

SUMMARY REPORT

The 2016 Biennial AHEAD Survey of Disability Services and Resources Professionals in Higher Education

Sally S. Scott, Ph.D.

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The Association on Higher Education and Disability (AHEAD)

107 Commerce Center Drive, Suite 204

Huntersville, NC 28078

www.AHEAD.org

Acknowledgements

Thank you to the participants who took time out of their busy schedules to respond to the survey and provide important information that will continue to enhance our understanding of the field of postsecondary disability.

Additional thanks are due to the AHEAD Board of Directors and Executive Director, Stephan Smith, who began this process of benchmarking in 2004. The value of this work continues to grow with each biennial cycle.

The contributions of Dr. Devva Kasnitz and Dr. Wendy Harbour are evident throughout this report and are gratefully acknowledged. Special thanks to Carol Funckes for her contributions and review of the current iteration of the survey.

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I. SURVEY BACKGROUND

Purpose

The 2016 Professional Benchmark Survey marks the next step in the evolution of AHEAD's benchmarking work. Since 2004, AHEAD has been conducting periodic surveys of disability resource professionals in higher education to better understand the field and the professionals we serve.

The purpose of this benchmarking work is to:

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

What's New in 2016

This is the fifth iteration of AHEAD's survey of disability service and resource professionals. Many of the core elements of the survey remain unchanged. Revisions described below are in response to weaknesses and limitations identified during previous administration and reporting of the survey.

A Focus on AHEAD Members. There have always been a significant number of AHEAD members reflected in the respondents to AHEAD benchmark surveys. This year, an intentional shift was made to define the target population of the survey as AHEAD members. This was done in response to limitations identified in the previous 2008, 2010, and 2012 benchmark reports. In the past, a basic opportunity sample was used with an open invitation for participation by individuals in the field. Data that was collected included information from professionals in K-12 environments, adult education, vocational rehabilitation, one-stop centers, and other specialized settings. This created challenges in interpreting responses and conducting analysis of particular questions (Kasnitz, 2011). With the growing population of AHEAD members and maturation of the field of disability in higher education, it was decided that a focus on the AHEAD member population would provide important clarity to AHEAD's benchmarking work. There were also methodological advantages to defining this population more concisely. Recruitment and follow up contact was sent to a known population through AHEAD distribution

channels and, for the first time, it was possible to calculate a response rate for the survey.

A Detailed Look at Professionals. The 2016 survey marks the first in an alternating cycle of biennial surveys. This year the focus was on gathering information about professionals regarding their work, background, and salaries. The next biennial survey will target disability service administrators, with survey items focused on offices and programming. This approach of alternating surveys on a biennial basis has been on AHEAD's "wish list" for years (Kasnitz, 2013). With the addition of an AHEAD staff person with time allocated for research, there was an opportunity to move ahead. A major reason for this refinement was to address an ongoing methodological weakness identified in previous AHEAD benchmark reports. The careful documentation of analysis and insightful observations of Devva Kasnitz in the 2010 and 2012 survey reports in particular suggested the question items focused on program information were particularly confounded when the survey, as designed, included both professional and programmatic questions. With the confidentiality of respondents intact, there was no way to identify which answers were about the same programs, or in fact, how many different programs were represented in the findings. This concern is eliminated in the 2016 survey; all questions are focused on individual experience and work. The next AHEAD benchmark survey will be focused solely on offices and programs. It will incorporate identification and sampling of disability administrators that allow valid and reliable responses to office and program questions.

A New Topical Supplement. The revised plan of alternating the focus of benchmark surveys (i.e., focus on the professional and focus on programs) created a design opportunity. In addition to the core benchmark questions, we added a new section to the instrument. In 2016 with a focus on the professional, it was an opportune time to gather more information about individual professional experiences providing one-to-one work with students. This supplemental topic was only asked of a subsample of respondents. Individuals who did not work in a one-to-one capacity with students were routed with skip logic in the survey instrument to the closing page of the survey. The findings of this topical supplement will be provided in a separate special report distributed and available to the membership, but not part of the core cumulative benchmarking data. As a pilot concept, we will review response to this supplemental report, and consider whether topical supplements will be considered as a regular feature of AHEAD benchmark surveys in the future.

Methodology

Survey Instrument. The questions on the survey were largely unchanged from previous AHEAD benchmark surveys. Core survey items were organized in three sections: About You (personal and professional background); About Your Current Job (e.g., titles, time allocation); and Salary and Compensation. The fourth section of the

survey was comprised of new questions devoted to the special topical focus on work with individual students.

Data Collection. In November 2016 an e-mail was sent out to all AHEAD members inviting their participation and providing a link to the online survey instrument. Over a six week period, follow up e-mails were sent to the membership through general e-mail distribution, Special Interest Groups and AHEAD listservs. Announcements inviting member participation were included on the AHEAD home page.

Response Rate. After cleaning of the data including removal of partial responses and non-AHEAD members, there were 581 usable responses. With a total of 2,916 AHEAD members in 2016, this reflects a 20% response rate.

