

**FACULTY - 2000 PROJECT:
WORKING GROUP ON THE SENIOR FACULTY**

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SUMMARY OF RECOMMENDATIONS:

- I. Senior Faculty are among the School's most valuable resources, the Working Group urges that explicit efforts be made to recognize their service and achievements by continuing to honor them for their contributions, to work with them to determine how they can continue to contribute, and to make the transition from active to emeritus status as appealing as possible.
- II. Create an Association of Emeritus Faculty within an Office of Senior Faculty Affairs, with widespread supportive activities detailed below.
- III. Improve the education of all faculty as well as of department chairs about retirement issues and options. This should be conducted for faculty at all stages of faculty life, and should include information on aspects of financial planning appropriate at all stages, from initiating an investing plan to developing estate plans.
- IV. Develop and maintain an up-to-date information base concerning faculty retirement.
- V. Establish guidelines for departmental administrators counseling Senior Faculty on timing and negotiating the transition to emeritus status.

Purpose and mission of the Working Group:

The Working Group on the Senior Faculty has evaluated issues of concern to faculty nearing the end of their academic careers. The goal of the Working Group has been to identify strategies and tactics by which faculty can reach the end of their careers with a sense of dignity and accomplishment, and to explore how the school can most effectively utilize the talents of its Senior Faculty. The Working Group was asked to provide specific recommendations that can be considered for implementation at the School and University levels.

Specific issues that the Working Group was asked to address included:

- ◆ How does the School currently educate faculty on the process of ending their careers, and is it effective?
- ◆ How can increased publicity and accessibility be achieved for retirement education programs for faculty?
- ◆ How can faculty retirement planning be initiated early and be presented as an attractive, planned and personal choice activity?
- ◆ How do departments deal with the financial problems that arise when senior faculty begin to lose income earning power from clinical practices or grant supported research?
- ◆ Are “phase out” service plans widely known and understood by faculty?
- ◆ Are “early retirement” plans widely known and understood by faculty?
- ◆ What is the current definition and scope of age discrimination?
- ◆ Are faculty compensation plans at retirement sufficiently strong, or should they be strengthened?
- ◆ What sort of culture clashes might occur as more junior faculty, especially in the clinical departments, end up supporting an ever-growing cadre of senior faculty?
- ◆ How can the School best utilize the talents and expertise of senior faculty?
- ◆ Are there unique teaching niches that can be filled by senior faculty?
- ◆ Should senior faculty assume a more intense mentoring role?

Fact-finding activities:

- ◆ Presentation by UP Benefits Office personnel on two occasions.
- ◆ Discussion with representatives from TIAA/CREF.
- ◆ Interview with University Counsel regarding age discrimination
- ◆ Interview with the University Ombudsman regarding mediation of senior faculty issues, and his views on ways that emeritus faculty can remain involved with and continue to contribute to the University.
- ◆ Interview with Jerry S. Rosenbloom, Ph.D., Professor of Insurance and Risk Management, Wharton, regarding ways for faculty to obtain independent advice on retirement investment.
- ◆ Interviews with four basic science chairs and three clinical department chairs regarding their perceptions of problems/opportunities with senior faculty, their understanding of retirement options, and their attempts to educate their faculty about them.
- ◆ Interviews with four emeritus faculty to hear of their experiences, and to solicit their advice for their peers considering retirement.

Problems Identified by the Working Group:

- ◆ Many chairs, and most faculty, were not familiar with the options regarding retirement, and were not clear where to go for this information.
- ◆ The Benefits Office at the University is understaffed to provide adequate in-depth and protracted consultation to as many senior faculty as would benefit from such aid.
- ◆ Chairs are somewhat hesitant to raise issues of retirement with individual faculty because they fear being accused of age discrimination.

- ◆ The definition of “Age Discrimination”, and what actions may or may not constitute it are poorly defined.
- ◆ Faculty are unclear regarding the privileges and benefits to which they are entitled when they retire.
- ◆ The definitions of “base”, “university”, and “supplemental” pay are not clear, which could cause problems at times of funding loss from clinical activities or research.
- ◆ The process for defining a percentage reduction in duties for an individual faculty member wishing to use the phased retirement option is not well-defined, nor is there a clear route of appeal if a faculty member and his/her chair were to disagree on what specific duties would be reduced.
- ◆ No program exists that specifically is designed to revitalize senior faculty who are having problems in maintaining research and/or clinical funding, and to sustain them during this process.

