



# UNIVERSITY OF MARYLAND

UNIVERSITY SENATE

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## SENATE LEGISLATION APPROVAL

<b>Date:</b>	April 8, 2011
<b>To:</b>	Wallace D. Loh
<b>From:</b>	Linda Mabbs Chair, University Senate <i>Linda Mabbs</i>
<b>Subject:</b>	Report of the Task Force on Age-Related Faculty Issues
<b>Senate Document #:</b>	09-10-39

I am pleased to forward for your consideration the attached Report of the Task Force on Age-Related Faculty Issues, which was a result of the legislation entitled, "Recommendation to Establish a Task Force to Study Age-Related Faculty Issues." James Gilbert, Chair of the Joint Provost/Senate Task Force on Age-Related Faculty Issues, presented the proposal. The University Senate approved the proposal at its April 7, 2011 meeting.

We request that you inform the Senate Office of your decision as well as any subsequent action related to your conclusion.

Enclosure: Report of the Task Force on Age-Related Faculty Issues  
Senate Document # 09-10-39

LM/rm

Cc: Ann Wylie, Senior Vice President for Academic Affairs & Provost  
Reka Montfort, Executive Secretary and Director, University Senate  
Juan Uriagereka, Associate Provost for Faculty Affairs  
Terry Roach, Executive Assistant to the President  
Janet Turnbull, President's Legal Office  
Elizabeth Beise, Associate Provost for Academic Planning & Programs

Approved: *Wallace D. Loh* Date: 4/29/11  
Wallace D. Loh  
President



**University Senate  
TRANSMITTAL FORM**

<b>Senate Document #:</b>	09-10-39
<b>PCC ID #:</b>	N/A
<b>Title:</b>	Report of the Task Force on Age-Related Faculty Issues
<b>Presenter:</b>	James Gilbert, Chair of the Joint Provost/Senate Task Force on Age-Related Faculty Issues
<b>Date of SEC Review:</b>	March 15, 2011
<b>Date of Senate Review:</b>	April 7, 2011
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>During the 2009-2010 academic year, the Senate's Faculty Affairs Committee raised the issue of an aging faculty population at the University of Maryland. The Senate Executive Committee (SEC) and the Provost created the Joint Task Force on Age-Related Faculty Issues in response to their concerns.</p> <p>The Task Force was asked to review issues related to aging faculty such as rates of retirement, age comparisons with peer institutions, the impact of an aging faculty on the University's core missions and its ability to hire new faculty, and accommodations. They were also asked to review issues related to emeritus faculty such as the costs and benefits of an increase of emeritus faculty, roles that they can play in the University's core mission and strategic plan goals, and how we can re-engage them and support their activities.</p>
<b>Relevant Policy # &amp; URL:</b>	N/A
<b>Recommendation:</b>	<ol style="list-style-type: none"> <li>1. The University should create a coordinated system of information about the retirement process for faculty at all career levels. <ol style="list-style-type: none"> <li>a. Chairs and Deans should meet periodically to share information with each other about retirement, procedures, and best practices</li> </ol> </li> </ol>

	<p>relating to faculty.</p> <ul style="list-style-type: none"> <li>b. The University should create seminars, workshops, and information focused on faculty and their specific retirement issues. Deans and chairs are encouraged to arrange periodic retirement presentations for their faculty through the Benefits Office.</li> <li>c. The Benefits Office should develop simple checklists, appropriate for each retirement plan, with procedures detailing the steps toward retirement. It should be made available to every faculty member who is contemplating retirement.</li> <li>d. The University should increase the staff in the Benefits Office who specialize in faculty retirement either through reorganization or with added personnel.</li> </ul> <ol style="list-style-type: none"> <li>2. The Office of the Provost should appoint a part-time individual to advise faculty on retirement as well as act as an advocate and community organizer for emeriti.</li> <li>3. We encourage faculty who are considering retirement to discuss proposals with Department Chairs and Deans regarding how they might "gear down" towards retirement.</li> <li>4. The University should clearly communicate its policies surrounding retirement and the impact of the departure of a faculty member to all department chairs and administrators. Deans should make these policies and their financial implications clear to their chairs.</li> <li>5. The University should be sensitive to the physical needs of aging faculty and continue its efforts to make the campus accessible.</li> <li>6. The University should provide space for emeritus faculty to continue their work and interact with both current and emeritus faculty.</li> </ol>
<p><b>Committee Work:</b></p>	<p>Provost Farvardin and Senate Chair Mabbs charged the Task Force on September 1, 2010.</p>

