applied Special Technology).

Importance Data (Round 2):

Mean importance rating: 5.3

Modal importance rating(s): 7.0

Standard deviation: 1.8

<b>Importance Rating</b>	<b>Frequency</b>	<b>%</b>
1 (Not at all important)	1	5.3
2 (Low importance)	1	5.3
3 (Slightly important)	1	5.3
4 (Neutral)	1	5.3
5 (Moderately important)	5	26.3
6 (Very important)	4	21.1
7 (Extremely important)	6	31.6

Round 2 comments:

- There are several problems with this. The only field-based professional standards out there are the ones from AHEAD, and even those are on shaky grounds, speaking from a methodology perspective. CAS is only interested in people paying to have their programs reviewed. CAST is extremely new to the higher ed game, and they are only interested in UDL - their website for higher ed is full of errors, so even if they have standards for disability services offices, I doubt they are accurate. Also, why would a generalist student affairs staff member need to know this? Most people in the field couldn't even tell you what the program standards are... So inaccurate and unnecessary.
- I ascribe this to the specialists

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Be familiar with the standards relevant to student disability services (e.g., Council for the Advancement of Standards, the Association on Higher Education and Disability, Center for Applied Special Technology).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Develop and implement evacuation plans that include people with disabilities (e.g., students, faculty, staff, visitors).

Importance Data (Round 2):

Mean importance rating: 6.0

Modal importance rating(s): 7.0

Standard deviation: 1.6

Importance Rating	Frequency	%
1 (Not at all important)	1	5.3
2 (Low importance)	0	0.0
3 (Slightly important)	0	0.0
4 (Neutral)	2	10.5
5 (Moderately important)	3	15.8
6 (Very important)	2	10.5
7 (Extremely important)	11	57.9

Round 2 comments:

- This is the responsibility of others within the institution to develop and communicate. Not all things disability-related are the responsibility of accessibility services.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Develop and implement evacuation plans that include people with disabilities (e.g., students, faculty, staff, visitors).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Develop competence in Mental Health First Aid.

Importance Data (Round 2):

Mean importance rating: 4.5

Modal importance rating(s): 5.0

Standard deviation: 1.9

Importance Rating	Frequency	%
1 (Not at all important)	3	15.8
2 (Low importance)	0	0.0
3 (Slightly important)	2	10.5
4 (Neutral)	1	5.3
5 (Moderately important)	7	36.8
6 (Very important)	4	21.1
7 (Extremely important)	2	10.5

## Round 2 comments:

- This term may be trademarked. When I hear "Mental Health First Aid" I think of the trainings going on around the U.S. right now for police and first responders. It's also happening in California. But not sure this term is ok to use in a competency. I also think that on its own, it assumes that dealing with mental health issues always involves an emergency and the need for first aid. I think there are better ways to address this.
- I rated this as a 1 because I don't see this competency as specific to working with persons with disabilities. In other words, all SA educators should have this competency for all persons in their sphere.
- ?not sure what this means? / important to know about Mental Health and develop understanding, of needs and legal rights as well as developing adjustments and modifications that are appropriate for students with the spectrum of mental health functional limitations.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Develop competence in Mental Health First Aid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Develop skill in creating and filing notes.

Importance Data (Round 2):

Mean importance rating: 4.0

Modal importance rating(s): 5.0

Standard deviation: 1.

Importance Rating	Frequency	%
1 (Not at all important)	1	5.3

2 (Low importance)	5	26.3
3 (Slightly important)	1	5.3
4 (Neutral)	1	5.3
5 (Moderately important)	9	47.4
6 (Very important)	1	5.3
7 (Extremely important)	1	5.3

Round 2 comments:

- Should perhaps emphasize confidentiality in this statement.
- notes on what? This seems a little suspect without more context.
- needed regardless of area of population.
- I have no idea what this means or why it is here. Sounds like a case worker wrote it.
- I'm not sure what kind of "notes" is being considered in this item.
- Rephrase to be more specific. Develop what specific skill--take notes that are legally protected? for diagnostic purposes? other?
- keeping good notes are important / keeping records systematically and electronically for the interactive process with students and for the off chance one has to recreate a chronology for an OCR complaints and just for the development of one's thinking...

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Develop skill in creating and filing notes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Translate laws, regulations, and internal policies related to disability issues so they can be understood by students, faculty, and staff.

Importance Data (Round 2):

Mean importance rating: 5.2

Modal importance rating(s): 6.0

Standard deviation: 1.6

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	2	10.5
3 (Slightly important)	1	5.3
4 (Neutral)	3	15.8
5 (Moderately important)	2	10.5
6 (Very important)	7	36.8
7 (Extremely important)	4	21.1

Round 2 comments:

- probably not wise to make an SA generalist into your legal council. save that for someone with a JD.
- Good to know the law, but student affairs folks are usually not lawyers, and it's not their job to explain the law.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Translate laws, regulations, and internal policies related to disability issues so they can be understood by students, faculty, and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Identify campus resources for colleagues and visitors with disabilities.

Importance Data (Round 2):

Mean importance rating: 5.9

Modal importance rating(s): 6.0

Standard deviation: 1.0

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	0	0.0
3 (Slightly important)	1	5.3
4 (Neutral)	0	0.0
5 (Moderately important)	5	26.3
6 (Very important)	7	36.8
7 (Extremely important)	6	31.6

## Round 2 comments:

- Why not "Identify campus resources for students, colleagues, and visitors with disabilities."?

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Identify campus resources for colleagues and visitors with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Involve disability services in any situation that affects students registered with disability services.

Importance Data (Round 2):

Mean importance rating: 5.0



Modal importance rating(s): 6.0 & 7.0

Standard deviation: 2.3

<b>Importance Rating</b>	<b>Frequency</b>	<b>%</b>
1 (Not at all important)	3	15.8
2 (Low importance)	2	10.5
3 (Slightly important)	0	0.0
4 (Neutral)	0	0.0
5 (Moderately important)	2	10.5
6 (Very important)	6	31.6
7 (Extremely important)	6	31.6

Round 2 comments:

- tricky (and maybe illegal) when it comes to some confidential topics like mental health, medical issues, sexual assault, judicial decisions....
- Hopefully DS can only be involved if needed.
- I think this is too broad. Do we want disability services involved when a student purchases a pencil from the bookstore? That could be a possibility when you say any situation.
- Just because the student is not registered does not mean you should not include DSS. There are plenty of students with disabilities who do not register.
- Nope. If a disabled student comes to me and asks me for advice about dating, where to find an African American barbershop, or what time services are held in chapel on Sunday, I'm not calling disability services. This makes disability the primary and only identity, and presumes disability services and professionals are the only ones who can work with disabled students.
- I disagree with this item. Many issues can be addressed by SA educators without the involvement of DS staff.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Involve disability services in any situation that affects students registered with disability services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know and apply exceptional customer service skills including, but not limited to, demonstrating professionalism, being empathetic, responding/following-up in a timely fashion, providing accurate information, and listening attentively.

Importance Data (Round 2):

Mean importance rating: 5.6

Modal importance rating(s): 7.0

Standard deviation: 2.2

Importance Rating	Frequency	%
1 (Not at all important)	3	15.8
2 (Low importance)	0	0.0
3 (Slightly important)	0	0.0
4 (Neutral)	0	0.0
5 (Moderately important)	2	10.5
6 (Very important)	4	21.1
7 (Extremely important)	10	52.6

Round 2 comments:

- how is this disability related?
- It's important, but kind of silly as a competency. Shouldn't everyone do this to be polite? Why does it have to be listed as a disability-related competency?

- I rated this as a 1 because I don't see this competency as specific to working with persons with disabilities. In other words, all SA educators should have this competency for all persons in their sphere.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
Know and apply exceptional customer service skills including, but not limited to, demonstrating professionalism, being empathetic, responding/following-up in a timely fashion, providing accurate information, and listening attentively.	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know common disability myths, stereotypes, and misperceptions regarding disabilities; and do not perpetuate them.

