

Faculty Disability Awareness Study at the University of Connecticut

February 2007

A.J. Pappanikou Center for Excellence in Developmental Disabilities
Education, Research and Service

University Center for Excellence in Developmental Disabilities (UCEDD)

Mary Beth Bruder, Ph.D.
Cristina Mogro-Wilson, Ph.D.
Farmington, CT
860-679-1500
<http://www.uconnucedd.org/>

TABLE OF CONTENTS

EXECUTIVE SUMMARY	3
KEY FINDINGS	3
SECTION 1: INTERACTIONS WITH PERSONS WITH DISABILITIES	5
SECTION 2: TERMINOLOGY.....	7
SECTION 3: OPINIONS RELATED TO DISABILITY ISSUES	8
SECTION 4: DISABILITIES AND UCONN.....	8
SECTION 5: IN THE CLASSROOM.....	12
SECTION 6: POSITIVE ACTIONS AND AREAS TO IMPROVE	13
SECTION 7: RECOMMENDATIONS.....	14
SECTION 8: SOCIAL DESIRABILITY	15
SECTION 9: METHODOLOGY	16
APPENDIX A.....	17
APPENDIX B	35

Executive Summary

The University of Connecticut's A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research and Services commissioned the Center for Survey Research and Analysis at the University of Connecticut to conduct a study of faculty and graduate students at the UConn Storrs campus, the regional locations, the UConn Law School, and the UConn Health Center to assess their attitudes, beliefs, and knowledge regarding disability-related issues. For the study, "disability" is described as a long-term physical or mental impairment that substantially limits one or more major life activities including learning disabilities. The study results will help the A.J. Pappanikou Center guide the University and the Health Center to make their campus environments more hospitable for all individuals, particularly those with disabilities. Differences in responses between faculty members and graduate students, and by campus location, were analyzed and are reported when noteworthy.

The 33-question Internet survey was administered from December 2006 to January 2007. All current Fall 2006 UConn faculty members and graduate students, including those at the UConn Law School and Health Center, were sent email invitations with a link to the online survey. A total of 2,056 faculty and graduate students completed the survey. Thirty-six percent of respondents are faculty members, 38% are graduate students without teaching responsibilities, and 25% are graduate students with teaching responsibilities.

Only a small percentage of faculty members and graduate students with and without teaching responsibilities consider themselves as having a disability (5%, 7%, and 5% respectively), and about half (51%) of faculty members and graduate students report having close friends or family members with a disability.

This is the first year of the study, and the data serve as a benchmark for future comparisons. A full explanation of the methodology is included at the end of this report.

Key Findings

University of Connecticut faculty members and graduate students view people with disabilities positively, voicing general admiration for them. When asked about preferred terms for people with disabilities, both groups emphasize the individual over the disability. While many faculty and graduate students know and work regularly with individuals with disabilities, the majority sometimes feels awkward, embarrassed or pity in these interactions.

UConn faculty members and graduate students strongly support disability-related issues and support laws that protect the rights of individuals with disabilities. At UConn, faculty members and graduate students feel that treatment and awareness of people with disabilities is good, but can be improved.

Faculty members and graduate students feel UConn has done a good job providing physical access for people with disabilities to get around campus, but at the same time feel more in this area needs to be done. Another area that is seen as needing improvement is in promoting disabilities awareness, which could stem from the finding that faculty and

graduate students often are not sure how students with disabilities are treated and included in campus social activities.

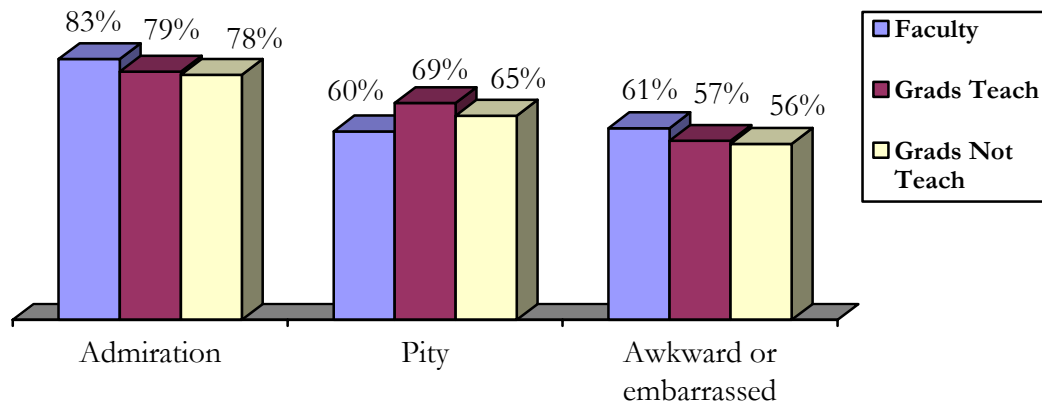
Inside the classroom, the majority of faculty members and graduate students that teach have provided accommodations for students with disabilities with little extra time, effort, or inconvenience. Generally, faculty members and graduate students who teach do not include disability-related topics into their classroom discussions because they feel it is not relevant to their topics.

Section 1: Interactions with Persons with Disabilities

Faculty and graduate students voice general admiration for individuals with disabilities. Even though many faculty and graduate students have friends, family, or co-workers with disabilities, they sometimes feel pity, discomfort, embarrassment, or awkwardness around these individuals.

An overwhelming majority of UConn faculty members (83%) and graduate students (79% teaching; 78% non-teaching) occasionally or often feel admiration for persons with disabilities. Even though many faculty members and graduate students report regular interactions with persons with disabilities, either with family, friends, or co-workers, about six in ten feel some awkwardness, embarrassment, and/or pity when interacting with persons with disabilities.

**When you encounter a person with a disability, how often do you feel...
Percent Responding Often or Occasionally**



Interactions in the Workplace and Outside of Work

People at UConn have varying interactions with persons with disabilities. Faculty members generally have more interactions with people with disabilities than graduate students both in the workplace and outside of work.

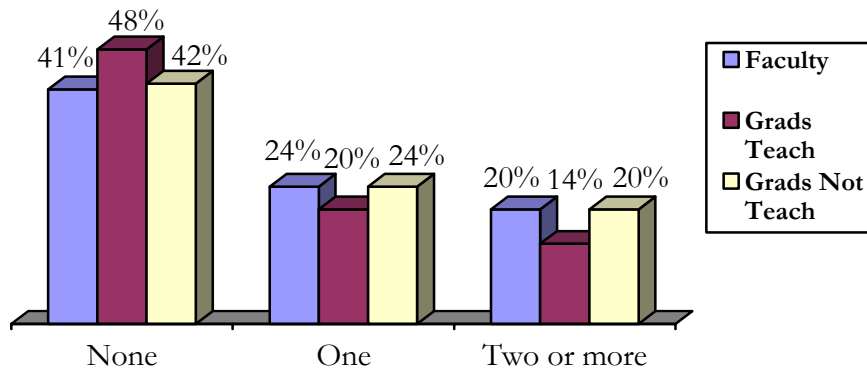
Interactions in the Workplace	Faculty	Graduate Students	
		Teach	Don't Teach
Has a co-worker with a disability	34%	22%	17%
Interacts with someone with a disability almost every day or week in the workplace	48%	26%	29%
Has a student with a disability in at least one of his/her classes	52%	39%	n/a

Outside the workplace, interaction with people with disabilities is less frequent for both faculty and graduate students. About four in ten faculty and graduate students report that they have not socialized with an individual with a disability outside of work over the past 30 days.

Interactions Outside the Workplace	Faculty	Graduate Students	
		Teach	Don't Teach
Has had no social interaction outside of work with a person with a disability over the past 30 days	41%	48%	42%
Interacts with someone with a disability almost every day or week outside of work	35%	20%	29%

Few faculty or graduates students have recently spent time with individuals with disabilities outside of work.

How many individuals with disabilities have you socialized with in the past 30 days?



Differences by Location

Responses related to feelings about and interactions with people with disabilities were compared across UConn locations—the Health Center, Storrs, and the regional campuses. Individuals working at the UConn Health Center were more likely to have a co-worker with a disability.

**Do you have one or more co-workers at UConn who have a disability?
Percent responding “Yes”**

Health Center	Storrs	Regional
32%	23%	23%

Because those at the UConn Health Center have more co-workers with disabilities, it is not surprising that they report the highest incidence of interactions.

**How often do you interact with people with disabilities during work hours?
Percent who interact at least once a week**

Health Center	Storrs	Regional
50%	32%	36%

Faculty and graduate students at the regional locations (65%) say they often or occasionally feel awkward or embarrassed around individuals with a disability compared to Storrs (57%) and the Health Center (53%). Also, members of the Health Center (70%) say they often or occasionally feel pity slightly more than those at Storrs (64%) and the regional locations (65%). This may be explained by the more frequent interaction with people with disabilities during work hours.

