

Higher Education Support Personnel: Trends in Demographics and Worklife Perceptions

By **Linda K. Johnsrud and Jocelyn Surla Banaria**

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“The most notable strikes in 2003,” reports the *Chronicle of Higher Education*, “involved university support-staff workers demanding higher wages and better benefits.”¹ Here are some prominent examples:

- 1,900 clerical workers on the four University of Minnesota campuses walked off their jobs for 15 days.
- 400 groundskeepers and cafeteria workers struck for nearly two weeks at Miami University.
- 2,000 Yale University clerical, dining-hall, and maintenance workers stayed out of work for several weeks.

Relationships between the university and its faculty and students receive most attention on campus. But the quality of the relationships between the university and its support personnel (ESPs) are critical to the smooth operation of the multiple services provided by ESPs. Strikes are often preceded by months—if not years—of disagreements, low morale, and dissatisfaction with working conditions. All parties gain by addressing the issues and concerns of ESPs before they escalate to impasse or to a service disruption. Knowing those issues and concerns is a key first step.

This chapter compares the recently released numerical and demographic 2001 data on ESPs with data reported in similar 1993, 1995, 1997, and 1999 surveys.² We then report on an NEA national survey of the sources of ESP worklife satisfaction and dissatisfaction.

ESP CATEGORIES

The National Center for Education Statistics provides data on eight classes of college employees:³

- Executive/administrative/managerial.
- Faculty (instruction and research).
- Instructional and research assistants.
- Technical and paraprofessional.
- Other professionals (support/service).
- Clerical and secretarial.
- Skilled crafts.
- Service/maintenance.

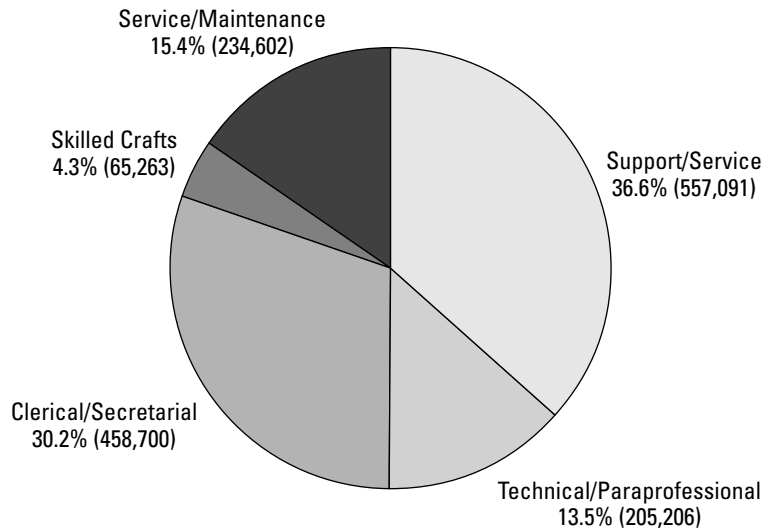
This chapter excludes the executives, faculty, and instructional/research assistants, and focuses on the remaining five groups of ESPs.

SUPPORT PROFESSIONALS: HISTORICAL AND COMPARATIVE DATA

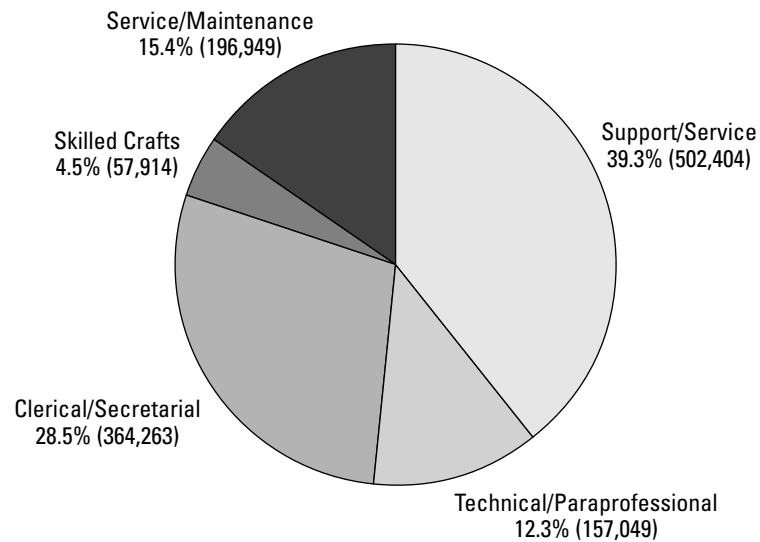
Distribution by occupation. Figure 1 provides the percentage distribution of the ESP staff in two- and four-year postsecondary institutions in 2001. The two largest groups are: support/service professionals (36.6 percent), and the clerical and secretarial group (30.2 percent). Service/maintenance, technical and paraprofessional, and skilled crafts are relatively smaller groups—15.4 percent, 13.5 percent, and 4.3 percent, respectively.

Disaggregating the percentage distribution of ESPs for two-year and four-year institutions reveals modest differences. Support/service professionals exceeded the clerical and secretarial group at four-year institutions (39.3 percent vs. 28.5 percent; Figure 2). Service/maintenance, technical and paraprofessional, and skilled crafts were 15.4 percent, 12.3 percent, and 4.5 percent, respectively. In contrast, the clerical and secretarial staff in two-year institutions was larger than the group of support/service professionals (39.0 percent vs. 22.5 percent; Figure 3). The proportions of the

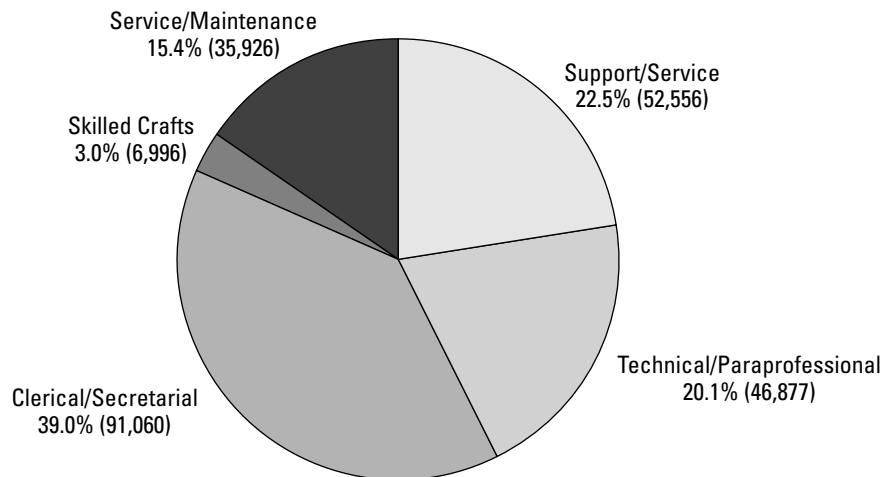
Figure 1. Percent of Education Support Personnel (ESP) by Occupation, 2001



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–2002.

Figure 2. Percent of ESP Staff by Occupation, Four-Year Colleges, 2001

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–2002.

Figure 3. Percent of ESP Staff by Occupation, Two-Year Colleges, 2001

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–2002.

technical and paraprofessional, service/maintenance, and skilled crafts groups differed somewhat in two-year institutions—20.1 percent, 15.4 percent, and 3.0 percent, respectively.

Occupational Group. Total ESPs employed in higher education increased by 13.4 percent (from 1,340,644 to 1,520,862) between 1993 and 2001.⁴ Figure 4 shows the number of ESPs by occupational group for 1993, 1995, 1997, 1999, and 2001. Support/service professionals showed the greatest increase among ESPs (33,686 or 6.4 percent) between 1999 and 2001. The increases for the other groups: service/maintenance = 13,515 (6.1 percent), clerical and secretarial = 11,509 (2.6 percent), technical and paraprofessional = 6,714 (3.4 percent). Only one group showed a decrease: skilled crafts = -281 (-0.4 percent).

Figure 5 shows the number of part-time ESPs by occupational group for 1995, 1997, 1999, and 2001. Between 1995 and 2001, the number of part-timers increased in four groups: skilled crafts = 18.7 percent, service/maintenance = 11.6 percent, support/service = 10.0 percent, and clerical and secretarial = 8.8 percent.

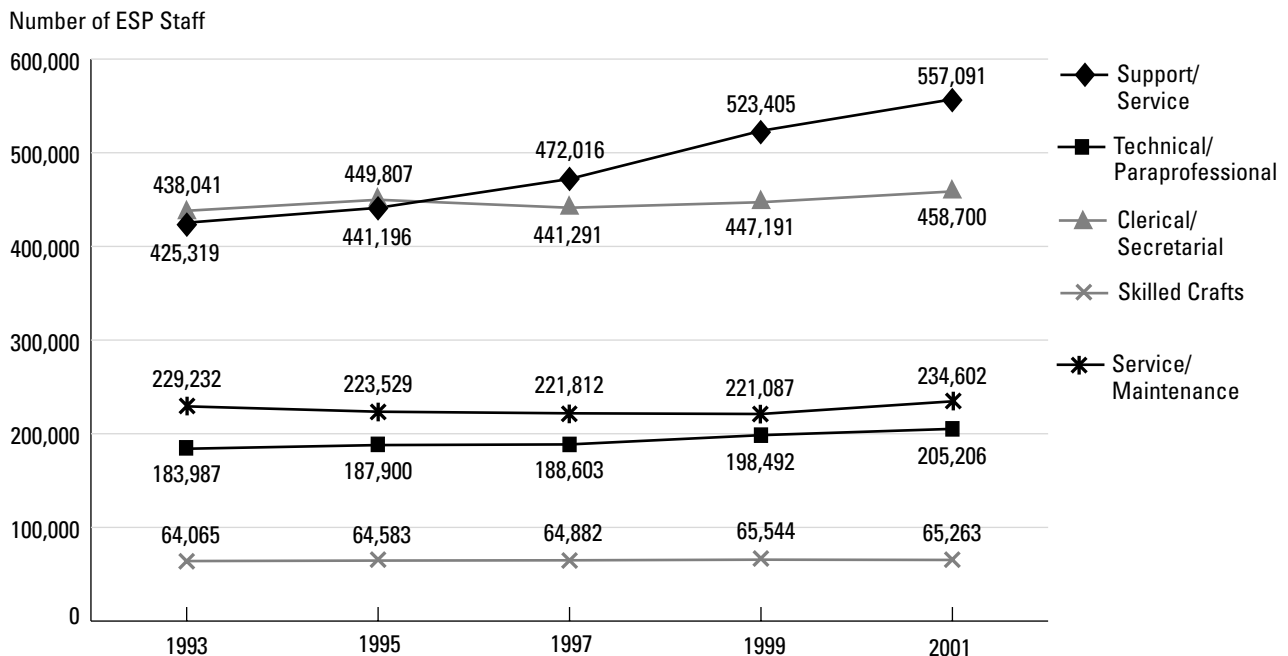
The single exception: technical and paraprofessional workers = -2.4 percent.