Importance Data (Round 2):

Mean importance rating: 5.8

Modal importance rating(s): 6.0

Standard deviation: 1.1

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	0	0.0
3 (Slightly important)	1	5.3
4 (Neutral)	1	5.3
5 (Moderately important)	4	21.1
6 (Very important)	7	36.8
7 (Extremely important)	6	31.6

Round 2 comments:

- This is another one that is important, but if you've learned basic disability history and theory, then you already know this. So I think this is redundant.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know common disability myths, stereotypes, and misperceptions regarding disabilities; and do not perpetuate them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know how to create student directives and contracts to prevent crises.

Importance Data (Round 2):

Mean importance rating: 4.9

Modal importance rating(s): 6.0

Standard deviation: 1.7



**Item:** Know how to determine and communicate the "essential criteria" for programs.

Importance Data (Round 2):

Mean importance rating: 5.1

Modal importance rating(s): 7.0

Standard deviation: 2.1

<b>Importance Rating</b>	<b>Frequency</b>	<b>%</b>
1 (Not at all important)	2	10.5
2 (Low importance)	1	5.3
3 (Slightly important)	1	5.3
4 (Neutral)	2	10.5
5 (Moderately important)	2	10.5
6 (Very important)	5	26.3
7 (Extremely important)	6	31.6

Round 2 comments:

- Awareness is good but certainly, this is the work of faculty - not generalist student services personnel.
- this reads like knowing what constitutes a reasonable accommodation and what is an "academic standard". Programs (unless this person is talking about academic programs- in which case that needs to be clarified) are open to all. And determining academic standards is for the DSS staff, not a SA generalist.
- This is particularly important in negotiating the limits of accommodations related to attendance and having extensions of deadlines for assignments.
- To me, this could be a part of knowing how to make basic accommodations - I don't think it needs to stand alone.
- I'm not sure what "essential criteria" refers to. For example, would essential criteria include being sure the program is based on universal design principles?
- This one needs clarity for me, particularly the "essential criteria"

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know how to determine and communicate the "essential criteria" for programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know how to discuss inappropriate and appropriate behavior in specific environments/contexts (e.g., defining social boundaries).

Importance Data (Round 2):

Mean importance rating: 5.4

Modal importance rating(s): 6.0

Standard deviation: 1.8

Importance Rating	Frequency	%
1 (Not at all important)	1	5.3
2 (Low importance)	2	10.5
3 (Slightly important)	0	0.0
4 (Neutral)	0	0.0
5 (Moderately important)	3	15.8
6 (Very important)	9	47.4
7 (Extremely important)	4	21.1

Round 2 comments:

- This is the job of someone with more specialized credentials.
- why is this disability specific? it applies to ALL students.
- Sure, this is nice to know, but listing it under disability competencies presumes there is some special way to talk about boundaries and offensive behavior with people with

disabilities. This statement also makes it sound like this will happen a lot, and I think that by using the term "defining social boundaries," it's also implicitly calling out autism (since so many people assume autistics have poor social boundaries). So that makes the statement offensive.

- This item should be made more specific to disability issues; at present, it reads as something that SA educators might need to do with students without disabilities.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know how to discuss inappropriate and appropriate behavior in specific environments/contexts (e.g., defining social boundaries).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know how to find information about disabilities, and be able to critique this information using first-person accounts.

Importance Data (Round 2):

Mean importance rating: 5.1

Modal importance rating(s): 5.0

Standard deviation: 1.6





**Item:** Know how to locate information about laws pertinent to people with disabilities.

### Importance Data (Round 2):

Mean importance rating: 5.6

Modal importance rating(s): 5.0

Standard deviation: 1.1

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	0	0.0
3 (Slightly important)	0	0.0
4 (Neutral)	3	15.8
5 (Moderately important)	6	31.6
6 (Very important)	5	26.3
7 (Extremely important)	5	26.3

Round 2 comments:

- This would be the job of someone with more specialized credentials. Awareness, yes.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
Know how to locate information about laws pertinent to people with disabilities.	<input type="radio"/> 1 - Not at all important	<input type="radio"/> 2 - Low importance	<input type="radio"/> 3 - Slightly important	<input type="radio"/> 4 - Neutral	<input type="radio"/> 5 - Moderately important	<input type="radio"/> 6 - Very important	<input type="radio"/> 7 - Extremely important	



**Item:** Know strategies for empowering a person with a disability (e.g., scaffolding, how to leverage skills and talents).

Importance Data (Round 2):

Mean importance rating: 5.8

Modal importance rating(s): 6.0

Standard deviation: 1.4

<b>Importance Rating</b>	<b>Frequency</b>	<b>%</b>
1 (Not at all important)	1	5.3
2 (Low importance)	0	0.0
3 (Slightly important)	0	0.0
4 (Neutral)	0	0.0
5 (Moderately important)	4	21.1
6 (Very important)	8	42.1
7 (Extremely important)	6	31.6

Round 2 comments:

- This whole statement implies the person with disability is passive and needs to be empowered by a professional. Even the term "scaffolding" brings to mind teachers or psychologists controlling how someone learns something. I like this phrase better: "Know self-advocacy strategies and resources that may be of interest to students with disabilities, including information about disability and Deafness as identities; consider how use of this information may align with other aspects of student development."

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know strategies for empowering a person with a disability (e.g., scaffolding, how to leverage skills and talents).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know that disability is a natural part of the human experience; and that many humans will experience disability at some point in their lives, if they live long enough.

Importance Data (Round 2):

Mean importance rating: 5.8

Modal importance rating(s): 6.0

Standard deviation: 1.4

Importance Rating	Frequency	%
1 (Not at all important)	3	15.8
2 (Low importance)	0	0.0
3 (Slightly important)	1	5.3
4 (Neutral)	0	0.0
5 (Moderately important)	2	10.5
6 (Very important)	4	21.1
7 (Extremely important)	9	47.4

Round 2 comments:

- Not sure this is a stand alone competency. Maybe a part of cultural competency
- I might use the word many rather than all

- Disability itself is a "social construct" while impairments are part of health and are natural experiences, especially over time as we all age.
- This is important, sure, but doesn't need to be on its own as a competency. This is covered by several others, including learning about disability theory and promoting disability as part of diversity.
- This doesn't seem like a competency exactly. It reads more like a discrete fact or philosophy. And though I don't disagree with it, this statement and several should be rephrased into something like "Articulate the philosophical and research foundations of current approaches to individuals with disabilities (e.g., dis is a natural part of life, functional limitation.....etc.)"

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know that disability is a natural part of the human experience; and that many humans will experience disability at some point in their lives, if they live long enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know that each student with a disability should have a designated counselor/advisor in disability services.

Importance Data (Round 2):

Mean importance rating: 4.0

Modal importance rating(s): 1.0

Standard deviation: 2.3

<b>Importance Rating</b>	<b>Frequency</b>	<b>%</b>
1 (Not at all important)	5	26.3
2 (Low importance)	2	10.5
3 (Slightly important)	1	5.3
4 (Neutral)	1	5.3
5 (Moderately important)	4	21.1
6 (Very important)	3	15.8
7 (Extremely important)	3	15.8

Round 2 comments:

- And understand when it is appropriate to have the student consult with the advisor.
- Not sure this is a competency. Rather sounds like a policy statement
- Only if they are registered with DSS. Know that many students with disabilities don't register or self-identify.
- This is not true. Some students will have multiple professionals working with them (e.g., one for getting services, one coordinating testing, one for setting up interpreters). They may also have two or more counselors/advisors. For example, some campuses have set up separate disability services offices in a college to do some of the advising - a law student might get services through the main office, but get "advising/counseling" from a specialist at the law school. And some grad students get student-related needs met through a main student disability services office, but get instructor/TA/RA needs met through HR or department chairs.
- It is important to know the possibility of this, but for some students and at some institutions, this may not be the case.
- This doesn't seem like a competency exactly. It reads more like policy or regulation.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know that each student with a disability should have a designated counselor/advisor in disability services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know that the functional limitation is important to understand, not the disability type.

Importance Data (Round 2):

Mean importance rating: 5.2

Modal importance rating(s): 6.0 & 7.0

Standard deviation: 2.2

Importance Rating	Frequency	%
1 (Not at all important)	3	15.8
2 (Low importance)	1	5.3
3 (Slightly important)	0	0.0
4 (Neutral)	0	0.0
5 (Moderately important)	3	15.8
6 (Very important)	6	31.6
7 (Extremely important)	6	31.6

Round 2 comments:

- Are both not important? why dwell on "limitation only?" Seems deficit focused
- Actually both are important to understand. Functional limitations in relation to learning environment = accommodations. Disability type is also important in relation to stigma, experiences, stereotypes, and perceptions of self or perceptions by others.