When asked if the University has made special accommodations for one of their co-workers, 38% of Health Center employees say that the University has made accommodations, compared to 22% at Storrs or 27% at the regional locations.

Section 2: Terminology

When asked about preferred terms for people with disabilities, faculty and graduate students at UConn emphasize the individual over the disability.

Overwhelmingly, respondents preferred the term that placed more emphasis on the person and not the disability. The table below shows the individual breakdowns.

Preferred	Not Preferred
A child with Down Syndrome (84%)	A Down's child (2%)
A person who uses a wheelchair (74%)	A person who is confined to a wheelchair (6%)
A person with a bi-polar disorder (71%)	A manic-depressive (3%)
A person with a disability (70%)	A person who is handicapped (4%)
A person who has an intellectual disability (57%)	A person with mental retardation (17%)
A person who has multiple sclerosis (46%)	A person afflicted with multiple sclerosis (23%)

Section 3: Opinions Related to Disability Issues

UConn faculty and graduate students voice strong opinions about disability-related issues and are generally in support of laws and rulings that protect the civil rights of individuals with disabilities, particularly related to business or sports.

Faculty members and graduate students were asked for their views on various disability-related issues—behavior with speech-impaired individuals and assistance dogs, and government laws and accommodations in competitive sports. The findings are as follows:

- Nearly eight-in-ten (79%) of all respondents do not find themselves looking away more in conversations with a person with a disability.
- When interacting with speech-impaired individuals, 78% percent of faculty members and two-thirds of all graduate students believe that it is not helpful to finish their sentences or supply words.
- Seventy-three percent of all respondents say that it is best not to pet an assistance dog.

Disabilities in Business

When asked about government mandates for physical accommodations that are needed to allow people with disabilities access to places of work, a majority of faculty members and graduate students voiced their support.

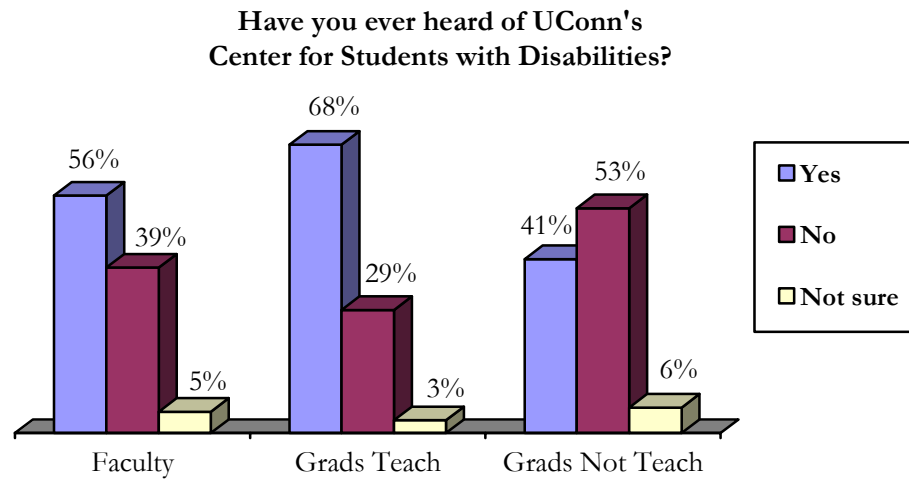
- Eighty-two percent of all respondents feel that it is good that the government makes private businesses and institutions of higher learning hire and make accommodations for people with disabilities.
- Support drops to 65% when asked if they agree with the Supreme Court ruling that states that private sports organizations must provide accommodations to persons with disabilities.

Section 4: Disabilities and UConn

Treatment and awareness of people with disabilities at UConn, in the eyes of the faculty and graduate students, is good, but can still be improved. More than half of the respondents perceive that more could be done to promote awareness of disability-related issues—both in the classroom and throughout the campus overall (e.g., greater communication of UConn’s Academic Accommodations Policy, classroom discussion, etc).

Faculty and graduate students were asked how well the UConn community supports individuals with disabilities both academically and socially. When asked about their awareness of UConn’s Center for Students with Disabilities, slightly more than half the faculty (56%) and 68% of graduate students with teaching responsibilities voiced familiarity with the Center. About four in ten graduate students who don’t teach (41%) were aware of the Center. These differences might be based on the two groups’ need for the Center’s

services. Graduate students with teaching responsibilities may have a higher awareness of the Center because they might have students with disabilities in their classes. Graduate students that do not teach do not have this added interaction with the Center, as the other two groups do, which might result in less familiarity with the Center for Students with Disabilities. Communication efforts in this area should continue.



Individuals at the Health Center (16%) and regional locations (39%) are less likely to know about the Center for Students with Disabilities than those at the Storrs campus (64%). This could be due to the Center’s physical location being on the Storrs campus.

Fair Treatment of Persons with Disabilities

Treatment of people with disabilities at UConn is reviewed positively on campus—about 9 in 10 faculty and graduate students have not seen an individual with a disability being treated unkindly either on a UConn campus or in a classroom. Of those incidences of unkind behavior reported, the most commonly cited event was the person being treated unkindly by peers and fellow classmates. Faculty and graduate students also addressed the problem of access to buildings. Illustrative, verbatim comments are as follows:

Related to Peer Behavior:

- Socially our school has no regard for the needs of disabled individuals. The word “retard” is used in daily language without any consideration for its meaning, or who it discriminates against.
- Several students are quite cruel when it comes to dealing with disabled peers.
- People were staring at a deaf male because of his fuzzy speech. He was standing in line for Spring Weekend bracelets talking to a hearing friend when this happened.
- One person with a disability was called names.
- Making fun of them in conversations in public spaces.

Related to University Staff Behavior

- Teaching assistants were making fun of a student who had a severe anxiety attack during a mid-term exam.
- Staff members hesitating to help an individual with a disability since it would have taken time to respond to their needs.
- I have seen students who were marginalized by a professor just because they had special accommodations for test taking from the disability center.

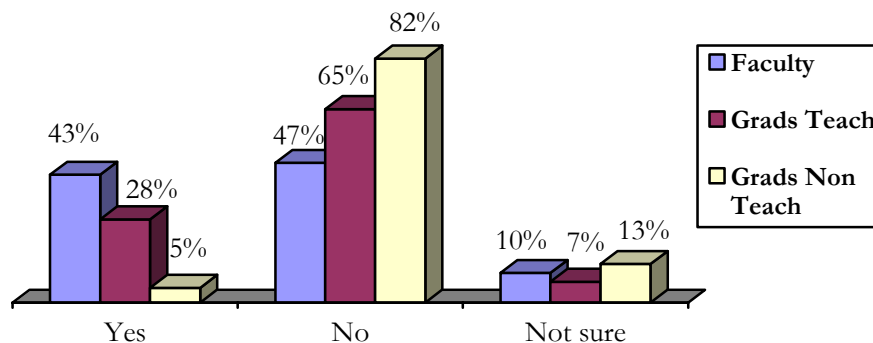
Other—The Issue of Access:

- My building is inaccessible for reasons of "aesthetics" according to the administration. We have a ramp, but we had to fight to get a push button installed for the door that the ramp leads to.
- Many places/buildings on campus are still not accessible.
- Many of the older buildings are not equipped with elevators for people with disabilities to reach upper level floors. A good friend of mine with a mobility disability was unable to reach the third floor where the majority of the classes were

Academic Opportunities

When asked specifically about academic opportunities at UConn, 55% of the faculty and graduate students agree that individuals with disabilities are treated fairly in this area, yet 40% were “not sure.” More specifically, respondents were polled about their use of UConn’s Academic Accommodations Policy for students with disabilities. Faculty members are more likely to have applied the policy (43%) than graduate students who have teaching responsibilities (28%). This finding might be explained by the difference in tenure at UConn. Most faculty members have been at UConn for 16 or more years as compared to the 1-5 years for graduate students that teach. Faculty have had more opportunities to apply the policy.

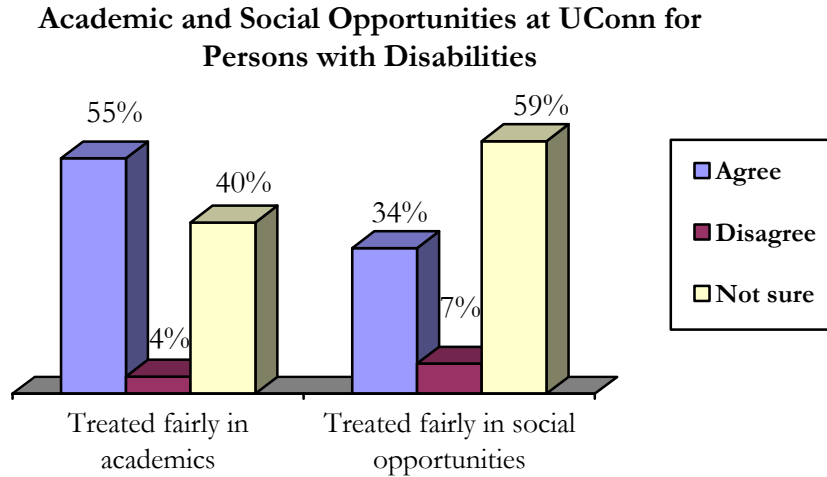
Have you ever applied UConn's Academic Accommodations Policy for students with disabilities?