But between 1999 and 2001, the use of part-time personnel *decreased* in four occupational groups. The support/service group showed the greatest percentage decrease (-6.0 percent), followed by skilled crafts (-4.7 percent), technical and paraprofessional (-3.7 percent), and clerical and secretarial workers (-1.1 percent). Service/maintenance workers were the exception (+9.5 percent).

Gender. The representation by sex within the occupational groups varied in expected patterns (Figure 6). Women vastly outnumbered men in the clerical and secretarial group (86.5 percent to 13.5 percent); men vastly outnumbered women in the skilled crafts (92.7 percent to 7.3 percent). The technical/paraprofessional and support/service groups each contained 60 percent women and 40 percent men. The proportions were reversed in the service/maintenance group (61.5 percent men; 38.5 percent women).

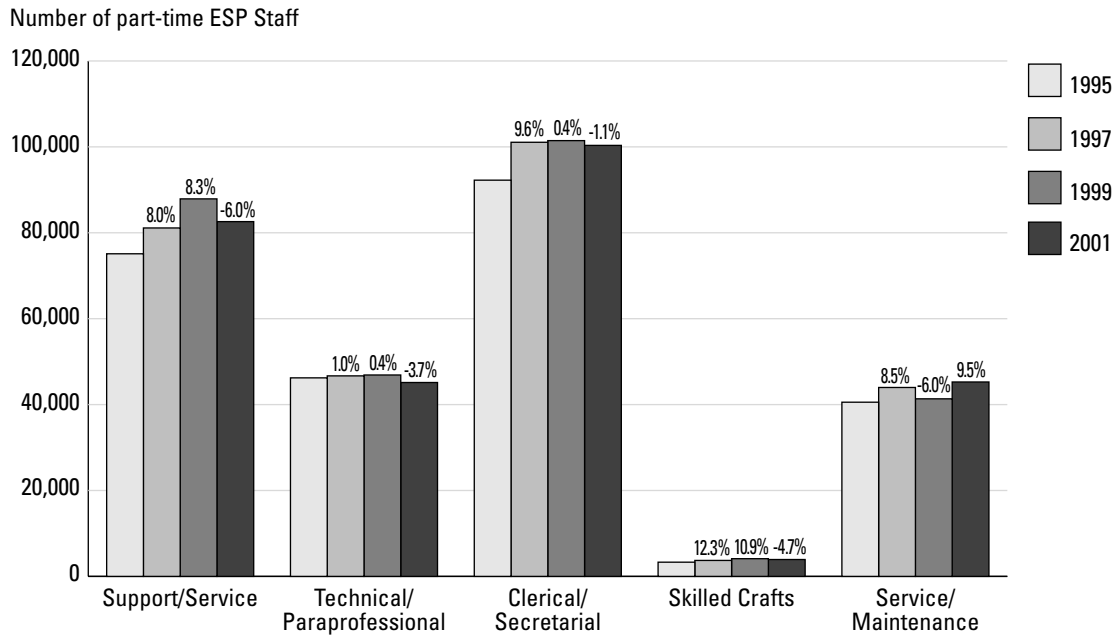
The representation by sex across all ESP staff remained constant from 1995 to 2001: about 37 percent

Figure 4. ESP Staff by Year, 1993, 1995, 1997, 1999, 2001



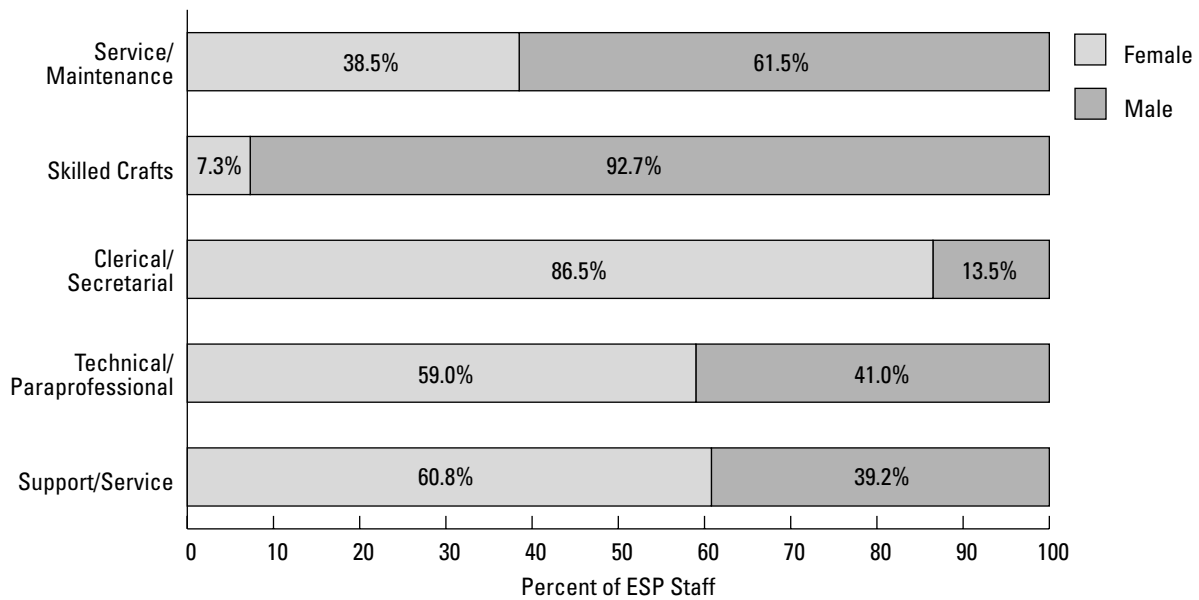
Source: U.S. Department of Education, NCES, IPEDS, "Fall Staff" surveys, 1993, 1995 and 1997; Digest of Education Statistics, 2001; NCES, IPEDS, Winter 2001-2002.

Figure 5. Percent Change, Part-Time ESP Staff, 1995–2001



Source: Digest of Education Statistics, 2001; Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–2002.

Figure 6. Percent of ESP Staff, by Occupation and Sex, 2001



Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–2002

men and 63 percent women. Table 1 shows the percentage change within the occupational groups between 1995 and 2001. Between 1999 and 2001, women increased their representation by slightly higher percentages than men in all but one group—the technical and paraprofessional workers (+4.4 percent for men; +2.7 for women). The support/service group showed the largest increase in women's representation since 1999 (7.4 percent vs. 5.0 percent for men). Women increased their presence by 2.8 percent in the clerical and secretarial groups since 1999; the male workforce grew by only 1.1 percent. The service/maintenance group showed near-identical gains: women = 6.3, men = 6.0 percent. Total skilled crafts membership decreased by -0.4 percent since 1999. But the number of women increased by 4.6 percent, while the number of men declined (-0.8 percent).

Summary. ESP demographics showed only modest change since the mid-1990s. The growth in all occupational groups slowed relative to earlier years. Only the support/service and service/maintenance groups showed six percent growth or more since 1999. The steady increase in the use of part-time employees between 1995 and 1999 was reversed between 1999

and 2001, when all occupational groups showed a decline, except service/maintenance workers (+ 9.5 percent). The representation of women and men in each occupation remained constant.

These data provide a snapshot of the distribution of ESP staff across the nation's colleges and universities. We now look more closely at ESP perceptions about the quality of their worklives.

THE 2004 NEA SURVEY

In 2004, NEA asked its higher education members about the support they receive in their worklives and about the importance of work-related benefits. The respondents interviewed by telephone represented key demographics, including geography and age. The respondents included 625 (78 percent) part-time and full-time faculty members and 139 ESPs (22 percent).

This chapter reports the survey's findings, and compares the totals to the results for ESPs and for faculty members. The profoundly different worklives of faculty and ESP members might predict different perspectives on their working conditions. But the survey reveals far more similarities than differences.

Table 1. Percent Change in Numbers of ESP Staff by Occupation and Sex, 1995–2001

Occupation and Sex	1995	1997	1999	2001	% Change from 1995–2001	% Change from 1999–2001
Service/Maintenance	223,529	221,812	221,087	234,602	5.0%	6.1%
Female	86,183	84,791	85,087	90,406	4.9	6.3
Male	137,346	137,021	136,000	144,196	5.0	6.0
Skilled Crafts	64,583	64,882	65,544	65,263	1.1	-0.4
Female	4,089	4,498	4,535	4,743	16.0	4.6
Male	60,494	60,384	61,009	60,520	0.0	-0.8
Clerical/Secretarial	441,196	441,291	447,191	458,700	4.0	2.6
Female	386,490	382,137	385,742	396,577	2.6	2.8
Male	54,706	59,154	61,449	62,123	13.6	1.1
Technical/Paraprofessional	187,900	188,603	198,492	205,206	9.2	3.4
Female	111,904	112,721	118,020	121,159	8.3	2.7
Male	75,996	75,882	80,472	84,047	10.6	4.4
Support/Service	449,807	472,016	523,405	557,091	23.9	6.4
Female	272,655	284,370	315,482	338,730	24.2	7.4
Male	177,152	187,646	207,923	218,361	23.3	5.0

Source: Digest of Education Statistics, 2001; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2001–2002.

DEMOGRAPHICS

Table 2 provides a demographic portrait of all respondents, faculty members, and ESPs. The overall gender breakdown: women = 58 percent (n=466); men = 42 percent (n=335). The faculty members reflected similar proportions: women = 54 percent, men = 46 percent. But the ESPs showed a disparity: women = 77 percent, men = 23 percent. These

percentages were slightly more skewed than the national figures reported above (women = 63 percent; men = 37 percent). About 56 percent of each group worked in two-year institutions. Ninety percent of all respondents reported their ethnicity as White.

ESPs and faculty members differed significantly in highest degree attained. About 53 percent of the ESPs responding did not complete a bachelor's

Table 2. Demographics of 2004 NEA Survey, 2004

	All Respondents (n=800)	All Faculty* (n=625)	ESP (n=139)
Gender			
Male	42%	46%	23%
Female	58	54	77
2-year or 4-year Institution			
2-year	57	56	56
4-year	43	44	44
Race			
Non-white	10	10	9
White	90	90	91
Educational Level Completed			
Less than a Bachelor's degree	10		53
Bachelor's degree	17	13	32
Master's degree	24	27	9
Post-Masters	23	28	3
Doctoral degree	25	32	3
Income Group			
Less than \$50,000	17	11	37
\$50-69,000	28	27	34
\$70-99,000	27	30	15
\$100,000+	29	32	14
Hours Spent on the Job			
Less than 20 hours	26	23	36
20-39 hours	31	24	55
40-49 hours	24	29	5
50-59 hours	19	24	3
Years Worked in Higher Education			
1-9 years	25	22	35
10-19 years	34	34	37
20+ years	41	44	28
Years Working at Current University/College			
1-9 years	34	33	39
10-19 years	38	38	39
20+ years	27	29	23

Source: 2004 NEA Higher Education Nationwide Survey.

