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The Academic Workplace
THE CHRONICLE OF HIGHER EDUCATION
July 29, 2011

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Growing on the Job
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MORE ONLINE: Personalize your own Great Colleges list on The Chronicle’s Web site: Pick the categories that matter most to you, and see which colleges excel in those areas: http://chronicle.com/greatcolleges

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Cover illustration by Tim Foley

EDITOR’S NOTE

For the fourth year, we’re proud to bring you The Chronicle’s annual special issue on the academic workplace, featuring the results of our Great Colleges to Work For survey. The 2011 survey is our largest ever, with 310 two- and four-year colleges taking part. That’s up from 89 in 2008, when we started, and 275 last year.

The survey keeps growing because colleges want to know what makes a great workplace. This year, about 44,000 employees identified a variety of features that led them to agree with the statement: “All things considered, this is a great place to work.” For some, it meant being given the resources and responsibility to do a good job; for others, it meant a clear understanding of how important their jobs are to the missions of their colleges, or the ability to maintain a solid balance of how important their jobs are to the missions of the institution, but instead list them alphabetically. And in each outstanding college, on Page B17. We don’t rank colleges. You can read the complete list, with details on their reputations and what makes a great workplace.

We’ve identified 111 institutions that show excellence in at least one of 12 recognition categories for Great Colleges. You can read the complete list, with details on each outstanding college, on Page B17. We don’t rank institutions but instead list them alphabetically. And in a series of articles beginning on Page B6, we explore four of those categories in detail: Confidence in Senior Leadership, Work/Life Balance, Professional/Career Development Programs, and, at two-year colleges, Teaching Environment. To encourage professional development, for example, colleges of various sizes have had great success with mentorship programs, creating “learning communities,” and giving employees time off to attend professional courses.

Colleges that did well in many categories, indicating general excellence, are featured in the Honor Roll, which appears on Page B5. It features the two- and four-year colleges cited in the most categories. For details on the survey methodology and Honor Roll, read the explanation on Page B4.

On The Chronicle’s Web site, you can personalize your own Great Colleges list; see http://chronicle.com/greatcolleges. You can home in on a particular category or size and find a wealth of details on each institution. You can also pick the categories that matter most to you and see which colleges excel in those areas.

This special issue does more than confer honors: It also feature college administrators whose jobs require them to cover lots of ground—both physically and in terms of their responsibilities. And we’ve invited commentators to offer opinions on the future of collective bargaining, the generational gap in technology that has emerged on many campuses, and strategies for combining academic work and motherhood.

Colleges clearly have their work cut out for them, and we hope to hear from even more of you for next year’s Great Colleges survey. There is no cost to participate. For details please visit our registration Web site, http://chroniclegreatcolleges.com. Or send an e-mail message to the human-resources consulting firm that administers our program, ModernThink LLC, at chronicle@modernthink.com. You can also contact the senior editor who oversees the survey, Josh Fuchman, at josh.fuchman@chronicle.com, with questions or suggestions.

Putting this issue together calls for a team of talented Chronicle reporters, editors, and designers. To coordinate it, Josh was joined by Carolyn Mooney, senior editor for special sections. I hope you’ll agree that they’ve put together a compelling package. It’s one that we are always trying to improve, of course, and every year we make changes based on your suggestions. So please send your feedback to me at jeff.selingo@chronicle.com—and enjoy the issue.

—JEFFREY J. SELINGO, EDITOR
Great Colleges Reap the Benefits of Great Workplace Culture

By JOSH FISCHMAN

Great academic workplaces are filled with people who believe that their job is important to the institution, that the institution is important to the community, and that it gives them the freedom to do their job well. Those are some of the findings of The Chronicle’s 2011 survey, which identified 111 colleges—small, medium, and large, across the country—that are exceptional places to work.

Concrete benefits and policies that convince employees that they are valuable show that a college is willing to put resources behind its work force.

Approximately 20,000 of the people responding were faculty members, about 15,000 were professional staff members, and about 8,000 were administrators. The survey was sent to almost 111,000 people, with an overall response rate of about 40 percent. The assessment was administered by ModernThink LLC, a human-resources-consulting firm based in Wilmington, Del. Its survey instrument is based on an assessment that has been used in 55 Best Places to Work programs involving more than 4,000 organizations. A panel of higher-education experts has helped to customize the survey to reflect issues unique to colleges.

In the Great Colleges program, each institution was asked to submit a list of full-time employees randomly selected across three categories: administration, faculty, and exempt professional staff. Adjunct faculty members were included for two-year colleges. The sample size, up to either 400 or 600, was based on the number of employees in those categories. Institutions with fewer than 400 people in a category were invited to survey the entire employee population.

The assessment process had two components: a questionnaire about institutional characteristics and a faculty/staff questionnaire about individuals’ evaluations of their institutions. The assessment also included an analysis of demographic data and workplace policies at each participating college or university. The questionnaires were administered online in March and April of this year.

Survey respondents were asked to respond to 60 statements using a five-point scale, ranging from “strongly agree” to “strongly disagree.” They were also asked to rate their satisfaction with 18 benefits, respond to two open-ended questions, and answer 15 demographic questions.

The faculty/staff survey statements are categorized into 12 dimensions. The results can be summarized as follows:

1. Faculty/staff are satisfied with the work environment.
2. Faculty/staff feel valued.
3. Faculty/staff feel appreciated.
4. Faculty/staff have a sense of belonging.
5. Faculty/staff have a sense of purpose.
6. Faculty/staff have a sense of usefulness.
7. Faculty/staff have a sense of mastery.
8. Faculty/staff have a sense of meaningfulness.
9. Faculty/staff have a sense of autonomy.
10. Faculty/staff have a sense of growth.
11. Faculty/staff have a sense of challenge.
12. Faculty/staff have a sense of community.

The outstanding colleges, those that made the Honor Roll, show that it is possible to surmount those weaknesses in the eyes of employees.

Molly Redden, Rachel Wiseman, and Jie Jenny Zou contributed to this article.
### Honor Roll

Alphabetical list of institutions, and the recognition categories in which each was recognized.

#### 4-Year Institutions

<table>
<thead>
<tr>
<th>Small (2,999 or fewer students)</th>
<th></th>
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<tbody>
<tr>
<td>Brenau University</td>
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<tr>
<td>Endicott College</td>
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<tr>
<td>Furman University</td>
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<tr>
<td>Gettysburg College</td>
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<tr>
<td>Hardin-Simmons University</td>
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<tr>
<td>Manchester College</td>
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<tr>
<td>McKendree University</td>
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<tr>
<td>Mid-Continent University</td>
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</tr>
<tr>
<td>New York Chiropractic College</td>
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<tr>
<td>West Virginia School of Osteopathic Medicine</td>
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<thead>
<tr>
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</tr>
<tr>
<td>College of Saint Rose</td>
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</tr>
<tr>
<td>Marywood University</td>
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<tr>
<td>Niagara University</td>
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<tr>
<td>Rollins College</td>
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<tr>
<td>Southern New Hampshire University</td>
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<tr>
<td>Texas Christian University</td>
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<tr>
<td>Union University</td>
<td>✓</td>
</tr>
<tr>
<td>University of the Incarnate Word</td>
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</tr>
<tr>
<td>Westminster College (Utah)</td>
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<table>
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<tr>
<td>Duke University</td>
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</tr>
<tr>
<td>Eastern Kentucky University</td>
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<tr>
<td>Georgia Institute of Technology</td>
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</tr>
<tr>
<td>Lindenwood University</td>
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<td>Sam Houston State University</td>
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<tr>
<td>University of Maryland-Baltimore County</td>
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<td>University of Mississippi</td>
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<tr>
<td>University of Notre Dame</td>
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<td>University of Southern California</td>
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#### 2-Year Institutions

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<tr>
<td>Frank Phillips College</td>
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</tr>
<tr>
<td>Lake Area Technical Institute</td>
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</tr>
<tr>
<td>Morgan Community College</td>
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<th>Medium (3,000 to 9,999 students)</th>
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<tr>
<td>Howard Community College</td>
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</tr>
<tr>
<td>Somerset Community College</td>
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</tr>
<tr>
<td>Southside Virginia Community College</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>Anne Arundel Community College</td>
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<td>Delaware County Community College</td>
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</tr>
<tr>
<td>Miami Dade College</td>
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</tr>
<tr>
<td>Wake Technical Community College</td>
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Note: Sizes based on full-time-equivalent student data from U.S. Department of Education

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JULY 29, 2011  THE ACADEMIC WORKPLACE • THE CHRONICLE OF HIGHER EDUCATION  B5
Faculty and staff members at Lindenwood University have seen what a difference a president can make.

Under James D. Evans, who was a provost, dean, and psychology professor at the Missouri university before becoming its president, in 2007, employees say they feel empowered and valued. The president's collegial style stands in contrast to that of his predecessor, whom many credit with saving the private university from financial ruin, but who showed little regard for shared governance.

Dennis C. Spellmann, who led Lindenwood from 1989 until he died, in 2006, abolished its Faculty Council and eliminated tenure. He called the American Association of University Professors “the National Society of Professorial Featherbedders,” and in 1994 Lindenwood became the first institution to be sanctioned by the group, which said the university had denied faculty members a “meaningful” voice.

The 15,000-student university, in St. Charles, Mo., still does not offer tenure and has not been removed from the AAUP blacklist. But many Lindenwood professors view a tenure system as undesirable and unnecessary, saying that they like the institution’s merit-based contract system and that they feel protected by the grievance processes for challenging employment decisions.

Lindenwood’s faculty members, as well as AAUP officials and representatives, say Mr. Evans has transformed relations between the faculty and administration. Employees who responded to The Chronicle’s fourth annual Great Colleges to Work For survey gave the university high marks to describe their confidence in senior leadership, ranking Lindenwood among the top colleges in that category.

“It’s really been exciting,” says Carla Mueller, dean of the School of Human Services and an associate professor of social work. She credits Mr. Evans with improving the quality of teaching and scholarship at Lindenwood by placing an emphasis on hiring professors with doctoral degrees. When he took over as president, less than half the faculty had those credentials; now close to 80 percent do.

Mr. Evans has also encouraged Lindenwood professors without doctoral degrees, including Ms. Mueller, to pursue them. She enrolled in a doctor-of-education program, established shortly after he took over, and has completed everything but her dissertation, which she plans to finish writing this summer. The president “is making sure we have strong academic credentials and teaching, and that we are really providing a high-quality education for everyone,” says Ms. Mue-
ler, who has worked at Lindenwood for 13 years. “He’s been really responsive to faculty needs.”

Mr. Evans also has restored shared governance. Under his leadership, the Faculty Council has been reinstated, the faculty handbook has been revised to specify more protections for employees, and a new avenue for appeals has been created for professors whose annual contracts are not renewed.

“We really are different now,” the president says. “We guarantee academic freedom and protect faculty rights with a due-process system.”

**Eith T. Hardeman**, a professor of speech communication at Westminster College, in Missouri, and a recent president of the Missouri chapter of the AAUP, visited Lindenwood in May and recommended that AAUP remove the university from the sanction list. Veteran and rookie professors alike, he says, were effusive in their praise for Mr. Evans, and on walks around the campus, administrators greeted students by name. The president gives the Faculty Council a lot of authority, Mr. Hardeman says.

“They have done such a marvelous turnaround,” Mr. Hardeman says of Lindenwood. “They are where we want them to be.”

But the AAUP did not take the university off its blacklist at the group’s annual meeting in June, in part because of comments that the head of Lindenwood’s Faculty Council made to *The Chronicle* this year. In an article about a survey finding that many colleges leaders preferred a majority of their faculty members to work under long-term or annual contracts rather than a tenure system, Jason D. Lively, chair of the council and an associate professor of communications, said he liked Lindenwood’s system and called himself “anti-tenure.” Many professors, he said, are “locked into positions where they become complacent.”

