

The 2024 AHEAD Biennial Survey: Disability Resource Professionals in Higher Education

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By Tammy Berberi, PhD, MPA

The Association on Higher Education and Disability (AHEAD)
8015 West Kenton Circle, Suite 220
Huntersville, NC 2807

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Background

Purpose

The results of the 2024 AHEAD Biennial Survey of Disability Resource Professionals in Higher Education provide benchmark data for the field. Such data can be useful for self-advocacy and for making professional as well as staffing decisions. Findings also chart a course for AHEAD, which seeks to advance disability equity in higher education by providing timely professional development, guidance, and resources to professionals working with disabled people in higher education.

Administered in even-numbered years since 2004, the AHEAD biennial surveys are designed to provide data about disability resource professionals and disability resource programs in an alternating schedule of survey administration: like the 2022 survey, the 2026 survey will once again focus on disability resource programs.

What's new in 2024

Updates and changes to the survey this year were relatively minor:

- ◆ A question was added about the presence of a Comprehensive Transition and Postsecondary program (CTP); a few questions were updated to include likely staff roles for a CTP.
- ◆ Questions about disability identity were revised to reflect a broader array of disabilities and health conditions; mental health conditions were disaggregated to reflect the most common diagnoses.
- ◆ A question was added about language use other than English in one's childhood home to better understand multiculturalism among professionals.

Other questions were updated to align with relevant survey instruments:

- ◆ Options for postsecondary institution size were aligned with categories used by the Institute for Education Sciences (IES) to better capture the experiences of professionals working at schools with fewer than 1500 students.
- ◆ Questions about sexual orientation and gender identity were aligned with two questions that were included in the American Communities Survey for the first time in 2024.

Methodology

Survey topics

As in past surveys about professionals, survey questions are organized in three sections: Part 1: About You, Part 2: About Your Current Position, and Part 3: Your Salary and Benefits.

The 2024 survey also included two timely topics:

- Perceptions of efforts to undermine and eliminate diversity, equity, and inclusion resources in higher education (as of about January 2025)
- Self-assessment of interest and skill level for select attributes of the AHEAD Professional Competencies

Data Collection

The 2024 Biennial Survey accepted responses between November 12, 2024 and January 31, 2025, for a total of 80 days. Invitations and reminders were distributed via the AHEAD member listserv and The HUB newsletter. Limited outreach was also conducted via the AHEAD LinkedIn account. In an effort to spur engagement, AHEAD hosted three drop-in Survey Socials, opportunities to complete the survey on-line in the company of professional peers, via Zoom.

Response Rate

In December 2024, AHEAD's membership roster included 4,908 members. There were 761 usable responses. The 15.5% response rate is typical for this survey: the 2020 survey of professionals had a 14% response rate and the 2016 survey, a 20% response rate. In 2024, no survey question was required, so the number of responses logged varies somewhat from one question to the next.

Dissemination of Results

A public presentation about the results of the survey was offered as part of AHEAD's annual Member Appreciation Week, in June 2025 ([Unpacking the Results: The 2024 AHEAD Biennial Survey](#)).

Data

Data management

For ease of reading and representation, percentages are rounded to the nearest whole number. As a result, percentages may not total 100%. The number of responses recorded is also provided in case you wish to use elements of the report for your own calculations.

Where more than one response is possible (i.e. “Select all that apply”), totals are not provided. Figures (i.e. visualizations) are provided for questions generating a lot of data or complex responses. When a table suffices to convey the composition of responses, a visualization is not provided.

Data methodologies

Two types of calculations mark a departure from past data reporting:

Responses have been “weighted” to reflect relative value.

- ◆ Q.16 invited respondents to assign a value between 1 and 5 to indicate how much a given field informs daily work, with 5 indicating high influence and 1 indicating low influence. To determine the relative influence of this series of academic fields, each response was multiplied by the score assigned to it (a number between 1 and 5). The results for each academic field were then tallied to produce a single number. These calculations made it possible to visualize relative influence among related fields.
- ◆ Part 5 of the survey seeks to understand professionals’ self-reported interest and skill level for select key attributes of the AHEAD Professional Competencies. Respondents were invited to indicate interest and skill on a scale of 1 (“not very”) to 3 (“very”). Each response was then multiplied by the value assigned to it, and results were tallied to produce a single number that could be plotted on a graph.

To make more focused comparisons, salary data was handled differently than in past surveys. While salary data was again collected using ranges, the midpoint of each reported range was used to calculate a variety of averages. For example, the midpoint for the range \$50,000-\$60,000 is \$55,000. \$55,000 was used each time that range was reported; the value \$150,000 was used to represent any salary above \$140,000. An additional calculation resulted in a weighted average.

Part I: About You

This section included questions about your affiliation with AHEAD, education, professional experiences, and the fields that most influence your daily work. Demographic questions in this section pertain to age, disability identity, geographic location, race and ethnicity, and sexual orientation and gender identity.

Section Highlights

Education

- ◆ 53% of respondents have been members of AHEAD for less than 4 years. Welcome! (Table 1.1)
- ◆ 71% hold a Master's degree as their most advanced degree, down 4% compared to 2020. (Figure and Table 1.2)
- ◆ 15% are working towards another degree. (Table 1.3)

Professional experience

- ◆ 73% have experience supervising others, an increase of 11% over 2020.
- ◆ 45% of respondents have been in their current position for less than 5 years, a decrease of 15% compared to 2020. (Figure and Table 1.5)
- ◆ The three fields that most influence respondents' daily work are: student services in higher education; laws & legal compliance; and Disability, Blind, and Deaf Studies. (Figure 1.8 and Tables 1.8a and 1.8b)

Demographic shifts

The proportion of disability resource professionals who are women (4 in 5) remains unchanged. Roughly the same percentage of professionals identify as straight (81%) and gay or lesbian (6.5%) as in 2020. The field continues to diversify in other ways:

Age

The profession is getting younger: A greater percentage (+4%) of respondents are younger than 50 than in 2020 (Figure and Table 1.9)

Disability

The proportion of respondents who indicate disability increased by 5% over 2020, a change that may be due in part to the revision and expansion of response options for this edition of the survey (Figure and Table 1.10). For the 2024 edition of the survey:

- ◆ 2% of respondents are culturally Deaf (up slightly from 2020)
- ◆ 27% of non-disabled respondents report disability experience through a close family member (+11% over 2020)

- ◆ 18% of respondents report no prior experience with disability.

Geographic location

The distribution of responses remains roughly consistent across U.S. regions. Fewer responses (5) were received from outside the U.S., compared to 2020 (9) and 2016 (8). (Table 1.11)

Languages

A question about languages was added to the survey this year. 1 in 10 respondents spoke a language other than English in their childhood home. The most common language spoken is Spanish. Other languages include: Arabic, ASL, Chamorro, Cued Speech, Finnish, French, German, Hindi, Korean, Kurdish, Mandarin, Polish, Pidgin Signed English, Portuguese, SimCom, Taiwanese, Vietnamese, and Yoruba.

Race & ethnicity

The percentage of responses indicating a race / ethnicity other than white increased by about 4% over 2020, an increase led by Hispanic or Latino professionals. (Figure and table 1.12).

Sexual orientation & gender identity

The percentage of respondents who are as bisexual, nonbinary, and transgender each increased by 1-2%. (Tables 1.13 and 1.14)

AHEAD membership

Table 1.1: AHEAD membership

Length of membership	percentage	no. responses
Less than 1 year	14%	84
1-4 years	39	224
5-9 years	22	134
10-14 years	12	76
15-19 years	6	38
More than 20 years	7	40
		596

Education

Figure 1.2: Most advanced degree completed

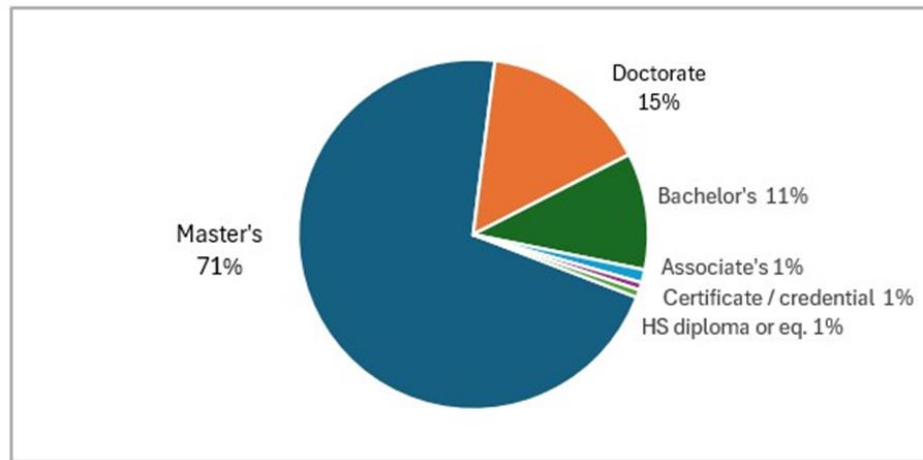


Figure 1.2: A pie chart reflects the percentage of survey respondents with various postsecondary degrees.