* Includes part-time & full-time faculty members.

degree; only 15 percent completed post-baccalaureate degrees. Most faculty respondents obtained a degree higher than a bachelor's (87 percent).

Significant differences in earnings reported by the two groups reflected these differences in degree attainment. Seventy-one percent of ESP respondents earned less than \$70,000 per year, and 62 percent of faculty earned \$70,000 or more. ESPs worked fewer hours than faculty members (91 percent \leq 39 hours for ESPs; 53 percent \geq 40 hours for faculty members).

ESPs spent fewer years working at colleges and universities than faculty members during their careers (28 percent \geq 20 years; 35 percent \leq nine years for ESPs; 44 percent \geq 20 years; 22 percent \leq nine years for faculty members). The same pattern held for their current employment (23 percent \geq 20 years; 39 percent \leq nine years for ESPs; 29 percent \geq 20 years; 33 percent \leq nine years for faculty members).

ESPs and faculty members reported similar levels of activity in NEA (Figure 7), though ESPs answered "very active" in NEA in slightly greater proportions than faculty members: (18 percent vs. 11 percent).

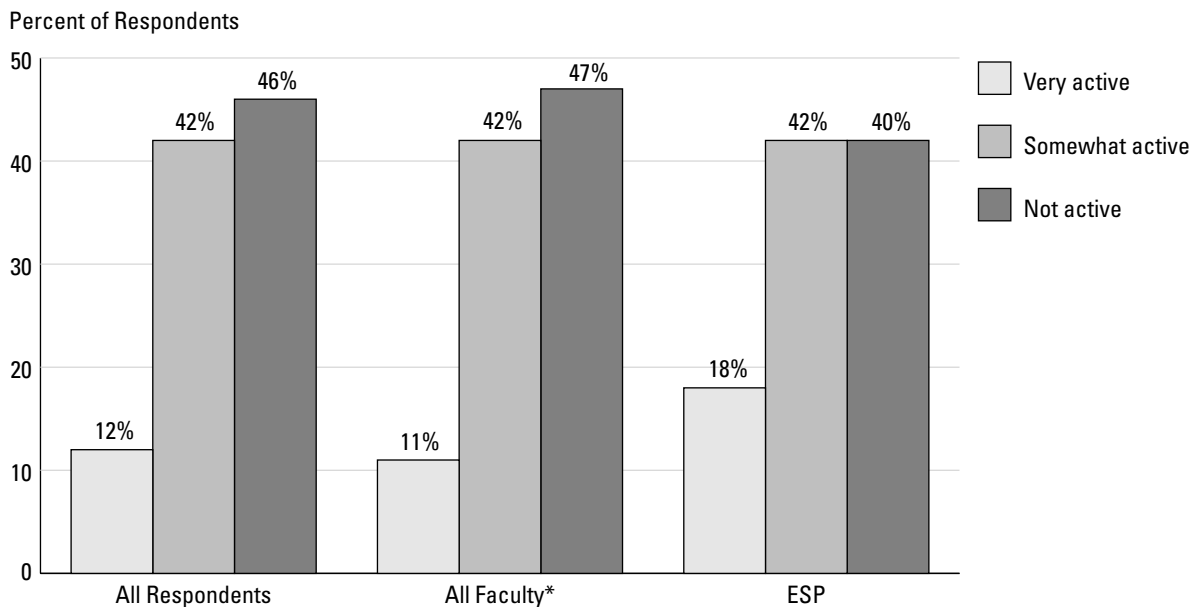
The proportion of respondents who were "somewhat active" was 42 percent for both groups. A significant portion of ESPs and faculty members answered "not active" (40 percent and 47 percent, respectively).

EXTERNAL GROUPS

Employees in higher education have more confidence in the leaders who are closest to them. They express decreasing levels of confidence for: department chairs, deans, senior administrators, presidents, and legislators.⁵

Figures 8 through 12 summarize the levels of regard that ESPs and faculty members expressed regarding their union or association. Sixty-six percent of ESPs, and 72 percent of faculty members were "very positive" or "somewhat positive" about their local association chapter or campus union (Figure 8). When asked to rate their perceptions of their state associations, ESPs reported similarly positive impressions (64 percent). But only 59 percent of faculty members reported positive impressions of their state association—a significantly smaller percentage than the ranking for their local association (Figure 9). ESPs

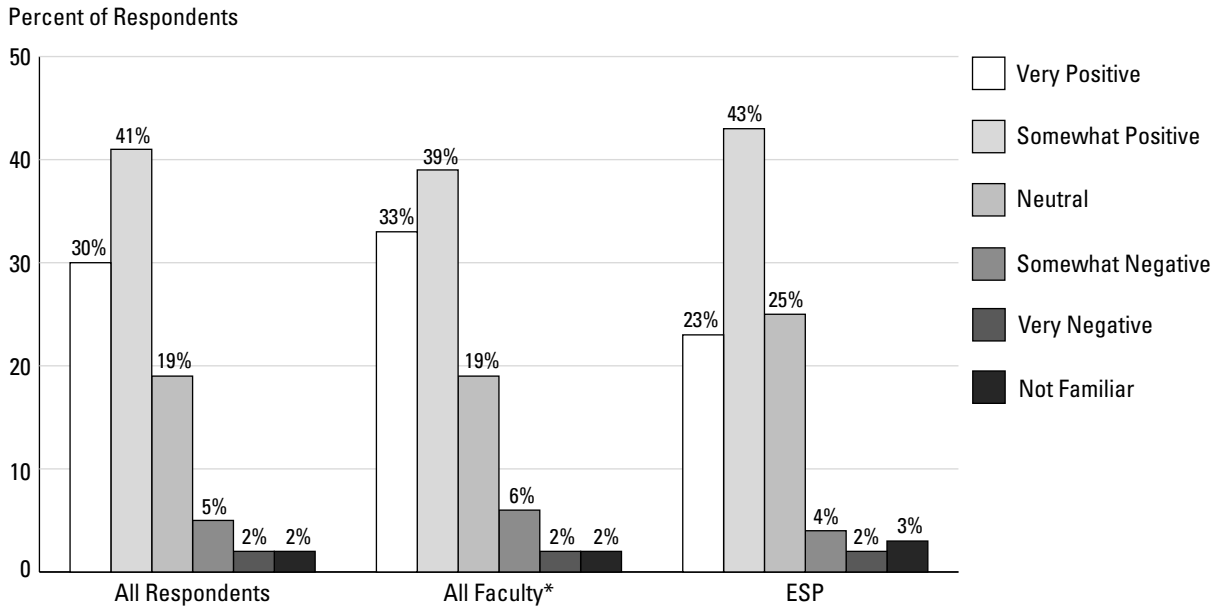
Figure 7. Level of Activity in Association



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

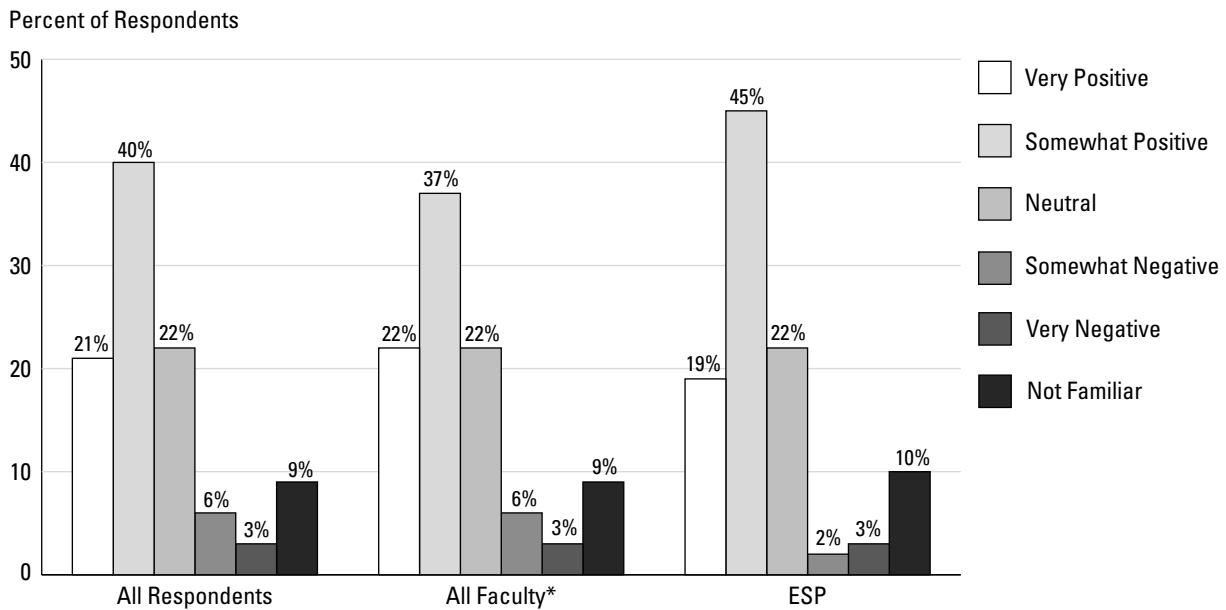
Figure 8. General Impression of Local Association Chapter or Union on Campus



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

Figure 9. General Impression of State Association or Union



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

and faculty members had identical “very positive” or “somewhat positive” impressions about NEA (57 percent, Figure 10). The portion of each group reporting a “somewhat negative” or “very negative” impression of local, state, and national associations ranged from five to nine percent.

Respondents viewed the state legislature with the least favor (“very positive” or “somewhat positive:” ESPs = 34 percent; faculty respondents = 27 percent; “somewhat negative” or “very negative:” ESPs = 26 percent, faculty = 36 percent). The remaining third of each group was neutral (Figure 11).

Respondents felt more favorable about their college administration (Figure 12). About 55 percent of the ESPs and 67 percent of faculty members ranked their administration “very positive” or “somewhat positive.” But significant numbers of ESPs (23 percent) and faculty members (15 percent) responded “somewhat negative” or “very negative.”