The article was published in May, just as an AAUP committee was meeting to decide whether to recommend removing Lindenwood from the sanction list. B. Robert Kreiser, an associate secretary and senior program officer at the AAUP, praises the progress Lindenwood has made in its shared-governance process and acknowledges the faculty respect that Mr. Evans has earned.

But the AAUP remains worried about the strength of the university’s due-process system in the absence of tenure, he says. Before removing Lindenwood from its sanction list, he says, the AAUP wants to make sure that long-term policies are in place to protect the faculty under future administrations.

Mr. Evans, who began communicating with AAUP two years ago about Lindenwood being removed from the blacklist, is disappointed in the AAUP’s decision. And he is quick to defend Mr. Lively’s right to express his personal views about tenure. “In exercising his academic freedom, he offended a few key people in AAUP,” the president says.

“We do respect the AAUP,” he adds, “and we hate for this school to have a black eye because of something that happened in 1994.”

Mr. Lively says it “really saddens” him that Lindenwood remains on the AAUP list. “We have enough checks and balances in the governance procedure that faculty feel secure in their jobs,” he says. “It’s a great place to work, and it’s getting better every single year.”

**Like Leaders** at other colleges where employees express high confidence in senior leadership, Mr. Evans is often described by employees as responsive, open, and collaborative. Being forthright, involving faculty and staff members in decisions, and expressing appreciation are other keys to winning a campus’s support, say people who work at Anne Arundel Community College and the College of Saint Rose, both of which also ranked high in *The Chronicle* survey’s category of “confidence in senior leadership.”

Employees especially value frank communication when the news is bad, says Louann Tracy, director of lifelong learning at Anne Arundel and president of the college’s Administrative Staff Organization. And she praises Anne Arundel’s president, Martha A. Smith, for getting information to people directly and quickly. In June, after learning that Anne Arundel County would cut the college’s budget by $5-million, Ms. Smith set aside most of two days to meet with employees at campus locations across the county.

“She becomes more accessible in tough times,” Ms. Tracy says. “Ms. Smith, who has led the Maryland college since 1994, meets every other week during the academic year with an advisory committee, which includes leaders of groups that represent faculty and staff members, to discuss ideas, challenges, and solutions to campus problems. The committee was written into the college charter but had previously been used mostly in cases of emergency, she says. She saw it as providing an opportunity to open a regular dialogue with key leaders and give them a chance to bond with one another.”

The president also holds occasional open office hours that anyone can sign up for. The one-on-one meetings have yielded good ideas for new courses and campus efficiencies, she says. She took a suggestion from one such meeting to recognize long-serving adjunct faculty members alongside full-time employees at an annual awards ceremony.

“Being genuinely open to others’ ideas is an attribute that faculty members at the College of Saint Rose appreciate in their president, R. Mark Sullivan. When he learned that they had concerns about the effects a proposed intellectual-property policy might have on student learning, the president told professors that he looked forward to discussing potential changes in the policy in light of an alternate plan being developed by the faculty.”

“Both administrators and faculty are so focused on student learning that that facilitates a collegial resolution” to most issues, says Janet Spitz, an associate professor of business who is co-chair of the college’s Representative Committee of the Faculty. She has worked at Saint Rose, a 5,000-student private college in Albany, NY, since 1994. “That common orientation gives rise to a lot of the confidence in senior leadership.”

Mr. Sullivan concurs. “I always focus on the primacy of the mission, the teaching and learning process,” he says. “I also don’t take myself so seriously, and that’s important.”
Humanity Plus Flexibility Add Up to Strong Work-Life Balance

By JOSH KELLER

AFTER SHARON WHITEHEAD was diagnosed with colon cancer in 2001, she worried about how her employer, Somerset Community College, would respond to her request for leave. Even if she returned, she feared she might not immediately be able to perform her job as director of a regional campus center, which required a 30-minute commute.

“I was afraid that the world would go on without me,” says Ms. Whitehead, who had worked for the Kentucky college since 1978. “I wondered what my position might be when I came back.”

But Somerset’s president, Jo Marshall, says her decision wasn’t difficult. She granted Ms. Whitehead the paid leave for nearly a year and relied on an interim replacement. When Ms. Whitehead returned, she was allowed to teach a reduced load of classes for a semester until she could resume her old job. She has since been promoted to dean of arts and sciences.

“I just kept renewing that medical leave,” Ms. Marshall says, “because I knew that if she came back she would be worth every penny. You can have all the rules and regulations that you need, but if you don’t treat people with respect, they won’t treat you with respect.”

More colleges have adopted policies, like paid parental leave or flexible work arrangements, to help employees balance their work and personal lives. But those policies only make a difference if employees believe they can use them when it matters most. New parents have to know they can take parental leave without jeopardizing their careers. Those who get sick, like Ms. Whitehead, may need more time than they expected before they can return.

Promoting a culture that values life beyond work can seem like a difficult task in a time of budget cuts—like many colleges, Somerset has not given staff and faculty members a raise in three years. But for employees who gave their colleges high marks for work-life balance in The Chronicle’s Great Colleges to Work For survey, the colleges met their end of the bargain in a variety of ways.

At Somerset, when an employee gets sick, other employees who want to help can donate their accumulated sick leave to that colleague. No money changes hands, so the gesture is largely symbolic, Ms. Whitehead admits. “But it sure feels good to everybody involved,” she says.

Many colleges are still uncertain about how to deal with parents who adopt a child, and some expect employees to continue working. At Gettysburg College, they receive a $3,000 adoption credit, and primary caregivers are allowed to take a full semester off, with pay.

Darren Glass, an associate professor of mathematics, was initially surprised by the generosity. He was the first man to take advantage of Gettysburg’s adoption policy since it was expanded in 2006, he says, and he double-checked with his superiors that the policy really meant what it says. Later, he realized that being able to take a full semester off made a great difference. He knows people in similar situations at other colleges who were limited to four weeks off, forcing their colleagues to cover their classes while they were away.

“It was not at all an imposition to my colleagues,” says Mr. Glass. “Nobody on campus gave me any grief, or even a second glance.”

GENEROSITY ALONE isn’t enough, of course. Officials at several colleges say a small number of employees have taken unfair advantage of flexible work policies, trying to extend their leave well beyond what is reasonable, for instance. Officials must be willing to have difficult conversations to force them to return.

Far more often, employees simply believe Continued on Page B10
How to inflation-proof your portfolio.

Tips to help protect your investments against inflation's corrosive effects.

If you've ever been anywhere near a gas pump or a grocery store lately, you've probably experienced significant sticker shock. Food and energy prices have been steadily rising the past few months, driven by growing consumer demand in emerging markets and concerns with supply disruptions.

Although you can easily see how inflation erodes the purchasing power of your money while you run errands, understanding how it affects your portfolio may not be as obvious. But the impact of inflation on your portfolio can be just as corrosive, whatever your age.

“No matter if you’re saving for retirement or are in retirement, when inflation erodes purchasing power, you need more dollars to pay for the same goods and services,” says Derek Young, chief investment officer for Fidelity’s global asset allocation division. “That’s why it’s critical for investors to dedicate a portion of their assets to help offset an increase in inflation.”

Although investors should always be mindful of inflation’s effect on their portfolio, Young says it’s particularly important to pay attention now. Like many investment professionals, he believes a combination of loose monetary policy, massive fiscal deficits, and surging demand for commodities in emerging markets have set the stage for rising inflation in the years ahead.

Growing inflationary pressures on the horizon.

While inflation in the United States has been modest for years, a number of factors suggest it may be on the rise. According to the CPI, U.S. inflation measured 2.2% for the 12 months through February 28, 2011. This figure reflects an increase of 0.5% over the previous month, driven in large part by the increasing cost of both energy and food.1

Currently, U.S. inflation is modest as compared with rising prices abroad, especially in the emerging markets known as the BRIC nations—Brazil, Russia, India, and China. As of January 2011, inflation was 6% in Brazil, 9.6% in Russia, 8.2% in India, and 4.9% in China.2 And in these countries, the increases are being driven by more than just food and energy. “Wages are increasing too, and this has an additional inflationary impact,” Young says.

But, he says, economic trends in foreign countries can often spill over to the U.S., so they bear watching. Central banks in all four of the BRIC countries have increased interest rates since the beginning of 2011. In the U.S., by contrast, the federal funds rate remains extremely low—the Federal Reserve set the target rate at 0% to 0.25% in December 2008, and hasn’t changed it since then. According to Young, the contrast between the low rate in the U.S. and the markedly higher rates overseas suggests inflationary pressure is building.

What’s more, Young believes the Fed is unlikely to raise rates—and relieve some of that pressure—until it sees significant improvement in the job and housing markets. But this could create a catch-22. “If the Fed begins to increase rates, this could have a negative impact on the housing market and future hiring,” he says. “But the slower the Fed is in responding to inflation, the more inflationary pressure builds up.”

How inflation has eroded the value of a dollar over time.

As you can see in the chart below, inflation has steadily eroded the purchasing power of the dollar over time. Even though inflation was relatively low during the decade ending December 31, 2010, it cut the buying power of a dollar to just 82 cents, as measured by the Consumer Price Index (CPI).1

Information provided in this article is general in nature, is provided for informational purposes only, and should not be construed as investment advice. The views and opinions expressed by the speakers are their own and do not necessarily represent the views of Fidelity Investments. Any such views are subject to change at any time based on market or other conditions.
They are being treated unfairly. If one employee is granted a privilege, others will expect it. At Union University, in Tennessee, the balance between making humane exceptions to policy and staying consistent plays out in conversations between top officials, who say they often disagree on where to draw the line.

Carla Sanderson, Union’s provost, says her tendency is to figure out how to twist policy to make it work for an employee. But that simply won’t work in the long run, she says, and she credits the director of human resources, John Carbonell, with making sure each decision doesn’t get in the way of “justice for all.” “His job is to keep us in line,” Ms. Sanderson says.

No matter what the decision, she says, employees must feel that they have been given a fair hearing. That process starts long before they have an individual issue: Union hosts sessions for all faculty members each January to discuss the university’s mission, and it conducts workshops and hosts committees throughout the year that have led to substantial policy changes.

Last year, when Union proposed adopting a waiting period before new employees and their dependents could receive discounted tuition, employees objected, arguing that the benefit was an effective recruitment and retention tool. The proposal was scaled back to include partial tuition discounts starting immediately. “There’s a lot of ways that you can engender good will among your employees without spending any money,” Mr. Carbonell says.

Ultimately, the message from the top is critical in helping employees believe they can have priorities other than work. Ms. Marshall, Somerset’s president, left the campus for two months to care for her husband when he had health problems. She says she worried about being gone but had no other choice.

Several employees say they felt more comfortable asking for leave knowing that the president was willing to take it herself. Just as important as the policies themselves, says Lois McWhorter, an associate dean at Somerset, is the caring, familylike atmosphere at the college, which makes employees feel comfortable raising concerns.

“It’s like what they say matters,” Ms. McWhorter says. “They feel like the administrators listen to them.”

Some Colleges Earn an A+ in Career Development

By KATHERINE MANGAN

Eastern Kentucky University used to conduct faculty-development programs by bribing professors with a free lunch. “We were lucky if 10 percent showed up,” says Charlie Sweet, a co-director of the university’s Teaching and Learning Center.

When the university switched gears and invited both faculty and staff members to take a more active role—through so-called professional-learning communities—participation soared.

Now, at any given time, small groups of faculty and staff members are tackling university problems and honing their own skills by participating in these gatherings.

Over the past four years, about 60 percent of faculty members have taken part in at least one cross-disciplinary professional-learning community. And over the past year alone, 36 different groups took on topics from encouraging creativity in teaching to developing a code of ethics for faculty members.