	<p>On October 7, 2010, the Task Force met with Susan Bayly, General Counsel, University Legal Office who advised on retirement policies and legal parameters on the topic.</p> <p>The Task Force created a survey for all emeritus faculty who had retired within the last five years. This survey was distributed in October 2010.</p> <p>On October 18, 2010, the Task Force met with Dave Rieger, Assistant Director of University Human Resources, to discuss the current retirement process. They also agreed to break into subgroups to conduct interviews of Deans/Administrators through November 2011. A list of standard questions for each interview was also compiled.</p> <p>On December 2, 2010, subgroups reported back to the full task force on their findings from their individual interviews. The task force also reviewed the results from the survey of emeritus faculty.</p> <p>On December 17, 2010, the Task Force met with Provost Farvardin to get his prospective on the data they had collected thus far.</p> <p>On February 7, 2011, the Task Force discussed the Draft report and revised the document.</p> <p>On February 24, 2011, the Task Force vote unanimously in favor of the final report.</p>
<b>Alternatives:</b>	The current practices could remain the same.
<b>Risks:</b>	The University could miss an opportunity to re-engage a valuable asset in our emeritus faculty and fail to appropriately educate those aging faculty that are considering retirement on the process and options available to them.
<b>Financial Implications:</b>	There are financial implications in our recommendations. Specifically, there would be the added resources required for an additional staff member in the Benefits Office and the part-time individual in the Faculty Affairs Office.
<b>Further Approvals Required:</b>	Presidential Approval

# **REPORT OF THE TASK FORCE ON AGE-RELATED FACULTY ISSUES FEBRUARY 24, 2011**

## **Background**

During the 2009-2010 academic year, the Senate's Faculty Affairs Committee raised the issue of an aging faculty population at the University as well as issues related to emeritus faculty. The Senate Executive Committee and Provost Farvardin agreed that the issue should be looked into further and formed the task force to address these concerns in the summer of 2010. The task force was appointed and charged jointly by Provost Farvardin and Senate Chair Mabbs on August 1, 2010. (Appendix 1)

## **Committee Membership**

Professor James Gilbert, Distinguished University Professor Emeritus, Chair  
Professor Gilad Chen, Robert H. Smith, School of Business  
Professor Bonnie Thornton Dill, Chair, Department of Women's Studies  
Professor Arthur N. Popper, Department of Biology  
Professor Ellin Scholnick, Department of Psychology, Former Associate Provost  
for Faculty Affairs, Emerita, and University of Maryland Faculty  
Ombudsperson  
Professor Ichiro Takeuchi, Department of Materials Science & Engineering  
Professor Stephen J. Wallace, Professor Emeritus & Research Professor,  
Department of Physics  
Professor Laura B. Wilson, Chair, Department of Health Sciences Administration  
and Director of the Center on Aging

## **Task Force Work**

The Task Force on Age-Related Faculty Issues at the University of Maryland met several times as a body during the fall semester of 2010 and spring semester of 2011. As a body of the whole, the task force interviewed Nariman Farvardin, Senior Vice President and Provost, Susan Bayly, University of Maryland General Counsel, and David Rieger, Assistant Director of University Human Resources. Several subcommittees interviewed Deans and selected Chairs and reported back to the full Task Force.

In addition, the Task Force undertook two research projects. The first is an age-profile of Tenure-Track and other faculty by rank over time at the University of Maryland. With a starting point of 1980, and continuing to 1992, 2000, and 2010, these figures reveal a rising age profile of tenure-track professors at all ranks, but especially for full professors. (Appendix 2)

The Task Force also conducted an extensive questionnaire-survey of recently retired University of Maryland faculty which focused on three areas: self-reported productivity during the years prior to retirement; the process of retirement; and activities since retirement with an emphasis on how Emeriti<sup>1</sup> might wish to participate in University life in the future. (Appendix 3)

### **General Observations**

From our age-rank related survey we were able to chart the aging of the tenured work force at the University of Maryland. This coincides with similar studies done at similar research institutions such as the University of Wisconsin (Appendix 4) and the University of North Carolina, Chapel Hill.<sup>2</sup> There is reason to believe that this pattern also extends to other major research institutions.