- This doesn't seem like a competency exactly. It reads more like a discrete fact or philosophy.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know that the functional limitation is important to understand, not the disability type.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know that understanding why a condition/disability is emergent is the key to understanding the student.

Importance Data (Round 2):

Mean importance rating: 4.0

Modal importance rating(s): 5.0

Standard deviation: 2.0

Importance Rating	Frequency	%
1 (Not at all important)	4	21.1
2 (Low importance)	2	10.5
3 (Slightly important)	0	0.0
4 (Neutral)	3	15.8
5 (Moderately important)	5	26.3
6 (Very important)	4	21.1
7 (Extremely important)	1	5.3

Round 2 comments:

- Say what?! I don't understand this and it seems to indicate the student is the condition, a harmful way of thinking.

- unclear statement
- Take an intersectional approach rather than a siloed one to understanding the student.
- When you say "emergent", do you mean that the disability is emergent in the individual or emergent within the field of student affairs?
- This statement is confusing, so I responded neutral
- This doesn't seem like a competency exactly. It reads more like a discrete fact or philosophy.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know that understanding why a condition/disability is emergent is the key to understanding the student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know the limits of one's own capabilities/responsibilities and that self-protection is the first priority during emergency/crisis situations.

Importance Data (Round 2):

Mean importance rating: 5.4

Modal importance rating(s): 7.0

Standard deviation: 2.0

Importance Rating	Frequency	%
1 (Not at all important)	2	10.5
2 (Low importance)	0	0.0
3 (Slightly important)	1	5.3
4 (Neutral)	2	10.5
5 (Moderately important)	2	10.5
6 (Very important)	3	15.8
7 (Extremely important)	8	42.1

Round 2 comments:

- Universal need. Everyone on campus should know this.
- Seems really specific. Is this a part of a larger competency regarding safety issues and knowing the procedures/protocols for crisis mgt?
- I rated this as a 1 because I don't see this competency as specific to working with persons with disabilities. In other words, all SA educators should have this competency for all persons in their sphere.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know the limits of one's own capabilities/responsibilities and that self-protection is the first priority during emergency/crisis situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know the meanings of disability-related principles and terms (e.g., duty to accommodate, reasonable accommodation, essential requirements, and undue hardship).



**Item:** Know the process for ally development.

Importance Data (Round 2):

Mean importance rating: 5.7

Modal importance rating(s): 5.0 & 7.0

Standard deviation: 1.3

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	0	0.0
3 (Slightly important)	2	10.5
4 (Neutral)	0	0.0
5 (Moderately important)	6	31.6
6 (Very important)	5	26.3
7 (Extremely important)	6	31.6

Round 2 comments:

- NO COMMENTS SUBMITTED

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know the process for ally development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know the strengths and limitations of general human/student development theories, and be able to apply applicable theories to work with students and professionals with disabilities.



**Item:** Know theories (e.g. Gibson, Troiano) and models (e.g., medical model, social justice model) for conceptualizing disability, including associated strengths and limitations.

Importance Data (Round 2):

Mean importance rating: 4.9

Modal importance rating(s): 6.0

Standard deviation: 1.5

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	2	10.5
3 (Slightly important)	1	5.3
4 (Neutral)	4	21.1
5 (Moderately important)	4	21.1
6 (Very important)	6	31.6
7 (Extremely important)	2	10.5

Round 2 comments:

- I'm torn about this. It's very important to think of disability in terms of student development, but honestly there is very very very little research on this topic. There is no way to teach this in a way that is research based. I have a number of issues with theorists like Gibson and Troiano and I haven't seen a significant amount of research showing that any of their theories have merit. In my own work, I find that works about multicultural organizations or biracial identity development (e.g., Renn) are more helpful for students with disabilities in understanding how disability may or may not fit with other aspects of their identity. It also allows for people to feel different ways about their disability without a stage model where one can be perceived as "regressing" vs. "moving forward". I also am ok with generalists applying student development theories, but not playing armchair psychologist with students because they took a one-hour workshop on psychology and some rough ideas about disability that have been popping up since Olkin and Gill worked on this in the 80's.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know theories (e.g. Gibson, Troiano) and models (e.g., medical model, social justice model) for conceptualizing disability, including associated strengths and limitations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Develop a working knowledge of national groups with campus programs/chapters/teams (e.g., Active Minds, National Wheelchair Basketball Association-Intercollegiate Division, Student Veterans of America, Think College, TRiO), and their organizational missions.

Importance Data (Round 2):

Mean importance rating: 5.0

Modal importance rating(s): 5.0

Standard deviation: 1.1

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	1	5.3
3 (Slightly important)	0	0.0
4 (Neutral)	5	26.3
5 (Moderately important)	7	36.8
6 (Very important)	5	26.3
7 (Extremely important)	1	5.3



Round 2 comments:

- And where to find these - there are lists at the new National Center for College Students with Disabilities, DREAM, and the BlackDisabledandProud.org website.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Develop a working knowledge of national groups with campus programs/chapters/teams (e.g., Active Minds, National Wheelchair Basketball Association-Intercollegiate Division, Student Veterans of America, Think College, TRiO), and their organizational missions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Provide opportunities for students to talk about and explore their disabilities (e.g., opportunities to tell personal stories and hear the stories of others).

Importance Data (Round 2):

Mean importance rating: 5.6

Modal importance rating(s): 6.0

Standard deviation: 1.6



**Item:** Assess institutional organizational structure to determine the placement of disability services (e.g., does it fall under student affairs or academic affairs) and the impact of placement on its mission, services, and philosophy.

Importance Data (Round 2):

Mean importance rating: 5.7

Modal importance rating(s): 6.0

Standard deviation: 1.3

<b>Importance Rating</b>	<b>Frequency</b>	<b>%</b>
1 (Not at all important)	0	0.0
2 (Low importance)	1	5.3
3 (Slightly important)	0	0.0
4 (Neutral)	2	10.5
5 (Moderately important)	2	10.5
6 (Very important)	8	42.1
7 (Extremely important)	5	26.3

Round 2 comments:

- Recognize too that no matter where the service is located in the organizational structure, it is an academic support role.
- How does this affect their daily work? Not very much. Also, do we really want them to learn about disability as a medical issue because their campus puts disability services under the health center or counseling office? If they learn to critique disability, they'll make this connection themselves.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Assess institutional organizational structure to determine the placement of disability services (e.g., does it fall under student affairs or academic affairs) and the impact of placement on its mission, services, and philosophy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know and act in accordance with applicable laws (e.g., Sections 504 and 508 of the Rehabilitation Act, the Americans with Disabilities Act Amendments Act, the Fair Housing Act, Title IX, the Canadian Human Rights Act, the Ontarians with Disabilities Act, the Accessibility for Manitobans Act, etc.).

Importance Data (Round 2):

Mean importance rating: 5.7

Modal importance rating(s): 7.0

Standard deviation: 1.5

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	1	5.3
3 (Slightly important)	2	10.5
4 (Neutral)	0	0.0
5 (Moderately important)	3	15.8
6 (Very important)	6	31.6
7 (Extremely important)	7	36.8

## Round 2 comments:

- to the extent that a generalist is not legal council. Recognize you are not an expert, and also recognize you need to not be ignorant.
- What does this mean? It means don't discriminate and provide accommodations. I don't think they need to know the laws to follow them. Other issue is that in the U.S. caselaw means "the law" is always evolving. So again...not something a generalist needs to know.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know and act in accordance with applicable laws (e.g., Sections 504 and 508 of the Rehabilitation Act, the Americans with Disabilities Act Amendments Act, the Fair Housing Act, Title IX, the Canadian Human Rights Act, the Ontarians with Disabilities Act, the Accessibility for Manitobans Act, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know and apply Universal Design as related to physical, technological, learning, and social environments.

Importance Data (Round 2):

Mean importance rating: 6.2

Modal importance rating(s): 7.0

Standard deviation: 1.0

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	0	0.0
3 (Slightly important)	0	0.0
4 (Neutral)	1	5.3
5 (Moderately important)	4	21.1
6 (Very important)	4	21.1
7 (Extremely important)	10	52.6

Round 2 comments:

- Design is the key to access - whether is it a facility, a procedure, an organization, a digital system.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know and apply Universal Design as related to physical, technological, learning, and social environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know broad classifications and specific types of disabilities including common characteristics, strengths, and associated functional limitations.