Table 1.2: Most advanced degree completed

Most advanced degree completed	percentage	no. responses
Master's degree	71%	490
Doctorate	15	105
Bachelor's degree	11	78
Associate's degree	1	8
Certificate or credential	0.6	4
High school diploma or equivalent	1	8
		693

Table 1.3: Currently working towards a degree

Degree in progress!	percentage	no. responses
Doctorate	7%	47
Master's degree	4	29
Bachelor's degree	1	7
Associate's degree	0.4	3
Certificate or credential	2	14
High school diploma or equivalent	0.2	1
Total	15%	101

Table 1.4: Minimum education level for new hires in your current position

Minimum education	percentage	no. responses
Master's degree	59%	389
Bachelor's degree	35	230
Doctorate	3	17
Associate's degree	2	11
High school diploma or equivalent	1	6
No degree required	0.1	1
		657

Professional Experience

Figure 1.5: Length of time working

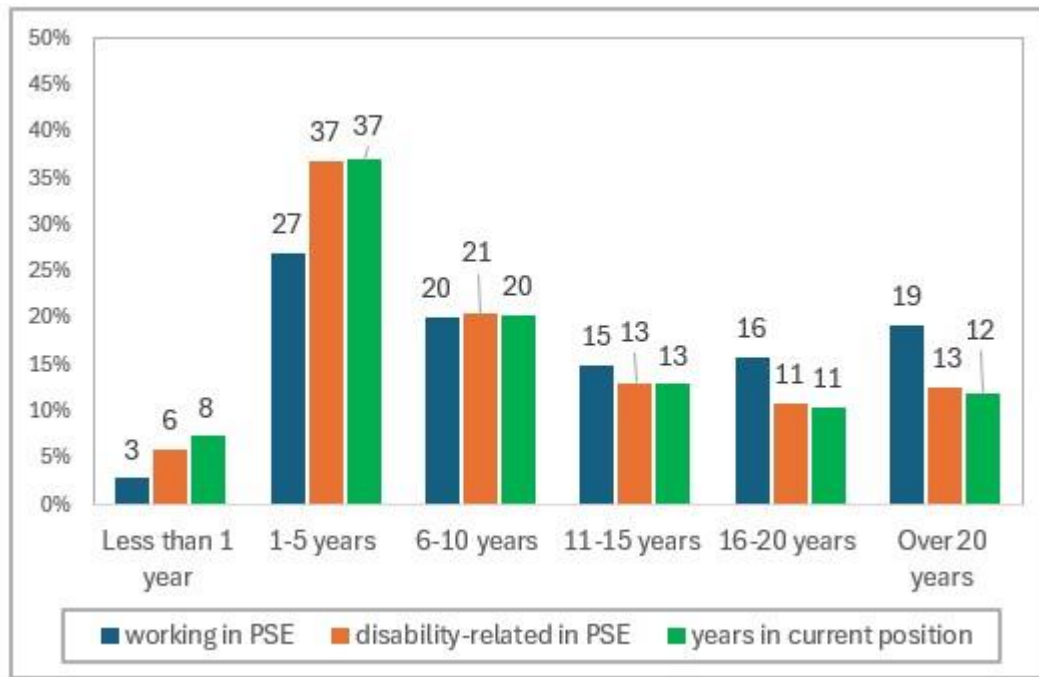


Figure 1.5: Clusters of three bars reflect the percentage of respondents who have worked in various spheres for a given length of time. From left to right, blue represents time working in postsecondary education (PSE), orange, doing disability-related work in PSE, and green, length of time in current role.

Table 1.5: Length of time working

Length of time	Working in PSE (blue)	Disability-related work in PSE (orange)	Time in current position (green)
Less than 1 year	3%	6%	8%
1-5 years	27	37	37
6-10 years	20	21	20
11-15 years	15	13	13
16-20 years	16	11	11
Over 20 years	19	13	12

Table 1.6: Current professional title

Professional title	percentage	no. responses
Access Coordinator	25%	146
ADA/504 Coordinator	4	24
Assistive/Adaptive Tech specialist	2	10
Associate or Assistant Director	17	98
Director	41	237
Learning Specialist	2	10
Testing Accommodations Coordinator	2	10
Various (write in)	7	38
Total		573

Titles reported via the write-in option were often part of campus administration (e.g. Associate Dean, Assistant Provost, etc.) or a combination director role, such as Director of Academic Support and Disability Resources. Additional titles within the DRO or CTP include physical accessibility specialist, transition specialist, and researcher.

Table 1.7: Prior experience in fields related to disability resources

Many respondents indicate experience in more than one field.

Related field	percentage	Average years of experience
Student or Academic Affairs	49%	11.6
K-12 education: related to disability	31	8
K-12 education: not related to disability	17	5.3
Teaching in Higher Education	32	6.7
Counseling, psychology, social work, mental health svcs.	22	9.8
Vocational / Rehabilitation services	12	7.2
Business	10	11.4
Comprehensive Transition & Postsecondary Program	6	6.5
Health Services & Medical professions	6	8.6
Legal Services	4	10.5
None of the above	6	n/a

Figure 1.8: Fields of influence

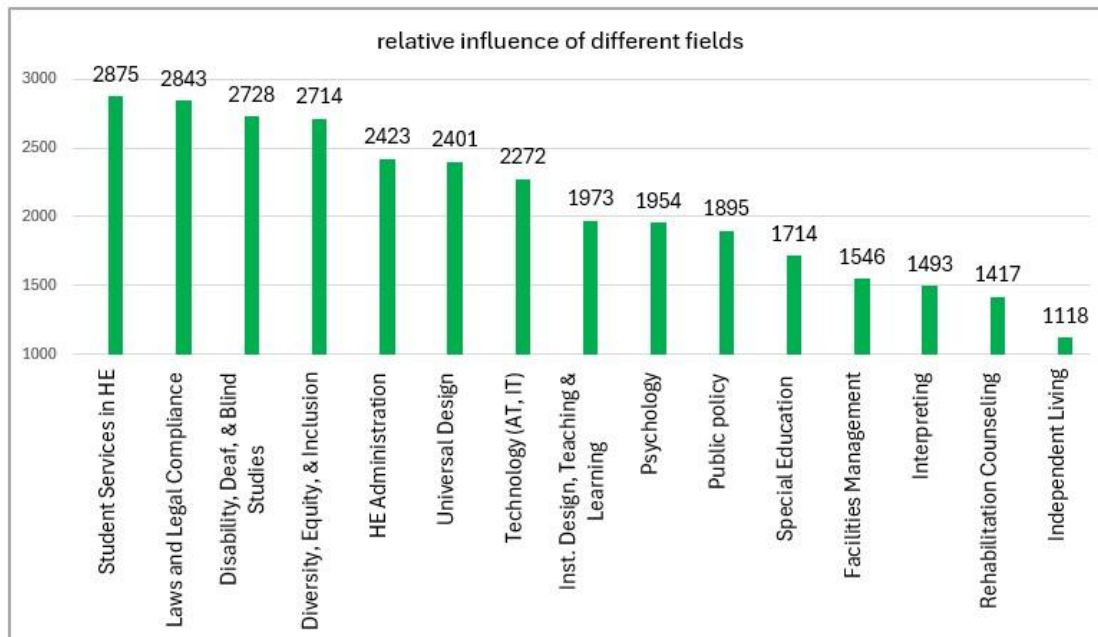


Figure 1.8: A series of vertical bars represent the relative influence of each field. To determine relative influence, each response was multiplied by the value (1-5) assigned by each respondent.

Table 1.8a: Number of responses assigning each value for fields of influence.

Field of influence	5	4	3	2	1
Student Services in Higher Ed (HE)	372	188	62	30	17
Laws & legal compliance	364	167	96	27	13
Disability, Deaf & Blind Studies	335	154	104	49	27
Diversity, Equity & Inclusion	285	223	100	36	25
HE administration	183	222	142	77	40
Universal Design	171	211	176	69	36
Technology (AT, IT)	132	212	180	90	44
Instructional Design, Teaching & Learning	65	180	197	123	91
Psychology	85	151	195	114	112
Public Policy	63	144	213	133	99
Special Education	79	97	157	138	184
Facilities Management	320	97	179	165	191
Interpreting	48	79	132	147	247
Rehabilitation Counseling	40	63	122	173	253
Independent Living/Community Integration	13	33	89	142	370

Table 1.8b: Percentage of responses assigning each value for field of influence.

Field of influence	5	4	3	2	1
Student Services in Higher Ed (HE)	56%	28%	9%	4%	3%
Laws & legal compliance	55	25	14	4	2
Disability, Deaf & Blind Studies	50	23	16	7	4
Diversity, Equity & Inclusion	43	33	15	5	4
HE administration	28	33	21	12	6
Universal Design	26	32	27	10	5
Technology (AT, IT)	20	32	27	14	7
Instructional Design, Teaching & Learning	10	27	30	19	14
Psychology	13	23	30	17	17
Public Policy	10	22	33	20	15
Special Education	12	15	24	21	28
Facilities Management	3	15	27	25	29
Interpreting	7	12	20	23	38
Rehabilitation Counseling	6	10	19	27	39
Independent Living/Community Integration	2	5	14	22	57

Demographic profile

Figure 1.9: Age of respondents by decade

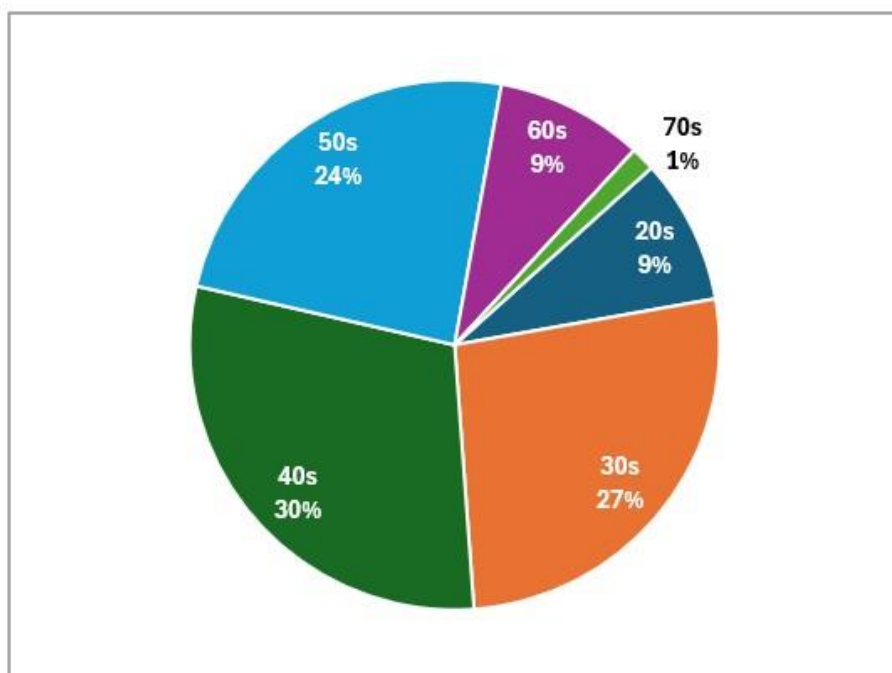


Figure 1.9: Pie chart representing the proportion of respondents whose age falls in each decade, from age 20 through 70s.