At Maryland, in the fall of 1980, the average age of Professors was 51 years; by 2010, the average age was 59 with a higher percentage of total tenured faculty at this rank. The average age of Associate Professors went from 45 in 1980 to 50 in 2010, while the average age of Assistant professors went from 36.3 to 39. This does not mean that students encounter only these age profiles in courses. To the contrary, the number of non-tenured, full-time instructors, lecturers, research assistants, etc. has increased since 1980 and they tend, upon average, to be younger than tenure/tenure-track faculty. Instruction by part-time faculty over this period has also increased. The fundamental conclusion to be drawn from this survey is that the tenured faculty at the University of Maryland have a rising age profile, while part-time employees are younger, in effect, creating a tenured gerontocracy.

One reason for this aging faculty profile is the later age at initial appointment due to post-doctoral positions or later age in attaining the Ph.D. in many (though not all) disciplines, but this is clearly not the only explanation. It may also be the case that departments wish to hire more established, and therefore older, scholars. It is also probable that senior faculty wish to or (because of the current economic squeeze on pensions) believe that they must work to accumulate more money for retirement. With the rising average life span and vigor of older Americans, this is a phenomenon that characterizes other professions as well.

### **The Role of Pensions**

There are two fundamentally different pension systems available to faculty at the University and these potentially have a profound effect upon length of service. The defined benefit program (the state-run retirement system) exists in two

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<sup>1</sup>Throughout this report, we refer to the masculine plural, Emeriti because Latin does not have a gender-neutral form.

<sup>2</sup> See Piper Fogg, "Advancing in Age," *Chronicle of Higher Education* (June 3, 2005). This article demonstrates the rising age profile ACROSS the North Carolina University System.

forms. There is the old state system (not available after 1976) that still includes a significant, although diminishing, number of participants. It pays a particularly high pension rate, but is no longer available to new faculty. New faculty may enroll in the second state-run retirement system. It is less generous in its benefits than the old state system.

The second pension system is the Defined Contribution System, which is used by a large majority of faculty (approximately 90%) entering the University after 1980. (Appendix 6) This includes TIAA-CREF and similar private investment programs and is based upon matching contributions from the individual faculty members and the State to one or another of these private accounts. The amount of yearly retirement income is thus generally linked to minimal withdrawals mandated by the Federal Government or to some other program of systematic withdrawals and/or annuities decided upon by the pension recipient. A dramatic rise or fall in the general value of the total holdings in such accounts (based upon stock market variations) can seriously impact anticipated yearly income and, in fact, may determine the decision to retire or not. Thus the steep rise in the average age of professors between 2000 and 2010 may well reflect the abysmal performance of the stock market in 2007-2008.

It is clear that pensions and considerations of retirement health-insurance issues have had an effect upon decisions to retire. It appears to be the case that as uncertainty grows about retirement income and health insurance, the greater is the reluctance of faculty to leave full-time tenured, employment. This is particularly exacerbated by the difficulty of faculty to find reliable, accessible information and advice prior to their decision to retire.

### **Is Age a Problem?**

The Task Force did not begin its research and discussions with any preconceived ideas or a consensus about age and its effects on the University of Maryland. Indeed, we did not initially appreciate the degree to which the average age of tenure-track faculty had increased over the last 30 years (about 14% for full professors). Two very important pieces of Federal legislation control and limit the ability of the University and the State to set age limits to employment or initiate the retirement process. The first of these is the Age Discrimination in Employment Act of 1967 as amended and extended in 1994, which banned mandatory retirement in academic (as well as other) institutions. This legislation effectively means that the individual faculty member, not the administration or college or department, determines when, and under what circumstances, he or she will retire.

The second legislative restriction is Title I of the Americans with Disabilities Act (as well as the Family and Medical Leave Act). This legislation provides a framework of rights for older or disabled faculty whose universities must supply appropriate means for them to continue work as long as they perform

adequately. Thus wheel chair entrances to buildings with steps, van services, and other means to help such faculty are required and cannot be used to discourage a faculty member from continuing his or her tenure. (See Appendix 5 for a description of University policy on disabled faculty.)

The result of our Emeriti-Survey and interviews with Deans and Department Chairs has provided interesting, although self-reported and informal information about the effects of aging on faculty performance at the University of Maryland. From this we made several observations:

a. Those with a broader purview of the University, such as deans and chairs, reported that there were serious problems with a small number of aging faculty who were not performing adequately.

b. On the other hand, some chairs tended to view their older faculty from different perspective than the deans. Thus, there were some differences between the perspectives of various levels of administration, perhaps because chairs were so obviously committed to preserving lines and positions in times of tight budgets. Retirement threatens such continuities, partly due to various rules in colleges about whether a department could retain all or part of the line, and partly because retirements have been used to pay for University-mandated hard-budget yearly assessments. In small departments this seemed to be a greater problem than in those with larger budgets. In other words retirement is for many departments a complicated, uncertain, and crucial time for planning.