The Structure of This Report

As part of the continuing work to provide benchmarking reports in a practical and user-friendly form we asked the *Information Services User Panel* to review the 2012 AHEAD benchmark report and give suggestions for future report formats. The User Panel is comprised of 65 AHEAD members who have expressed an interest in research-to-practice. They provide feedback and suggestions on an ongoing basis for relevant AHEAD resources. The panel found the previous report to be well organized, and they noted the tables were clear and easy to interpret. Thirty-six percent (36%) of the panel members noted that they would find a combination of tables and narrative to be useful. Based on this feedback, the 2016 report has added narrative highlights in a bulleted format at the beginning of each section of the report followed by more detailed tables of data.

Notes on the 2016 Data

As with each of the preceding AHEAD benchmark surveys, readers need to be aware that the data we have gathered is intended to be descriptive in nature. The number, distribution, and perspectives of the respondents may not be representative of professionals across the country. Readers who wish to make comparisons with previous AHEAD survey findings need to be particularly mindful of the change in target population in 2016 to a focus on AHEAD members. With these caveats in mind, we hope the patterns and trends that are revealed in this report are thought provoking and useful to the ever evolving field of postsecondary disability.

II. DEMOGRAPHIC DATA ABOUT RESPONDENTS

This section includes information on a variety of demographic variables of survey respondents including gender, ethnicity, age, disability, geographic location, education levels, and professional fields of influence.

Section Highlights

Gender, ethnicity and age

- The 2016 respondents were predominantly women (82%) and White (Anglo, European descent) (85%). This is a very similar profile to prior demographic surveys in 2004, 2008, 2010 and 2012. (See Table II-1)
- The age distribution of respondents was more evenly distributed in 2016 than seen in previous reports. Similar frequencies are reported by respondents in their 30's, 40's, and 50's. Together, these three age groups comprise 76% of respondents. (See Table II-2)

Disability

- Almost one third of respondents report having a disability. An additional 8% experience a disability at times. (See Table II-3)
- The top two reported disabilities are Chronic/Other Health (37%) and Psychological /Psychiatric (31%). (See Table II-4)
- On average, people report experiencing between 1 and 2 (1.5) forms of disability experience (e.g., learning and attention, or chronic health and mobility). (See Table II-4)

Geographic Location

- Respondents were almost exclusively from the United States and fairly evenly distributed among all four regions of the U.S. (Southern, 26.9%; Midwestern 28.6%; Northeastern 23.6%; and Western 19.1%). (See Table II-5)
- The response rate from professionals outside the US was 1.6% of total respondents and predominantly comprised of professionals in Canada. This rate is similar to the international response in the 2012 survey. In an effort to increase the participation of international members in 2016, an additional follow up invitation was sent to the 59 AHEAD members who reside outside the US. Responses to the survey reflect 13.5% of international members. (See Table II-5)

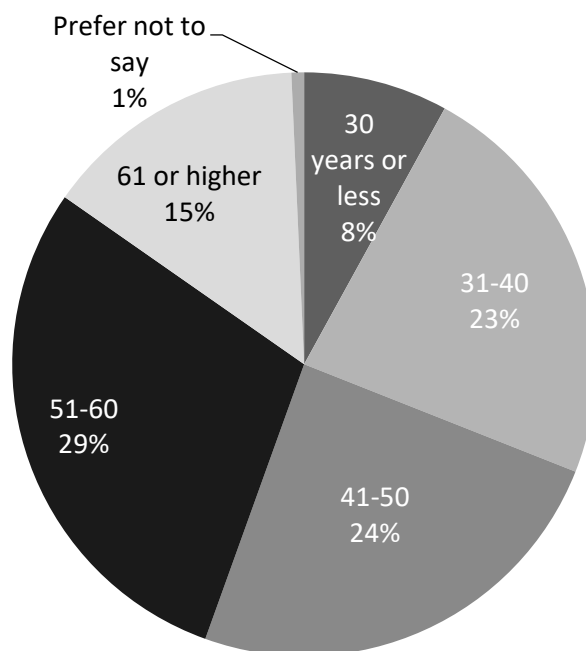
Education

- In the area of education, the large majority of respondents (71%) hold a Master's level degree (See Table II-6)
- Twelve percent (12%) of respondents are currently pursuing additional education. Of that group, over half are working on doctoral degrees. (See Table II-7)
- At a time when there is a great deal of discussion about models of disability informing the work of disability resource offices, it is interesting to see what fields professionals report as influencing their work. While Laws and Legal Compliance received the highest average rating (4.4 out of 5), Disability Studies was also rated as strongly influential (4 out of 5). (See Table II-8)

Table II-1: *Frequencies and Percentages of Respondents' Gender and Ethnicity*

Characteristic of Survey Respondents	Frequency (Percent)*
<u>Gender</u>	
Female	466 (81.6%)
Male	101 (17.7%)
Otherwise Identified	1 (0.2%)
Prefer Not to Say	3 (0.5%)
Total Respondents	571
<u>Ethnicity (respondents could check more than one response)</u>	
White (Anglo, European descent)	489 (85.2%)
Black (African-American, African, Atlantic Islander, Indian Islander)	32 (5.6%)
Hispanic or Latino (Mexican, Puerto Rican, Cuban, other Hispanic or Latin descent)	28 (4.9%)
Biracial or Multi-racial	8 (1.4%)
American Indian, Alaska Native, or a member of an indigenous people	9 (1.6%)
Asian (Asian Indian, Chinese, Filipino, Japanese, other Asian)	8 (1.4%)
Prefer not to say	13 (2.3%)
Middle-Eastern	3 (0.5%)
Native Hawaiian or Other Pacific Islander	1 (0.2%)
Other	8 (1.4%)