Individuals at the Health Center are less likely to have applied UConn’s Academic Accommodations Policy (9%) compared to people at the Storrs campus (28%).

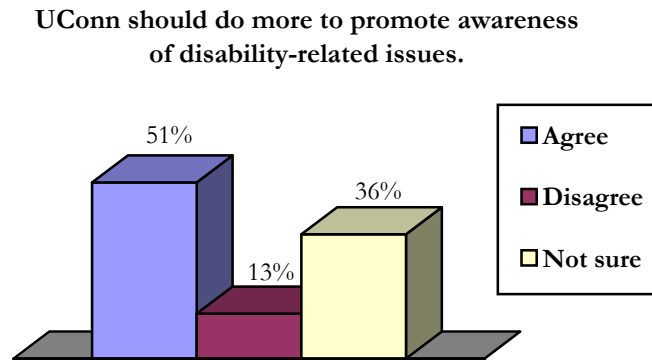
Social Opportunities

Faculty and graduate students were also asked about social opportunities for individuals with disabilities UConn. A third of the respondents (34%) agree that people with disabilities are treated fairly regarding social opportunities. Nearly six in ten (59%) faculty and graduate students appear to have limited knowledge in this area as they responded “not sure.”



Promoting Disability Awareness

While UConn’s efforts to support individuals with disabilities is acknowledged, about half the UConn faculty and graduate students believe that the University can do more to promote awareness of disability-related issues. A third of the respondents indicated uncertainty, suggesting that this is an area for greater communication.



Another area where UConn faculty members and graduate students voiced uncertainty relates to how well the University reaches out to people with a disability to include them in campus activities. Fifty-eight percent of faculty members and graduate students responded “Not Sure” when asked to assess the University in this area. This might be explained by faculty members not being involved with out-of-class activities on campus.

Blue Emergency Boxes

UConn provides accommodations for individuals with disabilities to ensure safety on the different campuses. All respondents were asked if they felt that the blue emergency call boxes on their campus were accessible for use by a person with a disability.

- About three-quarters (76%) of UConn faculty members are not sure if the blue emergency call boxes on campus are accessible for individuals with disabilities.
- Almost six in ten graduate students are uncertain about call box accessibility.

Storrs Campus Only: The Shuttle & the *Daily Campus*

Faculty and graduate students on the Storrs campus were asked about the campus shuttle accommodations for people with physical disabilities, and if the *Daily Campus* had ever featured an article about a person with a disability.

- Sixty-seven percent of faculty and graduate students at Storrs are aware that the campus shuttle is accessible for people with physical disabilities, yet only 25% know how to access the shuttle or know how to help a student reach the shuttle.
- One-fifth (20%) of faculty members and only one in ten (10%) of graduate students say they have read an article about a person with a disability in the *Daily Campus*.
- Slightly more than one-quarter (27%) of both faculty members and graduate students are not sure if they remember seeing an article.

Section 5: In the Classroom

Most faculty members and graduate students who teach have provided accommodations for students with disabilities with little extra time, effort, or inconvenience.

A majority of faculty members (65%) and half (51%) of graduate students that teach have provided accommodations for students with disabilities. Of them, 71% said that it required a little to no extra preparation time to provide these accommodations. About one-quarter said preparing these accommodations took some extra time. Few respondents (3%) thought it took a lot of extra time.

About nine in ten faculty members and graduate students who teach feel that providing accommodations for a student with a disability has not inconvenienced them. A very small percentage viewed this as an inconvenience because of the time that was needed, the disruptions to class flow, and feelings that providing accommodations was unfair to other students.

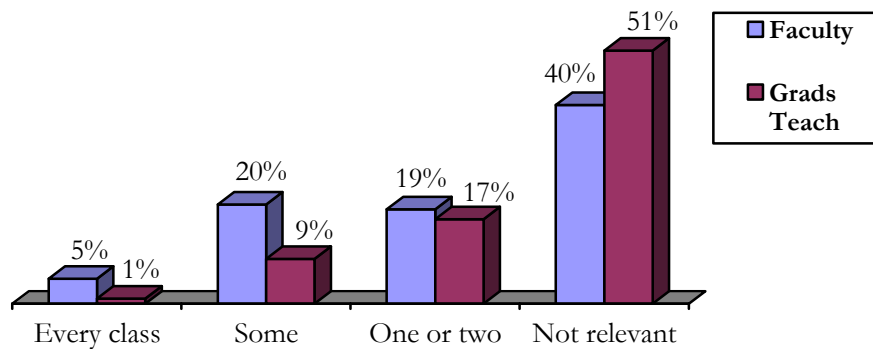
Individuals at the Health Center are less likely to have provided accommodations to a student with a disability (25%) when compared to Storrs (47%) or the regional locations (39%).

When asked how they communicate to students that special arrangements can be made to accommodate their disability:

- Forty-six percent of faculty members and 53% of graduate students who teach wait at the end of class for the student to approach them.
- Eighteen percent of faculty members and 35% of graduate students who teach announce the policy during the first class of the semester.
- Eighteen percent of faculty members and 34% of graduate students who teach include the policy in their class syllabus.

Sixty-five percent of UConn faculty and graduate students do not include discussions that promote awareness of disability-related issues in their classes. Most feel that disability-related topics are not relevant to their classes. Of the 24% who include these topics in class discussion, 36% of them say that they do work these issues into one or more classes a semester.

How often are you able to include disability-related issues into your classes?



Section 6: Positive Actions and Areas to Improve

Both faculty members and graduate students acknowledge the efforts the University has made to make campuses more accessible, but they believe that more can be done to allow physical access for people with disabilities to the campuses. Additionally, they suggest more promotion of disability-related issues.

Note: about 400-500 people responded to these questions.

When asked what is one action the University has taken that has had the greatest positive impact on making the campus hospitable to individuals with disabilities, jointly, 37% of faculty members and graduate students who responded point out the overall physical accessibility of the University. An additional 22% of respondents report classroom accommodations, and 19% say transportation needs, such as parking and vans on campus. Nearly half (49%) of faculty and graduate students still feel there are additional infrastructure changes that need to be made to make the University more hospitable for people with disabilities. One-fifth of respondents say that there needs to be greater awareness of disability-related issues.

Faculty members and graduate students were asked if they think they should personally do anything different for students with disabilities. Only a minority of the faculty members and graduate students that teach feel that they should do something different for students with disabilities (12%). About half of these respondents feel they should be more proactive in announcing accommodations to the class; and 22% of them said that they should promote greater awareness of disability-related issues.

Section 7: Recommendations

The AJ Pappanikou Center for Excellence in Developmental Disabilities Education, Research and Services should continue its efforts to promote awareness and understanding to achieve its goal of making the campus more hospitable to all, especially individuals with disabilities.

Potential avenues for improvement include:

- Gather the opinions of disabled members of the university
- Promote awareness to all members of the university
- Establish a more proactive environment in the classroom
- Upgrade the physical environment
- During the winter, provide better snow removal

The findings suggest that the UConn community could more efficiently utilize the opinions of disabled members of the university to provide for a more hospitable environment. By presenting opportunities for those who are disabled to voice their opinions, the university will have a better understanding about what can be done to improve their efforts. Overall awareness and sensitivity can be improved by holding events or workshops for all faculty, staff, and students. The greater the awareness and sensitivity, the more comfortable people with a disability become. Furthermore, faculty can become more involved if they have better awareness about the students with disabilities they teach as well as how to handle the circumstances needs to be improved. The burden of informing the instructor about a disability should not necessarily be put on the student; the university administration and centers can help out as well. Creating more opportunities both academically and socially can also be done in order to reach out to those with a disability. As always, the physical environment can be upgraded to meet the needs the disabled members of the university. Better elevators, ramps, and doors in all buildings are necessary to provide access. Parking and van accessibility can also be improved. Finally, poor snow removal on sidewalks and roads creates treacherous condition for all members of the university. Better removal will benefit not only those with a disability but also the entire community.

Section 8: Social Desirability

A social desirability scale was used in this survey to see if people with different levels of social desirability answered questions similarly. The overwhelming majority of results of this survey were not impacted by people's social desirability.