Importance Data (Round 2):

Mean importance rating: 5.2

Modal importance rating(s): 6.0

Standard deviation: 1.1



**Item:** Know common methods for respectfully interacting with individuals with disabilities (e.g., addressing the individual communicating and not the interpreter, person/identity-first language, not leaning on a person's wheelchair); and know that respectful methods of interaction may vary by individual preference, culture, and time.

Importance Data (Round 2):

Mean importance rating: 5.5

Modal importance rating(s): 6.0 & 7.0

Standard deviation: 2.0

Importance Rating	Frequency	%
1 (Not at all important)	2	10.5
2 (Low importance)	1	5.3
3 (Slightly important)	0	0.0
4 (Neutral)	1	5.3
5 (Moderately important)	1	5.3
6 (Very important)	7	36.8
7 (Extremely important)	7	36.8

Round 2 comments:

- I'm not comfortable with the term disability etiquette. We don't have "first generation" etiquette or "Student of Asian Decent" etiquette.
- Disability etiquette? Check out <https://www.youtube.com/watch?v=Gv1aDEFIXq8>. People are actually making mock disability etiquette videos because we're so tired of them. If you don't think generalists should have an "Asian American Etiquette" or "Homosexual Etiquette" training, then you probably shouldn't have one for disability, either.
- I rated this as a 1 because I don't see this competency as specific to working with persons with disabilities. In other words, all SA educators should have this competency for all persons in their sphere.



	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know common methods for respectfully interacting with individuals with disabilities (e.g., addressing the individual communicating and not the interpreter, person/identity-first language, not leaning on a person's wheelchair); and know that respectful methods of interaction may vary by individual preference, culture, and time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know how federal laws are made, interpreted, and clarified.

Importance Data (Round 2):

Mean importance rating: 4.0

Modal importance rating(s): 2.0

Standard deviation: 1.9

Importance Rating	Frequency	%
1 (Not at all important)	1	5.3
2 (Low importance)	6	31.6
3 (Slightly important)	1	5.3
4 (Neutral)	2	10.5
5 (Moderately important)	5	26.3
6 (Very important)	2	10.5
7 (Extremely important)	2	10.5

Round 2 comments:

- already been stated.
- Like learning how to make sausage. Sometimes it's better to just look away and leave it to the people who make sausage or you will get overwhelmed, grossed out, and become a vegan.
- I don't see this competency as specific to working with persons with disabilities. In other words, all SA educators should have this competency for all persons in their sphere.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know how federal laws are made, interpreted, and clarified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know how the intersection of multiple identities influences a person's sense of disability as an identity.

Importance Data (Round 2):

Mean importance rating: 5.5

Modal importance rating(s): 5.0

Standard deviation: 1.3

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	0	0.0
3 (Slightly important)	3	15.8
4 (Neutral)	0	0.0
5 (Moderately important)	6	31.6
6 (Very important)	5	26.3
7 (Extremely important)	5	26.3

Round 2 comments:

- This seems to belong with other items related to identity development.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know how the intersection of multiple identities influences a person's sense of disability as an identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know campus medical leave policies, and how they affect students with disabilities who may need to use them.

Importance Data (Round 2):

Mean importance rating: 5.5

Modal importance rating(s): 6.0

Standard deviation: 1.3

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	1	5.3
3 (Slightly important)	1	5.3
4 (Neutral)	1	5.3
5 (Moderately important)	3	15.8
6 (Very important)	10	52.6
7 (Extremely important)	3	15.8

Round 2 comments:

- Perhaps the role of those in a more specialized position.
- Go read some OCR letters

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know campus medical leave policies, and how they affect students with disabilities who may need to use them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Be knowledgeable of mental health issues and how they may manifest in college.

Importance Data (Round 2):

Mean importance rating: 5.5

Modal importance rating(s): 6.0

Standard deviation: 1.5



**Item:** Know that access is not the same as inclusion.

Importance Data (Round 2):

Mean importance rating: 5.8

Modal importance rating(s): 7.0

Standard deviation: 1.9

Importance Rating	Frequency	%
1 (Not at all important)	2	10.5
2 (Low importance)	0	0.0
3 (Slightly important)	0	0.0
4 (Neutral)	1	5.3
5 (Moderately important)	2	10.5
6 (Very important)	4	21.1
7 (Extremely important)	10	52.6

Round 2 comments:

- Not sure this is a competency, but a philosophy
- The word "inclusion" means so many different things...even in higher ed. I don't think this one is necessary at all - other items said it better.
- This is not a competency; it's more of a single fact.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know that access is not the same as inclusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know that disability may be defined in different ways due to medical and social constructions evolving over time.

Importance Data (Round 2):

Mean importance rating: 4.9

Modal importance rating(s): 5.0

Standard deviation: 1.5

Importance Rating	Frequency	%
1 (Not at all important)	1	5.3
2 (Low importance)	0	0.0
3 (Slightly important)	2	10.5
4 (Neutral)	2	10.5
5 (Moderately important)	7	36.8
6 (Very important)	4	21.1
7 (Extremely important)	2	10.5

Round 2 comments:

- NO COMMENTS SUBMITTED

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know that disability may be defined in different ways due to medical and social constructions evolving over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know that disability is co-occurring (i.e., a person may be experiencing multiple disabilities).

Importance Data (Round 2):

Mean importance rating: 5.4

Modal importance rating(s): 5.0

Standard deviation: 1.5

Importance Rating	Frequency	%
1 (Not at all important)	1	5.3
2 (Low importance)	0	0.0
3 (Slightly important)	1	5.3
4 (Neutral)	1	5.3
5 (Moderately important)	7	36.8
6 (Very important)	4	21.1
7 (Extremely important)	5	26.3

## Round 2 comments:

- This is not a competency; it's more of a single fact.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know that disability is co-occurring (i.e., a person may be experiencing multiple disabilities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know that disability services are not advocates because of the conflicting need to balance the rights and responsibilities of students, faculty, and the institution.



Importance Data (Round 2):

Mean importance rating: 4.6

Modal importance rating(s): 6.0

Standard deviation: 2.3

<b>Importance Rating</b>	<b>Frequency</b>	<b>%</b>
1 (Not at all important)	4	21.1
2 (Low importance)	1	5.3
3 (Slightly important)	1	5.3
4 (Neutral)	1	5.3
5 (Moderately important)	2	10.5
6 (Very important)	6	31.6
7 (Extremely important)	4	21.1

## Round 2 comments:

- this is one option of how DSS is run. not all options
- This is an old way of looking at disability services. Disability services professionals damn well better be advocates at times, and if they aren't, they should think about another line of work that doesn't involve people and civil rights.
- I do not agree with this, so I gave it low importance. I do believe disability services can and should be advocates and allies for students with disabilities while ensuring access and reasonable accommodations are provided -- supporting both the letter of the law and spirit of the law.
- This reads as philosophy. It should also be rephrased. Perhaps, "Balance one's role as student-advocate with the potentially conflicting rights and responsibilities of . . ."
- not quite true ...muddled statement

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know that disability services are not advocates because of the conflicting need to balance the rights and responsibilities of students, faculty, and the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know that disability services offices/professionals vary in approaches and philosophies.

Importance Data (Round 2):

Mean importance rating: 5.8

Modal importance rating(s): 6.0

Standard deviation: 1.0

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	0	0.0
3 (Slightly important)	1	5.3
4 (Neutral)	0	0.0
5 (Moderately important)	5	26.3
6 (Very important)	9	47.4
7 (Extremely important)	4	21.1

Round 2 comments:

- NO COMMENTS SUBMITTED

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know that disability services offices/professionals vary in approaches and philosophies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know that environmental, social, and personal factors combine to create disabilities.

Importance Data (Round 2):

Mean importance rating: 5.6

Modal importance rating(s): 7.0

Standard deviation: 1.7

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	2	10.5
3 (Slightly important)	1	5.3
4 (Neutral)	0	0.0
5 (Moderately important)	4	21.1
6 (Very important)	3	15.8
7 (Extremely important)	8	42.1

Round 2 comments:

- Reads like a fact not a competency

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know that environmental, social, and personal factors combine to create disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know that in order to ensure equitable access, a person's needs may have to be met in ways that are not equal.

