How Higher Ed Education Support Professionals Make Public Institutions Great for Every Student

Higher ed ESPs help colleges and universities educate. We organize academic, research, and financial records. We provide food service throughout the day. We ensure that the campus environment is attractive, safe, and secure. We transport students and faculty on and off campus. We keep classrooms, research labs, and computer centers humming.

How NEA Supports Higher Ed ESPs

NEA helps us:
- Win better pay, benefits, and working conditions
- Gain professional development and leadership training
- Be covered by on-the-job liability insurance
- Have tough and effective representation in job-related disputes
- Speak out for our concerns in state legislatures and the U.S. Congress
- Be represented at NEA meetings and on the NEA Web site
- Get credit, loan, savings, investment, and discount services
- Be insured with life, health, disability, and casualty insurance programs.

NEA’s ESP Programs:
- Organize, represent, and support us
- Inform the education community about ESPs’ contributions to higher education
- Foster our ability to use technology through training, grants, the Internet, and other educational materials
- Help us fight the contracting out of our services
- Provide research-based information to help our ESP leaders represent us
NEA’s Higher Ed ESP Members Are:

Trained. Seventy-nine percent of us have attended some professional training. Sixty percent had to meet requirements to obtain our jobs, such as college credits (35%), special coursework (24%), special certificates in our field (18%), two-year associate’s degree (29%) or four-year college degree (20%). Fourteen percent of us must take classes or exams regularly to retain our positions.

Committed: Eighty-four percent of us plan to remain in the ESP field. Sixty-two percent plan to stay in our current jobs until we retire.

Active in the school community. Fourteen percent of higher ed ESPs have taught or supported a school tutoring program. Sixteen percent have volunteered to read books to students. Twenty percent of us have coached or supported a sports program. Nineteen percent have taught or supported art or musical activities. Forty-two percent have spent our own money to purchase food or school supplies for students.

Focused on safety. Ten percent of higher ed ESPs have intervened to prevent bullying behavior, and 12 percent have tried to intervene to stop campus violence such as harassing, intimidating, or threatening others.

Workplace Conditions and Issues

Higher ed ESPs need good job descriptions to help ensure we are working within our job classification and legal authority. Twenty-one percent of us believe that our job descriptions do not accurately represent the kind of work we do. Forty-six percent have no input into updating or changing our job descriptions. Fifty-five percent of us have been often or sometimes asked to perform duties outside of our job descriptions.

Forty-six percent of higher ed ESPs would like more promotion opportunities. Thirty-three percent would like improved wages. Twenty-six percent would like to receive more professional development opportunities. Twenty-three percent would like improved dental insurance benefits provided by our employers.

We are concerned about privatization on campus, particularly in food services, technical services, custodial services, and skilled trades.

Overall, we find satisfaction in our jobs, primarily because we feel personally fulfilled by working with students.