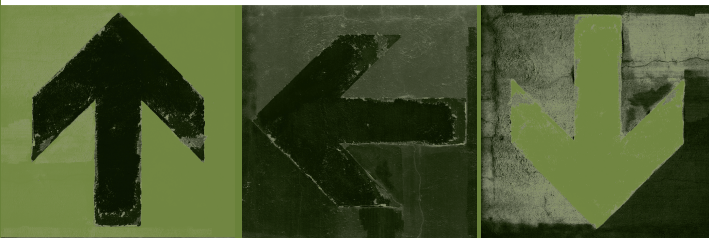




Roger G. Baldwin EDITOR

Reinventing Academic Retirement



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Betsy O. Barefoot
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CO-EDITORS

Reinventing Academic Retirement

Roger G. Baldwin
EDITOR

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EDITOR'S NOTES

Retirement represents a complex and challenging life transition. This is especially true in the academic world where faculty members and other professionals identify so closely with their work. Today, large numbers of academics are moving toward traditional retirement age at a time when the consensus on what retirement means and what a successful retirement entails has eroded. This is true throughout the larger society as well as in colleges and universities. The widely held view that retirement represents a complete break from employment followed by a well-deserved period of leisure no longer appeals to many healthy retirees. Large numbers of academics wish to remain productively engaged and have much to contribute in a new phase of life following their full-time careers in higher education. It is also abundantly clear that society cannot afford a large and growing segment of its population engaged solely in leisure activities. This is especially true of the many talented and highly educated academics who have considerable expertise and experience they can continue to share productively in their post-retirement years. As large numbers of the baby-boom generation move toward the end of their formal careers, retirement has become a major concern for them personally. It is also an important concern for the institutions where faculty and staff members are employed. In this dynamic environment, a key question becomes, how can we reinvent retirement and help people make a transition to this new phase of life in ways that will support their well-being and also benefit their institutions and society as a whole?

This volume puts academic retirement under a microscope and examines this complex and dynamic issue from many perspectives. Chapter 1 raises the fundamental question that gives focus to this volume. Why should we reinvent academic retirement? Roger Baldwin, Angie Belin, and Brett Say marshal evidence that makes clear the traditional retirement model is no longer working well in the academy. Many people postpone their departure from academic life and often continue to work or volunteer in some capacity for their institution following retirement. The authors make a case that it is time to reinvent the normative academic retirement model that no longer seems to be a good fit with the realities of an academic career or the staffing needs of many colleges and universities.

Chapter 2 examines the wider context shaping the nature of academic retirement. The authors show many demographic, economic, medical, and policy trends calling into question the traditional approach to retirement. These factors are altering retirement policy and practice in the corporate world and government as well as higher education. The chapter shares information and examples from other sectors that can be useful to colleges and universities as they consider how best to redesign their retirement systems. The chapter also offers ideas for engaging the talents of retired workers who wish to maintain a relationship with and continue to support the higher education institution they long served.

Bringing the academic retirement issue out of the closet is the focus of Chapter 3. Since the abolition of mandatory retirement in 1994, many academics and their department chairs or supervisors have found it awkward to initiate conversation about retirement plans. This chapter addresses this problem head on and offers many useful suggestions for starting this very important conversation. One key goal of this chapter by Amy Strage of San Jose State University is to normalize discussions about retirement so they will not be so intimidating. The guiding questions Strage lists can help to shape the retirement conversation in a way that benefits the individual retiree and his or her department, college, and institution. The chapter also discusses steps institutions can take to ease the retirement transition process to ensure it is both smooth and satisfying for all parties.

In Chapter 4, Janette Brown and Deborah Jones of the University of Southern California (USC) draw upon survey research to describe the variety of structures and strategies that have developed on campuses to enhance the academic retirement experience. The authors review the main types of higher education retirement organizations that have emerged to engage college and university retirees in meaningful social, learning, and service activities. The chapter takes a detailed look at the structures and strategies USC employs to maintain a constructive relationship with its retirees. This case example can serve as a model for other institutions wishing to enhance support for their retirees.

Reinventing academic retirement requires institutions to examine their underlying values and culture. This is the focus of Chapter 5 by Adrianna Kezar. She argues that academic units and institutions treat senior members and retirees differently depending on whether they view them as burdens or assets. Drawing upon research she has done with other sometimes marginalized groups, Kezar makes a compelling case that an asset-based narrative is a key element of strategic efforts to engage senior colleagues and retirees more fully and productively.

Efforts to reinvent academic retirement will meet significant resistance if the benefits of reform are not apparent to all important stakeholders. Chapter 6 authors Carole Goldberg and Roger Baldwin discuss the range of benefits that are possible when carefully crafted retirement innovations are implemented. Most importantly, the chapter discusses how individuals

preparing for retirement, academic retirees, and institutions, including their academic leaders and academic units, benefit when they adopt flexible and strategic ways to structure retirement. This chapter takes a broad view and also considers how the larger community or society reaps rewards when retirement is carefully aligned with the needs of both individuals and their employing institutions.

Reinventing academic retirement is a goal that emerges from a careful review of changing circumstances within higher education and U.S. society as well. However, higher education institutions are conservative by nature. Innovation and reform are challenging to implement and difficult to maintain. For this reason, Chapter 7 intentionally addresses the organizational change process. It briefly reviews literature on organizational change and introduces Kotter's (1995) eight-step model of organizational change that can be used to guide initiatives intended to modify retirement policies and practices in academic settings. Chapter authors John Bugge, Carole Goldberg, and Brett Say draw upon retirement reforms at Emory University and the University of California, Los Angeles to illustrate the organizational change process Kotter outlines. The chapter discusses specific actions academic leaders can take to reinvent retirement in their institutional community.

Our concluding chapter, Chapter 8, acknowledges that the reinvention of academic retirement requires the concerted effort of many different interest groups and stakeholders. Without the contributions, and in some cases the close cooperation, of executive leaders, deans, department chairs, and faculty and staff advocacy groups, it is unlikely an updated and more satisfactory vision of academic retirement will become reality on college and university campuses.

Ultimately, individual academics also have a major role to play in reinventing retirement. This last chapter discusses factors academics should consider as their careers advance toward a formal conclusion. Retirement reform is only an abstract idea or policy until each individual professor or administrator takes advantage of the opportunities available to define a tailored and purposeful path into this promising new phase of life.

Each chapter in this book addresses an important part of the process of reinventing academic retirement. A strategic effort to rethink and restructure retirement opportunities can do much to enhance the retirement years of members of academic communities, maintain institutions' access to valuable human resources, and promote the purposeful engagement that research suggests is essential to the well-being of an aging society.

We acknowledge that the careers and retirement concerns of faculty and administrative staff members can vary considerably. While some of the material presented here relates predominantly to the faculty experience, retirement raises many common questions and surfaces comparable needs regardless of whether one is a senior professor or an administrator working in another capacity at a college or university. Most of the ideas and examples

we offer can be adapted in support of the many professionals who devote their careers to institutions of higher learning.

We hope this book will contribute to the current dialogue on the evolving nature of retirement in our diverse society. We trust the examples presented here will promote more retirement-related innovations that move us closer to a new vision of academic life where late-career and retired faculty and staff members, if they wish, can remain a welcome and productive part of the academic community.

Roger G. Baldwin
Editor

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I Academic retirement no longer follows a consistent, predictable pattern. This trend demonstrates a need to rethink the nature of retirement in colleges and universities to better serve both individual professionals and their institutions.

Why Reinvent Academic Retirement?

Roger G. Baldwin, Angie A. Belin, Brett H. Say

Retirement from the academic world is not the predictable process that it used to be. Due to a host of coalescing forces, academic retirement has become an important issue on many college and university campuses. Retirement from academic life has also become a complex process that can complicate the later years of an academic career and leave many professors and administrators confused and dissatisfied as they move toward their career exit and prepare for the next phase of their life. Retirement is not a comfortable topic for discussion for many individuals considering retirement or for their colleagues or supervisors. Professors and others working in higher education worry they will be sidelined if they say they are considering retirement. Similarly, deans, department chairs, and supervisors are reluctant to raise retirement as an issue for discussion for fear they will be accused of age discrimination. Ideally, this chapter, and this volume as a whole, will advance a discussion of retirement issues that is long overdue on campuses across the United States.

Lincoln Allison (2016), writing in *Times Higher Education*, describes the exit of a faculty colleague in a different era:

When Wilfrid retired, properly and traditionally at the age of 65, he sold all his books, severed all substantive contact with universities, and devoted himself to his wife, his daughters, his dogs, and his cooking. (para. 3)

Allison goes on to describe how different retirement has been for his academic contemporaries:

Nobody admits to complete retirement. There are various kinds of semi-retirement, and retirement at different ages. Multiple retirement is the order of the day . . . There are buy-backs by universities short of someone to teach a lecture course or to prop up their research output. There are book contracts

still to be fulfilled. There are visiting posts and emeritus ranks. Then there are committee memberships and consultancies, articles to write, and enormously important bodies to advise. (para. 8)

Allison is describing a dramatic change in retirement practice in a British higher education institution, but the story is quite similar to the transformation that has occurred in higher education in the United States as well. For a variety of reasons, people see retirement differently today and often conclude their careers in very different ways than the path Wilfrid took several decades ago.

Finkelstein, Conley, and Schuster (2016) shine some light on this phenomenon in a U.S. context. In *The Faculty Factor: Reassessing the American Academy in a Turbulent Era*, they argue that prior to the abolition of mandatory retirement in 1994, retiring from an academic career was “a fairly straightforward process” (p. 203) controlled mostly by the institution. In contrast, the authors explain retiring from an academic career today is “a complicated process, a web of individual, institutional, and government decisions” (p. 203) with far less certainty or uniformity than in the past. Currently, individual academics ultimately decide when and, often how, they will conclude their academic life. The individual may have the last word concerning his or her career exit. Yet, Finkelstein and his co-authors acknowledge that the retirement process is far more complex and chaotic and less predictable than it was in the days of mandatory retirement. Most daunting, perhaps, is that retirees at many institutions are left to navigate the complex process of retirement by themselves with a variety of vague options to consider and few alternative retirement models to guide them. Academic retirement in the twenty-first century, like much of higher education, is a work in progress, a transformation underway. However, no clear consensus on retirement policies or practices has emerged that leads higher education professionals to a smooth and fulfilling departure from higher education, one that serves individual academics and their institutions well.

This volume takes a close look at academic retirement today. It considers the varied reasons why academic retirement has become a challenging issue on many campuses. More importantly, perhaps, it reviews a range of policy options, programs, and practices that can help to better align academic retirement with the evolving circumstances and needs of individuals, institutions, and the higher education enterprise.

To many, retirement may seem like a carefully defined concept with a long history that has led to well-established norms. The reality is quite different. Formal retirement from one’s job or career is a relatively new practice, a product of the industrial age, Depression-era social policy, and the post-World War II economy. Retirement is a social construction that emerged in the United States in response to changing needs in society. Like so many concepts in a dynamic world (e.g., adolescence, emerging adulthood, wellness, gender), it is subject to assessment, debate, and revision

as conditions change (Baldwin, Say, & Belin, 2017). Questioning current retirement practices in the academic world and weighing alternatives to “normal” procedure are routine parts of the process of developing and improving social policy and practice. We hope this volume will aid this assessment process and help to bring academic retirement practices more closely in line with the changing world academic professionals inhabit in the twenty-first century.

Why Are Many Academics Postponing Retirement?

In contrast to the era when academics like Wilfrid retired, there is no longer a standard age when people leave an academic career. In recent years, the average age of those in the academic profession has been increasing. One key reason is that many are postponing retirement and working longer than their predecessors. A variety of factors account for this trend. Perhaps the most common reason that academics postpone retirement at present is the fear they do not have adequate resources to maintain their lifestyle and live comfortably in retirement. The dramatic economic downturn of 2008 followed by the Great Recession raised financial concerns among many academics and encouraged them to work a few more years before retiring (Finkelstein et al., 2016; Yakoboski, 2011).

Good health and increased longevity comprise another factor in the postponing retirement equation (Kanter, Khurana, & Nohria, 2005). A lot of academics as they approach the traditional retirement age of 62 or 65 find that they are still healthy and vigorous. Without physical infirmities to motivate their exit, numerous academics are deciding to continue to work full-time for a few more years (Baldwin & Zeig, 2012).

Love for their work is another key reason many academics give for delaying retirement (Committee on Science, Engineering, and Public Policy, National Academy of Sciences, 2014). Most academics joined the academic profession because it enabled them to pursue a subject area for which they had passion. The academic life permits a history professor to explore the intricacies of a complex historical era or personality or an engineering professor to pursue a breakthrough in a daunting technological problem. The engaging challenges of an academic career do not disappear with an expiration date like an aging dairy product. With no looming mandatory retirement date, many academics decide to continue their life’s work as long as they can (Yakoboski, 2011, 2015).

Another key reason academics put off retirement is that departure from academic life poses a threat to their identity; many define themselves primarily through their work and their professional affiliations (Onyura et al., 2015). They see themselves as physicists, historians, or sociologists at a particular institution such as Cal Tech, Oberlin, or Bowling Green. Leaving the academy raises inevitable questions: Who I will be? What will I do? What will give my life structure, value, meaning, and purpose? When the

future following formal retirement is vague or uncertain, one safe option is to retain one's job as long as possible. In recent years, a large number of academics have chosen to maintain their positions, in part because they offer security and a clear sense of "who I am."

As one examines academic retirement closely, the picture grows increasingly complex. Retirement may also be a subject to avoid because academics want to remain intellectually engaged. They also wish to remain relevant to their students and their discipline. They want to continue contributing and making a positive difference. Retirement puts each of these objectives at risk. Indeed, many academics avoid raising the issue of retirement even as they move into their senior years, because they fear marginalization by their colleagues and students. If they hint they are even thinking about retirement, some academics worry their opinions will carry less weight, they will lose out in competition for resources, their opportunities for collaboration will atrophy, and their students will look elsewhere for guidance.

The Standard Retirement Model

The traditional approach to academic retirement followed the standard retirement model that took hold in the United States following the implementation of the social security system in the United States (Laskow, 2014). As Finkelstein et al. (2016) explain, this model was also structured by mandatory retirement policy. Most academics, like other types of employees, worked full-time and then stopped working entirely when they reached retirement age. Basically, they severed their formal ties with their college or university, except for occasional appearances at athletic events or holiday parties, and they gradually disappeared. They had no formal duties to perform and no means or structure to maintain an ongoing relationship with their institution. When this model is in place, institutions lose the benefit of the valuable human resources they had employed for many years. At the same time, individuals who built their career at an institution lose the roles and relationships that define them, structure their professional engagements, and give them a sense of purpose. In the all-or-nothing retirement paradigm, academic retirees find they need to redefine their identity and priorities and find new forms of engagement to fill their days purposefully.

This "light switch/on-or-off" approach to retirement formally ended in the United States with the abolition of mandatory retirement in 1986. For U.S. academics, mandatory retirement ended in 1994. Some academics continue to retire at normative ages like 62, 65, or 70. However, powerful evidence demonstrates that retirement patterns are changing (Merrill Lynch & Age Wave, 2013). The increasing average age of the academic profession confirms that many academics are postponing retirement. Also, many academics are phasing into retirement gradually through formal phased retirement programs or informal arrangements that allow them to work in some capacity after they officially retire from their institution. In addition, the

growth of retirement organizations in higher education suggests that many former long-time faculty and administrators seek a continuing relationship with their institution that endures beyond their formal employment (Baldwin et al., 2017). Each of these pieces of evidence supports the conclusion that academic retirement is evolving. The absence of standard patterns or consistent policies within higher education suggests that no consensus has yet emerged on how best to manage academic retirement in a way that meets the needs of distinctly different individuals or the institutions that employ them.

Evolving Staffing Arrangements and the Role of Retirees

Other concurrent developments in higher education staffing also support a case for reinventing academic retirement. The gradual shift from long-term tenure-track appointments to fixed-term and other types of contingent positions is altering the nature of academic work and academic community (Finkelstein et al., 2016). With far fewer workers who have a long-term commitment to their institution, academic community can suffer. Likewise, as more positions with limited responsibilities (e.g., teaching only, research only) are created, there are fewer people around to carry out governance work, student-support roles, and other types of service essential to the effective functioning of most higher education institutions. Rethinking the potential roles of retirees is one way to help fill the personnel gaps or address the operational deficiencies resulting from recent changes in the nature of academic appointments. Interested and vital retirees may continue to support their colleagues, students, and their institution as a whole, by assuming opportunities for mentoring, teaching, scholarly collaboration, and various forms of service with alumni, donors, and the local community.

Need to Reinvent the Normative Academic Retirement Model

Moen, Flood, and Louis (2009) reject the overly simplistic view that older workers have only two distinct choices—continuing full-time employment or complete retirement from the work force. They provide evidence that many workers are pursuing a “third way” (p. 2). This third way involves “working less than full time or formally volunteering” (p. 2). In other words, the idea that retirement is a “one-way, one-time, irreversible transition is eroding” (p. 2). These researchers argue that retirement is no longer a highly “scripted and distinct stage in the life course” (p. 3). Instead, retirement timing is “increasingly uncertain” (p. 3) as workers carve their own distinct pathways into later life. Moen et al. (2009) conclude from their research that increasing numbers of older workers want “encore careers.” This means they wish to remain engaged in work, paid or unpaid, “in new, meaningful, and often less than full-time jobs... Retirement from one’s

career job no longer necessarily means a final exit from the workforce” (p. 4).

Marc Freedman (2013) writes of a complementary trend in society. He describes a “third age”—the time between midlife and old age” (Freedman, 2013, p. 40) that has emerged as lifespans continue to increase. Freedman argues this is “a time of continued productivity and learning, with a particular responsibility for the well-being of future generations” (p. 40). In this phase of life, Freedman explains, individuals experience “renewed zeal for meaning and generativity” . . . [along with] “an eagerness to stay in—or return to—the workforce” (p. 40). Considerable evidence suggests these trends are as true for people in the academic world as they are for employees in other sectors of the workforce (Finkelstein et al., 2016).

Equally clear is the evidence that organizational policies and practices have not kept pace with the evolving retiree work interests and behaviors described above. Moen et al. (2009) conclude, “retirement remains embedded in the established but now outdated social and organizational policies and practices” (p. 3). Freedman (2013) makes a similar case, acknowledging the path from full-time employment into a third age or third way is bumpy, ill marked, and largely unpaved. Many describe it as a do-it-yourself process, as an improvisation that requires making sense of priorities, available opportunities, professional or vocational skills, psychological and financial readiness, and a host of other factors. (p. 41)

Freedman reports that little is being done to facilitate the transition into new forms or versions of “retirement” or a more engaged and purposeful way of later life. He highlights the lack of clear pathways “tailored to this distinct life stage” (p. 41). As a result, he calls for “both *rites of passage*, to mark the movement into a new phase of life and work, and *routes of passage*, [italics in original] to retool for new roles” (p. 41).