Table and Figure II- 2: *Current Age of Respondents in Years*



Age in Years	Frequency	Percent*
30 or less	46	8.0%
31-40	132	23.0%
41-50	141	24.5%
51-60	168	29.2%
61 or higher	84	14.6%
Prefer not to say	4	0.7%
Total	575	100.1%

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

Table II-3: *Personal Disability Experience*

Respondent Disability							
Do you consider yourself a person with a disability?	YES	YES, Culturally Deaf	AT TIMES	NO but a Close Family Member does	NO	OTHER	TOTAL
Frequency	172	4	50	103	230	13	572
Percent	30.1%	.7%	8.7%	18.0%	40.2%	2.3%	100.0%

Table II-4: *Personal Disability Experience by Disability Type*

Respondent Disability Experience			
My personal disability experience is related to: (Respondents could check more than one response.)	Frequency	Percent of All Experiences of Disability	Percent of Respondents with This Disability Experience (n=226*)
Speaking	3	.9%	1.3%
Motor Activity	12	3.5%	5.3%
Vision	18	5.2%	8.0%
Learning	27	7.8%	11.9%
Hearing	31	9.0%	13.7%
Attention/Hyperactivity	42	12.2%	18.6%
Mobility	57	16.5%	25.2%
Psychological/Psychiatric	70	20.3%	31.0%
Chronic/Other Health	85	24.6%	37.6%
Total Experiences of Disability	345	100.0%	n/a

* NOTE: Total “n” reflects respondents who indicated *Yes I have a disability*, *Yes I am culturally Deaf*, or *Yes I sometimes experience disability* reported in Table II-3.

Table II-5 *Geographic Location by Region*

Region	Frequency (Percent)
<u>Southern Region</u> (AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, TX, VA, WV)	131 (26.9%)
<u>Midwestern Region</u> (IA, IL, IN, KS, MI, MN, MO, NE, ND, OH, SD, WI)	139 (28.6%)
<u>Northeastern Region</u> (CT, DE, DC, MA, ME, MD, NH, NJ, NY, PA, RI, VT)	115 (23.6%)
<u>Western Region, Alaska and Hawaii</u> (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY)	93 (19.1%)
<u>Outside the U.S.</u>	8 (1.6%)
Total Respondents	486 (100%)

Table II-6: *Completed Education by Highest Degree Earned*

Completed Education		
Education	Frequency	Percent*
High School or Equivalent	1	0.2%
Certificate	2	0.2%
A.A., A.A.S. or Associate's	4	0.9%
B.S., B.A., B.I. or other Bachelor's	52	8.4%
M.A., M.S., M.S.W, M.Ed. or other Master's	412	71.3%
Ph.D., Ed.D., J.D., MD, or other Doctorate	84	15.3%
Other	20	3.7%
Not Applicable	1	0.2%
Total Respondents	576	100.2%

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

Table II-7: *Ongoing Education by Type of Degree Sought*

Currently in School Working Toward a Degree			
Degree or certificate	Frequency	Percent of those in School*	Percent of All*
A Trade or Skill Certificate	1	1.36%	0.17%
A.A., A.A.S. or other Associate's	0	0.0%	0.0%
B.S., B.A., B.I. or other Bachelor's	3	4.10%	0.52%
M.A., M.S., M.S.W, M.Ed. or other Master's	23	31.50%	4.02%
Ph.D., Ed.D., J.D., MD, or other Doctorate	39	53.42%	6.83%
Other	7	9.58%	1.22%
Total in School	73	99.96%	12.78%
Not in School	498	n/a	87.21%
Total Respondents	571	n/a	99.99%

*Percentages for each category may total less than 100 percent due to rounding.

Table II-8: *Professional Fields by Levels of Influence*

How much is your work informed by the following fields? For each field, please estimate the level of influence: 1 minimal to 5 very high							
	1	2	3	4	5	Total Response	Average Rating
<u>Special Education</u>							
Count	104	113	135	111	87	550	3.2
Row %	18.9%	20.5%	24.5%	20.2%	15.8%	16.3%	
<u>Rehabilitation Counseling</u>							
Count	120	103	143	103	52	521	3.0
Row %	23.0%	19.8%	27.4%	19.8%	10.0%	15.5%	
<u>Disability Studies</u>							
Count	39	41	118	188	177	563	4.0
Row %	6.9%	7.3%	21.0%	33.4%	31.4%	16.7%	
<u>Laws and Legal Compliance</u>							
Count	10	31	61	142	314	558	4.4
Row %	1.8%	5.6%	10.9%	25.4%	56.3%	16.6%	
<u>Student Services in Higher Education</u>							
Count	14	39	74	163	275	565	4.3
Row %	2.5%	6.9%	13.1%	28.8%	48.7%	16.8%	
<u>Higher Education Administration</u>							
Count	39	55	120	175	159	548	3.9
Row %	7.1%	10.0%	21.9%	31.9%	29.0%	16.3%	

III. CURRENT POSITION

This section includes information on respondents' current employment and job functions.