c. Quite clearly, whatever the value of older, established faculty (and this is considerable), the effect of an aging faculty is potentially to slow the infusion of new perspectives and techniques. Some Chairs, although happy to retain older faculty and the reputations they bring, were visibly enthusiastic about the prospect of new appointments and believed that without such infusions of new faculty, their departments lacked the ability to respond to new currents in student demands or changes in their fields because of lack of turn-over.

d. The results of our survey of Emeriti were particularly revealing about the issues of productivity, teaching, and general activity during the later years of employment. Of course, these results are also informal because they were both anonymous and voluntary, but they do reveal that, in general, faculty prior to retirement ranged broadly in terms of self-assessment. (Appendix 4)

### **i: Results of Emeriti Survey**

Among the most important results of our survey were the self-reported financial considerations influencing retirement. About 40% of respondents said that finances were of little or no influence, about 33% considered it a factor, and 28% considered them a large factor. (The surveyed group was still heavily invested in the old state system, a situation that will change rapidly in the future,



perhaps making financial considerations more important.)

Some retirees arranged some sort of phased or partial retirement as a step to final separation, with 19% going on part-time for some portion of their final years. These arrangements were entirely based upon individual negotiations with chairs, deans, and university administrators because the University has no general policy or program of phased retirement.

A majority of the retirees believed that they received adequate help from the Benefits Office and various deans and chairs. At the same time, many retirees believed that retirement planning and options could be substantially improved. One final opinion, expressed by a minority of retired faculty focused on the lack of a regularized procedure for retiring: easy access to information and a checklist of steps towards retirement.

Perhaps most revealing are self-reported campus and professional activities during the last years at Maryland and into retirement. About 25% of the retirees reported that they diminished their output in terms of scholarship and teaching. About 46% reported that their productivity remained consistent, while the remainder, about 30%, estimated that they have become somewhat or considerably more productive. Even among retirees, about 30% continued to maintain a relatively high level of scholarly productivity.

One serious conclusion of the survey touches the relationship between Emeriti and the University. It is evident from our findings that many retired professors who remain in the Washington area would like to continue to participate, in some fashion, in campus intellectual life, but at present have no means to do so. Whether as mentors, tutors, advisors, or in some other capacity working with students and former colleagues, Emeriti were ready to volunteer their services but had, as yet, not found the means to do this. While many (about one-third) continue to have some formal employment arrangement at the University, a far larger contingent would participate if given the opportunity.

## **ii. Restrictions on our Recommendations**

The Task Force, much as it would like to change State Retirement Policy or improve pension plans and increase contributions, cannot act in these areas nor can it affect the way the market increasingly impacts upon defined contribution retirement plans. The Federal laws governing retirement, which place the decision clearly into the hands of the faculty member, are beyond our purview. Nor can the Task Force make anything more than a general assessment of the effects of an increasingly aging faculty on the lack of mobility and change of personnel.

If the Task Force could, we would recommend that the State contribution to the Optional Retirement Program be comparable to the State Retirement

System and more in line with our peer institutions. There are restrictions to what the University is allowed to do when a faculty member retires or to prompt retirement such as providing incentives or promising re-employment. However, there is much that can be done both to improve the retirement process and planning for retirement, and foster activities after retirement that will both help the institution and the many faculty who retire or are planning to retire each year.

## **Conclusions**

One universal finding in our discussions with administrators, deans and chairs, was the need for better and more coordinated knowledge and information about the retirement process. This needs to be available to new faculty who must choose a retirement plan by the initial date of employment (those who do not select a plan will be automatically placed in the State system and given a year to change if they choose), to mid-career faculty who are beginning to think about retirement, and those, older faculty on the verge of retiring. We believe that informing faculty of their retirement options and supporting them throughout the transition to retirement are important steps that should be taken. Faculty-specific seminars, administrative sessions for deans and chairs where best practices can be discussed, retirement presentations at departmental faculty meetings, a checklist of retirement procedures, the pairing of recently retired faculty with those in a similar pension plan considering retirement to informally answer practical questions, and increased staff support during the process are all possible solutions to this issue. (See Recommendation #1)