The groups are one of several strategies that employees cited in giving their employer high marks for professional and career development in The Chronicle’s fourth annual Great Colleges to Work For survey.

At Eastern Kentucky, a public institution of about 15,000 students, more seasoned professors serve as mentors to new faculty members, and all full-time employees can receive tuition waivers for job-related university courses. The university provides matching funds to departments for staff development. Senior staff leaders can tap into a professional-development fund to pay for on- or off-campus workshops.
Because Carrie was able to advance her education, 730 kids each year can do the same.

How many people can be affected by one individual? Once again, we find ourselves inspired by our graduates’ accomplishments. This is Dr. Carrie Buck, Class of 1999. When she took on the challenge of becoming Principal at a low-performing elementary school, she knew the futures of hundreds of kids rested in her hands. She was fortunate that many of her instructors at University of Phoenix were actually working principals from her district. This first-hand knowledge, along with the cutting-edge administrative and educational practices delivered within her curriculum, helped her to dramatically improve her students’ math and reading proficiency rates from 30% to 70% in under 5 years. She credits her experiences at the University for helping to make this incredible transformation possible. Learn more about how University of Phoenix is making a difference in the lives of working learners every day at Phoenix.edu.

Carrie Buck, Class of 1999
Elementary School Principal
Continued From Page B10

on such topics as leadership development and customer service.

But the learning communities—an approach taken by a growing number of colleges—are one of the most popular career-development options, according to Mr. Sweet and Hal Blythe, the other co-director of the university’s Teaching and Learning Center.

Groups typically meet for a few hours, six or seven times a semester. “In the old days, every morning people would come to the faculty lounge, meet with their colleagues and talk about what’s going on at the university,” says Mr. Blythe. “Now, in this computer age, there’s so little face-to-face interaction, and so many of the nuances of those interactions are being missed.” The learning groups are one way to restore that sense of community, he says.

Stephen J. Haggerty, Eastern Kentucky’s assistant director of a student-support program for first-generation college students, is leading an 18-month-long learning group for professional staff members. The group’s nine members, who include librarians, technology workers, and writing coaches, are developing ways to encourage students to think critically and creatively. Then they’ll pass those strategies on to students they train as consultants. One group member created a card game in which students, working with two decks of cards, try to cure “zombies,” who lack purpose and drive. “Members of the group were so engaged that they wanted to refine the cards, try to cure “zombies,” who lack purpose and drive. “Members of the group were so engaged that they wanted to refine the cards, and they’re developing skills that will make them much more marketable,” says Mr. Haggerty.

MIAMI DADE COLLEGE also received high marks for career support in the Chronicle survey. With more than 174,000 students spread across eight campuses and several outreach centers, the state-supported college is one of the nation’s largest, and offers both two-year and four-year degrees.

Marie O. Etienne, an associate professor of academic work in Miami Dade who just learned she is being promoted to full professor, credits the college’s wide range of career-growth opportunities for her fast rise through the ranks.

A native of Port-au-Prince, Haiti, she was a practicing nurse before she joined the college in 1997 as an adjunct faculty member. Last year she completed her doctorate in nursing practice from the University of Miami with the help of tuition breaks and faculty-development scholarships from Miami Dade. The college gave her Fridays off so she could take extended weekend classes.

A “master teacher” retreat in the Florida Keys allowed her and a few dozen other professors from various disciplines to trade ideas for effective teaching. “We shared the nuts and bolts about what works and what doesn’t,” she says. A faculty member in psychology stressed the importance of understanding the individual needs of her students and shared tips on how to greet students the first day. Technology-trained students, meanwhile, gave her the skills she needed to develop two online courses.

“As an educator, I feel I have a responsibility to take advantage of every opportunity that presents itself,” Ms. Etienne says. Lyle D. Culver, associate professor of architecture and interior design, began teaching at Miami Dade in 1997. Since then, he has participated in four master-teacher seminars, as well as a leadership-training program. (It has since been cut for budget reasons.) During the week between spring and summer sessions, he and other participating faculty members receive a $500 stipend to pursue a “spring break” project. Mr. Culver, who now holds an endowed chair, has participated four times, developing an online course as well as multimedia presentations.

Mr. Culver completed his doctorate in higher education last year from Florida International University. His college covered most of his tuition and arranged to have FIU offer classes for a cohort of Miami Dade employees on the Miami Dade campus on Friday evenings and Saturdays.

The college’s provost, Rolando Montoya, also earned a doctorate in higher-education administration from FIU by taking weekend classes at his home campus. Mr. Montoya, who rose up the ranks from adjunct professor to provost, says the college sent him to training sessions at Harvard University. “Every time I moved from one position to the next, the college supported me,” he says. He has attended sessions on how to manage budgets, motivate personnel, and lead teams.

I N SAN ANTONIO, the University of the Incarnate Word, a Catholic university with about 7,000 students, also boasts generous career opportunities for its employees. Heather Rodriguez, who graduated from the Hispanic-serving institution in 2006, was promoted to director of undergraduate admissions while pursuing a master’s degree in administration at Incarnate Word. The university covers full tuition for coursework, meanwhile, so she has continued to work full time while spreading out her studies over several years. She expects to receive her degree in December.

The graduate education has opened up opportunities for advancement and taught Ms. Rodriguez management concepts that I can apply in my current job,” she says. Lessons in strategic planning helped her plan her travel more effectively, while classes in human-resource management provided insight into dealing with personnel problems.

Incarnate Word also pairs each new faculty member with a mentor and provides career sessions throughout the first year. “They address issues such as who makes up our student body, what do you need to think about now to be ready for a third-year review, and what are the basic requirements for tenure,” says the university’s provost, Denise J. Doyle.

Just before student graduation, first-year faculty members hold a celebratory meal, toasting their success with champagne.

These Community Colleges Encourage Creative Teaching and Get ‘the Big Picture’

By MOLLY REDDEN

WHEN a major earthquake rocked Haiti in early 2010, Rebecca M. Evans and three of her Blue Ridge Community College students were left stranded just outside Port-au-Prince for two days. But before they had even arrived back in the United States, the group, which had been building rabbit-farming cooperatives and training Haitian families to operate them, had thought up a new project that would take them back to Haiti. On a future trip they would build a school for the disabled.

“They could have shut the doors to students doing work in Haiti, which is still a pretty volatile place,” says Ms. Evans, an associate professor of accounting and business at Blue Ridge, in Virginia. But instead, college administrators embraced the idea, and began raising money before Ms. Evans’s group had even arrived back home.

To Ms. Evans, the college’s reaction was an example of what distinguishes Blue Ridge’s teaching environment. “It’s why I’ve stayed at Blue Ridge for nearly eight years,” she says. “The administration encourages their faculty to take chances.”

That approach helped Blue Ridge and several other community colleges win recognition for their teaching environments in The Chronicle’s fourth annual Great Colleges to Work For survey. (Only faculty members at participating colleges respond to that particular survey question.)

At Morgan Community College, in Colorado, and Montgomery County Community College, in Pennsylvania, which also won recognition in the teaching category, administrators send a clear message that experimentation in teaching is welcome, say faculty members at those colleges.

The three institutions make a conscious effort to foster their faculty’s encouragement and resources to innovate—and to fail. And they use distinct approaches to spark innovation.

At Morgan, faculty members set annual goals for improving their teaching effectiveness. At the end of the year they discuss which approaches did or did not help them improve,

Continued on Page B14
His credo: “The dream needs to be stronger than the struggle.” Dr. Jerry Pattengale, author, IWU professor, and senior fellow at the ISR and Sagamore Institute. As director of the prestigious Green Scholars Initiative, a hands-on study of one the world’s largest collections of ancient Judeo-Christian texts, he is helping to revolutionize undergraduate research by allowing scholars internationally to mentor students while studying original documents. A dream opportunity – made possible by another world changer at IWU.

Infinite possibilities.
[Mark 10:27]
Continued From Page B12

says Betty J. McKie, Morgan's vice president of instruction. Administrators also make it clear from the beginning, in written job descriptions, that they are seeking professors with a demonstrated record of creativity.

Greg Thomas, an instructor of English and humanities at Morgan, agrees. “When I was hired by the previous president, he told me, ‘You hire the best people you can and then you leave them alone to do what they do best.’ And I’ve always felt supported in that way—trusted that I’ll get the job done.”

“Technology is a significant outlet for creativity at Morgan. With five campuses that cover more than 11,000 square miles, Morgan was an early adapter of video courses for off-site learners, including high-school students in remote locations.

Morgan's faculty members also take advantage of the college's small class sizes. Barbara Eakley-Trout, who teaches psychology and social sciences, says she can tailor her teaching method to individual courses, or create new ones entirely based on interest. “And if something doesn’t work, there are no penalties involved,” she says. “We talk about the reasons why they didn’t work and move on.”

Ms. Evans and her students went to Haiti through Students in Free Enterprise, a non-profit group that works with students to help create economic opportunities in needy communities. As Blue Ridge's faculty adviser to the group, she has taken students back to Haiti three times since the earthquake to oversee construction of the school they worked on. It opened in March.

Debra Fitzgerald, an associate professor of business and economics at Blue Ridge, was inspired to include more group work in her courses when, through the college's peer-observation program, she saw how a colleague in the English department ran effective group assignments. “The students are the ones to benefit because they get to try on so many hats,” Ms. Evans says. A student who enters the college with an interest in accounting, for example, might take a social-services course aimed at helping learning-disabled people with their personal finances, and eventually develop an interest in teaching.

This summer, Ms. Evans and one of her English-department colleagues with an interest in Appalachian studies have a grant to explore how students and professors in the business department could help foster economic growth in McDowell County, W.Va., one of the nation's poorest counties.

“You don’t just go to class,” says Megan Samples, who graduated from Blue Ridge this year with an associate degree in arts and sciences. “Professors are extremely involved and willing to go out of their way to get to know you. They’re very interested in who you are, what you’re interested in, and why you’re at community college.”
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Great Colleges to Work For

2011

Institutional data provided by the colleges and the U.S. Department of Education.

Reporting by RYAN BROWN, ARMANDO MONTAÑO, MOLLY REDDEN, RACHEL WISEMAN, and JIE JENNY ZOU

Abilene Christian University
Abilene, Tex. | acu.edu

The president started a summer-stipend program 15 years ago that gives faculty funds to research new teaching methods. To date, 127 people have been awarded this money.

RECOGNIZED IN 3 CATEGORIES
Facilities, Workspace & Security; Work/Life Balance; Supervisor/Department Chair Relationship

VITAL STATISTICS
STAFF
Full-time faculty: 168
Full-time exempt professional staff and administrators: 232
Adjunct/part-time faculty: 32

AVERAGE ANNUAL SALARY
Administrators: $111,152
Full-time faculty: $67,883
Exempt professional staff: $58,917
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 2.7%
All other staff: 3.8%

Austin College
Sherman, Tex. | austincollege.edu

Grants from the Andrew W. Mellon Foundation give professors from different disciplines stipends and reimbursements to team-teach a course. One recent course was a comparative study of modern art and literature.

RECOGNIZED IN 2 CATEGORIES
Teaching Environment (Faculty Only); Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS
STAFF
Full-time faculty: 126
Full-time exempt professional staff and administrators: 29

Adjunct/part-time faculty: 29

AVERAGE ANNUAL SALARY
Administrators: $63,753
Full-time faculty: $70,594
Exempt professional staff: $35,728
Average per-course (3-credit) salary paid to adjunct faculty: More than $4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 0.0%
All other staff: 2.5%

Anne Arundel Community College (two-year)
Annapolis, Md. | aacc.edu

The college houses a “StressLess” room where staff can relax and unwind in massage chairs or listen to soothing music. Also, students in the massage-therapy program offer free services to melt away muscle tension.