Importance Data (Round 2):

Mean importance rating: 4.3

Modal importance rating(s): 1.0

Standard deviation: 2.5

Importance Rating	Frequency	%
1 (Not at all important)	6	31.6
2 (Low importance)	0	0.0
3 (Slightly important)	1	5.3
4 (Neutral)	2	10.5
5 (Moderately important)	1	5.3
6 (Very important)	4	21.1
7 (Extremely important)	5	26.3

Round 2 comments:

- This is not how I define equity
- Competency or philosophy?
- There should be no difference in treating others no matter what the difference is
- I wouldn't go there

- Not clear on its own.
- Also could be used to justify oppressive policies and segregation.
- I am not in favor of the wording here, i.e., treating people differently. Does this mean "Understand equity means treating all people with respect?" or "treating all people as first-class citizens?" or something similar?
- Applies, in my opinion, to all SA educators.
- this is true but stated ineloquently and muddled. one might rephrase this to read: / in order to treat people equally they may have to be treated differently

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
Know that in order to ensure equitable access, a person's needs may have to be met in ways that are not equal.	1 - Not at all important <input type="radio"/>	2 - Low importance <input type="radio"/>	3 - Slightly important <input type="radio"/>	4 - Neutral <input type="radio"/>	5 - Moderately important <input type="radio"/>	6 - Very important <input type="radio"/>	7 - Extremely important <input type="radio"/>	

**Item:** Know and engage in hiring and supervisory practices that are accessible and inclusive of people with disabilities.

Importance Data (Round 2):

Mean importance rating: 5.8

Modal importance rating(s): 7.0

Standard deviation: 1.6

Importance Rating	Frequency	%
1 (Not at all important)	1	5.3
2 (Low importance)	0	0.0
3 (Slightly important)	1	5.3
4 (Neutral)	1	5.3
5 (Moderately important)	2	10.5
6 (Very important)	6	31.6
7 (Extremely important)	8	42.1

Round 2 comments:

- Wordy. Why not just say "Understand campus HR resources and basic hiring and supervisory considerations for people with disabilities, to prevent discrimination in campus employment."
- Separate these two clauses into separate items. And they read like facts rather than competencies.
- Engage in hiring and supervisory practices that remove barriers to access and inclusion."
- "Comply with legal mandates for hiring by disregarding disability status" or something like that...
- agreed on some level but not well stated or decoded

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
Know and engage in hiring and supervisory practices that are accessible and inclusive of people with disabilities.	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Affirm the individual's right to determine if they need accommodations for equal access, and that students may or may not choose to disclose their disabilities.

Importance Data (Round 2):

Mean importance rating: 6.2

Modal importance rating(s): 7.0

Standard deviation: 0.9

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	0	0.0
3 (Slightly important)	0	0.0
4 (Neutral)	0	0.0
5 (Moderately important)	5	26.3
6 (Very important)	5	26.3
7 (Extremely important)	9	47.4

Round 2 comments:

- ok but not well stated

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
Affirm the individual's right to determine if they need accommodations for equal access, and that students may or may not choose to disclose their disabilities.	1 - Not at all important <input type="radio"/>	2 - Low importance <input type="radio"/>	3 - Slightly important <input type="radio"/>	4 - Neutral <input type="radio"/>	5 - Moderately important <input type="radio"/>	6 - Very important <input type="radio"/>	7 - Extremely important <input type="radio"/>	

**Item:** Know that students arrive with their identity intact, and should be able to explore and incorporate disability as a component of their identity as they see fit.

Importance Data (Round 2):

Mean importance rating: 5.6

Modal importance rating(s): 7.0

Standard deviation: 1.9

<b>Importance Rating</b>	<b>Frequency</b>	<b>%</b>
1 (Not at all important)	2	10.5
2 (Low importance)	0	0.0
3 (Slightly important)	0	0.0
4 (Neutral)	1	5.3
5 (Moderately important)	3	15.8
6 (Very important)	5	26.3
7 (Extremely important)	8	42.1

Round 2 comments:

- Many freshman students are NOT intact and struggle to find their identity
- Reads like philosophy, rather than a competency. And I'm not sure that students arrive at college with "intact" identities. Don't many theories address the development of identity as a central concern of 18-26 year old students?
- not sure what identity in tact means..self determination is important



	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know that students arrive with their identity intact, and should be able to explore and incorporate disability as a component of their identity as they see fit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know the concept of disability as an identity.

Importance Data (Round 2):

Mean importance rating: 5.6

Modal importance rating(s): 7.0

Standard deviation: 1.9

Importance Rating	Frequency	%
1 (Not at all important)	1	5.3
2 (Low importance)	0	0.0
3 (Slightly important)	1	5.3
4 (Neutral)	2	10.5
5 (Moderately important)	4	21.1
6 (Very important)	5	26.3
7 (Extremely important)	6	31.6

Round 2 comments:

- Not everyone agrees with this
- sometimes it is, and sometimes it is not.
- Reads like a fact to be comprehended rather than a competency

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know the concept of disability as an identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know the grievance policy for disability-related concerns and the processes for appealing an accommodation decision.

Importance Data (Round 2):

Mean importance rating: 6.1

Modal importance rating(s): 7.0

Standard deviation: 1.2

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	0	0.0
3 (Slightly important)	1	5.3
4 (Neutral)	1	5.3
5 (Moderately important)	3	15.8
6 (Very important)	4	21.1
7 (Extremely important)	10	52.6

Round 2 comments:

- Legal
- This is incredibly important, since many campuses still have terrible services and punish students who complain about them.
- "Be familiar with the grievance . . ."

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know the grievance policy for disability-related concerns and the processes for appealing an accommodation decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know the importance of regular disability services appointments for students, especially in the first year.

Importance Data (Round 2):

Mean importance rating: 4.3

Modal importance rating(s): 5.0 & 6.0

Standard deviation: 1.9

Importance Rating	Frequency	%
1 (Not at all important)	2	10.5
2 (Low importance)	3	15.8
3 (Slightly important)	1	5.3
4 (Neutral)	2	10.5
5 (Moderately important)	5	26.3
6 (Very important)	5	26.3
7 (Extremely important)	1	5.3

Round 2 comments:

- This seems more like a policy than a competency
- Nope. As a Deaf person, I saw my disability specialist once at the start of the semester and never needed to see them again. This is SO not necessary for the majority of students, and completely patronizes them, assuming they all need "support" from

professionals and won't know how to get it unless a professional tells them. Some students might need weekly appointments, but that shouldn't be the assumption. I would also question what the heck the disability services person is doing and whether or not their weekly work could be provided by tutors, counselors, career services or other resources on campus.

- Given a student has disclosed and is registered with disability services, an understanding of this policy may be appropriate.
- Reads like policy or perhaps philosophy

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know the importance of regular disability services appointments for students, especially in the first year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know the institutional policies and procedures associated with disability services (e.g., registering with disability services, the transmission of accommodation information), and how to obtain clarification about needed accommodations.

Importance Data (Round 2):

Mean importance rating: 6.2

Modal importance rating(s): 7.0

Standard deviation: 1.0

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	0	0.0
3 (Slightly important)	0	0.0
4 (Neutral)	1	5.3
5 (Moderately important)	4	21.1
6 (Very important)	5	26.3
7 (Extremely important)	9	47.4

Round 2 comments:

- Just the basics for generalists...not a lot of details necessary.
- "Be familiar with institutional . . ."

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know the institutional policies and procedures associated with disability services (e.g., registering with disability services, the transmission of accommodation information), and how to obtain clarification about needed accommodations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know the laws that govern K-12 special education, and how special education laws differ from the laws that govern higher education disability services.

Importance Data (Round 2):

Mean importance rating: 5.0

Modal importance rating(s): 6.0

Standard deviation: 1.5

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	1	5.3
3 (Slightly important)	3	15.8
4 (Neutral)	2	10.5
5 (Moderately important)	4	21.1
6 (Very important)	7	36.8
7 (Extremely important)	2	10.5

## Round 2 comments:

- legal or transition theme
- "Understand that higher education disability services may vary considerably from other settings the student has experienced previously, including K-12 special education or 504 plans, the military, and employment settings."