Freedman (2013) asserts higher education has a key role to play in preparing people for their transition to a new vision of later life and retirement that is only gradually taking shape. Others have made a strong case that higher education must play a role in serving the needs of individuals and the larger society as more and more people live longer and healthier lives.

For example, the white paper written in support of creating Harvard University’s Advanced Leadership Initiative (ALI) makes the case that universities exist to serve society. Hence, the authors argue, a time of major societal change “demands innovation” (Kanter et al., 2005).

Close examination of key aging, workforce, and retirement trends suggests it is time to rethink how we structure and facilitate transitions into later life and the gradual departure from work. As Chapter 2 makes clear, this is an issue throughout the United States. This is not just an issue concerning only colleges and universities. However, this phenomenon plays out in higher education in distinctive ways defined by the missions, customs, and structures of academe. It is time higher education institutions

acknowledge changing work habits, career patterns, and retirement behaviors and adjust their policies and practices to better align them with new realities. It is time to think systematically and creatively about new, more effective ways to help academic professionals define a purposeful and fulfilling career transition and exit that serves both them and their institutions well.

The widespread “do-it-yourself” process that is current retirement practice at many higher education institutions in the United States is not working well for many higher education retirees. Developing new retirement models, systems, and procedures can aid the transition of many academic professionals into a much more productive and fulfilling retirement. Creative new approaches to retirement can provide more direct opportunities for academics to remain engaged, serve, and support their institutions and the larger society to which they still have much to contribute.

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2

Academic retirement is evolving in a larger context where coalescing demographic, economic, social, and policy trends are calling standard practice into question.

The Context for Reinventing Academic Retirement

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Retirement is a unique experience for each individual influenced by distinctly personal variables such as health factors, family circumstances, and economic resources. However, retirement also occurs within a larger context that shapes both the nature and evolution of retirement in our complex and dynamic society. Academic retirement exists within this larger retirement environment. This chapter briefly discusses key demographic, economic, and policy issues and trends that shape retirement today and are calling into question traditional approaches to academic retirement.

Demographic Shifts and Trends

Perhaps the most profound development influencing retirement at present is the increasing life span of humans and the growing percentage of people who live well beyond traditional retirement ages of 65 or 70. “Due to health care advances, increased wealth, improved well-being, and living standards, life expectancy has dramatically increased during these past decades. The world will have more people who live to see their 80s or 90s than ever before...” (Poscia, Landi, & Collamati, 2015, p. 131). As life span increases, the amount of time people can expect to spend in retirement in good health also grows (Sargent, Lee, Martin, & Zikic, 2012). Due to this extended period, many people may be interested in rethinking how they spend their “retirement” years. Twenty-five to thirty years with few responsibilities to structure their time or give them a sense of purpose may not be appealing to many individuals nearing traditional retirement age.

Similarly, as longevity increases, the percentage of older people in a country’s population grows. In the United States in 1975, 10.5% of the

population was 65 or older. By 2025, the percentage of citizens 65 or older is projected to be 18.5% (Cook & Halsall, 2012). These patterns have important implications, including for the overall well-being of society. For example, Maestas and Zissimopoulos (2010) project the “economic dependency ratio,” the ratio of over age-16 workers to over age-16 nonworkers, will increase dramatically as this aging trend continues. Whereas the ratio in 1990 was fifty adult nonworkers to one hundred workers, by 2030, the ratio is expected to be sixty-two nonworkers to one hundred workers as more Baby Boomers retire. Our longer lives, Castille (2015) writes, are “driving change in retirement, social and workplace norms, the economy and much more” (para. 1). Mike Hodin of the Global Coalition on Aging asserts the resulting changes are “on the scale of the shift from the agrarian to industrial society or the women’s movement. It’s historic and profoundly disruptive” (Castille, 2015, para. 3).

A growing percentage of aging citizens can be a burden to government, social services, and the economy in general. Expenditures for health care, pensions, and long-term care can consume larger and larger percentages of a nation’s gross domestic product (GDP), limiting resources for education, infrastructure maintenance, defense, and other needed services (Cook & Halsall, 2012; Maestas & Zissimopoulos, 2010). This can be a problem especially when retirement policy (both organizational and government) sidelines older people and serves to eliminate or substantially decrease their productive engagement in society.

Of course, an aging population can also be an asset as well as a liability. Aging members of a community consume resources, but they can also provide valuable services. Poscia et al. (2015) note how older people in many countries care for grandchildren and aging family members and friends or engage in a diverse range of volunteer services. These authors conclude there is a growing consensus an aging population does not have to have a negative effect on health and social-support systems “if appropriate measures are implemented in time” (p. 134–135).

The aging Baby Boom cohort adds urgency to the issue of rethinking the normative, “all-or-nothing/on-or-off” approach to retirement. As the dependency ratio grows, our society cannot afford to support a large leisure class that is not contributing systematically and consistently to the common good (Maestas & Zissimopoulos, 2010). Nor can we warehouse the expertise and skills that workers, such as highly educated academics, have developed over a lifetime. Viewing retirement as the end of productive, paid employment curtails other ways older employees could continue using their valuable talents in productive capacities. The progression of large numbers of the Baby Boom generation toward retirement provides an additional incentive for thinking creatively about varied means to engage older people in productive work—full-time or part-time, paid or voluntary—that benefits society.

Policy and Economic Factors Influencing Retirement

Changes in government and employers' policies and practices also are influencing the approach many people are taking to retirement. In the academic world, the U.S. government's abolition of mandatory retirement in 1994 gave individual academics much more control over the timing of their retirement. In addition, social security policy, providing substantially higher benefits for persons delaying retirement to 66 or even 70, has encouraged many academics to postpone retirement from their college or university. The gradual move of many employers from defined-benefit retirement plans to defined-contribution plans, which require investors to take more responsibility for managing their own accounts, exposes investors to considerable financial risk and uncertainty (Rosegrant, 2013). Each of these developments is a factor in the decision of many academics not to follow conventional retirement norms.

The economic meltdown of 2008 and subsequent Great Recession is another factor shaping the retirement views and behaviors of retirees and those considering retirement. Many members of the academic community saw their retirement assets plummet in spite of their best efforts to save responsibly and strategically over the course of their careers (Rosegrant, 2013). While many faculty and administrators have seen their investment portfolios rebound in recent years, a nagging uncertainty about their future economic well-being troubles many. Alternative ways to address this concern include delaying retirement, negotiating a phased career exit, or seeking part-time work or other types of "bridge employment" in between full-time work and a complete departure from the workforce (Sargent et al., 2012).

Each of these developments has encouraged individuals to take more responsibility for their retirement planning as well as the timing and nature of their retirement (Finkelstein, Conley, & Schuster, 2016; Sargent et al., 2012). This has led to retirement becoming a more varied, less structured, or controlled process. This shift in retirement norms and practices can leave individual academics bewildered by the retirement choices confronting them and higher education institutions with little predictability or control when it comes to staffing decisions and planning (Finkelstein et al., 2016).

Benefits of Engaged, Purposeful Aging

Concurrent with these developments, growing research evidence showing the benefits of purposeful engagement in the later years of life is another factor promoting more flexible approaches to retirement. Both individuals and society as a whole can reap rewards when older people stay engaged in purposeful employment.

For individuals, continuing to work in some capacity can increase retirement savings, provide additional income, and enhance satisfaction

and social involvement (Scott, 2013). Research links volunteerism, another form of work, “with lower rates of mortality and depression, increased strength and energy, decreased symptoms of depression, and delayed physical disability. Purpose—engagement and working towards goals as we age—is important for longevity as well as vitality, productivity, and lower rates of cognitive decline, stroke, and heart attack” (Milken Institute, 2016, p. 13). Similarly, findings from the Health and Retirement Study as well as related international studies suggest that working longer may help to preserve memory and other cognitive abilities (Rosegrant, 2013). Indeed, a 2013 French study found that for each additional year of work, people in the study reduced their risk of dementia by 3.2% (Bahrapour, 2015). This is compelling evidence of the benefits for individuals of some type of productive work—paid or volunteer—in the later years of life.

Society can also benefit when older citizens continue to work and contribute to the greater good. Writing in “The Next Phase: Ushering in a New Era of American Retirement,” Scott (2013) cites older workers’ contributions to the U.S. economy, tax payments, and reduced demand on government services as key benefits to society when individuals delay retirement or continue to work in a scaled-down capacity. A University of Michigan Institute for Social Research (Rosegrant, 2013) report on the “new retirement” adds to this list “easing potential labor shortages,” “producing more goods and services,” and “continuing contributions to social security and Medicare,” as benefits of later life employment. An international team of academics writing on “next-gen retirement” in the *Harvard Business Review* argues that “shelving your expertise in retirement no longer makes sense. The new precedent . . . is for retirees to leverage their knowledge, skill, and talent to make a difference in their communities or the world” (Vough, Bataille, Sargent, & Lee, 2016). New conceptions of retirement can open opportunities for healthy and vital individuals who may want to modify their work arrangements but not stop working entirely. A growing body of evidence shows purposeful engagement in later life can be a winning proposition for all parties—employees, employers, and society at large.

Retirement Issues and Options Outside Higher Education

Looking beyond the higher education community can help colleges and universities think creatively about their approaches to academic retirement. Questions concerning alternatives to traditional retirement practices are not unique to higher education. The corporate and government sectors are also coping with demographic change. Some of these organizations are reviewing their retirement policies and trying flexible or more varied retirement options.

Innovative retirement pathways are also an issue outside the United States. The economic and social concerns of an aging workforce are occurring worldwide. By 2050, predictions suggest the number of people over the

age of 60 will approach 2 billion and represent over 20% of the global population (Aegon Center for Longevity and Retirement, 2015). This shift could create a smaller, “working-age” population that would strain “government-sponsored social security systems around the world” (p. 3). The methods that individual nations choose to approach this problem, however, are varied, and globally, employers have been slow to adopt flexible retirement options.

Fortunately, some public and private organizations have begun to pay more attention to the aging workforce in recent years as dwindling labor forces and reduced institutional knowledge caused by retiring employees have burdened their day-to-day operations. Traditionally, retirement has been viewed as an individual’s complete withdrawal from the workforce after a long tenure working in one industry, often for one employer (Beehr & Bennett, 2015). This model of retirement, however, has become less accepted, or even practical, as employees today often move between employers throughout their careers or choose to retire earlier or later in life than the traditional retirement age of 65. Moreover, as the Baby Boomer generation begins to retire, many organizations are being left with a smaller, younger workforce that may not be adequately prepared to meet industry labor needs. This departure of qualified workers has caused employers across many sectors to begin to consider how a retiring workforce will affect their ability to perform successfully in an increasingly competitive marketplace.

Redefining retirement could be one solution to many of these problems. Employers who are able to retain older workers, and delay the costs of expensive retiree pensions and benefits, will likely be better positioned to cut customer costs, increase benefits for existing employees, and raise profits (Beehr & Bennett, 2015). Questions remain, however, as to what options and models are best suited to retain and utilize older, more experienced employees.

Employers that have historically focused recruitment and training efforts on younger employees should now also consider identifying work arrangements designed to retain workers over age 50 if they hope to keep large numbers of experienced workers from suddenly walking out the door (Dychtwald, Erickson, & Morison, 2004; American Association of Retired Persons [AARP], 2006). The next sections provide a brief summary of retirement initiatives and models drawn from enterprises outside of higher education. The intent is to show different ways higher education organizations can reconsider their existing retirement practices and encourage retiring faculty and staff to remain active contributors to their institutions and communities. While these strategies may vary in approach, they share a common goal: to redefine how we understand retirement and the potential roles of retiring employees.

Making the Transition to Retirement: Formal Versus Informal Arrangements. Retirement transition arrangements for employees outside higher education generally can be placed into two categories: formal or

informal (AARP, 2006). Formal retirement transition arrangements typically have clearly defined policies and eligibility criteria that are structured by the organization. For example, formal retirement programs may require employees to receive approval from management to receive retirement benefits. Formal programs also generally provide employees with information on retirement transition options well before retirement age, such as at employee orientations or professional development training sessions (AARP, 2006). Formal retirement transition programs are also likely to be designed to benefit both the retiring employee and employer. Organizations can benefit from established, formal retirement options in a variety of ways. For example, formal programs can be designed to help organizations predict future workforce needs or allow retiring employees to continue working on a part-time basis to help employers maintain needed organizational knowledge and skills. This can reduce the costs of hiring and training new employees as retiring employees can help train the future workforce while continuing to work on projects about which they have a unique understanding (AARP, 2006). Formal retirement transition programs also benefit employees as they inherently provide structure and transparency to the retirement process, and ensure retiring employees receive equitable treatment. Formal retirement transition arrangements, however, require considerable organizational buy-in and strategic planning, making them less common in many work environments today.

Informal retirement transition arrangements are much more common in today's workplace, particularly within the private sector. By definition, informal retirement transition arrangements are more ill-defined and could be characterized as "ad hoc" agreements between management and employees. Informal arrangements typically are not backed by specific, organizational policies, but are more likely to be negotiated by individuals. And while informal transition arrangements can work well for some retiring employees, their case-by-case nature lacks transparency and is susceptible to personal bias or favoritism. Nevertheless, informal arrangements are often the norm, as only about 30% of large employers (those with over 1,000 employees) today offer formal retirement transition options for their employees. Of that 30%, only about 6% have formal processes in place (e.g., retirement planning workshops, retirement advisors) to help individuals with their transition to retirement (Anderson, 2016). For example Kelly Services, a workforce solution company based in Troy, Michigan, uses a formalized retirement transition program that the company believes is mutually beneficial for the organization and retiring employee. Upon retiring, full-time Kelly employees have access to part-time or project-based work in which they can choose to work with branch offices that are in need of short-term assistance. These employees choose the geographic regions where they want to work and the assignments in which they have the most interest. Thanks to these arrangements with retirees, short-staffed branch offices benefit from immediate access to fully trained staff (AARP, 2006). Organizations without

transition processes such as these not only run the risk of losing institutional knowledge when employees retire, but place employees in a position where they must individually interpret and navigate organizational policies that may be beyond their expertise.

Whether an organization provides formal or informal retirement transition programs often depends on the industry in question. For example, the health care industry tends to make retirement transition programs more available to their employees as a way to retain professionals, such as nurses, (Anderson, 2016) who may be more likely to move between employers. Federal employees are also more likely to participate in retirement transition programs due to recent legislation that has provided federal employees with more access to retirement transition plans.

Flexible Retirement and Work Options. As previously mentioned, overburdened pension systems and dwindling labor forces have caused some public and private employers to consider flexible work options for older employees. Flexible retirement programs can be formal or informal, but are generally defined as arrangements that allow employees to “continue working with a reduced workload into retirement before stopping work altogether.” (Aegon Center for Longevity and Retirement, 2017, p. 38). Flexible retirement programs provide a “potential solution for the challenges of unemployment, aging populations, and unsustainable pension systems around the world” (Graham, 2014, p. 8). Research has found that retiring workers who are able to participate in these programs are often happier, experience less stress, and generally have higher levels of well-being than traditional retirees who stop work abruptly (Graham, 2014). Moreover, higher levels of well-being among this population can be associated with better health and productivity, implying that the benefits of these programs may “extend beyond the individual to society” (p. 8).

While flexible retirement arrangements are well received by many employees and provide organizations with a promising solution for supplementing their workforce (Graham, 2014), the willingness of employers to adopt these programs is still in question. A recent global study conducted by the Aegon Center for Longevity and Retirement, which surveyed 16,000 active and retired workers across fifteen countries, found that only 19% of employees were offered flexible retirement transition plans to allow them to work beyond the traditional retirement age. Moreover, only 20% of respondents noted that their employers offered options that were more suitable for older workers (e.g., less stressful or physically demanding work), and 16% indicated that they did not know if their employer even offered programs to help aid with transition into retirement. Twenty-nine percent said their employer offered no transitional programs (Aegon Center for Longevity and Retirement, 2017). While these numbers may seem low, or even alarming to some, they indicate that there is incredible opportunity for employers to create programs that will better retain experienced employees who may help produce a competitive advantage in the marketplace.

Bridge Employment and Phased Retirement. Bridge employment is a term used across sectors to describe the work of an older employee who “continues to remain in the workforce after leaving their full-time, career job” and is often characterized by a change of role or employer (Bozzelli & Beehr, 2016, p. 1260). Similar to flexible retirement programs, bridge employment can take many forms. Bridge employees may work for previous employers on a part-time basis, take on temporary or contract work, or even be self-employed. The main difference between flexible retirement programs and bridge employment, however, is that bridge employment is not inherently tied to the retiree’s previous employer. Bridge employment can be in a field completely separate from one’s previous work. For example, consider the employee who has formally retired from a career position but wants to continue working in some capacity. This individual may decide to seek full- or part-time employment in an industry that they have always admired or one for which they feel uniquely qualified. While these individuals may consider themselves officially “retired,” you might find them working in their local library or occasionally doing work as independent consultants. For higher education employees, who often have a broad knowledge base, bridge employment, within or outside of their career institution, could be an attractive alternative to traditional retirement.

Phased retirement is another option for older employees and is a term generally used to describe a “broad range of flexible retirement arrangements . . . which allow employees approaching normal retirement age to reduce the hours worked or work for their employers in a different capacity” (AARP, p. 3). These phased retirement arrangements can be formal or informal. Methods used for phased retirement include, but are not limited to, options such as job sharing, telecommuting, consulting/contracting, or casual employment. Casual employment refers to an “as needed” arrangement where employers can request retirees to return to work to fill labor force needs (AARP, 2006). For instance, Mercy Health System, in Janesville, Wisconsin, allows employees over 50 with more than 5 years of service to work up to 1,000 hours a year, at their will, while maintaining part-time benefits. Other organizations, such as the Aerospace Corporation, have allowed retirees to be rehired on a “casual” basis where the retiree can work up to 20 hours a week to retain full benefits (AARP, 2006, p. 18–19).

Phased retirement has taken root within the federal government. In June of 2012, President Barack Obama signed into law the Moving Ahead for Progress in the 21st Century Act (MAP-21). Among other things, this bill made it possible for eligible federal employees to enter into a phased retirement program where they are able to continue working part-time with partial salary and benefits. According to the U.S. Office of Personnel Management, phased retirement for federal employees is a “human resources tool that allows full-time employees to work part-time schedules while beginning to draw retirement benefits.” This program is designed to provide “unique mentoring opportunities for employees while increasing access to

the decades of institutional knowledge and experience that retirees can provide (Office of Personnel Management, 2017). Put into place in November of 2014, the phased retirement options available to federal employees focus on helping retiring employees mentor and train newer employees who will take over their previous positions or duties. In these arrangements, full-time federal employees are able to work part-time as they transition into retirement. In exchange, the retiring employees are expected to spend 20% percent of their time “mentoring their fellow employees as a way for them to pass on their knowledge and skills to their colleagues” (Archuleta, 2014, para. 3). This federal retirement transition model may be adaptable to higher education settings and benefit both individuals seeking a gradual transition to retirement and institutions wishing to maintain access to the expertise and skills of long-time faculty and staff.