BENEFITS

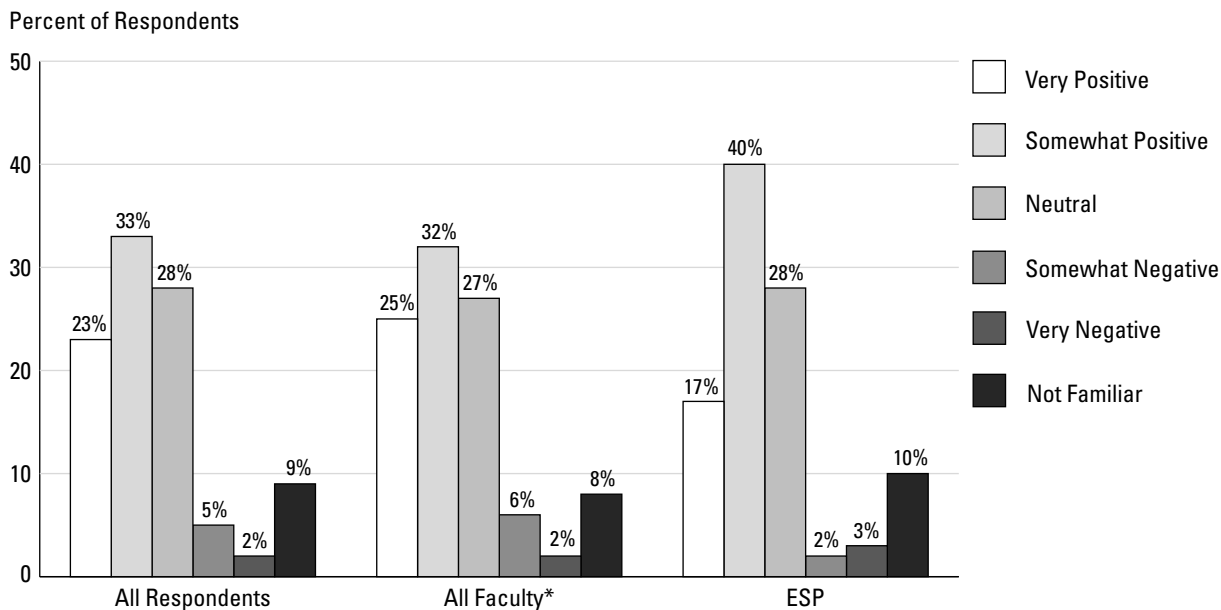
ESPs and faculty members reported high levels of job satisfaction (“very satisfied” or “somewhat satisfied:”

ESPs = 93 percent, faculty members = 87 percent; Figure 13). Only seven percent of the ESPs and 11 percent of the faculty members answered “somewhat dissatisfied” or “very dissatisfied.” Most ESP and faculty respondents said a collective bargaining agreement with their college or university determined their salary or wage (ESPs = 83 percent; faculty = 87 percent; Figure 14).

Figures 15 through 18 display the levels of importance that ESPs and faculty members attribute to key working conditions and benefits. The two groups agreed on the need to improve health benefits: 73 and 75 percent, respectively, answered “essential” or “somewhat essential.” Conversely, only seven and five percent, respectively, answered “not too important” (Figure 15).

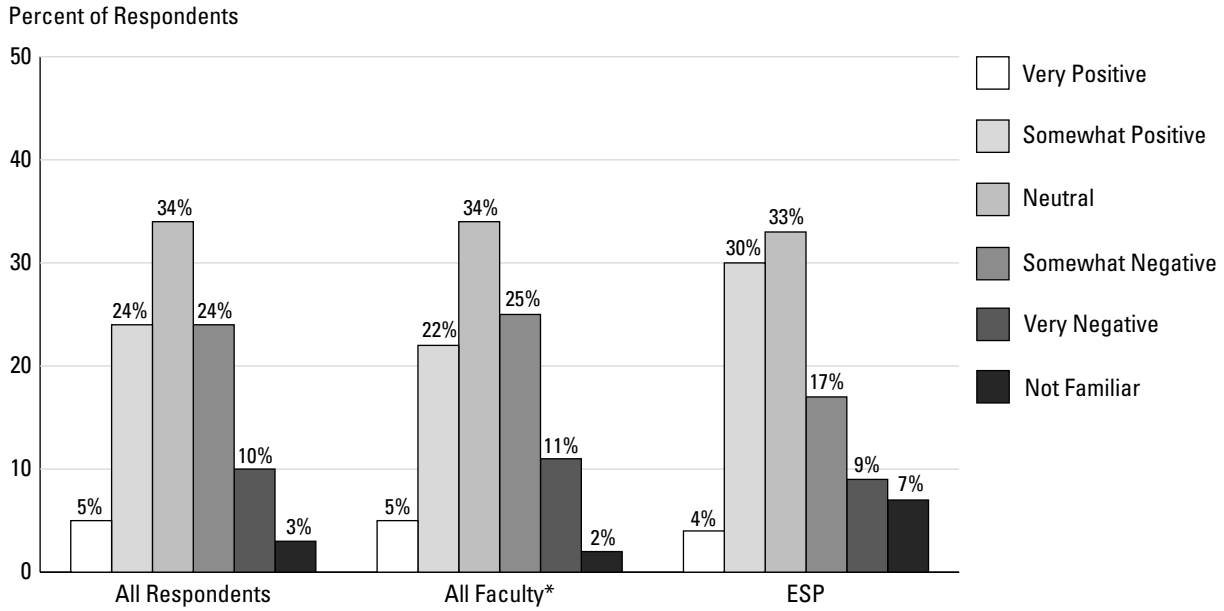
How important is a higher annual salary? “Essential” or “somewhat essential,” responded 78 percent of ESPs and 79 percent of faculty members; only one and two percent, respectively, answered “not too important” (Figure 16). ESPs and faculty members offered similar responses when asked about improving retirement benefits: 77 and 76 percent,

Figure 10. General Impression of NEA



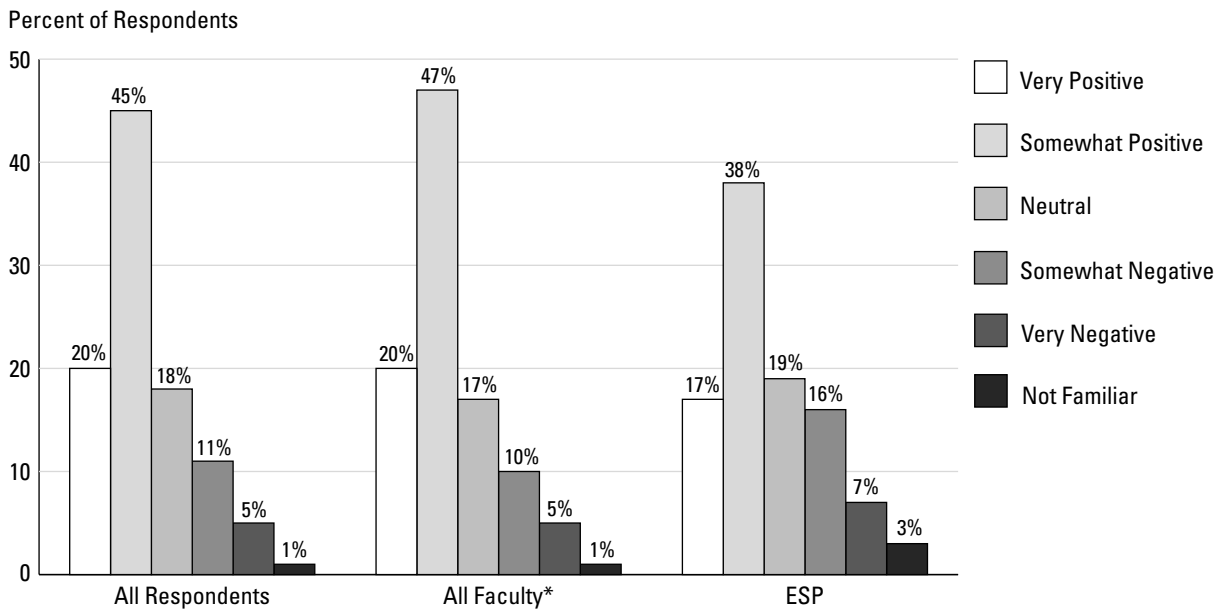
Source: 2004 NEA Higher Education Members Nationwide Survey.
 * Includes part-time and full-time faculty members.

Figure 11. General Impression of State Legislature



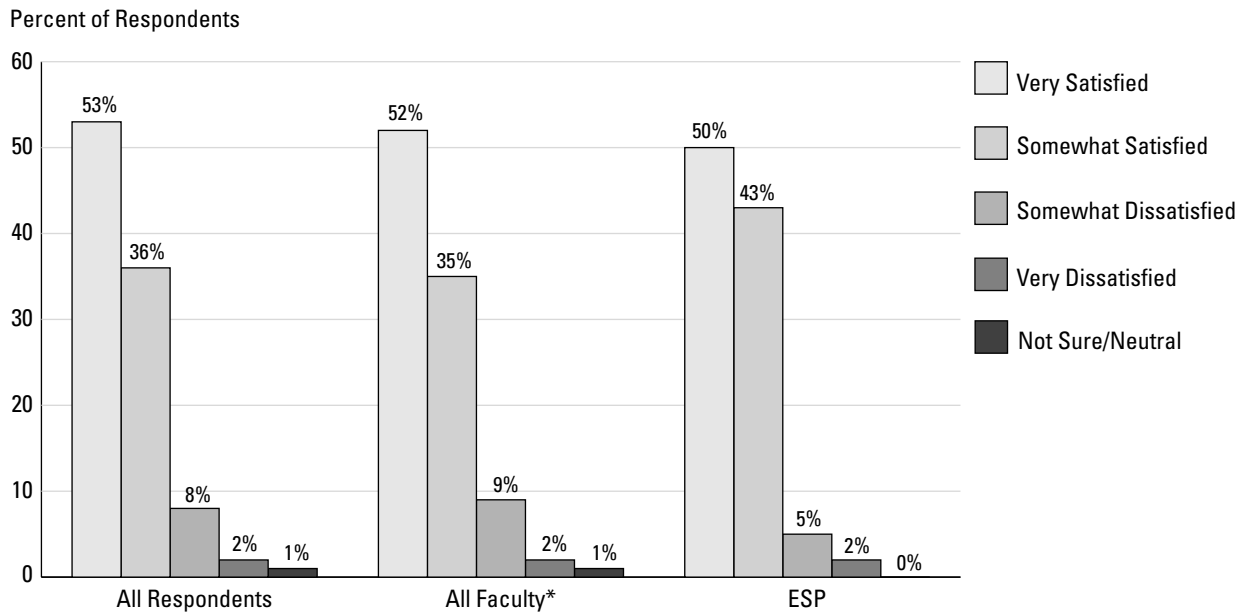
Source: 2004 NEA Higher Education Members Nationwide Survey.
 * Includes part-time and full-time faculty members.