The situation of Emeriti vis-à-vis the University warrants a thorough reconsideration. This group currently represents a huge, untapped resource for the institution but there is currently no organized way to take advantage of it. We suggest the appointment of a part-time Emeriti Advocate in the Faculty Affairs Office. This person will be someone who can both advise faculty about issues of retirement as well as help create a community of Emeriti (an Emeritus Faculty Corps) and work on ways to bring them back onto campus in a variety of guises as mentors, tutors, advisors, etc. This position should be a part-time appointment but with an office on campus. This person should also be available in an informal advisory capacity on issues of retirement, health insurance, pension systems, and a general advocate of the interests of Emeriti. One of this individual's primary responsibilities should include maintaining a website that would act as a clearinghouse listing opportunities for engagement in activities on campus and help foster a social network. Another might be to act as an advocate for Emeriti Professors regarding issues of office space and other problems that may arise. (See Recommendation #2)

One major theme discovered through all of our interviews and research was that the University of Maryland has no coordinated plan for encouraging or managing retirements, and certainly nothing as elaborate as many of our peer institutions. In other words, the only planning is individual, and the institution

lacks any general policies, other than those determined by the State, toward encouraging and supporting the process of retirement. Many other universities offer some plan of phased or partial retirement for the final (often three) years of employment. We suggest that the University System and the State explore the possibility of offering similar programs within the constraints set by our tax code and health care systems. (See Recommendation #3)

The issues surrounding retirement and the impact of the departure of a faculty member should be clarified for department chairs and administrators. There is far too much confusion about the financial implications of a retirement and far too little ability to plan as a consequence. The deans and the Provost should make these policy implications clear to chairs. (See Recommendation #4)

The Task Force has already identified an increase in the age profile of the faculty population. This will result in new challenges for the University in order to accommodate older faculty. Accommodations should be made to increase accessibility for faculty with diminishing physical capability. (See Recommendation #5)

It is clear that emeriti faculty need a space to continue their work, collaborate with colleagues, and socialize with other faculty. The Task Force recommends the establishment of an Emeritus Lounge or meeting place, where former faculty members can socialize, exchange information, and meet with colleagues. Very often, retired faculty members have no office space or laboratory space and find themselves without a home on campus. This would help to remedy this problem. (See Recommendation #6)

## **Recommendations**

1. The University should create a coordinated system of information about the retirement process for faculty at all career levels.
  - a. Chairs and Deans should meet periodically to share information with each other about retirement, procedures, and best practices relating to faculty.
  - b. The University should create seminars, workshops, and information focused solely on faculty and their specific retirement issues. Deans and chairs are encouraged to arrange periodic retirement presentations for their faculty through the Benefits Office.
  - c. The Benefits Office should develop simple checklists, appropriate for each retirement plan, with procedures detailing the steps toward retirement. It should be made available to every faculty member who is contemplating retirement. It should be made available to every faculty

member who is contemplating retirement.

- d. The University should increase the staff in the Benefits Office who specialize in faculty retirement either through reorganization or with added personnel.
2. The Office of the Provost should appoint a part-time individual to advise faculty on retirement as well as act as an advocate and community organizer for emeriti.
3. We encourage faculty who are considering retirement to discuss proposals with department chairs and deans regarding how they might "gear down" towards retirement.
4. The University should clearly communicate its policies surrounding retirement and the impact of the departure of a faculty member to all department chairs and administrators. Deans should make these policies and their financial implications clear to their chairs.
5. The University should be sensitive to the physical needs of aging faculty and continue its efforts to make the campus accessible.
6. The University should help deans and chairs provide space for emeritus faculty to continue their work and interact with both current and emeritus faculty.

Appendix 1 – Task Force Charge

Appendix 2 – Average Ages of All Maryland Faculty Over Time

Appendix 3 – Survey of Emeriti Conducted by the Task Force

Appendix 4 – University of Wisconsin Age Profile

Appendix 5 – Accessibility at the University of Maryland

Appendix 6 – Profile of Participation in University of Maryland Pension Plans



## University Senate CHARGE

<b>Date:</b>	August 1, 2010
<b>To:</b>	James Gilbert Chair, Joint Provost/Senate Task Force on Age-Related Faculty Issues
<b>From:</b>	Nariman Farvardin, Senior Vice President for Academic Affairs & Provost Linda Mabbs, Chair, University Senate
<b>Subject:</b>	Impact of an Aging-Faculty Population on the University of Maryland
<b>Senate Document #:</b>	09-10-39
<b>Deadline:</b>	March 1, 2010

Provost Farvardin and the Senate Executive Committee (SEC) request that the Task Force on Age-Related Faculty Issues review concerns related to the increasing average age of tenured faculty at the University of Maryland

During the 2009-2010 academic year, the Senate's Faculty Affairs Committee raised the issue of an aging faculty population at the University (see attached report). They note that an incline could have a major impact on the University's academic and research missions. We ask that you review the impact of an aging faculty population on our institution and investigate how to engage our emeritus faculty as a valuable resource. Specifically, we would like you to review the following:

### Issues Related to Aging Faculty:

1. Project possible overall rates of retirement over the next two decades and potential differences by discipline.
2. Analyze and compare the average age of our faculty with that of our peer institutions.
3. Review what impact an aging faculty will have on the University's core missions of teaching, mentoring, research, and service.
4. Review the impact of retirement rates on opportunities to hire new faculty and make suggestions on possible policy changes related to recruiting new faculty.