Fears for the Future:

Many chairs fear the possibility that a significant fraction of their faculty might lose their research or clinical funding but be unwilling to retire, so that their salaries become a serious drain on the department's discretionary funding. Most interviewed chairs state that these lapses in funding are usually discussed *ad hoc* with the faculty member, and that funding is identified or the faculty member decides to retire. But, there are no specific guidelines in this matter, either regarding the departments responsibilities to the faculty member or vice versa.

Several faculty whom we interviewed, who commented to Working Group members informally, or Working Group members themselves, are concerned that an aging faculty, not required to retire but no longer able to fund their activities, will have their salaries paid by the work of the younger, financially productive faculty. One colleague commented that "there is a real possibility of a struggle between younger and older faculty."

Recommendations:

The Working Group's recommendations can be grouped into 5 areas:

- ◆ Honor and enhance the position of emeritus faculty member.
- ◆ Create an Association of Emeritus Faculty to act as a focal point for activities, data gathering, and advocacy.
- ◆ Improve the education of faculty and departmental chairs about retirement issues and options.
- ◆ Improve data development and maintenance regarding retirement choices and senior faculty demographics.
- ◆ Provide guidelines for senior faculty and departmental chairs discussing lapses in funding and retirement.

Recommendations in detail:

- I. **Recognize the continuing contributions of senior faculty, work with them to determine how they can continue to contribute to department and school, and make the transition from active to emeritus status as appealing as possible.**

The School of Medicine administration should strive to make the transition to emeritus status a positive experience because it is in everyone's interest to foster the most positive attitude possible about emeritus faculty status. From a departmental standpoint, an emeritus member who stays actively

engaged in its activities can be a major resource while requiring little from the department. From the emeritus faculty member's standpoint, continuing to be active in the department provides intellectual stimulation and the opportunity to continue their contribution to the department's mission. To make the transition to emeritus status a smooth and positive one, we urge the following steps be taken proactively with those contemplating retirement:

1. Widely advertise the fact that most of the privileges of active faculty membership continue in the emeritus phase of faculty life.
2. Qualified professionals in the Office of Human Resources must be maintained to advise faculty in depth and in an on-going manner of the various retirement options available to them. (We believe that the reduction in Benefits staffing to a single person several years ago has been counterproductive for the University administration faced with the uncapping of mandatory retirement. We assume the Administration wishes to make the move to emeritus status as attractive an option as possible - for the attendant savings to the University, and the greater potential for developing young faculty.)
3. The initiation of new programs that enhance the desirability of retirement should include staff dedicated to retirement issues in the School of Medicine Office of Faculty Affairs, and the formation of a University-wide Association of Emeritus Faculty (see below).
4. All emeritus faculty should be given office space, and access to departmental resources upon retirement. Ideally, the office space should be integrated into the department space, to encourage engagement and mentoring options. The Dean must recognize that office space for emeritus faculty is not funded, and to allocate adequate space for these offices to each department. Perhaps an endowment could be raised for emeritus faculty activities, through targeted fundraising among retired faculty, or through reimbursements for their continuing contributions, etc.
5. Consider developing a University-wide program of small (\$5,000-10,000) research grants targeted to emeritus faculty, which might be funded through the savings realized by the Schools through voluntary retirements of senior faculty. This program could be administered through the University Research Foundation.
6. Develop creative ways to utilize emeritus faculty:
 - Create a talent bank of things emeritus faculty are willing/able to do. encourage mentoring by emeritus faculty to junior faculty.
 - Develop new ways for teaching, to take advantage of their long experience, their teaching talents, and to alleviate burden on younger faculty involve emeritus faculty in the orienting of new faculty.
 - Encourage departmental chairs to have emeritus faculty serve as "Ambassadors Without Folio" when the chairs have special *ad hoc* tasks appropriate to the faculty members experience before retirement.
7. Advertise ways that already exist for the Senior and Emeritus faculty to serve the School and University: advertise the College Freshman Seminars Program to senior faculty in a proactive way, and encourage them to develop a course and teach it. Volunteer through the SAVVY Program in the College of General Studies.

II. Create a University-wide Association of Emeritus Faculty & a School of Medicine Office of Senior Faculty Affairs with widespread supportive activities.

