



**NATIONAL
CHALLENGE
FOR HIGHER
EDUCATION**

Executive Summaries

National Challenge for Higher Education Conference

*An invitational conference hosted by
the American Council on Education
Institutional Leadership Group*

July 31, 2014

*Washington Court Hotel
Washington, DC*

ACE[®] **INSTITUTIONAL**
Leadership Group[™]

Supported by a generous grant from the Alfred P. Sloan Foundation

Institutional Leadership Program Staff

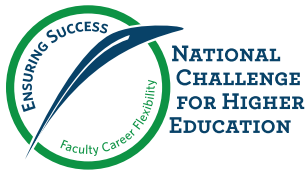
Jean McLaughlin, Associate Director
Nick Pettet, Associate Program Specialist
Claire Van Ummersen, Senior Advisor

Special Thanks

Steven Taylor, Associate Director, Special Initiatives
Kadeem Thorpe, Marketing Coordinator
American Council on Education
and
Lauren Duranleau, Research Manager
American Dental Education Association

Table of Contents

| | |
|---|----|
| What Is the National Challenge for Higher Education? | 2 |
| Founding National Challenge for Higher Education Coalition Partners | 2 |
| National Challenge for Higher Education Coalition Partners | 3 |
| Welcome and Introductions | 5 |
| Creating Excellence Through Workplace Flexibility | 6 |
| Meeting the Challenge | 7 |
| Luncheon Roundtables | 9 |
| Parallel Sessions | 14 |
| Legal Issues | 14 |
| Liberal Arts Institutions | 15 |
| Working Within Systems | 16 |
| Faculty Retirement | 17 |
| The Academic Workplace: Three Fundamental Principles and a Radical Proposal | 20 |



Founding National Challenge for Higher Education Coalition Partners

These individuals agreed to serve as an advisory group for the National Challenge for Higher Education campaign; to recruit additional colleagues to the campaign; and to be ready to assist in raising awareness of this issue by speaking at one or more other appropriate meetings to advance these policies more broadly throughout academe.

Mildred García, President
California State University, Fullerton

Steven G. Poskanzer, President
Carleton College (MN)

David Maxwell, President
Drake University (IA)

John J. DeGioia, President
Georgetown University (DC)

Lou Anna K. Simon, President
Michigan State University

Lynn Pasquerella, President
Mount Holyoke College (MA)

Linda P. B. Katehi, Chancellor
University of California, Davis

Renu Khator, Chancellor
*University of Houston System
President, University of Houston*

Freeman A. Hrabowski III, President
University of Maryland, Baltimore County

William E. (Brit) Kirwan, Chancellor
University System of Maryland

What Is the National Challenge for Higher Education?

The National Challenge for Higher Education is a national campaign to promote work-life balance for faculty within colleges and universities. Signing on to this campaign signals that a president or chancellor will deepen his or her commitment to promoting and advocating faculty career flexibility on campus.

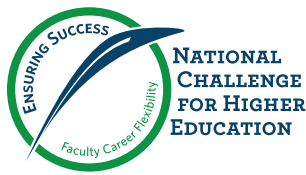
Presidents and chancellors who sign on to the campaign commit to providing leadership to:

- Advance excellence by developing flexibility as a tool to enhance recruitment, retention, and advancement of faculty within an institution
- Actively communicate the institutional importance of workplace flexibility and implement policies and practices to keep pace with societal change while advancing gender, racial, and ethnic equity
- Educate and support key academic leaders (department chairs, deans, etc.) in developing and strengthening their skills for managing career flexibility
- Develop workplaces in which flexibility is an integral part of the culture of the institution, where flexibility is broadly and equitably implemented and available to faculty at every phase of their career, from recruitment to retirement

More information about the National Challenge, including *Making the Business Case*, is located at www.acenet.edu/nationalchallenge.

National Challenge for Higher Education Coalition Partners

Albright College (PA)
Auburn University (AL)
Bastyr University (WA)
Bellarmine University (KY)
Berkeley College (NJ)
Bethany College (WV)
Bowie State University (MD)
Brookhaven College (TX)
California State Polytechnic University, Pomona
California State University
California State University, Bakersfield
California State University, Fresno
California State University, Fullerton
California State University, Monterey Bay
California State University, Northridge
Carleton College (MN)
Central Connecticut State University
Charlotte Christian College and Theological
Seminary (NC)
College of the Ouachitas (AR)
Coppin State University (MD)
Delaware State University
Dickinson College (PA)
Drake University (IA)
Eastern Connecticut State University
Emerson College (MA)
Florida Memorial University
Francis Marion University (SC)
Frostburg State University (MD)
George Mason University (VA)
Georgetown University (DC)
Georgia Institute of Technology
Gettysburg College (PA)
Grinnell College (IA)
Indiana University
Irvine Valley College (CA)
James Madison University (VA)
Lafayette College (PA)
Le Moyne College (NY)
Lehman College (NY)
Lindenwood University (MO)
Loyola University Chicago
Macalester College (MN)
Manhattanville College (NY)
McKendree University (IL)
Menlo College (CA)
Michigan State University
Middlebury College (VT)
Missouri University of Science and Technology
Mount Holyoke College (MA)
Mount St. Mary's University (MD)
North Dakota State University
Northern Arizona University
Oberlin College (OH)
Ohio Wesleyan University
Oregon Institute of Technology
Oregon State University
Plymouth State University (NH)
Portland State University (OR)
Rhode Island School of Design
Robert Morris University (PA)
Roosevelt University (IL)
Rutgers University–Newark (NJ)
Saint Louis University
Salisbury University (MD)
San José State University (CA)
Saybrook University (CA)
Skidmore College (NY)
Smith College (MA)
Southern Connecticut State University
Southern Illinois University Carbondale
St. Cloud Technical and Community College (MN)
State University of New York at Fredonia
State University of New York College at Cortland
State University of New York Downstate Medical
Center
Susquehanna University (PA)
Syracuse University (NY)
Texas Tech University
The Catholic University of America (DC)
The State University of New York
The University of Virginia's College at Wise
Towson University (MD)
University of Arkansas