Considerations and Suggestions for Higher Education Institutions

Colleges and universities considering some form of flexible or phased retirement program within the United States should be sure that their programs comply with specific federal regulations, such as the Employee Retirement Income Security Act (ERISA), the Age Discrimination in Employment Act (ADEA), and Internal Revenue Service codes (2016) (e.g., IRS Notice 2016-39). Beyond compliance, these programs should provide employers with “predictable costs, minimal administrative responsibilities, and legal protection” while also providing employees with enough information to ensure that they are able to make informed decisions about their participation in these programs (AARP, 2006, p. 9). One option institutions could consider is the hiring of an Employee Services Relationship Manager. These individuals can be used within the organization to work with retirees and employees nearing retirement age to provide one-on-one counseling on retirement issues and concerns (2006). Ultimately, however, alternative retirement programs, such as those discussed here, should be seen as a human resource tool that can help organizations and employees alike. Flexible retirement transition options can assist employers to retain experienced employees who will help to keep their organizations competitive in the marketplace while also helping older employees align their retirement plans with their personal life circumstances and lifestyle goals.

The Evolving Meaning of Retirement

A compelling amount of evidence suggests that “the social institution of retirement is in flux” (Kojola & Moen, 2016, p. 59). A 2013 Merrill Lynch and Age Wave retirement study reports “seven out of ten pre-retirees say they would ideally like to include some work in their retirement years. Most are

seeking flexible work arrangements, such as part-time work (39%) or going back and forth between periods of work and leisure (24%) . . . Working in later life is increasingly becoming the norm.” (Merrill Lynch & Age Wave, 2013, p. 5). Cahill, Giandrea, and Quinn (2006) argue, for most Americans, retirement today is not a single event but a process including short-term or part-time employment that eventually culminates in labor-force withdrawal.

Kojola and Moen (2016) support this conclusion, noting “Boomers appear to have different conceptions of retirement—wanting to continue being active and engaged—often through paid work or volunteering” (p. 59). These authors also report the Baby Boom cohort is the first to have large numbers of women in the workforce. Hence, traditional views of retirement based on “male breadwinner norms” (p. 59) are no longer consistent with the new generation of retirees.

Kojola and Moen (2016) conclude that no one dominant pattern of retirement is emerging to replace the standard model of structured retirement during the days of mandatory retirement policies. In place of this model, are “a diverse mix of pathways shaped by occupational identities, finances, health, and perceptions of retirement” (p. 59). At the same time, they acknowledge that individual retirement plans are still influenced by life course transitions, cultural scripts, workplace and government policies, and social conventions that may be out of sync with changing visions of what successful retirement should look like.

The meaning of retirement in the United States at present remains a subject for debate. This uncertainty about what retirement is or should be creates a complex situation for individuals as they prepare for the later phases of their lives. It is also a very complex situation for organizations, including colleges and universities, as they manage and work to support the development of their employees.

Sargent et al. (2012) discuss three potential scenarios as retirement definitions and behaviors continue to evolve. The traditional “gateway” or “light-switch” (on-or-off) model of retirement may remain an option for people who wish to cease work entirely and transition to a distinct period of leisure in late life. In contrast, Sargent et al. sketch out two alternative reinvention of retirement scenarios. In one scenario, retirement remains a separate and desirable stage of life but individuals during this period remain engaged in varied, and perhaps downscaled, work activities that help to provide structure and meaning in their lives. These roles may be at their career workplace or in other capacities such as short-term bridge jobs or volunteering with nonprofit service organizations. The second “reinvention” scenario sees the disappearance of retirement as a distinct and nearly universal phase of life. Instead, individuals will move in and out of work and engage in different types of work (e.g., part-time employment, consulting or project work, child or elder care) throughout their lives according to their life circumstances and as long as they are able to continue productive

engagement. Both of these latter scenarios call into question the concept of retirement as a time of complete separation from work.

This brief overview of retirement issues and trends illustrates the fluidity and complexity of retirement in the twenty-first century. The concept that took shape in the nineteenth century and became standardized following World War II seems to be losing its meaning and ability to define how and when a career will end. This situation places more responsibility on the individual to plan the arc of a career strategically. The days of a routine, predictable career exit are over. Similarly, organizations may need to offer more varied types of work arrangements to ensure the development and retention of the talent and expertise necessary for organizational success. Organizations may also need to provide more guidance and support to help their employees navigate an environment where careers are more individualized and far less controlled by social norms, organizational policy, and legal statutes. Colleges and universities exist within this dynamic retirement environment. They too must monitor this evolving situation and adjust their policies to maximize the well-being and performance of their human resources—both faculty and staff.

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3

This chapter offers guidance for making retirement an open topic for discussion, poses important questions prospective retirees should consider, and suggests a range of actions institutions can take to help academics make a successful transition into a fulfilling retirement.

Bringing Academic Retirement Out of the Closet

Amy A. Strage

If one does not know to which port one is sailing, no wind is favorable. (Roman Philosopher, Lucius Annaeus Seneca)

Ellen Goodman (2010), long-time *Washington Post* columnist, ended her career with this often-quoted statement:

There's a trick to the "graceful exit." It begins with the vision to recognize when a job, a life stage, or a relationship is over — and let it go. It means leaving what's over without denying its validity or its past importance to our lives. It involves a sense of future, a belief that every exit line is an entry, that we are moving up, rather than out.

Nationwide, considerable numbers of faculty members are at or above conventional retirement age. An analysis of U.S. Census data conducted by researchers at the University of Iowa revealed that the proportion of faculty members over age 65 doubled between 2000 and 2010, and postsecondary educators, as a group, have the highest median age of any professional group (TIAA-CREF, 2012). But ever since mandatory ages for retirement for academic faculty were abolished in 1994, it has been difficult to anticipate with precision how many, much less which ones, will actually retire in any given year. As the title of this chapter suggests, retirement is a topic that is not frequently talked about openly on college campuses. A survey of current and retired faculty at my home campus, San Jose State University (SJSU), suggests that faculty are both uneasy about appearing intrusive and uncertain

about whether it is legal to ask their colleagues about possible retirement-related plans. The survey also revealed that a large proportion of recently retired faculty had been reluctant to disclose their consideration of retirement, lest they be seen as “lame ducks” whose opinions about university matters would no longer be sought. To the degree that these concerns are typical of campuses more broadly, retirement is indeed something of a taboo topic of conversation, and decisions pertaining to the timing of and planning for retirement are, for the most part, left to faculty members themselves. Furthermore, in stark contrast to the quantity and variety of resources offered to faculty as they *launch* their careers, relatively little is available to faculty to help them *bring those careers to a close*, and what there is can be hard to find. Van Ummersen and her colleagues report, for example, that the most common answer to the question of what institutions do to assist faculty members with the transition to retirement is “I don’t know” (Van Ummersen, McLaughlin, & Duranleau, 2014). They also report that only 39% of institutions responding to their survey indicated that they offer retirement transition counseling. In a pilot study canvassing academic affairs and human resources staff and administrators at over fifty colleges and universities across California, I and my colleagues in SJSU’s Center for Faculty Development found that respondents knew about resources and usage patterns for resources within their own units, but that they did not know about supports available to faculty members through other offices (Strage & Jonte-Pace, 2018). These sorts of considerations should prompt colleges and universities to strive to identify strategies to work around these challenges, and to provide resources to assist senior faculty in planning for the “graceful exit” about which Ellen Goodman (2010) has written.

In this chapter, I highlight some of what we currently know about faculty members’ experiences of the transition to retirement, and about circumstances and activities that make the transition to retirement easier or more difficult. I then consider programs and opportunities that campuses might provide to make the process more successful for individual faculty members as well as for the institutions they are leaving. It should be noted that although this chapter focuses on faculty, many of the topics raised here have some relevance for retiring academic staff and administrators; it is hoped that what follows is of value to members of the broader college or university community.

Approaching the Decision to Retire—Framing Questions for Faculty

When and how faculty members choose to retire is an extremely complex and personal decision, and how extensively and effectively they prepare for the transition varies enormously from one individual to another. Several researchers have focused on exploring faculty ambivalence about retiring (see, e.g., Foster, Naiditch, & Politzer, 2011, or Yakoboski, 2015 for more

detailed discussions of faculty ambivalence about retiring). Noted experts studying individuals' adjustment to retirement caution that additional research is needed to better understand the impact of individuals' personality variables and dispositions, the social context and supports available to them, and their motivations pertaining to retirement (Wang, Henkens, & van Solinge, 2011). The gaps in our knowledge notwithstanding, however, the following questions capture the issues with which prospective faculty retirees must grapple.

Can I (We) Afford To Retire? Will My (Our) Health Benefits Be Adequate? The literature examining faculty decision-making about and adjustment to retirement has consistently identified financial and health/medical considerations as being of primary importance (see, e.g., Dorfman, 2002, and Yakoboski, 2015). Yakoboski (2015) reported that concern about lack of financial security was a primary consideration among senior faculty who reluctantly anticipated working beyond the normal retirement age, and, in fact, only 16% of this group were "very confident" that they would have enough money to live comfortably throughout retirement. In contrast, confidence in one's financial situation was a major factor for those who anticipated retirement at a normal age. In keeping with Maslow's *Hierarchy of Needs* (1943), compiling a clear picture of one's finances is typically the first step in preparing for retirement. How much faculty members have been educating themselves in the minutiae of these questions varies significantly, as does the amount of assistance they need or want to ensure that their estimates are correct. Results from a recent survey reveal that a significant proportion (75%) of campuses offer financial planning seminars and a small proportion (25%) offer individual financial planning that is independent of retirement funds companies (Van Ummersen, McLaughlin, & Duranleau, 2013). Faculty members may also have external financial advisors with whom they can work.

To assist the faculty on our own campus, we worked with two faculty members from SJSU's College of Business to develop a set of online modules addressing topics in financial literacy especially tailored to faculty. The modules addressed such topics as the time value of money (and the power of compound interest), a thorough examination of a sample pay-stub, so as to understand where one's salary and the numerous matches and deductions came from, and a general overview of different kinds of supplemental savings. These materials were posted on the SJSU Center for Faculty Development website for faculty to view and use on their own (at <https://www.sjsu.edu/cfd/career-planning/work-life-balance/financial-literacy/>), and all faculty were invited to attend a lunch-and-learn workshop where they were first unveiled. Attendees' quantitative ratings of the session were quite positive (8.5 out of 10), and their narrative comments suggested that the materials filled an important gap ("Good to hear some experts, as I am pretty clueless about money." "Thank you ... It's easy to put this off and then one day it's time to retire. Tempus fugit.")

To Commit, or to Wait and See? Several campuses have developed “retirement pathway” programs, wherein, in exchange for some sort of incentive (reduced teaching load, financial inducement or retirement bonus, commitment of postretirement laboratory space, etc.), faculty members agree to retire by a certain date. Once the plan is decided upon, faculty need only follow the prescribed timeline and institutions can plan for their succession with greater certainty. At some institutions, including Columbia University, Princeton University, Rutgers University, and campuses comprising the University of North Carolina system, these sorts of efforts have led to an increase in the number of faculty members electing to retire. One drawback to such programs, however, is that they are binding, and faculty members may be more comfortable leaving their options open. Indeed, one of the variables found to be most strongly associated with successful retirement is the perception of control over the timing and manner of one’s transition into retirement (Calvo, Halverstick, & Glass, 2009; De Vaus, Wells, Kendig, & Quine, 2007).

To Disclose, or Not Disclose? Some faculty members feel very at ease—even eager—talking quite freely about “what comes next.” In contrast, others are intensely private, preferring for any of a number of reasons not to tip their hand, as it were. For those who are reluctant to make their plans public, ready access to individuals with whom they can speak in confidence or resources that they can access privately (e.g., online) may prove particularly useful. A recent article in the *Chronicle of Higher Education* featured a new program at several University of California campuses where recently retired faculty have been appointed to serve as liaisons and informal advisors to faculty beginning to think seriously about retirement (Patel, 2016a, 2016b). These “sherpas,” as they are affectionately called, meet with faculty informally and acquaint them with the resources and options available to them as well as the processes to follow once they are ready to act. Efforts to help these faculty members explore their options more intentionally appear to provide the reassurance they need as they move closer to retirement.

Another approach to enabling faculty to access relevant information in confidence is to make it available online. One such example is the *Retired Faculty Video Project* that SJSU’s Center for Faculty Development conducted to support faculty on our campus. We invited seventeen retired faculty to share their perspectives on retirement, filming them as they responded to a series of questions about their personal experience: *What had prompted them to retire when they did? How did they prepare—what information did they gather, who did they talk to, and so on? What were the “easy” parts of the process and of the adjustment to retirement? What were the challenging parts? In what ways were their lived experience different from what they expected? What advice did they want to share with others considering retirement? And what keeps them active currently?* We held respondents to 12 minutes—an

easier task in some cases than others, and we posted their responses online, so that they could be viewed anytime and anywhere.

The seventeen interviewees represented a wide array of disciplines, of personalities, and of perspectives on their transitions, so as to provide profiles with which most viewers could identify. Several common themes emerged from what they shared.

1. Attending to your financial security and your health and fitness is essential.
2. Emotions (positive, negative, simple, complex, etc.) are part of the experience. This is a big break, and possibly a frightening departure from your comfort zone.
3. Consider easing into this transition—phase into retirement if possible. Do not jump off a cliff.
4. Have a plan for spending your time—in the words of one faculty member, “Be sure you are retiring TO something, and not just FROM something.”
5. Like the people with whom you engage. Take this opportunity to make new friends and to spend less time with people whose company you do not enjoy.
6. Do not take on too much too quickly. Do not be afraid of the void. People will assume you have endless free time, and they will try to get you involved in a lot of projects.
7. Stay intellectually engaged—whether it is in an academic setting or not.

Informal feedback we have received suggests that these themes resonated with viewers as well. The videos themselves can be viewed at <https://www.sjsu.edu/cfd/career-planning/planning-retirement/interviews-retired-sjsufaculty/>

Response to these videos has been very positive, as faculty describe finding “useful tidbits” and “excellent advice.” They also appreciate the first-person accounts of their peers. (“Reading reports and statistics can give you an idea of general trends, but I found it helpful to hear how things played out for people in their own words.”)

To Make a Clean Break or Exit Gradually? Some faculty members want a “clean break” while others prefer a more gradual separation, stepping down and shedding professional responsibilities over a span of several years. Data reported in a recent nationwide survey of faculty retirement patterns conducted by the American Association of University Professors reveal that nearly one third of responding institutions (32% of 567 institutions) offer faculty some kind of phased retirement option. Fully one third of these programs were launched within the 5 years leading up to the survey, and over 10% of them became available within 1 or 2 years of the survey (Conley, 2007).

As such programs proliferate, so too have opportunities to better understand their popularity, their advantages, and their costs (see, e.g., Clark & Ma, 2005). Across the 23 campuses of the California State University System, for example, of a total of 2,061 faculty members who retired between 2007–2008 and 2012–2013 academic years, two thirds ($n = 1,345$ or 65.3%) have opted for a phased retirement. Faculty members may enter the retirement program once they have completed five years of service and have reached the age of 55, and they may remain in the program for up to 5 years. Analysis of usage patterns indicates that approximately two thirds of the faculty who entered the program continued for the full 5 years (66.4%). Men tended to remain longer than women (70% of men remained for the full 5 years while 60% of women did, with women slightly more likely to “drop out” after 1, 2, 3, and 4 years). This may reflect family or care-giving responsibilities that fall disproportionately to women in mid- to late-adulthood. And faculty who were older when they began the program tended to “last” longer than their peers who entered the program at a younger age (nearly three quarters of those beginning the program at or above age 67 remained for the full 5 years, while less than two thirds of those joining at or below age 62 remained for the maximum time permitted). This may be because faculty who enjoy their work want to continue working longer, especially once they are able to cut back on their workload, while those who enjoy their work less opt to leave earlier and find even the reduced load relatively unsatisfying as compared to their older peers. Alternatively, this may reflect patterns of “encore careers” launched by younger versus older retirees.

How Much to Change at Once—Who Am I Going to Be, Once I Retire? Numerous scholars writing about the transition to retirement among faculty note that the process is likely to be different than it is for other professionals. A large proportion of faculty contemplating retirement have been professors and researchers for decades. For them, perhaps more than for professionals in other lines of work, the challenge of (re)defining themselves can be daunting. Retirement often represents a disruption in their sense of identity and may well make them feel “rootless and without purpose” (Van Ummersen et al., 2013, p. 24). Yakoboski (2015) found that nearly half (44%) of the senior faculty who expected to work beyond normal retirement age reported that the statement “Nothing you could do outside academia would provide an equivalent sense of fulfillment” described them “very well.” For others, retirement represents an opportunity to move past their academic life, to reinvent themselves, and to engage in a whole new variety of pursuits.

Social psychologists have applied constructs from role theory and continuity theory to understanding the adjustment to retirement as individual faculty members strive to refashion themselves (Wang et al., 2011). Researchers have described an element of loss (of things to fill one’s day, of friendships at work, of one’s professional role(s), of one’s status, of one’s

Figure 3.1. Sample photos.

Helping Faculty Stay Ahead of the Curve

Sample of photos from retirees' Emeritus and Retired Faculty Association biographical sketches



purpose, and of the tasks and responsibilities that have lent structure to one's daily life) that may need to be resolved (see, e.g., Szinovacs & de Viney, 1999; Van Solinge & Henkens, 2008). Chase, Eklund, and Pearson (2003) report that the quarter of the respondents in their study who found retirement to be difficult indicated that feeling detached (from their students, from their peers, and from the cognitive challenge of their work) was the most significant challenge. Weick (1995) coined the term “sense-breaking” to refer to the phenomenon of disengaging from one's academic role and leaving one's former identity behind. Many retirees strive for continuity as they “story” their role transition and create a coherent narrative of their personal and professional journey (Ibarra & Barbolescu, 2010). Others appear to negotiate this change with greater aplomb.

Some faculty members plan to “start a new chapter” once they retire—they anticipate leaving their university lives behind—perhaps even relocating, physically—and filling their postretirement days with activities and experiences completely different from what they had been doing, year-in and year-out, often for decades. Others do not want such dramatic change, imagining instead a period of time where they will manage to divest themselves of the more onerous and tedious parts of their faculty work life while continuing to devote time to those aspects of their professional lives that they have always found most fulfilling.

