

SUMMARY REPORT

The 2020 Biennial AHEAD Survey: Reporting on Disability Resource Professionals in Higher Education

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Acknowledgements

While the field is always indebted to the professionals who take the time to respond to the biennial AHEAD surveys, special thanks is warranted this year. During a fall term that will be remembered as occurring in the throes of the COVID-19 pandemic, over 630 professionals provided valuable information that continues 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, for their continued support of this research. Board members Amanda Kraus, President, and Zebadiah Hall, Equity Officer, played a valuable role in helping to raise awareness among the membership of the 2020 research call for participants.

Special thanks to Dr. Carol Marchetti for her collaboration on an intensive review of the findings of the biennial AHEAD surveys since 2008. A summary of this work can be found in AHEAD's *Journal of Postsecondary Education and Disability*, 33(2). This review played an important role in identifying the refinements and improvements that are reflected in the 2020 iteration of the biennial AHEAD survey.

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I. SURVEY BACKGROUND

Purpose

The 2020 Biennial AHEAD Survey: Reporting on Disability Resource Professionals in Higher Education continues the tradition of AHEAD's work to provide benchmark data for the field of postsecondary disability. 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 resource professionals, including personal statistics (e.g., age, gender, ethnicity), professional backgrounds, and salary information
- Continue to learn about and document the evolving administration and work of disability resource offices, including the structure of services and supports, staffing patterns, students served, and institutional reporting lines; and
- Provide practical information to guide administrators in disability resource offices and at AHEAD, including which types of resources, and professional development opportunities are needed by disability resource professionals.

What's New in 2020

The biennial AHEAD surveys are designed to provide data about disability resource *professionals* and disability resource *programs* in an alternating schedule of survey administration. The 2020 survey gathered information about disability resource *professionals* including their work, background, experience, and salaries. Data collection in 2022 will focus on disability resource *programs*. Updates and changes to the survey this year focused on revising wording and formatting of selected questions to enhance reliability, validity, and usefulness of research findings over time. The revisions were based on outcomes of an extensive review of all the AHEAD biennial surveys conducted since 2008. A complete description of this review process is available in AHEAD's *Journal of Postsecondary Education and Disability* ([Scott & Marchetti, 2021](#)).

In response to interest on the part of the AHEAD Board of Directors to better understand diversity of professionals in the field, the biennial survey questions related to race, ethnicity, gender identity, and sexual orientation were reviewed. In consultation with members of the REDD (Racial and Ethnic Diversity and Disability) and LGBTQA Knowledge and Practice communities, wording was revised and expanded to begin the process of increasing AHEAD's understanding and awareness of these aspects of diversity among disability resource professionals.

The 2020 Topical Supplement: COVID-19 Transitions

In addition to the core benchmark questions on professionals and programs the biennial survey is used to gather selected information on a current “hot topic” for the field. This year, the topical supplement focused on the experiences of disability resource professionals during the COVID-19 transitions to remote learning and services in fall 2020. The findings of this topical supplement were provided in a separate special report, entitled *COVID-19 Transitions: An Update on Access, Barriers, and Supports Nine Months into the Pandemic* (Scott & Aquino, 2021).

Methodology

Survey Instrument. The questions on the survey were organized in three sections: About You (e.g., personal and professional background); About Your Current Job (e.g., primary job title, employment time allocation, institutional characteristics); and Salary and Benefits. The fourth section of the survey was comprised of new questions devoted to the special topical focus on COVID-19 transition experiences.

Data Collection. In November 2020, an e-mail was sent out to all AHEAD members inviting their participation and providing a link to the online survey instrument posted on the Alchemer survey platform. Follow up e-mails were sent to the membership through general e-mail distribution and AHEAD Community Lists. Announcements inviting member participation were included on the AHEAD home page and promoted over a six-week period.

Response Rate. In December 2020, AHEAD’s membership roster included 4,377 members. There was a total of 776 hits on the survey with an 85% survey completion rate. After cleaning of the data including removal of partial responses and non-AHEAD members, there were 631 usable responses. This reflects a 14% usable response rate.

The Structure of This Report

The findings of the 2020 survey are organized into four broad areas: Demographics about the respondents, current employment, professional experience, and earning and compensation. A brief summary of notable findings is provided at the beginning of each section. These *Section Highlights* are followed by related tables and figures to allow readers to view findings in more detail.

References

Scott, S., & Aquino, K. (2021, February). *COVID-19 Transitions: An Update on Access, Barriers, and Supports Nine Months into the Pandemic*. Huntersville, NC: The Association on Higher Education and Disability.

Scott, S., & Marchetti, C. (2021). A review of the biennial AHEAD surveys: Trends and changes in the demographics and work of disability resource professionals in the U.S. *Journal of Postsecondary Education and Disability*, 34(2), 107-126.

II. DEMOGRAPHIC DATA ABOUT RESPONDENTS

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

Section Highlights

Gender, Sexual Orientation, Race/Ethnicity and Age

- Data on respondents who identify as transgender/trans (.5%) and genderqueer (1.1%) were collected for the first time in 2020 and will provide a baseline for data collection going forward. The large majority of respondents continue to identify as women (79%) and a slight increase was seen in individuals who indicated otherwise identified (1.0%) compared to previous years. (See Table II-1)
- A new demographic characteristic gathered in 2020 related to sexual orientation. Responses indicated 81% of participants identified as straight/heterosexual followed by bisexual/bi (5.5%) and lesbian/gay woman (3.9%). (See Table II-1)
- Racial/Ethnic composition of respondents continued to be largely White (Anglo, European descent) (86%) and similar to rates in previous reporting years. (See Table II-2)
- The age distribution of respondents reflected a slight shift to a younger population. In 2020, 64% of respondents reporting being age 50 or younger compared to 55% of respondents in 2016. (See Table II-3)

Disability

- The number of participants who report having a disability has shown a slight increasing trend over time growing from 38.2% in 2012, to 39.5% in 2016, to 43.4% in 2020. (See Table II-4)
- The most prevalent disability experiences of respondents continue to be chronic/other health and psychological /psychiatric. Among participants who identified as disabled (n=270) the prevalence of psychological disability has increased from 31% in 2016 to 45.2% in 2020. (See Table II-5)

Geographic Location

- Respondents were almost exclusively from the United States and evenly distributed among all four regions of the U.S. (Southern, 23.4%; Midwestern 29.6%; Northeastern 24.1%; and Western 21.2%). (See Table II-6)
- Respondents from locations outside of the U.S. (1.5% of total participants) were predominantly professionals in Canada.