University of Baltimore
University of California
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Merced
University of California, Riverside
University of California, San Diego
University of California, San Francisco
University of California, Santa Barbara
University of California, Santa Cruz
University of Central Florida
University of Cincinnati (OH)
University of Delaware
University of Detroit Mercy
University of Houston System
University of Houston–Clear Lake
University of Houston–Downtown
University of Illinois
University of Illinois at Chicago
University of Illinois at Urbana–Champaign
University of Illinois Springfield
University of La Verne (CA)
University of Maryland, Baltimore
University of Maryland, Baltimore County

University of Maryland, Center for Environmental
Science
University of Maryland, College Park
University of Maryland, Eastern Shore
University of Maryland University College
University of Massachusetts
University of Miami
University of Missouri–Columbia
University of North Texas at Dallas
University of Northern Iowa
University of Rhode Island
University of Texas at Arlington
University of Washington
University of Wisconsin–Stout
University System of Maryland
Valparaiso University (IN)
Washington & Jefferson College (PA)
Washington and Lee University (VA)
West Hills Community College District (CA)
West Virginia Higher Education Policy Commission
Western Connecticut State University
Wheaton College (IL)
William James College (MA)
Winthrop University (SC)
Xavier University (OH)

Welcome and Introductions

Molly Corbett Broad, President, American Council on Education

Since 2003, the American Council on Education (ACE) has partnered with the Alfred P. Sloan Foundation in raising institutional commitment to faculty career flexibility (see acenet.edu/programs/Sloan). Through generous funding from the foundation, we have been privileged to coordinate several rounds of grants to recognize the innovation and advances in these areas that campuses across the nation are accomplishing through the establishment of significant work-life policies and programs. To facilitate the dissemination of these best practices, ACE has held invitational conferences, developed an online toolkit that highlights best practices (including metrics comparing policies by institutional type), and published articles and books on legal issues, retirement policies, and institutional change.

The Sloan Award-winning campuses have been instrumental in disseminating our shared achievements to other campuses and a larger audience. As this dissemination continues, other institutions have asked how they can be involved with this work. Therefore, we developed the National Chal-

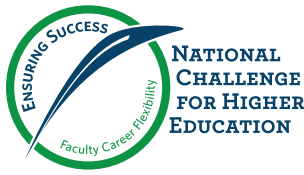
lenge for Higher Education campaign, an initiative that college and university presidents and chancellors can join to signal their dedication to recognizing the changes and challenges that the academic workplace will have to undergo to remain vital in the twenty-first century.

We seek to broaden academia's interest in, and commitment to, workplace flexibility for faculty at all stages of their careers. We believe that these workplace policies and practices will retain and revitalize faculty, promote diversity and inclusion, assist institutions in remaining competitive (both nationally and internationally), and capitalize on the return on investment made in faculty. This conference is an opportunity for speakers and attendees to share how they have addressed work-life issues that have proven to be successful with faculty professional and personal lives. Today's conference is an opportunity to learn—not only about best practices and policies, but about how to make these commitments sustainable amid the ongoing changes affecting academic institutions today.

Kathleen E. Christensen, Program Director, Alfred P. Sloan Foundation (speaking on behalf of Paul L. Joskow, President, Alfred P. Sloan Foundation)

Since 2003, one of the Alfred P. Sloan Foundation's most successful partnerships has been with ACE, and together with our 45 award-winning institutions, we have been instrumental in making policies more flexible for working families and their academic workplaces. ACE has been able to identify cultural and structural barriers, bringing awareness to these issues through a series of national conferences, awards programs, and other efforts to promote best practices that can be applied through all stages of the faculty career. As campuses become more multicultural, the issues of extended family and family responsibilities become a greater factor in the lives of faculty. As

these faculty members are struggling to adapt to the changes in the culture of the workforce, institutions of higher education have fallen further behind in accommodating their needs. Institutions need not suffer from a “poverty of the imagination” in creating workable solutions that address what faculty members want and need in their lives. Cost-benefits studies (see tinyurl.com/MakingtheBusinessCase) have provided a rationale for the financial resources put into creating faculty work-life career flexibility; having the courage to create these changes will be essential for institutional leaders as they lead their campuses into the twenty-first century.



Creating Excellence Through Workplace Flexibility

Joan Ferrini-Mundy, Assistant Director for Education and Human Resources, National Science Foundation, interviewed by Kathleen E. Christensen, Program Director, Alfred P. Sloan Foundation

Changing demographics and attitudes toward a more balanced work-life culture have intensified competition for top talent among institutions of higher education. Leveraging workplace flexibility results in a win/win solution for both parties that also contributes to an institution's bottom line.

Joan Ferrini-Mundy, assistant director for education and human resources of the National Science Foundation (NSF), laid out the importance of science, technology, engineering, and mathematics (STEM) initiatives in the college or university and their role in national economic development. In STEM fields particularly, Ferrini-Mundy noted that the United States needs more diversity in the workforce while also increasing the number of STEM individuals overall. Learning environments within the college or university can achieve these goals by including better research opportunities for undergraduates, improving excellence in mentoring, and working toward increasing the availability of role models.