Table 1.9: Age of respondents

age	percentage	no. responses
20-something	9%	60
30-something	27	180
40-something	30	201
50-something	24	164
60-something	9	61
70-something	2	10
Total		676

Figure 1.10: Prevalence of disability and health conditions among respondents

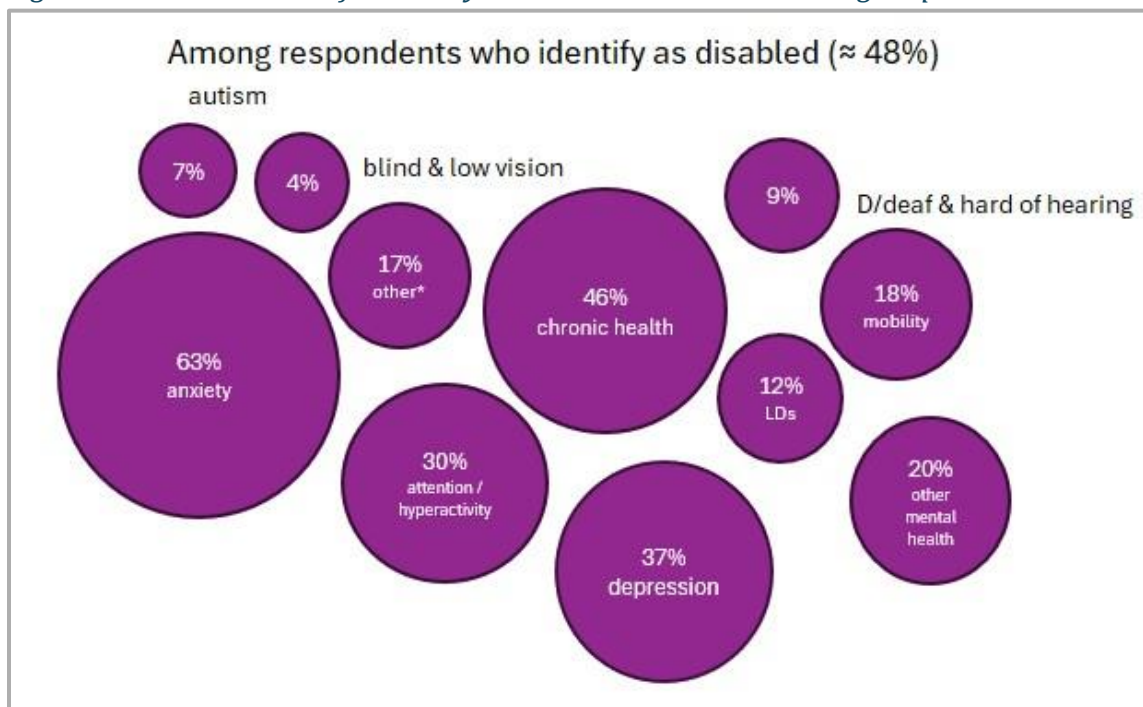


Figure 1.10 represents the incidence of disabilities and health conditions among respondents as a series of unordered proportional bubbles.

Table 1.10: Prevalence of disability and health conditions among disabled respondents

Disability/Health condition	percentage	no. responses
Anxiety	63%	200
Autism	7	21
attention/hyperactivity	30	96
Blindness / low vision	4	12
chronic illness/health condition	46	148
Deaf / deaf HOH	9	29
depression	37	119
learning disabilities	12	37
mobility disability	18	58
motor activity disability	3	11
other mental health	20	64
speaking disability	1	3
something else (write in)	10	33
TBI	3	10

Disabilities listed under “something else” include: Asperger’s, autoimmune disorders, Cancer, Diabetes, MS, neurological disorders, PTSD, and recovery from addiction.

Table 1.11: Geographic location

Response rates by U.S. region are as follows:

US Region	percentage	no. responses
<u>Southern Region</u> AL, AR, FL, GA, KY, LA, MS, NC, OK, SC, TN, TX, VA, WV	22%	141
<u>Midwestern Region</u> IA, IL, IN, KS, MI, MN, MO, NE, ND, OH, SD, WI	29%	184
<u>Northeastern Region</u> CT, DE, DC, MA, ME, MD, NH, NJ, NY, PA, RI, VT	27%	171
<u>Western Region</u> AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY	22%	138
Responses from outside the U.S.	0.8%	5
Total		639

Table 1.12: Race & ethnicity

More than one response is possible.

Race / ethnicity	percentage	no. responses
American Indian, Alaska Native, or a member of an indigenous people	2%	11
Asian (Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, other Asian)	3	21
Biracial or multiracial	2	11
Black (African American, African, Atlantic Islander, Indian Islander)	4	28
Hispanic or Latino (Mexican, Puerto Rican, Cuban, other Hispanic or Latin descent)	6	45
Jewish (write-in response)	0.3	2
Middle Eastern	0.7	5
Native Hawaiian and Other Pacific Islander	0.8	6
White (Anglo, European descent)	82	589

Table 1.13: Sexual orientation among respondents

Sexual orientation	percentage	no. responses
Asexual (write-in)	0.004%	3
Bisexual	7	49
Gay or lesbian	6	43
Straight	81	534
Pansexual (write-in)	1	8
Queer (write-in)	2	13
		650

Table 1.14: Gender identity among respondents

Gender identity	percentage	no. responses
Female	78%	528
Male	16	111
Nonbinary	4	26
Trans	2	13
Total		678

Part 2: About Your Current Position

This part of the survey delineates the response pool by various institutional characteristics that may shape respondents' daily work.

Section Highlights

- ◆ Institutional categories by student enrollment were updated to align with categories used by the Institute of Education Sciences (IES). Three size spans were added to the 2024 edition of the survey: less than 200 students, 200-499 students, and 500-999 students; the range of the fourth size category also shifted. These additions result in a more detailed profile of campuses with fewer than 1,500 students, representing in a more detailed way as many as one-fourth of the total number of responses received. (Figure and Table 2.1)
- ◆ 1 in 6 responses were completed by colleagues working at a Minority-Serving Institution. Among this subset of 118 schools, 71% are Hispanic-Serving Institutions. (Figure and Table 2.6)
- ◆ The 2024 Survey expanded the list of disability-related opportunities available on responding campuses. The most common opportunities available include faculty/staff training and student organizations. (Figure and Table 2.7)
- ◆ For the first time, data was collected about Comprehensive Transition & Postsecondary Programs (CTP). About 10% of responding campuses (61) maintain a CTP. CTP exist at all Carnegie classification types. (Table 2.3)
- ◆ Among survey responses, the most common administrative location for a disability resource office, across all institution types, is Student Affairs, which houses 33-50% of DROs, depending on institution type. (Figure and Table 2.8).
- ◆ The most common location for a CTP is Academic Affairs (25%). (Table 2.9).

Institutional Characteristics

Figure 2.1: Institutional student enrollment

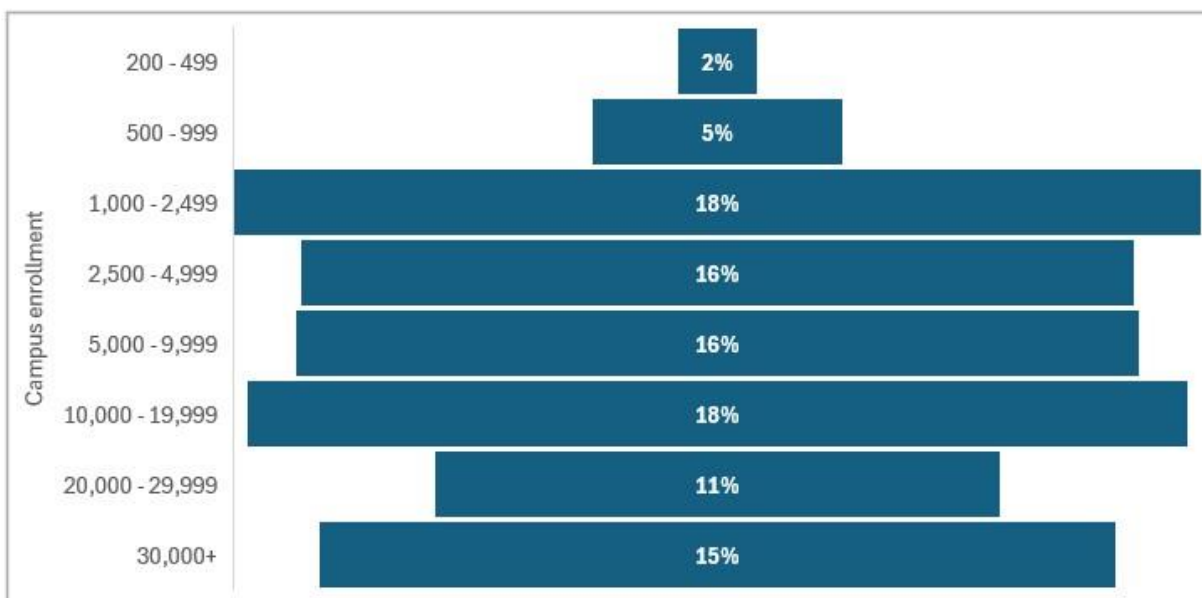


Figure 2.1 is a funnel chart with horizontal bars representing the percentage of respondents from institutions of each size, as measured by student enrollment. Responses are distributed across all sizes.