RECOGNIZED IN 8 CATEGORIES
Collaborative Governance; Professional/Career Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Work/Life Balance; Confidence in Senior Leadership; Respect & Appreciation; Diversity

VITAL STATISTICS
STAFF
Full-time faculty: 265
Full-time exempt professional staff and administrators: 189
Adjunct/part-time faculty: 34

AVERAGE ANNUAL SALARY
Administrators: $70,594
Full-time faculty: $69,100
Exempt professional staff: $35,728
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 4.4%
All other staff: 2.5%

Babson College
Babson Park, Mass. | babson.edu

All academic and administrative departments participate in a yearly competition to see which department can reduce its carbon footprint the most. The winning group gets a free lunch at the dining hall.

RECOGNIZED IN 1 CATEGORY
Facilities, Workspace & Security

VITAL STATISTICS
STAFF
Full-time faculty: 190
Full-time exempt professional staff and administrators: 92
Adjunct/part-time faculty: 3

AVERAGE ANNUAL SALARY
Administrators: $90,681
Full-time faculty: $70,617
Exempt professional staff: $52,040
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 1.7%
All other staff: 10.0%

Employees at the university can donate any unused sick days—they get 11 a year—to colleagues who need them.

RECOGNIZED IN 10 CATEGORIES
Collaborative Governance; Professional/Career Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Respect & Appreciation

VITAL STATISTICS
STAFF
Full-time faculty: 290
Full-time exempt professional staff and administrators: 528
Adjunct/part-time faculty: 189

AVERAGE ANNUAL SALARY
Administrators: $77,900
Full-time faculty: $69,100
Exempt professional staff: $52,040
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 3.3%
All other staff: 7.6%

Continued on Following Page

Category definitions:

Collaborative Governance: Faculty members are appropriately involved in decisions related to academic programs.

Professional/Career Development Programs: Employees are given the opportunity to develop skills and understand requirements to advance in their careers.

Teaching Environment (Faculty Only): Faculty members view the institution as a place where innovative and high-quality teaching occurs.

Compensation and Benefits: Pay is fair, and benefits meet the needs of employees.

Facilities, Workspace & Security: Facilities meet the needs of the institution.

Job Satisfaction: Overall job satisfaction.

Work/Life Balance: Policies give employees the flexibility to manage their personal lives.

Confidence in Senior Leadership: Leaders have the trust, edge, skills, and experience necessary for institutional success.

Supervisor or Department-Chair Relationship: Supervisor makes expectations clear and articulates ideas.

Respect and Appreciation: Employees are recognized for their contributions.

Tenure Clarity and Process: Tenure is clear, fair, and objective.

Diversity: The institution makes a concerted effort to create a welcoming and fair environment for all its employees.
Continued From Preceding Page

Blue Ridge Community College (Va.) (two-year)
Weyers Cave, Va. | brc.edu

The college holds a yearly retreat in which staff, faculty, and administrators break into small groups to develop strategies for improvement. The event isn’t all work, though: Staff and faculty put on a talent show.

RECOGNIZED IN 10 CATEGORIES
Collaborative Governance; Professional/Career Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Respect & Appreciation

VITAL STATISTICS
STAFF
Full-time faculty: 67
Full-time exempt professional staff and administrators: 49
Adjunct/part-time faculty: 135
AVERAGE ANNUAL SALARY
Administrators: $91,740
Full-time faculty: $56,217
Exempt professional staff: $46,989
Average per course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course
VOLUNTARY TURNOVER RATE
Faculty: 1.9%
All other staff: 2.0%

Brenau University
Gainesville, Ga. | brenau.edu

Faculty receive grants from the university to research each academic issues on the campus. One faculty member’s discovery: Students in the Women’s College tackle math and science better in groups than individually.

RECOGNIZED IN 6 CATEGORIES
Collaborative Governance; Professional/Career Development Programs; Teaching Environment (Faculty Only); Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Respect & Appreciation

VITAL STATISTICS
STAFF
Full-time faculty: 421
Full-time exempt professional staff and administrators: 394
Adjunct/part-time faculty: Not available
AVERAGE ANNUAL SALARY
Administrators: $103,670
Full-time faculty: $74,390
Exempt professional staff: Not available
Average per course (3-credit) salary paid to adjunct faculty: $90,779
VOLUNTARY TURNOVER RATE
Faculty: 2.9%
All other staff: 3.9%

Buena Vista University
Storm Lake, Iowa | buvi.edu

The university gives out the George Wythe Award every year to an outstanding faculty member. This prize includes $30,000 and a one-year sabbatical to pursue professional development or research.

RECOGNIZED IN 3 CATEGORIES
Teaching Environment (Faculty Only); Facilities, Workspace & Security; Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS
STAFF
Full-time faculty: 83
Full-time exempt professional staff and administrators: 152
Adjunct/part-time faculty: 293
AVERAGE ANNUAL SALARY
Administrators: $75,186
Full-time faculty: $62,732
Exempt professional staff: $4,806
Average per course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course
VOLUNTARY TURNOVER RATE
Faculty: 6.0%
All other staff: 12.0%

Buffalo State College
Buffalo, N.Y. | buffalostate.edu

Monthly College Senate meetings include representatives from every administrative and academic department, along with a handful of students. The group collaborates to craft policies on topics ranging from the budget to academic planning.

RECOGNIZED IN 2 CATEGORIES
Collaborative Governance; Professional/Career Development Programs

VITAL STATISTICS
STAFF
Full-time faculty: 421
Full-time exempt professional staff and administrators: 394
Adjunct/part-time faculty: Not available
AVERAGE ANNUAL SALARY
Administrators: $103,670
Full-time faculty: $74,390
Exempt professional staff: Not available
Average per course (3-credit) salary paid to adjunct faculty: $90,779
VOLUNTARY TURNOVER RATE
Faculty: 2.9%
All other staff: 3.9%

California State University-Channel Islands
Camarillo, Calif. | csuci.edu

As part of the university’s dedication to healthy living, every fall it kicks off “Walk Across America,” a 12-week challenge in which employees and students track their steps with a pedometer to try to rack up the highest total.

RECOGNIZED IN 7 CATEGORIES
Collaborative Governance; Teaching Environment (Faculty Only); Compensation & Benefits; Confidence in Senior Leadership; Respect & Appreciation; Tenure Clarity & Process (Faculty Only); Diversity

VITAL STATISTICS
STAFF
Full-time faculty: 88

Employees at colleges found to be good workplaces tend to have positive reactions to this statement.

<table>
<thead>
<tr>
<th>RESPONSES FROM THE GREAT COLLEGES TO WORK FOR SURVEY</th>
<th>I understand how my job contributes to this institution’s mission.</th>
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</thead>
<tbody>
<tr>
<td>Over all</td>
<td>56.7%  65.6%</td>
</tr>
<tr>
<td>Honor Roll</td>
<td>52.9%  66.1%</td>
</tr>
</tbody>
</table>

Great Colleges to Work For 2011

Continued on Page 20

Canisius College
Buffalo, N.Y. | canisius.edu

The college offers faculty and staff opportunities to participate in community-service activities. One example is the Buffalo Burrito Project, led by the campus ministry, in which participants handcraft burritos and distribute them to the homeless in downtown Buffalo.

RECOGNIZED IN 2 CATEGORIES
Job Satisfaction; Work/Life Balance

VITAL STATISTICS
STAFF
Full-time faculty: 227
Full-time exempt professional staff and administrators: 207
Adjunct/part-time faculty: 256
AVERAGE ANNUAL SALARY
Administrators: $62,507
Full-time faculty: $74,709
Exempt professional staff: $5
Average per course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course
VOLUNTARY TURNOVER RATE
Faculty: Not available
All other staff: Not available

Central Texas College (two-year)
Killeen, Tex. | ctcd.edu

The college incorporates technology into almost every aspect of the teaching environment. A good portion of staff and students are active-duty service members stationed overseas, so online communities and videoconference capabilities help bridge the gap between those stateside and abroad.

RECOGNIZED IN 4 CATEGORIES
Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisor/Department Chair Relationship

VITAL STATISTICS
STAFF
Full-time faculty: 165
Full-time exempt professional staff and administrators: 288
Adjunct/part-time faculty: 2.215
AVERAGE ANNUAL SALARY
Administrators: $59,353
Full-time faculty: $65,526
Exempt professional staff: $4,292
Average per course (3-credit) salary paid to adjunct faculty: $1,500-$2,000 per course

Continued on Page 20
For more information about CUNY women in science visit www.cuny.edu/decadeofscience
Great Colleges to Work For 2011

Continued From Page 18

Voluntary Turnover Rate
Faculty: 5.0%
All other staff 11.0%

Clarion University of Pennsylvania
Clarion, Pa. | clarion.edu

The university seeks to minimize employees’ out-of-pocket insurance costs, including co-payments. If offers medical, dental, vision, and even hearing benefits.

Recognized in 4 Categories
Compensation & Benefits

VITAL STATISTICS

Staff
Full-time faculty: 255
Full-time exempt professional staff and administrators: 206
Adjunct/part-time faculty: 118
Average annual salary
Administrators: $62,573
Full-time faculty: $85,413
Exempt professional staff: $51,272
Average per-course (3-credit) salary paid to adjunct faculty: $32,000-$44,000 per course
Voluntary Turnover Rate
Faculty: 1.0%
All other staff: 1.0%

College of Saint Rose
Albany, N.Y. | cros.edu

Employees get paid medical leave with no interruption in benefits as well as a tuition-reimbursement program that extends to spouses, domestic partners, and children.

Recognized in 9 Categories
Collaborative Governance; Professional/Development Programs; Teaching Environment (Faculty Only); Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Respect & Appreciation; Diversity

VITAL STATISTICS

Staff
Full-time faculty: 212
Full-time exempt professional staff and administrators: 194
Adjunct/part-time faculty: 206
Average annual salary
Administrators: $77,068
Full-time faculty: $61,873
Exempt professional staff: $45,150
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course
Voluntary Turnover Rate
Faculty: 0.9%
All other staff: 4.8%

Community College of Baltimore County (two-year)
Baltimore, Md. | ccbcmd.edu

Staff and faculty elect the 70 members of the College Senate; special senate committees make recommendations on tenure, campus-development projects, and employee benefits. The senate also runs a monthly public forum.

Recognized in 4 Categories
Collaborative Governance; Teaching Environment (Faculty Only); Confidence in Senior Leadership; Supervisor/Department Chair Relationship

VITAL STATISTICS

Staff
Full-time faculty: 144
Full-time exempt professional staff and administrators: 55
Adjunct/part-time faculty: 76
Average annual salary
Administrators: $96,494
Full-time faculty: $57,494
Exempt professional staff: $62,608
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course
Voluntary Turnover Rate
Faculty: 1.0%
All other staff: 3.0%

Crowder College (two-year)
Neosho, Mo. | crowder.edu

The college tries to include all types of staff in academic and administrative decisions. For example, the vice president for academic affairs meets regularly with representatives from student affairs and faculty across various disciplines to discuss curriculum issues.

Recognized in 4 Categories
Collaborative Governance; Teaching Environment (Faculty Only); Confidence in Senior Leadership; Supervisor/Department Chair Relationship

VITAL STATISTICS

Staff
Full-time faculty: 220
Full-time exempt professional staff and administrators: 172
Adjunct/part-time faculty: 148
Average annual salary
Administrators: $78,494
Full-time faculty: $105,332
Exempt professional staff: $64,628
Average per-course (3-credit) salary paid to adjunct faculty: $1,550-$2,000 per course
Voluntary Turnover Rate
Faculty: 5.0%
All other staff: 8.3%

Delaware County Community College® (two-year)
Media, Pa. | dccc.edu

The college publishes an extensive online diversity calendar that includes dates of important religious and cultural practices, including those of nonmainstream faiths like Bahai and Wicca.