The Marlowe-Crowne Social Desirability Index was calculated for this survey and run against each survey question. This scale measures peoples' internal feelings to answer questions in a way that they feel their answers will be viewed favorably. On a questionnaire such as this one asking about their opinions on people with disabilities, there was a concern that people might be answering the questions with a positive bias. The index is calculated and then ran by every question in the survey to see if there are discrepancies across the responses.

Social desirability had little effect on the overall results of the survey. It did have a slight impact on the following two questions:

When you encounter a person who appears to have a disability, how often do you feel:
a) *awkward or embarrassed*
b) *pity*

People who had a high level of social desirability were found to be more likely to answer as never having these feelings when compared to those with low social desirability.

When talking with a person with a disability, I find myself looking away more than you usually do in conversation. (Agree or Disagree)

People with a high social desirability score were more likely to disagree, that they do not look away more, than those with a low score.

Section 9: Methodology

The 33-question Internet survey was administered from December 4, 2006 to January 17, 2007 with a total of 2,056 faculty and graduate students responding. The participants were reached via the Internet. Emails were sent out to all faculty and graduate students at the University of Connecticut, including the UConn Health Center, UConn Law School, and the regional locations. The email invitation included the web link to participate in the survey. Two rounds of notifications were sent to improve the response rate. The sample was representative of faculty and graduate student status and campus location.

The email lists were provided by the Graduate School, University of Connecticut Department of Human Resources, and UConn Health Center Department of Human Resources. This survey has a sample error of no more than 1.65 percentage points in either direction with a 95% level of confidence. This means that results from this survey would differ no more than 1.65 percentage points from what would have been obtained by seeking out and having all faculty and graduate students in the University of Connecticut complete the survey. For smaller subgroups the margin of sampling error is larger. Annotated questionnaires for employment status and location are attached as appendices.

Appendix A

Q8. Please respond true or false to the following statements:

		Status			
		Total	Faculty	GA Teach	GA Not Teach
8a. I never hesitate to go out of my way to help someone in trouble.	True	63%	57%	66%	68%
	False	32%	36%	30%	28%
	Prefer not to respond	5%	7%	4%	4%
	Count	2,056	746	519	791
8b. I have never intensely disliked anyone.	True	30%	27%	27%	34%
	False	67%	68%	71%	65%
	Prefer not to respond	3%	4%	3%	2%
	Count	2,056	746	519	791
8c. There have been times when I was quite jealous of the good fortunes of others.	True	45%	36%	49%	51%
	False	52%	60%	47%	47%
	Prefer not to respond	4%	5%	4%	3%
	Count	2,056	746	519	791
8d. I would never think of letting someone else be punished for my wrong doings.	True	90%	92%	90%	90%
	False	7%	5%	7%	8%
	Prefer not to respond	3%	4%	3%	2%
	Count	2,056	746	519	791
8e. I sometimes feel resentful when I don't get my way.	True	55%	54%	57%	54%
	False	41%	40%	39%	43%
	Prefer not to respond	4%	5%	4%	3%
	Count	2,056	746	519	791
8f. There have been times when I felt like rebelling against people in authority even though I knew they were right.	True	32%	29%	35%	34%
	False	65%	66%	63%	64%
	Prefer not to respond	3%	5%	2%	2%
	Count	2,056	746	519	791
8g. I am always courteous, even to people who are disagreeable.	True	66%	63%	68%	66%
	False	30%	31%	29%	31%
	Prefer not to respond	4%	5%	3%	3%
	Count	2,056	746	519	791
8h. When I don't know something I don't at all mind admitting it.	True	81%	84%	80%	78%
	False	16%	12%	18%	20%
	Prefer not to respond	3%	5%	2%	2%
	Count	2,056	746	519	791

8i. I can remember playing sick to get out of something.	True	36%	24%	43%	43%
	False	61%	72%	53%	54%
	Prefer not to respond	4%	4%	4%	3%
	Count	2,056	746	519	791
8j. I am sometimes irritated by people who ask favors of me.	True	49%	51%	49%	46%
	False	48%	45%	48%	52%
	Prefer not to respond	3%	4%	3%	2%
	Count	2,056	746	519	791

Q9. For each of the following sets of descriptions, please indicate what you believe to be the preferred term to use:

a. Preferred term to use?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
A person who is handicapped	4%	2%	4%	7%
A person with a disability	70%	78%	67%	66%
Makes no difference	20%	16%	21%	22%
Not sure / Prefer not to respond	5%	4%	8%	5%
Count	2,056	746	519	791

b. Preferred term to use?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
A person who uses a wheelchair	74%	76%	75%	71%
A person who is confined to a wheelchair	6%	5%	5%	8%
Makes no difference	14%	15%	13%	14%
Not sure / Prefer not to respond	6%	4%	6%	7%
Count	2,056	746	519	791

c. Preferred term to use?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
A manic-depressive	3%	3%	4%	4%
A person with a bi-polar disorder	71%	74%	71%	69%
Makes no difference	15%	14%	15%	16%
Not sure / Prefer not to respond	11%	10%	10%	12%
Count	2,056	746	519	791

d. Preferred term to use?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
A child with Down Syndrome	84%	85%	84%	83%
A Down's child	2%	1%	2%	2%
Makes no difference	10%	10%	9%	10%
Not sure / Prefer not to respond	5%	5%	6%	5%
Count	2,056	746	519	791

e. Preferred term to use?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
A person who has multiple sclerosis	46%	51%	47%	40%
A person afflicted with multiple sclerosis	23%	20%	21%	27%
Makes no difference	24%	22%	25%	25%
Not sure / Prefer not to respond	7%	7%	7%	8%
Count	2,056	746	519	791

f. Preferred term to use?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
A person with mental retardation	17%	16%	18%	18%
A person who has an intellectual disability	57%	59%	58%	56%
Makes no difference	14%	12%	13%	16%
Not sure / Prefer not to respond	12%	13%	12%	10%
Count	2,056	746	519	791

Q10. For the following questions, the term “*disability*” refers to long term physical or mental impairments that substantially limit one or more major life activities for an individual.

a. Do you consider yourself as having a disability?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	5%	5%	7%	5%
No	91%	91%	91%	90%
Not sure / Prefer not to respond	4%	4%	2%	5%
Count	2,056	746	519	791

b. Do you have close friends or family members who have a disability?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	51%	58%	47%	47%
No	45%	39%	51%	47%
Not sure / Prefer not to respond	4%	3%	3%	6%
Count	2,056	746	519	791

c. Do you have one or more co-workers at UConn who have a disability?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	24%	34%	22%	17%
No	53%	48%	58%	54%
Not sure / Prefer not to respond	23%	18%	20%	29%
Count	2,056	746	519	791

d. In the classes you teach, do you have one or more students with a disability?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	33%	52%	39%	n/a
No	36%	30%	47%	n/a
Not sure / Prefer not to respond	32%	19%	13%	n/a
Count	2,056	746	519	n/a

e. Has UConn ever made special accommodations for you to do your job?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	7%	9%	8%	4%
No	80%	85%	84%	73%
Not sure / Prefer not to respond	13%	6%	8%	23%
Count	2,056	746	519	791

f. Has UConn ever made special accommodations for any of your co-workers to do their jobs?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	25%	38%	20%	17%
No	32%	29%	36%	32%
Not sure / Prefer not to respond	43%	33%	43%	51%
Count	2,056	746	519	791

Q11. When you encounter a person who appears to have a disability, how often do you feel:

		Status			
		Total	Faculty	GA Teach	GA Not Teach
11a. Awkward or embarrassed	Often	4%	3%	5%	4%
	Occasionally	54%	58%	52%	52%
	Never	37%	35%	37%	39%
	Not sure	5%	5%	5%	5%
	Count	2,056	746	519	791
11b. Pity	Often	9%	5%	12%	10%
	Occasionally	55%	55%	57%	55%
	Never	29%	33%	26%	28%
	Not sure	6%	7%	5%	7%
	Count	2,056	746	519	791
11c. Admiration	Often	27%	29%	27%	27%
	Occasionally	52%	54%	52%	51%
	Never	12%	9%	14%	14%
	Not sure	8%	9%	8%	8%
	Count	2,056	746	519	791

Q12. How often do you interact with people with disabilities during work hours?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Almost every day	15%	20%	8%	14%
Almost every week	21%	28%	18%	15%
About once a month	14%	15%	14%	14%
One or two times a year	24%	21%	29%	24%
Never	13%	6%	15%	18%
Not sure / Prefer not to respond	14%	10%	16%	15%
Count	2,056	746	519	791

Q13. How often do you interact with people with disabilities outside of work?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Almost every day	10%	12%	6%	10%
Almost every week	19%	23%	14%	19%
About once a month	25%	23%	26%	25%
One or two times a year	27%	27%	28%	25%
Never	8%	5%	10%	9%
Not sure / Prefer not to respond	12%	10%	15%	11%
Count	2,056	746	519	791

Q14. In the past 30 days, how many individuals with a disability have you socialized with outside of work?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
None	43%	41%	48%	42%
One	23%	24%	20%	24%
Two	11%	12%	8%	12%
Three	3%	3%	3%	3%
Four or more	5%	5%	3%	5%
Not sure / Prefer not to respond	15%	15%	17%	14%
Count	2,056	746	519	791

Q15. In the past 30 days, how many times have you socialized with a person with a disability outside of work time?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
None	44%	41%	50%	44%
One	14%	15%	11%	16%
Two	9%	11%	6%	9%
Three	3%	3%	3%	3%
Four or more	13%	14%	10%	13%
Not sure / Prefer not to respond	16%	16%	18%	15%
Count	2,056	746	519	791

Q16. Please indicate if you agree or disagree with the following statements:

- a. When talking with a person with a disability, I find myself looking away more than you usually do in conversation.