In 2012, the Career-Life Balance Initiative began, a series of policies designed to “clear the obstacles” and create a pathway “leading from graduate education through to full professor” (see nsf.gov/career-life-balance). Implemented to support work-life balance for the principal investigators of NSF awards, these policies help graduate students, post-doctorates, and early-career faculty to sustain their science careers. They offer preferred start dates for the awardees, no-cost extensions for parental leave, lowered bureaucratic barriers in using the policies, financial resources to principal investigators who need additional technology support in their labs, and supports for dual-career choices and opportunities. These policies and procedures, offered through new and supplemental grants to existing awards, have set an example for other federal agencies to follow.

Meeting the Challenge: Implementing Effective Strategies, Policies, and Programs to Change the Culture within Institutions

Moderator: M. Peter McPherson, President, Association for Public and Land-grant Universities

Panelists: Linda P.B. Katehi, Chancellor, University of California, Davis; William E. (Brit) Kirwan, Chancellor, University System of Maryland; and Steven G. Poskanzer, President, Carleton College (MN)

This panel discussed the importance of strategies and policies that create flexibility, in order to assist in faculty retention and career satisfaction. New and innovative strategies addressed both the institutional climate and the culture. Faculty of both genders can utilize these policies without stigma or repercussions as they advance their academic careers.

What are the current issues for individuals and Institutions concerning flexibility in faculty careers?

With greater mobility within our society, people move among institutions more frequently and further away from their families of origin. As “time famines” increase, especially in science, technology, engineering, and mathematics (STEM) or teaching-intensive disciplines, some faculty feel pressed to a breaking point where many of the common solutions offered in other industries (e.g., flextime) no longer work for them. More faculty are expressing that they are feeling overwhelmed with work, and this fatigue should be troubling to institutions if they expect faculty to hold long and productive careers in academe.

Among younger faculty, a greater sense of shared labor for child rearing requires dual responsibility; today’s faculty are expecting flexibility concerning this issue. As a result, more and more faculty members are looking into the family-friendly nature of the institution *before* considering whether or not to apply for a position, or in the case of tenure, before dedicating the next stage of their career at the same institution. New faculty also are at risk for taking unpaid leave because they haven’t accrued sick or vacation leave, just at the time when they may need more flexibility. As faculty age, other work-life issues will start to increase in importance, like elder-care, spousal care, and retirement. There is also an emerging issue of adult children of faculty or staff who have returned to live at home after they have attended college or a university. The financial issues for faculty near retirement are pressing, especially

during this last economic downturn. Faculty looking to retire are also concerned about the rising costs of health care.

As the student population becomes more diverse, we have a need to find faculty and staff who can respond to and reflect the growing diversity of our students. They are creating the learning environments for students, but we have to think about the stressors that faculty and staff have in their own lives that are spilling over to their workplace. We know that in communities of color, the expectation for assisting extended family and for the larger community is more pronounced. Creating certain policies for faculty separately may present a source of conflict with staff, as both groups tend to have long careers at an institution, and staff, in particular, stay local to the community.

Higher education, in some respects, is behind the curve compared to other sectors, especially those we are competing against for talented faculty. The White House held a [summit](#) on working families; the National Science Foundation has a 10-year [Career-Life Balance](#); and the National Institutes of Health has been responding to the needs of its grantees with supplemental funds for [family-friendly initiatives](#)—these are all examples of the nonprofit sector attempting to catch up to the for-profit sector. As institutions continue to recruit internationally, faculty from more enlightened countries will expect a family-friendly environment.

Some institutions are meeting the challenge of these changes in the workforce by working on campus policy and institutional culture surrounding policy usage and bias avoidance. One example of this is the difference between men's and women's reasons for requesting part-time appointments: Women were likely to use the reduced time for childcare, while men were likely to use it for consulting or a side business. Some institutions take advantage of their employee assistance programs to help faculty and

How can we change the culture?

Administrators need to use both top-down and bottom-up approaches, and they have to make clear that addressing work-life issues for both faculty and staff is a serious concern of senior campus officials. Addressing these issues by getting faculty and staff engaged and involved in work-life flexibility programs is a critical part of their own professional development to renew themselves. As leaders of institutions, it is essential to have training for key personnel and gatekeepers, and to have financial resources available, especially at the department-chair level, where decisions directly affecting faculty are being made. Some forward-thinking institutions have included curriculum relevant for work-life balance in the mandatory training of department chairs. Institutions are made up of "tribes" and of culture; and because of this, the impact of training change efforts within the institution could very well affect faculty members in completely different ways, dependent upon how change is managed within an institution.

Participants agreed that it takes longer for culture to change, but overall, there remain archaic rules within the institution that can be tweaked. An example of this is a change from "parental leave" to "family leave," which opens up a wide continuum of leave possibility. Another issue brought forth was the overspill of work into the home and personal life, made prevalent now that technology allows us to access our email and work stations more easily than ever before. A third issue is the increasing cost of real estate, both for institutions and for faculty. Acknowledging the need to revise the culture to reflect

staff with certain issues that are not in the purview of human resources or other institutional policies. Proactive institutions are not only creating better policies, but are also monitoring use by race and gender, and tracking long-term outcomes of policy usage. A projected metric of better policies is that faculty members, who might otherwise be overwhelmed with both work and family issues, remain a productive member of academia.

more modern family and personal arrangements that would benefit from a work-life balance should ensure a better work experience for the faculty and a containment of recruitment and retention costs for the academic institution. Institutions can decide that being a "great place to work" or having a family-friendly culture is a badge of honor that instills a point of pride for the campus.