On the SJSU campus, for example, retirees are invited by a member of our Emeritus and Retired Faculty Association to complete a brief biographical sketch. In Figure 3.1, we have provided a sample of photos supplied by several of the newly retired faculty as part of their sketches. These pictures

provide important, if subtle clues about how the retired faculty now see, or at least chose to portray themselves: some, for example, have opted for formal portraits in professional attire while others, have chosen snapshots of themselves pursuing hobbies or surrounded by grandchildren.

How, and How Much, to Plan Ahead? Regardless of how sudden or gradual the break, the literature indicates that feeling in control of the transition to retirement and planning how one will occupy oneself are strong predictors of postretirement adjustment and happiness (see, e.g., Dorfman, 1997, 2002; Henkens, Van Solinge, & Gallo, 2008; Taylor & Mintzer, 2013; Van Solinge & Henkens, 2005). Reitzes and Mutran describe a process of “anticipatory socialization” (2004), wherein faculty members prepare for the next stage while still in the prior stage. Indeed, faculty who make a smooth transition into retirement tend to build on the seeds they had sewn during their preretirement years, including interests and hobbies to develop and plans about how to spend their days (Pinquat & Schindler, 2012). Future retirees are well-advised to diversify their preretirement lives in terms of recreational activities, hobbies, and memberships in clubs and organizations that provide opportunities for building activities and friendships beyond the work world (Osborne, 2011).

Resources that can help faculty develop greater self-knowledge, personal efficacy, flexibility, and resilience are particularly valuable. Different advice may be best suited for “leapers” and “planners,” as they tend to approach transitions in very contrasting ways (Pinquat & Schindler, 2012). Again, individuals who are more open to sharing their thoughts and plans ahead of time may be more successful in assessing accurately what will turn out to be the “right path” or in making the necessary “mid-course adjustments.”

How to Grapple With the Issue of One’s Legacy? For many senior faculty members, a significant part of their professional identity revolves around seeing themselves as leaving something lasting to their institution. Many strive to make their mark by helping to nurture the next generation of faculty (Bland, Taylor, Shollen, Weber-Main, & Mulcahy, 2009; Mansson & Meyers, 2007), and indeed, many emeritus and retired faculty organizations establish programs specifically designed to match recently retired faculty with junior faculty, as a means of providing mentors for new faculty members and a way of helping retired faculty members remain involved in campus life (Baldwin, Say, & Belin, 2017). While such efforts may appear to be beneficial to all parties, there may be a significant challenge presented by the “culture change” seen over the last few decades on college and university campuses across the nation. How valuable, for example, could advice proffered by senior faculty be for *current* junior faculty, if they themselves “came of age” at a time when expectations for scholarly productivity were far more modest than they are now? How relevant could their insights about teaching effectiveness be, if they spent their careers perfecting the art of lecturing while faculty are now feeling pressed to adopt more student-centered

and technology-enhanced pedagogical methods? Assisting these faculty members in identifying what kinds of valuable information they can share could go a long way toward helping them assist both the retirees and the junior faculty.

A second strategy for assisting faculty in leaving their mark is to provide them opportunities to complete and possibly share some sort of culminating project. Mount Holyoke College, for example, provides small grants (\$5,000–7,000) to support such “capstone projects.” (Clauss-Ehlers & Pasquerella, 2014). Recent survey data suggest that although this idea may be appealing, only one third of institutions have in place any systematic structure to support such endeavors (Van Ummersen et al., 2013). As part of our survey of California institutions, we inquired specifically about opportunities to give “last lectures,” to create an oral history, or to apply for funds to complete a scholarly project. While respondents thought that such opportunities would be popular and beneficial on their campuses, almost none could point to any ongoing examples on their campus.

A third aspect of the legacy question has to do with preserving one’s life work in a more tangible manner. With recent advances in archiving platforms, it is becoming more feasible for faculty to help curate their teaching materials, their scholarly notes and manuscripts, and relevant nonprint materials. From the faculty member’s perspective, this is a way of reaching closure about their professional contributions as they decide what to retain and how it captures their legacy. The value of these materials to the broader community depends, in large part, on how they are archived and indexed and how easily they can be found through online searches and the like. Our survey also inquired about opportunities for faculty to contribute materials to some kind of digital or special-collections archive and to have support curating those artifacts. Results suggest that while such resources and services are just beginning to be available to faculty, respondents would like to see them expand. Half of the respondents indicated there were at least limited digital repositories, although half said there were no such options available on their campus, or that they were unaware of them if they existed. One quarter of respondents indicated there was limited space for material artifacts in campus-sponsored archives. And where faculty had access to such repositories, respondents indicated that they also had at least limited access to support organizing and curating their materials.

Many institutions manage oral history projects in which retiring/retired faculty are interviewed—sometimes at great length and in great detail. Such projects can be labor intensive and expensive to sustain, as it can take considerable time and expertise to conduct the interviews, edit them, and maintain the collection. Colleges and universities vary greatly in which office or unit takes the lead on such projects; they can be found housed in library special collections, in institutional advancement, in emeritus and retired faculty association offices, or in a variety of “special project” locations. It may also require considerable tact to decide which faculty to invite

to contribute. Such projects would appear to be much more common at research-intensive institutions. Few, if any, examples of such institutionalized efforts appear to exist for other kinds of colleges and universities.

Looking Ahead—Trends and Recommendations

Following are suggestions for campuses as they plan policies and practices pertaining to retirement.

General Recommendations for Campuses. Here I offer suggestions that all institutions should consider as they work to enhance their support for retirees and the retirement process.

Bear in Mind the Mission and Context of the Campus. The needs of faculty retiring from a research-intensive university are likely to differ significantly from those of faculty at a teaching-intensive institution. Prospective retirees from both kinds of institutions may be eager to maintain contact with their institutions, but the former may be concerned about how to sustain their research activity, including lab space, funding for graduate students and postdocs, and the like, while prospective retirees from teaching-intensive institutions may be more concerned about having to give up regular contact with students. It is particularly important to avoid making assumptions about the concerns and goals of faculty retiring from institutions where professional trajectories are quite diverse, as these faculty members have likely had more latitude to prioritize teaching, research, and service throughout their careers.

Consider All of the Relevant Stakeholders. Invite faculty members themselves, department chairs, deans and other academic administrators, staff of campus faculty development centers, human resources and benefits personnel, library staff responsible for special collections and archives, emeritus faculty groups, and perhaps others to engage in conversation about ways each might contribute resources necessary for faculty members to chart their course to retirement. Such an effort might be launched as a “Transition to Retirement Campus Summit,” where the agenda begins with participants sharing what each of their units offers to support faculty as they approach retirement. Discussion might serve to clarify whether faculty needs are accurately understood, to establish effective channels for communication among the relevant units, and to identify gaps as well as redundancies in what the campus offers.

Map Current Assets, Connect the Dots, and Develop a Communication Strategy. Identify what resources are already present on campus, and strive to gather data about which are most frequently accessed and which seem to be most effective. Where successful retirement programs or services or activities have been launched in one part of the college or university, consider what would be entailed in scaling them, so as to make them available to a wider range of faculty. Figure 3.2 is an adapted version of a survey we

developed at SJSU and sent to faculty affairs, human resources, and library administrators at fifty public and private universities in California. The purpose of the survey was to gather information about retirement-related practices on these campuses. Responses we have received to date confirm that relatively little is being offered, and that people within a given institution are likely to be unaware of what was offered elsewhere within their organization. Thus a related recommendation is to create structures that will support effective communication across the campus about existing or needed retirement supports.

**Figure 3.2. Pilot survey developed by San Jose State University
(adapted from the original).**

Campus Supports for Faculty Contemplating Retirement: A Survey of Institutional Resources and Practices.

The focus of this survey is on identifying retirement-related programs and practices that are in place at various institutions, as well as the units and offices where these resources reside. We hope you will complete the survey, but please feel free to skip any questions. Thank you in advance for your time and input.

1. Your name
2. Your institution
3. Your e-mail address
4. Your phone number (optional)
5. Your role or title at your institution

6. Please describe how, if at all, you work with faculty as they make the transition to retirement.
7. What resources or supports are available to faculty on your campus, as they prepare for retirement? (Please check all that apply.)
 - Assistance determining their financial status and options (pension, investments, social security, financial implications of “phased” options, etc.).
 - Assistance determining benefits they would be eligible for in retirement (medical, dental, vision, etc.).
 - Assistance determining campus resources they would continue to have access to (parking, library, email, etc.).
 - Assistance with relocation and housing issues.
 - Assistance for the psycho-social aspects of the transition to retirement.
 - Access to a retired faculty/emeritus organization
8. What units, offices, or individuals offer these resources and information (e.g., HR, faculty affairs, faculty development office, library, deans, other)?
9. In your experience, how closely or effectively do these units, offices, or individuals tend to coordinate their efforts? Where do you think your institution does a particularly good job of collaboration across offices? Where do you see room for growth?
10. To your knowledge, how do most faculty on your campus prepare for retirement? (Response options: Definitely yes, probably so, probably not/rarely, I don’t know, varies from person to person)
 - Consult with chair
 - Consult with dean
 - Consult with other faculty on campus
 - Consult with the office for faculty or academic affairs

Figure 3.2. Continued.

- Consult with HR
 - Consult with experts off campus
 - Consult with family/friends off campus
11. Please add comments about resources faculty can or tend to access, or needs you see on your campus in this area.
12. Does your campus offer any “wrapping up” opportunity for faculty? (Response options: Yes, No, Some colleges/departments do, I don’t know.)
- Pre-retirement sabbatical or grant
 - Opportunity to record one’s oral history
 - Individual retirement celebration (e.g., retirement party for individual faculty member)
 - Cohort retirement celebration (e.g., party hosted by the provost or president for all faculty retiring in a given year)
13. Please elaborate on your answers to Question 12. Are there other events your campus hosts? What kinds of events would you like to see your campus develop?
14. One of the big questions faculty worry about as they contemplate retirement is “What can I do with my stuff?” Does your campus provide opportunities for faculty to preserve their materials? (Response options: Yes, To a limited degree, No, I’m not sure)
- Digital repository (for papers of one kind or another)
 - Physical repository (collection space for physical artifacts and memorabilia)
 - Assistance organizing/curating such materials
15. Please elaborate on such archival resources or services you currently provide for faculty, or that you would like to see made available for faculty.
16. Does your institution offer any kind of “phased retirement”? If so, approximately what proportion of retiring faculty opt for the gradual step-down?
17. Would you be interested in participating in an online conversation or conference focused on the topics addressed in this survey? In addition, or alternatively, please suggest anyone else on your campus whom we should contact.

Ensure that Information Is Easy to Locate, Is Kept Current, and Is Consistent Across Places Where It Can Be Found. In an effort to be of assistance, multiple offices across a given campus may develop their own websites and “frequently-asked-questions” pages to provide information for faculty considering retirement or in retirement. It may make sense to coordinate information that is shared in this manner, or to maintain one master page to which each office provides visitors with a link. Campuses may have already developed a process to address this while attending to other issues that straddle multiple units or offices (e.g., support for new faculty, or undergraduate student research opportunities).

Normalize Talking About Retirement. Invite faculty at all stages in their careers to participate in informational events about campus programs

and supports focusing on retirement. Encourage faculty members to begin preparing for retirement early in their careers. Invite retired faculty to remain involved in campus life, so that they can remain visible and so that they can regularly engage both formally and informally with faculty at all stages of their careers.

Specific Types of Programs to Consider

Following are specific types of support that institutions may implement to help their colleagues' retirement years be engaging and fulfilling.

Retirement Sherpa. As noted above, feedback shared by campuses where such positions have been created suggests that this is a relatively cost-effective way to provide individualized and confidential (or at least discreet) guidance for faculty as they begin to contemplate retirement. In designing such a program, care will need to be taken that individuals invited to assume these positions are well-informed and dispositionally well-suited to the role. It will also be important that sufficient resources (including people) be maintained to keep pace with demand.

Panels and Informational Events. Faculty development centers, faculty affairs, and human resources can cohost informational sessions featuring retired faculty. Faculty from all ranks should be invited, so that they can hear firsthand accounts from retired faculty as well as administrators and staff knowledgeable about policies and practices pertaining to retirement. This format permits attendees who do not want to disclose their intention to avoid worrying about being “seen” at the event. Follow-up sessions to delve into topics of particular interest can easily be scheduled. Organizers should be encouraged to select panelists carefully, so as to offer a variety of experiences (positive and negative) as well as a variety of examples of paths faculty have opted to pursue postretirement. Organizers will also need to take care so as to ensure that useful and accurate information is shared—policies may have changed since panelists retired. In general, this is an effective and relatively inexpensive way to impart information. It is also a good way to promote the campus retired faculty organization and to help retired faculty remain engaged with the campus.

Video Interviews. To serve the needs of faculty who prefer to keep their plans to themselves, campuses might consider compiling a set of brief interviews with retired faculty describing their own experience with retirement. Such a project might be taken on by any of a variety of units on campus, by retired faculty, or as a joint project. Production of these interviews can be kept simple, making this a very cost-effective strategy for providing valuable information for prospective retirees. Selecting interviewees who reflect a range of disciplines, personalities, and life trajectories will ensure that viewers will find the information and perspectives shared by the interviewees relevant to their own circumstances.

Retirement Organizations. As Baldwin and his colleagues noted in their recent publication, retirement organizations represent a significant and largely untapped resource for assisting faculty with the transition to retirement (Baldwin et al., 2017). Their survey of a large sample of such organizations revealed that slightly less than half (48%) report assisting faculty with the transition to retirement, roughly the same proportion (43%) offer programs on retirement opportunities and issues for those considering retirement, and roughly one quarter (24%) provide funds for members to engage in research or scholarly activity. To the degree that such organizations want to promote continued active engagement with their campus communities, it would appear that they could make a significant contribution by further developing these kinds of programs. Indeed, sessions at the biennial meeting of the Association of Retirement Organizations in Higher Education (AROHE) are an excellent way to share best practices of this type.

Support for Leaving One's Mark—Oral Histories. Whether these are extensive documentaries or brief interviews, they provide faculty members an opportunity to share their story, to highlight contributions or accomplishments they would like to memorialize in their own words, and to provide information and perspective for those who come after them. They can be as simple as a single camera on a tripod, capturing two people conversing, or they can be more technically complex and elaborate. Faculty might be invited to select their interviewer. Faculty in any number of departments such as communication studies, journalism, or human development might develop these interviews into class projects. Campus retirement organizations might take on this task as one way of assisting their members in making the transition to their new status. Thought will need to be given to where these interviews are catalogued and archived, and how they are integrated with other institutional promotional materials as well as other collections of the retirees' work.

Support for Leaving One's Mark—Archiving Faculty Materials. Many institutions have the wherewithal to curate physical artifacts donated by retiring faculty members. Indeed, such collections can provide significant historical records of their intellectual contributions over the arc of their careers. Space can quickly become a challenge, but with the proliferation of digital repositories, an alternative solution is becoming possible. Collections of print materials (teaching notes, research notes, letters, etc.) can be scanned, curated and archived, allowing for the preservation of much larger volumes of material and more wide-scale access to them. Great care must be given to the manner in which these materials are described and indexed, and this will likely involve the collaboration of the faculty members themselves with library specialists. And as technological advances permit capturing the essence of an increasing variety of nonprint materials, the collections assembled can include an ever-widening range of artifacts. Providing faculty with the opportunity to review, cull, and assist in

preserving their materials can help them assume the kind of active role in their retirement that has been associated with “successful” transitions to their next chapter.

This set of recommendations is by no means exhaustive. It is meant to stimulate conversation across campuses about ways to bring retirement out of the closet, so as to assist faculty as they contemplate making what is likely to be one of the most significant decisions of their professional lives.

We opened this chapter with quotes, both ancient and contemporary. Elsewhere in this volume, we have delved into many considerations that contribute to the nuance and complexity of the retirement process. Our aim here was to lay out something of a map describing the terrain across which faculty members travel as they chart a new course, as they set sail for a new port, and to describe some of the resources that will assist them in coming to see this journey from what “was” to what “might be” in a most positive way.

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4

This chapter describes the types of organizations that have been established in recent years to enhance the experience and engagement of retirees from higher education institutions. Using the University of Southern California as an example, it also introduces a range of strategies institutions can employ to ease the transition into retirement.

Structures and Strategies to Enhance Academic Retirement

Janette C. Brown, Deborah Jones

Few colleges and universities have substantial retirement strategies to support faculty as they make the transition to retirement, nor do they engage them meaningfully after retirement. Retirement strategies that consider the university's mission, culture and priorities, provide clear retirement paths, and engage retiree experience and knowledge post retirement create a true win-win situation for the institution and the individual.

Why should an institution invest in retirement structures and strategies? Not only is it the right thing to do, but good retirement strategies help the institution by opening the way for new faculty positions and harnessing retiree experience for academic work, volunteer service, community outreach, mentoring, institutional history, fund-raising, and more. Institutions consistently support alumni with an alumni office, communications, and events. Retirees, like alumni, are committed to their universities having served on campus sometimes up to 50 years; and they are frequently significant donors and good-will ambassadors for their institutions. Why would not an institution want to support retirees as they do their alumni?

As we work with the pre-retired and retired in higher education, we must consider that people will remain productive for longer because they need to, want to, or because they can (The Economist, 2017). Living longer challenges both the institution and the individual. Institutions struggle with succession planning yet they need senior academics' experience, knowledge, and leadership. Individuals struggle with financing a quality life for 20 or more years after retirement, maintaining good health, paying for healthcare, and providing care for others. Once finance and health concerns are resolved, role identity, maintaining university connections, and

purposeful activities are of concern. Universities can ease, if not encourage, the retirement transition by linking or bridging faculty identity pre- and postretirement.

Establishing campus-based retiree organizations (ROs) can address the needs of both institution and individual. ROs contribute to the transformation of academic retirement by assisting both retiring faculty and their institutions (Baldwin, Say, & Belin, 2017, p. 4). Retired faculty are still faculty. ROs help them make a transition to a new phase of life by maintaining valuable institutional affiliations, a sense of identity, and providing meaningful intellectual, social, and service engagements.

This chapter explores what we have learned from surveys conducted in 2008 and 2012 by the Association of Retirement Organizations in Higher Education (AROHE). It also describes findings from a 2016 nationwide survey of higher education retirement organizations (Baldwin et al., 2017) as they relate to retirement organization structures. Finally, the chapter reviews examples of retirement organizations as well as retirement strategies at the University of Southern California (USC).