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Agree	11%	8%	15%	12%
Disagree	79%	83%	74%	78%
Not sure / Prefer not to respond	11%	10%	11%	11%
Count	2,056	746	519	791

- b. It is helpful to finish sentences or supply words to people who have speech disorders.

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Agree	12%	5%	15%	16%
Disagree	70%	78%	67%	65%
Not sure / Prefer not to respond	18%	17%	18%	19%
Count	2,056	746	519	791

- c. If you meet someone who has an assistance dog, it is okay to pet the dog.

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Agree	8%	7%	7%	10%
Disagree	73%	76%	72%	71%
Not sure / Prefer not to respond	18%	17%	21%	18%
Count	2,056	746	519	791

Q17. The Americans with Disabilities Act (a federal law) requires employers with 15 or more employees to make reasonable accommodations for anyone with a disability who is “otherwise qualified” for a position at the company. Which of the following is most reflective of your opinion?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
It is wrong for the government to intrude into the decisions of private businesses or institutions of higher education when it comes to whom they should hire and what accommodations they should make	6%	3%	8%	7%
It is good that the government makes private businesses or institutions of higher education hire and make accommodations for people with disabilities	82%	86%	80%	81%
Not sure / Prefer not to respond	12%	11%	12%	12%
Count	2,056	746	519	791

Q18. The U.S. Supreme Court recently ruled that a pro golfer with a physical disability must be allowed to use a motorized cart, if with the assistance of the cart he was able to compete at the highest level. This decision overturned the rules of the Professional Golf Association, which did not allow professional competitors to use carts. Which of the following is most reflective of your opinion:

	Total	Status		
		Faculty	GA Teach	GA Not Teach
It is wrong that the courts would intrude into the decisions of a private sports organization	16%	12%	18%	18%
It is good that private sports organizations must provide accommodations to persons with disabilities	65%	69%	63%	63%
Not sure / Prefer not to respond	19%	19%	19%	19%
Count	2,056	746	519	791

Q19. Disabilities and UConn

- a. At UConn, individuals with disabilities are treated fairly regarding *academic* opportunities.

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Agree	55%	58%	61%	49%
Disagree	4%	4%	5%	5%
Not sure / Prefer not to respond	40%	38%	34%	47%
Count	2,056	746	519	791

- b. At UConn, individuals with disabilities are treated fairly regarding *social* opportunities (joining clubs, attending social events, etc.).

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Agree	34%	29%	34%	38%
Disagree	7%	5%	9%	8%
Not sure / Prefer not to respond	59%	65%	57%	54%
Count	2,056	746	519	791

- c. UConn should do more to promote awareness of disability-related issues.

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Agree	51%	53%	53%	48%
Disagree	13%	11%	14%	14%
Not sure / Prefer not to respond	36%	36%	33%	38%
Count	2,056	746	519	791

Q20.

- a. Have you ever heard of UConn's Center for Students with Disabilities?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	53%	56%	68%	41%
No	42%	39%	29%	53%
Not sure / Prefer not to respond	5%	5%	3%	6%
Count	2,056	746	519	791

- b. Have you ever applied UConn’s Academic Accommodations Policy for students with disabilities?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	25%	43%	28%	5%
No	65%	47%	65%	82%
Not sure / Prefer not to respond	10%	10%	7%	13%
Count	2,056	746	519	791

- c. Are the blue emergency call boxes on your UConn campus accessible for individuals with a variety of disabilities?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	26%	18%	30%	31%
No	8%	6%	10%	10%
Not sure / Prefer not to respond	65%	76%	60%	58%
Count	2,056	746	519	791

Q21. (STORRS ONLY)

- a. Are you aware of the accessible campus shuttle (for people with physical disabilities) on the Storrs campus?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	67%	69%	70%	61%
No	29%	26%	27%	32%
Not sure / Prefer not to respond	5%	5%	3%	6%
Count	1,405	419	493	493

- b. Do you know how to access, or how to help a student reach the accessible campus shuttle (for people with physical disabilities) on the Storrs campus?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	25%	29%	24%	22%
No	67%	63%	71%	67%
Not sure / Prefer not to respond	8%	9%	5%	11%
Count	1,405	419	493	493

- c. Have you ever read an article featuring an individual with a disability in UConn's *Daily Campus*?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	13%	20%	10%	10%
No	61%	51%	65%	65%
Not sure / Prefer not to respond	27%	30%	25%	26%
Count	1,405	419	493	493

- Q22. Thinking of the social organizations or co-curricular activities that you are aware of here at UConn, how well do you think the members of the University community do in reaching out to students with disabilities to include them in activities and full participation on campus?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Excellent job	4%	5%	3%	3%
Good job	20%	17%	22%	20%
Fair job	15%	12%	16%	17%
Poor job	3%	2%	5%	3%
Not sure / Prefer not to respond	58%	64%	54%	56%
Count	2,056	746	519	791

- Q23. Have you ever seen an individual with a disability being treated unkindly due to his or her disability at a UConn campus?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	3%	4%	2%	3%
No	89%	91%	91%	87%
Not Sure / Prefer Not to Respond	8%	5%	7%	10%
Count	2056	746	519	791

Q24. Have you ever seen an individual with a disability being treated unkindly due to his or her disability in a classroom at UConn?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	2%	1%	3%	1%
No	91%	93%	92%	90%
Not Sure / Prefer Not to Respond	7%	6%	5%	9%
Count	2056	746	519	791

Q25. Have you ever provided accommodations for students with disabilities?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes, I have	43%	65%	51%	17%
No, I have not (skip)	24%	19%	39%	20%
Not applicable – I don't teach	28%	10%	3%	61%
Not sure / Prefer not to respond	5%	6%	7%	2%
Left Blank	2,056	746	519	791

Q26 THROUGH Q30 ASKED OF FACULTY AND TEACHING GRADUATE ASSISTANTS ONLY

Q26. The courses that I teach at UConn include classroom discussions that promote awareness of disability-related issues.

	Total	Status	
		Faculty	GA Teach
Yes	24%	30%	17%
No	65%	59%	73%
Not sure / Prefer not to respond	11%	11%	11%
Count	1,172	670	502

Q27. How often are you able to include disability-related issues into your classes?

	Total	Status	
		Faculty	GA Teach
Every class	3%	5%	1%
Some classes	15%	20%	9%
One or two classes	18%	19%	17%
Never, I don't feel it is relevant for my class content	45%	40%	51%
Not applicable - I don't teach classes	5%	6%	4%
Not sure / Prefer not to respond	14%	11%	18%
Count	1,172	670	502

Q28. How much extra time, in your opinion, did it add to your class preparation when you provided accommodations for students with disabilities?

	Total	Status	
		Faculty	GA Teach
A lot of extra time	3%	3%	3%
Some extra time	23%	24%	23%
A little extra time	43%	46%	38%
I didn't need any extra time	28%	25%	34%
Not sure / Prefer not to respond	2%	1%	3%
Count	748	484	264

Q29. Have you ever felt in providing accommodations for students with disabilities that it has inconvenienced you or your teaching ability?