In terms of implementation, an important element not to overlook is the cost-benefit analysis of some programs. Several participants spoke of programs they implemented that were not as expensive as the senior administrators initially estimated. One problem of capturing the true cost is that the budgets where the cost and the savings are recorded are usually in two different budget lines (see ToolsforChangeinStem.org for more ideas).

There is no one answer that will work on every campus, and it takes time to identify even the best answer on each campus. Leadership for these issues is important; senior leaders need to be seen as people who look for good ideas. Determining how to best send the message that flexibility is allowable and expected on campus remains a challenge. Leaders need to make this an urgent issue on their campus, review and prioritize the strategies, and then move on the problem. (Examples of policies and practices by institutional type are available on ACE's Alfred P. Sloan Projects for Faculty Career Flexibility website at tinyurl.com/FCFToolkit.)

Luncheon Roundtables

Additional Programs to Create Greater Flexibility for Transitioning Faculty

Robert M. Groves, Provost, Georgetown University (DC)

Georgetown University has been working for several years to advance its capacity to support faculty throughout their careers. Each year the university sets priorities to focus on specific aspects of the various career stages. Much of the work from past years has focused on early career stages—developing transparent policies and supports to recruit, retain, and advance faculty toward tenure and promotion. This past year, Georgetown has focused particularly on creating greater flexibility for faculty to plan for their personal transition to an active retirement (emeriti.georgetown.edu). Working together, faculty and administrators developed a new voluntary phased retirement program to

further increase flexibility for faculty. This new option is transparent and available to faculty across all departments in the university. For the faculty, it provides time to plan for financial and health-care needs as well as intellectual pursuits that will keep faculty active and allow them to continue to make a difference. It allows eligible faculty to work up to two years at 50 percent effort, while receiving 75–100 percent of full-time base salary. For the university, it allows for succession planning and balancing of the composition throughout the faculty. The phased retirement plan is designed to be financially sustainable and budget neutral.

Recruiting and Retaining a Diverse Faculty

Patrice McDermott, Vice Provost for Faculty Affairs, and Renetta Tull, Associate Vice Provost for Postdoctoral Affairs and Director of PROMISE: Maryland Alliance for Graduate Education and the Professoriate, University of Maryland, Baltimore County

The University of Maryland, Baltimore County (UMBC) has a number of strategic initiatives in place to recruit and retain talented faculty, including a flexible work arrangement policy. As an institution whose mission is focused on both STEM and “cultural and ethnic diversity,” the provost convened an executive committee on the recruitment and retention of underrepresented minority faculty that guides the development and implementation of initiatives to recruit and retain a diverse faculty. UMBC’s ADVANCE Program was framed to provide success for recruiting and retaining women faculty in STEM (<http://tinyurl.com/UMBCADVANCE>). A written diversity hiring

plan, a leadership cohort program, and consistent efforts in tracking data all contribute to a culture where faculty can get a reprieve from the work-life pressure that often accompanies faculty in the STEM fields. Currently, UMBC STEM faculty—both male and female—use a family leave policy, which faculty candidates identified as one of the top three reasons they accepted their faculty appointment. University of Maryland, Baltimore County President Freeman A. Hrabowski III demonstrates his support for these programs by meeting with women candidates to emphasize the “family-friendly” climate UMBC is creating.

Academic Biomedical Career Customization

Yvonne (Bonnie) A. Maldonado, Chief of the Division of Pediatric Infectious Diseases and Senior Associate Dean for Faculty Development and Diversity, Stanford University School of Medicine (CA)

Yvonne (Bonnie) A. Maldonado, presented on Academic Biomedical Career Customization (med.stanford.edu/diversity/recruiting/ABCC.html), an initiative that is based upon Deloitte Consulting's model of career customization. In one aspect of this initiative, the involvement for the use of a "credit system," where faculty can exchange either "work" or "life" supports, has garnered much praise and success. In addition, with an increase in the number

of funding proposals, more faculty are also stepping up to perform clinical work. Yet, even more importantly, faculty feel supported and valued with these policies because Stanford also notes that while work-life conflict remains a challenge for many faculty, work-work conflict, or work overload, also threatens the vitality of biomedical faculty in today's academic health centers.

Mentoring Faculty for Career Satisfaction

Luanne Thorndyke, Vice Provost for Faculty Affairs, University of Massachusetts Medical School

For faculty members at the University of Massachusetts Medical School, mentoring provides a pathway for skill development, career counseling, and the potential to lead individuals to career advancement and satisfaction (umassmed.edu/ofa/Mentoring). A survey of faculty uncovered a "mentoring gap" where faculty were not able to seek out appropriate individuals to give them the guidance they felt they needed. The development of a checklist for determining needs, the creation of a website, and dedicated men-

toring workshops are all part of the program. Quick, one-hour mentoring consultations are also available. These programs are designed to "incorporate mentoring for professional socialization, address strengths an individual brings to a project, and correctly assess what they may need in order to advance." Mentoring is most successful when guidance occurs between a faculty member with specific needs and a mentor with the expertise that a mentee can utilize.

"Stayin' Alive": Meeting Mid-Career Faculty Professional Renewal Needs

Amy Strage, Assistant Vice President for Faculty Development, San José State University (CA)

San José State University has recognized that faculty members may become burned out or stalled within their careers, which then may lead to an increase in career dissatisfaction. The university has created a theoretical framework, grounded in adult development and psychology, addressing the need for faculty members to continue to be generative and vital in order to identify meaningful and professional goals. Once renewed and engaged, faculty can adjust their work-life balance to achieve goal and career advancements. The university

asks faculty to articulate personal and professional goals, improve their perception of their work, see value in constructive criticism, and reframe their professional objectives to include reflection and intentional planning (sjsu.edu/facultyaffairs/acesloan). More details on the program can be found in the 2008 article "'Stayin' Alive': Meeting Faculty Mid-Career Professional Renewal Needs," by Amy Strage, Carolyn Nelson, and Susan Meyers, in *Metropolitan Universities*, 19, 71-83.