Figure 12. General Impression of Your College or University Administration



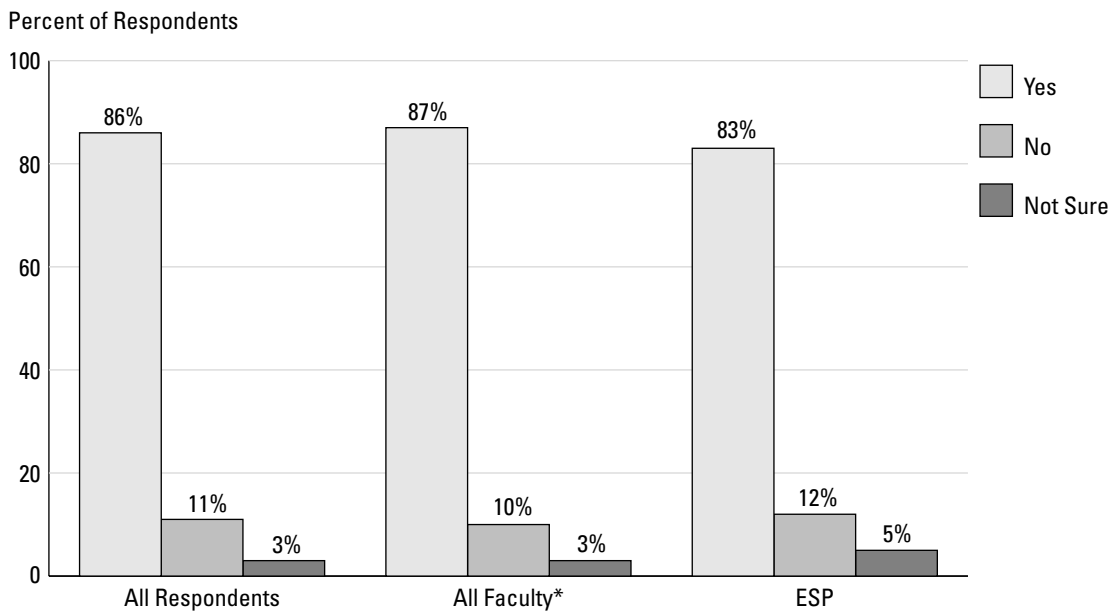
Source: 2004 NEA Higher Education Members Nationwide Survey.
 * Includes part-time and full-time faculty members.

Figure 13. Level of Satisfaction—Job



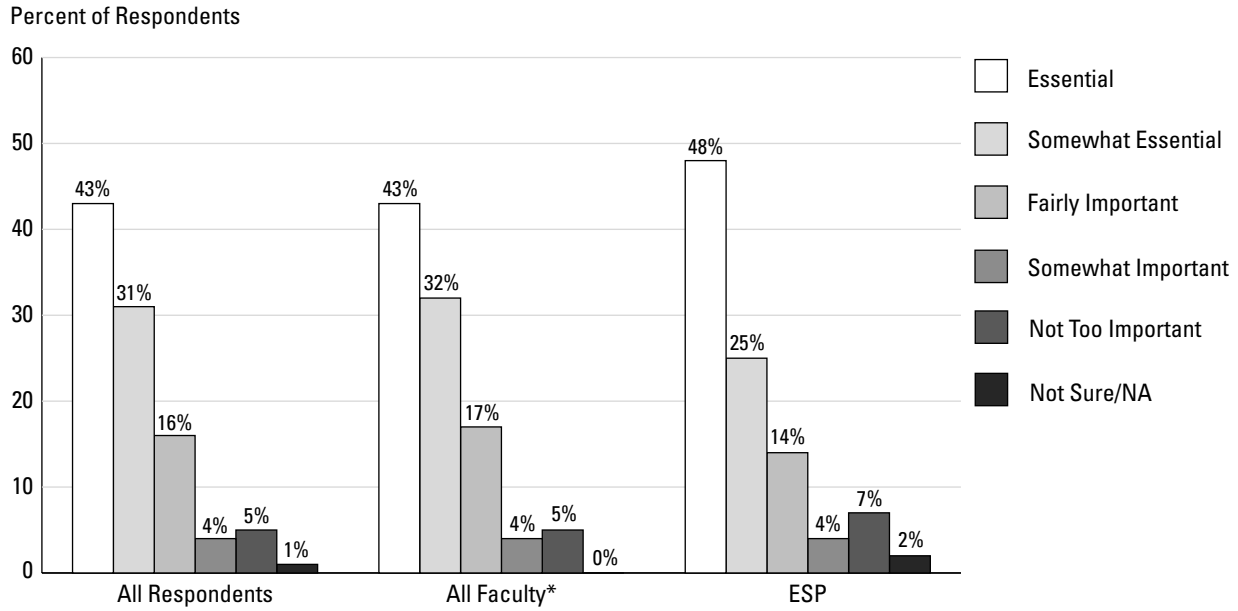
Source: 2004 NEA Higher Education Members Nationwide Survey.
 * Includes part-time and full-time faculty members.

Figure 14. Salary or Wage Determined as Part of a Collective Bargaining Agreement with Your College or University



Source: 2004 NEA Higher Education Members Nationwide Survey.
 * Includes part-time and full-time faculty members.

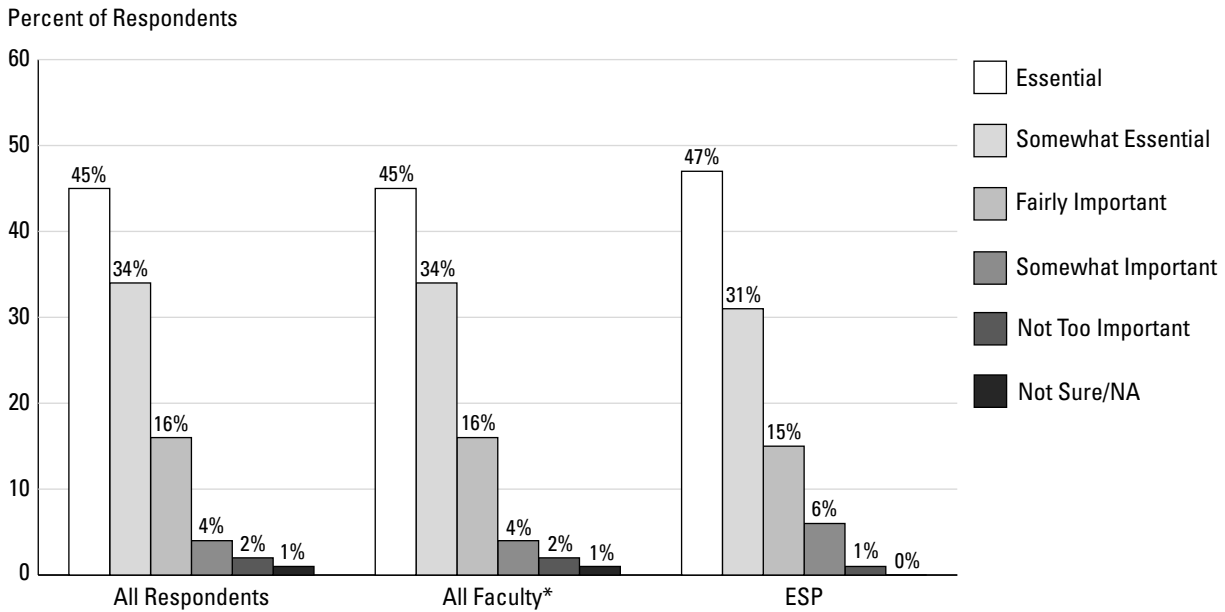
Figure 15. Level of Importance—Better Health Benefits



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

Figure 16. Level of Importance—A Higher Annual Salary



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

respectively, answered “essential” or “somewhat essential.” Only two and four percent, respectively, answered “not too important” (Figure 17).

ESPs and faculty respondents accorded a lower ranking to “increasing the security of their jobs:” 63 and 59 percent, respectively, answered “essential” or “somewhat essential.” Eight and nine percent, respectively, responded “not too important” (Figure 18). Many respondents, this response suggests, believe their jobs are secure.

INFORMATION AND ADVICE

Where did respondents turn for information and advice? Large proportions of ESPs (71 percent) and faculty members (80 percent) indicated they would be “extremely likely,” “very likely,” or “somewhat likely” to ask a university or college administrator (other than a department chair) for information or advice (Figure 19). Eleven and nine percent, respectively, indicated they would “not be at all likely.”

But would ESPs and faculty more readily turn to colleagues for information or advice? Yes: 90 percent of the ESPs and 95 percent of faculty members answered “extremely likely,” “very likely,” or “some-

what likely” (Figure 20). Conversely, only ten and four percent, respectively, responded “not too likely” or “not be at all likely.”

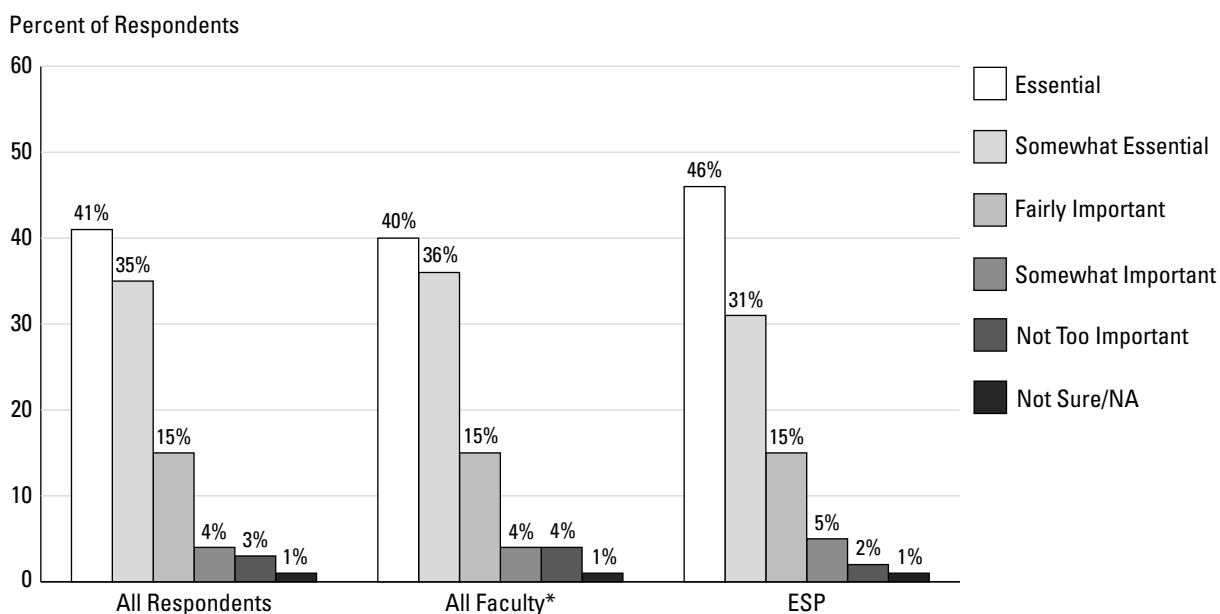
Would they consult their union or local association? Seventy-six percent of ESPs and faculty responded “extremely likely,” “very likely,” or “somewhat likely” (Figure 21). Twenty-five and 22 percent, respectively, answered they were “not too likely” or “not be at all likely” to turn to their local group.