Table 2.1: Institutional student enrollment

Student enrollment	percentage	no. responses
Less than 200 students	2%	0
200-499 students	5	9
500-999 students	18	28
1000-2499 students	18	108
2500-4999 students	16	93
5000-9,999 students	16	94
10,000-19,999	18	105
20,000-30,000	11	63
More than 30,000 students	15	89
Total		589

Figure 2.2: Responses by Carnegie classification

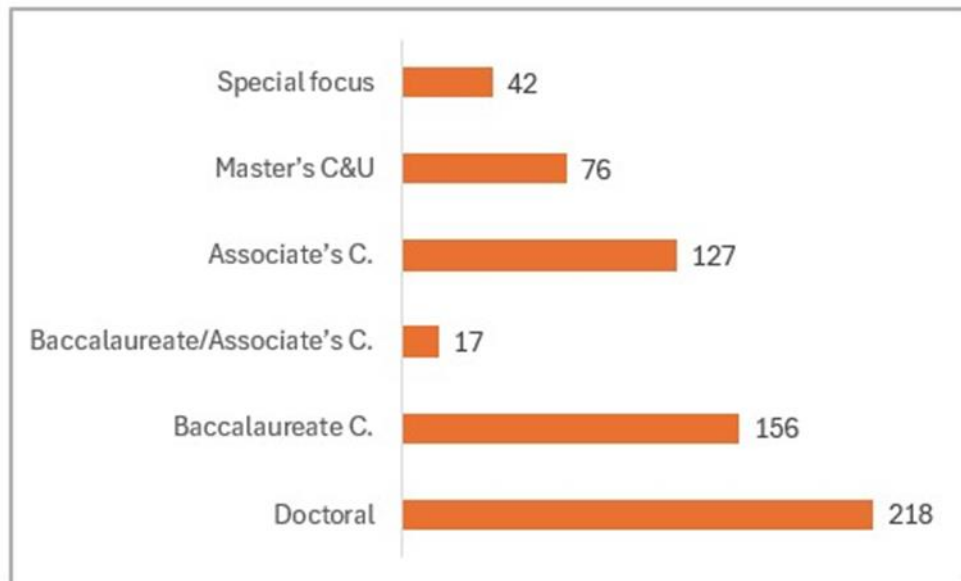


Figure 2.2 is a horizontal bar graph representing the number of survey responses from each Carnegie classification type.

Table 2.2: Responses by Carnegie classification

Carnegie Classification	percentage	no. responses
Special focus	7	42
Master's College & University	11	76
Associate's College	20	127
Baccalaureate / Associate's College	2	17
Baccalaureate College	24	156
Doctoral University	33	218
		636

Table 2.3: Prevalence of Comprehensive Transition & Postsecondary Programs by Carnegie classification

Institution type	Percentage of total CTP	no. responses
Baccalaureate C.	52%	31
Associate's C.	22	13
Master's C & U	15	9
Doctoral U.	13	8
Total		61

Table 2.4: Campus Setting

Setting	percentage	no. responses
Suburban or small town	37%	222
Urban	36	212
Multiple campuses	16	95
Rural	5	32
Online	4	23
Total		596

Table 2.5: Other institutional characteristics

More than one response is possible.

*All public colleges and universities are non-profit, so they are dramatically undercounted here.

Characteristic	percentage	no. responses
Public	58%	388
Private	37	233
Non-profit	31*	198
Minority-Serving Institution	18	118
Faith-affiliated	12	71
For-profit	3	18
Military Academy	1	3

Figure 2.6: Minority-Serving Institutions (MSI)

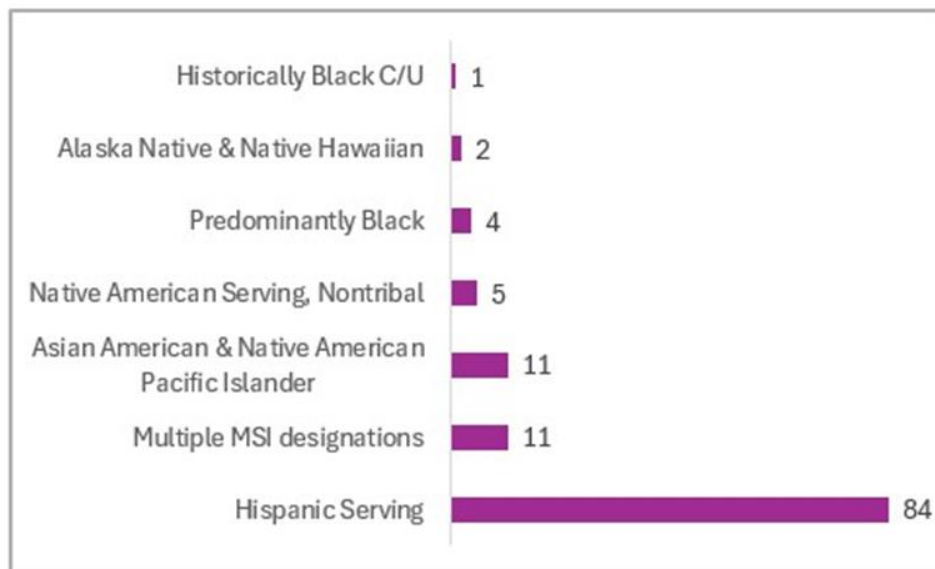


Table 2.6 is a horizontal bar graph representing the number of responding institutions with each MSI designation.

Table 2.6: Minority-Serving Institutions

MSI designation	no. responses
Historically Black College & University	1
Alaska Native & Native Hawaiian	2
Predominantly Black Institution	4
Native American Serving Non-Tribal Institution	5
Asian American & Native American Pacific Islander	11
Multiple MSI designations	11
Hispanic Serving Institution	84
Total	118

Note: Nearly one third of respondents selected “I don’t know” whether their institution is designated as a Minority-Serving Institution. The [University of California Irvine’s Office of Inclusive Excellence](#) maintains a searchable database of all Minority-Serving Institutions.

Figure 2.7: Disability-related opportunities at responding institutions

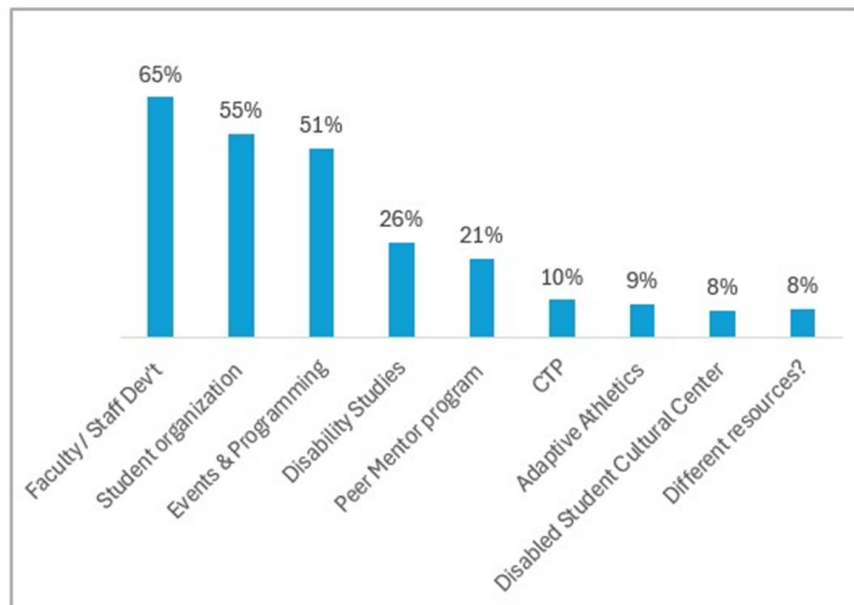


Figure 2.7 is a vertical bar graph representing the presence of various disability-related opportunities and resources on respondent campuses.

Table 2.7: Disability-related opportunities at responding institutions

More than one response is possible.

Opportunity	percentage	responses
Faculty & staff development	65%	422
Student organization	55	347
Events & Programming	51	325
Disability Studies courses	26	164
Peer mentor program	21	135
Comprehensive Transition & Postsecondary Program	10	61
Adaptive Athletics	9	65
Disabled Student Cultural Center	8	47

Other resources that were mentioned for this question include an accessible events committee; Autism support group; body-doubling group; disability-specific coaching; ASL courses; Delta Alpha Phi (Honor Society); interest group for employees; disabled BIPOC student group; executive functioning coaching; faculty mentorship program; summer bridge program; workforce recruitment program.