The Second 50: Living the Jesuit Mission of *Cura Personalis*

*Steve Herbert, Associate Provost for Academic Affairs and Dean of the Graduate School,
Xavier University (OH)*

Jesuit institutions in America were founded to continue the tradition of excellence in education grounded in the tenets of the order's Catholic origins. At Xavier University in Ohio, one of the main Jesuit tenets, *cura personalis*, or “care for the entire person,” is the foundation for a program called “Second 50,” which focuses on the importance of spirituality in the second half of one's life and career. Convening over a series of meetings, participants are encouraged to review the lessons of their

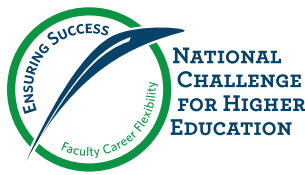
lives, reflect on the role of spirituality in their lives, create a “heritage” or “ethical” will, and plan for a personal legacy project to leave behind. Similar programs are housed at the university's Center for Mission and Identity (xavier.edu/mission-identity). Other faculty-focused endeavors revolve around late-career issues, such as the “Taking Time to Reflect” program, and a faculty learning community (FLC), highlighting one's legacy to the institution or academic discipline.

Retirement Options: Successfully Phasing Toward Retirement

Sandra Johnson, Associate Dean, Office of the Dean of the Faculty, Princeton University (NJ)

An additional retirement policy began three years ago and was designed to incentivize tenured faculty, through bonuses, to embrace the age range of 65–70 as a time of transition (tinyurl.com/PrincetonPolicies). Prior to its inception, Princeton administrators revisited all of their retirement policies in an effort to make transparent and equally accessible what retirement options were available to faculty. Most importantly, the policy allows individual faculty members to make the determination which path forward works best for them concerning their emeritus status, and allows faculty members to continue being productive members of the university community after retirement at the level that seems right for them.

The new policy has three characteristics. First, the age of faculty entering into the program must be between 65 and 70, with at least 10 years of service at Princeton in order to qualify for retirement benefits. Second, faculty are paid either 1) a bonus upon retirement that is a multiplier of the faculty member's salary, or 2) the average salary of all faculty at that rank at that point in time, whichever is greater. Third, after signing a retirement agreement, faculty members may continue to teach half-time for half pay for up to three years—dependent on their age at the time of signing—or they may sign an agreement before the age of 67 and continue to teach full time until age 70, then receive a bonus equal to one year of salary.



Engaging Retired Faculty in Collaborations with the Community

Peter Stearns, Provost Emeritus, George Mason University (VA)

George Mason University has developed several means to assist its retiring faculty. Through its Osher Lifelong Learning Institute (olli.gmu.edu), faculty are offered opportunities to explore intellectual and cultural subjects as well as share their expertise and talents.

George Mason also offers a full-day course called *Your Next Chapter: Charting a Course to Retirement* that is administered by the Department of Psychology, and operated with the nonprofit organization Leadership Fairfax and Fairfax County, which provides the necessary funding. This course, which runs each semester, offers the opportunity to create a retirement plan with choices that may include community involvement, new career directions, leisure enrichment activities, and healthy aging and lifelong learning to energize faculty to face the challenges that come with major life changes.

Furthermore, George Mason hosts a seminar series that addresses the preparation of the whole person for the various aspects of retirement by exploring personal resources, attitudes, preferences, motiva-

tions, skills, and interests. More so, Mason also collaborates with Leadership Fairfax, Volunteer Fairfax, and the Aging Coalition on another program that is based on the belief that retirees can offer a wealth of experiences, leadership, and vitality to the community while enriching their own lives. With a lifetime of accumulated skills and expertise, the participants of these new leadership programs are inspired to connect and make a difference by volunteering within their community. By assisting retirees in learning more about Fairfax and its needs, this allows them to convert their knowledge into meaningful work that makes a difference in their communities while promoting the well-being of the engaged faculty member by encouraging his or her participation in both their university community at George Mason and the greater community of Fairfax County. These various programs offered by the university not only assist faculty with a smooth transition in to their next chapter but assures them that they are valued and respected for their lifelong service and their many contributions to the success of George Mason University.

The Academy

Katherine Newman, Former Dean of Zanvyl Krieger School of Arts and Sciences, The Johns Hopkins University (MD)

Katherine Newman, former dean of The Johns Hopkins University, established The Academy at Johns Hopkins as an institute of advanced study whose mission is to enhance the voluntary participation of retired faculty in the intellectual life of the university, and to foster the continuing scholarship and research of retired faculty (krieger2.jhu.edu/theacademy). Academy professors, as they are designated, continue to pursue research opportunities, conduct and attend academic seminars, and explore other opportunities to extend their scholarly activities. The institute recognizes their continuing intellectual achievements, ensures the inspiration of students as future scholars, and fosters Johns Hopkins' ongoing pursuit of a culture of achievement. Retired colleagues are acknowledged for their scholarly successes and remain a vital element of the institution's intellectual community.