	Total	Status	
		Faculty	GA Teach
Yes	7%	7%	8%
No, it has not inconvenienced me	89%	90%	86%
Not sure / Prefer not to respond	4%	3%	6%
Count	748	484	264

Q30. Check all that apply: (MULTIPLE RESPONSE)

	Total	Status	
		Faculty	GA Teach
I announce at the first class of the semester that students with disabilities can make special arrangements.	25%	18%	35%
I include in my syllabus that students with disabilities can make special arrangements.	25%	18%	34%
I provide a separate handout that notes that students with disabilities can make special arrangements.	2%	1%	2%
I approach individuals personally and inform them that special arrangements can be made.	10%	11%	9%
I wait at the end of class for students to approach me if they need to make special arrangements.	49%	46%	53%
None of the above / Not sure / Prefer not to respond	30%	34%	25%
Count	1,172	670	502

Q31. Do you think you should do anything different for students with disabilities, compared to what you do now?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	12%	14%	14%	5%
No / Not Sure / Prefer Not to Respond	88%	86%	86%	95%
Count	1,478	670	502	306

Q32. Please describe one action the University has taken that has had the greatest positive impact on making your campus hospitable to individuals with disabilities:

	Total	Status		
		Faculty	GA Teach	GA Not Teach
More support/accommodations	22%	21%	25%	23%
Transportation (Vans and parking)	19%	13%	25%	25%
Accessibility (Ramps, Elevators, Electronic Doors, Bathrooms)	37%	40%	30%	35%
Promoting Disability Awareness	6%	7%	4%	6%
Have opportunities for people with a disability	3%	2%	2%	4%
Center for Students with Disabilities and ULPA	13%	16%	13%	6%
Count	487	245	115	127

Q33. Please describe one area where the university could improve to make your campus more hospitable to individuals and provide us your suggestion for addressing it.

	Total	Status		
		Faculty	GA Teach	GA Not Teach
More Awareness	21%	17%	27%	22%
Better/More Accessibility and Infrastructure	49%	50%	39%	56%
Better/More Transportation	12%	14%	12%	10%
More support services	10%	11%	12%	6%
More programs and opportunities for people with a disability	2%	3%	2%	2%
Better safety including snow removal	6%	5%	8%	4%
Count	414	183	108	123

DEMOGRAPHIC QUESTIONS

Q1. What is your standing with the University?

	Total
Faculty member	36%
Grad student with teaching responsibility	25%
Grad student w/o teaching responsibility	38%
Count	2,056

Q2. At which campus do you work/attend?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Avery Point	2%	3%	2%	2%
Downtown Hartford	2%	0%	-	5%
Greater Hartford	6%	5%	1%	11%
Health Center	13%	27%	0%	9%
Stamford	3%	3%	0%	4%
Storrs	70%	57%	96%	65%
Torrington	0%	1%	-	-
Waterbury	1%	1%	0%	1%
Law School	0%	1%	-	0%
Online	1%	-	-	2%
Other	1%	2%	-	-
Count	2,056	746	519	791

Q3. How long have you worked at the University of CT?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Less than 1 year	17%	7%	27%	20%
1 year to 5 years	43%	29%	63%	43%
6 years to 10 years	12%	20%	9%	6%
11 years to 15 years	4%	10%	-	1%
16 years or more	12%	34%	0%	0%
Not applicable / Prefer not to respond	12%	0%	0%	30%
Count	2,056	746	519	791

Q4. What department, college, or school are you affiliated with at UConn?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
College of Agriculture and Natural Sciences	7%	9%	4%	5%
College of Liberal Arts and Sciences	39%	34%	71%	23%
School of Allied Health	1%	1%	0%	1%
School of Business Administration	9%	4%	3%	18%
School of Education	11%	7%	5%	19%
School of Engineering	6%	3%	6%	9%
School of Family Studies	1%	1%	2%	1%
School of Fine Arts	2%	3%	3%	1%
School of Nursing	2%	2%	1%	2%
School of Pharmacy	2%	2%	1%	2%
School of Social Work	2%	1%	1%	4%
School of Medicine	10%	22%	0%	5%
School of Law	0%	1%	-	0%
College of Continuing Studies	1%	0%	-	2%
School of Dentistry	2%	5%	-	1%
Other	4%	4%	3%	5%
Prefer not to respond	2%	1%	1%	2%
Count	2,056	746	519	791

Q5. What is the highest level of education you have achieved?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Bachelor's	32%	2%	36%	57%
Master's	33%	13%	56%	36%
Doctorate and above (degree higher than a Master's)	35%	84%	7%	7%
Prefer not to respond	1%	1%	1%	1%
Count	2,056	746	519	791

Q6. What is your gender?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Female	52%	43%	54%	60%
Male	47%	56%	45%	40%
Prefer not to respond	1%	1%	1%	0%
Count	2,056	746	519	791

Q7a. Are you of Latino or Hispanic descent?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
Yes	5%	4%	5%	6%
No	92%	93%	92%	91%
Prefer not to respond	3%	4%	3%	3%
Count	2,056	746	519	791

Q7b. What race do you primarily consider yourself?

	Total	Status		
		Faculty	GA Teach	GA Not Teach
White	75%	82%	74%	70%
Asian or Pacific Islander/Asian Pacific	11%	7%	11%	16%
Black or African American	4%	2%	4%	4%
Other	5%	3%	7%	6%
Prefer not to respond	5%	5%	5%	4%
Count	2,056	746	519	791

Appendix B

Q8. Please respond true or false to the following statements:

		Location			
		Total	Storrs	Health Ctr	Regional
8a. I never hesitate to go out of my way to help someone in trouble.	True	63%	62%	68%	66%
	False	32%	33%	26%	29%
	Prefer not to respond	5%	5%	6%	5%
	Count	2,056	1,442	276	338
8b. I have never intensely disliked anyone.	True	30%	29%	32%	28%
	False	67%	68%	65%	69%
	Prefer not to respond	3%	3%	3%	2%
	Count	2,056	1,442	276	338
8c. There have been times when I was quite jealous of the good fortunes of others.	True	45%	46%	35%	49%
	False	52%	50%	61%	49%
	Prefer not to respond	4%	4%	4%	3%
	Count	2,056	1,442	276	338
8d. I would never think of letting someone else be punished for my wrong doings.	True	90%	90%	92%	91%
	False	7%	7%	4%	7%
	Prefer not to respond	3%	3%	4%	2%
	Count	2,056	1,442	276	338
8e. I sometimes feel resentful when I don't get my way.	True	55%	55%	54%	54%
	False	41%	41%	41%	41%
	Prefer not to respond	4%	4%	5%	4%
	Count	2,056	1,442	276	338
8f. There have been times when I felt like rebelling against people in authority even though I knew they were right.	True	32%	33%	26%	33%
	False	65%	64%	69%	65%
	Prefer not to respond	3%	3%	5%	2%
	Count	2,056	1,442	276	338
8g. I am always courteous, even to people who are disagreeable.	True	66%	66%	66%	64%
	False	30%	31%	28%	32%
	Prefer not to respond	4%	4%	5%	3%
	Count	2,056	1,442	276	338
8h. When I don't know something I don't at all mind admitting it.	True	81%	80%	84%	83%
	False	16%	17%	12%	15%
	Prefer not to respond	3%	3%	4%	2%
	Count	2,056	1,442	276	338

8i. I can remember playing sick to get out of something.	True	36%	38%	21%	41%
	False	61%	59%	75%	57%
	Prefer not to respond	4%	4%	4%	2%
	Count	2,056	1,442	276	338
8j. I am sometimes irritated by people who ask favors of me.	True	49%	48%	51%	50%
	False	48%	49%	45%	48%
	Prefer not to respond	3%	3%	4%	2%
	Count	2,056	1,442	276	338

Q9. For each of the following sets of descriptions, please indicate what you believe to be the preferred term to use:

a. Preferred term to use?

	Total	Location		
		Storrs	Health Ctr	Regional
A person who is handicapped	4%	5%	3%	4%
A person with a disability	70%	69%	72%	73%
Makes no difference	20%	19%	22%	20%
Not sure / Prefer not to respond	5%	6%	3%	4%
Count	2,056	1,442	276	338

b. Preferred term to use?

	Total	Location		
		Storrs	Health Ctr	Regional
A person who uses a wheelchair	74%	74%	69%	76%
A person who is confined to a wheelchair	6%	6%	7%	6%
Makes no difference	14%	13%	19%	14%
Not sure / Prefer not to respond	6%	6%	5%	4%
Count	2,056	1,442	276	338

c. Preferred term to use?

	Total	Location		
		Storrs	Health Ctr	Regional
A manic-depressive	3%	4%	3%	2%
A person with a bi-polar disorder	71%	70%	74%	73%
Makes no difference	15%	15%	18%	14%
Not sure / Prefer not to respond	11%	11%	6%	10%
Count	2,056	1,442	276	338

d. Preferred term to use?

	Total	Location		
		Storrs	Health Ctr	Regional
A child with Down Syndrome	84%	83%	84%	87%
A Down's child	2%	2%	1%	1%
Makes no difference	10%	9%	12%	8%
Not sure / Prefer not to respond	5%	6%	2%	4%
Count	2,056	1,442	276	338

e. Preferred term to use?

	Total	Location		
		Storrs	Health Ctr	Regional
A person who has multiple sclerosis	46%	47%	43%	45%
A person afflicted with multiple sclerosis	23%	22%	24%	25%
Makes no difference	24%	23%	28%	25%
Not sure / Prefer not to respond	7%	8%	4%	6%
Count	2,056	1,442	276	338

f. Preferred term to use?