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know the laws that govern K-12 special education, and how special education laws differ from the laws that govern higher education disability services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know campus and community resources for veterans with disabilities, and the basic demographics of this population.

Importance Data (Round 2):

Mean importance rating: 5.8

Modal importance rating(s): 6.0

Standard deviation: 1.1

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	0	0.0
3 (Slightly important)	1	5.3
4 (Neutral)	1	5.3
5 (Moderately important)	4	21.1
6 (Very important)	7	36.8
7 (Extremely important)	6	10.5

## Round 2 comments:

- This seems a bit narrow. Why are other specific disabled populations also not receiving similar attention?
- sub-population or intersectional identity theme

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know campus and community resources for veterans with disabilities, and the basic demographics of this population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Know the process associated with requesting and using reasonable accommodations on one's campus.

Importance Data (Round 2):

Mean importance rating: 6.1

Modal importance rating(s): 7.0

Standard deviation: 1.0

Importance Rating	Frequency	%
1 (Not at all important)	0	0.0
2 (Low importance)	0	0.0
3 (Slightly important)	0	0.0
4 (Neutral)	1	5.3
5 (Moderately important)	5	26.3
6 (Very important)	4	21.1
7 (Extremely important)	5	47.44

## Round 2 comments:

- did someone not read the directions and fill this out for the DSS staff instead of a generalist staff?

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Know the process associated with requesting and using reasonable accommodations on one's campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** Apply supportive approaches to working with students in crisis as opposed to enabling approaches.



Importance Data (Round 2):

Mean importance rating: 4.9

Modal importance rating(s): 5.0

Standard deviation: 2.1

<b>Importance Rating</b>	<b>Frequency</b>	<b>%</b>
1 (Not at all important)	3	15.8
2 (Low importance)	1	5.3
3 (Slightly important)	0	0.0
4 (Neutral)	0	0.0
5 (Moderately important)	6	31.6
6 (Very important)	5	26.3
7 (Extremely important)	4	21.1

## Round 2 comments:

- This is quite relative and dependent on the individual and personality. What is an imperative support for one might be enabling for another person.
- probably outside the scope of a generalist.
- This is really unclear and the "enabling" language is insulting to students who are in crisis. If a person is compassionate, then are they "enabling" the person with a disability to be disabled? And please see above items about not diagnosing students or being their therapists. This is student affairs, not counseling.
- Applies to all SA educators

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
Apply supportive approaches to working with students in crisis as opposed to enabling approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** When first meeting a student who one considers complex or vulnerable/dangerous, contact names should be obtained and all relevant consent forms signed.

Importance Data (Round 2):

Mean importance rating: 3.9

Modal importance rating(s): 1.0

Standard deviation: 2.6

Importance Rating	Frequency	%
1 (Not at all important)	7	36.8
2 (Low importance)	1	5.3
3 (Slightly important)	0	0.0
4 (Neutral)	2	10.5
5 (Moderately important)	1	5.3
6 (Very important)	4	21.1
7 (Extremely important)	4	21.1

Round 2 comments:

- Role of the Access Advisor and/or Registrar. A more universal approach is necessary.
- I'm not sure what this is about

- what? how does this relate to disability and what type of assumptions is this person making?
- Yes, because this is a nice friendly way to say, "Hey, you have a mental health disability so we assume you are violent and we will need to violate federal privacy laws to stop you."
- Reads as policy
- ???not enough context to grasp here certainly those things are routine for all students ...if this refers to disparate treatment...not nice

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
When first meeting a student who one considers complex or vulnerable/dangerous, contact names should be obtained and all relevant consent forms signed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Item:** When possible, hire counselors who specialize and have expertise in particular disabilities (e.g., learning disabilities, autism spectrum disorders).

Importance Data (Round 2):

Mean importance rating: 4.5

Modal importance rating(s): 6.0 & 7.0

Standard deviation: 2.1

Importance Rating	Frequency	%
1 (Not at all important)	3	15.8
2 (Low importance)	1	5.3
3 (Slightly important)	2	10.5
4 (Neutral)	2	10.5
5 (Moderately important)	3	15.8
6 (Very important)	4	21.1
7 (Extremely important)	4	21.1

Round 2 comments:

- I think this is a policy not a competency
- Again, as a generalist or is this specific to DSS (or counseling center)?
- Why is student affairs hiring counselors? They are GENERALISTS.
- Most generalist SA practitioners won't be hiring counselors.

	How <i>important</i> should the disability-related competency be to student affairs generalist work?							Optional comments (e.g., rating explanations, suggestions for wording revisions):
	1 - Not at all important	2 - Low importance	3 - Slightly important	4 - Neutral	5 - Moderately important	6 - Very important	7 - Extremely important	
When possible, hire counselors who specialize and have expertise in particular disabilities (e.g., learning disabilities, autism spectrum disorders).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### New Disability-Related Items: Directions

The following disability-related competency items have been written by panelists or synthesized from data collected from panelists as part of Round 2 of this study. Please read each disability-related competency item. Once you have read the item, please indicate how important you believe the described competency item should be to student affairs generalist work using the 7-







**FINAL QUESTION!**

In the fall, would you like a summary of the results of this Delphi study to be sent to via email?

- ☐ Yes
- ☐ No



## Appendix F

### Round 1 Panelist Comments by Disability-Related Competency Theme

*(Identifying information is removed; otherwise, all comments are presented as written by the panelists.)*

#### **Disability Access and Inclusion**

- accessibility is different than inclusion. these are 2 different concepts. for example, the football stadium can be "accessible" but since people who use wheel chairs can only sit in specific areas (often not close to the student section), than students who use wheelchairs are not included in the experience of being a student fan with all their friends. Separate these two.
- I would add "digital" after physical.
- would add the word, "activities" after services.
- Need to include disability identities, and multiple identities. Disability is a natural part of diversity and the human condition. Disability is just one identity.
- Not sure everyone will know what cultural accessibility is
- Using knowledge, skills, and dispositions together seems problematic to me in this and the descriptions that follow. I may have the disposition, but not the knowledge. Likewise, I may or may not have the skills.
- The word disposition is slightly vague.
- Who are the "constituents"? Does this include students, faculty, and staff? I'm also not sure what is meant by "programs". Do you mean student service's programs? Do you mean faculty programs? As a generalist, am I expected to evaluate cognitive and physical functional limitations or am I expected to have a general knowledge of how the educational environment may impact people with diverse cognitive, physical, and cultural needs?
- It might be useful to define "cultural accessibility" as I'm not sure what this means.
- If this competency, Accessibility and Inclusion, relates to all students, not only students with disabilities, it is fine as is. However, I did question the clarity of the competency if its intention is to relate to students with disabilities only. For example, the next competency, Crisis Management, identifies students with disabilities in the definition.
- Not at all clear; the term inclusion is especially problematic, since this means one thing for K-12, another for the larger disability community, another for the "inclusive higher education" movement (e.g., Think College), and another for people working on issues of multiculturalism. "Accessibility" likewise has very different meanings - there's physical access under the ADA, access for low-income students, access to cultural capital, access to resources, etc. Even the term "physical access" is often a code for "disability access" but this overlooks that many disabilities are not physical. I think this whole statement could be read by a person working in LGBT or African American studies, and they would assume it was written for "their" students.
- Accessibility is a compliance reference requiring knowledge of disability laws and competence in interpreting documentation, determining eligibility and providing

adjustments and modifications to students with disabilities in partnership with stakeholders who collaborate in supporting the student and upholding academic standards. Providing eligibility and services is a function of a disability services office and requires privacy and confidentiality of information about the student. Inclusion is an overarching philosophy and practice that promotes concepts of universal design in classroom and co-curricular activities and events.

