

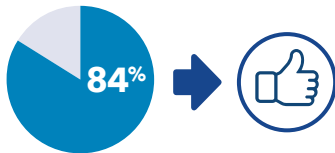
HIGHER ED EDUCATION SUPPORT PROFESSIONAL (ESP) MEMBERS

NEA Education Support Professionals (ESPs) make up nearly a half million of NEA's 3 million members. In the public education workforce, nearly 760,000 ESPs work in higher education. As critical members of the education workforce, ESPs meet the needs of the whole student, ensuring students and schools succeed.

We are...

Committed to Public Education and Students

- A large majority (**74%**) plan to remain in the ESP field, and **51%** plan to stay in their current profession until retirement.
- Higher ED ESPs have been in the ESP field for an average of **13** years and NEA members for **10** years.
- Overall, they are satisfied with their ESP careers (**84%**), primarily with their daily work schedule and the number of hours worked weekly.



Experienced and Educated

- Higher ED ESPs have reached advanced levels of education. Nearly all (**87%**) have at least an associate's degree (**18%** have earned an associate's degree, **33%** hold a bachelor's degree, and **36%** have a master's or higher degree).
- Most Higher ED ESPs (**81%**) had to meet requirements to obtain their jobs, such as college credits (**40%**), classes or exams (**21%**), special certificates (**15%**), associate's degree (**40%**) or 4-year college degree (**53%**).

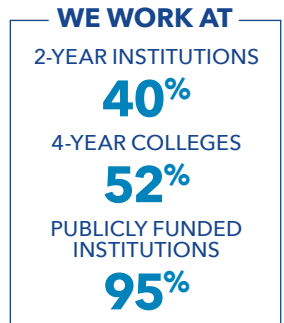
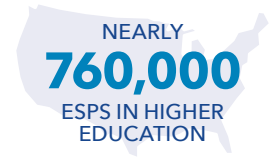


“ I assist students with their financial aid, process institutional scholarships, analyze reports, process veterans affairs educational benefits, and correspond with prospective students. There are tasks I complete daily, weekly, monthly, once per semester, and once per year. I also attend various conferences and required trainings.

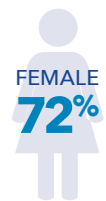
- Clerical Services Professional ”



FAST FACTS



MOST HIGHER ED ESP MEMBERS ARE IN **CLERICAL SERVICES** OR ARE **TEACHING ASSISTANTS**



WORK FULL-TIME



HOURLY WORKERS



HIGHER ED EDUCATION SUPPORT PROFESSIONAL (ESP) MEMBERS

We deserve...

Better Wages, Salaries, and Benefits

Nearly 1 out of 5 (**16%**) had two or more jobs and **40%** of those multi-job holders worked on weekdays during the academic year after classes ended for the day.

A majority (**65%**) indicated a problem with making a **living wage** and **54%** have problems making student loan payments.



Sufficient Staffing

Almost all (**90%**) are asked to perform duties outside their job description.



Promotion Opportunities

Only **9%** are very satisfied with promotion opportunities; **81%** are not.



Job Security

1 out of 5 (**20%**) are traditionally laid off at the end of the academic year and rehired at the beginning of the academic year. And **14%** are eligible for unemployment while laid off.



Quality Professional Development*

Only **24%** are very satisfied with professional development opportunities; **76%** are not.



Respect and Inclusion

Only **25%** are very satisfied with the respect they receive; **75%** are not.



*They've identified managing work stress and acquiring specific career-related knowledge as areas of greatest need. Higher ED ESPs believe that in-person, practice-based, collaborative professional learning activities are most effective, including apprenticeships, mentoring, and specialized coursework. They are concerned about privatization on campus and members report that a wide array of services are contracted out, with food services, custodial services, and skilled trades mentioned most frequently.

Source: NEA Higher ED ESP Membership Survey, 2022
(Base: Total Higher Education ESP respondents (n=261);
Margin of Error at the 95% Confidence Level = +/- 6%)

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