	Total	Location		
		Storrs	Health Ctr	Regional
A person with mental retardation	17%	17%	18%	17%
A person who has an intellectual disability	57%	57%	57%	60%
Makes no difference	14%	13%	16%	13%
Not sure / Prefer not to respond	12%	13%	9%	10%
Count	2,056	1,442	276	338

Q10. For the following questions, the term “*disability*” refers to long term physical or mental impairments that substantially limit one or more major life activities for an individual.

a. Do you consider yourself as having a disability?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	5%	6%	5%	5%
No	91%	90%	91%	91%
Not sure / Prefer not to respond	4%	4%	4%	4%
Count	2,056	1,442	276	338

b. Do you have close friends or family members who have a disability?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	51%	50%	54%	51%
No	45%	46%	42%	43%
Not sure / Prefer not to respond	4%	4%	4%	6%
Count	2,056	1,442	276	338

c. Do you have one or more co-workers at UConn who have a disability?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	24%	23%	32%	23%
No	53%	55%	55%	42%
Not sure / Prefer not to respond	23%	22%	14%	35%
Count	2,056	1,442	276	338

d. In the classes you teach, do you have one or more students with a disability?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	33%	35%	28%	28%
No	36%	37%	39%	27%
Not sure / Prefer not to respond	32%	28%	33%	46%
Count	2,056	1,442	276	338

e. Has UConn ever made special accommodations for you to do your job?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	7%	7%	7%	7%
No	80%	82%	85%	68%
Not sure / Prefer not to respond	13%	11%	8%	25%
Count	2,056	1,442	276	338

f. Has UConn ever made special accommodations for any of your co-workers to do their jobs?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	25%	22%	38%	27%
No	32%	34%	32%	24%
Not sure / Prefer not to respond	43%	43%	30%	50%
Count	2,056	1,442	276	338

Q11. When you encounter a person who appears to have a disability, how often do you feel:

		Location			
		Total	Storrs	Health Ctr	Regional
11a. Awkward or embarrassed	Often	4%	4%	3%	4%
	Occasionally	54%	53%	50%	61%
	Never	37%	38%	42%	29%
	Not sure	5%	5%	6%	5%
	Count	2,056	1,442	276	338
11b. Pity	Often	9%	10%	6%	8%
	Occasionally	55%	54%	64%	57%
	Never	29%	30%	24%	30%
	Not sure	6%	7%	7%	4%
	Count	2,056	1,442	276	338
11c. Admiration	Often	27%	26%	30%	33%
	Occasionally	52%	53%	52%	49%
	Never	12%	13%	9%	11%
	Not sure	8%	8%	9%	8%
	Count	2,056	1,442	276	338

Q12. How often do you interact with people with disabilities during work hours?

	Total	Location		
		Storrs	Health Ctr	Regional
Almost every day	15%	13%	22%	16%
Almost every week	21%	19%	28%	20%
About once a month	14%	15%	14%	12%
One or two times a year	24%	25%	18%	25%
Never	13%	13%	10%	14%
Not sure / Prefer not to respond	14%	15%	8%	14%
Count	2,056	1,442	276	338

Q13. How often do you interact with people with disabilities outside of work?

	Total	Location		
		Storrs	Health Ctr	Regional
Almost every day	10%	9%	13%	10%
Almost every week	19%	19%	21%	18%
About once a month	25%	24%	25%	28%
One or two times a year	27%	27%	24%	27%
Never	8%	8%	9%	6%
Not sure / Prefer not to respond	12%	13%	8%	12%
Count	2,056	1,442	276	338

Q14. In the past 30 days, how many individuals with a disability have you socialized with outside of work?

	Total	Location		
		Storrs	Health Ctr	Regional
None	43%	44%	43%	42%
One	23%	22%	29%	21%
Two	11%	11%	12%	11%
Three	3%	3%	2%	4%
Four or more	5%	5%	3%	6%
Not sure / Prefer not to respond	15%	16%	10%	17%
Count	2,056	1,442	276	338

Q15. In the past 30 days, how many times have you socialized with a person with a disability outside of work time?

	Total	Location		
		Storrs	Health Ctr	Regional
None	44%	45%	46%	42%
One	14%	14%	16%	16%
Two	9%	9%	10%	9%
Three	3%	3%	3%	3%
Four or more	13%	13%	14%	13%
Not sure / Prefer not to respond	16%	17%	11%	17%
Count	2,056	1,442	276	338

Q16. Please indicate if you agree or disagree with the following statements:

- a. When talking with a person with a disability, I find myself looking away more than you usually do in conversation.

	Total	Location		
		Storrs	Health Ctr	Regional
Agree	11%	12%	7%	10%
Disagree	79%	77%	87%	78%
Not sure / Prefer not to respond	11%	11%	7%	12%
Count	2,056	1,442	276	338

- b. It is helpful to finish sentences or supply words to people who have speech disorders.

	Total	Location		
		Storrs	Health Ctr	Regional
Agree	12%	12%	11%	9%
Disagree	70%	69%	71%	74%
Not sure / Prefer not to respond	18%	18%	17%	17%
Count	2,056	1,442	276	338

- c. If you meet someone who has an assistance dog, it is okay to pet the dog.

	Total	Location		
		Storrs	Health Ctr	Regional
Agree	8%	8%	11%	8%
Disagree	73%	73%	74%	73%
Not sure / Prefer not to respond	18%	19%	15%	19%
Count	2,056	1,442	276	338

Q17. The Americans with Disabilities Act (a federal law) requires employers with 15 or more employees to make reasonable accommodations for anyone with a disability who is “otherwise qualified” for a position at the company. Which of the following is most reflective of your opinion?

	Total	Location		
		Storrs	Health Ctr	Regional
It is wrong for the government to intrude into the decisions of private businesses or institutions of higher education when it comes to whom they should hire and what accommodations they should make	6%	6%	4%	6%
It is good that the government makes private businesses or institutions of higher education hire and make accommodations for people with disabilities	82%	82%	86%	83%
Not sure	12%	12%	10%	11%
Count	2,056	1,442	276	338

Q18. The U.S. Supreme Court recently ruled that a pro golfer with a physical disability must be allowed to use a motorized cart, if with the assistance of the cart he was able to compete at the highest level. This decision overturned the rules of the Professional Golf Association, which did not allow professional competitors to use carts. Which of the following is most reflective of your opinion:

	Total	Location		
		Storrs	Health Ctr	Regional
It is wrong that the courts would intrude into the decisions of a private sports organization	16%	16%	13%	17%
It is good that private sports organizations must provide accommodations to persons with disabilities	65%	64%	70%	64%
Not sure / Prefer not to respond	19%	20%	17%	18%
Count	2,056	1,442	276	338

Q19. Disabilities and UConn

- a. At UConn, individuals with disabilities are treated fairly regarding *academic* opportunities.

	Total	Location		
		Storrs	Health Ctr	Regional
Agree	55%	56%	58%	49%
Disagree	4%	5%	2%	2%
Not sure / Prefer not to respond	40%	38%	39%	49%
Count	2,056	1,442	276	338

- b. At UConn, individuals with disabilities are treated fairly regarding *social* opportunities (joining clubs, attending social events, etc.).

	Total	Location		
		Storrs	Health Ctr	Regional
Agree	34%	32%	46%	30%
Disagree	7%	9%	4%	4%
Not sure / Prefer not to respond	59%	59%	50%	65%
Count	2,056	1,442	276	338

- c. UConn should do more to promote awareness of disability-related issues.

	Total	Location		
		Storrs	Health Ctr	Regional
Agree	51%	52%	51%	47%
Disagree	13%	12%	17%	11%
Not sure / Prefer not to respond	36%	36%	32%	42%
Count	2,056	1,442	276	338

Q20.

- a. Have you ever heard of UConn's Center for Students with Disabilities?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	53%	64%	16%	39%
No	42%	32%	77%	57%
Not sure / Prefer not to respond	5%	5%	8%	4%
Count	2,056	1,442	276	338

- b. Have you ever applied UConn's Academic Accommodations Policy for students with disabilities?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	25%	28%	9%	21%
No	65%	63%	77%	65%
Not sure / Prefer not to respond	10%	9%	13%	14%
Count	2,056	1,442	276	338

- c. Are the blue emergency call boxes on your UConn campus accessible for individuals with a variety of disabilities?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	26%	30%	13%	23%
No	8%	9%	4%	9%
Not sure / Prefer not to respond	65%	61%	84%	68%
Count	2,056	1,442	276	338

Q21. (STORRS ONLY)

- a. Are you aware of the accessible campus shuttle (for people with physical disabilities) on the Storrs campus?