Background

In the mid-1980s, campus and retiree leaders across North America began to network and expand the growth of ROs. As a result of numerous conferences and discussions around the country, AROHE emerged in 2002. Association founders knew that retired faculty and staff were invaluable untapped resources for institutions of higher education. The founders also thought ROs could significantly enhance the life of a university community, offer retiree opportunities for service and learning, and even encourage senior faculty to retire. Over 200 ROs have emerged in the United States, the majority serving faculty, some serving staff, and some serving both (Baldwin et al., 2017).

AROHE values and encourages continuing postretirement contributions to campus and community life. Therefore, this association provides educational outreach, networking opportunities, and evidence-based practices to assist institutions of higher education with the creation, development, and maintenance of ROs.

Survey Data

AROHE has identified three basic organizational structures for ROs in higher education: associations, emeriti colleges, and retiree centers. In the 2008 survey of North American colleges and universities conducted by AROHE, 75% of the 144 survey responses (Brown & Pearson, 2008) were from institutions with exclusively retired faculty associations primarily supported by academic offices. A second survey conducted in 2012 found similar results, with a slight trend toward the establishment of new emeriti

Table 4.1. Retiree Organizations' Programs and Activities

<i>Programs and Activities</i>	<i>Percentage of Survey Respondents (%)</i>
Host social events (e.g., breakfasts, luncheons, or other)	81
Maintain a retiree e-mail list	77
Maintain retiree contact records	64
Maintain contacts with retiree groups at other institutions	53
Provide requested assistance for the administration	49
Provide guidance to newly retired employees	44
Host a retiree recognition day, reception, or similar event	42
Present community lecture, discussions, or performances	36
Promote cultural or artistic endeavors	33
Preserve or write university or retiree organizational histories	31
Host clubs or educational groups (e.g., bridge club, book club, or investment group)	30
Offer pre-retiree retirement education workshops	29
Offer wellness, health, and aging programs	29
Provide scholarships for students	27
Present retiree awards	26
Offer programs involving volunteerism, civic engagement, service learning, or community outreach	25
Raise funds for student scholarships	23
Offer retiree exhibits of creative efforts (e.g., art, photography, or poems)	22
Develop memorials for recently deceased members	21
Provide volunteers for community educational programs	18
Offer computer classes for retirees	17
Teach retiree courses or workshops	17
Advise, mentor, and honor specific students	15
Raise funds for retiree lectures, programs, and awards	15
Publish or write profiles of distinguished professors and administrators	12
Raise funds for the institution	11
Offer retiree reemployment opportunities	9
Teach graduate classes	7
Teach undergraduate seminars or orientations	7
Mentor new faculty	4
Meet with prospective students, parents, or other campus visitors	4

Source: AROHE survey (2012).

colleges and institutional retiree centers (Brown & Pearson, 2012). The 2016 survey found that faculty associations continued to be most prevalent (Baldwin et al., 2017).

AROHE's 2012 survey offered information about RO programs and activities still prevalent today (see Table 4.1). Consistently across the 2008 and 2012 surveys, purposeful work, advocacy, service, teaching, and

retirement transition education were foremost priorities (Brown & Pearson, 2008 & 2012). Keeping retirees connected, maintaining university and community relationships, supporting retiree transition education, and preserving university history were additionally found to be key components of many ROs.

The 2016 survey of RO administrators and retiree leaders shows that RO membership has grown steadily over the past 5 years (Baldwin et al., 2017, p. 2). Findings confirm that maintaining relationships and service to one's institution are the primary RO benefits. Additionally, important functions include social events, learning opportunities, advocacy, service opportunities, and programs or discussions on retirement issues and opportunities. Mentoring, community service, and easing the retirement transition are not considered to be as important. These findings suggest that some ROs may not be capitalizing fully on the talents and service capacity of their members.

RO Models

Although this summary presents what is typical for each RO type, there is no one way to structure a campus RO. ROs vary in organization and funding. Some are created entirely by retirees to serve retirees; others are created by senior administrators to transition retirees and support postretirement activities. Most importantly, ROs extend the relationship between the retiree and his or her institution. The most successful ROs are those valued by senior administration and funded by the institution.

The short summaries included in this chapter are cited in AROHE white papers published in 2016. The white papers describe RO models, highlighting their purposes, benefits, structures, governance, practices, and programs and include website resources (Huether, Kress, & Pearson, 2016). AROHE also offers a *Start-Up Kit* for AROHE members to create ROs (www.arohe.org).

Associations. The most common higher education RO is membership based and typically identified as an association. Volunteer leadership, committees, or boards create associations; some also form nonprofit organizations. Most associations are similar to an alumni association or club, and dues usually constitute their primary revenue source. When the institution provides RO support by staff or students, it is often to promote retirement preparation, connect faculty who may return to part-time teaching, or for fund-raising purposes.

Associations provide services such as maintaining retiree contact information, sending out newsletters, and website updates. Many host educational lectures and socials, give awards for service, and create opportunities for teaching, volunteering, mentoring, and committee involvement at the university.

Emeritus Colleges. Emeritus colleges are organized to promote academic interests, research, and retired faculty's scholarly efforts; social interaction and university service are emphasized. Emeritus colleges attract faculty who, although they are considering retirement, wish to stay connected with academic colleagues, share ideas, teach, or publish. All these initiatives make retirement more attractive, since faculty can continue academic endeavors. Most emeritus colleges offer modest research grants for continued research and travel. Academic Affairs typically supports emeritus colleges, but program fees and dues supplement them financially. Staff and space are often designated to support faculty, classes, symposiums, and social activities, with emeriti faculty usually directing and managing the programs on a volunteer basis.

Some universities partner with Osher Lifelong Learning Institutes that vary, but act in similar ways to emeritus colleges. Scholarly and social engagement, service opportunities, and a sense of belonging are key attributes of the emeritus college model.

Retiree Centers. Retiree centers are typically campus funded and meet a twofold purpose: to provide retiring faculty (sometimes staff) with retirement transition education, and to keep retirees connected with the university. Retiree centers are often housed within Academic Affairs, Human Resources, or Alumni/Development and have permanent space and staff. Centers maintain retiree contact data and are information and referral hubs for retirees and campus partners. A retiree center can also promote educational workshops, academic lectures, seminars, and continued support for university involvement.

Primary services include connecting retirees with university events and communications, maintaining contacts lists and campus partnerships, offering volunteer opportunities, hosting educational and social events, and preserving institutional history. Retiree centers thrive when senior administrators view retirees as current assets rather than past employees. They also thrive when there is a dedicated departmental budget and retiree involvement in the operations (Glazer, Redmon, & Robinson, 2005).

University of Southern California (USC) RO Structures

The USC Emeriti Center, founded in 1978, supports the USC Emeriti College, Retired Faculty Association (RFA), and the Staff Retirement Association (SRA). It is the office of record for all USC retirees, both faculty and staff and boasts the motto: "Colleagues for Life." The Center maintains retiree records, e-mail accounts, directory listings, donor records, and issues a Gold Card with free parking, privileges and discounts in partnership with human resources. It also manages educational events, publications, and websites; supports retirement transition sessions, sponsors a university living history project, supports diverse retiree and student intergenerational initiatives, offers research stipends and service awards, and supports a benefits and

resource committee. The Emeriti Center's assistant vice provost, student staff, and volunteers support all activities, events, projects, school partnerships, and initiatives for the Center.

The RFA, established in 1949, was formed by professors from USC who had reached the mandatory retirement age: 65. Originally known as the *65 Club*, it began with twenty-five retirees, a charter, by-laws, and \$1 dues. The RFA membership fee is now \$25, and is voluntary. The association does annual fund-raising, supports first-generation students, and provides monthly campus-wide distinguished lectures.

USC president, John Hubbard created the Emeriti Center at the same time as establishing the first School of Gerontology in 1978. These two conjoined into a perfect place to locate a retiree center offering healthy aging resources across the life span. The president and retired faculty leaders recognized the value of having retirement transition advisement, a place for retirees to stay connected to the university, and a means to organize "service and learning" to benefit retirees and the community. The word "Emeriti" in the Center's title was used to describe all honorable service. Accordingly, the Center became the home for all retired faculty and staff.

The Emeriti Center's first years consisted of networking with other ROs, building university support, conducting surveys, fund-raising, and exploring ways to offer retiree services and community courses. Retiree leaders, high-level administrators, and volunteers evolved the Center into one of the most comprehensive retiree centers in the United States. It is the interdisciplinary and intergenerational bridge across the employee's life span and is supported by the provost, fund-raising, endowments, and grants.

The SRA was created in 1985 by retired staff who wanted to stay connected with each other. This highly successful RO funds itself with \$20 annual mandatory dues. The annual staff retirement luncheon is funded by the Senior Vice President of Administration. With minimal Emeriti Center assistance, the SRA volunteer board arranges luncheon programs, day trips, the annual retirement luncheon, and a holiday breakfast. The SRA is popular with nonretired employees and some join the SRA for 5–10 years prior to retirement. SRA stays current with what people enjoy, connects them to the university, and offers opportunities to socialize and learn. Many staff look forward to retirement and becoming more involved with such a rich and diverse group. RFA members join SRA events due to its popularity, and each association president sits on the board of the other. This way each group constantly updates the other and can share ideas for joint initiatives and programs.

The USC Emeriti College was established in 1990 with funding from outside grants secured by retired faculty. Its purpose is to provide a venue for retired faculty to teach, mentor, and serve. At its most productive time, the Emeriti College had a paid director and assistant director who operated a community speakers' bureau, and sponsored courses on campus and throughout the Los Angeles area. Today, the Emeriti College still provides

opportunities for faculty to speak and give short courses in local libraries and on campus. The program is entirely volunteer based and occasionally local libraries pay professors a stipend. The Emeriti College courses have always been open to the public and students as well as retirees.

Strategies

Two important resources for faculty retirement strategies from the American Council on Education are: *Faculty Retirement: Best Practices for Navigating the Transition* (Van Ummersen, McLaughlin, & Duranleau, 2014) and the *Faculty Retirement Policy Rubric for Institutional Use* (<https://www.acenet.edu>). The *Faculty Retirement* book offers several chapters with examples of best practices; the rubric provides guidelines to improve the faculty retirement experience. Both publications provide ideas, examples, and ways to compare an institution's retirement planning, administrative leadership, communication, retirement seminars, preretirement programs, and retiree associations.

University of Southern California Retirement Strategies. Faculty retirement is a personal affair. Many retirement workshops, seminars, and general information sessions incompletely address the needs of faculty considering retirement. Several USC retirement strategies have been successful for transitioning faculty: an Emeriti Center, a retiree Gold Card with special privileges, an Emeriti College, two retirement navigators, and phased retirement.

The Emeriti Center provides a retiree Gold Card for those who have worked at least 10 years and who are 55 or older. The Gold Card is an effective and popular retirement incentive. Gold Card privileges include: free campus parking, university e-mail, retail and event discounts, computer account support, dental discounts, library privileges, and other perks. Free parking, university e-mail, and electronic library resources make it easy for retired faculty to stay connected.

To better personalize faculty retirement, USC created two retirement navigator positions and established a phased retirement path. An early retirement program (a 2014–2016 experiment), allowed faculty to transition to retirement for up to 4 years, work part-time with full benefits, and included funding for a capstone project, financial planning, and office moves.

Retirement Navigators. In the past, the USC Emeriti Center with USC HR/Benefits Administration offered a biannual seminar on retirement, covering healthcare, social security, retirement funds, medicare, and long-term care for both staff and faculty. This was insufficient preparation for some faculty. Many began as junior faculty with only a brief HR encounter. With the exception of occasional e-mails or the annual benefits fair, faculty members rarely connected with HR. This divide prevented faculty from learning about retirement or having confidential retirement planning

conversations. To address this, the provost created a “concierge” retirement service for faculty that includes a faculty retirement navigator position in Faculty Affairs to support faculty as they consider, plan for, and transition to retirement. All conversations are confidential and may include spouses or partners. In addition to private consultations, the faculty retirement navigator offers annual seminars with information on healthcare, medicare, retirement funds, and the transition to retirement.

The Senior Vice President of Administration created a second benefits retirement navigator position within the USC HR/Benefits Administration division. This position assists both faculty and staff and is assigned to handle paperwork and transactional finance and health plan support that continues through the retirement date.

The faculty retirement navigator refers retiring faculty to the benefits retirement navigator once faculty have signed a retirement agreement and have a transition strategy with their department and school. The navigators work together to ensure a smooth transition to prevent lapses in healthcare coverage and income. The Emeriti Center and its assistant vice provost work closely with the navigators to manage the transition into the USC retirement community, inform faculty of special privileges and support, and engage faculty in activities most interesting to them.

Phased Retirement. With retirement on the horizon, there is often hesitancy or fear. Faculty wonder if they are ready to leave a full-time position or to not work at all. One effective retirement option is a phased retirement. Phased retirements are codified in a contract that stipulates the number of years of phased retirement and the level of effort agreed upon over that time period. At USC these agreements range from 1 to 3 years. As tenured faculty are generally prohibited from working less than full-time, these arrangements allow faculty approaching retirement, to phase from work gradually. Faculty may choose to gradually reduce service hours (down to a benefits-eligible level) or may choose the minimal level of service for each of the phased retirement years. Both tenure and benefits are maintained. The free time becomes a reward in itself and many faculty retire earlier than agreed upon as they begin to enjoy a lighter schedule and fewer professional obligations. It is a true win-win. Phased retirement eases faculty into retirement and allows the institution to plan for future hires.

Final Research Semester. Some USC schools offer a final research semester to faculty who sign retirement agreements in advance. During this semester faculty have no teaching or service responsibilities. They can use the time to wrap up projects, initiate academic projects, or wind down from their university obligations.

Packing and Moving. Another small retirement incentive is assistance with moving one’s office. For academics who have built libraries for several decades or research faculty with labs, the thought of moving is an onerous task. Offering a moving reimbursement or allowing departmental budgets to assist faculty as they pack up their work spaces is a low-cost

measure to assist in the retirement decision. An investment of \$1,000 may make a difference in the timing of when faculty retire.

Financial Planning. Retirement poses a major change for most faculty who transition from salary to using income from their retirement savings and social security. Many need assistance in creating an annual financial plan. Offering \$2,000 to facilitate a Certified Financial Planner portfolio review is a valuable tool as faculty consider reallocating and designing their investments for the next two or three decades. Another option would be to offer modest estate planning reimbursements for wills and trusts. These small gestures may ease challenges hindering faculty retirement.

Conclusion

When successful retirement strategies are in place, institutions gain a network of retiree volunteers, teachers, mentors, university ambassadors, and financial supporters with expertise and institutional memory. The most successful institutional strategies demonstrate respect for faculty, honor for their service, and a willingness to keep them connected postretirement. Institutions benefit when faculty clearly understand retirement options, have comprehensive retirement transition support, feel valued, and know they will continue campus connections. To stay connected, a dedicated campus RO coordinates and supports employee and retiree initiatives, campus partnerships and events.

What would lead senior faculty to retire at the best time for the institution and for one's self? Collaboration among Academic Affairs, Human Resources, Benefits Administration and a campus-based RO is effective for successful retirements. These collaborations offer faculty clear retirement options, comprehensive retirement education, and confidential retirement navigators to personalize and ease the retirement transition experience. The RO connects before, during, and after retirement, offering ongoing connections and contributions for service and learning.

By recognizing senior faculty contributions and demonstrating a desire to keep them connected, institutions make faculty feel more secure, comfortable, and interested in retiring. RO's make the retirement transition easier and more productive for both the retiree and the institution. Retiree centers play a key institutional role. A retiree center can be the hub for: interdisciplinary, intergenerational, and multicultural initiatives and educational events, efficiently connecting campus departments, faculty, students, retirees, and the community. It is a place where university employees and retirees receive official communications, networking connections, resources, and referrals; a vehicle to preserve institutional history, and the source for project and program support. What a RO contributes to an institution is significant: it creates a winning partnership between the institution and its retirees, eases retirement transitions, and engages faculty to support the university as "Colleagues for Life."

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5

This chapter reviews discourses about “senior” and retired faculty. These discourses suggest a deficit or burden-based view that shapes the values and practices of faculty and department chairs. Yet retired faculty can be valuable resources and help with teaching, service, and research. A process for changing departmental views to create an asset-based culture that assists in the adoption of favorable retirement policies and programs is provided.

Asset-Based or Burden-Based Views of Senior and Retired Faculty: How Values Translate Into Culture and Shape Practice and Policies

Adrianna Kezar

Charles, a long-standing faculty member in anthropology, is nearing retirement. His department chair, Frank, keeps emphasizing how excited Charles must be about “getting to play golf all the time and the prospect of extended travel.” Faculty colleagues say, “Won’t it be great not to have to teach introductory anthropology anymore!” However, Charles hasn’t been looking forward to golf, travel, or stopping teaching. In fact, Charles has been thinking about different kinds of work he might do during retirement. He has long been interested in taking students on study-abroad trips but rarely found the time. Charles is also interested in mentoring students one-on-one and perhaps engaging them in some undergraduate research projects. And he’s really interested in the new committee set up to support first-generation college students. While very few people know it, Charles himself was a first-generation college student and he feels really committed to trying to help this initiative get off the ground. While he is contemplating this exciting work, none of his colleagues mention continued involvement with the institution. As a result, Charles finds himself really conflicted about retirement and wonders why there seems to be no possibility for him to stay connected. All of his conversations with his colleagues are about moving on.

Charles story is increasingly common—senior and retired faculty are interested in ways to stay connected and support their institutions, but campuses are not set up to engage them. And it goes deeper than that. As Charles's story reflects, none of his colleagues even consider he might want to continue working with the campus. In thinking about reinventing academic retirement, one might first think about interventions or programs, communication strategies, or policies for addressing the issue on campus. Yet these various approaches often fail to more deeply affect or shape the conditions (e.g., underlying assumptions and values) that are leading to the problem of underutilizing retired faculty and their difficult transition processes. One of the key factors needing to be addressed is institutional and departmental culture that can shape long-term and sustained changes. Culture typically refers to the underlying assumptions and values that drive or motivate behaviors and practices. Culture is typically shaped by an organization's history and priorities and becomes embedded in day-to-day work. Culture is often hard to identify, as it is tacit or implicit and typically not discussed. Yet, addressing the values at the root of practice—how other faculty fundamentally conceive of and hold regard for their “senior” and retired colleagues—is critical to the establishment and maintenance of policies and practices for retirees that support the retirees as well as the institution. Campuses with existing policies for retired faculty may not implement or follow those policies if faculty and administrators hold negative views of retired faculty. Thus, without a change in values and culture, policies and programs for senior academics and retirees are typically insufficient.

