



Lessons learned in higher education

Voya Retirement Research Institute® Study focuses on retirement and financial realities for college and university employees

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Our nation's colleges and universities represent a unique work environment. Often employing some of the most creative, educated and respected minds in any given field, our colleges and universities have the noble charge of providing "higher" specialized education for the 68% of high school graduates who continue on to college.¹

Institutions of higher education represent a unique working environment for the educators and staff who manage them. Unlike employees in the private sector, where "profit" is generally a primary organizational goal and motivator, these organizations are dedicated to more altruistic goals and missions in the pursuit of fostering knowledge.

Even unlike counterparts in primary and secondary education, or state and local public sector workers, the nature of "higher education" employment is unique given the campus environment, often-specialized areas of expertise, research and publishing focus and a host of other factors (and often challenges) that can characterize colleges and universities.

Voya Financial®, as a leading provider of retirement solutions in the higher education environment, commissioned a study of these employees to better understand their thoughts, behaviors, influences and motivations with respect to retirement, financial issues, and the world around them.

What emerges is an unprecedented picture of these employees...

- From a personality perspective, when compared to counterparts in primary and secondary education, or to public sector workers in general (visit www.VoyaRetirementResearchInstitute.com for comparable studies, conducted in 2010, in these sectors), workers in higher education are more likely to consider themselves risk takers in general, and twice as likely to self-describe their personality type as "Director".
 - Yet, they are no more likely to consider themselves "aggressive" investors, strongly preferring protection over potential gain with respect to investments.
- Less than half feel comfortable in making investment decisions without some sort of help or guidance; and they are more likely than other workers to regularly work with a financial professional.
- Their confidence in their ability to save enough for retirement, and meet other long-term or unexpected financial needs, is much lower than their comfort in their ability to meet everyday financial demands. Nearly one third are actively uncomfortable in their ability to meet these long-term needs, only a half express any degree of comfort.
- On many retirement and financial confidence, preparedness and decision-making dimensions, there is a significant difference between faculty and non-faculty employees.

¹Bureau of Labor Statistics, BLS.gov., "College Enrollment and Work Activity of 2010 High School Graduates," April, 2010

Summary / Conclusion

As the notion of retirement – and personal planning and responsibility for retirement – continues to evolve, the retirement systems and solutions of the future will need to be more directly relevant to the end retirement consumer, or employees. Employers and the financial institutions who offer and support workplace retirement systems will need to consider the nature, inclinations, influencers and situations of their unique workplaces.

These employees are different than workers in other sectors, even within the educational universe. Retirement solutions for the higher education workplace need to accommodate and embrace those differences. Also, the differences in outlook, confidence and inclination between faculty and non-faculty employees offer critical insights that can help institutions and employers design solutions, features and messaging approaches that can help all higher education employees work toward their retirement goals.

Higher Education Workplace Demographics

Respondents employed in the higher education industry are, on average, 44 years old with a household income of \$89,000.

- 55% are female, 45% are male
- 74% are Caucasian
- 65% are married or living with a domestic partner
 - 15% are widowed, divorced or separated
 - 20% have never been married
- The average household size is 2.8
 - 45% have children younger than 18 living in the household
- 97% are U.S. citizens
- They have worked an average of 12.1 years in the higher education industry
 - 19%, nearly one-fifth, have worked in higher education for 20+ years
 - 33%, one third, for 10-19 years
 - 48% for less than 10 years
- 73% work for a college or university
 - 12% work in a technical school
 - 15% work in some “other” form of post-secondary institution
- 70% report that they work in a public educational institution; 30% in a private higher educational institution
- Half of respondents are faculty (and 54% of these report that they are tenured)
 - 22% undergraduate-level
 - 12% graduate-level
 - 16% both undergraduate- and graduate-levels
- Half are staff:
 - 19% academic staff
 - 14% non-academic staff
 - 16% administration



Study Details

The *Voya Retirement Research Institute*[®] commissioned third-party survey vendor Synovate to conduct the research using an on-line panel of 750 full-time higher education employees age 25 and older, with a roughly equal mix of faculty and staff. Our goals included:

- To better understand who these employees are, including their personalities, attitudes and who they trust
- To obtain insights into their economic opinions and spending and savings patterns
- To examine their financial habits

The study was conducted 10/11/11 – 10/18/11 and results are reported, generally, at +/- 3% at the 95% confidence level.

For complete study details, visit www.VoyaRetirementResearchInstitute.com

Additional copies of this report can be downloaded at the *Voya Retirement Research Institute*[®]
www.VoyaRetirementResearchInstitute.com



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