Institutional Location

Figure 2.8: Location of Disability Resource Offices

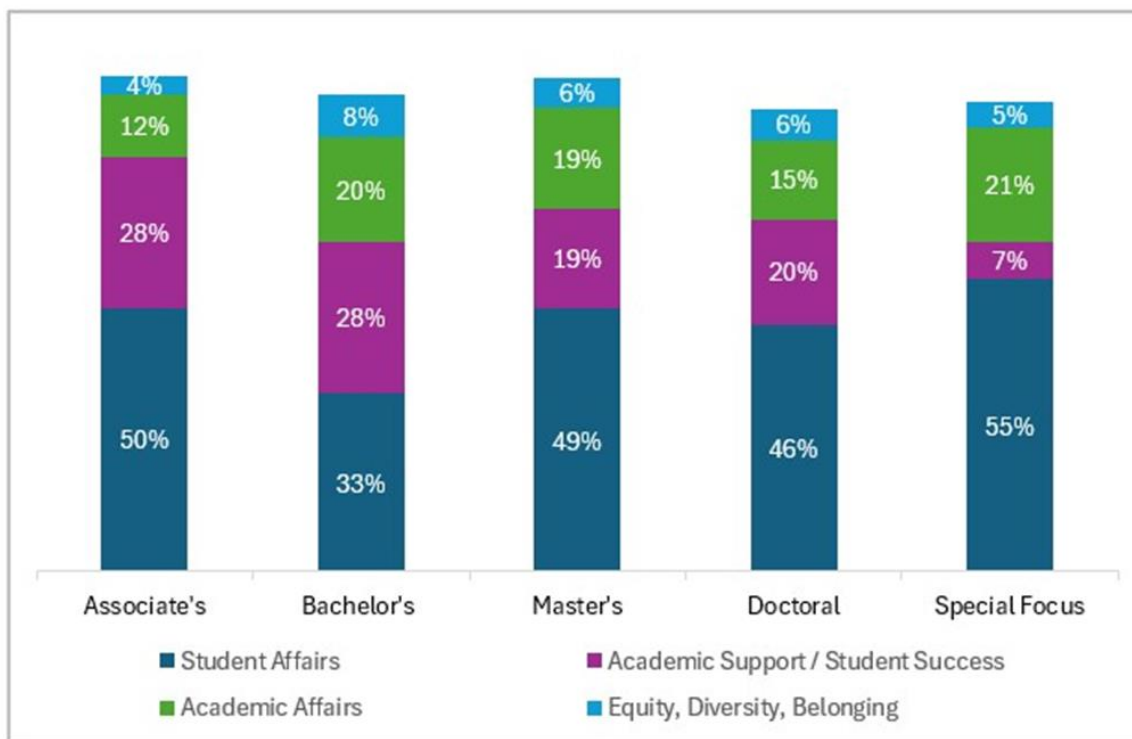


Figure 2.8 is a series of stacked bars representing the location DRO: blue represents Student Affairs; purple Academic Support and Student Success; green, Academic Affairs, and light blue, Equity and Diversity.

Table 2.8: Location of Disability Resource Offices

Type of institution	Student Affairs (dark blue)	Academic Support/ Success (purple)	Academic Affairs (green)	DEI Multicultural Affairs (light blue)
Associate's	50%	28%	12%	4%
Bachelor's	33	28	20	8
Master's	49	19	19	6
Doctoral	46	20	15	6
Special-Focus	55	7	21	5

Other locations include:

an office spanning Student and Academic Affairs; an office spanning Student Affairs & HR; a central office serving many campuses; Enrollment and Retention.

Figure 2.9: Location of Comprehensive Transition & Postsecondary Programs

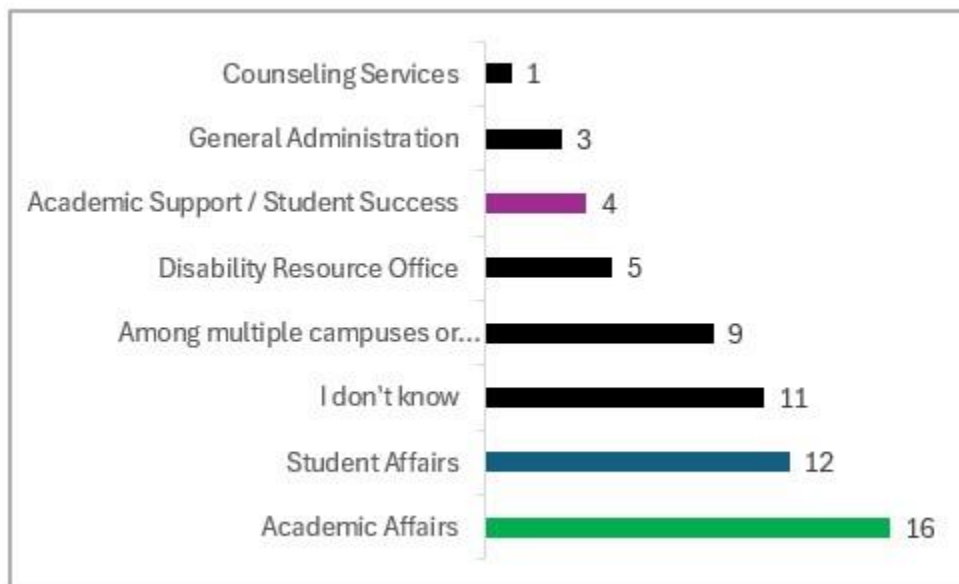


Figure 2.9: A horizontal bar graph representing the institutional location of CTP Programs. Where some alignment exists between the location of the DRO and the CTP, the same colors are used as in Figure 2.8: green for Academic Affairs, blue for Student Affairs, and purple for Academic Support/Student Success.

Table 2.9: Location of Comprehensive Transition & Postsecondary Programs

Location	percentage	no. of responses
Academic Affairs	25%	16
Student Affairs	22	12
Among multiple units or someplace else	14	9
Disability Resource Office	9	5
Academic Support/ Student Success	6	4
General Administration	5	3
Counseling Services	2	1
I don't know	17	11
Total		61

Other locations for CTP include:

College of Education; Continuing Education and Workforce Development; in conjunction with the local high school; library.

Part 3: Your Appointment, Annual Earnings, and Benefits

Section Highlights

- ◆ 97% are employed full-time (up 2% over 2020). Thirteen respondents report working part-time. (Table 3.1).
- ◆ 94% of respondents in a 12-month, salaried position. Very few respondents report an hourly wage or temporary work contract. (Table 3.2)
- ◆ 74% of respondents dedicate 100% FTE to a DRO or a CTP, an increase of 16% over 2020. (Table 3.3)
- ◆ In 2024, 88% of reporting positions are funded through permanent institutional funds. 2024 marks a slight decline from 2020, from 90% to 88%. (Table 3.4)
- ◆ 62% of all respondents earn between \$50,000 and \$90,000 per year. (Figure and Table 3.5)
- ◆ Average earnings for the three most reported professional positions (Accessibility Coordinator, Assistant/Associate Director, and Director) are disaggregated in three different ways:
 - ◇ length of time in current role (Figure & Table 3.6)
 - ◇ degree completed at type of institution (Figure & Table 3.7)
 - ◇ professional title at type of institution (Figure & Title 3.8)
- ◆ For the following professional positions, there were too few responses, or responses didn't vary enough, for disaggregation by institution type to be meaningful. Across all institution types, earnings are as follows:
 - ◇ ADA/504 Coordinator (n=24): \$65,000
 - ◇ AT/IT Specialist (n=10): \$57,600
 - ◇ Learning Specialist (n=10): \$57,500
 - ◇ Testing Coordinator (n=10): \$56,400
- ◆ Average earnings that seem unusually high are often associated with a title in upper-level administration, e.g. Associate Provost & Director of Disability Resources. Consider, for example, the average earnings for a professional who has been in their role for 10-15 years (Figure and Table 3.5).

Table 3.1: Employment situation

More than one response is possible.

Employment situation	percentage	no. responses
Employed full-time	97%	666
Employed part-time	2	13
Self-employed/Consultant full time	0.1	1
Self-employed / Consultant part time	2	12
Seeking a different job	2	11
Retired	1	6

Table 3.2: Appointment structure for current position

Appointment structure	percentage	no. responses
12-month position	94%	617
Academic year (with option to work in the summer	2	11
Academic year (no summer work)	1	9
Temporary position	0.6	4
Hourly	0.3	2
Total		657

Table 3.3: Percentage of FTE devoted to disability resources and / or a CTP

Portion of FTE	percentage	no. of responses
100%	74%	412
75 – 99%	11	60
50 – 74%	6	34
25 – 49%	4	25
Less than 25%	5	26
Total		557

Table 3.4: Funding Source for Current Position

Funding source	percentage	no. responses
Permanent institutional funding	88%	498
A mix of both funding types	6	33
Grants and / or other limited resources	1	7
I don't know	5	31
Total		569