5. Consider whether the University needs to develop new accommodations for an aging faculty (i.e. handicap access, parking, etc.) and the approximate costs of such accommodations.

**Issues Related to Emeritus Faculty:**

1. Determine the “costs” and potential benefits of a rapid increase of emeritus faculty to the University.
2. Determine what beneficial roles emeritus faculty can play in the University’s core mission and strategic plan goals.
3. Determine what steps the University should take to engage its emeritus faculty.
4. Determine what services and support the University should provide to active emeritus faculty.

We ask that you submit your report and recommendations to the Senate Office no later than March 1, 2010. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

## Appendix 2 - Average Age of All Maryland Faculty Over Time

Mean Age of ALL FACULTY Over Time  
(data for part-time faculty in 1980 are unavailable)

Term		Fall 1980		Fall 1992		Fall 2000		Fall 2010	
Full Time	Empl Ind Group of Appt Rank	count	Age	count	Age	count	Age	count	Age
Y	1. Professor	451	50.9	626	53.3	714	55.7	729	59.0
Y	2. Associate Professor	446	44.9	479	47.2	518	48.9	497	50.0
Y	3. Asst Professor	391	36.3	287	38.6	396	38.1	380	38.9
Y	4. Instructor	149	35.6	113	42.5	53	50.2	54	46.0
Y	5. Lecturer	68	35.1	52	44.6	178	43.7	260	48.5
Y	6. Rsch Assoc	15	39.4	184	38.1	240	37.9	498	35.5
Y	Other (librarian, acad admin, fac rest asst, asst instr...)	280	33.9	256	34.2	590	37.6	729	38.5
Y	subtotal	1800	41.6	1,997	45.0	2,689	45.3	3,147	45.6
N	1. Professor			41	60.1	70	60.8	94	66.6
N	2. Associate Professor			14	44.4	24	49.8	27	55.3
N	3. Asst Professor			9	45.6	17	47.9	18	44.7
N	4. Instructor			156	44.6	2	44.5	6	51.3
N	5. Lecturer			195	47.9	622	47.1	653	47.0
N	6. Rsch Assoc			44	41.8	47	48.6	58	44.1
N	Other (librarian, acad admin, fac rest asst, asst instr...)			80	36.9	132	39.8	120	41.6
N	subtotal			539	45.6	914	47.2	976	48.3
Grand	Total			2,536	45.2	3,603	45.8	4,123	46.2

SURVEY OF EMERITI CONDUCTED BY THE TASK FORCE  
(N=54)

1. WHO RESPONDED?<sup>1</sup>

a. Year of Retirement

2010	15%
2009	24%
2008	28%
2007	28%
2006	2%
1978	2%
Unknown	2%

b. Rank at Retirement

DUP	4%
Professor	67%
Assoc. Prof.	22%
Asst. Prof.	2%
Unknown	5%

c. Tenure Home

AGNR	20%
ARCH	4%
ARHU	11%
BMGT	2%
BSOS	11%
CLFS	7%
CMPS	15%
EDUC	13%
ENGR	5%
HHP	2%
JOUR	2%
Unknown	7%

d. Residence

Local	80%
Not local	7%
Unknown	13%

e. Employed?

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<sup>1</sup> Percentages may not add up to 100% due to rounding.



No	35%	
Elsewhere		13%
UM	35%	
Consult	15%	
Practice	2%	

f. Retirement system

TIAA or Valic	43%
New pension	9%
Old pension	46%
Unknown	1%

2. WHY PEOPLE RETIRE

Illness	7%	
Incentive	2%	
Pursue other interests	30%	
Financial reasons		13%
Diminishing satisfaction	24%	
Other job	6%	
Time had come	19%	

Financial considerations

Small or no influence	39%	
Somewhat		33%
Large factor	28%	

3. SELF-ASSESSED ACTIVITIES FOR 7 YEARS INCLUDING YEARS PRIOR TO RETIREMENT

Considerably less active in teaching and research	28%
Somewhat less active	30%
Maintained same level of activity	26%
Somewhat more active	15%
Considerably more active	2% <sup>2</sup>

4. RETIREMENT ARRANGEMENTS

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<sup>2</sup> These figures include activities during final years of employment as well as post-retirement.