Recognized in 7 Categories
Professional/Development Programs; Compensation & Benefits; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Respect & Appreciation; Diversity

VITAL STATISTICS

Staff
Full-time faculty: 11,092
Full-time exempt professional staff and administrators: 755
Adjunct/part-time faculty: 659
Average annual salary
Administrators: $69,580
Full-time faculty: $95,434
Exempt professional staff: $57,772
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course
Voluntary Turnover Rate
Faculty: Not available
All other staff: Not available

Crowder College (two-year)
Atchison, Kan. | clarkson.edu

The college encourages continuing education; it waives all fees for faculty and staff to enroll in classes.

Recognized in 7 Categories
Professional/Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisor/Department Chair Relationship

VITAL STATISTICS

Staff
Full-time faculty: 106
Full-time exempt professional staff and administrators: 84
Adjunct/part-time faculty: 20
Average annual salary
Administrators: $35,000
Full-time faculty: $47,153
Exempt professional staff: $31,058
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course
Voluntary Turnover Rate
Faculty: 2.0%
All other staff: 3.8%

Eastern Connecticut State University
Willimantic, Conn. | ecss.edu

Three years ago, the president met with over 250 people on 18 different committees to develop a five-year strategic plan. The plan gave rise to a Center for Community Engagement; greater faculty and staff input on administrative decisions; and a program for increasing graduation and retention rates.

Recognized in 4 Categories
Collaborative Governance; Compensation & Benefits; Facilities, Workspace & Security; Confidence in Senior Leadership

Duke University
Durham, N.C. | duke.edu

Every year the university holds a professional-development institute for staff, covering first-time managing, résumé writing, and improving supervisor/employee relationships, among other topics.

Recognized in 5 Categories
Professional/Development Programs; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisor/Department Chair Relationship

VITAL STATISTICS

Staff
Full-time faculty: 1,714
Full-time exempt professional staff and administrators: 1,009
Adjunct/part-time faculty: 416
Average annual salary
Administrators: $155,332
Full-time faculty: $153,284
Exempt professional staff: $64,628
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course
Voluntary Turnover Rate
Faculty: 4.0%
All other staff: 15.0%
The 2011 Great Colleges to Work For® Survey Places Lindenwood University Among the Nation’s Best Workplaces.

Lindenwood University • St. Charles, Missouri 63301 • www.lindenwood.edu

Recognized in the following areas:
Collaborative Governance • Teaching Environment
Job Satisfaction • Confidence in Senior Leadership
Supervisor/Dept. Chair Relationship • Tenure Clarity & Process

This “speaks volumes about the ethos of collegiality and other-centeredness at Lindenwood University.”

— President James D. Evans, Ph.D.
Great Colleges to Work For 2011

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VITAL STATISTICS
STAFF
Full-time faculty: 298
Full-time exempt professional staff and administrators: 217
Adjunct/part-time faculty: 192
AVERAGE ANNUAL SALARY
Administrators: $135,994
Full-time faculty: $79,346
Exempt professional staff: $66,557
Average per course (3-credit) salary paid to adjunct faculty: More than $4,000 per course
VOLUNTARY TURNOVER RATE
Faculty: 1.0%
All other staff: 3.0%

Eastern Kentucky University
Richmond, Ky. | eku.edu

The university offers an internship for minority faculty and staff to work in the provost’s office. This program gives the intern time off from regular job duties and provides firsthand experience in administrative work.

RECOGNIZED IN 11 CATEGORIES
Collaborative Governance; Professional/Career Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervision/Department Chair Relationship; Respect & Appreciation; Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS
STAFF
Full-time faculty: 714
Full-time exempt professional staff and administrators: 681
Adjunct/part-time faculty: 448
AVERAGE ANNUAL SALARY
Administrators: $105,080
Full-time faculty: $61,988
Exempt professional staff: $48,700
Average per course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course
VOLUNTARY TURNOVER RATE
Faculty: 7.0%
All other staff: 8.0%

Eckerd College
Saint Petersburg, Fla. | eckerd.edu

The college contributes an amount matching 10% of each employee’s salary to a retirement fund annually, even if the employee does not contribute anything to the account.

RECOGNIZED IN 1 CATEGORY
Compensation & Benefits

VITAL STATISTICS
STAFF
Full-time faculty: 234
Full-time exempt professional staff and administrators: 140
Adjunct/part-time faculty: 130
AVERAGE ANNUAL SALARY
Administrators: $52,700
Full-time faculty: $48,700
Exempt professional staff: $35,356
Average per course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course
VOLUNTARY TURNOVER RATE
Faculty: 1.0%
All other staff: 3.0%

Embry-Riddle Aeronautical University
Daytona Beach, Fla. | ero.edu

What Employees Consider the Best and Worst Benefits
Scores are on a 1 to 5 scale, with 5 the highest score

Most valuable
4.22: Vacation / PTO
4.09: 403b / 401k
4.06: Tuition reimbursement for employees
4.03: Medical insurance
4.02: Work/life balance programs
4.01: Retirement plan
4.00: Professional/career development programs
3.64: Tenure clarity and process
3.62: Post-retirement medical benefits
3.14: Housing assistance programs

Endicott College
Beverly, Mass. | endicott.edu

With nature trails, three private beaches, and a Georgian mansion called the Tupper Manor, this oceanfront campus feels like a retreat. To this picturesque workplace, the college brings in local and national higher-education leaders for speaking events and provides on-site personal-teaching consultations on topics like classroom civility and curriculum development.

RECOGNIZED IN 8 CATEGORIES
Collaborative Governance; Professional/Career Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Confidence in Senior Leadership; Supervision/Department Chair Relationship; Respect & Appreciation; Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS
STAFF
Full-time faculty: 198
Full-time exempt professional staff and administrators: 931
Adjunct/part-time faculty: 48
AVERAGE ANNUAL SALARY
Administrators: $129,400
Full-time faculty: $72,300
Exempt professional staff: $94,340
Average per course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course
VOLUNTARY TURNOVER RATE
Faculty: 13.0%
All other staff: 13.0%
Florida International University
Miami, Fla. | fiu.edu

Founded on the site of an old airfield, this university attracts people from around the world. If its diverse student body—60% Hispanic, 14% white, 13% black, 4% Asian, and 9% other—and its Miami location aren’t sufficient hooks, its lucrative relocation program is. The university sponsors visa applications for international faculty and helps faculty and administrators find homes, subsidizing up to $50,000.

RECOGNIZED IN 1 CATEGORY
University

VITAL STATISTICS
STAFF
Full-time faculty: 891
Full-time exempt professional staff and administrators: 1,264
Adjunct/part-time faculty: 683

FRANK PHILLIPS COLLEGE (TWO-YEAR)
Borger, Tex. | fpctx.edu

This small, rural-serving college builds a rapport and a sense of common purpose among faculty and administrators. Members of the Administrative Cabinet teach one class every fall and spring, which connects them to student life and shows them ways to best support the faculty. The college’s president, who taught an economics course last fall, seeks advice from faculty about the classes he leads.

RECOGNIZED IN 10 CATEGORIES
Collaborative Governance; Professional/Career Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Respect & Appreciation

VITAL STATISTICS
STAFF
Full-time faculty: 28

Continued on Following Page
Following its motto, “For God and humanity,” this university places service learning at the center of its mission. Last year the institution began a community potato-cultivation project; students, staff, and faculty helped raise and donate the vegetables to nonprofit organizations in their county.

**RECOGNIZED IN 2 CATEGORIES**
Confidence in Senior Leadership; Supervisor/Department Chair Relationship

**VITAL STATISTICS**

**STAFF**
- Full-time faculty: 147
- Full-time exempt professional staff: 247
- Adjunct/part-time faculty: 150

**AVERAGE ANNUAL SALARY**
- Administrators: $88,991
- Full-time faculty: $66,000
- Exempt professional staff: $38,622

**Average per-course (3-credit) salary**
- paid to adjunct faculty: $1,500-$2,000 per course

**VOLUNTARY TURNOVER RATE**
- Faculty: 0.0%
- All other staff: 0.0%

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Gettysburg College
Gettysburg, Pa.  |  gettysburg.edu

For new parents, employees who are secondary caregivers can take up to nine weeks of paid parental leave within a year of a child’s arrival. Gettysburg’s on-site day-care center also provides priority placement to its employees’ tots, and the college welcomes them at the child-friendly winter holiday party.

**RECOGNIZED IN 11 CATEGORIES**
Collaborative Governance; Professional/Career Development Programs; Teaching Environment (Faculty Only); Work/Life Balance; Respect & Appreciation

**VITAL STATISTICS**

**STAFF**
- Full-time faculty: 214
- Full-time exempt professional staff: 122
- Administrators: 77

**AVERAGE ANNUAL SALARY**
- Administrators: $95,179
- Full-time faculty: $75,056
- Exempt professional staff: $55,560

**Average per-course (3-credit) salary**
- paid to adjunct faculty: $2,000-$4,000 per course

**VOLUNTARY TURNOVER RATE**
- Faculty: 3.0%
- All other staff: 10.0%

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Hardin-Simmons University
Abilene, Tex.  |  hsutx.edu

The administration keeps retired workers connected to the university. They can continue to receive health benefits, and some university-owned vacation cabins in the New Mexico mountains are available to them at a low cost. Retirees can join a fellowship group, which meets on campus monthly; attend student plays; and listen to the Cowboy Band perform at parades and rodeos.

**RECOGNIZED IN 10 CATEGORIES**
Collaborative Governance; Professional/Career Development Programs; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Respect & Appreciation; Tenure Clarity & Process (Faculty Only)

**VITAL STATISTICS**

**STAFF**
- Full-time faculty: 150
- Full-time exempt professional staff: 114
- Administrators: 55

**AVERAGE ANNUAL SALARY**
- Administrators: $87,501
- Full-time faculty: $59,106
- Exempt professional staff: $55,560

**Average per-course (3-credit) salary**
- paid to adjunct faculty: $1,500-$2,000 per course

**VOLUNTARY TURNOVER RATE**
- Faculty: 4.6%
- All other staff: 8.8%
While some colleges have reduced retirement benefits, Harvard has maintained a plan that does not require its employees to match the amount it allocates to their pension funds. Faculty and most staff under 40 receive a monthly contribution equal to 5 percent of salary; those over 40 receive 10 percent of their yearly earnings (some employees who earn more get more). Free lunchtime seminars on investing help staff make smart decisions.

RECOGNIZED IN 1 CATEGORY
Compensation & Benefits

VITAL STATISTICS

STAFF
Full-time faculty: 1,654
Full-time exempt professional staff and administrators: 653
Adjunct/part-time faculty: 674
AVERAGE ANNUAL SALARY
Administrators: $89,114
Full-time faculty: $169,900
Exempt professional staff: $89,114
Average per-course (3-credit) salary paid to adjunct faculty: More than $4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 1.6%
All other staff: 7.0%

Hazard Community College (two-year)
Hazard, Ky. | hazard.kctcs.edu

Although its workers are scattered across five campuses, this Appalachian community college retains a sense of togetherness through systemwide training and appreciation days. Six Fridays per year are set aside for professional development, but there’s time for merrymaking, too: When the workshops end, the line dancing begins.

RECOGNIZED IN 1 CATEGORY
Work/Life Balance

VITAL STATISTICS

STAFF
Full-time faculty: 108
Full-time exempt professional staff and administrators: 63
Adjunct/part-time faculty: 93
AVERAGE ANNUAL SALARY
Administrators: $82,342
Full-time faculty: $52,985
Exempt professional staff: $39,075
Average per-course (3-credit) salary paid to adjunct faculty: $1,500-$2,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 0.1%
All other staff: Not available

Hofstra University
Hempstead, N.Y. | hofstra.edu

Tenure-track faculty receive feedback at all stages of the process. Standards for tenure are well defined, and the review board provides annual evaluations to chart progress. The probationary period can be paused and extended to take medical or family leave. Pre-tenure faculty are granted “junior leave”—a fully paid release from teaching two courses—so they can concentrate on completing their research agendas.