All current tenured faculty are eligible, upon their retirement, for membership in The Academy. They need only to declare their intention to retire in order to become an academy professor. Membership benefits for academy professors include an annual allowance of \$2,000 that can be used to purchase books, software, and travel for research, conferences, or to hire an assistant; all academy professors receive office space, support for seminars, lectures, workshops, visiting professors, and a speaker series. In addition, academy professors, who are 65 to 68 years old, receive an annual health care stipend of \$4,000 for 10 years. Older faculty will also receive the health-care stipend but for fewer years. For example, a faculty member who retires between the ages of 68 and 70 and becomes an academy professor will receive \$4,000 for five years; if 70 or older, she or he will receive the \$4,000 stipend for three years. In addition, the College of Arts and Sciences will provide operating support for The Academy, including part-time administrative support. Through this institute for advanced study, Johns Hopkins recognizes its retirees' continued intellectual achievements, and their active involvement and contributions to Johns Hopkins's continued pursuit of excellence.

Parallel Sessions

1: Legal Issues

Legal issues emanating from the usage of work-life policies should be a concern for institutional leaders. Bias avoidance comes at a cost not only for the faculty, but also for the institution.

Joan C. Williams, Distinguished Professor of Law and Hastings Foundation Chair at University of California, Hastings College of the Law, presented on the legalities of implementing and sustaining work-life policies on campus, including potential adverse effects if these policies are not equitably addressed across the institution. Title IX compliance and enforcement provides an opportunity for institutions to improve their campus climate while retaining talented faculty. Additional problems with gender bias and family responsibility discrimina-

tion, for both men and women, continue to plague campuses. More information can be obtained from the monograph *Effective Policies and Programs for Retention and Advancement of Women in Academia* (available at worklifelaw.org/pubs/worklife_academia_FINAL.pdf), and from the website, *Tools for Change* (toolsforchangeinstem.org).

ACE also recently developed a legal issues brief on challenge for institutions regarding faculty retirement (see tinyurl.com/FacultyLegalIssues).

2: Liberal Arts Institutions

What are the strengths and unique opportunities that liberal arts colleges can take advantage of to afford faculty greater career flexibility?

Beverly Nagel, dean of the college of Carleton College (MN), led a conversation on the strengths and unique opportunities that liberal arts institutions can take advantage of to afford faculty greater career flexibility. Three primary themes derived from the conversation:

1. **Recruiting/retention and the challenge of dual academic career families:** While all colleges face difficulties when recruiting dual career couples, for liberal arts institutions located in rural or less developed areas, this may be an especially challenging issue, due to limited local job opportunities and the inability of most small institutions to create positions for spouses/partners. Participants from this discussion indicated that mid-sized institutions and institutions in larger metropolitan areas are feeling this challenge as well. New faculty often turn to administrators for help with finding positions for spouses/partners, but few of our institutions have the resources to provide this sort of service.
2. **Workload associated with shared governance and other committee/service obligations:** At smaller institutions, it's typical that all faculty serve on one or more college committees, and some of these committees can be very time consuming. Representatives from several institutions saw the administrative/service obligations, typically on top of intensive teaching and research obligations, as an important issue affecting work-life balance. Another representative argued that this wasn't an issue on her campus because faculty saw governance and committee work as productive and important and were therefore happy to put the necessary time into it. However, efforts to reduce the number of committees can be met

with faculty resistance as faculty worry about losing their voice in administrative decisions. Several participants noted that this issue had attracted faculty concern (and complaints) on their campuses. Another concern was raised regarding faculty meetings and other committee/governance work scheduled in the evenings, outside of regular work hours, which is particularly problematic for faculty with young children. Lastly, syncing postsecondary calendars with local school calendars was challenging for faculty with children who needed alternative child care arrangements when school was not in session.

3. **Residential nature of liberal arts colleges:** There is an expectation that liberal arts faculty are more involved in student life outside of the classroom, as students come to these types of campuses for the holistic nature of a residential liberal arts education. Such expectations for faculty include advising co-curricular activities, attending student performances and other events, and being part of department or college-sponsored social activities that aim to build community among students, faculty, and staff. These activities generally take place in the evening or on weekends. Not only do these expectations involve an additional time commitment, but they also occur at times that can create difficulties for families.

While the small size and personal familiarity at small colleges may make it easier to adapt to needs of particular individuals at various points in the faculty career/family cycle—and that is a strength of the liberal arts setting—accommodations can become perceived as “special deals” if not handled transparently and evenly.

3: Working Within Systems

How do systems share resources across campuses, and how can effective policies multiply faculty utilization of workplace flexibility?

Three presenters showcased how their systems shared resources across campuses, and how effective policies can multiply faculty utilization of workplace flexibility. The presenters were Susan Carlson, vice provost for academic personnel at the University of California Office of the President; Laura Koppes Bryan, professor, Division of Applied Behavioral Sciences, and dean of the Yale Gordon College of Liberal Arts at the University of Baltimore; and Rebecca (Becky) Warner, senior vice provost for academic affairs at Oregon State University.

Attended by approximately 20 higher education professionals, each presenter highlighted his or her system's latest accomplishments concerning work-life flexibility policies and what they hope to achieve as they move forward in their policy goals.

Susan Carlson emphasized the University of California's Faculty Family Friendly Edge program (ucfamilyedge.berkeley.edu), which offers services and benefits to support faculty and their families. This program is available to faculty throughout all of the 10 University of California system campuses. Some of the policies the program includes are stopping the tenure clock to allow time for care of a newborn or newly adopted child; a flexible part-time option for ladder-rank faculty with substantial familial caregiving responsibilities; and one year of unpaid leave to care for self or a sick family member, including a domestic partner. As additional ma-

terials and information become available, the portal is updated with appropriate links and resources.

Laura Koppes Bryan gave two examples of system-wide initiatives that provided workplace flexibility. The first was a tenure clock stoppage policy that allows faculty to suspend their tenure clock for a significant life circumstance, like childbirth, and then return to their tenure-track timeline without penalty (tinyurl.com/USMFacPolicies). The second was University of Baltimore's phased retirement policy, which allowed professors to shape their own course for transition from work to retirement, and is serving as a model for the University System of Maryland as it implements a new system-wide policy (tinyurl.com/UBPhasedRetirement).