19% went part time with the most common arrangement (13%) reduction in teaching

a. Questions about retirement<sup>3</sup>

Retirement income (56%)

Health benefits (28%)

What to do next (11%)

b. Sources of Information<sup>2</sup>

Personnel Offices of University/State (35%), especially Rieger and Vogeler

Dean or chair (9%)

Optional retirement plan (9%)

c. Adequacy of Information

Very Helpful 50%

Somewhat helpful 37%

Not helpful 11%

No rating 2%

d. Suggestions:

- Provide checklist of procedures with timelines
- Create one stop shop website
- Create explicit policy on offices, email, library uses, especially renewals
- Engage in more publicity about retirement seminars
- Provide more financial advice, information
- Provide early help on retirement planning/options
- Provide opportunities to meet with retired faculty to learn how they handled it and its aftermath

Note the parallels to the problems retirees encountered in

- understanding the retirement agreement
- obtaining accurate financial information
- transferring to retiree's health insurance
- parking, email, library privileges
- feeling "discarded"
- handling of books and papers

5. WHAT RELATIONSHIP WOULD EMERITI WISH TO MAINTAIN WITH THE UNIVERSITY UPON RETIREMENT?

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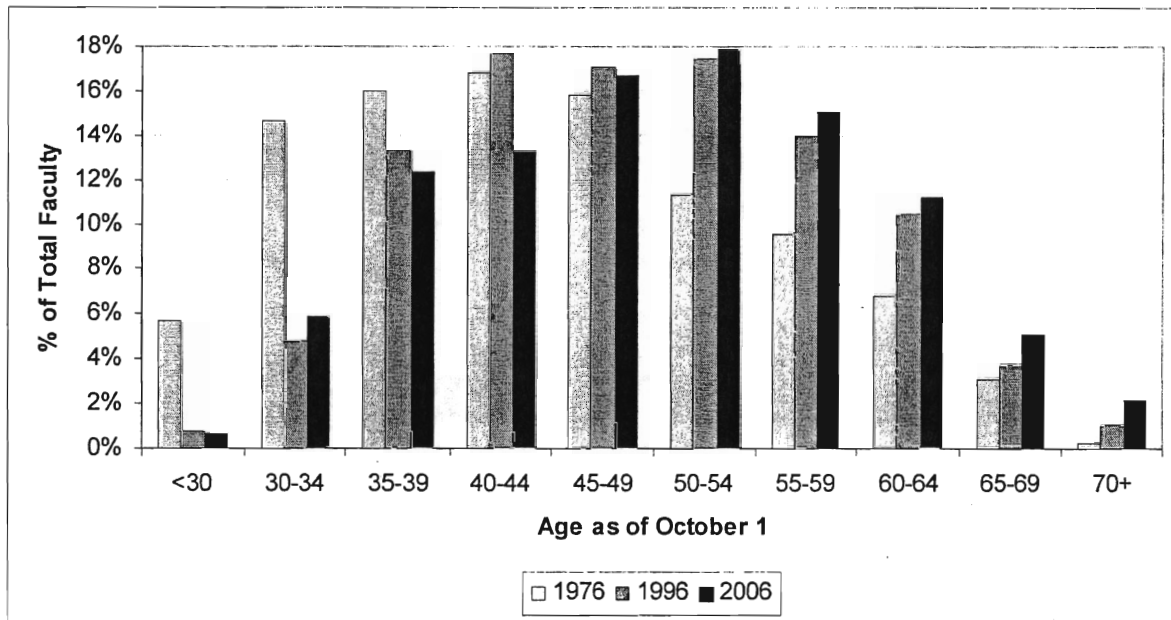
<sup>3</sup> Listed in order of mention – if 5 or more mentioned!