Education and Fields of Influence

- The large majority of respondents (75.5%) hold a master's level degree. (See Table II-7)
- Fourteen percent (14%) of respondents are currently pursuing additional education. Of that group, 64% are working on doctoral degrees compared to 53% in 2016. (See Table II-8)
- Respondents continue to identify three top fields of influence as informing their work: Laws and legal compliance (4.2 on a 5-point scale), student services in higher education (4.1) and higher education administration (3.8%). (See Table II-9)
- "Other" fields of influence suggested by multiple respondents included Social Justice, Human Rights, Diversity Education, Student Development, and Teaching and Learning.

Gender, Sexual Orientation, Race/Ethnicity and Age

Table II-1

Respondents' Gender and Sexual Orientation

Characteristic of Survey Respondents	Frequency	Percent
<u>Gender*</u> (624 respondents)		
Female	489	78.9
Male	107	17.3
Transgender/trans	3	.5
Genderqueer	7	1.1
Otherwise Identified	6	1.0
Prefer Not to Say	12	1.9
<u>Sexual Orientation*</u> (624 respondents)		
Straight/heterosexual	505	81.6
Lesbian/gay woman	24	3.9
Gay man	16	2.6
Bisexual/bi	34	5.5
Otherwise identified	18	2.9
Prefer not to say	27	4.4

*NOTE: Respondents could indicate more than one response so the total of percentages may not equal 100%.

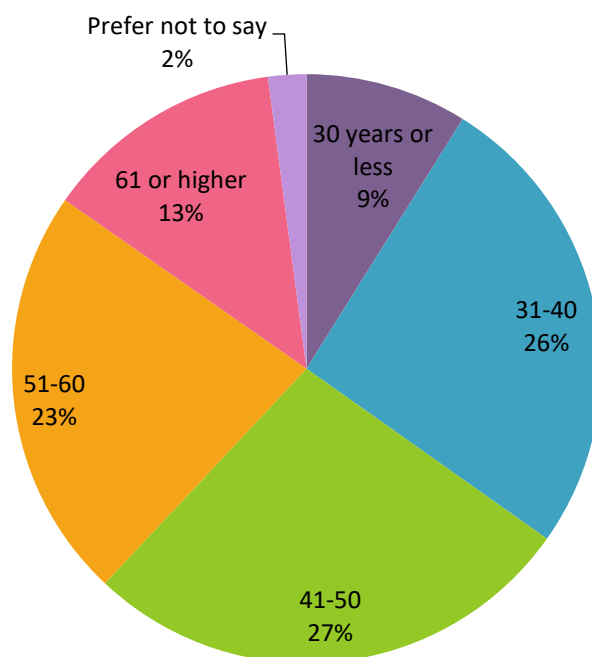
Table II- 2*Respondents' Reported Race/Ethnicity*

Characteristic of Survey Respondents	Frequency	Percent
<u>Race/Ethnicity*</u> (622 respondents)		
White (Anglo, European descent)	534	86
Black (African-American, African, Atlantic Islander, Indian Islander)	31	5.0
Hispanic or Latino (Mexican, Puerto Rican, Cuban, other Hispanic or Latin descent)	28	4.5
Biracial or Multi-racial	5	.8
American Indian, Alaska Native, or a member of an indigenous people	9	1.4
Asian (Asian Indian, Chinese, Filipino, Japanese, other Asian)	17	2.7
Prefer not to say	20	3.2
Middle Eastern	1	.2
Native Hawaiian or Other Pacific Islander	1	.2
I categorize myself differently from those offered above.	4	.6

*NOTE: Respondents could indicate more than one response so the total of percentages may not equal 100%.

Table and Figure II- 3

Current Age of Respondents in Years



Age in Years (621 respondents)	Frequency	Percent
30 or less	55	8.9
31-40	161	25.9
41-50	169	27.2
51-60	141	22.7
61 or higher	82	13.2
Prefer not to say	13	2.1

Disability

Table II-4:

Personal Disability Experience

Do you consider yourself a person with a disability?	Yes	Yes, Culturally Deaf	At Times	No, But a Close Family Member Does	No	Other	Prefer Not to Say	Total
Frequency	196	7	67	100	224	15	13	622
Percent	31.5	1.1	10.8	16.1	36.0	2.4	2.1	100

Table II-5:

Personal Disability Experience by Disability Type

My personal disability experience is related to: * (303 Respondents)	Frequency	Percent of All (477) Experiences of Disability	Percent Among Respondents Reporting a Personal Disability Experience (n=270**)
Attention/Hyperactivity	52	10.9	19.3
Chronic/Other health	98	20.5	36.3
Hearing	34	7.1	12.6
Intellectual	1	.2	0.0
Learning	32	6.7	11.9
Mobility	59	12.4	21.9
Motor activity	13	2.7	4.8
Psychological/Psychiatric	122	25.6	45.2
Speaking	5	1.0	1.9
Vision	24	5.0	8.9
Other area of life	19	4.0	7.0
Prefer not to say	18	3.8	6.7
Total experiences of disability	477	99.9	N/A

* NOTE: Respondents could indicate more than one response so the total of the percentages may not equal 100%

**NOTE: Total “n” represents the number of respondents who reported at least one category for personal experience of disability.

Geographic Location

Table II-6:

Geographic Location by US Region, Canadian Province, Other

US Region (598 Respondents)	Frequency	Percent
<u>Southern Region</u> (AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, TX, VA, WV)	140	23.4
<u>Midwestern Region</u> (IA, IL, IN, KS, MI, MN, MO, NE, ND, OH, SD, WI)	177	29.6
<u>Northeastern Region</u> (CT, DE, DC, MA, ME, MD, NH, NJ, NY, PA, RI, VT)	144	24.1
<u>Western Region</u> (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY)	127	21.2
<u>Puerto Rico</u>	1	0.0
<u>Outside US Regions</u>		
<u>Canadian Province</u> (Alberta, British Columbia, Nova Scotia, Ontario, Quebec)	6	1.0
<u>Other</u> Trinidad and Tobago, Bermuda, Chile	3	1.0

Education and Fields of Influence

Table II-7:

Completed Education by Highest Degree Earned

Completed Education		
Degree (630 Respondents)	Frequency	Percent
High School or Equivalent	1	.2
Certificate	3	.5
A.A., A.A.S. or Associate's	1	.2
B.S., B.A., B.I. or other Bachelor's	56	8.9
M.A., M.S., M.S.W, M.Ed. or other Master's	475	75.5
Ph.D., Ed.D., J.D., MD, or other Doctorate	90	14.3
Other	3	.5

Table II-8:

Ongoing Education by Type of Degree Sought

Currently in School Working Toward a Degree			
Degree or certificate (622 Respondents)	Frequency	Percent of those (89) in School*	Percent of All
A Trade or Skill Certificate	1	1.1	.2
A.A., A.A.S. or other Associate's	1	1.1	.2
B.S., B.A., B.I. or other Bachelor's	0	0.0	.0
M.A., M.S., M.S.W, M.Ed. or other Master's	25	28.1	4.0
Ph.D., Ed.D., J.D., MD, or other Doctorate	57	64.0	9.2
Other	5	5.6	.8
Total in School	89	99.9	14.4
Not in School	533	N/A	85.7

Table II-9: 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
Disability Studies							
Count	24	35	96	169	293	617	3.6
Row Percent*	3.9%	5.7%	15.6%	27.4%	47.5%	100.1%	NA
Higher Education Administration							
Count	34	44	134	207	188	607	3.8
Row Percent	5.6%	7.2%	22.1%	34.1%	31.0%	100.0%	NA
Interpreting							
Count	223	140	133	58	30	584	2.7
Row Percent	38.2%	24.0%	22.8%	9.9%	5.1%	100.0%	NA
Laws and Legal Compliance							
Count	12	27	94	181	288	602	4.2
Row Percent	5.6%	7.2%	22.1%	34.1%	31.0%	100.0%	NA
Psychology (clinical, cognitive, school, educational)							
Count	56	80	181	174	103	594	2.6
Row Percent	9.4%	13.5%	30.5%	29.3%	17.3%	100.0%	NA
Rehabilitation Counseling							
Count	189	149	136	65	43	582	2.4
Row Percent*	32.5%	25.6%	23.4%	11.2%	7.4%	100.1%	NA
Special Education							
Count	164	138	139	87	59	587	2.6
Row Percent	27.9%	23.5%	23.7%	14.8%	10.1%	100.0%	NA
Student Services in Higher Education							
Count	19	27	92	195	274	607	4.1
Row Percent*	3.1%	4.4%	15.2%	32.1%	45.1%	99.9%	NA
Technology (AT, IT)							
Count	28	76	188	202	105	599	3.5
Row Percent	4.7%	12.7%	31.4%	33.7%	17.5%	100.0%	NA
Universal Design (UD, UD-IL)							
Count	31	69	171	196	133	600	3.6
Row Percent*	5.2%	11.5%	28.5%	32.7%	22.2%	100.1%	NA

III. CURRENT POSITION

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

Section Highlights

Primary and Descriptive Job Titles

- New in 2020, participants were asked to identify the job title that most closely aligns with their *primary* role in disability resources. The three most frequently reported job titles were Director (43.8%), Associate Director (14.4%), and Access Coordinator (13.6%). (See Table III-1)
- As in previous surveys, participants were also asked to identify *descriptive* job titles that reflect the functional roles of their work. Large discrepancies exist between primary and descriptive job titles. For example, ADA/504 Coordinator was a primary job title for 4.9% of respondents but a functional role for 28.2%. Assistive/Adaptive Technology Coordinator was a primary role for 1.6% of participants vs. a functional role for 27.9%. (See Table III-2)
- Changes in reported job functions in AHEAD surveys over time reflect shifting professional demands of disability resource work. Growing areas of responsibility include serving as an Assistive/Adaptive Technology Coordinator (reported by 14.3% in 2012, 20.1% in 2016, and 27.9% in 2020); Access Coordinator (35.2% in 2016 vs. 42.5% in 2020); and Academic Coach (15.7% in 2016 vs. 22.4% in 2020). (See Table III-2)

Time Allocation

- Eighty-nine percent (89%) of respondents were 12-month employees (See Table III-3) working 35 hours or more per week. (See Table III-4)
- Over half (58%) of respondents reported that 100% of their FTE is allocated to disability resources. (See Table III-5)
- Working with the campus community on disability issues is increasingly recognized as an important part of disability resource work. In 2020, 31% of respondents indicated they allocate 50% or more of their FTE to campus community work; in 2016 only 13.3% reported this level of time allocation. (See Table III-6)

Other

- A master's level degree is required for new hires in the large majority (70%) of respondent positions. (See Table III-7)
- In 2020, a slightly greater percentage of respondents (60%) reported being in their current position five years or less compared to 51% of respondents in 2016. (See Table III-8)

- The majority of respondents (62%) currently supervise staff other than students with an average of 10.4 years of supervisory experience overall. (See Table III-9)

Primary and Descriptive Job Titles

Table III-1:

*Job Title That Most Closely Aligns with **Primary Role** in Disability Resources*

Select the standard job title that most closely aligns with your primary role in disability resources. (609 Respondents)	Frequency	Percent
Director	267	43.8
Associate or Assistant Director	88	14.4
ADA/504 Coordinator	30	4.9
Access Coordinator	83	13.6
Specialist (including Resource Specialist, Accessibility Specialist, etc)	58	9.5
Assistive/Adaptive Technology Coordinator	10	1.6
Advisor or Academic Counselor	11	1.8
Academic Coach	2	.3
College Counselor/Psychologist	1	.2
Diagnostician	1	.2
College Professor (asst, assoc, full), Lecturer, Instructor	1	.2
Sign Language Interpreter	1	.2
Specialist for Learning Disabilities	2	.3
Administrative Assistant, Secretary, Receptionist	1	.2
Disability Resources Higher Education Consultant	9	1.5
Other - Write In	38	6.2
Not Applicable	7	1.1

Table III-2:*Descriptive Job Titles That Reflect **Current Work Roles***

Descriptive Job Titles* (594 Respondents)	Frequency	Percent
Director	290	48.7
Associate or Assistant Director	112	18.8
ADA/504 Coordinator	168	28.2
Access Coordinator	253	42.5
Specialist (including Resource Specialist, Accessibility Specialist, etc.)	200	33.6
Assistive/Adaptive Technology Coordinator/Specialist	166	27.9
Advisor or Academic Counselor	149	25.0
Academic Coach	133	22.4
College Counselor, Psychologist	43	7.2
Diagnostician	5	0.8
College Professor (Asst., Assoc., Full), Lecturer, Instructor	59	9.9
Sign Language Interpreter	18	3.0
Specialist for Vision Impairment/Blind	37	6.2
Specialist for Learning Disability	84	14.1
Administrative Assistant, Secretary, Receptionist	44	7.4
Disability Resources Higher Education Consultant	141	23.7
Other	52	8.7
Not Applicable	16	2.7

* NOTE: Respondents could indicate more than one response so the total of percentages may not equal 100%.