RECOGNIZED IN 2 CATEGORIES
Respect & Appreciation; Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS

STAFF
Full-time faculty: 533
Full-time exempt professional staff and administrators: 700
Adjunct/part-time faculty: 589
AVERAGE ANNUAL SALARY
Administrators: $77,672
Full-time faculty: $106,482
Exempt professional staff: $64,201
Average per-course (3-credit) salary paid to adjunct faculty: More than $4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 1.9%
All other staff: Not available
Great Colleges to Work For 2011

Howard Community College (two-year)
Columbia, Md. | howardcc.com

Workplace training and programs for groups in specialized fields are part of continuing education for faculty and staff. A professional-development transcript tracks performance and attendance at these workshops and events. These transcripts clarify expectations for growth and improve the clarity of the employee-review process.

RECOGNIZED IN 9 CATEGORIES
Collaborative Governance; Professional/Career Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Facilities, Workplace & Security; Job Satisfaction; Confidence in Senior Leadership; Respect & Appreciation; Diversity

VITAL STATISTICS
STAFF
Full-time faculty: 159
Full-time exempt professional staff and administrators: 304
Adjunct/part-time faculty: 478
AVERAGE ANNUAL SALARY
Administrators: $69,797
Full-time faculty: $69,597
Exempt professional staff: $52,834
Average per-course (3-credit) salary paid to adjunct faculty: $1,500-$2,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 2.3%
All other staff: 3.7%

Indiana Wesleyan University
Marion, Ind. | iwu.edu

The university encourages all faculty members to attend special chapel services—even closing offices on these occasions. Chapel worship cultivates a supportive environment at this Christian institution and fosters a sense of openness that is also seen in the administration’s town-hall meetings about new policies and programs.

RECOGNIZED IN 2 CATEGORIES
Facilities, Workplace & Security; Supervisor/Department Chair Relationship

VITAL STATISTICS
STAFF
Full-time faculty: 238
Full-time exempt professional staff and administrators: 634
Adjunct/part-time faculty: 1,508
AVERAGE ANNUAL SALARY
Administrators: $66,179
Full-time faculty: $60,533
Exempt professional staff: $49,684
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 4.0%
All other staff: 2.3%

Iona College
New Rochelle, N.Y. | ion.edu

The college has a yearlong orientation for all new faculty members that includes a private presidential reception, a welcome luncheon, and continued career-development opportunities and support. They can also participate in an Iona tradition by marching in the New York City St. Patrick’s Day Parade with the rest of the college and its band of bagpipers.

RECOGNIZED IN 4 CATEGORIES
Teaching Environment (Faculty Only); Supervisor/Department Chair Relationship; Respect & Appreciation; Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS
STAFF
Full-time faculty: 167
Full-time exempt professional staff and administrators: 197
Adjunct/part-time faculty: 297
AVERAGE ANNUAL SALARY
Administrators: $89,973
Full-time faculty: $79,804
Exempt professional staff: $56,199
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 5.0%
All other staff: 11.0%

Johnson County Community College (two-year)
Overland Park, Kan. | jccc.edu

Home to the largest contemporary-art museum in its four-state region, this community college prides itself on being in the vanguard of education as well as art. The college runs a leadership institute for faculty and staff, who design personal-action plans and learn organizational strategies.

RECOGNIZED IN 3 CATEGORIES
Professional/Career Development Programs; Facilities, Workplace & Security; Job Satisfaction

VITAL STATISTICS
STAFF
Full-time faculty: 330
Full-time exempt professional staff and administrators: 273
Adjunct/part-time faculty: 894
AVERAGE ANNUAL SALARY
Administrators: $93,452
Full-time faculty: $60,785
Exempt professional staff: $63,712
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 2.7%
All other staff: 4.7%

Juniaht College
Huntington, Pa. | juniaht.edu

Faculty and qualified spouses in the same field may split a position in a department, sharing hours and teaching responsibilities. By dividing time at work, couples can devote more time to family, research, or outdoor activities—hiking trails, geocaching spots, and some of the world’s best trout fishing are all within 20 minutes of campus.

RECOGNIZED IN 4 CATEGORIES
Facilities, Workplace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership

VITAL STATISTICS
STAFF
Full-time faculty: 102
Full-time exempt professional staff and administrators: 138
Adjunct/part-time faculty: 30
AVERAGE ANNUAL SALARY
Administrators: $67,200
Full-time faculty: $66,700
Exempt professional staff: $36,100
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 0.0%
All other staff: 4.0%

Kent State University
Kent, Ohio | kent.edu

A generous tuition-waiver program provides free classes to employees, as well as to their spouses and children. After only six months of work at the university, faculty and staff are eligible for these benefits, and there is no limit on the number of tuition-free degrees that workers and their families can receive.

RECOGNIZED IN 1 CATEGORY
Compensation & Benefits

VITAL STATISTICS
STAFF
Full-time faculty: 885
Full-time exempt professional staff and administrators: 1069
Adjunct/part-time faculty: 688
AVERAGE ANNUAL SALARY
Administrators: $172,388
Full-time faculty: $79,186
Exempt professional staff: $55,859
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 7.5%
All other staff: 10.9%

Lake Area Technical Institute (two-year)
Watertown, S.D. | laketaech.edu

The institute relies on various participatory management and governance techniques. The president and her executive team have an open-door policy, and provide channels for communication at all levels, involving employees in major decisions and developing work-performance standards.

RECOGNIZED IN 5 CATEGORIES
Collaborative Governance; Teaching Environment (Faculty Only); Facilities, Workplace & Security; Confidence in Senior Leadership; Respect & Appreciation

Category definitions:

Collaborative Governance: Faculty members are approp- rately involved in decisions related to academic programs.

Professional/Career Development Programs: Employees are given opportunities to develop skills and abilities to advance in their careers.

Teaching Environment (faculty only): Faculty members say the institution recognizes innovative teaching.

Compensation and Benefits: Pay is fair, and benefits meet the needs of employees.

Facilities, Workplace, & Security: Facilities meet needs, campus appearance is pleasing, and campus is reliable, secure environment.

Job Satisfaction: Overall job satisfaction.

Work/Life Balance: Policies and practices are clear and allow for flexibility to manage personal lives.

Confidence in Senior Leadership: Leaders have the knowl- edge, skills, and experience necessary to give direction.

Supervisor or Department-Chair Relationship: Super- vision is open and supportive.

Respect and Appreciation: Employees are regu- larly recognized for their contributions.

Team Clarity and Process: Clear expectations for faculty and staff members.

Diversity: The institution makes a concerted effort to create a welcoming and fair environ- ment for all its em- ployees.
VITAL STATISTICS
STAFF
Full-time faculty: 87
Full-time exempt professional staff and administrators: 46
Adjunct/part-time faculty: 12
AVERAGE ANNUAL SALARY
Administrators: $77,902
Full-time faculty: $46,623
Exempt professional staff: $38,347
Average per-course (3-credit) salary paid to adjunct faculty: $2,000–$4,000 per course
VOLUNTARY TURNOVER RATE
Faculty: 10.0%
All other staff: 2.0%

Lancaster General College of Nursing and Health Sciences (two-year)
Lancaster, Pa.  |  www.lancastergeneralcollege.edu
Through an online system called Touchpoints, faculty, staff, and students can submit brief notes recognizing outstanding achievements of any hospital or college employee. The electronic salute is sent to both the worker and his or her supervisor, and it may lead to rewards like a gift card or recognition at a public ceremony.
RECOGNIZED IN 3 CATEGORIES
Work/Life Balance; Supervisor/Department Chair Relationship; Respect & Appreciation

Lasell College
Newton, Mass.  |  lasell.edu
The college understands that employees have lives outside of their jobs and works this awareness into its official policy. Lasell grants 24 hours of unpaid, discretionary “small necessities leave” per year to everyone on payroll. Workers can use the time to help an elderly family member, watch a child’s concert or school event, or attend to other last-minute personal matters.
RECOGNIZED IN 3 CATEGORIES
Professional/Career Development Programs; Work/Life Balance; Respect & Appreciation

Lindenwood University
Saint Charles, Mo.  |  lindenwood.edu
University leaders take an interest in the needs of their employees and put faith in their decisions. The president and his board respond to questions and concerns at Faculty Council meetings; the council has the authority to make the final recommendation on a faculty member’s termination, which the president also oversees.
RECOGNIZED IN 6 CATEGORIES
Collaborative Governance; Teaching Environment (Faculty Only); Job Satisfaction; Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Respect & Appreciation

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Great Colleges to Work For 2011

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VITAL STATISTICS
STAFF
Full-time faculty: 233
Full-time exempt professional staff
and administrators: 29
Adjunct/part-time faculty: 38
AVERAGE ANNUAL SALARY
Administrators: $55,705
Exempt professional staff: $40,493
Average per-course (3-credit) salary paid to adjunct faculty: $1,500-$2,000 per course

Merrimack College
North Andover, Mass. | merrimack.edu

Faculty embarking on the tenure process are assigned an advocate from another department, who helps make the experience more enriching than it is grueling. Expectations for tenure application are also written out for junior faculty, to avoid confusion.

RECOGNIZED IN 1 CATEGORY
Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS
STAFF
Full-time faculty: 129
Full-time exempt professional staff
and administrators: 147
Adjunct/part-time faculty: 114
AVERAGE ANNUAL SALARY
Administrators: $132,199
Full-time faculty: $56,297
Exempt professional staff: $46,746
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

MGH Institute of Health Professions
Boston, Mass. | mghlhp.edu

The organization is more than just a place that cuts a paycheck, employees say. Everyone takes part in institute-wide strategic planning and kicks back on

Category definitions:

Collaborative Governance:
Faculty members are appropriately involved in decisions related to academic programs.

Professional/Career-Development Programs:
Employees have the opportunity to develop skills and understand requirements to advance in their careers.

Teaching Environment (faculty only):
Faculty members are given the opportunity to develop skills and understand requirements to advance in their careers.

Compensation and Benefits:
Pay is fair, and benefits meet the needs of employees.

Facilities, Workshops, & Security:
Facilities meet needs, campus appearance is pleasing, and things are taken to provide a secure environment.

Job Satisfaction:
Overall job satisfaction.

Work/Life Balance:
Policies give employees the flexibility to manage their personal lives.

Confidence in Senior Leadership:
Leaders are clear and solicitors of ideas.

Supervisor/Department Chair Relationship:
Supervisor makes expectations clear and offers ideas.

Respect and Appreciation:
Employees are regularly recognized for their contributions.

Team Clarity and Process:
If cross college, only faculty; Requirements for tenure are clear, faculty members say.

Diversity:
The institution makes a concerted effort to create a welcoming and fair environment for all its employees.

Voluntary Turnover Rate:
Facility: 0.0%
All other staff: 3.0%

Marywood University
Scranton, Pa. | marywood.edu

The university doesn’t have just a Faculty Senate; it also has a Support Staff Senate and a Professional Staff Senate, and all three must approve new policies. Marywood offers pre-tenure mentoring and an office that helps faculty prepare and submit research-grant applications.