Becky Warner spoke about the Oregon University System's restructuring but also touched on examples of system-wide initiatives concerning work-life flexibility policies. She first discussed how a system-wide benchmarking survey of faculty and institutions conducted by ACE (tinyurl.com/OUSFacultySurvey) contributed to the creation of a family-friendly department toolkit (tinyurl.com/OSUToolkit). Next, she also emphasized the Greater Oregon Higher Education Recruitment Consortium (GO HERC; hercjobs.org/greater_oregon), which is a service that lists hundreds of jobs from member institutions throughout the northwest that are committed to diversity hiring and dual-career couples.

4: Faculty Retirement

Learn how 15 institutions are guiding faculty through the latter stages of their careers and successfully into retirement.

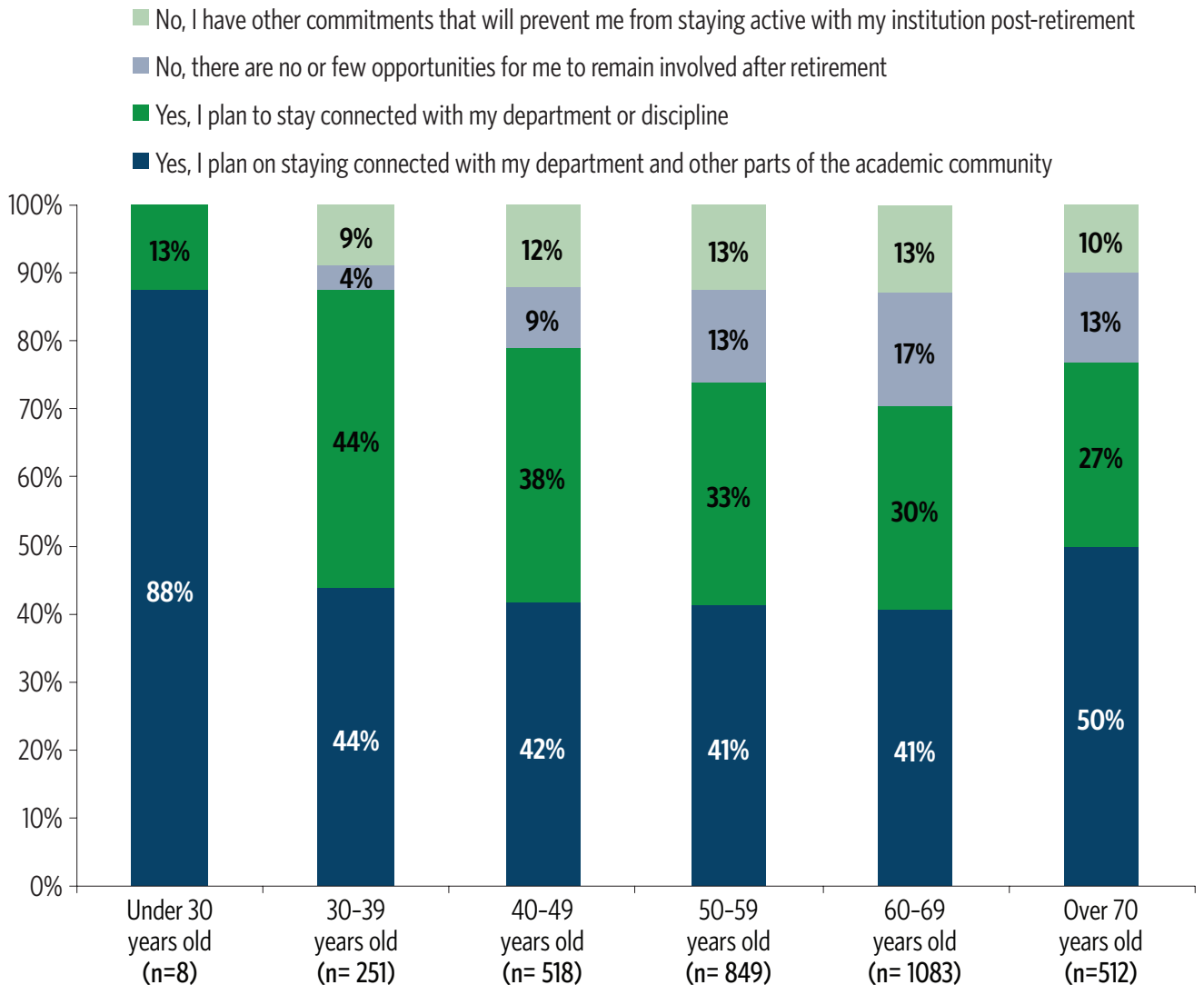
ACE staff discussed how institutions can and have supported faculty in the culminating stages of their careers, and assisted them in moving through retirement. ACE has produced several documents to assist campuses with these issues, including a literature review (tinyurl.com/RetirementTransitionsLitReview); a brief on legal issues (tinyurl.com/FacultyLegalIssues); and an executive summary of ACE's 2011 Invitational Conference on Retirement Transitions (tinyurl.com/RetirementTransitionsExecSumm). Additional best practices can be read in the publication *Faculty Retirement: Best Practices for Navigating the Transition* (Stylus Publications, 2014).

A 2012 survey of faculty and preceding site visits to some of those campuses made known the top three concerns of faculty regarding this transition period before retirement: 1) lack of transparency of

available options, 2) lack of communication from the administration, and 3) psycho-social aspects connected to faculty member's academic/work identity. The majority of faculty were satisfied when they could continue to use their institutional email and library privileges, but would also prefer to have an office on campus after retirement. Many also sought to continue to improve faculty relationships to the administration.