Section Highlights

Descriptive Job Titles

- The most common descriptive job titles reported by respondents included Director (48.2%), Specialist (including Disability Specialist, Resource Specialist, and Access Specialist) (42.9%), Access Coordinator (35.2%), and ADA/504 Coordinator (28.1%). (See Table III-1)
- Changes in the frequency of reported job functions in 2012 and 2016 data are interesting to consider: Specialist (42.9% in 2016 vs. 30.1% in 2012); Assistive/Adaptive Technology Coordinator (20.1% vs. 14.3%), and Disability Resources Higher Education Consultant (25.9% v. 18.8%). This may be reflective of trends in the field toward viewing the disability resource professional's role as one of campus consultant. It may also reflect the increasing role of technology expertise in campus access. Alternatively, it may reflect the modified target population in 2016 to focus solely on AHEAD members as respondents. (See Table III-1)

Time Allocation

- Eighty-five percent (85%) of respondents are 12-month employees. (See Table III-2)
- Over half (52%) of respondents reported that 100% of their FTE is allocated to disability resources. The large majority (90%) of respondents report that 50% or more of their FTE is specified for disability resource work. In 2012, this level of time allocation was only reported by 71% of respondents (See Table III-4)
- The average FTE allocated to disability resources across the respondents was 82.1% (SD 27.6). (See Table III-4)
- A new question in 2016 asked respondents about the percent of FTE allocated for working with the campus community. While 21% reported no time allocated, 48% reported 1-24% of their FTE and 8% indicated work with the campus community comprised 75% or more of their FTE. This will be an interesting data point to watch in future biennial surveys as disability resources offices continue to incorporate a social model of disability and universal design in their work. (See Table III-5)

Other

- A Master's level degree is required for new hires in the large majority (70.5%) of respondent positions. (See Table III-6)
- Forty-one percent (41%) report being in their current position 1-5 years. Turn-over in the field is noted with 51% of respondents indicating they have been in their position 5 years or less. (See Table III-7)
- The majority of respondents (61%) currently supervise staff other than students with an average of 8.1 years supervisory experience. (See Table III-8)

Table III-1: *Descriptive Job Titles That Reflect Current Work Roles*

Select ALL of the standard titles that apply or closely apply to your work now.	Frequency	Percent
Director/Manager	264	48.2%
Specialist (including Disability Specialist, Resource Specialist, Accessibility specialist, etc.)	235	42.9%
Access Coordinator	193	35.2%
ADA/504 Coordinator	154	28.1%
Advisor or Academic Counselor:	127	23.2%
Disability Resources/Services Higher Education Consultant	142	25.9%
Assistive/Adaptive Technology Coordinator/Specialist	110	20.1%
Academic Coach	86	15.7%
Associate or Assistant Director	75	13.7%
Specialist for Learning Disability	63	11.5%
College Teacher, Professor, Associate Professor or Lecturer	48	8.8%
College Counselor, Psychologist	40	7.3%
High School to College Transition Specialist	34	6.2%
Specialist for Vision Impairment/Blind	34	6.2%
Sign Language Interpreter	15	2.7%
Administrative Assistant, Secretary, Receptionist	14	2.6%
Diagnostician	11	2.0%
School to Work Transition Specialist	9	1.6%
Student Worker	4	0.7%
K-12 Teacher	1	0.2%
Total Respondents= 548	NA	NA

Table III-2: *Current Position by Calendar/Contract Basis*

Position Schedule	Frequency	Percent*
Year-round 12-month	464	85.0%
Academic year with summer option	39	7.1%
Academic year only	17	3.1%
Temporary position	3	0.5%
Other	15	2.7%
Not Applicable	8	1.5%
Total Responses:	546	99.9%

*Percentages for each category may total less than 100 percent due to rounding.

Table III-3: *Current Employment Status by Designated Staffing Hours*

What is your current employment status? Check all that apply		
Employment Status	Frequency	Percent
Full-time (100%) – 35 hours per week	535	94.0%
Part-time (75%) – approximately 30 hours per week	21	3.7%
Part-time (50%) – approximately 20 hours per week	10	1.7%
Less than half time – less than 20 hours per week	3	0.5%
Total Responses	569	100%

Table III-4: *Proportion of Respondent's FTE Designated for Disability Resources*

What percentage of your FTE (full time equivalent) is devoted to Disability Services/Resources including direct services, faculty/campus outreach, planning, administration and other tasks related to disability access?			
Amount of Time as % of FTE	Frequency	Percent*	Percent per Quarter*
100	275	52.1%	76.4%
99	1	0.2%	
98	2	0.4%	
95	24	4.5%	
90	45	8.5%	
85	11	2.1%	
80	22	4.2%	
75	23	4.4%	
70	10	1.9%	13.2%
65	4	0.8%	
60	14	2.7%	
55	1	0.2%	
50	40	7.6%	
45	4	0.8%	3.3%
40	6	1.1%	
35	1	0.2%	
33	1	0.2%	
30	1	0.2%	
25	4	0.8%	
20	11	2.1%	7.5%
15	3	0.6%	
10	2	0.4%	
5	1	0.2%	
Less than 5	22	4.2%	
Responses:	528	100.4%	100.4%
Not Applicable:	19	NA	NA