Average gross annual earnings

Figure 3.5: Distribution of annual earnings, all roles

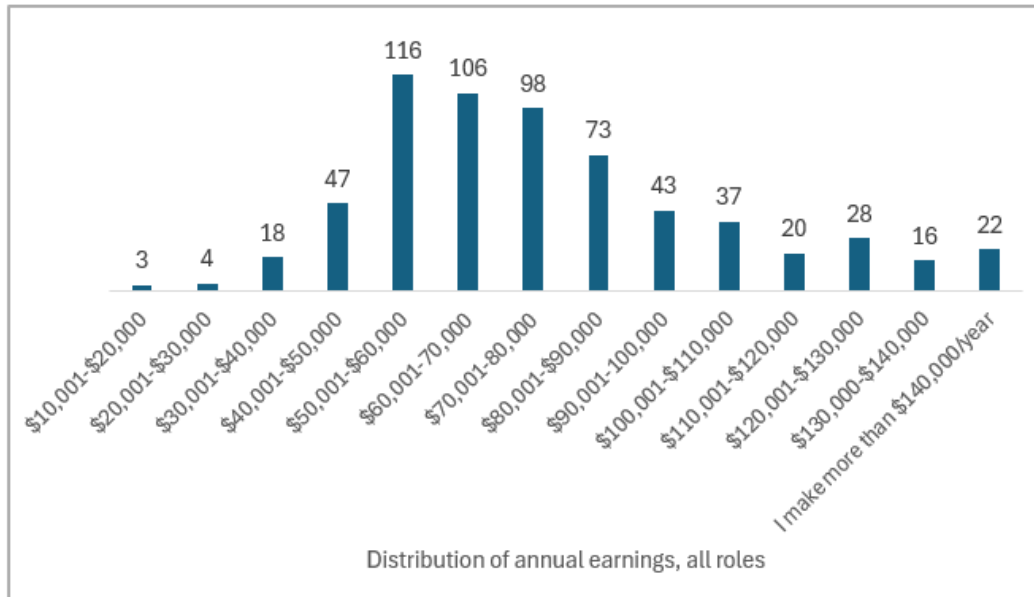


Figure 3.5 is a vertical bar graph representing the distribution of annual earnings among all disability resource and CTP professionals.

Table 3.5: Distribution of annual earnings, all roles

Annual earnings	percentage	no. responses
\$10,001-\$20,000	0.5%	3
\$20,001-\$30,000	0.6	4
\$30,001-\$40,000	3	18
\$40,001-\$50,000	7	47
\$50,001-\$60,000	18	116
\$60,001-\$70,000	17	106
\$70,001-\$80,000	16	98
\$80,001-\$90,000	12	73
\$90,001-\$100,000	7	43
\$100,001-\$110,000	6	37
\$110,001-\$120,000	3	20
\$120,001-\$130,000	4	28
\$130,001-\$140,000	3	16
I make more than \$140,000/year	3	22
Total		631

Figure 3.6: Earnings by length of time in current role (all roles)

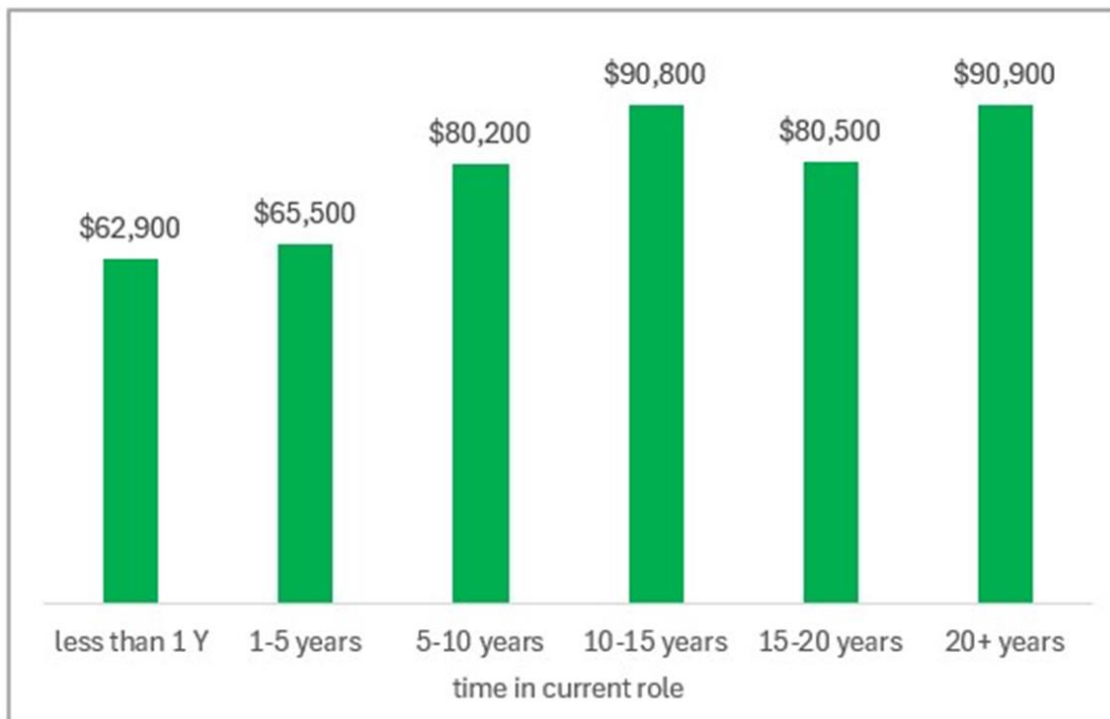


Figure 3.6 uses vertical bars to represent average gross annual earnings by length of time in current position, from less than one year to more than 20 years.

Table 3.6 Earnings by length of time in current role (all roles, all institutions)

Length of time in current role	Average salary
Less than 1 year	\$62,900
1-5 years	\$65,500
5-10 years	\$80,200
10-15 years	\$90,800
15-20 years	\$80,500
More than 20 years	\$90,900

Figure 3.7: Earnings by degree completed and institution type



Figure 3.7 uses vertical bars to indicate average gross annual earnings at different institution types by degree completed. From left to right within each cluster, green represents the average earnings for professionals with a Bachelor's, orange for professionals with a Master's, and dark blue for professionals with a doctoral degree.

Table 3.7: Earnings by degree completed and institution type

most advanced degree completed	Bachelor's (green)	Master's (orange)	Doctorate (blue)
2-year	\$55,710	\$65,705	\$93,750
4-year	\$51,905	\$66,230	\$74,640
Master's	\$45,000	\$76,640	\$83,750
Doctoral	\$65,770	\$99,440	\$110,290

Figure 3.8 Earnings by institution type and professional position

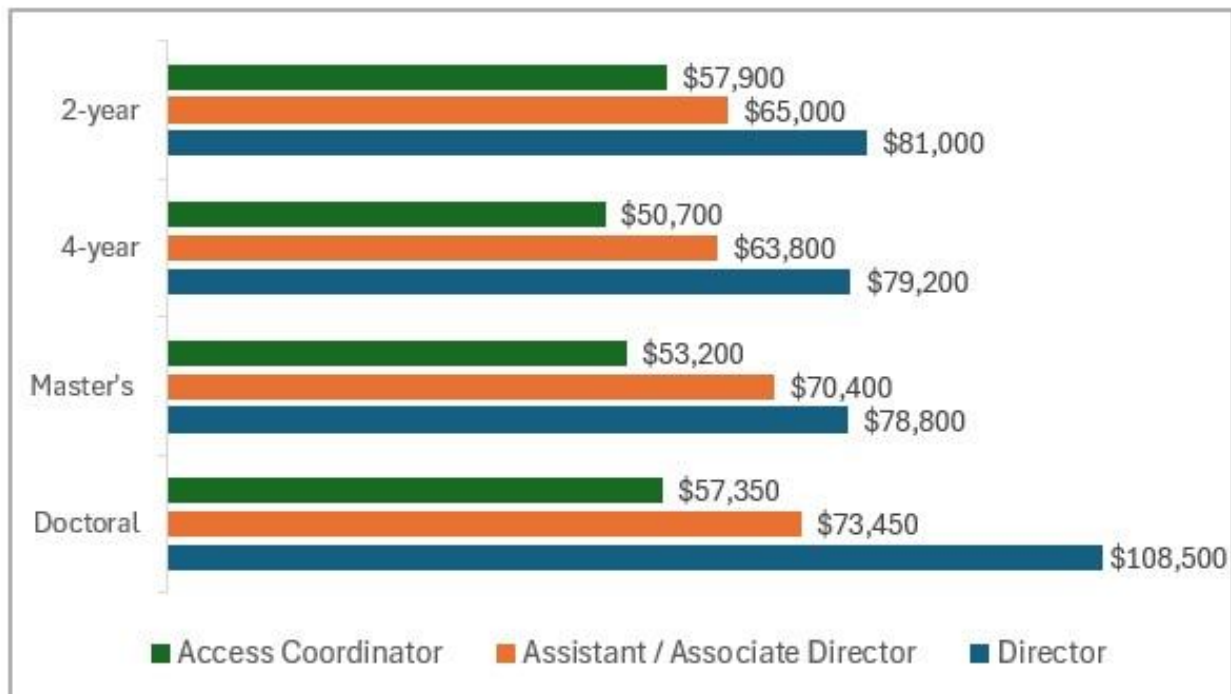


Figure 3.8 represents average gross annual earnings for the three most common roles reported in a disability resource office at four different institution types. To discern differences in salary, compare bars of the same color, or in the same position, at different institution types.