The School of Medicine should take the lead in developing an "Association of Emeritus Faculty" (AEF) to act as a focal point for emeritus faculty interests, activities, and contributions to the School. The Association would pursue options for Senior Faculty service, advertise creative ways for emeritus faculty to remain engaged in the Schools, and act as a clearing house for ideas and requests for service. The Association could carry out and maintain several of the activities proposed in this report, including:

- ◆ Perform the surveys of departments and individual emeritus faculty to determine specific ways in which emeritus faculty have provided services to the University, their department, or privately. The Association would also keep the information current.
- ◆ Maintain the database that tracks how many faculty in each department are over age 60, 65, and 70, how many have elected to retire in the past 5 years, at what ages they retired, and how many took the FIAP or Reduction in Duties method of retirement. The lack of ready availability of these data was one of the most striking findings of the Working Group; we believe that knowing these data will be essential for university-wide planning for senior faculty issues.
- ◆ Develop a list of emeritus faculty willing to counsel their younger peers on various issues related to retirement, from the "where to start" to specific questions regarding finances or services to the University or community.
- ◆ Work with the University and community to organize specific venues for service by emeritus faculty, such as volunteering in the Philadelphia public school system or in private schools. A model could be the Association of Retired Executives, which serves as a clearinghouse for volunteer consulting opportunities.
- ◆ Publish a list of the ways to get information about retirement: Benefits Office web site, phone contacts, email addresses, a particular person in Office of Faculty Affairs (if one is identified) who will specialize in retirement issues, etc. Both printed information and website formats should be developed.
- ◆ Develop a brochure: "Here's what you need to think about when considering retiring" which points out the things that should be considered. Chapter One should be: "Here's how to start", with names and contact information for school and University benefits people, the list of colleagues in the Association of Emeritus Faculty available for advice, etc. Again, this should be developed in hard copy to hand out as well as through the web. This task should be accomplished by the Association of Emeritus Faculty, coordinated by the staff person in Office of Faculty Affairs (see below).
- ◆ The Association would commission a Working Group to compile a list of trusted and established *independent* financial counselors to whom faculty can turn when seeking financial planning advice, particularly aspects dealing with (but not limited to) retirement. The Working Group would be expected to draw on the expertise of our colleagues in the Wharton School and well as experiences of Senior Faculty.
- ◆ Advocate for various senior faculty issues such as provision of office space or university-sponsored long-term care insurance.
- ◆ Advocate for the University in the area of fund-raising. Many emeritus faculty, as a result of years of service to the University and to the Philadelphia region, are ideally suited for identifying and approaching individuals and institutions capable of supporting the University when properly alerted to a specific need.
- ◆ Through a questionnaire to all senior faculty (active and emeritus) create a talent bank of services that they would be willing to do *pro bono*.
- ◆ In order to staff and support these activities of the School's Association of Emeritus Faculty, the School administration should:
 - Develop an Office for Senior Faculty Affairs, with a staff person who can commit at least 50% of his/her time to AEF activities. (One possible funding mechanism could come from the activities of senior and emeritus faculty, who teach in medical school or university-wide programs such as the "Freshman Seminar Program" without remuneration. The University receives tuition funds for these courses and could fund the office for efforts of its emeritus faculty for the University.)
 - The Office for Senior Faculty Affairs could develop Senior Medical Faculty teaching as a marketable resource. Certain desirable courses in medical/scientific topics could be available for undergraduates and in distance learning programs, and a negotiated portion of the revenues produced would return to the Medical School to support the Emeritus Faculty Program.

III. Improve the education of faculty and departmental chairs about retirement issues and options.

This should be conducted for faculty at all stages of faculty life, and should include information on aspects of financial planning appropriate for all stages (from initiating an investing plan to developing estate plans). Financial planning advice should be viewed as a faculty benefit. We recognize that busy faculty, intensely focused on their academic responsibilities and projects, often ignore attempts of University and School administration to educate them about retirement and financial planning. However, we believe that efforts to bring this information to the faculty's attention could be improved by the following:

- ◆ Improve the effectiveness of communication of information to faculty regarding retirement options: never retire the "Reduction in Duties", or the Faculty Income Allowance Program (FIAP). Also, inform faculty that, once retired, they may elect to continue at the University doing research, teaching, writing, etc.
- ◆ Publish a list (hard copy and email) of the ways to get information: Benefits Office web site, phone contacts, email addresses, specialist in Office of Faculty Affairs (if one is identified), etc.
- ◆ Develop a brochure: "Here's what you need to think about when considering retiring". Chapter one should be "Here's how to start".
- ◆ Each department should dedicate part of one faculty meeting each year to a discussion of retirement options, retirement planning, etc. with the (optional) participation of personnel from the Benefits Office.
- ◆ Develop better ways to encourage financial planning at an earlier stage of faculty life. This should include ways of distributing funds in one's retirement portfolio, investing, children's educational costs, retirement income, long-term care insurance, and estate planning.
- ◆ Financial planning advice could be provided to the faculty through the development of a University-restricted interactive web-site. Expert faculty within the University might be willing to help create and maintain the web-site on a *pro bono* basis.
- ◆ Benefits office should mail a summary of retirement options to each faculty member's home on a yearly basis, addressed to the faculty member *and his/her spouse*.
- ◆ All chairs should initiate discussions regarding planning for future faculty activities with each of their department's faculty at set chronological milestones: e.g.: 55, 60, 65 - not to prod faculty at that age toward retirement, but to make sure that they are aware of options and are doing some planning; the chair will also become aware of the faculty member's plans. These discussions should be conducted in a collegial, non-confrontational manner, with the goal of helping the faculty member to plan. Rather than waiting for a funding crisis or other problem, this process should be triggered by uniform age levels. All parties involved need to know that age discrimination is avoided by uniform policies which treat ALL faculty the same (a policy requiring discussion of senior faculty plans with ALL faculty at age 55 or so, while offering similar counseling to those younger faculty desiring it avoids age discrimination. The key is to have a UNIFORM policy.
- ◆ It would be useful for the chairs as a group to hear from University Counsel about what constitutes discrimination.
- ◆ The Medical Faculty Senate, Dean's office, or benefits office should consider conducting an educational symposium for departmental chairs to discuss retirement options and how these issues are negotiated in their departments.
- ◆ Each department should consider having a person who is trained in senior faculty options to whom younger people can turn - or who will seek them out proactively to counsel them about retirement planning.
- ◆ Some organization, not in fear of lawsuits related to bad advice (perhaps the Association of Emeritus Faculty), should compile a list of trusted and established *independent* financial counselors to whom faculty can turn when planning the financial part of retirement. These

advisors should not be directly associated with the Benefits Office or the current retirement plans (e. g.: TIAA/CREF or Vanguard).

IV. Develop and maintain an up-to-date information base concerning faculty retirement.

In the Working Group's deliberations, it was frustrating to find that specific data regarding how the faculty were responding to the various retirement options was almost impossible to obtain. For the education of faculty as well as for rational planning for the future by the administration, we believe that these data must be obtained and maintained current. Specifically, we recommend that the following data should be accumulated and maintained, perhaps by the Office of Faculty Affairs, a special Working Group, or by the Association of Emeritus Faculty:

- ◆ Survey each department regarding how it educates its faculty about retirement options.
- ◆ Survey all departments, or perhaps the Benefits Office, to determine how many faculty in each department are over age 60, 65, and 70, how many have elected to retire in the past 5 years, at what ages they retired, and how many took the FIAP or Reduction in Duties method of retirement. These data should be maintained in an on-going manner.
- ◆ Perform a survey of all Departments and of emeritus faculty to determine how many emeritus faculty are actually doing work in the department, and what specific ways these faculty continue to provide services to their departments and the University.
- ◆ Develop a list of emeritus faculty willing to counsel their younger peers on issues related to retirement.
- ◆ Perform a survey of Senior and emeritus faculty to determine what types of projects they might wish to fund with a "Small Grants Program".
- ◆ Conduct a survey of all faculty to determine their wishes and hopes for what academic activities they wish to continue or initiate in retirement. Also ask what each person would like the School to provide for him or her when they become emeritus.
- ◆ Because the issues surrounding retirement are often stressful, we recommend that the Department of Psychiatry develop a list of colleagues willing to counsel faculty who have the desire for aid. The list could be made available to all faculty. The Department's faculty has expressed their interest and willingness to counsel colleagues negotiating the transition to emeritus status.