RECOGNIZED IN 5 CATEGORIES
Collaborative Governance; Professional/Career Development Programs; Teaching Environment (Faculty Only); Confidence in Senior Leadership; Respect and Appreciation

VITAL STATISTICS
STAFF
Full-time faculty: 150
Full-time exempt professional staff
and administrators: 169
Adjunct/part-time faculty: 242
AVERAGE ANNUAL SALARY
Administrators: $89,195
Full-time faculty: $66,245
Exempt professional staff: $54,025
Average per-course (3-credit) salary paid to adjunct faculty: $1,500-$2,000 per course

Voluntary Turnover Rate
Facility: 13.0%
All other staff: 10.0%

McKendree University
Lebanon, Ill. | mckendree.edu

The 183-year-old university, in southern Illinois, is like a family, employees say. People look after one another, and workplace policies make that easier to do. Staff can donate sick days to employees in crisis, for instance. The system offers solid pension plans, health benefits like fully covered routine checkups, and a generous tuition-remission program. Employees can carry over vacation days year after year, and they get cash incentives for taking on-campus wellness classes.

RECOGNIZED IN 1 CATEGORY
Compensation & Benefits

VITAL STATISTICS
STAFF
Full-time faculty: 279
Full-time exempt professional staff
and administrators: 975
Adjunct/part-time faculty: 3
AVERAGE ANNUAL SALARY
Administrators: $90,887
Full-time faculty: $57,645
Exempt professional staff: $59,060
Average per-course (3-credit) salary paid to adjunct faculty: $2,500-$2,000 per course

Voluntary Turnover Rate
Faculty: 1.0%
All other staff: 1.0%

Metropolitan Community Colleges - Kansas City Administrative Center
Kansas City, Mo. | mcc.edu

The system offers solid pension plans, health benefits like fully covered routine checkups, and a generous tuition-remission program. Employees can carry over vacation days year after year, and they get cash incentives for taking on-campus wellness classes.

RECOGNIZED IN 1 CATEGORY
Compensation & Benefits

VITAL STATISTICS
STAFF
Full-time faculty: 133
Full-time exempt professional staff
and administrators: 168
Adjunct/part-time faculty: 3
AVERAGE ANNUAL SALARY
Administrators: $84,157
Full-time faculty: $75,624
Exempt professional staff: $64,643
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

Voluntary Turnover Rate
Facility: 0.0%
All other staff: 1.0%

Lone Star College system (two-year)
The Woodlands, Tex. | lonestar.edu

Safety and facilities are top priorities here. The system created a position to oversee security across campuses; many campuses are new, and several more buildings are on the way, thanks to a $420-million bond passed in 2008 to finance new construction.

RECOGNIZED IN 2 CATEGORIES
Teaching Environment (Faculty Only); Facilities, Workspace & Security

VITAL STATISTICS
STAFF
Full-time faculty: 716
Full-time exempt professional staff
and administrators: 699
Adjunct/part-time faculty: 2,158
AVERAGE ANNUAL SALARY
Administrators: $93,110
Full-time faculty: $63,996
Exempt professional staff: $53,045
Average per-course (3-credit) salary paid to adjunct faculty: $1,500-$2,000 per course

Voluntary Turnover Rate
Facility: 4.3%
All other staff: 8.0%

Manchester College
North Manchester, Ind. | manchester.edu

Faculty and staff get handwritten notes from Manchester’s president when she notices their work, praising and thanking them. Junior faculty receive annual updates on their progress toward tenure, and administrators have frank discussions with those progressing slowly.

RECOGNIZED IN 6 CATEGORIES
Professional/Career Development Programs; Teaching Environment (Faculty Only); Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS
STAFF
Full-time faculty: 74
Full-time exempt professional staff
and administrators: 105
Adjunct/part-time faculty: 28
AVERAGE ANNUAL SALARY
Administrators: $50,526
Full-time faculty: $50,705
Exempt professional staff: $46,493
Average per-course (3-credit) salary paid to adjunct faculty: $1,500-$2,000 per course

Voluntary Turnover Rate
Facility: 0.0%
All other staff: 6.0%
Employee Appreciation Day with bowling, pool, Ping-Pong, and food near Fenway Park.

RECOGNIZED IN 4 CATEGORIES
Collaborative Governance; Compensation & Benefits; Work/Life Balance; Respect & Appreciation

VITAL STATISTICS
STAFF
Full-time faculty: 69
Full-time exempt professional staff and administrators: 37
Adjunct/part-time faculty: 22
AVERAGE ANNUAL SALARY
Administrators: $58,383
Full-time faculty: $68,779
Exempt professional staff: $66,822
Average per-course (3-credit) salary paid to adjunct faculty: More than $4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 5.4%
All other staff: 14.0%

Miami Dade College (two-year)
Miami, Fla. | mdc.edu

When filling a position, administrators communicate from the first help-wanted ad that the college puts a premium on diversity. The institution searches nationally, reaching out to organizations with diverse memberships.

RECOGNIZED IN 6 CATEGORIES
Collaborative Governance; Professional/Career Development Programs; Job Satisfaction; Supervisor/Department Chair Relationship; Respect & Appreciation; Diversity

VITAL STATISTICS
STAFF
Full-time faculty: 663
Full-time exempt professional staff and administrators: 830
Adjunct/part-time faculty: 3,259
AVERAGE ANNUAL SALARY
Administrators: $78,120
Full-time faculty: $66,395
Exempt professional staff: $43,725
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 1.0%
All other staff: 4.0%

Mid-Continent University
Mayfield, Ky. | midcontinent.edu

For most faculty, the Christian mission of this university is a very real part of their workday. Twice a week, they gather at chapel sessions to pray. There’s time for fun, too. At the annual spring picnic, faculty enjoy rides, popcorn, and a dunk tank, where they soak university leaders.

RECOGNIZED IN 5 CATEGORIES
Teaching Environment (Faculty Only); Compensation & Benefits; Supervisor/Department Chair Relationship; Respect & Appreciation; Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS
STAFF
Full-time faculty: 36
Full-time exempt professional staff and administrators: 101
Adjunct/part-time faculty: 113
AVERAGE ANNUAL SALARY
Administrators: $83,900
Full-time faculty: $54,906
Exempt professional staff: $35,838
Average per-course (3-credit) salary paid to adjunct faculty: $2,500-$2,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 5.0%
All other staff: 8.0%

Montgomery County Community College (two-year)
Blue Bell, Pa. | mc3.edu

Faculty keep up with the latest developments in pedagogy by participating in the Digital Campus Academy, where they learn to create podcasts and video clips to supplement their courses. They share best practices at the annual Professional Development Day.

RECOGNIZED IN 2 CATEGORIES
Teaching Environment (Faculty Only); Compensation & Benefits

VITAL STATISTICS
STAFF
Full-time faculty: 208

Mason is infused with the energy of a collaborative, passionate, collegial, and diverse community. At Mason, you can find meaningful work, supportive colleagues, and a culture committed to flexibility, learning, and growth.

What is your vision?
Does it include working with creative people at a university that values and nurtures innovation, initiative, and entrepreneurship?

If so, come be a part of Mason. Where Innovation Is Tradition
Explore your opportunities.

Continued on Following Page
The college consults its professors before making big investments in technology or new facilities. It also created an atmosphere that encourages faculty to be creative; there’s no punishment for failed course innovations.

**RECOGNIZED IN 10 CATEGORIES**

Collaborative Governance; Professional/Career Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisory/Department Chair Relationship; Respect & Appreciation

**VITAL STATISTICS**

**STAFF**

Full-time faculty: 34
Full-time exempt professional staff and administrators: 38
Adjunct/part-time faculty: 133

**AVERAGE ANNUAL SALARY**

Administrators: $85,244
Full-time faculty: $65,367
Exempt professional staff: $44,780
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

**VOLUNTARY TURNOVER RATE**

Faculty: 5.7%
All other staff: 11.8%

**Morgan Community College**

(Fort Morgan, Colo. | morgancc.edu)

The college consults its professors before making big investments in technology or new facilities. It also created an atmosphere that encourages faculty to be creative; there’s no punishment for failed course innovations.

**RECOGNIZED IN 10 CATEGORIES**

Collaborative Governance; Professional/Career Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisory/Department Chair Relationship; Respect & Appreciation

**VITAL STATISTICS**

**STAFF**

Full-time faculty: 92
Full-time exempt professional staff and administrators: 163
Adjunct/part-time faculty: 24

**AVERAGE ANNUAL SALARY**

Administrators: $89,036
Full-time faculty: $61,000
Exempt professional staff: $44,328
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

**VOLUNTARY TURNOVER RATE**

Faculty: 3.2%
All other staff: 6.0%

**Niagara University**

(Niagara University, N.Y. | niagara.edu)

Faculty and staff enjoy perks such as tax-preparation services, a wellness program, full access to athletic and fitness facilities, and grant-writing assistance. Faculty opinion is valued: When administrators must make critical decisions, they always call on faculty members for their feedback.

**RECOGNIZED IN 4 CATEGORIES**

Professional/Career Development Programs; Work-Life Balance; Confidence in Senior Leadership; Respect & Appreciation

**VITAL STATISTICS**

**STAFF**

Full-time faculty: 156
Full-time exempt professional staff and administrators: 230
Adjunct/part-time faculty: 188

**AVERAGE ANNUAL SALARY**

Administrators: $82,198
Full-time faculty: $65,325
Exempt professional staff: $44,328
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

**VOLUNTARY TURNOVER RATE**

Faculty: 2.7%
All other staff: 6.2%

**North Central College**

(Naperville, Ill. | northcentralcollege.edu)

At this Methodist liberal-arts college in a suburb of Chicago, faculty and administrators work as one big team. The president sits in on faculty meetings; at least one faculty member sits on every strategic-planning and working group; and all faculty and staff are welcome at every board meeting.

**RECOGNIZED IN 1 CATEGORY**

Collaborative Governance

**VITAL STATISTICS**

**STAFF**

Full-time faculty: 126
Full-time exempt professional staff and administrators: 176
Adjunct/part-time faculty: 92

**AVERAGE ANNUAL SALARY**

Administrators: $79,269
Full-time faculty: $67,952
Exempt professional staff: $45,567
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

**VOLUNTARY TURNOVER RATE**

Faculty: 9.1%
All other staff: 10.7%

**Northeast Texas Community College**

(Mount Pleasant, Tex. | ntc.edu)

Every person employed here—from people in clerical jobs to the president—is hired by a commit-tee that has a representative from every sector
We open doors for 85,000 students, more than any other Houston College. But it's our exceptional faculty and unmatched working environment that make us the Best.

No Wonder... We’re a Great College to Work For!

Professional development, job satisfaction, work/life balance and facilities are just some of the reasons Lone Star College is a Great College to Work For.

Thanks to our amazing faculty and staff, Lone Star College continues to be recognized for its innovative and visionary thinking.

Find out how we’re leading education in Texas by helping students STAY in college and COMPLETE their degrees.

LoneStar.edu/About LSC.
Great Colleges to Work For 2011

Continued From Preceding Page

Full-time exempt professional staff and administrators: 632
Adjunct/part-time faculty: 450
AVERAGE ANNUAL SALARY
Administrators: $306,333
Full-time Faculty: $78,399
Exempt professional staff: $52,650
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 4.6%  All other staff 7.2%

Ramojo College of New Jersey
Matweh, N.J.  |  ramapo.edu

The tenure process here is clear, as it is guided entirely by the faculty union’s laws. Classrooms have audio and video capabilities, and class sizes are small. Some classes have as few as five or six students.

RECOGNIZED IN 2 CATEGORIES
Teaching Environment (Faculty Only); Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS
STAFF
Full-time faculty: 213
Full-time exempt professional staff and administrators: 82
Adjunct/part-time faculty: 276
AVERAGE ANNUAL SALARY
Administrators: $342,420
Full-time Faculty: $88,401
Exempt professional staff: $85,333
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 0.0%  All other staff 2.0%

Regent University
Virginia Beach, Va.  |  regent.edu

The attractive southern Virginia campus features wide lawns, a large fountain, tree-lined drives, and stately brick buildings with tall white columns. The college is also protected by a campus security force certified by the City of Virginia Beach.