Respondents—especially ESPs—were least likely to turn to a newspaper or other media for information; only 36 percent of ESPs and 52 percent faculty answered “extremely likely,” “very likely,” or “somewhat likely” (Figure 22). Conversely, 62 percent and 45 percent, respectively, answered “not too likely” or “not be at all likely.”

SUPPORT

Respondents were asked to indicate the level of support they received in their jobs from administrators, colleagues, their local association, and a professional association other than their local. Figures 23 through 26 show the levels of reported support; the scale ranged from “excellent” to “poor.”

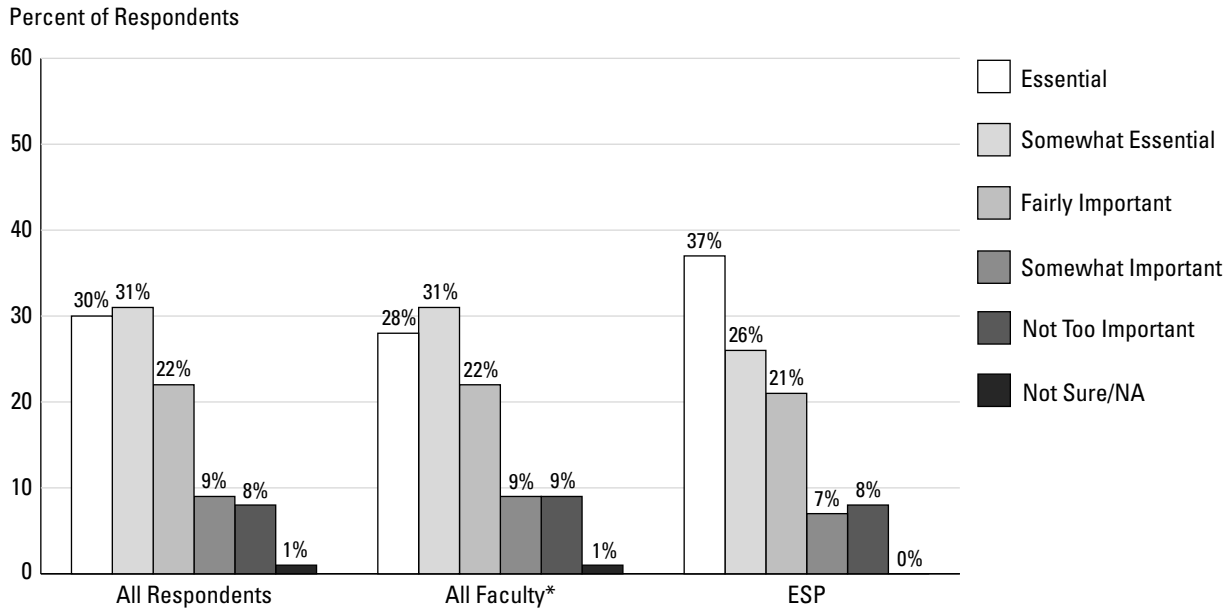
Figure 17. Level of Importance—Increasing the Security of Your Job



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

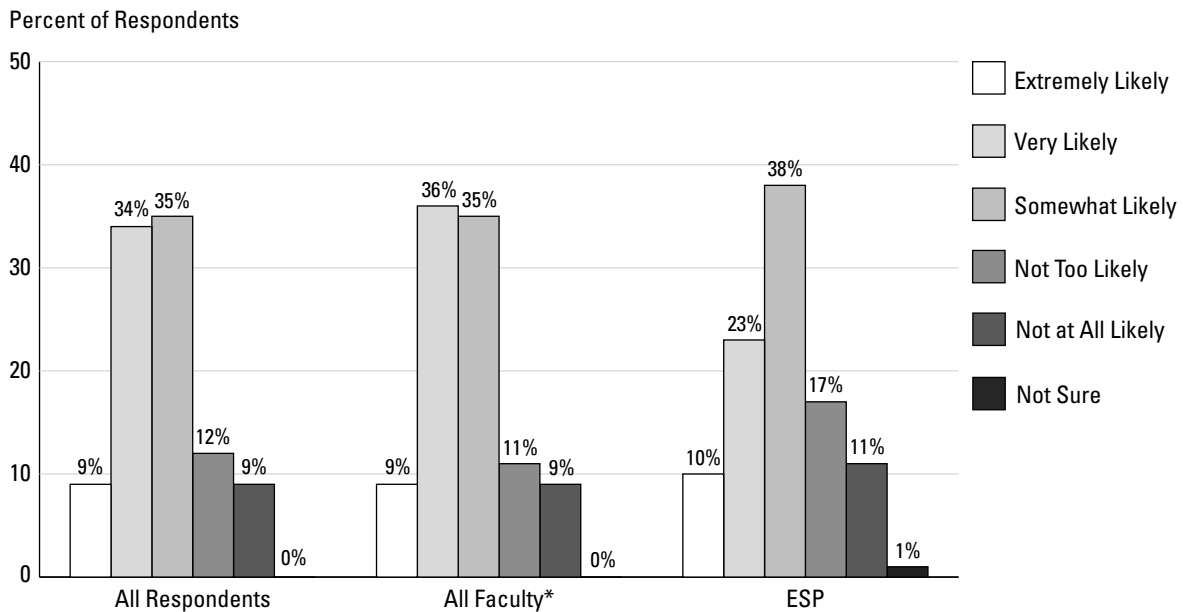
Figure 18. Level of Importance—Improving Retirement Benefits



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

Figure 19. Likely to Turn for Information and Advice—A University or College Administrator⁺

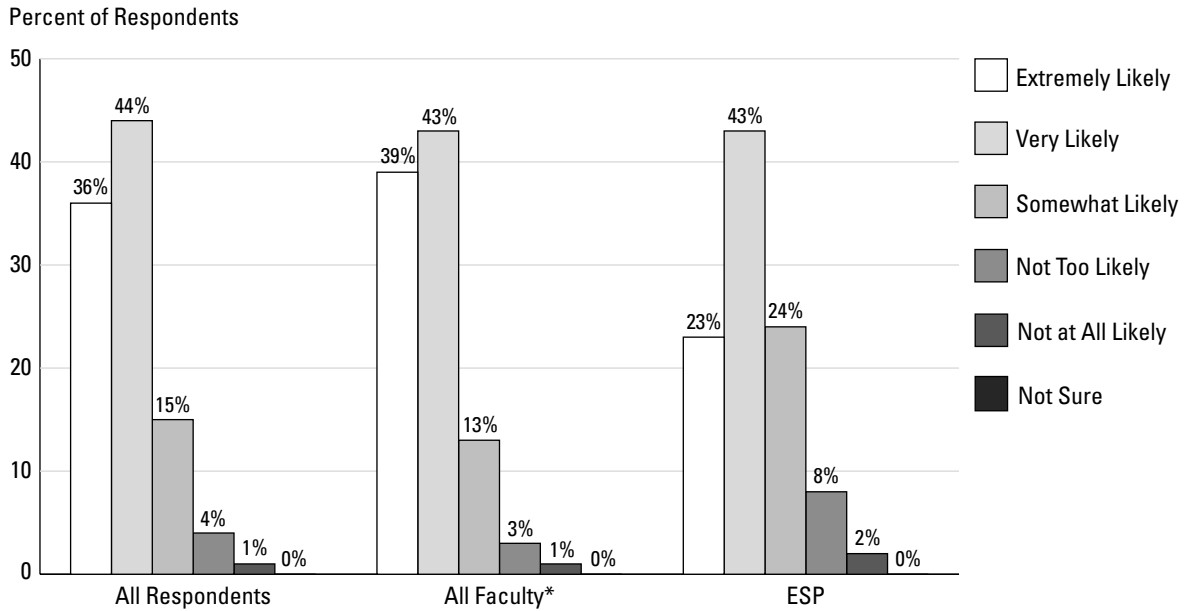


Source: 2004 NEA Higher Education Members Nationwide Survey.

⁺ Other than department chair.

* Includes part-time and full-time faculty members.

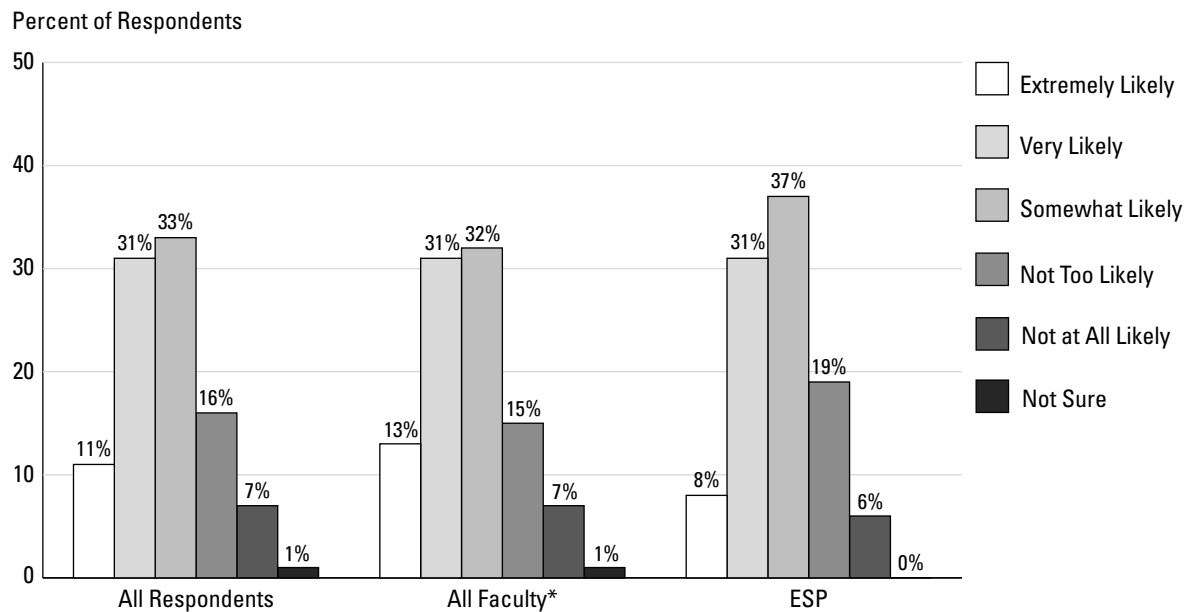
Figure 20. Likely to Turn for Information and Advice—A Colleague