The survey revealed that 75 percent of faculty plan on remaining engaged with their institution or academic discipline after retirement (n=3243). This figure confirmed anecdotal information obtained during site visits about faculty members' interest in remaining connected, especially among baby boomer faculty who are members of the first generation of faculty who are no longer covered under laws mandating retirement at a specific age.

Chart 1. Responses by age to the question “Do you plan on being involved with your institution after retirement?”



When asked an open-ended question on what their institution does well, or what their institution could do better to manage retirement transitions, the number one response for both questions was that faculty didn’t know (see Tables 1 and 2). These responses indicate that even if there are appropri-

ate programs, faculty often have a “just-in-time” mentality when it comes to the close of their institutional careers. The findings may also suggest that faculty are willing to work with their own institution in creating new or better programs to support senior faculty.

Table 1. Open-ended responses to the question, “What are some of the best things that your institution does to make the retirement transition smoother for faculty?”

| Theme | Total Number of Responses (N=2017) |
|--|------------------------------------|
| Don't know | 672 |
| Phased retirement program | 491 |
| Retirement counseling/seminars/lectures | 241 |
| Campus benefits after retirement (office space, access to library, computer support, etc.) | 158 |
| Active/helpful Human Resources office and website | 90 |
| Encouraging/fostering a very active retired community to stay connected to the institution | 78 |
| Willingness to work with each individual/flexible | 72 |
| Financial benefits | 71 |
| Having a retirees' center for information and programs | 63 |
| Continuing medical insurance/health care benefits | 53 |
| Senior leadership's communication of options/commitment to faculty on this topic | 44 |
| Financial planning | 44 |
| Part-time teaching after retirement | 43 |
| Offering emeriti status/emeriti benefits/teaching by emeriti | 34 |

Table 2. Open-ended responses to the question, “What are some ways your institution can make retirement more manageable and smoother for faculty?”

| Theme | Number of Responses (N=1779) |
|---|------------------------------|
| Don't know | 257 |
| Discuss retirement more/improve communications/provide more information about options earlier in career | 228 |
| Improve health-care benefits | 162 |
| Implement/improve phased retirement program | 132 |
| Improve retirement workshops/seminars/counseling options | 114 |
| Nothing more the institution can do/the institution does a good job | 109 |
| Offer more campus benefits for retired faculty (office space, parking, library privileges) | 108 |
| Create more opportunities for retired faculty to stay involved with the institution | 86 |
| Improve financial incentives/benefits | 75 |
| Allow for retired faculty to teach part-time | 43 |
| Acknowledge/value/respect faculty contributions | 34 |
| Put a formal, transparent institutional retirement policy/process in place | 30 |
| Provide greater flexibility during retirement transition | 25 |
| Improve Human Resources office and website | 24 |

The Academic Workplace: Three Fundamental Principles and a Radical Proposal

Charles R. Middleton, President, Roosevelt University (IL)

Creating a twenty-first century workforce in academia will require three fundamental principles for senior leadership to embrace. The audience will be left with a radical proposal to contemplate.

The president of Roosevelt University, Charles R. Middleton, laid out three fundamental principles of the academic workplace and concluded with a radical proposal to change institutional culture concerning the faculty life cycle. The first principle is the belief that educational institutions will endure, and that the forces which contribute to this continuity are found specifically in the work of faculty and the professional enterprise that they create. This continual learning and desire for improvement are core to the identity of a faculty member. Faculty are not only a workforce, but the best-educated workforce that exists within any industry.

The second principle is the belief that faculty must have control over the quality and content of degrees granted by their institution. The pattern of quality improvement expressed in the first principle allows faculty to adapt the curriculum to changes in society, the workforce, technology, etc. For example, Latin and Greek were once central to a higher education core curriculum; however, arts and sciences have now become the essence of a college education. Faculty were the main drivers of that change.

The third principle asks how the faculty role connected to student learning is changing as the delivery by which a college education is evolving. With the advent of email, massive open online courses (MOOCs), social media, and increased expectation for faculty productivity, a plan for some semblance of work-life balance that remains fair, but adjustable, throughout the faculty career is needed to allow faculty to renew and rejuvenate so that they can continue to uphold principles one and two.

A radical proposal that strikes at the heart of academic status quo (e.g., setting tenure to fixed terms) is needed to create a sense of urgency to push a holistic paradigm shift in academe that addresses the life cycle of the faculty career. As an example, Middleton stated that perhaps the first stage of a faculty career should last 30 years. Then all subsequent stages could come in five-year intervals, reevaluated at every stage in order to allow the faculty member to readjust and reset his or her career goals. These adjustments would change to fit their desired accomplishments before entering the culminating stage of a faculty career, and then transition into retirement. Middleton's radical proposal addresses "the poverty of imagination," in reference to the status quo of academic life.

This conference was reported on by:

The Chronicle of Higher Education:

June, Audrey Williams. 2014. "Colleges Must Embrace Workplace Flexibility in Practice, Not Just on Paper, Leaders Say." *The Chronicle of Higher Education*, August 1. <http://chronicle.com/article/Colleges-Must-Embrace/147997>.

Inside Higher Ed:

Flaherty, Colleen. 2014. "Forum Considers Ideas for Flexibility in Faculty Jobs." *Inside Higher Ed*, August 1. <https://www.insidehighered.com/news/2014/08/01/forum-considers-ideas-flexibility-faculty-jobs>.

ACE® American
Council on
Education®

Leadership and Advocacy