In this chapter, I first define departmental and institutional cultures and suggest how they shape, and are important to, retiring faculty experiences as well as policies that are established (or not) to include and support them. Second, I review alternative discourses about “senior” faculty to understand underlying assumptions that shape campus cultures. I suggest that one negative discourse results in seeing retiring faculty as a burden, rather than an asset. Next, I review research on the ways that retired faculty would like to stay connected and contribute as assets to the institution and department. I describe what an asset-based culture would look like and suggest an analytic framework to examine institutions and to understand if they are asset based or burden based. Lastly, I provide examples of institutional practices and policies that reflect an asset-based culture.

Institutional and Departmental Cultures

Culture is a socially constructed phenomenon in which individuals perceive, experience, and reproduce the values, norms, and expectations of a particular group of people—for example, faculty in a department (Martin, 1992; Tierney, 1988). Because cultures are socially constructed, they can also be changed with examination and alteration of values. Yet, culture is tacit and largely outside the day-to-day reflection of individuals. To identify

and examine culture, scholars (and practitioners) can examine underlying values and assumptions. Yet, doing so is often difficult because the values are unspoken. Research has identified how tools or frameworks can create reflection and make values more explicit, unearthing and examining values (Kezar, 2013). Scholars also examine leadership, policies, practices, and relationships among members of a group, which have also been shown to reflect as well as shape culture.

For faculty at 4-year institutions, the department is usually the most important organizational level for defining institutional values, norms, and expectations (Austin, 1996). The department chair typically has a strong influence on departmental culture; the chair plays a leadership role and creates and enacts values and translates these values into policies and practices (Knight & Trowler, 2000; Walvoord, Carey, Smith, Soled, Way, & Zorn, 2000). While department chairs regularly rotate, while they are in the position of chair, they have access to rewards, resources, and authority that embed values (Gappa, Austin, & Trice, 2007). The chair also has access to others with power and influence to shape the culture through the hierarchy of deans, vice presidents, and the provost (Walvoord et al., 2000). Furthermore, the long-time, tenure-track faculty also shape the culture because of their opportunity over time to have input into policies and practices that shape values and through their connections with other colleagues, networks, and resultant social clout. Because departments are nested in schools and colleges, deans and other leaders may also shape the culture. The overall institution also affects the culture, and depending on the institutional type, this influence can be strong (such as in community colleges) or quite weak (such as in large comprehensive universities).

In addition to the pivotal roles of chairs in shaping culture, studies also identify how departmental and institutional policies and practices reflect, set, and reinforce culture (Austin, 1996). Therefore, the existence of policies relevant to retirees and the nature of those policies will reflect values and assumptions about retirees within the community. Additionally, relationships or the ways faculty interact can shape culture. General attitudes or beliefs about collegiality and respect faculty colleagues have for each other have been identified as reflecting and shaping the culture of an institution or unit (Austin, 1996; Kezar, 2013).

Discourse on Senior Faculty: “Creating a Burden” Assumptions

While very little research exists about faculty or administrative views of imminent retirees or older faculty, the discourse available in the literature about retiring or retirement-age faculty suggests negative views. These views are not conducive to a positive culture wherein more enlightened policies and practices would emerge (Dorfman, 1992; June, 2012). Clark and Hammond (2001) note how the lifting of mandatory retirement in the 1990s led to several perceived problems on college campuses:

1. The growth of an aging and less productive faculty;
2. Campuses being tied to high salaries for faculty for unknown number of years;
3. Restriction on the ability to add younger faculty preventing the creation of a healthy intergenerational faculty;
4. Difficulties in diversifying faculty with women and faculty of color;
5. Lack of flexibility to reallocate funds to new areas of study that match student interests and research directions; and
6. A decline in academic quality in terms of cutting-edge research and teaching.

Foster, Naiditrich, and Politzer (2011) later reinforce these ideas stating the lifting of mandatory retirement in higher education brings about “significant costs to the institution, including higher salaries and benefit costs; lower faculty productivity in some cases; the inability to reallocate faculty resources across departments and programs as student demand changes; and the opportunity costs of not making room at the institution for new and rising academic talent” (p. 2).

To address these issues, retirement incentive programs have been developed to encourage faculty to retire (Foster et al., 2011). These programs have turned out to be successful within many states and individual institutions. However, many (though not all) of these programs are high cost and have had negative financial implications for institutions. The costs of retirement programs have exacerbated the discourse related to aging faculty as a cause for institutional problems (Clark & Hammond, 2001). These retirement programs are seen as taking away needed resources for the institution’s future. Some even describe the rise in contingent faculty as a response to the financial instability created by increasing numbers of senior tenured faculty who do not retire (Clark & Ma, 2005).

Certain scholars also have concerns about emerging faculty demographics. For example, Schuster (1990) suggested that the aging faculty will create a “bipolar” faculty with simultaneous employment of large cohorts of both younger and older faculty that will pose extraordinary challenges to higher education—challenges that will adversely affect faculty performance, morale, and institutional quality. Ehrenberg (2001) reported that many institutions “now worry more about the large fraction of their faculty who are nearing retirement age. The National Center for Education Statistics’ National Study of Postsecondary Faculty reported that 44.4% of all tenured faculty members were fifty-five and older in 1999” (p. 4). Clark and D’Ambrosio (2005) note: “As the large cohort of older faculty now approaches traditional retirement ages, many academic leaders have expressed concerns over the elimination of mandatory retirement policies a decade ago and the prospects that senior faculty will remain at the institution well into their 70s” (p. 5). And more recently, Finkelstein, Conley, and Schuster (2016) have noted the “clogging of the academic pipeline” (p. 88) and “the

aging of the faculty continues unabated . . . thereby limiting the opportunity of a prospective, new academic generation” (p. 95). Thus, for 30 years a negative dialogue has played out related to retirement-age faculty.

While studies suggest that there is no relationship between age and declined vitality and teaching or research (Clark & Hammond, 2001; Rees & Smith, 2014), the views about how aging faculty negatively affect institutions remain part of higher education’s “invisible” discourse. I say “invisible” discourse because day-to-day administrators and faculty do not discuss their views of aging faculty. Instead this perspective is an unspoken backdrop that has become a set of underlying assumptions embedded in the fabric of institutional and departmental beliefs. Without discussion about views and perspectives on aging faculty and retirement, institutional and departmental cultures are unlikely to change and support new views or reinventing of faculty retirement. The current view could be characterized as seeing aging faculty as a departmental and institutional *burden* rather than an asset. If aging faculty (preretirement) are generally seen as problematic and represented in this negative tone—replete in the general discourse in higher education—it is likely that faculty view retirees in the same manner. What this chapter suggests is that a change in underlying values and perspectives is important, perhaps necessary, to reinvent or rethink academic retirement in the future. What would it mean to take an asset-based perspective of retired faculty? The next two sections will examine this possibility.

Retired Faculty as Assets

Studies conducted of faculty members as they are retiring or of retired faculty suggest that they are very interested in maintaining a professional identity in some form (Conley, 2005; Ehrenberg, 2001). According to Finkelstein et al. (2016), “three quarters of early boomers reported planning to work more than five years before retiring (over age 65), and almost half reported planning to work more than 10 years before retiring” (p. 221). Ghent, Allen, and Clark’s (2001) study of faculty who accepted phased retirement plans identified that they would have preferred to keep working. Ehrenberg’s (2001) comprehensive study of faculty retirement policies found that faculty are worried about being “put out to pasture” and about their professional careers having to end. Anything that colleges and universities can do to assure faculty members that they are valued and that retirement does not have to be the end of their careers may influence the faculty members’ willingness to retire.

Many of those contemplating retirement would like to be able to continue to teach part-time after they formally step down (Ehrenberg, 2001). Berberet, Bland, Brown, and Risbey (2005) identified that three fourths would like to teach part-time on retirement. Yakoboski’s (2015) recent study identified that 89% of faculty enjoy working with students and teaching and would like to continue teaching in retirement. A large percentage of

the faculty also noted an interest in supervising students' honors theses or dissertations.

While many faculty have an interest in activities tied to teaching and learning after retirement, some are also willing to chair or serve on committees in which they have an interest (Ehrenberg, 2001). In a recent study, 68% of faculty noted that intellectual stimulation through interaction with colleagues was a high value and 65% enjoy the value and intellectual stimulation of continuing research (Yakoboski, 2015). Some faculty, particularly those in the sciences, were interested in access to laboratory space, both for their own research but also to participate in research with students. Ehrenberg (2001) found that many institutions have provisions for retiring faculty to teach once retired, but few have provisions for faculty to work on committees, or have access to a laboratory or research facilities. For example, only 11% of the surveyed institutions assigned laboratory space to retired professors using the same criteria they relied on for tenured faculty members.

Berberet et al. (2005) found that two thirds of faculty retirees would like opportunities to assist their institutions in recruiting and retaining the next generation of faculty. Studies about the interests of retired faculty consistently show a strong interest in giving back and providing professional support, often unpaid and on a voluntary basis.

Studies have also found that aging and retired faculty are still interested in developing professionally and, for example, avail themselves of professional development in teaching (Crawley, 1995). These findings counter beliefs that faculty in retirement are stagnant in their views of teaching practice and not keeping up with latest trends of evidence-based teaching practices.

Asset-Based Culture

Taking into account the various ways that faculty members are interested in giving back to the institution once retired, one could imagine the following assets they could bring to both the department and institution:

1. Continuing to teach in courses where departments are having difficulty finding instructors
2. Serving as guest lecturers for courses or seminar series
3. Working with students on their thesis, dissertation, or undergraduate capstone
4. Supporting undergraduate research programs
5. Mentoring students
6. Providing professional development and support for younger faculty
7. Providing support for committees
8. Being a volunteer group to help organize and run events
9. Providing consultation or advising on complex institutional problems; serving as a think tank

Institutions can always benefit from additional human resource support but have traditionally not looked to retired faculty members in supporting unmet work needs. By fostering a view of retired faculty as assets, institutional leaders can shift the focus from viewing retired faculty as a burden (Behr & Bennett, 2007). But how can a conversation about these perspectives occur and how might the culture be changed to an asset-based one?

It is important to note that there are several parallels between how negative views of retired faculty and similar negative views of women, minority, and contingent faculty shape departmental and institutional cultures. For the past few decades, studies have examined how negative stereotypes prevent women faculty and faculty of color from contributing to the department and institution and being as successful as they might be (Benjamin, 1997; Sandler & Hall, 1986; Shollen, Bland, Finstad, & Taylor, 2009). Departments and institutions with racist or sexist assumptions create hostile environments for women faculty and faculty of color—environments in which they find it difficult to perform and succeed.

Perhaps the most relevant comparison is with views toward nontenure-track or contingent faculty. Research examining the views tenure-track faculty and administrators have of nontenure-track faculty finds that four different cultures (destructive, invisible, inclusive, and learning) have emerged (Kezar, 2013). In the *destructive* culture, as the name suggests, faculty and department chairs hold very negative views of nontenure-track faculty members. In the *neutral/invisible* culture, nontenure-track faculty perceive no respect or inclusion from their departmental colleagues; they are typically ignored or treated as temporary teachers or mechanisms for content delivery. In the *inclusive* culture, faculty and administrators respect their nontenure-track colleagues and encourage inclusion in all aspects of faculty life. In the *learning* culture, nontenure-track faculty are treated as professional equals by their tenure-track colleagues; policies and practices are developed for the purpose of creating a positive and effective work and learning environment.

Analytic Framework for Understanding Retired/Retiring Faculty Culture

Extrapolating from this study of faculty cultures (Kezar, 2013), a similar set of cultures can be proposed for assessment as it relates to retired and aging faculty—burden-based, forgotten-retiree, and the asset-based cultures.

In the *burden-based* culture, retired faculty perceive disrespect and hostility from their younger faculty colleagues and administrators. They experience pressure to retire and feel their colleagues view them as unproductive and a drain on the department/college. They are actively excluded from the professional life or the community of the department and/or institution.

Policies in place actually prevent or discourage any continued involvement after retirement. There is little or no planning for retirement nor discussion of ongoing connection to the institution. They are not given access to an office, computer, laboratory, supplies, or administrative support. Communication and work end at retirement.

In the *forgotten-retiree* culture, retired faculty feel invisible. However, there is no active hostility from departmental colleagues. Retired faculty are typically ignored and treated as if they have nothing left to contribute. They are not pressured but are encouraged to retire. There is no discussion of continued involvement with the department or institution. For the most part, retired faculty in this culture are overlooked. They may remain on department and institution mailing lists or receive pro forma invitations to regular social or academic events. However, former colleagues rarely invite them to lunch, ask them to review manuscripts, or seek their assistance preparing a grant proposal or orienting new faculty or staff members. A few policies exist such as provisions for teaching in retirement as some departments find they have occasional shortages for teaching in some areas. Essentially, retired faculty in the neutral/invisible culture no longer play a meaningful role in the life of their department or institution and derive little satisfaction from any continuing relationship.

In the *asset-based* culture, retired faculty perceive that they are respected by their departmental colleagues and can add value. They are encouraged to stay connected to the institution. Policies in place have provisions for retired faculty to teach, mentor students, be involved on committees, and other service work. Research facilities are provided as well as provisions to continue grant work. The institution is likely to have a retired faculty center, association, or program that serves as a focal point and link for retired faculty to connect back to the institution in a systematic way. Retirement is carefully planned for, with many discussions about options provided both at the departmental and institutional level. Departmental-level discussions include ways that the faculty retirees might contribute in terms of teaching, mentoring other faculty and students, and service. The department typically invites retirees to attend faculty meetings and events and keeps them included in departmental communications. Retired faculty in the asset culture are offered shared office space on campus and basic materials and equipment to continue contributing to the institution.

Having departments and institutions—through collective discussions or individual assessment among a leadership team—reflect on the three cultures above and honestly consider underlying assumptions and existing policies and practices, is the best way to begin to address and alter the culture. Prior research demonstrates that without explicit discussion of values and views, cultures remain hidden and powerfully shape action (Kezar, 2013). Additionally, research reviewed about departmental and institutional cultures suggests the important role of leaders, such as chairs and deans,

who can reflect new values, encourage dialogue about values, as well as encourage others to embrace new values.

As is apparent, departmental or institutional cultures reflect many of the ideas and concepts referred to throughout this book including structures and strategies to enhance academic retirement reviewed in Chapter 4 as well as the practices for bringing academic retirement out of the closet reviewed in Chapter 3. The programs and policies described in this volume have little chance of success if underlying values are at odds with policy. In the last section of the chapter, I share a few examples of practices that reflect an asset-based culture.

Institutional Practices That Reflect an Asset-Based Culture

Institutions and departments with an asset-based culture welcome the continued participation and contributions of their retired faculty and staff. Cultures vary from place to place, but those that value their senior and retired colleagues provide opportunities for meaningful engagement. For example, the University of Southern California, through its Encore Program, capitalizes on the distinctive skills of its retirees through part-time and volunteer service opportunities. Likewise, the University of Washington has a policy allowing retirees to work part-time for up to 5 years after they officially retire. Some institutions also facilitate retirees' continued scholarship through competitive research grant programs and modest travel grants. Ohio State University has established an Emeritus Academy specifically for the purpose of promoting postretirement research. In addition to providing small research and travel grants, the Ohio State Academy promotes continuing scholarship in a community of active (though retired) researchers. Georgia Institute of Technology offers part-time appointments to retirees, who can select a research, teaching, or service track.

A retirement association is often a key part of a culture that welcomes the continued engagement of retirees. Many of these organizations offer a range of opportunities for continuing contact, community, and service (see Chapter 4). For instance, the Emeritus College at Emory University brings together retired faculty and staff from across the institution to learn, socialize, and support the university in a variety of ways.

A growing number of colleges and universities are working to build a retiree-friendly culture. Cornell University, for one, has taken a multifaceted approach to this goal. The university gives its retirees access to athletic and social facilities. It also provides opportunities for retirees to take courses, remain research active, participate in governance, and serve the university in a variety of ways. Such a comprehensive approach to welcoming and supporting retirees can benefit an institution and its larger community while also sending the message this is a good place to pursue a career and build a fulfilling life.

Conclusion

This chapter highlights the link between underlying values/culture and departmental and institutional policies and practices. By exploring and unearthing underlying values, new possibilities emerge for engaging retirees and enhancing institutional effectiveness. Furthermore, emerging policies and programs are much more likely to be embraced, implemented, and successful if chairs, administrators, and faculty have positive views of retiring faculty.

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6

Creative approaches to academic retirement can yield benefits for retirees, their institutions, and society at large.

Win-Win: Benefits of Expanding Retirement Options and Increasing the Engagement of Retired Faculty and Staff

Carole E. Goldberg, Roger G. Baldwin

Mounting evidence suggests that one standard, all-or-nothing approach to work and retirement is no longer attractive to many academic professionals as they move toward the traditional retirement years. The host of coalescing forces detailed in prior chapters requires more creative approaches to retirement—both the years leading up to retirement and the years following formal retirement from higher education. Adding more systematic preparation for a fulfilling retirement and more pathways into retirement permits a more tailor-made approach to this new phase of life. Rather than the conventional “one-size-fits-all,” “on-or-off” view of retirement, individuals and their institutions can negotiate mutually beneficial roles and activities as faculty and staff members gradually make the transition from their full-time career employment to new opportunities. Similarly, creative, flexible approaches to retirement can enable institutions, their academic units, and their administrative offices to effect a gradual and predictable transition into new staffing arrangements while they meet ongoing and emerging needs and obligations. Flexible retirement policies and programs as well as opportunities for creative engagement of retirees can lead to a range of benefits. Enhancing retirement is not a zero-sum game. Ideally, the outcome of progressive retirement initiatives will be a “win-win” for individuals and institutions.

The case for reinventing academic retirement has been made in earlier chapters. The intent of this chapter is to explore the range of benefits that can result when retirement is approached systematically, flexibly, and with the aim of benefiting retirees and their institutions as well.

Benefits to Individuals Preparing for Retirement

Professionals moving toward retirement can benefit in many ways when retirement becomes more transparent, flexible, and open for discussion. For example, when optional retirement pathways or arrangements are defined and widely publicized, persons considering retirement can be confident they will be treated fairly by their institution and will not miss out on special deals some colleagues may be able to negotiate. Individuals may also be more open to considering retirement if they feel they understand their alternatives, thanks to a clear, structured, and well-publicized process. This may especially be true when faculty or staff perceive direct benefits (e.g., reduced teaching load, research assistance, part-time work arrangement) from signing an agreement to retire within a specified period of time. The more information individuals have about retirement, the less mysterious or intimidating it becomes. For example, an official Retirement Liaison at the University of California, Los Angeles (UCLA) was able to tell faculty who were contemplating retirement about typical or more standard postretirement arrangements (e.g., recall arrangements, research resources). This information provided assurance they would be getting a fair deal from the institution.