### **Crisis Management**

- Why don't you consider using "Disability crisis management" as you do with other terms? People "forget" about disability when it comes to crisis management (oh- unless the shooter has a mental health problem or might or the media says they do or the media speculates) and then ... it is disability. Yet, one study found that only 20% of faculty actually know evacuation procedures for SWD in their classrooms.
- Really dislike this - what is "concerning behavior?" Students who blurt, bring in a therapy animal, pace...??? It may be that seizures may be perceived as a disability-related crisis by others, but to the student, it may not be a crisis. Whether it is disability-related or not, any student threatening harm is a crisis, regardless of disability. Maybe instead of crisis, we look instead for barriers to eliminate - like recognizing certain triggers will create melt downs, and that lack of places to pick up a snack in the evening could result in a diabetic emergency if the diabetic is unable to eat, or if the student health center or book store does not have open hours when classes are in session, the disabled person who has to negotiate transportation is inconvenienced and unable to have equal access to university resources.
- We don't always know if a crisis is disability related.....
- I know that we use "concerning" in this manner now. But I remain uncomfortable with it. I'd rather see "behaviors of concern" or "troubling behavior"
- I understand disability to be a product of the interaction between the student with an impairment and the environment. As such, I believe this statement would be better worded "disabled student" (disabled by the environment) or student experiencing a disability (again the disability is in the environment). Also, this statement would be improved but including faculty and staff as persons one works with crisis management.
- In my experience, a student whose behaviors cause concerns requires different actions than a student who is experiencing a crisis. This competency seems to blur the two. Perhaps: "Knowledge, skills, and dispositions related to working with students with disabilities exhibiting concerning behavior and those experiencing a disability-related crisis (i.e., an emergency or perceived emergency related to disability)."
- This is problematic in the current socio-political climate, where mental health issues are often immediately associated with student violence (toward self or others). The phrase "concerning behavior" is in the eye of the beholder, and I consider this inherently ableist. "Concerning" for whom? And what if the crisis is not related to a disability (e.g., parent dies), but the student with hand flapping's ability affects the response (e.g., triggers a panic attack)? Better wording would be "management of a disability-related crisis, as defined by a student or others with varying degree of understanding about disability." For example, I've heard of students with autism just doing simple hand flapping, but it was considered a "violent crisis" by campus security. I also wonder whether the beginning should say "working with students with disabilities" but also the ability to

"utilize resources on and off campus" since there may be off-campus doctors, clinics, helplines, police officers or hospitals that need to be involved.

- This statement seems vague and slightly biased. Concerning behavior is too broad a brush. Behaviors that require crisis management could refer to any medical condition that is episodic or unpredictable from epilepsy to panic disorders. Collaboration among DS providers, clinicians and students planning ahead for medical emergencies can lessen the number of crises and can assist the student in self-management. On the other hand preparing a campus community for emergency management with resources and information from consultants/experts in the field is an important function of a campus coalition of departments and services.

### **Disability Identity Development**

- Personally, I won't bite on a identity development model that is holistic for all students with disabilities. There is a ton of literature that says meta narratives are hegemonic and impairments matter. This is just my short take on "identity development" the critique is much longer and well supported than a survey can state. I would also say SKILL development about disability is much different than identity and equally important. For example, you may not have a huge component of your identity developed around disability, but the student really needs to have the SKILLS to explain functional limitations within the learning and work environment. Also, please consider unpacking the student affairs language in this statement because skills are different than knowledge and both are different than autonomy. Student affairs verbiage and language are normative stories based on a grad prep program sub culture. This is problematic in that (1) the terms are conflated and (2) terms may not be best suited to your population. In short, don't use words and phrases just because the student affairs text book spews them. Think about the words and phrases. Do they make sense? Do they apply to this population? Will they be understood by someone who is not part of the SA sub-culture?
- autonomy is one aspect of disability identity. I think identity is more broad and autonomy should be separate
- Again "disabled student" or "student experiencing disability"
- This is difficult to read and therefore, to parse. Supporting. assisting. sense of self. (sense of) autonomy. context of disability. disability culture. disability climate. This should be simplified. Perhaps: "Knowledge, skills and dispositions related to assisting students with disabilities as they develop their sense of self and autonomy in the context of disability."
- Although I could have said it myself in my own writing at one time or another, I am not a proponent of using the terms "support" and "assist" related to our work with students with disabilities. We can assist in providing accommodations and we can offer services to support academic success, but I am hesitant to use these words to clarify disability identity development of a student. Maybe it is because I am relating the term "disability identity development" as something occurring within the student rather than a competency of a student affairs professional – though I do understand we all "assist" students in their development in various ways.
- This one is good - but I would change the end to say "...in the context of disability, disability community, disability culture and/or Deaf culture."

- Disability identity is a developmental process if a student is born with or acquired a disability in childhood. This is not always the case. War veterans, older age of onset of severe illness requires multiple campus and clinical resources and the engagement of the student.

### **Disability Law and Policy**

- Knowledge of law is different than skill. Law is not static, it lives and breaths, you have to be willing to keep up with it. Also, law is not simply "students" disability law is faculty, staff (as employees), building, websites, programs.... make this bigger.
- Got to move beyond laws and compliance and move into universal access. Laws provide a base, but are by no means the ceiling. And, the base is not near enough to provide even playing field.
- It is not clear to me whether one would be implementing federal/state/provincial policies or institutional policies. We need to know both the law and our institutional policies. I would add "institutional policies".
- some of the info on law is clear, other such as digital access is not.
- Very clear, but a philosophical question...is it necessary for student affairs people to know this? Shouldn't they know laws and policies related to student affairs? I don't think, for instance, that they need a working knowledge of the intricacies of "reasonable accommodation" definitions or minutiae of state and local laws. But they should know basics, like the right of students to have accommodations for non-academic activities, dorms, etc. So maybe saying "...laws and policies applicable to student affairs...."? Also FYI - I think most people would read these and assume all of these themes are about STUDENTS with disabilities, but all of these (and this one in particular) can also apply to colleagues with disabilities, supervising interns or other people with disabilities, or serving guests/visitors with disabilities (e.g., speakers, family members, members of the community).
- Knowledge, skills, implementation and collaboration with campus stakeholders, including the student in creating a campus that refers, welcomes and supports students with disability in compliance with federal/state and local ordinances in programs, events, services and overall digital access.

### **Disability Services**

- There will always be a language problem. If you do DSS then people know what it is- but is that office really a "support"? or is it access? or is it legal? or are you resources? or do you say we drop the dis and make this "ability" but then no one knows what we do? Mission drives name.
- I would add after accessing, the words, "accommodations and access" and support services...
- Horrid, but that's how most DS are considered.
- This was difficult to read as the statement does not seem grammatically correct. Perhaps "Knowledge, skills, and dispositions related to: the functions, policies, and procedures of disability-related offices on campus ... and; access to support services and resources ... referral.

- This reads as a run-on sentence. Perhaps: "Knowledge, skills, and dispositions related to the functions, policies, and procedures of disability-related offices on campus (e.g., disability services, counseling services, health services, ADA coordinator's office) and to accessing resources for students with disabilities through direct contact or referral."
- I believe the word "accommodation" should be included in this definition of disability support services. The word is a commonly used, accepted, and known term in higher education and in disability law, so I believe it should be included in the definition. As educators and higher education professionals, it is our shared responsibility to ensure inclusion and equity of all students, including students with disabilities, and this includes ensuring that reasonable accommodations are provided to students with disabilities.
- This is pretty clear, but there are a few issues. First, the term "disability support services" is very old school. It isn't "support" - it's my right. "Disability services" is the preferred term, in my opinion. Also, why do you only list disability and health-related organizations? What about student organizations or disability cultural centers? You're suggesting disability is purely a health-related (medical model) issue instead of an identity one. Honestly, if you're going to cover these offices, why wouldn't you combine this one with the "law and policy" theme above? If this one is about major \*resources\* on campus for students with disabilities, that should be the theme. If it's about disability services, then it should be with the law. Technically every office is supposed to support and be a resource for students with disabilities, but this type of statement supports old-school beliefs that disability is a "special" thing for "special" services offices. "Disability resources" would also include who to contact for accessible gym services, accessible transportation, how to reach security if you can't use a phone, faculty teaching disability studies, etc. It would be about who the allies are on campus, and valuable resources for emerging allies. It wouldn't be about services offices. So you either have two different things in this theme, or one should be combined with "law and policy," while the other is "Identifying campus resources for students with disabilities"
- DS is a designated office and person that requires a student to self-disclose and submit documentation of an impairment and a request for review of eligibility and requests for accommodations related to functional limitations. The DS office employs an individual who has knowledge, skills and competence in in developing policy and practice in providing support for students with disabilities and is a resource and support for the community in disability related matters. DS collaborates with the ADA coordinator, counseling and health services, faculty and staff in providing information, accommodations services and auxiliary aids and acts as a resource for students and the campus community.