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

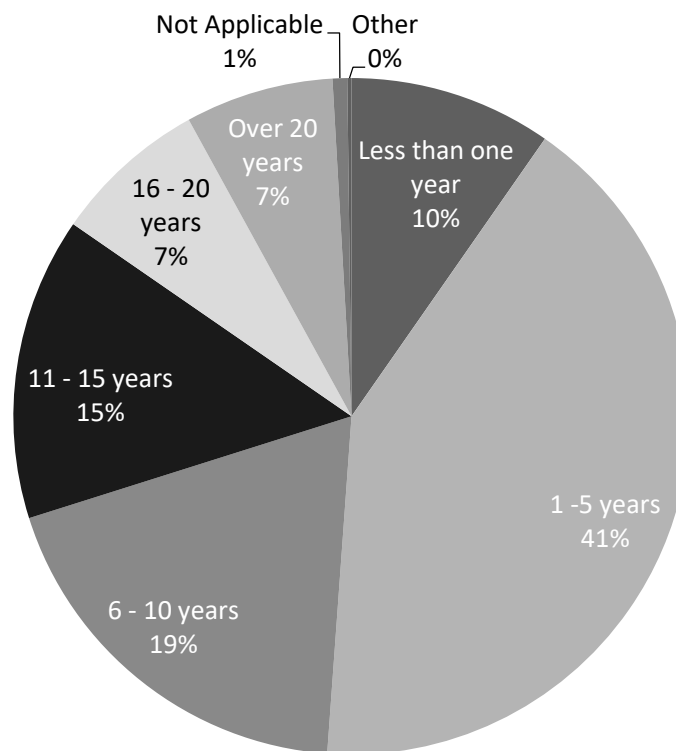
Table III-5: *Proportion of FTE Allocated to Campus Community on Disability Issues*

What percentage of your FTE (full time equivalent) is devoted to the campus community on disability issues?			
Amount of Time as % of FTE	Frequency	Percent	Percent per Quarter
100	37	6.5%	8.3%
95	1	0.2%	
90	3	0.5%	
80	1	0.2%	
75	5	0.9%	
60	3	0.5%	5.3%
50	27	4.8%	
40	13	2.3%	17.2%
35	3	0.5%	
33	1	0.2%	
30	26	4.6%	
25	54	9.6%	
20	48	8.5%	48.2%
16	1	0.2%	
15	40	7.1%	
10	106	18.8%	
5	61	10.8%	
1-3	16	2.8%	
0 or Not Applicable	118	21.0%	21.0%
Total Responses:	564	100.0%	100.0%

Table III-6: *Minimum Education Required for New Hires in Respondent's Current Job*

What is the minimum educational level required for new hires in your current job position?		
Education Level	Frequency	Percent
Master's degree (M.A., M.S., M.S.W., M.Ed, or other)	383	70.5%
Bachelor's degree (B.S., B.A., B.I. or other)	123	22.7%
Associate's degree (A.A., A.A.S. or other)	2	0.4%
Doctorate degree (Ph.D., Ed.D., J.D., or other)	25	4.6%
High School Diploma, G.E.D. or other certificate of completion of secondary level	2	0.4%
No degree is required	2	0.4%
Other	6	1.1%
Total	543	100%

Table and Figure III-7: *Number of Years in Current Employment Position*



Years in Current Position	Frequency	Percent
Less than one year	56	9.7%
1-5	240	41.5%
6-10	110	19.0%
11-15	84	14.5%
16-20	43	7.4%
Over 20 years	41	7.1%
Not Applicable	4	0.7%
Other	1	0.2%
Total	579	100%

Table III-8: *Experience Supervising Professional Staff*

Supervisory Experience	Frequency	Percent
No, I have never supervised staff	85	14.8%
Not currently, but I have in the past	137	24.0%
Yes I currently supervise staff	350	61.2%
Total Responses:	572	100%

IV. PROFESSIONAL EXPERIENCE

This section includes information on respondents' past professional experiences including such areas as length of time in the field, years of experience in higher education, and other relevant work experience.

Section Highlights

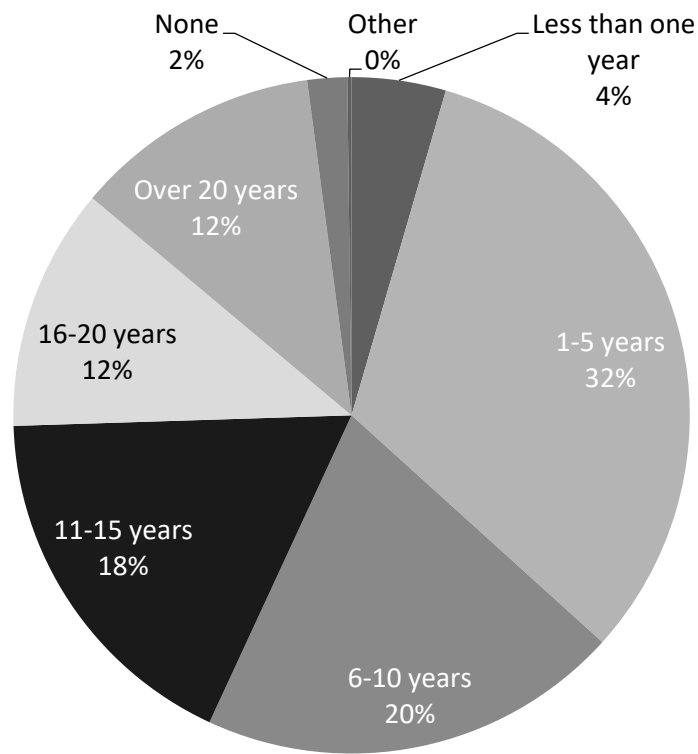
Experience in Higher Education

- The respondents reflect a range of experience in higher education in general with an even distribution of years of experience across the reported quintiles. The largest single group (21%) of respondents report over 20 years of experience. (See Table IV-3)
- When asked specifically about years of experience within disability resources in higher education, the largest single group of respondents (32%) reported 1-5 years in the field. Yet 50% of respondents are included in the time frames between 6 years and 20 years in the field indicating a broad experience base among respondents. (See Table IV-1)
- Forty percent (40%) of respondents have been members of AHEAD for 1-4 years, while almost one third report membership of 10 years or longer. (See Table IV-2)