Table III-3:*Current Position by Calendar/Contract Basis*

Position Schedule (604 Respondents)	Frequency	Percent
Academic year (with the option of working during the summer)	35	5.8
Academic year (I cannot work during the summer)	11	1.8
Year-round 12-month position	536	88.7
Temporary position	2	0.3
Other	15	2.5
Not Applicable	5	0.8

Time Allocation

Table III-4:

Current Employment Status by Designated Staffing Hours

Employment Status* (631 Respondents)	Frequency	Percent
Employed Full-time (100%) – 35 hours per week or more	599	94.9
Employed Part-time (75%) – approximately 30 hours per week	9	1.4
Employed Part-time (50%) – approximately 20 hours per week	12	1.9
Employed Less than half time – less than 20 hours per week	3	0.5
Self Employed/Consultant Part-time (75%) – approximately 30 hours per week	1	0.2
Self Employed/Consultant Part-time (50%) – approximately 20 hours per week	2	0.3
Self Employed/Consultant Less than half time – less than 20 hours per week	7	1.1
Engaged as a Volunteer or Unpaid Intern	1	0.2
I am a Student Worker at my school	4	0.6
Retired Fully or Partially	6	1.0
Other	3	0.5

**NOTE: Respondents could indicate more than one response so the total of percentages may not equal 100%.*

Table III-5:*Proportion of Respondent's FTE Designated for Disability Resources*

Amount of Time as % of FTE (607 Respondents)	Frequency	Percent
100%	349	57.5
75%-99%	137	22.6
50%-74%	58	9.6
Less than 50%	39	6.4
Not applicable	24	4.0

Table III-6:*Proportion of FTE Allocated to Working with the Campus Community on Disability Issues*

Amount of Time as % of FTE (606 Respondents)	Frequency	Percent
75%-100%	115	19.0
50%-74%	75	12.4
25%-49%	145	23.9
1%-24%	234	38.6
0%	12	2.0
Not applicable	25	4.1

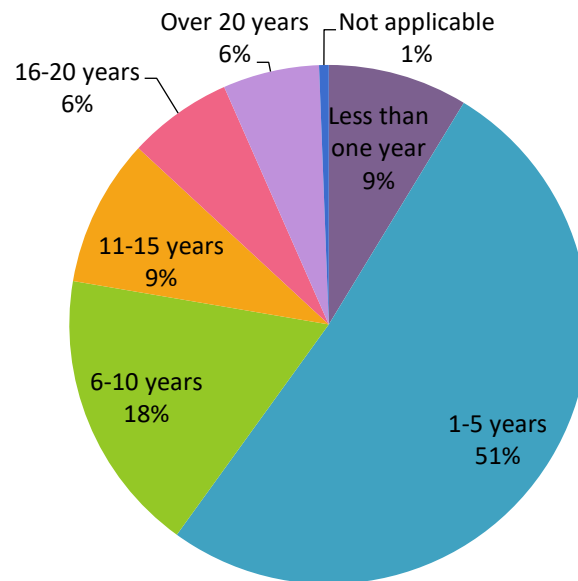
Other

Table III-7:

Minimum Education Level Required for New Hires in Respondent's Current Job

Education Level (604 Respondents)	Frequency	Percent
High School Diploma, G.E.D. or other certificate for completion of secondary level education	3	.5
A.A., A.A.S. or other associate degree	5	.8
B.S., B.A., B.I. or other bachelor's degree	152	25.2
M.A., M.S., M.S.W, M.Ed. or other master's degree	422	69.9
Ph.D., Ed.D., J.D. or other doctorate degree	15	2.5
Other	7	1.2

Table and Figure III-8:
Number of Years in Current Employment Position



Years in Current Position (631 Respondents)	Frequency	Percent
Less than one year	55	8.7
1-5	323	51.2
6-10	112	17.7
11-15	58	9.2
16-20	41	6.5
Over 20 years	38	6.0
Not Applicable	4	0.6

Table III-9:

Experience Supervising Professional Staff

Supervisory Experience (621 Respondents)	Frequency	Percent
Yes, I currently supervise staff.	388	62.4
Not currently, but I have in the past.	143	23.0
No, I have never supervised staff.	85	13.7
Not Applicable	6	1.0

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

- Respondents reflected a range of years of experience working in disability resources in higher education. The largest single group of respondents (34%) reported between one and five years of experience; 21% reported six to ten years. (See Table IV-1)
- Similar to previous survey findings, approximately half (49%) of respondents have been AHEAD members for five years or more. Respondents reported an average of 5.3 years of membership. (See Table IV-2)
- When asked about years of experience working in higher education in any capacity, respondents reported a range of experience. The largest single group of respondents (24%) has worked in higher education for over 20 years. However, 22% reported 6-10 years and 1-5 years respectively. (See Table IV-3)

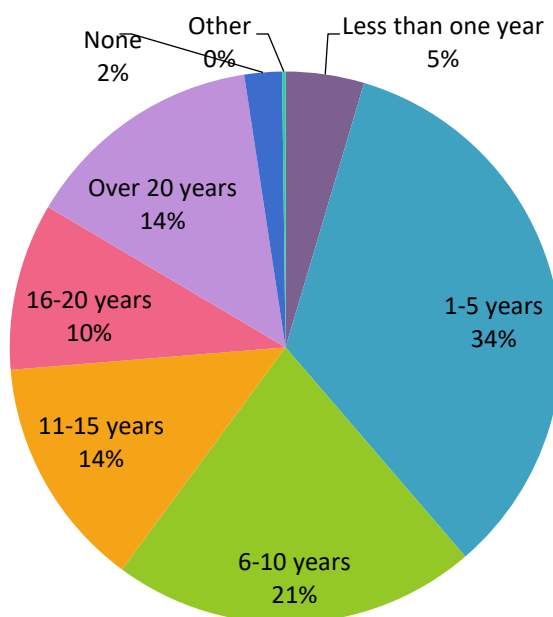
Experience in Other Fields

- Respondents bring a variety of work experiences from related fields. Most frequently reported are experience *teaching* (in higher education, 36.6%; in K-12 with disabled students 26.4%), *student or academic affairs* in higher education (34.8%), and *counseling or mental health work* (27.2%). (See Table IV-4)
- Supervisory experience across settings is extensive, with an average of 10.4 years of supervising staff in current and other employment settings. (See Table IV-5)