### **Disability Types**

- implication is that disability is singular and no co-occurring. also implies medical framework (not sure if you care/ it matters). and implies that disability is static rather than variable and fluid. Missing impairment, time of onset and functional limitations.
- Replace the word 'strengths' (which are more relevant to individuals) with impact
- No - it is not the disability that matters. it is the learning barriers imposed by faculty that create uneven learning.
- Perhaps "...related to functional limitations in the educational environment related to various impairments and recognition that not all accommodations will be beneficial for

all students experiencing the same disability. Accommodations may also vary depending on the design and learning outcomes of individual courses and programs.

- What is a typical autistic person? A typical Deaf person? This is ridiculous. I appreciate the last part about diverse "lived experiences," but assuming you can teach people about disability "types" is really much like "disability etiquette" information of years ago, which was equally ridiculous. This whole category should be omitted or changed to "disability as a social construction" where people have knowledge, skills, and dispositions that help others build critical thinking about labels and diagnoses of disability and how they vary by individuals' lived experiences of disability, societal context, and within intersections of other identities including race, gender, and class."
- Students present with a spectrum of functional limitations that are unique to each individual student even if the diagnosis is similar. An interactive process that requires deep listening and takes into account the students experience in various environments as well as the clinician's diagnosis, recommendations and therapeutic interventions. Although research studies categorize disability groups broadly the individual's experience and personal strengths and weaknesses, cultural affiliation, side effects of medication and career and field of study can determine not only accommodations but the level of stress and challenges that a student encounters.

## Appendix G

## Revised Disability-Related Competency Themes by Version

Theme	Version			
	Round 1	Round 2	Round 3	Final
1	Accessibility and inclusion: Knowledge, skills, and dispositions related to promoting and evaluating the cognitive, physical, and cultural accessibility and inclusiveness of programs and services for all constituents.	Disability access and inclusion: Knowledge, skills, and dispositions related to promoting and evaluating the cognitive, physical, and digital accessibility and inclusiveness of programs, services, and activities for people with disabilities.	Theme not rated.	Disability access and inclusion: Knowledge, skills, and dispositions related to promoting and evaluating the cognitive, physical, and technological accessibility and inclusiveness of programs, services, and activities for people with disabilities.
2	Crisis management: Knowledge, skills, and dispositions related to working with students with disabilities exhibiting concerning behavior or experiencing a disability-related crisis (i.e., an emergency or perceived emergency related to disability).	Disability emergencies and crises: Knowledge, skills, and dispositions related to working with people with disabilities in relation to emergency situations (e.g., building evacuations) and crisis situations (e.g., suicidal behavior).	Theme not rated.	Disability-related emergencies and crises: Knowledge, skills, and dispositions related to working with people with disabilities in relation to emergency situations (e.g., building evacuations) and crisis situations (e.g., suicidal behavior).

(continued)

Theme	Version			
	Round 1	Round 2	Round 3	Final
3	Disability identity development: Knowledge, skills and dispositions related to supporting and assisting students with disabilities as they develop their sense of self and autonomy in the context of disability and disability culture/climate.	Disability exploration: Knowledge, skills and dispositions related to assisting students with disabilities if they choose to explore their sense of self and autonomy in the context of disability, disability community, disability culture and/or Deaf culture.	Disability exploration assistance: Knowledge, skills and dispositions for assisting students with disabilities who may choose to explore their sense of self and autonomy in the context of disability, disability community, disability culture and/or Deaf culture.	Disability exploration: Knowledge, skills and dispositions related to assisting students with disabilities if they choose to explore their sense of self and autonomy in the context of disability, disability community, disability culture and/or Deaf culture.
4	Disability law and policy: Knowledge, skills, and dispositions related to understanding and implementing federal/state/provincial laws and policies that relate to students with disabilities in higher education.	Disability law and policy: Knowledge, skills, and dispositions related to understanding and implementing federal/state/provincial laws and institutional policies pertaining to disability and higher education.	Theme not rated.	Disability law and policy: Knowledge, skills, and dispositions related to understanding and abiding by federal/state/provincial laws and institutional policies pertaining to disability and higher education. (continued)



Theme	Version			
	Round 1	Round 2	Round 3	Final
5	Disability support services: Knowledge, skills, and dispositions related to the functions, policies, and procedures of disability-related offices on campus (e.g., disability services, counseling services, health services, ADA coordinator's office) and accessing support services and resources for students with disabilities through direct contact or referral.	Disability resources: Knowledge, skills and dispositions related to the functions and referral processes of campus and community resources (e.g., advocates, cultural centers, health and counseling services, and student organizations) for people with disabilities and disability allies.	Theme not rated.	Disability resources: Knowledge, skills and dispositions related to the functions and referral processes of campus and community resources (e.g., advocates, cultural centers, health and counseling services, and student organizations) for people with disabilities and disability allies.
6	Disability types: Knowledge, skills, and dispositions related to understanding different types of disabilities (e.g., definitions, characteristics, strengths, challenges) and recognizing that lived experiences vary among people with the same disability type.	Disability labels and diagnoses: Knowledge, skills, and dispositions related to understanding the diverse nature of disability, acknowledging the impact of disability labels and diagnoses; and recognizing the variation in lived experiences within a disability category.	Theme not rated.	Theme removed due to an insufficient number of items.

## Appendix H

### Round 2 Panelist Comments by Disability-Related Competency Theme

*(Identifying information is removed; otherwise, all comments are presented as written by the panelists.)*

#### **Disability Access and Inclusion**

- Somehow, the word "promoting" in this phrase is confusing.
- That knowledge, skills, and dispositions thing bothers me. I know the text book it comes out of and I find the terms to be broad and rather useless. Also, access and inclusion go beyond cognitive, physical, and digital areas.
- "inclusion" means a variety of things in higher ed - change to "disability access". "Digital" in this context sounds vaguely naughty - change to "technological".
- I wonder if some readers might interpret "digital" as fingers? A small point, admittedly. Perhaps "technological" instead?

#### **Disability Emergencies and Crises**

- Think about the assumptions this statement makes. Try re-writing this with out the negative language and intent. If you need some help with that, simply remove disability and add any other minority group. So, if you can't substitute Latino or African American in to the phrase comfortably, perhaps it has a bit of stigma?
- Change first word to "Disability-related"

#### **Disability Exploration**

- why is Deaf separate
- Wording is awkward. Change to "Knowledge, skills and dispositions for assisting students with disabilities who may choose to explore..."
- At first (and specifically from the label), I thought this referred to exploring one's professional knowledge of various disabilities. The focus here (though the phrase is not used) seems to be identity development. I assume you got feedback not to use this phrase, but recommend reconsidering this. In part, this suggestion arises from the multiple references to identity in the earlier section of this survey.
- exploration is vague.

#### **Disability Law and Policy**

- probably should add OCR and "interpreting" as many people think they know the law, and implement it very poorly because they have no clue how to interpret the law.
- Very clear, but is it their job to implement the law? Change to "Knowledge, skills, and dispositions to understand basic aspects of federal/state/provincial laws and institutional policies pertaining..."

#### **Disability Resources**

- Perhaps Disability/Accessibility resources.

**Disability Labels and Diagnoses**

- use of diversity here could be confusing
- "lived experiences within a disability category vary across individuals, time, setting, and demographics".
- Lived experiences is awkward
- Great but wording is a bit awkward. What about this? "...dispositions related to understand and thinking critically about disability, disability labels, diagnoses, and how lived experiences of disability may vary across time and socio-political contexts."
- Something about this description strikes me as value-laden. Perhaps: "Knowledge, skills, and dispositions related to understanding the diverse nature of disability, acknowledging the impact of disability labels and diagnoses; and recognizing the variation in lived experiences within a disability category."

## Appendix I

### Round 3 Panelist Comments by Disability-Related Competency Theme

*(Identifying information is removed; otherwise, all comments are presented as written by the panelists.)*

#### **Disability Exploration Assistance**

- Very wordy and abstract. Not sure what is being suggested.
- d/Deaf / I don't understand "exploration" / cut out some of the words.