Table 3.8: Earnings professional position and institution type

Role	2-year	4-year	Master's	Doctoral
Access Coordinator (n=146)	\$57,900	\$50,700	\$53,200	\$57,350
Assistant/Associate Director (n=98)	\$65,000	\$63,800	\$70,400	\$73,450
Director (n=237)	\$81,000	\$79,200	\$78,800	\$108,500

Benefits

Figure 3.9: Percentage of respondents who report a given benefit

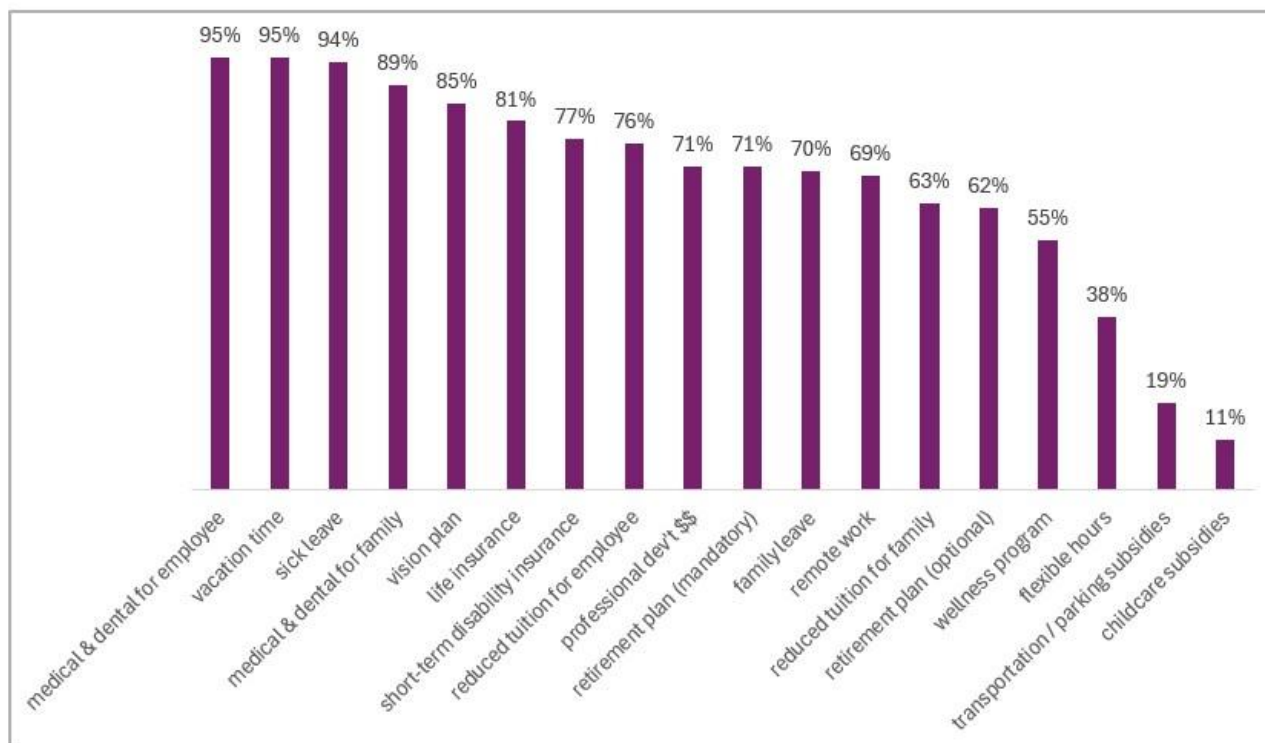


Figure 3.9 represents with purple, vertical bars the percentage of respondents who report receiving a given benefit.

Table 3.9: Percentage of respondents who report a given benefit

More than one response is possible.

benefit	percentage	No. respondents
Medical and dental insurance for employee	95%	619
Vacation time	95	618
Sick leave	94	615
Medical and dental insurance for family members	89	580
Vision plan	86	559
Life insurance	81	528
Short-term disability insurance	77	502
Reduced tuition for employee	76	500
Professional development funds	71	466
Retirement plan (mandatory)	71	466
Family leave	70	457

benefit	percentage	No. respondents
Remote work	68	449
Reduced tuition for family members	64	412
Retirement plan (optional)	63	404
Wellness plan	56	363
Flexible hours	38	251
Transportation /parking expenses reduced	19	123
Childcare subsidies	11	74
*Time-sharing position with another staff person	1	5
*I am not eligible for benefits or perks	1	5

*The two least common perks are not reflected in the above figure due to lack of space.

Timely topics: Survey parts 4 & 5

The first timely topic for the 2024 edition of the survey pertains to efforts to undermine and eliminate diversity, equity, and inclusion initiatives in postsecondary education. Survey responses represent a snapshot from early 2025 and may no longer be representative of professionals' perspectives or experiences. AHEAD has been proactive in addressing respondents' requests for support and resources (see Figure and Table 4.6), via the Policy Corner in The HUB and a variety of events online and in person at AHEAD 2025 in Denver.

The second timely topic seeks to raise awareness of the AHEAD Professional Competencies among professionals. Findings provide direction for future offerings by AHEAD and may also inform the pursuit of additional training or a promotion that suits interests and skill sets. See the special issue, JPED 36.4 (2023) for more information about the AHEAD Professional Competencies.

Timely topics highlights

- ◆ Only 17% of professionals had observed changes that they attribute to legislative efforts. (Figure and Table 4.2)
- ◆ 23% of respondents had been asked to implement changes, or observed changes, in accommodations decision making, 7% of whom attribute those changes to legislative efforts. (Table 4.3)
- ◆ 57% of respondents were moderately or very concerned that legislative efforts would have a negative impact on their work with disabled people in postsecondary education. (Figure and Table 4.5)
- ◆ The top three sorts of support desired by professionals were: policy updates and guidance, accurate information, and legal advice and advocacy.
- ◆ Respondents' self-reported interest and skill level most align around their capacity to engage with disabled people [KA 3.5] and their capacity to model values of diversity, inclusion, and equity [KA 7.1].
- ◆ High interest paired with lower confidence in skill level, such as occurs with data and assessment [KA 5.3] and accessible and inclusive course & curriculum design [KA 8.1] suggests an area for future learning content from AHEAD (See Figure 5.1 and Tables 5.1a and 5.1b).

Part 4: Impact of legislative efforts on your work

1. While at work, have you been made aware of legislative efforts [to undermine DEI in your state?

Table 4.1: Awareness of efforts

response	percentage	no. responses
Yes	54%	338
No	40	251
Not applicable	5	33
Total		622

2. Have you observed any changes in staffing or resources in your office or other disability-related resources on your campus that you attribute to the impact of these legislative efforts?

Figure 4.2: Observed changes in staffing or resources

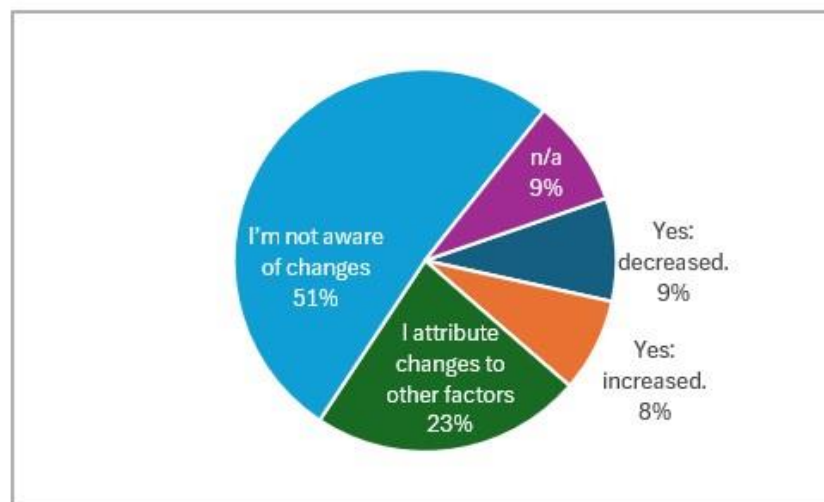


Table 4.2: Observed changes in staffing or resources

response	percentage	no. responses
Yes: staffing has decreased	8%	54
Yes: staffing has increased	8	49
I attribute changes to other factors	23	142
I'm not aware of changes	51	318
n/a	9	56
		619

3. Have you been asked to implement changes, or observed changes, in accommodations decision-making that you attribute to the impact of legislative efforts?

Table 4.3: Changes in accommodations decision-making

response	percentage	no. responses
Yes	7%	46
Yes, but I attribute changes to other factors	16	96
No	67	411
n/a	10	64
Total		617

4. Have you noticed a change in morale or campus climate that you attribute to the impact of legislative efforts in your state?

Table 4.4: Changes in morale or campus climate

response	percentage	no. responses
Yes	34%	211
No	53	325
Not applicable	12	76
Total		612

5. How concerned are you that legislative efforts will have a negative impact on your work with disabled people in post-secondary education?

Figure 4.5: Level of concern about legislative efforts

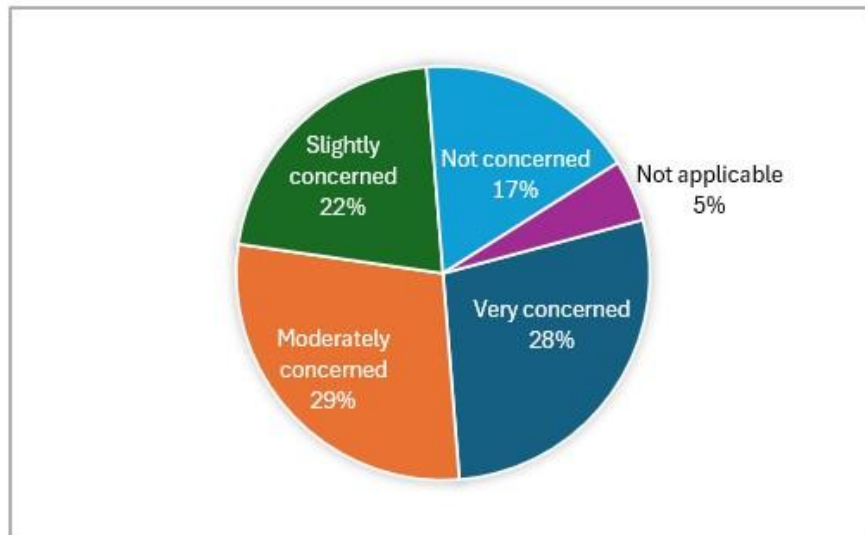


Table 4.5: Level of concern about legislative efforts

response	percentage	no. responses
Very concerned	28%	172
Moderately concerned	29	178
Slightly concerned	22	134
Not concerned	17	108
Not applicable	5	30
		622

6. What professional resources can AHEAD provide to support your success given the legislative efforts in your state? Select all that apply.