Experience in Higher Education

Table and Figure IV-1:

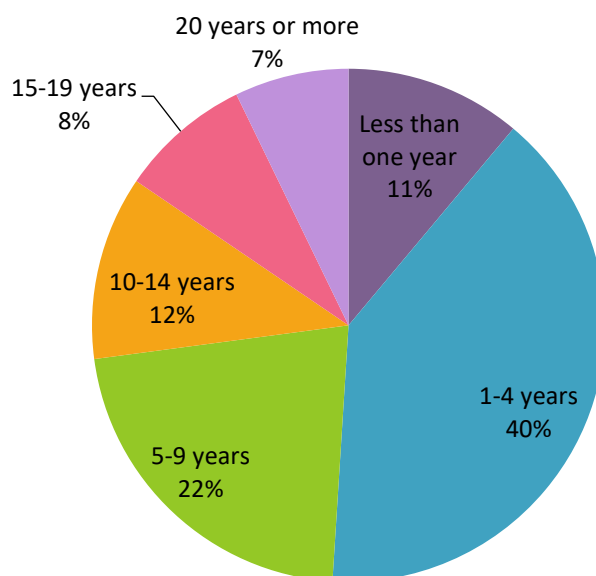
Years of Experience Working in Disability Resources in a Higher Education Setting



Years (631 Respondents)	Frequency	Percent
Less than one	29	4.6
1-5	215	34.1
6-10	135	21.4
11-15	86	13.6
16-20	62	9.8
Over 20	89	14.1
None	14	2.2
Other	1	.2

Table IV-2:

Number of Years of Membership in AHEAD



Years (629 Respondents)	Frequency	Percent
Less than one year	70	11.1
1-4 years	251	39.9
5-9 years	138	21.9
10-14 years	73	11.6
15-19 years	52	8.3
20 years or more	45	7.2

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

Years in Higher Education (628 Respondents)	Frequency	Percent
Less than one year	11	1.8
1-5	140	22.3
6-10	140	22.3
11-15	103	16.4
16-20	80	12.7
Over 20	150	23.9
None	4	.6

Experience in Other Fields

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

Field of Experience* (613 Respondents)	Frequency	Percent	Range of Reported Years of Experience
Teaching in higher education	229	36.6	.5-50
Elementary/primary or secondary (K-12) education related to disability	165	26.4	.33-47
Elementary/primary or secondary (K-12), NOT related to disability	78	12.5	1-47
Counseling, psychological services, social work or other mental health services	170	27.2	1-47
Student affairs or academic affairs in higher education	218	34.8	1-46
Business	75	12.0	1-41
Allied health services and medical professions	30	4.8	1-25
Vocational or rehabilitation services	91	14.5	1-40
Law or legal services	31	5.0	1-35
Other	83	13.3	1-36
No prior work experience	28	4.5	NA

*NOTE: Respondents could indicate more than one response so the total of percentages may not be equal to 100%.

Table IV-5:

Years of Experience Supervising Staff

Years of Experience Supervising Staff	Responses	Minimum	25 th percentile	Median	75th percentile	Maximum
In current position (for those who currently supervise staff)	386	1	2	5	10	41
Total in current position and prior similar employment settings (for those with supervisory experience including similar professional employment settings)	489	1	5	10	15	47

V. EARNINGS AND COMPENSATION

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

Section Highlights

Funding Sources

- The large majority of respondents (90%) reported their current position is funded with permanent institutional funds. This percentage has increased steadily over time (79% in 2010, 85% in 2012, and 88% in 2016). (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

- The 2020 survey contained several modified questions that effect reporting of findings in annual compensation. While this limits direct comparisons to previous survey reports, it also enhances the clarity of findings.
- As a group, full-time employees working 12 months per year earn a wide range of salaries varying from \$10,001 up to \$170,000. The most commonly reported salary range was \$50,001-60,000 (19.7%). (See Table V-3)
- The introduction of a new question pertaining to primary job roll title allowed reporting of salaries correlating to job titles.
- Respondents with the title of *Director* reported salaries ranging from \$40,001- \$170,000. Just over half (51%) of Directors reported earning between \$50,001-\$90,000. (See Table V-4)
- *Associate or Assistant Directors* reported salaries ranging from \$30,001-\$110,000. Fifty-four percent (54%) earn between \$50,001-\$70,000. (See Table V-5)
- *ADA/504 Coordinators* reported salaries ranging from \$20,001-\$120,000. The most commonly reported salary range was bimodal: \$30,001-\$40,000 (16%) and \$50,001-\$60,000. (See Table V-6)
- *Access Coordinators* reported earning between \$10,001-\$110,000. The most common salary range was \$40,001-\$50,000 (42%).(See Table V-7)
- *Specialists* reported salaries between \$30,001-\$100,000. Thirty percent (30%) reported annual salary of \$40,001-\$50,000. (See Table V-8)

Other Forms of Compensation

- Twenty-three percent (23%) of survey participants indicated they conduct outside consulting work or are self-employed. This is over twice the percentage of respondents in 2016 (11%). Earnings ranged from under \$10,000 to \$140,000. The majority (64%) reported annual earnings of \$10,000 or less. (See Table V-9)
- Respondents reported a notable increase in many additional non-salary benefits in 2020. Compared to 2012 and 2016 survey findings, more professionals reported the provision of a greater number of non-salary benefits. Some of the greatest increases were seen in the availability of family leave (64% in 2016 vs. 84% in 2020), medical/dental care for family members (74% in 2016 vs. 89% in 2020), provision of a vision plan (68% in 2012 vs. 88% in 2020), and an optional retirement plan (55% in 2012 vs. 69% in 2020). (See Table V-10)

Funding Sources

Table V-1:

Funding Source for Current Position

Funding Source (603 Respondents)	Frequency	Percent
Permanent institutionally supplied funding	542	89.9
Grants and/or other limited sources	18	3.0
A mix of both funding types	23	3.8
Don't know	13	2.2
Not applicable	7	1.2