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

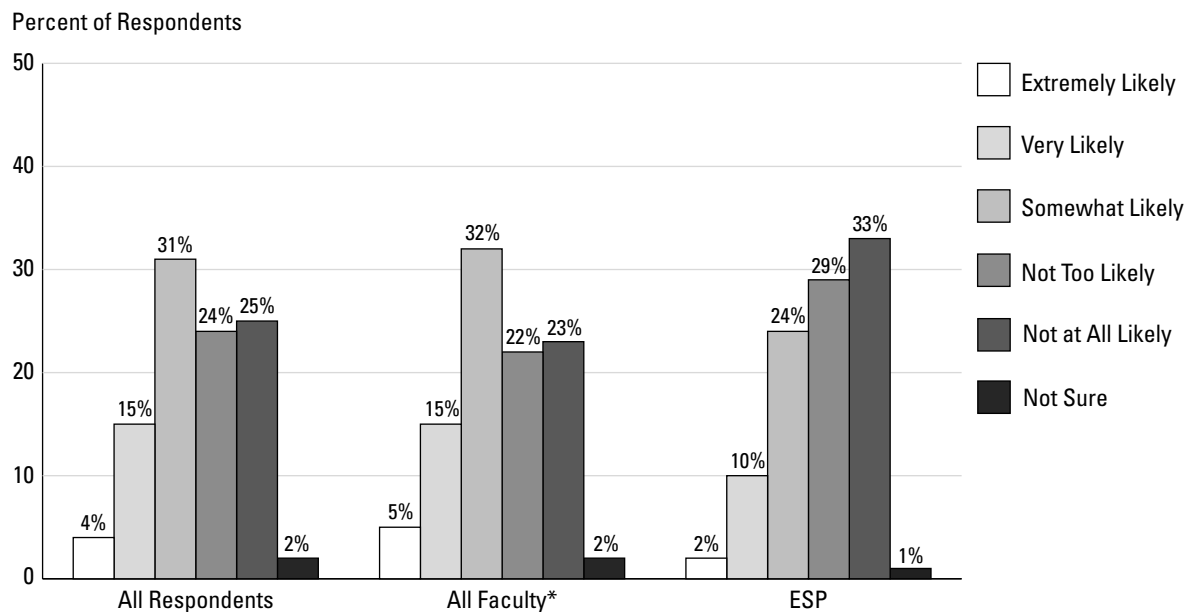
Figure 21. Likely to Turn for Information and Advice—Your Union or Local Association Chapter⁺



Source: 2004 NEA Higher Education Members Nationwide Survey.

⁺ Includes NEA or other union magazines, newsletters, and website.

* Includes part-time and full-time faculty members.

Figure 22. Likely to Turn for Information and Advice—A Newspaper or Another Form of News Media

Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

When asked about the level of support received from university or college administrators (other than a department chair), 82 percent of ESPs and 85 percent of faculty members responded “excellent,” “very good,” or “satisfactory” (Figure 23). Eighteen percent and 13 percent, respectively, responded “not so good” or “poor.”

Collegial support received the most positive responses: 94 percent of ESPs, and 96 percent of the faculty respondents reported “excellent,” “very good,” or “satisfactory” support (Figure 24). Only small percentages, three to five percent, reported that collegial support was “not so good” or “poor.”

Respondents gave positive ratings to the support received from their union or local association chapter (“excellent,” “very good,” or “satisfactory:” ESPs = 85 percent; faculty = 84 percent, Figure 25). About 11 to 12 percent of each group reported “not so good” or “poor.” Professional associations other than their union received the lowest percentage of positive responses—“excellent,” “very good,” or “satisfactory:” ESPs = 55 percent, faculty = 72 percent. Respondents answering “not so good” or “poor:” ESPs = 18 percent, faculty = 13 percent (Figure 26).

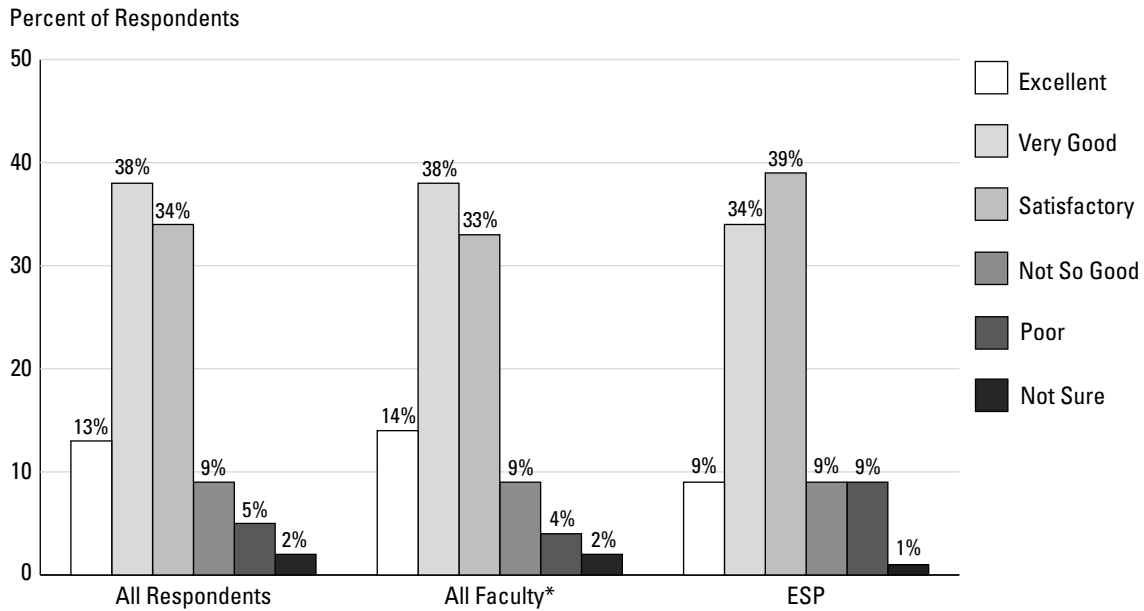
UNIONS AND LOCAL ASSOCIATIONS

ESPs and faculty members offered similar reactions to questions regarding their union or local association. When asked for the most convincing reason for belonging to their union, 91 percent of both groups responded, “economic well-being” (Figure 27). The remaining nine percent answered “not convincing” or “not sure.” Most respondents would remain a member of their local campus association or union if they had a choice (ESPs = 72 percent, faculty = 64 percent; Figure 28). ESPs and faculty members answering they would leave: 13 and 15 percent, respectively, “not sure” = 15 and 21 percent, respectively.

SUMMARY

ESPs and faculty members, the NEA survey revealed, had similar perceptions of external groups, job support, and the importance of work-related benefits. The many similarities of responses are more striking than the few dissimilarities found in the data. Both groups reported a high level of job satisfaction. These results are consistent with the results of previous NEA surveys⁶ involving ESPs and with other research conducted on support personnel⁷ and faculty.⁸

Figure 23. Level of Support They Provide You in Your Job—University or College Administrator⁺

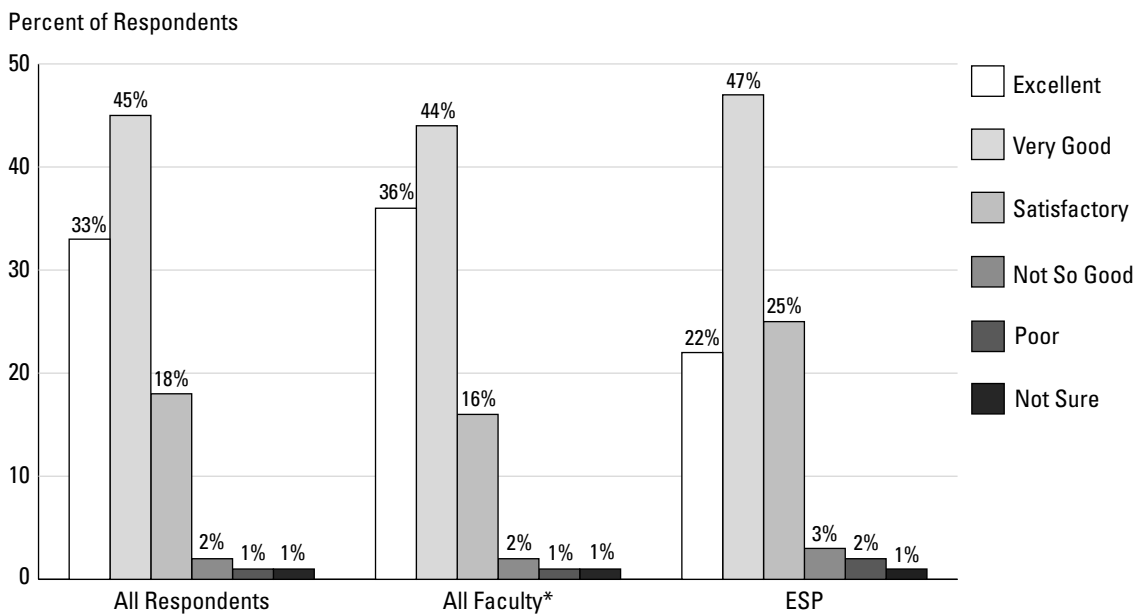


Source: 2004 NEA Higher Education Members Nationwide Survey.

⁺ Other than department chair.

* Includes part-time and full-time faculty members.