Figure 4.6: Professional resources from AHEAD

More than one response is possible.

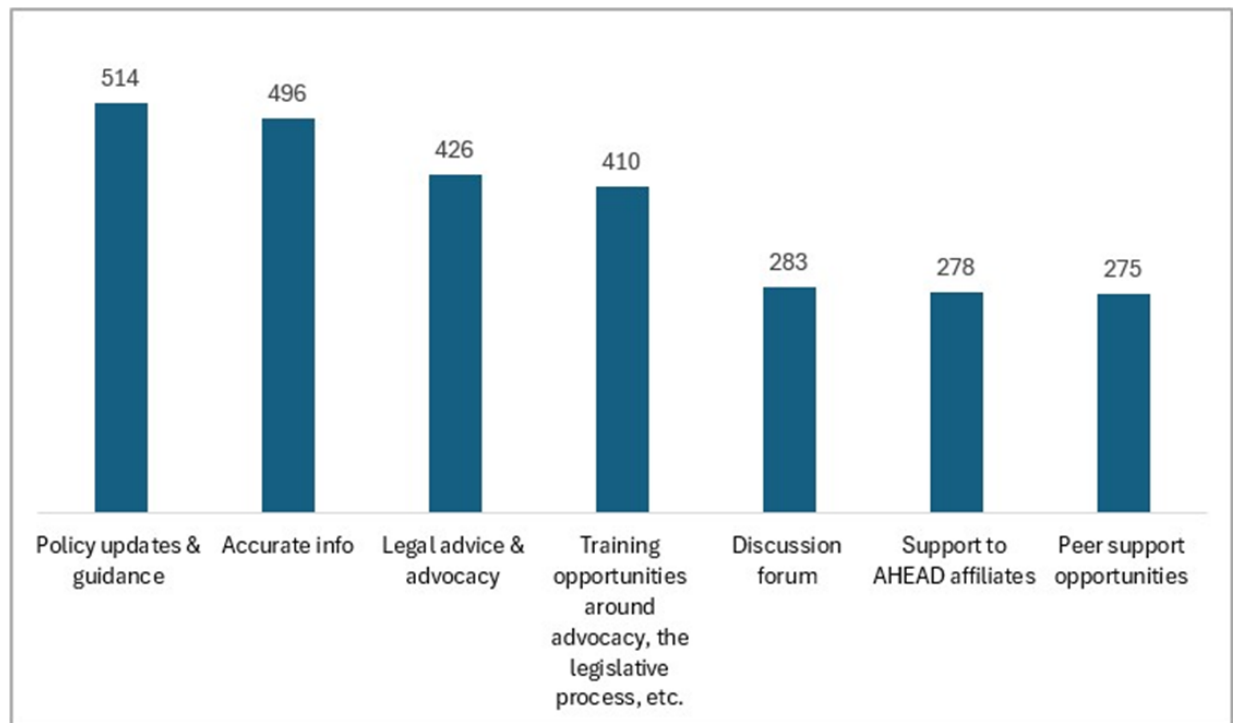


Table 4.6: Professional resources from AHEAD

Resource	no. times selected
Policy updates and guidance	514
Accurate information	496
Legal advice and advocacy	426
Training opportunities re: advocacy, the legislative process, etc.	410
Discussion forum	283
Support to AHEAD state affiliates	278
Peer support opportunities	275

Part 5: AHEAD Professional Competencies

Figure 5.1a: Self-assessed interest and skill level for select key attributes of the AHEAD Professional Competencies

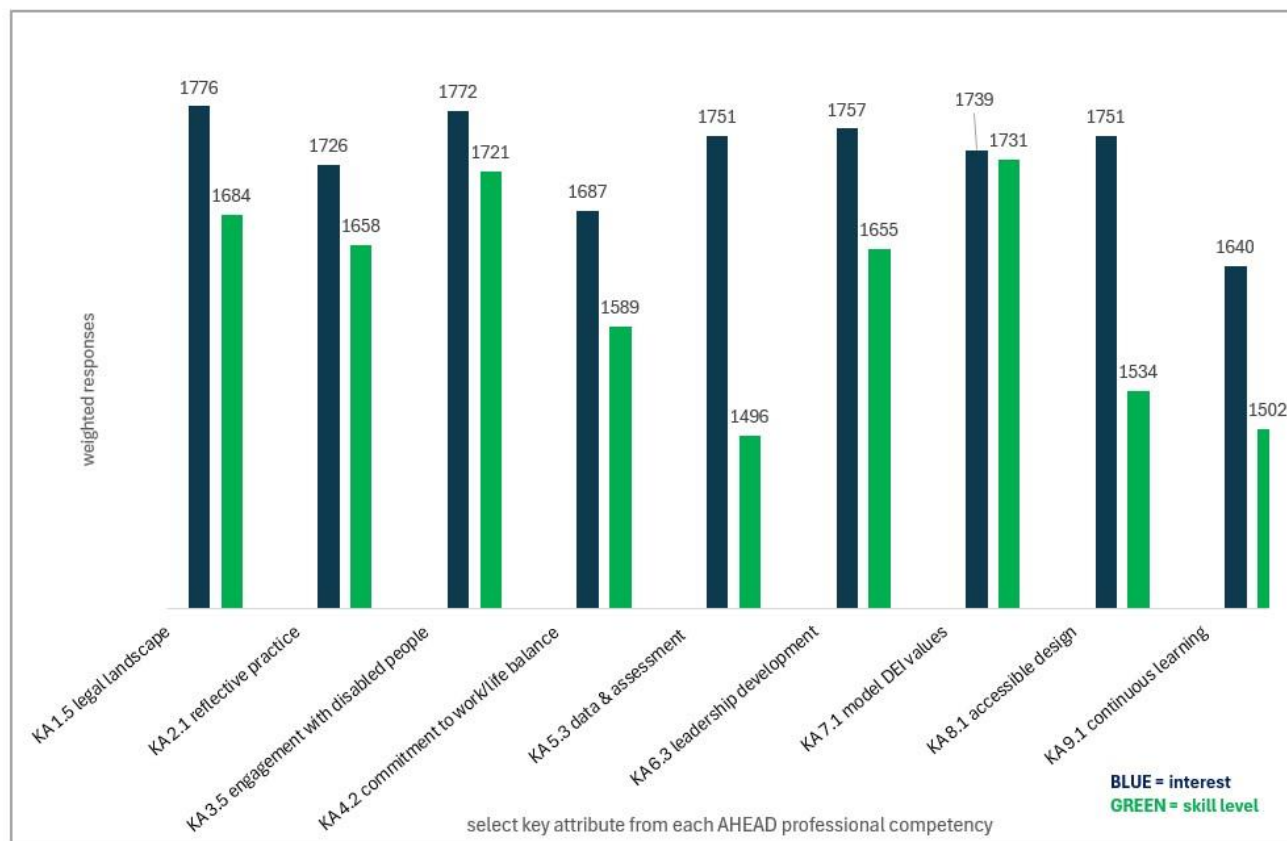


Figure 5.1a represents self-assessed interest and skill with regard to 9 key attributes of the AHEAD Professional Competencies. Blue bars represent interest, and green, self-assessed skill level.

Table 5.1a: Number of individual responses - Self-assessed interest and skill level for select key attributes of the AHEAD Professional Competencies

Key attribute (abridged)	Very interested	Very skilled	Somewhat interested	Somewhat skilled	Not very interested	Not very skilled
1.5: Apply knowledge of the legal landscape	459	239	126	306	21	49
2.1: Develop a reflective practice	356	191	206	341	40	62
3.5: Engage with disabled people	469	306	116	256	17	35
4.2: Commit to work/life balance	376	191	165	305	64	101

Key attribute (abridged)	Very interested	Very skilled	Somewhat interested	Somewhat skilled	Not very interested	Not very skilled
5.3: Gather data to support assessment	385	128	190	324	26	140
6.3: Grow in leadership skills	429	193	148	338	26	62
7.1: Model inclusive values and culture	432	258	137	310	32	27
8.1: Promote access & inclusive design	390	136	183	332	605	598
9.5: Support & learn: mentor & be mentored	288	127	230	324	86	149

Table 5.1b: Percentage of respondents - Self-assessed interest and skill level for select key attributes of the AHEAD Professional Competencies

Key attribute (abridged)	Very interested	Very skilled	Somewhat interested	Somewhat skilled	Not very interested	Not very skilled
1.5: Apply knowledge of the legal landscape	76%	40%	21%	52%	3%	8%
2.1: Develop a reflective practice	59	32	34	57	7	10
3.5: Engage with disabled people	78	51	19	43	3	6
4.2: Commit to work/life balance	62	32	27	51	11	17
5.3: Gather data to support assessment	64	22	32	55	4	24
6.3: Grow in leadership skills	71	33	25	57	4	10
7.1: Model inclusive values culture	72	43	23	52	5	4
8.1: Promote access & inclusive design	64	23	30	56	5	22
9.5: Support & learn: mentor & be mentored	48	21	38	54	14	25