Table V-2:

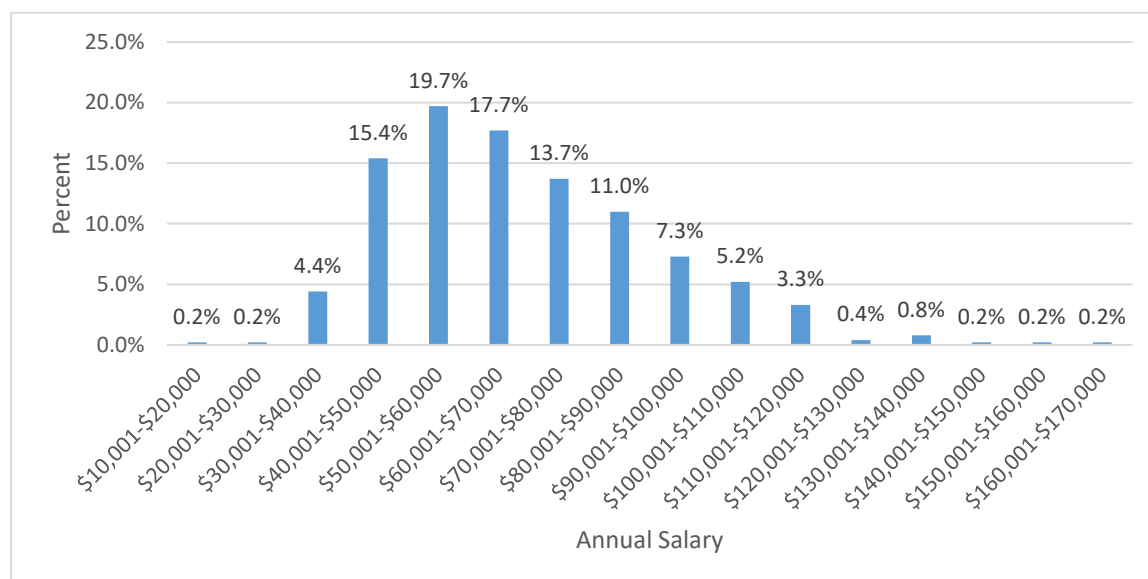
Remuneration Basis for Current Position

Remuneration Basis (602 Respondents)	Frequency	Percent
Salary	551	91.5
Hourly wage	43	7.1
Contract/temporary basis (e.g. freelance interpreters, consultants)	2	.3
Other	2	.3
Not Applicable	4	.7

Annual Compensation

Table and Figure V-3:

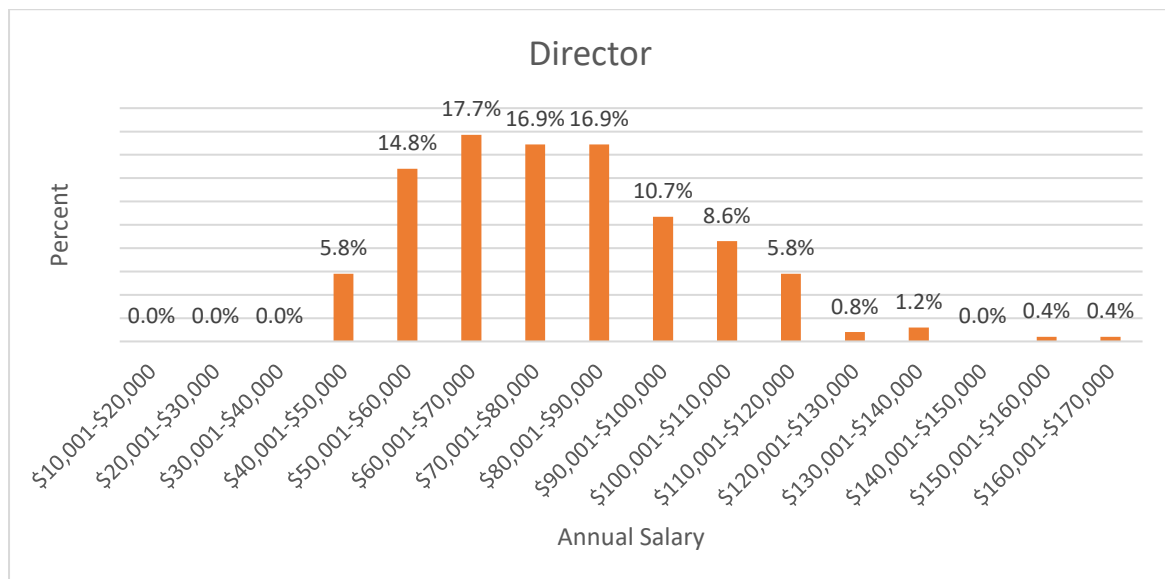
Annual Earning from Institution/Employer for Full-Time Employees Working 12 Months



Annual Salary (518 Respondents)	Frequency	Percent
\$10,001-\$20,000	1	.2
\$20,001-\$30,000	1	.2
\$30,001-\$40,000	23	4.4
\$40,001-\$50,000	80	15.4
\$50,001-\$60,000	102	19.7
\$60,001-\$70,000	92	17.7
\$70,001-\$80,000	71	13.7
\$80,001-\$90,000	57	11.0
\$90,001-\$100,000	38	7.3
\$100,001-\$110,000	27	5.2
\$110,001-\$120,000	17	3.3
\$120,001-\$130,000	2	.4
\$130,001-\$140,000	4	.8
\$140,001-\$150,000	1	.2
\$150,001-\$160,000	1	.2
\$160,001-\$170,000	1	.2

Table and Figure V-4:

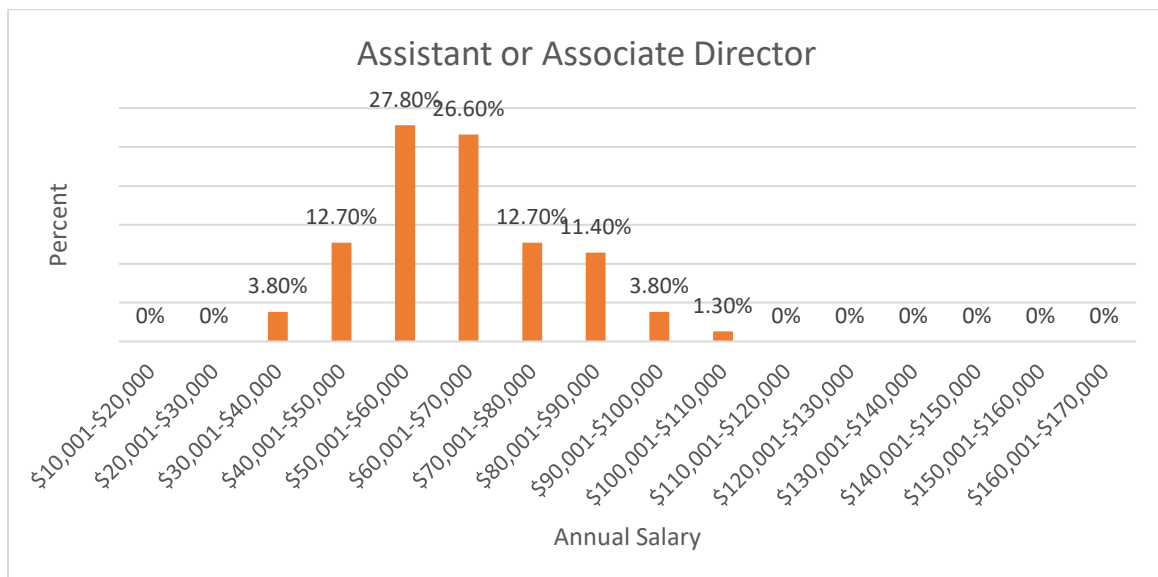
Annual Earning from Institution/Employer for Full-Time Employees Working 12 Months by Primary Roll Job Title: Director



Annual Salary: Director	Frequency	Percent	Percent of All Respondents
\$10,001-\$20,000	0	.0	0
\$20,001-\$30,000	0	.0	0
\$30,001-\$40,000	0	.0	0
\$40,001-\$50,000	14	5.8	2.7
\$50,001-\$60,000	36	14.8	6.9
\$60,001-\$70,000	43	17.7	8.3
\$70,001-\$80,000	41	16.9	7.9
\$80,001-\$90,000	41	16.9	7.9
\$90,001-\$100,000	26	10.7	5
\$100,001-\$110,000	21	8.6	4.1
\$110,001-\$120,000	14	5.8	2.7
\$120,001-\$130,000	2	.8	.4
\$130,001-\$140,000	3	1.2	.6
\$140,001-\$150,000	0	.0	0
\$150,001-\$160,000	1	.4	.2
\$160,001-\$170,000	1	.4	.2
Total	243	100	46.9

Table and Figure V-5:

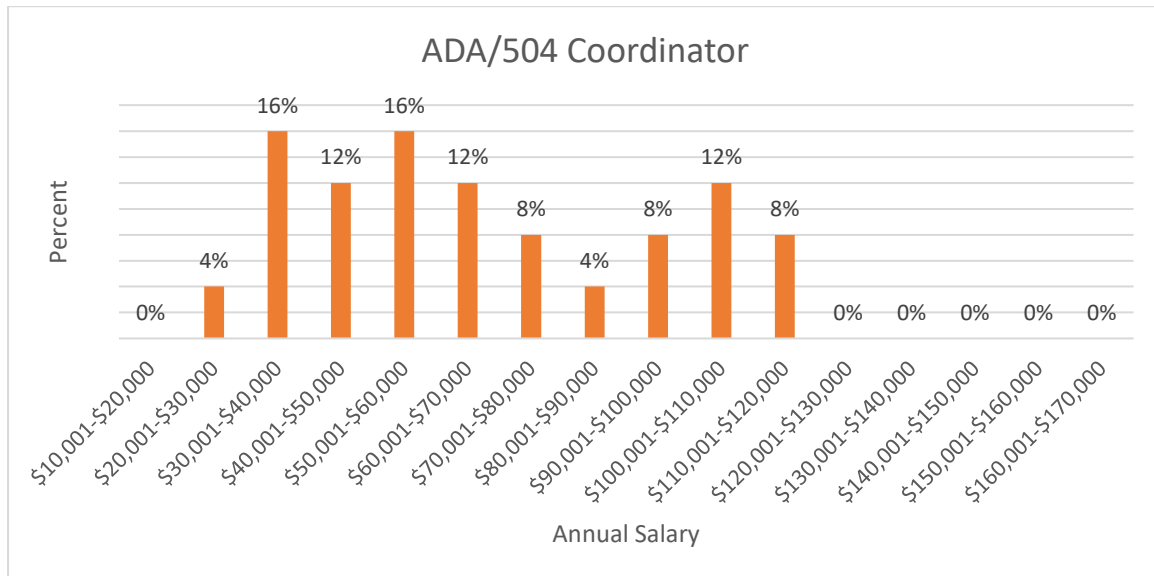
Annual Earning from Institution/Employer for Full-Time Employees Working 12 Months by Primary Roll Job Title: Assistant or Associate Director



Annual Salary	Frequency	Percent	Percent of All Respondents
\$10,001-\$20,000	0	0	0
\$20,001-\$30,000	0	0	0
\$30,001-\$40,000	3	3.8	.6
\$40,001-\$50,000	10	12.7	1.9
\$50,001-\$60,000	22	27.8	4.2
\$60,001-\$70,000	21	26.6	4.1
\$70,001-\$80,000	10	12.7	1.9
\$80,001-\$90,000	9	11.4	1.7
\$90,001-\$100,000	3	3.8	.6
\$100,001-\$110,000	1	1.3	.2
\$110,001-\$120,000	0	0	0
\$120,001-\$130,000	0	0	0
\$130,001-\$140,000	0	0	0
\$140,001-\$150,000	0	0	0
\$150,001-\$160,000	0	0	0
\$160,001-\$170,000	0	0	0
Total	79	100	15.2

Table and Figure V-6:

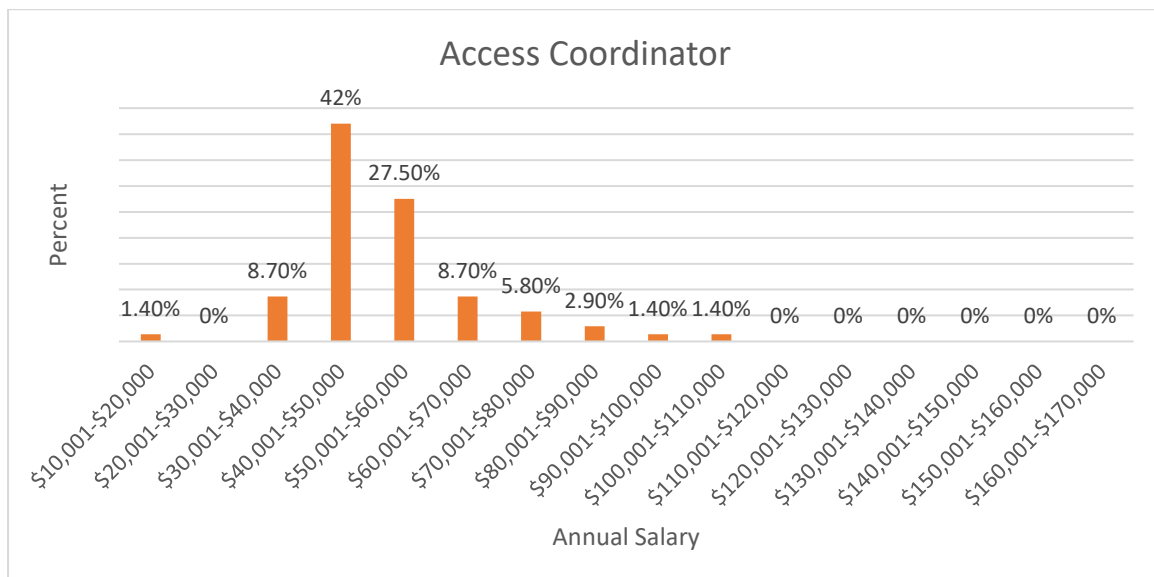
Annual Earning from Institution/Employer for Full-Time Employees Working 12 Months by Primary Roll Job Title: ADA/504 Coordinator



Annual Salary	Frequency	Percent	Percent of All Respondents
\$10,001-\$20,000	0	0	0
\$20,001-\$30,000	1	4	.2
\$30,001-\$40,000	4	16	.8
\$40,001-\$50,000	3	12	.6
\$50,001-\$60,000	4	16	.8
\$60,001-\$70,000	3	12	.6
\$70,001-\$80,000	2	8	.4
\$80,001-\$90,000	1	4	.2
\$90,001-\$100,000	2	8	.4
\$100,001-\$110,000	3	12	.6
\$110,001-\$120,000	2	8	.4
\$120,001-\$130,000	0	0	0
\$130,001-\$140,000	0	0	0
\$140,001-\$150,000	0	0	0
\$150,001-\$160,000	0	0	0
\$160,001-\$170,000	0	0	0
Total Respondents	25	100	5

Table and Figure V-7:

Annual Earning from Institution/Employer for Full-Time Employees Working 12 Months by Primary Roll Job Title: Access Coordinator



Annual Salary	Frequency	Percent	Percent of All Respondents
\$10,001-\$20,000	1	1.4	.2
\$20,001-\$30,000	0	0	0
\$30,001-\$40,000	6	8.7	1.2
\$40,001-\$50,000	29	42	5.6
\$50,001-\$60,000	19	27.5	3.7
\$60,001-\$70,000	6	8.7	1.2
\$70,001-\$80,000	4	5.8	.8
\$80,001-\$90,000	2	2.9	.4
\$90,001-\$100,000	1	1.4	.2
\$100,001-\$110,000	1	1.4	.2
\$110,001-\$120,000	0	0	0
\$120,001-\$130,000	0	0	0
\$130,001-\$140,000	0	0	0
\$140,001-\$150,000	0	0	0
\$150,001-\$160,000	0	0	0
\$160,001-\$170,000	0	0	0
Total	69	99.8	13.5

Table and Figure V-8: Annual Earning from Institution/Employer for Full-Time Employees Working 12 Months by Primary Roll Job Title: Specialist (including Resource Specialist, Accessibility Specialist, etc)



Annual Salary	Frequency	Percent	Percent of All Respondents
\$10,001-\$20,000	0	0	0
\$20,001-\$30,000	0	0	0
\$30,001-\$40,000	6	13.6	1.2
\$40,001-\$50,000	13	29.5	2.5
\$50,001-\$60,000	8	18.2	1.5
\$60,001-\$70,000	9	20.5	1.7
\$70,001-\$80,000	4	9.1	.8
\$80,001-\$90,000	2	4.5	.4
\$90,001-\$100,000	1	2.3	.2
\$100,001-\$110,000	0	0	0
\$110,001-\$120,000	0	0	0
\$120,001-\$130,000	0	0	0
\$130,001-\$140,000	0	0	0
\$140,001-\$150,000	0	0	0
\$150,001-\$160,000	0	0	0
\$160,001-\$170,000	0	0	0
Total	44	100	8.5

Other Forms of Compensation

Table and Figure V-9:

Annual Earnings from Consulting or Self-Employment

	Frequency	Percent
\$1 - \$10,000	86	14.7
\$10,001-\$20,000	13	2.2
\$20,001-\$30,000	2	.3
\$30,001-\$40,000	3	.5
\$40,001-\$50,000	7	1.2
\$50,001-\$60,000	5	.9
\$60,001-\$70,000	8	1.4
\$70,001-\$80,000	3	.5
\$80,001-\$90,000	1	.2
\$90,001-\$100,000	2	.3
\$100,001-\$110,000	4	.7
\$130,001-\$140,000	1	.2
Not applicable	451	77.0
Total Respondents	586	100.1

Table V-10:*Non-Salary Compensation and Benefits*

Compensation and Benefits (602 Respondents)	Frequency	Percent
Vacation	570	94.7
Sick leave	570	94.7
Family leave	503	83.6
Medical and/or dental insurance for yourself	563	93.5
Medical and/or dental insurance for family members	533	88.5
Vision plan	531	88.2
Mandatory retirement plan or pension	403	66.9
Optional retirement plan	416	69.1
Professional development funding	396	65.8
Flexible hours	206	34.2
Option to work remotely (not including temporary COVID-19 remote operations)	94	15.6
Tuition waivers or reduced tuition fees for yourself	490	81.4
Tuition waivers or reduced tuition fees for family members, including your children	404	67.1
Reduced or waived transportation or parking expenses	99	16.4
Daycare services, reduced rate childcare, or access to on-campus child care	86	14.3
Short term disability insurance	436	72.4
Life insurance	506	84.1
Wellness program or fitness plan	337	56.0
Time-sharing your job with another staff member	9	1.5
Other	16	2.7
I am not eligible for benefits or perks	5	.8
Not applicable	6	1.0