	Storrs
Yes	67%
No	29%
Not sure / Prefer not to respond	5%
Count	1,405

- b. Do you know how to access, or how to help a student reach the accessible campus shuttle (for people with physical disabilities) on the Storrs campus?

	Storrs
Yes	25%
No	67%
Not sure / Prefer not to respond	8%
Count	1,405

- c. Have you ever read an article featuring an individual with a disability in UConn's *Daily Campus*?

	Location
Yes	13%
No	61%
Not sure / Prefer not to respond	27%
Count	1,405

Q22. Thinking of the social organizations or co-curricular activities that you are aware of here at UConn, how well do you think the members of the university community do in reaching out to students with disabilities to include them in activities and full participation on campus?

	Total	Location		
		Storrs	Health Ctr	Regional
Excellent job	4%	4%	7%	3%
Good job	20%	20%	20%	20%
Fair job	15%	17%	12%	10%
Poor job	3%	4%	1%	2%
Not sure / Prefer not to respond	58%	56%	61%	65%
Count	2,056	1,442	276	338

Q23. Have you ever seen an individual with a disability being treated unkindly due to his or her disability at a UConn campus?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	3%	3%	3%	3%
No	89%	89%	93%	88%
Not sure / Prefer not to respond	8%	8%	4%	9%
Count	2,056	1,442	276	338

Q24. Have you ever seen an individual with a disability being treated unkindly due to his or her disability in a classroom at UConn?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	2%	2%	0%	2%
No	91%	91%	93%	91%
Not sure / Prefer not to respond	7%	7%	7%	7%
Count	2,056	1,442	276	338

Q25. Have you ever provided accommodations for students with disabilities?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes ,I have	43%	47%	25%	39%
No, I have not (skip)	24%	24%	34%	15%
Not applicable – I don't teach classes Skip to open-ended questions below	28%	24%	29%	44%
Not sure / Prefer not to respond	5%	4%	11%	2%
Count	2,056	1,442	276	338

Q26 THROUGH Q30 ASKED OF FACULTY AND TEACHING GRADUATE ASSISTANTS ONLY

Q26. The courses that I teach at UConn include classroom discussions that promote awareness of disability-related issues.

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	24%	23%	26%	31%
No	65%	68%	56%	58%
Not Sure / Prefer Not to Respond	11%	9%	19%	11%
Count	1,172	882	171	119

Q27. How often are you able to include disability-related issues into your classes?

	Total	Location		
		Storrs	Health Ctr	Regional
Every class	3%	3%	5%	3%
Some classes	15%	13%	21%	19%
One or two classes	18%	18%	13%	24%
Never, I don't feel it is relevant for my class content.	45%	48%	33%	39%
Not applicable - I don't teach classes	5%	4%	11%	3%
Not Sure / Prefer Not to Respond	14%	14%	17%	11%
Count	1,172	882	171	119

Q28. How much extra time, in your opinion, did it add to your class preparation when you provided accommodations for students with disabilities?

	Total	Location		
		Storrs	Health Ctr	Regional
A lot of extra time	3%	3%	3%	4%
Some extra time	23%	22%	29%	28%
A little extra time	43%	44%	39%	42%
I didn't need any extra time	28%	29%	26%	25%
Not Sure / Prefer Not to Respond	2%	2%	3%	-
Count	748	583	66	99

Q29. Have you ever felt in providing accommodations for students with disabilities that it has inconvenienced you or your teaching ability?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	7%	7%	6%	11%
No, it has not inconvenienced me	89%	89%	89%	83%
Not Sure / Prefer Not to Respond	4%	4%	5%	6%
Count	748	583	66	99

Q30. Check all that apply: (MULTIPLE RESPONSE)

	Total	Location		
		Storrs	Health Ctr	Regional
I announce at the first class of the semester that students with disabilities can make special arrangements	25%	30%	5%	20%
I include in my syllabus that students with disabilities can make special arrangements	25%	29%	3%	25%
I provide a separate handout that notes that students with disabilities can make special arrangements	2%	2%	-	3%
I approach individuals personally and inform them that special arrangements can be made	10%	10%	8%	14%
I wait at the end of class for students to approach me if they need to make special arrangements	49%	55%	17%	46%
None of the above	30%	23%	71%	22%
Count	1,172	882	171	119

Q31. Do you think you should do anything different for students with disabilities, compared to what you do now?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	12%	13%	7%	13%
No/Not Sure/Prefer Not to Respond	88%	87%	93%	87%
Count	1,471	1,093	196	182

Q32. Please describe one action the university has taken that has had the greatest positive impact on making your campus hospitable to individuals with disabilities:

	Total	Location		
		Storrs	Health Ctr	Regional
More support/accommodations	22%	18%	25%	40%
Transportation (Vans and parking)	19%	23%	8%	7%
Accessibility (Ramps, Elevators, Electronic Doors, Bathrooms)	37%	34%	48%	40%
Promoting Disability Awareness	6%	5%	10%	10%
Have opportunities for people with a disability	3%	2%	8%	1%
Center for Students with Disabilities and ULPA	13%	17%	-	3%
Count	487	354	60	73

Q33. Please describe one area where the university could improve to make your campus more hospitable to individuals and provide us your suggestion for addressing it:

	Total	Location		
		Storrs	Health Ctr	Regional
More Awareness	21%	21%	16%	26%
Better/More Accessibility and Infrastructure	49%	49%	57%	45%
Better/More Transportation	12%	12%	14%	13%
More support services	10%	10%	11%	10%
More programs and opportunities for people with a disability	2%	3%	3%	-
Better safety including snow removal	6%	6%	-	6%
Count	414	315	37	62

DEMOGRAPHIC QUESTIONS

Q1. What is your status at the university?

	Total	Location		
		Storrs	Health Ctr	Regional
Faculty	36%	30%	74%	31%
Graduate student without teaching responsibilities	38%	36%	26%	62%
Graduate student with teaching responsibilities	25%	34%	0%	6%
Count	2,056	1,442	276	338

Q2. At which campus do you work or attend?

	Total
Storrs	70%
Health Center	13%
Regional	16%
Count	2,056

Q3. How long have you worked at UConn?

	Total	Location		
		Storrs	Health Ctr	Regional
Less than 1 year	17%	21%	5%	8%
1 year to 5 years	43%	48%	37%	29%
6 years to 10 years	12%	11%	21%	9%
11 years to 15 years	4%	3%	8%	3%
16 years or more	12%	9%	26%	14%
Not applicable / Prefer not to respond	12%	7%	3%	37%
Count	2,056	1,442	276	338

Q4. What department, college, or school are you affiliated with at UConn?

	Total	Location		
		Storrs	Health Ctr	Regional
College of Agriculture and Natural Sciences	7%	8%	-	7%
College of Liberal Arts and Sciences	39%	48%	4%	29%
School of Allied Health	1%	1%	-	-
School of Business Administration	9%	5%	-	32%
School of Education	11%	15%	-	4%
School of Engineering	6%	8%	1%	-
School of Family Studies	1%	1%	-	1%
School of Fine Arts	2%	3%	-	-
School of Nursing	2%	3%	-	-
School of Pharmacy	2%	2%	1%	-
School of Social Work	2%	-	0%	13%
School of Medicine	10%	0%	75%	-
School of Law	0%	0%	-	3%
College of Continuing Studies	1%	1%	-	3%
School of Dentistry	2%	-	14%	-
Other	4%	3%	2%	7%
Prefer not to respond	2%	1%	4%	1%
Count	2,056	1,442	276	338

Q5. What is the highest level of education you have achieved?

	Total	Location		
		Storrs	Health Ctr	Regional
Bachelor's	32%	32%	14%	43%
Master's	33%	37%	16%	27%
Doctorate and above (degree higher than a Master's)	35%	30%	70%	29%
Prefer not to respond	1%	1%	-	0%
Count	2,056	1,442	276	338

Q6. What is your gender?

	Total	Location		
		Storrs	Health Ctr	Regional
Female	52%	53%	44%	57%
Male	47%	46%	55%	43%
Prefer not to respond	1%	1%	1%	1%
Count	2,056	1,442	276	338

Q7a. Are you of Latino or Hispanic descent?

	Total	Location		
		Storrs	Health Ctr	Regional
Yes	5%	5%	4%	4%
No	92%	92%	93%	92%
Prefer not to respond	3%	3%	3%	3%
Count	2,056	1,442	276	338

Q7b. What race do you primarily consider yourself?

	Total	Location		
		Storrs	Health Ctr	Regional
White	75%	75%	76%	76%
Asian or Pacific Islander/Asian Pacific	11%	13%	11%	6%
Black or African American	4%	3%	2%	5%
Other	5%	5%	5%	6%
Prefer not to respond	5%	4%	5%	6%
Count	2,056	1,442	276	338