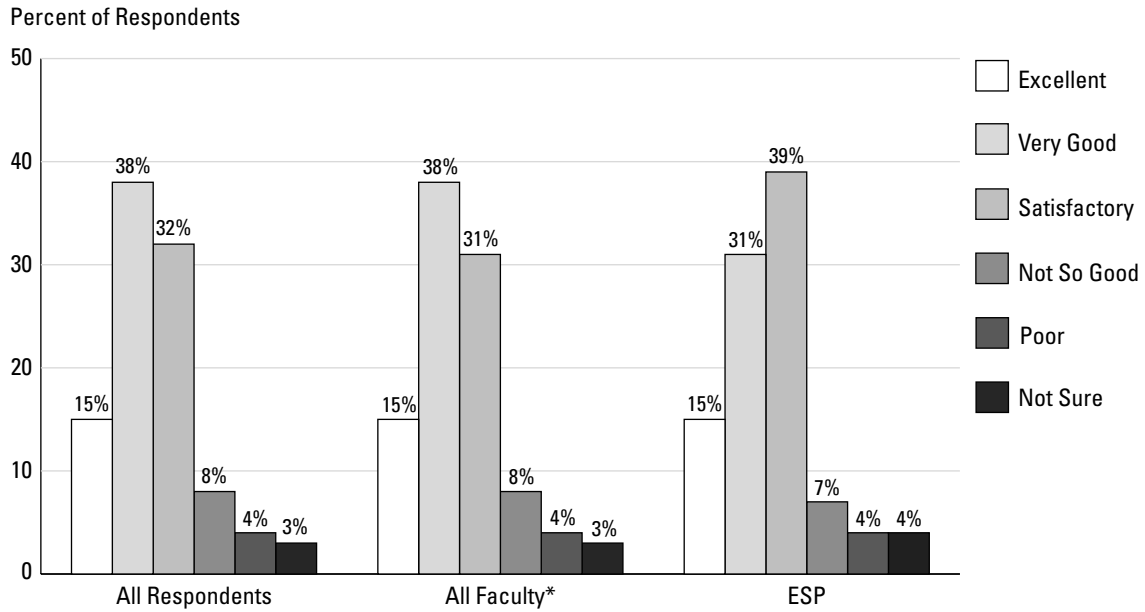
Figure 24. Level of Support They Provide You in Your Job—Your Colleagues



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

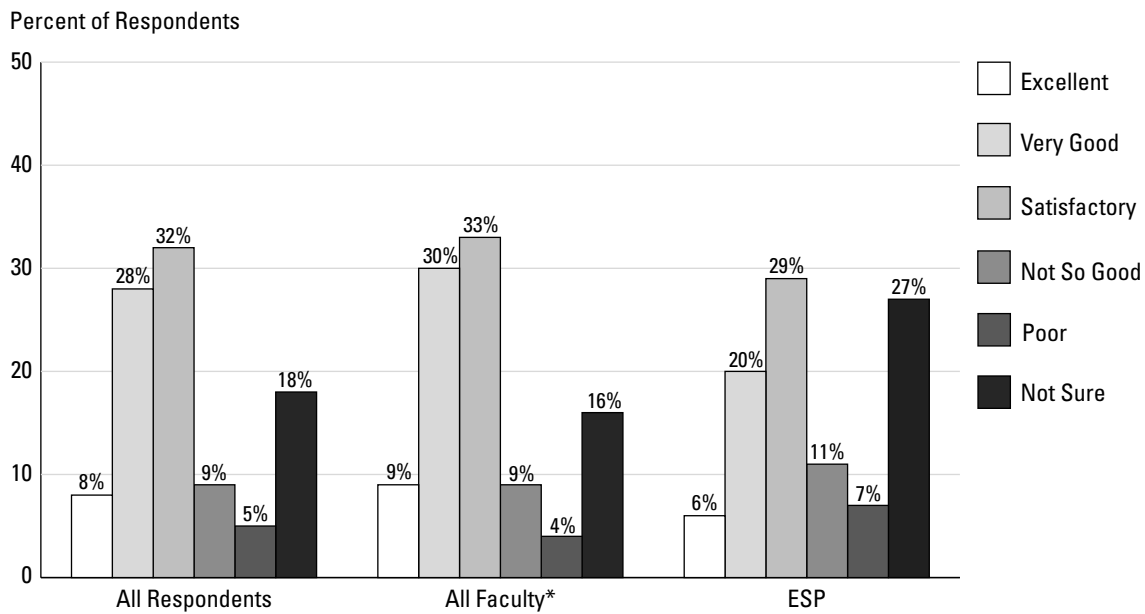
Figure 25. Level of Support They Provide You in Your Job—Your Union or Local Association Chapter



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

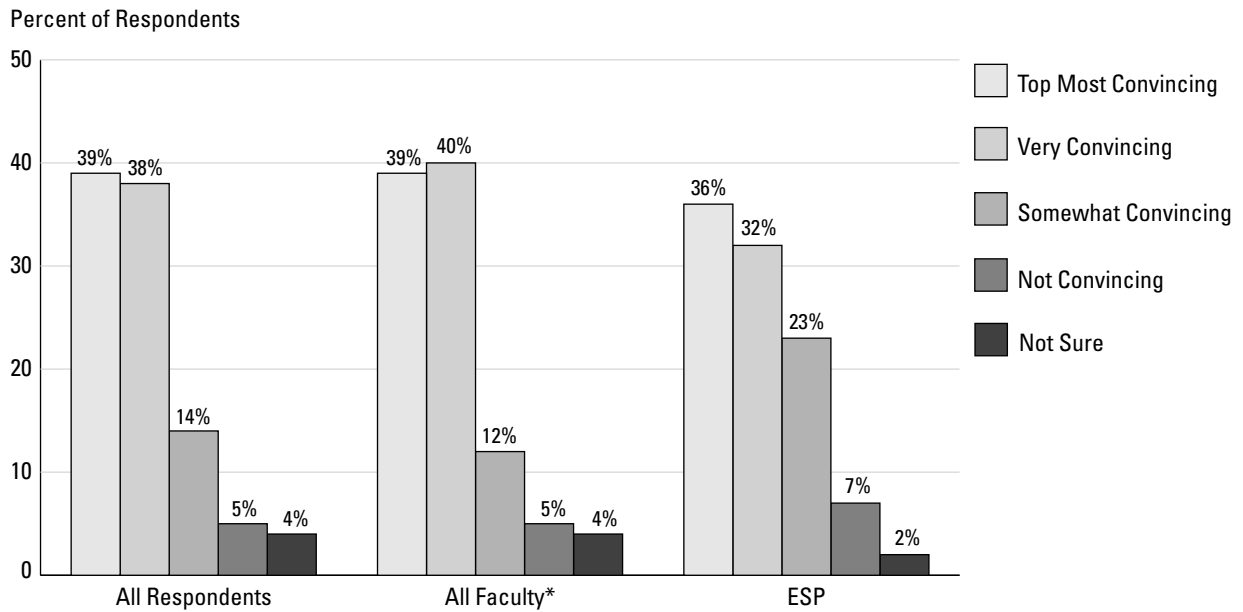
Figure 26. Level of Support They Provide You in Your Job—A Professional Association Other than Your Union



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

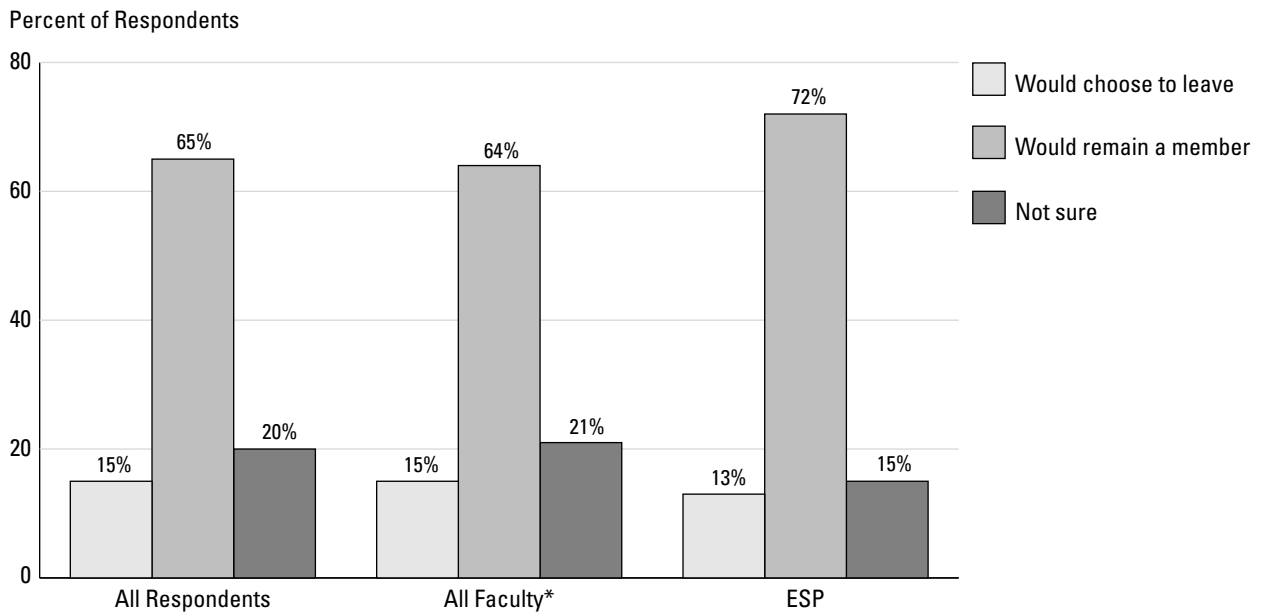
Figure 27. Level of Convincing Reason for Belonging to Your Local Campus Association or Union—Your Union is Essential for Representing Your Economic Well-being



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

Figure 28. If you had a choice, would you choose to leave your local campus association or union, or would you remain a member?



Source: 2004 NEA Higher Education Members Nationwide Survey.

* Includes part-time and full-time faculty members.

But high levels of job satisfaction do not translate into indifference to salary, health and retirement benefits, and job security. Perceptions of these benefits—and the benefits themselves—are subject to change with the economic conditions of the nation, the state, and the local context.

CONCLUSION

For some ESPs, extreme dissatisfaction with their situations resulted in job actions. This national NEA survey found general satisfaction, but work-related benefits and practices *in a specific setting* may be far from satisfying to affected employees. Dissatisfaction must be addressed, whether the source is particular benefits or the labor-management relationships in general. Proactive steps prior to a strike are preferable to the disruption inherent in a walkout.

This reality suggests the need for timely assessments of employee perceptions within their specific context. Whether an improvement to a benefit is “essential” or “somewhat essential” depends on the worker’s perception of the benefit’s adequacy in today’s terms. Employees may be highly satisfied with their jobs and highly dissatisfied with their working conditions and benefits. *Local associations should continually gauge member perceptions.* Senior administrators may already conduct such assessments to inform their responses when negotiating new contracts.

This NEA survey shows fairly high regard for the support received by ESPs from their local associations and their college administrations—and a strong likelihood that ESPs will turn to their locals and to administrators for information and advice. This finding suggests that ESPs, their associations, and administrators can build upon a common base of trust. Good relations between parties are built upon good practice. Good practice, in turn, depends on adequate and timely information—and the good will to act on the basis of that information.

NOTES

¹ Smallwood, 2003.

² The data source is the series of Post Secondary Staff Surveys, 1993-1999, published by the National Center for Education Statistics, U. S. Department of Education. The data used for this article were extracted from U.S. Department of Education, 2003. This source did not

include salary and race/ethnicity data by occupation. The full report—“Staff in Postsecondary Institutions, Fall 2001, and Salaries of Full-Time Instructional Faculty, 2001-02”—is available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004159>. Users of the 1997 Postsecondary Staff Survey were cautioned when comparing the data for that year with earlier releases due to differences in the data for less-than two-year institutions. The data reported here excludes less-than two-year institutions.

³ Ibid.

⁴ Ibid.

⁵ Johnsrud and Rosser, 2002.

⁶ Johnsrud, 2004.

⁷ Johnsrud, Perreira, Miller, Inoshita, and Hart, 2002.

⁸ Boyer, Altbach, and Whitlaw, 1994.

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