Experience in Other Fields

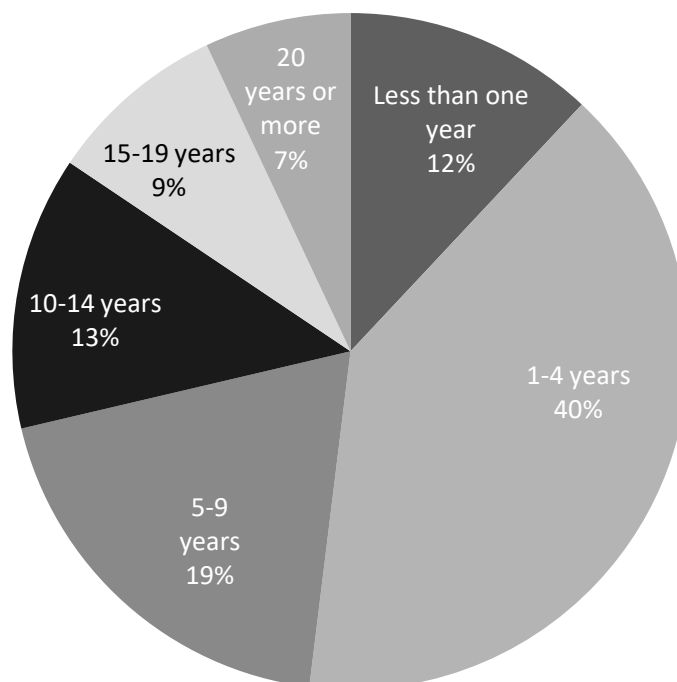
- Respondents bring a variety of experiences from related fields of work. Most frequently reported are experience *teaching* (in higher education, 37%; in K-12 with disabled students 29.6%), *counseling or mental health work* (27.4%), and *student or academic affairs* in higher education (26.5%). (See Table IV-4)
- Supervisory experience across settings is extensive, with an average of 11.5 years of supervising staff in current and other employment settings. (See Table IV-5)

Table and Figure IV-1: *Years of Experience Working in Disability Resources in a Higher Education Setting*



Years of Experience in Disability Resources in Higher Education		
Years	Frequency	Percent
Less than one	26	4.5%
1-5	186	32.2%
6-10	117	20.2%
11-15	102	17.6%
16-20	67	11.6%
Over 20	68	11.8%
None	11	1.9%
Other	1	0.2%
Total	578	100%

Table IV-2: *Number of Years of Membership in AHEAD*



Years of Membership in AHEAD		
Years	Frequency	Percent*
Less than one year	69	12.0%
1-4 years	229	40.0%
5-9 years	111	19.4%
10-14 years	75	13.1%
15-19 years	49	8.6%
20 years or more	40	7.0%
Total	573	100.1%

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

Table IV-3: *Years of Experience Working in Higher Education in Any Capacity*

Years in Higher Education	Frequency	Percent
Less than one year	15	2.6%
1-5	121	20.8
6-10	114	19.6%
11-15	105	18.8%
16-20	100	17.2%
Over 20	122	21.0%
Total	578	100.0%

Table IV-4: *Additional Years of Relevant Work Experience by Field of Experience*

Aside from your current job, do you have other work experience in the following list of fields? You may select more than one response.			
Field of Experience	Frequency	Percent	Range in Years of Experience
Law or legal services	34	5.9%	.5-35
Allied health services and medical professions	43	7.5%	.5-35
Vocational or rehabilitation services	82	14.2%	1-25
Business	88	15.3%	1-38
Student affairs or academic affairs in higher education	153	26.5%	1-42
Counseling, psychological services, social work or other mental health services	158	27.4%	1-40
Elementary/primary or secondary (K-12), generally	59	10.2%	1-28
Elementary/primary or secondary (K-12) education with disabled children	171	29.6%	.5-40
Teaching in higher education	214	37.1%	.5-34
Other	96	16.6%	1-24
No prior work experience/Not applicable	45	7.8%	na
Total Respondents= 577	NA	NA	NA

Table IV-5: *Years of Experience Supervising Staff*

Professionals with Supervisory Experience	Range of Years of Experience	Average Years of Experience
Among those who currently supervise staff	1-37	8.1
Among those with supervisory experience including similar professional employment settings (n=453)	1-42	11.5

V. EARNINGS AND COMPENSATION

This section includes information on funding sources, annual compensation, and benefits.