- ✓ Mentor students, junior faculty (52%)
- ✓ Serve on dissertation/thesis committees (44%)
- ✓ Continue research (41%)
- ✓ Volunteer in some office/program (28%)
- ✓ Hang around with colleagues (26%)
- ✓ Teach (22%)

### AGE DISTRIBUTION OF ALL FACULTY MEMBERS

Chart 3 and Table 3 show the distribution of faculty by age in 1976, 1996 and 2006. Since 1976 there has been decrease in the proportion of faculty members who are in the 49 and under age groups and an increase in the proportion of faculty in the 50 and older age groups. Although the most dramatic changes occurred between 1976 and 1996, since 1996, the age distribution has continued to shift towards older faculty. The one exception is the 30-34 year old age group which saw an increase of 24 faculty members between 1996 and 2006. All other under 49 age groups saw decreases in the proportion of faculty in that group and all 50 and over age groups saw increases. Between 1976 and 1996, the average age of faculty increased by 3.8 years. Since 1996, the average age of faculty has increased by 0.7 years to 49.7.

**Chart 3**  
**Distribution of UW-Madison Faculty by Age**  
**October 1976, 1996 and 2006**



**Table 3**  
**Distribution of UW-Madison Faculty by Age**  
**October 1976, 1996 and 2006**

	1976		1996		2006		Change 76-06		Change 96-06	
	#	%	#	%	#	%	#	%	#	%
Under 30	133	6	16	1	15	1	-118	-89	-1	-6
30-34	343	15	105	5	129	6	-214	-62	24	23
35-39	375	16	294	13	272	12	-103	-27	-22	-7
40-44	395	17	391	18	292	13	-103	-26	-99	-25
45-49	371	16	378	17	368	17	-3	-1	-10	-3
50-54	265	11	384	17	393	18	128	48	9	2
55-59	223	10	308	14	333	15	110	49	25	8
60-64	159	7	229	10	245	11	86	54	16	7
65-69	73	3	82	4	113	5	40	55	31	38
70 and Over	5	0	22	1	48	2	43	860	26	118
<b>Total</b>	<b>2,342</b>		<b>2,209</b>		<b>2,208</b>		<b>-134</b>	<b>-6</b>	<b>-1</b>	<b>0</b>
Mean Age	45.0		48.8		49.7		+3.8		+0.7	

## Accessibility at the University of Maryland

The University is built on a hill and has dozens of old buildings, both of which make accessibility difficult. Nevertheless, the University has taken many steps to increase accessibility and continues to make improvements. Some of these changes are quite expensive, like elevators, and projects can take longer than anyone wishes, but improvements are constantly being made. The groups that are most concerned with accessibility are

### 1. The President's Commission on Disability Issues.

The Commission (commonly referred to as the PCDI) meets regularly, considers all disability issues that are reported to it, speaks to the appropriate people to try to resolve problems, and reports to the President of the University. Not all problems can be anticipated in advance, but this commission has a good track record of responding to individual problems. It holds an annual open forum to which all members of the University community are invited and during which the commissioners listen to reports about the obstacles people are encountering on the campus. The Commission's goal is to solve these problems.

### 2. Facilities Management

The architects and engineers in facilities management are the people who most often have the ability to make physical changes to buildings and walkways to provide better accessibility on the campus. If construction projects on campus are creating accessibility problems, people should alert facilities management which will work to minimize problems and will post signs to indicate alternate routes. Facilities Management has placed permanent granite markers that point toward accessible entrances throughout the campus.

### 3. The Architectural Design Standards Board

The ADSB Board meets monthly with architects who are designing new buildings or renovations to old buildings or changes to the University grounds. The Board is very sensitive to accessibility issues and insists that the architects solve them before proceeding to construction.

### 4. Disability Support Services

This unit works with all members of the campus community to make the campus both academically and physically accessible. Dr. JoAnn Hutchinson, the Director of DSS, is also the campus compliance officer for the ADA.

Professor Gay L. Gullickson is the chair of the PCDI and a member of the ADSB. She will help people with accessibility issues and will refer them to the appropriate people on campus.

## BRIEF PROFILE OF PARTICIPATION IN UNIVERSITY OF MARYLAND PENSION PLANS

The University currently has two basic pension options and within those options, various sub-categories.

### OPTION 1: DEFINED CONTRIBUTION

This Option is open to all faculty. It is funded by contributions from the State and from the employee. There are two choices in this option: TIAA-CREF and FIDELITY.

- a. Currently there are 3,233 faculty\* enrolled in one or the other of these accounts.

### OPTION 2: DEFINED BENEFIT

This Option consists of two categories: The Old Pension System, which is closed to any new participants, and the Current Pension Program, which is open to new faculty. Both of these are funded by contributions from the State and from the employee.

- a. Currently, there are 55 faculty\* still enrolled in the Old Pension System.
- b. Presently there are 351 faculty\* enrolled in the Current Pension Program.

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\*Faculty in this instance includes, tenured, tenure track faculty as well as contractual and research faculty.