Individuals can also benefit from information concerning how others have structured their move into retirement and their subsequent postretirement life. UCLA's Retirement Liaison shares information about the experiences, activities, and feelings of a wide range of members of the UCLA faculty who have chosen to retire. These "models" make it possible for senior academics to contemplate realistically what their lives will be like post retirement. UCLA workshops on the transition to postretirement life also aid academics as they prepare for a new phase of life. Insofar as clarification occurs through preretirement workshops and other campus-wide gatherings, the very fact of bringing together those who are contemplating retirement tends to make them feel less isolated and more positive about their retirement prospects. It is helpful for pre-retirees to hear from retired colleagues who have worked out a satisfying balance of continuity and change in their lives.

Flexible retirement options can also help individuals craft a personal path into retirement closely aligned with their distinctive life circumstances. Retirement policies that enable academics to work out a revised work assignment for a period of time may provide a means for individuals to manage the timing of their retirement, easing into it over a period of years so they may acclimate to a new rhythm of life. Similarly, retirement arrangements that allow for some continuing work roles following retirement can benefit professionals who wish to remain intellectually and socially engaged in their "retirement" years.

Benefits to Retirees

Ideally, arrangements to ease the transition to retirement build a foundation for active and fulfilling retirement years. Opportunities for continuing connections and engagement after retirement do not necessarily need to be structures for paid employment. As Chapter 4 suggests, retirement organizations on campus and other types of volunteer programs can give academic retirees ongoing opportunities to share their expertise and experience while remaining intellectually and socially active. These are the key factors research associates with successful aging, including physical fitness and mental acuity (Milken Institute, 2016).

A host of examples from diverse higher education institutions provide means for academic retirees to remain part of an institutional community. For example, California State University–Dominquez Hills’ retirement organization maintains a list of university-related volunteer opportunities. The University of Georgia’s Emeriti Scholars Program provides opportunities for retired faculty to teach and mentor students in the university’s honors program. Boston College takes retired academics to speak at alumni events and also invites them to mentor international graduate students (Baldwin & Zeig, 2012).

UCLA has employed working titles, such as research professor, that can facilitate successful research grant proposals and other desired activities engaging retired faculty. For faculty with active extramural research grants, the fact that costly benefits do not need to be budgeted for retired faculty makes it possible to allocate more of the external funding to other research costs such as postdocs. In this case, both the research-active retiree and his or her research colleagues benefit. Creative retirement arrangements can yield other financial benefits as well. Retired individuals with recall assignments or consulting arrangements can supplement their retirement income with additional income from their postretirement work.

Any college or university can think of additional creative ways to enrich the retirement years of the members of its community. The bottom line is, retirees and people moving toward retirement can benefit greatly from clearly defined, yet flexible, policies and programs that permit them to define their own path into retirement, a path that accommodates their needs while also supporting their students, colleagues, institution, and, perhaps, the larger community.

Benefits to Institutions

A more expansive, flexible, and transparent view of retirement can benefit institutions as well as retirees and those moving toward retirement. For one thing, a codified, well-publicized retirement policy can open up retirement as a subject for discussion. This is a refreshing alternative to the indirect conversations “in code” that sometimes occur when a faculty or staff

member and their chair or supervisor are both reluctant to discuss the elephant in the room—the inevitable but uncertain conclusion of one’s professional life. However, when a college or university is more transparent about the retirement process and retirement options, it can publicize the process more openly, enlisting interest from the faculty and staff. Indeed, when a program offers well-defined retirement pathways, it invites conversation about the merits of one alternative versus another. This can open the door to more in-depth conversation about the full range of issues and questions that retirement inevitably raises. UCLA’s innovative retirement pathways program is a case in point. Having a well-publicized and structured system of alternative retirement pathways provides an opening for academic departments to engage in discussions with senior faculty about the prospect of retirement, something that might otherwise be awkward or even legally fraught because of fears of age-discrimination complaints. Not surprisingly, when members of an academic community have positive views about their institution’s retirement program, many become more willing to share their experiences with others who may be contemplating retirement. In other words, retirement becomes a more accepted topic for conversation and planning.

Defining clear retirement pathways to which academics commit can also enhance staff and curricular planning. Departments and offices benefit when they know well in advance when a colleague will retire. When senior professors sign a retirement agreement, an institution knows when salary dollars will be released and the institution can allocate funds to new positions or other priorities. A planned retirement opens up space to hire new talent, giving units more freedom to move in important new directions. It also allows for advance curricular planning and puts a department on notice that, by a particular date in the future, required courses will no longer be taught by the retiring faculty member. The ability to plan staffing changes well in advance can give an institution a key advantage as it navigates a dynamic staffing environment fraught with uncertainty. This greater predictability allows for more strategic recruitment and hiring. Well-defined retirement options that facilitate careful long-term planning can be extremely beneficial at department, college, and institutional levels.

Creative, transparent, and flexible approaches to retirement are not only about defining how individuals exit higher education. Strategic retirement agreements can also ensure ongoing access to needed resources. Academic units and administrative offices can benefit when postretirement work roles or recall arrangements are part of a retirement agreement. Predictable retirements can make clear what resource gaps may occur when a specialized scholar or staff member departs. This knowledge may serve as the basis for a carefully planned “bridge” appointment or recall arrangement through which retired faculty members or administrators return in a part-time teaching or consulting capacity to meet specialized or temporary needs as their institution adapts to a retirement transition. Departments can also

benefit when retirement plans include agreements by retiring faculty to participate in departmental affairs through service on committees or to carry out research that brings in overhead dollars. Service agreements involving retiring faculty (e.g., service on review committees, mentoring junior professors) can be especially valuable, freeing the time of nonretired faculty to carry out their teaching and research roles.

Institutional budgets can benefit too from creative retirement arrangements. For example, if a retiring full professor is replaced with an assistant professor, the combined cost of compensating the retiree for “recall” and the salary of the assistant professor could well be less than the retiree’s prior salary. Thus, teaching capacity is increased at a lower cost to the department and institution.

Benefits to the Community and Society in General

The benefits of reinventing academic retirement can extend beyond the individual campus. Local communities and society as a whole win when retired faculty and staff members remain productively engaged. Bringing retirees back to work in various part-time, consulting, or temporary capacities can stretch the impact of limited fiscal resources. The Council of University of California Emeriti Associations (CUCEA, 2015) documents the value of retiree contributions in the University of California (UC) system in its report, *A Virtual Eleventh Campus: An Inventory of University of California Emeriti Activity During 2012–2015*. This evidence-based report argues that the teaching, research, and service activities of UC emeriti are the equivalent of an additional campus of the University. This is compelling evidence that facilitating the continued productive engagement of retirees yields many valuable benefits at little or no cost to their institutions.

Similarly, active participation in retirement organizations provides additional avenues for service work such as teaching in community education programs, tutoring, mentoring, alumni support, and fund raising. Structures designed to engage retired academics channel the talent and energy of knowledgeable and highly skilled professionals in a wide variety of ways that benefit others.

The increasingly popular idea of purposeful aging (see Chapter 2), which expanded retirement options can promote, clearly aids the talented and energetic individuals who retire from academic institutions each year as well as the greater society. Research showing the correlation between a sense of purpose and activities like volunteer work and lower rates of mortality, depression, cognitive decline, stroke, heart attack, delayed physical disability, and increased strength and energy (Milken Institute, 2016) certainly leads to cost savings in the area of health care, assisted living, and the wide ranges of services required to support an aging population.

Conclusion

Probing questions about the traditional approach to retirement are emerging concurrently with profound demographic, technological, and societal changes. In this dynamic environment, the nature of retirement is destined to change as well. Higher education can be passive and react to changing government policies and economic circumstances as they arise. Alternatively, colleges and universities can be proactive and redesign retirement policies and programs to foster continued engagement and purposeful aging of the talented people they employ. Working collaboratively with key stakeholders, each institution and the higher education community has the capacity to transform academic retirement into a win-win for all.

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7

Implementing retirement innovations requires careful attention to the organizational change process.

Winning Support for New Visions of Academic Retirement

John Bugge, Carole E. Goldberg, Brett H. Say

Reinventing and reforming academic retirement usually require changes to accepted norms and standard practices that often have been in place for many years. To many, how a college or university defines and manages retirement may seem consistent with the institution's overall way of doing business. As a result, questioning current practices and proposing reforms or new initiatives may, at best, seem out of the ordinary and, at worst, hostile or threatening. For these reasons, groups or institutions advocating retirement innovations or reforms must think carefully about how they will win support for the new initiatives and implement them in ways that increase the chances of their success. Whether a proposed modification to retirement policy or practice is modest and straightforward or ambitious and complex, it is important to take strategic steps to guide the change process.

This chapter draws briefly upon literature on organizational change to provide a guiding framework for planning how best to nurture and implement change in retirement policies and practices. In particular, the chapter builds upon the eight-step change process John Kotter (1995; Kotter International, 2017) developed to clarify and facilitate organizational change. We translate this framework into actual organizational practice by highlighting the experiences of two universities: the University of California, Los Angeles (UCLA) and Emory University. These institutions have successfully implemented innovative retirement initiatives in recent years. The insights gained and lessons learned by these two respected higher education institutions should be useful to other colleges and universities that are considering how to support and better utilize their retirees, many of whom still have much to give to their institutions and communities.

Creating Positive Perceptions of Change

For many organizations and individuals, change can often be viewed negatively. In the private sector, for example, the word “change” may elicit feelings of dread, conjured up by news of corporate takeovers or company-wide layoffs. Higher education organizations are no different. In recent years, colleges and universities have seen alterations in funding streams, governance structures, and tenure-track faculty positions that may have promoted an aversion to change. However, change does not need to be perceived as negative. Given the proper perspective, it can be seen as a force for good aimed at improving effectiveness, promoting equity, and creating more fulfilling work environments.

A common mistake that many higher education organizations make when attempting to implement change is an overemphasis on “one-size-fits-all” initiatives that ignore the individual, social, or political contexts of change as well as the process by which it occurs (Bolman & Deal, 2008; Kezar, 2014). For example, within higher education institutions values, missions, and resources may differ across academic units, creating scenarios in which modifications might be seen as beneficial for some and detrimental for others. Creating a better understanding of why change is needed throughout the organization, and how it will relate to individual stakeholders, can mitigate common anxieties.

Because change in any organization can feel disruptive, it is important to remember how new ways of doing things foster growth and innovation. In their book on action-oriented organizational change, Cawsey, Deszca, and Ingols (2016) suggest ways to view the change process in a more positive light. These authors argue that change efforts should be seen as intentional actions focused on improving an organization’s effectiveness. From this perspective, change efforts aim to increase an organization’s ability to “generate value for those they serve” (p. 2). Viewing organizational change in this way, as a development process, can help reduce some of the inherent anxiety and resistance.

As Adrianna Kezar notes in her book *How Colleges Change* (2014), it is often helpful first to consider where change efforts are focused in addition to the ways in which change occurs. She outlines three common foci of change: structure, process, and attitude. Structure refers to existing organizational charts, systems, or policies that organizations may already have in place, while process is concerned with the decision-making patterns or operational norms of organizations. Focusing on attitudes within an organization means that we must first understand the values, history, and culture of those working within the organization. It is important for change agents to understand where the focus of change is and why it is needed, since attempting to alter multiple things with one effort will be inherently difficult and limit potential for success (2014). In the context of academic retirement, for example, attempting to modify the degree to which higher

education institutions value the work of senior and retired faculty may be the first step toward ultimately changing faculty retirement systems and policies.

Change can be radical, such as when a new system or policy is abruptly put into place, or incremental, as when organizations conduct regular program reviews or provide continuous training for their personnel. Change can also be anticipatory or reactive (Cawsey et al., 2016). Higher education institutions participate in anticipatory change when considering what policies can be used to manage an expected decrease in funding or, in the case of academic retirement, loss of institutional knowledge that comes with a retiring workforce. In contrast, reactive change may happen in light of an unexpected shift in leadership or enrollment. Perceptions of change also differ depending on stakeholders. For example, when considering changes in academic staffing, a modest increase in the number of retiring faculty could feel incremental to the institution at large, but radical for the individual departments that employ those retiring faculty. We must remember that the “perception of the magnitude of the change lies in the eye of the beholder” (p. 23).

Kotter’s Model of Organizational Change

As mentioned earlier, viewing change as a process, instead of an abrupt intervention, is important if an organization hopes to win support for a proposed change. Fortunately, those who research organizational change have provided many useful guiding frameworks. When considering change efforts related to academic retirement, we find John Kotter’s (1995) eight-stage process for change to be particularly helpful. Kotter, a respected scholar of organizational change, breaks the change process into eight distinct activities that are designed to help leaders in any environment foster productive change. While the Kotter model has traditionally been structured around individual “steps” that move organizations toward change, these steps do not necessarily need to follow a fixed sequence. Understanding the purpose and importance each “step” or action has in the overall change process is particularly important when using Kotter’s model.

The first stage in Kotter’s (1995) framework calls for **creating a sense of urgency** around the proposed change. In this stage, leaders must convey a clear message to the organization as to why change is needed. When considering academic retirement, we know that an aging workforce in higher education has created challenges for colleges and universities throughout the country, ranging from an inability to hire new faculty or staff to losses of organizational knowledge and skills. According to Kotter, once an opportunity for change is identified and a sense of urgency conveyed, **a guiding coalition** of organizational leaders who have relevant expertise and the respect of others in the organization should be organized to promote and guide the process. This coalition can also help to **develop a vision and**

strategy for change, as outlined in Kotter's third stage. It is not enough for an organization to simply understand the need for change. Those within the organization must understand how the proposed change will occur, and what role they will play within the process. When considering academic retirement, senior faculty may view their role as making a transition from traditional teaching and research to mentoring younger faculty or serving on college or university advisory committees.

Once the vision for change is understood, steps four and five of Kotter's (1995) model focus on **communicating the change vision** to increase buy-in within the organization and **empowering individuals** to embrace the change. For example, regular meetings can be held to allow employees to discuss a proposed change and provide feedback to help it improve. Once individuals become invested in the change process, Kotter emphasizes the importance of **generating "short-term wins"** that will motivate those within the organization to keep the change vision moving forward. During this sixth stage, contributions to the vision, however small, should be celebrated early and often to convey that progress is occurring and highlight contributions of individuals.

The final two steps of Kotter's (1995) framework move toward **sustaining and institutionalizing the change** within the organization. Creating lasting change is dependent on ensuring that the vision becomes part of the organizational culture and that leaders maintain change momentum (Cawsey et al., 2016; Kotter International, 2017). Change takes time, and many change efforts can be lost amidst a variety of other day-to-day responsibilities that change agents must balance. To avoid losing momentum, organizations can take a variety of appropriate actions. Teams committed to supporting the change vision could meet regularly to discuss obstacles the process is encountering. Succession planning is also an important consideration in managing change efforts to ensure that progress is not lost as individuals leave or take on new roles within the organization. For change to truly succeed in the long term, it must be built into the organization's culture and norms, not simply seen as a one-time goal. In the case of academic retirement reform efforts, for example, senior and emeritus faculty could come to be viewed as integral to the mentoring and advising of younger faculty or they could play important roles in resource development and fundraising for their academic departments.

Retirement Innovations at the University of California, Los Angeles (UCLA) and Emory University

Both UCLA and Emory University have developed major retirement innovations in recent years. UCLA (2017) implemented a "Pathways to Retirement" policy that encourages faculty members to plan a personalized exit from higher education benefitting both the individual professor and the university. The program offers varied models to guide the transition into

retirement. It also includes a Retirement Liaison who meets one-on-one with persons contemplating retirement to help them plan and negotiate a favorable transition into the next phase of their lives. The Pathways to Retirement program enables participants to plan for their retirement a few years in advance. The particular retirement plan may include reduced teaching loads just before retirement to enable completion of ongoing research, recall opportunities for postretirement employment, space for continuing research, research funds, and even a working title of research professor (in lieu of emeritus professor) for individuals who wish to remain active in research by publishing, continuing to compete for external research funding, participating in conferences, and the like. The UCLA Pathways Program represents a dramatic alternative to the traditional “on-off” view of retirement. It enables persons considering retirement to see a clearer path forward that may be less daunting than a leap into an undefined future. It helps the individual work out a gradual retirement transition that may involve continued professional engagement and productivity. It serves the university by making retirements more predictable, saves money by helping reluctant retirees commit to a specific retirement date, and, in many cases, maintains university access to valuable resources through negotiated recall arrangements. The Emory University Emeritus College (EC) represents another significant retirement innovation. In 2001, Emory’s Board of Trustees formally established the college

to advance the intellectual and creative interests of its members, to maintain their social connections with University colleagues, to provide them opportunities for service to the University and the wider community, and to offer them a forum for commentary on issues of broad public interest. (Emory University, 2001)

The EC sponsors a host of activities and opportunities for retired members of the Emory community. These include twice-monthly lunch colloquia, true interdisciplinary seminars involving faculty from all schools and colleges, and a wide range of additional opportunities for learning and service. EC members serve in a variety of ways including teaching courses in the Osher Lifelong Learning Institute, providing mock interviews to students preparing for careers in the medical field, and volunteering on academic projects—for example, helping to edit the papers of the writer Samuel Beckett. EC’s designation as an official unit of the university in the office of the provost, its representation on the faculty council and university senate, and the budgetary support Emory provides, all acknowledge that the university values its retired faculty and administrators and encourages their continuing participation in the life of the institution.

Implementing Retirement Innovations at UCLA and Emory. Each higher education institution is unique with a distinctive history, mission, and culture. For this reason, any university or college wishing to alter its

retirement practices must plan a strategy that aligns closely with its defining attributes. No one-size-fits-all reform model can be transferred in total from one institution to another. However, we believe Kotter's (1995) eight-step model for leading change can be useful to various stakeholders who wish to redesign retirement on their campus. Having briefly introduced Kotter's organizational change model above, we next use the model to illustrate the process in action that occurred as UCLA and Emory implemented their retirement innovations.

Kotter's (1995) model seeks to capitalize on change opportunities as they arise. As we discuss in Chapters 1 and 2, a host of developments in society and higher education make this an appropriate time to reconsider standard approaches to academic retirement and implement new initiatives. To reiterate, Kotter's eight-step model includes:

- Establish a sense of urgency
- Create a guiding coalition
- Develop a clear shared vision
- Communicate the change vision
- Empower broad-based action
- Create short-term wins
- Consolidate and build on gains
- Institutionalize the change

Establishing a sense of urgency serves to focus attention on an issue and encourages people to consider appropriate responses. For example, Emeritus College member and chapter coauthor John Bugge explains,

“The task was simply convincing the Emory administration that faculty retirement should be regarded as a mild calamity—both for the individual professor, who saw it as ‘instant marginalization’ and for the institution, which gratuitously deprived itself of the still-valuable talents and expertise of those faculty who preferred to maintain a fruitful connection with the University in later life.”