Section Highlights

Funding Sources

- The large majority of respondents (88%) report their current position is funded with permanent institutional funds. (See Table V-1)
- Ninety percent (90%) of respondents are paid in the form of regular salaries for their work. (See Table V-2)

Annual Compensation

- As in all previous AHEAD benchmark survey reports, use of the data on annual compensation merits particular caution. Sample sizes are small and may not be representative of professionals across the country. Standard deviations of the data are often high indicating variability in responses. With these caveats in mind, the following highlights are offered as descriptive information.
- Annual earnings from the institution/employer for full-time employees ranges widely. Forty percent (40%) of respondents reported annual earnings in the \$50,001-\$70,000 range. (See Table V-3)
- Earnings were examined by functional job titles for additional descriptive information. Titles and function vary across institutions, so once again caution is necessary in applying these findings. Average income across functional job titles ranged from Directors (\$69,154) to Specialists (\$54,166). (See Table V-4)

Other Forms of Compensation

- Eleven percent (11%) of survey participants indicated they conduct outside consulting work or self-employment. Among full-time employees who conduct consulting activity (n=65) an average of \$5,950 is earned annually. The mode, or most common response from participants, was an annual earning of \$5,000 (See Table V-5)
- Respondents reported a variety of additional non-salary compensation and benefits. Over 75% report vacation (91%), sick leave (90.8), medical and/or dental for self (84.6%), life insurance (79.6%), and vision (76.3%) as benefits of employment.

Table V-1: *Funding Source for Current Position*

Funding Source	Frequency	Percent*
Permanent institutionally supplied funding	481	88.3%
Grants and/or other limited sources	7	1.3%
A mix of both funding types	32	5.9%
Don't know	15	2.8%
Not applicable	10	1.8%
Total Responses:	545	100.1%

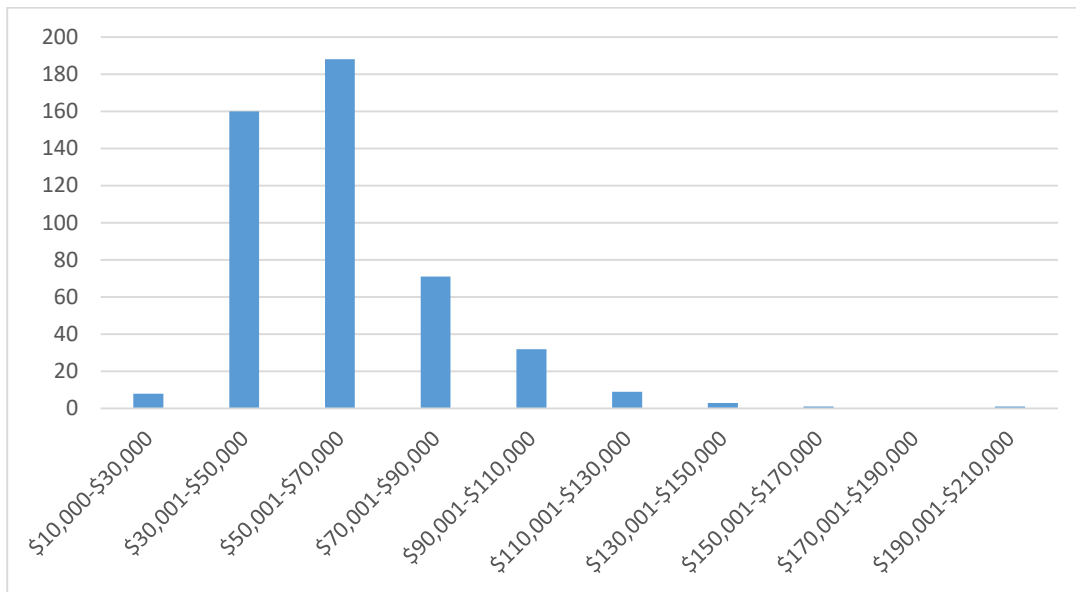
*Percentages for each category may total over 100 percent due to rounding.

Table V-2: *Remuneration Basis for Current Position*

Are you paid based on a salary, an hourly wage, or on a contract/temporary basis?		
Remuneration Basis	Frequency	Percent*
Salary	489	89.9%
Hourly wage	36	6.6%
Contract/temporary basis (e.g. freelance interpreters, consultants)	3	0.6%
Unpaid	1	0.2%
Other	9	1.7%
Not Applicable	6	1.1%
Total Responses	544	100.1%

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

Table and Figure V-3: *Annual Earning from Institution/Employer for Full-Time Employees*