V. Establish guidelines for departmental administrators counseling Senior Faculty on maintaining productivity and on the transition to emeritus status.

Senior faculty who do not wish to retire but who have experienced a drop in funding deserve support for a reasonable time to regain support, and counseling regarding other options for funding and creative activities. At the same time, these faculty need to be aware of the impact that their continued financial support has on the options of their departments, particularly the younger faculty. The Working Group realizes that these events should be negotiated between chair and faculty member on an *ad hoc* basis, in a spirit of collegiality and respect. However, we propose some general guidelines:

- ◆ We believe that the loyal service provided over the years to his/her department by a tenured Senior Faculty member earns and justifies a period of support for salary and research if and when external sources of these supports are interrupted. It seems equitable that this support extends for at least 24 months while the faculty member attempts to find new funding for his/her activities. We believe that this applies equally to the tenure track and C-E faculty.
- ◆ The chair should actively counsel the faculty member about opportunities such as sabbatical, working as a co-investigator with a younger and well-funded colleague, etc.
- ◆ It seems fair for the Departmental Chair to make the unfunded Senior Faculty person aware of the impact on the department of maintaining his/her salary.

- ◆ It is reasonable for chairs to tie availability of lab space to a faculty member's continued ability to find funding for the research activities. Conversely, all faculty require office space.
- ◆ The preferred method of resolution should be *ad hoc* negotiation between the individual faculty member and the chair, with "negotiation" being the key concept - both parties working toward a mutually acceptable resolution.
- ◆ It would be helpful for those Senior Faculty encountering difficulties in self-funding if there were a booklet outlining the advantages of retirement: departmental resources available to them, opportunities to teach or perform other services for the University or department, office space within the department, mentoring opportunities, financial benefit of FIAP, membership in and activities of the Association of Emeritus Faculty. Should refer faculty to section II.E.9 of the University Faculty Handbook for listing of all benefits and university resources available to emeritus faculty.
- ◆ Faculty need to know that there are avenues to pursue if issues between them and their chair remain unresolved: Ombudsman, Provost's office, Faculty Committee on Academic Freedom and Responsibility, and the Office of Equal Employment Opportunity.

One of our senior colleagues wrote our Working Group the following note, which we believe has much wisdom:

"We must recognize that there is a special relationship between the academic faculty and the University which is not found in an ordinary employer/ employee relationship in the world of business. Much loyalty has been requested from and given by the faculty for many years to the institution. Often the contributions of the faculty were not rewarded financially to nearly the same extent that they would have been in the world of industry and commerce. Thus it seems not at all unfair if for the last few years of a faculty member's academic life, some of this loyalty were repaid to him or her by the institution."

VI. Unresolved Issues.

- ◆ Several faculty whom we interviewed have worried that, given the current demographics of the School of Medicine, the aging faculty, not required to retire, could create a "gerontocracy" in which the senior faculty, no longer able to fund their activities, would have their salaries paid by the work of the younger, financially productive faculty. "There is a real possibility of a struggle between younger and older faculty."
- ◆ We find that most senior faculty are now finding a way to "pay their own way," and the loss of all funding is a worse-case possibility that is unlikely on a large scale. Nevertheless, we believe that the Medical Faculty Senate or the Dean of the medical school should commission a group comprised of both junior and senior members, to consider several possible scenarios of funding loss, and to suggest equitable ways for chairs and faculty members to resolve them. Perhaps this could be accomplished through some public meetings open to all faculty.
- ◆ The issues of "base salary", university salary", and supplemental salary need better definition to avoid problems in the future. Assumedly, this is a School administration responsibility, but with review by the Medical Faculty Senate.
- ◆ Malpractice insurance can be a major problem for senior clinical faculty, because there is no decrease in cost even though one may be doing less clinical work. Generating sufficient clinical income to cover one's premiums makes a staged "reduction of duties" a much less feasible retirement track than for basic science faculty. The Medical Faculty Senate and the chairs of the clinical departments should address this issue.
- ◆ Policy and procedures regarding the option of phased retirement are also vague regarding how an individual's reduction in duties will be defined: for example, does a 20% reduction mean a 20% decrease in teaching, research, and clinical or administrative duties, or can the 20% decrease be taken all from one area of a faculty member's spectrum of activities? Responsibility for clarifying this issue should also be taken by the Medical Faculty Senate in discussion with the departmental chairs.