UCLA was motivated to revise its retirement system by the large number of retirement-eligible faculty and staff who continued as full-time employees despite the generous benefits available to them under the University's defined benefit plan. This situation had major implications for faculty and staff planning and university budgeting at a time of declining state funding, important issues that can quickly gain the attention of executive leadership.

Innovations do not happen without leaders and allies. Both UCLA and Emory formed **guiding coalitions** of one form or another. To garner support for UCLA's Pathways program, Vice Chancellor Carole Goldberg worked with the academic senate, the deans, and the Emeriti Association. She also

credits UCLA's provost for "unwavering support." She consulted with members of this informal coalition and enlisted their support as she developed ideas for increasing participation in the Pathways program.

Emory's Emeritus College also formed a guiding coalition as the College was being developed. Initially, a group of about twelve faculty started to meet over lunch to discuss the idea of an emeritus organization. This included people from the School of Medicine, "which wields enormous influence in campus politics," John Bugge explains. "The Emory coalition helped to build momentum university-wide as other faculty—their friends and colleagues—heard about this committee and became interested in its purpose."

A clear vision is an important element of a change strategy. The Emory Emeritus College vision took shape over a 2-year period. This enabled the guiding coalition to propose a well-developed idea for a new academic unit. John Bugge concludes,

"the actual design of the Emeritus College . . . was responsible for the University's acceptance of our initiative . . . It was very clear from the start that we wanted nothing less than a 'college' for retired faculty (and upper-level administrative staff), not just a casual social organization for retirees."

This clear vision enabled advocates to make a strong case for the Emeritus College in part by "showing how the institution [would] benefit," Bugge adds.

UCLA's retirement innovation also benefited from a compelling vision. Former Vice Chancellor Goldberg and chapter coauthor credits "a strong case statement about the 'win-win' nature of such an initiative" as instrumental in the growing success of the Pathways to Retirement program.

A clear vision of a retirement innovation or reform is rarely adequate by itself. **Communication** with key constituencies is necessary to get the word out and win support for change. At UCLA, Vice Chancellor Goldberg explained that "clear and consistent messaging" about the value and benefits of the Retirement Pathways program "delivered to top administration as well as the key constituencies [of the university]" was an important element in the success of the Pathways program. Goldberg also noted it was helpful that UCLA professors could "hear from retired faculty who have worked out a satisfying balance of continuity and change in their lives" thanks to the Pathways program. Communication was equally important at Emory. For example, John Bugge explains that the EC advisory committee "was able to show that several older and more distinguished universities that we emulated had already underwritten similar facilities for their retired faculty." His advice to institutions considering retirement innovations is "constant campus publicity" and "regular and cordial contact with administrators, deans, department chairs."

Any innovation is an abstract idea until it is implemented. **Empowering people** to act on a reform vision helps to move it forward. Only in this way can an innovation be tested, fine-tuned, and finally institutionalized. Both the UCLA and Emory initiatives include numerous examples of empowerment as their innovations progressed. Advocates for Emory's Emeritus College raised a small seed-money endowment from advisory committee members, faculty, and staff. This endowment provided resources to fund some early EC activities and showed administrators there was a strong level of commitment to the new college. UCLA's Pathways program empowered faculty to craft individualized retirement plans. As Carole Goldberg explains, the alternative retirement pathways give professors an opportunity to "manage the timing of their retirement, easing into it over a period of years so that they may acclimate to a new rhythm of life." Each of these empowering steps is an example of actions that can move an innovation toward implementation, test out its effects, and demonstrate its value to important constituents.

Innovations often take a long time to be fully functional. For this reason, **short-term wins** can be very important. They demonstrate the positive results the innovation is achieving—results that can help to fuel momentum. At Emory, the small seed-money endowment along with some larger gifts to support an annual lecture and a program of "mini-grants" to fund members' research, scholarship, and teaching showed that the Emeritus College was quickly producing results. Publicizing the names of donors in newsletters and other public places also made these "wins" visible to the larger university community. Formal recognition of the achievements of EC members post retirement is another way the Emeritus College documents its value to Emory.

The addition of "Research Professor" as a working title is an example of a short-term win at UCLA. This new title was adopted to help retired faculty compete more successfully for external research grants. Vice Chancellor Goldberg noted this new title created another item "for potential negotiation in a Pathways to Retirement agreement," further clarifying the benefits of this program to UCLA retirees.

Kotter (1995; Kotter International, 2017) argues that innovators or change agents should **consolidate and build on gains** as the new initiative unfolds. The Emeritus College is an example of this gradual approach. As he reviewed EC history, John Bugge observed that, in spite of ambitious plans, it was understood the college was a "pilot program" that "would be on probation for a period of years." Each step along the way, from bylaws adoption, the establishment of an endowment, and approval by the Board of Trustees to the development of a robust series of programs further consolidated the early steps to establish the EC and solidified its place at the university. Similarly, the Retirement Pathways program at UCLA gradually built a foundation to enhance its impact and make the program sustainable. Under the leadership of Vice Chancellor Goldberg, the program added retirement

planning workshops and a Retirement Liaison along with a strategic communication campaign. As a result, signed retirement agreements went from thirteen in an early year of the Pathways program to sixty-five in Goldberg's final year as Vice Chancellor. These stories illustrate the gradual process of organizational change that requires careful nurturing along the way. Innovations that last, including retirement reforms, rarely occur overnight.

An innovation is not truly successful until it has been fully institutionalized or becomes part of the cultural fabric of an organization. The last component of Kotter's (1995) change model focuses on **institutionalizing the change** after it has been adopted. In dynamic organizations like colleges and universities, where it can be said that change is the only constant, institutionalization may seem like an ambitious, and often elusive, goal. Still, steps are necessary to ensure a needed innovation continues as long as it yields beneficial results.

Emory's Emeritus College has lived on since 2001, which suggests it has become a recognized part of the university. The College's approval by the Board of Trustees as an official academic unit of the university and its annual budget allocation provide evidence of institutionalization. A recent external evaluation of the College in compliance with standard university practice is another sign of institutionalization.

UCLA's Retirement Pathways program is also showing signs of institutionalization. These include the provost's allocation to fund the Retirement Liaison position and the deans' willingness to underwrite the costs of their faculty members who attend retirement preparation workshops. The academic senate's support for retirement policy changes and the Emeriti Association's role in planning preretirement programs also show how the Pathways program is engaging the wider UCLA community and gaining a foothold at the university.

Long-term organizational change requires that the change be institutionalized over time. Retirement innovations remain a work in progress at many higher education institutions. Until consensus develops around a new flexible model of academic retirement, many retirement innovations will be under scrutiny and required to prove their value over time. Implementing novel retirement policies and programs will rarely be sufficient. Advocates for retirement reform must also work strategically to increase the chances the reforms they advance become widely accepted and valued parts of the institutional fabric where they are adopted.

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8

This concluding chapter reviews salient points raised in the volume. It considers what stakeholders should play a role in reinventing academic retirement. The chapter also identifies a number of issues each individual retiree must address in order to achieve a successful transition from work life to retirement.

Who Will Reinvent Academic Retirement? It Takes a Team

Roger G. Baldwin

Reinventing academic retirement requires the support and close collaboration of many key stakeholders. Presidents, chief academic officers, faculty and staff interest groups, department chairs, and human resources officials are among the players who must work together to conceive and implement a more effective approach to academic retirement. Ideally, an institution that reinvents its approach to faculty and staff retirement will maintain connections across generations and welcome retirees' contributions when they can be mutually beneficial. Individual faculty and staff members must also play a role in reinventing retirement by envisioning and preparing for the life they wish to lead as they move into their retirement years.

This volume has made a case for reinventing retirement and has reviewed many ideas, actions, and programs that may become part of a renewed vision of retirement in higher education. Chapters 1 and 2 make clear why the old "light switch/on-off" view of retirement is no longer meeting the needs of many senior academics and their institutions. These chapters can help build a case for examining retirement policy and practice at an institution and considering alternative approaches that may yield better outcomes.

Chapter 3 acknowledges that retirement is often an uncomfortable topic for discussion that is either ignored completely or postponed until strategic retirement planning is no longer possible. The chapter poses questions for retirees to consider as they contemplate when and how to retire. The chapter also offers a menu of options institutions can consider as they work to make retirement more systematic, inviting, and, ideally, fulfilling.

Chapter 4 introduces a variety of structures and strategies that have emerged at higher education institutions around the United States to

support and engage academic retirees. Stakeholders wanting to support and channel the talents of retirees in their academic community can consider whether an all-inclusive retiree association, a separate faculty emeriti organization, or an umbrella retirement center coordinating the work of different groups of retirees (e.g., faculty, staff, administrators) is best suited to their institution's mission, size, and resources. Institutions do not have to reinvent the wheel. The models presented in this chapter present alternative ways to connect and engage the talented and vital faculty and staff members who retire from a college or university each year and are adaptable to different settings and objectives.

The underlying (and overarching) issue of organizational culture is the subject of Chapter 5. Like the proverbial "elephant in the room," any effort to reform retirement norms and practices cannot ignore the dominant values and culture that implicitly, but powerfully, shape views on retirement and retirees. Adrianna Kezar, the chapter author, asks the key question: Do we see retirees and senior members of our academic community as burdens or assets? Any institution (or institutional unit) wishing to reform retirement must consider this question. If the organizational culture has a negative view of future and current retirees, efforts to reinvent retirement and open the door to retiree engagement are likely to fail. In contrast, if the culture supports a more positive position, efforts to reinvent retirement can be productive and rewarding. Certainly academic leaders who wish to reform retirement practices on their campus must facilitate a thoughtful examination of the culture that shapes how senior members of the institutional community are received and involved.

Chapters 6 and 7 address essential elements of any initiative to reinvent academic retirement. Chapter 6 considers the range of benefits that can occur when a more innovative and flexible approach to retirement is implemented. The chapter pinpoints specific benefits that can result from retirement reform. It also shows who can benefit (individuals, institutions, the larger community) from these adaptations. Highlighting the positive outcomes of reform and identifying which stakeholders benefit are necessary to achieve widespread support for any type of organizational change, including a new approach to retirement. Identifying the likely benefits of reform goes in tandem with building a systematic strategy to implement reform. This is the focus of Chapter 7. The chapter introduces an organizational change framework would-be retirement reformers can use to guide the retirement reinvention process. The elements of the organizational change process are illustrated with specific examples of major new retirement initiatives at UCLA and Emory University. This chapter makes clear that implementing and sustaining retirement reform requires more than a good idea. A carefully conceived, systematic process will increase the chances that new retirement initiatives will win adoption, fulfill their purpose, and persist over time.

We trust the information presented here will alert readers to changing circumstances, raise questions, generate interest, and stimulate creative ideas for reinventing retirement in academic institutions. Ultimately, retirement will be reinvented one institution at a time.

The Institution's Role in Reinventing Retirement

As we discussed in Chapters 1 and 2, the higher education enterprise is being pressured by a host of forces that are calling into question business as usual. Whether the force is technology, demography, the economy, or evolving social mores, colleges and universities have needed to adapt to remain competitive and fulfill their mission to society. Our aging, but largely healthy, population challenges the idea that retirement should be a time of disengagement and leisure. When resources are limited and demand for educational services is growing, can institutions afford to cut productive relationships with valued members of their community who still have much to offer, perhaps in a modified capacity? Instead, colleges and universities should rethink retirement just as they have changed their notions of who attends college, how learning is facilitated, and what the curriculum includes.

To reinvent its approach to retirement, an institution must first carefully assess its current retirement system. What are its strengths and where does it fall short? Many of the retirement reforms discussed in this book need not be costly or divert resources from other priorities. However, they will require the collection of relevant data, the questioning of old assumptions and standard practices, and the development of creative ideas for supporting retirees and colleagues preparing to retire. Retirement reform will also require enlightened leaders who are willing to look more broadly to retirees for resources capable of supporting their college or university. Institutional leaders must seek additional ways to access needed, and sometimes very specialized, resources to fulfill their institution's mission, provide educational services, and adapt quickly to shifting circumstances (e.g., the illness of a key professor or staff member, a sudden increase in enrollment). As we argue in Chapter 6, working with senior professionals and retirees to ensure their smooth transition to an important new phase of life while putting systems in place to engage these skilled professionals productively in the postretirement years can be a "win-win" for all parties.

Many players should participate in the reinvention process. Presidents can raise the issue as a priority concern, acknowledging the need to update policies and practices in line with major changes in society and workforce needs. Chief academic officers and other academic leaders can guide the policy development process and invest resources to facilitate retirement planning and continued engagement of retirees. Department chairs and supervisors can work with individuals to craft retirement transition plans and postretirement relationships that will benefit their units and the institution as well as individual retirees. Faculty and staff advocacy groups must also be

involved in envisioning and testing out innovative and flexible approaches to retirement that are more closely aligned with the new realities and call into question the old retirement models.

The ideas and examples we present in this volume are just the tip of the iceberg. As other colleges and universities accept the challenge to reinvent retirement, we expect many additional creative initiatives will emerge to promote purposeful aging and engaged retirement, ideas that will enhance the operations and community of institutions as well as the lives of retirees.

Higher education plays a key role in clarifying and addressing society's problems. By accepting the challenge to reconsider their own retirement systems, colleges and universities can lead by example—guiding other enterprises, such as business and government, as they also develop the structures and strategies needed to capitalize on the blessings of longer lives, the talents, and wisdom of many older citizens, and the benefits that result when generations value, support, and learn from one another. By reinventing their approach to retirement, colleges and universities can enhance their own operations and enrich their communities while also providing a model for other organizations also needing to adapt to new realities.

The Individual's Role in Reinventing Retirement

Retirement reform occurs in an organizational context and is greatly influenced by institutional norms and policies. However, rethinking and reinventing retirement is also a deeply personal phenomenon. No single definition of retirement is right for everyone. This is especially true for academics whose personal and professional identities are often defined by their distinct fields of study or the specialized roles they fill at their college or university, as well as their innate characteristics.

Institutions can provide supportive retirement policies and opportunities for postretirement engagement. But ultimately, individuals must decide what retirement means to them. Each person must be proactive in determining what a meaningful and fulfilling retirement will be in the context of his or her life. Will retirement be a period of full-time leisure, part-time volunteer work, or something else? We hope the issues raised in this volume and the information it provides will encourage people working in the academic world to reassess and possibly reinvent their own vision of retirement.

Regardless of how one defines retirement, it is more than just leaving a job; it is a major life transition. There is no one right way to retire. In fact, since the end of mandatory retirement, retirement is a less predictable and more complex process. Government and institutional policy no longer determine the timing for retirement. Now, the individual must assume much more responsibility for crafting a personal approach. A successful transition to retirement requires careful thought, preparation, and a process of adjustment.

Of course, it is essential to plan for financial and medical security in retirement. Most higher education institutions offer plans that will provide this type of support. It is still necessary for faculty and staff members to monitor these programs regularly and work with the institution's human resources office or financial planning consultants to be certain they are preparing adequately for retirement security.

However, successful retirement is much more than financial security and sufficient medical coverage. The psychosocial or personal dimensions of retirement should concern us as well. Work helps us to meet basic human needs (Milken Institute, 2016; Royal College of Psychiatrists, 2018). Academic work provides many benefits, in addition to a steady income, that we often take for granted and rarely consider. Work helps to structure our daily lives. It gets us up in the morning, organizes our days, and helps us to prioritize our activities. Without the structure work provides, we will need to impose some order on our lives, or they can become chaotic and unfulfilling.

Work also provides valuable social relationships. Smith and Gonzalez (2018) recently reported in *USA Today* that 56% of the office workers who responded to a survey indicated they would pass up the opportunity to move to a better job if it required them to leave their “work family” (p. 1A). Often some of our best friends are people with whom we work. Retirement can leave a large social void in our lives that we should anticipate and prepare to address.

Perhaps most importantly, work gives a sense of meaning and purpose to our lives. This is especially true for academics who sometimes see their work as a calling or a dedicated life of service. Work provides goals we aim to achieve. Engaging work gives us a sense of growth and progress as we develop skills and become respected senior members of our professional communities. Work helps to answer fundamental questions about who we are and what we do and is a large part of our identity. Some retirees will face difficult questions like “Who am I—now that I am no longer a professor/administrator?” “What is my purpose?” “What is my value?”

As we prepare for retirement, we need to consider how we will continue to meet these basic needs in our lives. It is important to consider key questions:

- What do I want from this new phase of my life? How do I want to live? What do I want to accomplish? What will make me happy as I look back on my retirement years?
- How will I structure my time? Do I want a regular routine? How much free time do I need? Do I want regular commitments or room for spontaneity?
- What do I enjoy most about work, and how can I find that type of pleasure or satisfaction in other activities?
- How will I maintain my work-related relationships or build new social connections in retirement?

Another question academics should consider is:

- Where will the institution where I pursued my career fit into my retirement plans? Do I want an ongoing connection? Do I seek some kind of continuing employment or primarily social and intellectual engagement or service opportunities that draw upon the institution's resources?

It is not necessary, or even possible, to answer these important questions all at once. Retirement is not an event but a process that takes time to complete. A recent study by Merrill Lynch and Age Wave (2013) provides compelling evidence that retirement exclusively as a time of leisure is less common than it used to be. In its place, the emerging retirement pattern now is for retirees to take a year or two to check things off their “bucket list” and then figure out how they want to spend their remaining retirement years. Following this transition period, many retirees go back to “work” in some capacity. Work can be paid or unpaid, full-time or part-time. One can be self-employed or work in some kind of organization. The objective is to enjoy the benefits work provides, often in a modified work capacity, while enjoying the freedoms that come with less restrictive structure.

For people who have spent their careers in an academic environment, the important thing is to determine what type of retirement will be most fulfilling to them and then pursue it actively and strategically rather than passively. Successful retirement does not just happen. It takes thoughtful consideration and careful preparation to achieve this goal. Individual academic retirees, in cooperation with colleagues and institutional leaders, must invent—or reinvent—a vision of retirement that works for them.

It Takes a Team

The old model of retirement as an abrupt shift to a life of leisure completely separated from productive engagement in some type of purposeful work is gradually disappearing. This vision of retirement was probably never a good fit for individuals who have spent their adult lives in the academic community. Today, the fit with this model is even poorer, as many retired academics enjoy the benefits of good health and long life spans. The leisure model of retirement neither meets the needs of many vital individuals who still have much to offer nor effectively serves higher education institutions that need to capitalize on available assets and resources, including many of their retired faculty and staff members.

A new model of academic retirement that enables individualized or tailor-made transitions to this next phase of life and provides opportunities for mutually beneficial continued connections between higher education institutions and their retirees would truly be “retirement reinvented.” This vision will become reality if institutions and the academic professionals they employ work together to design and implement a more fulfilling and

purposeful approach to later academic life. If they do, we all will benefit—individuals, institutions, and the society we are committed to serve.

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