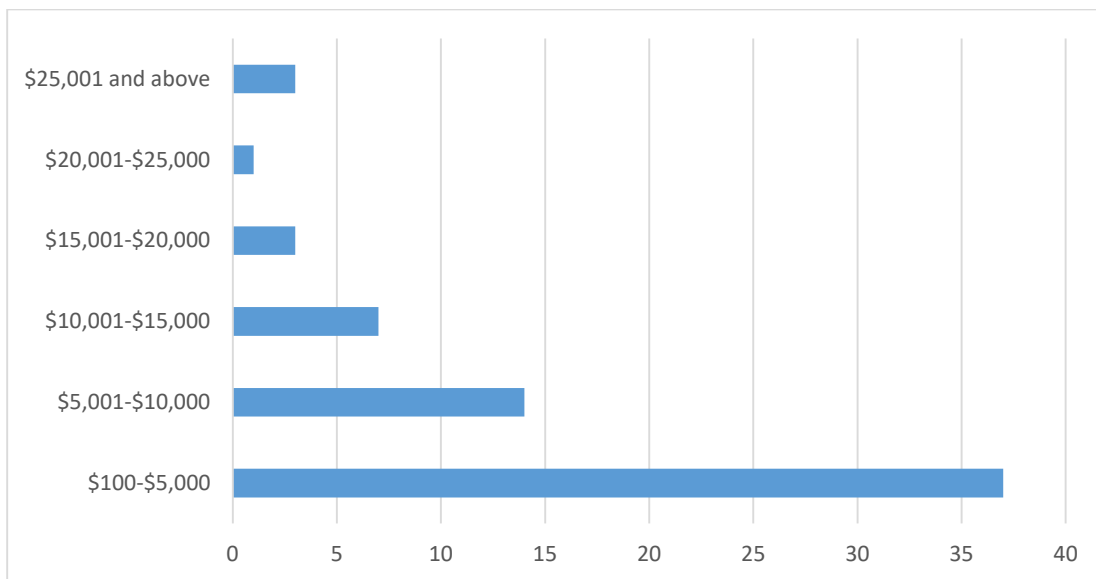
Annual Salary	Frequency	Percent*
\$10,000 - \$30,000	8	1.7%
\$30,001 - \$50,000	160	33.8%
\$50,001 - \$70,000	187	39.5%
\$70,001 - \$90,000	71	15.0%
\$90,001 - \$110,000	32	6.8%
\$110,001 - \$130,000	9	1.9%
\$130,001 - \$150,000	3	0.6%
\$150,001 - \$170,000	1	0.2%
\$170,001 - \$190,000	0	0
\$190,001 - \$210,000	1	0.2%
Total respondents	472	99.7%
Average \$61,496.90 (SD 21,977.70)		

*Percentages for each category may total less than 100 percent due to rounding.

Table V-4: *Annual Earning from Institution/Employer for Full-Time Employees by Functional Title*

Functional Title	Min	Max	Average	StdDev	Total Responses
Director	\$11,170	\$210,000	\$69,154	\$23,490	237
Associate or Assistant Director	\$30,000	\$119,000	\$56,420	\$15,638	70
ADA/504 Coordinator	\$30,000	\$210,000	\$62,699	\$25,470	135
Access Coordinator	\$30,000	\$170,000	\$55,561	\$19,785	165
Specialist (including Disability Specialist, Resource Specialist, Accessibility Specialist, etc.)	\$30,000	\$114,000	\$54,166	\$14,826	207
Assistive/Adaptive Technology Coordinator/Specialist	\$30,000	\$210,000	\$55,075	\$21,982	98
Advisor or Academic Counselor	\$32,000	\$140,000	\$58,873	\$19,773	114
Academic Coach	\$30,000	\$114,000	\$55,775	\$15,709	77
College Counselor, Psychologist	\$25,000	\$120,000	\$61,594	\$22,392	37

Table and Figure V-5: *Annual Earnings from Consulting or Self-Employment for Full-Time Employees*



Annual Earnings from Consulting or Self-Employment	Frequency	Percentage*
\$100 - \$5,000	37	56.9%
\$5,001 - \$10,000	14	21.5%
\$10,001 - \$15,000	7	10.8%
\$15,001 - \$20,000	3	4.6%
\$20,00 - \$25,000	1	1.5%
\$25,001 and above	3	4.6%
Total Respondents	65	99.9%
Average \$5,950.15		

*Percentages for each category may total less than 100 percent due to rounding.

Table V-6: *Annual Earnings from Consulting or Self-Employment for Full-Time Employees by Functional Title*

Functional Title	Min	Max	Average	StdDev	Total Responses
Director	0	\$24,000	\$2,292	\$4,568	89
Associate or Assistant Director	0	\$4,5000	\$3,020	\$8,905	25
ADA/504 Coordinator	0	\$24,000	\$2,349	\$5,226	44
Access Coordinator	0	\$32,000	\$1,681	\$5,002	57
Specialist (including Disability Specialist, Resource Specialist, Accessibility Specialist, etc.)	0	\$32,000	\$2,247	\$5,756	68
Assistive/Adaptive Technology Coordinator/Specialist	0	\$10,000	\$1,760	\$2,864	33
Advisor or Academic Counselor	0	\$20,000	\$1,570	\$3,830	37
Academic Coach	0	\$24,000	\$1,658	\$4,551	29
College Counselor, Psychologist	0	\$15,000	\$3,481	\$4,756	21

Table V-7: *Non-Salary Compensation and Benefits*

What other forms of compensation are you eligible to receive? Select all that apply.		
Compensation and Benefits	Frequency	Percent
Vacation	496	91.0%
Sick leave	495	90.8%
Medical and/or dental insurance for yourself	461	84.6%
Life insurance	434	79.6%
Vision plan	416	76.3%
Medical and/or dental insurance for family members	404	74.1%
Tuition waivers or reduced tuition fees for yourself	389	71.4%
Short term disability insurance	347	63.7%
Family leave	346	63.5%
Mandatory retirement plan or pension	338	62.0%
Tuition waivers or reduced tuition fees for family members, including your children	314	57.6%
Optional retirement plan	308	56.5%
Professional development funding	303	55.6%
Wellness program or fitness plan	279	51.2%
Flexible hours	174	31.9%
Reduced or waived transportation or parking expenses	60	11.0%
Daycare services, reduced rate childcare, or access to on-campus child care	52	9.5%
Time-sharing your job with another staff member	5	.9%
Other	23	4.2
I get no other compensation	6	1.1%
Not applicable	7	1.3%