RECOGNIZED IN 1 CATEGORY
Facilities, Workspace & Security

VITAL STATISTICS
STAFF
Full-time faculty: 210
Full-time exempt professional staff and administrators: 259
Adjunct/part-time faculty: 527
AVERAGE ANNUAL SALARY
Administrators: $96,357
Full-time Faculty: $90,041
Exempt professional staff: $85,335
Average per-course (3-credit) salary paid to adjunct faculty: $4,000-$6,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 2.4%  All other staff 12.9%

Roger Williams University
Division, R.I.  |  rosw.edu

Employees received up to 10% in matching retirement contributions from the university in 2010 and enjoyed employee discounts from a variety of community businesses, such as yoga studios and accounting services.

RECOGNIZED IN 1 CATEGORY
Compensation & Benefits

VITAL STATISTICS
STAFF
Full-time faculty: 300
Full-time exempt professional staff and administrators: 113
Adjunct/part-time faculty: 146
AVERAGE ANNUAL SALARY
Administrators: $108,766
Full-time Faculty: $90,041
Exempt professional staff: $85,333
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 3.3%  All other staff 11.3%

Rochester Institute of Technology
Rochester, N.Y.  |  rit.edu

In addition to on-site day care and health coaches, a community garden and farmers’ market help to foster a sense of health and wellness for faculty and staff outside of their offices.

RECOGNIZED IN 1 CATEGORY
Compensation & Benefits

VITAL STATISTICS
STAFF
Full-time faculty: 207
Full-time exempt professional staff and administrators: 223
Adjunct/part-time faculty: 146
AVERAGE ANNUAL SALARY
Administrators: $95,715
Full-time Faculty: $75,328
Exempt professional staff: $54,905
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 2.5%  All other staff 6.2%

Sam Houston State University
Huntsville, Tex.  |  shsu.edu

The 316-acre campus is designed with nature in mind. Its facilities manager and landscape-design students collaborated to create terraced gardens and to preserve large, open spaces.

RECOGNIZED IN 5 CATEGORIES
Facilities, Workplace & Security; Job Satisfaction; Work/Life Balance; Supervisor/Department Chair Relationship; Respect & Appreciation

VITAL STATISTICS
STAFF
Full-time faculty: 631
Full-time exempt professional staff and administrators: 582
Adjunct/part-time faculty: 175
AVERAGE ANNUAL SALARY
Administrators: $158,766
Full-time Faculty: $93,197
Exempt professional staff: $57,621
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 4.9%  All other staff 8.0%

Shelton State Community College (two-year)
Tuscaloosa, Ala.  |  sheltonstate.edu

Shelton’s open-door governance approach includes the frequent use of focus groups made up of faculty and staff. The groups hold public forums with the campus community and vote on big-picture changes, such as a shift in a department’s mission.

RECOGNIZED IN 1 CATEGORY
Supervisor/Department Chair Relationship

VITAL STATISTICS
STAFF
Full-time faculty: 82
Full-time exempt professional staff and administrators: 91
Adjunct/part-time faculty: 207

Category definitions:
Collaborative Governance: Faculty members are app ro priately involved in decisions related to academic programs.

Professors/Curriculum Development Programs: Employees are given the opportunity to develop skills and understanding necessary to advance in their careers.

Teaching Environment: Faculty within the institution recognize innovative and high-quality teaching.

Compensation and Benefits: Faculty is fair and commensurate with the needs of employees.

Facilities, Workspace: Facilities meet needs, campus appearance is pleasing, and steps are taken to provide a secure environment.

Job Satisfaction: Overall job satisfaction.

Work/Life Balance: Policies that allow the flexibility to manage personal issues.

Confidence in Senior Leadership: Leaders have the knowledge, skills, and experience necessary for institutional success.

Supervisor or Department Chair Relationship: Supervisor makes clear and consistent expectations.

Respect and Appreciation: Employees are recognized for their contributions.

Transparency: The institution makes a concerted effort to create a welcoming and fair environment for all its employees.

B32  THE CHRONICLE OF HIGHER EDUCATION • THE ACADEMIC WORKPLACE  JULY 29, 2011
The Winners…

AT THE 2011 MILKEN-PENN GSE
EDUCATION BUSINESS PLAN COMPETITION

WE’RE LOOKING FOR
GREAT IDEAS TO
TRANSFORM EDUCATION

Idea in Action

#1: Alexandre Scialom took First Place and the Startl Prize for Open Educational Resources—worth a total of $50,000—for theCourseBook, his online site connecting adult learners with learning resources

#2: Judd Rattner and Edward Levie received the $15,000 second place prize for Intellimedia—their open-source syllabus management system

For more information, go to http://nestcentral.org/business-plan-competition/ or email us at educomp@gse.upenn.edu

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Shippensburg University of Pennsylvania
Shippensburg, Pa. | ship.edu

Discussion about the tenure process begins during a faculty member’s first year on the job, with the university’s yearlong orientation program. New faculty are also assigned mentors, who encourage them to serve on department committees.

RECOGNIZED IN 2 CATEGORIES
Collaborative Governance; Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS

<table>
<thead>
<tr>
<th>STAFF</th>
<th>Full-time faculty: 325</th>
<th>Full-time exempt professional staff and administrators: 122</th>
<th>Adjunct/part-time faculty: 66</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE ANNUAL SALARY</td>
<td>Administrators: $108,677</td>
<td>Full-time faculty: $87,532</td>
<td>Exempt professional staff: $59,436</td>
</tr>
<tr>
<td>Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course</td>
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</tbody>
</table>

VOLUNTARY TURNOVER RATE
Faculty: 0.0%
All other staff: 0.0%

Slippery Rock
University of Pennsylvania
Slippery Rock, Pa. | suny.edu

The wellness program at this small university, which includes a fitness center and group walking programs, extends online. Staff have access to free nutrition and mental-health advice, including tips on coping with stress.

RECOGNIZED IN 2 CATEGORIES
Collaborative Governance; Compensation & Benefits

VITAL STATISTICS

<table>
<thead>
<tr>
<th>STAFF</th>
<th>Full-time faculty: 383</th>
<th>Full-time exempt professional staff and administrators: 129</th>
<th>Adjunct/part-time faculty: 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE ANNUAL SALARY</td>
<td>Administrators: $69,764</td>
<td>Full-time faculty: $80,802</td>
<td>Exempt professional staff: $8,302</td>
</tr>
<tr>
<td>Average per-course (3-credit) salary paid to adjunct faculty: $5,000 per course</td>
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VOLUNTARY TURNOVER RATE
Faculty: 4.0%
All other staff: 9.8%

Somerset Community College (two-year)
Somerset, Ky. | somerset.kctcs.edu

Staff and faculty are invited to participate in several college-led community-service events throughout the year, such as music festivals and a charity relay race to benefit cancer research.

RECOGNIZED IN 7 CATEGORIES
Professional/Career Development Programs; Teaching Environment (Faculty Only); Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisor/Department Chair Relationship; Respect & Appreciation

VITAL STATISTICS

<table>
<thead>
<tr>
<th>STAFF</th>
<th>Full-time faculty: 173</th>
<th>Full-time exempt professional staff and administrators: 81</th>
<th>Adjunct/part-time faculty: 167</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE ANNUAL SALARY</td>
<td>Administrators: $76,086</td>
<td>Full-time faculty: $54,224</td>
<td>Exempt professional staff: $3,005</td>
</tr>
<tr>
<td>Average per-course (3-credit) salary paid to adjunct faculty: $1,500-$2,000 per course</td>
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</tr>
</tbody>
</table>

Continued on Following Page
Great Colleges to Work For 2011

Continued From Preceding Page

Voluntary Turnover Rate
Faculty: 1.2%
All other staff: 1.2%

Southern California University of Health Sciences
Whittier, Calif.  |  schuhs.edu

Access to leadership starts with the president, who practices an open-door policy, setting up regular hours for one-on-one meetings with staff and faculty. During committee meetings, faculty are encouraged to offer suggestions to the department head, who helps those recommendations make it to the president.

Recognized in 4 Categories
Collaborative Governance; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership

Vital Statistics
Staff
Full-time faculty: 34
Full-time exempt professional staff and administrators: 37
Adjunct/part-time faculty: 61
Average Annual Salary
Administrators: $125,000
Full-time faculty: $82,000
Exempt professional staff: $60,000
Average per-course (3-credit) salary paid to adjunct faculty: Less than $1,500 per course

Voluntary Turnover Rate
Faculty: 4.4%
All other staff: 4.9%

Southern New Hampshire University
Manchester, N.H.  |  snhu.edu

Employees at this New England university receive ergonomic assessments to ensure a comfortable and safe working environment. They are also encouraged to attend monthly programs that cover CPR certification, stress-reduction techniques, and eco-friendly tips for the home.

Recognized in 5 Categories
Professional/Career Development Programs; Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance

Vital Statistics
Staff
Full-time faculty: 120
Full-time exempt professional staff and administrators: 262
Adjunct/part-time faculty: 303
Average Annual Salary
Administrators: $100,083
Full-time faculty: $71,145
Exempt professional staff: $48,185
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

Voluntary Turnover Rate
Faculty: 3.0%
All other staff: 4.6%

Southside Virginia Community College
(Two-year)
Petersburg, Va.  |  svcc.edu

The provost’s retreats, which break up staff and faculty into “campus teams,” seek to facilitate communication within the rural community college, which spans eight campuses.

Recognized in 7 Categories
Collaborative Governance; Professional/Career Development Programs; Compensation & Benefits; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Respect & Appreciation

Vital Statistics
Staff
Full-time faculty: 261
Full-time exempt professional staff and administrators: 173
Adjunct/part-time faculty: 386
Average Annual Salary
Administrators: $121,022
Full-time faculty: $62,020
Exempt professional staff: $59,398
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

Voluntary Turnover Rate
Faculty: 2.2%
All other staff: 0.9%

State University of New York at Fredonia
Fredonia, N.Y.  |  sunyfredonia.edu

Faculty members are selected across disciplines to participate in the university’s leadership academy. The program offers training on such topics as conducting performance evaluations and understanding union contracts.

Recognized in 3 Categories
Collaborative Governance; Professional/Career Development Programs; Job Satisfaction

Vital Statistics
Staff
Full-time faculty: 263
Full-time exempt professional staff and administrators: 37
Adjunct/part-time faculty: 61
Average Annual Salary
Administrators: $76,132
Full-time faculty: $55,830
Exempt professional staff: $46,225
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

Voluntary Turnover Rate
Faculty: 5.1%
All other staff: 7.6%

State University of New York at Plattsburgh
Plattsburgh, N.Y.  |  plattsburgh.edu

Town-hall meetings held every semester provide opportunities for faculty and staff to ask top administrators questions. Faculty strategic-planning committees meet throughout the year to discuss accreditation standards.

Recognized in 3 Categories
Job Satisfaction; Supervisor/Department Chair Relationship; Tenure Clarity & Process (Faculty Only)

Vital Statistics
Staff
Full-time faculty: 283
Full-time exempt professional staff and administrators: 204
Adjunct/part-time faculty: 226
Average Annual Salary
Administrators: $103,613
Full-time faculty: $67,934
Exempt professional staff: $59,127
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

Voluntary Turnover Rate
Faculty: 7.0%
All other staff: 9.8%

Texas Christian University
Fort Worth, Tex.  |  tcu.edu

Every August, faculty and staff prepare for heavy lifting; They help students move their many belongings into the dorms. They also sit alongside freshmen in orientation, as part of the university’s emphasis on building a family atmosphere.

Recognized in 5 Categories
Professional/Career Development Programs; Facilities, Workspace & Security; Job Satisfaction; Confidence in Senior Leadership; Respect & Appreciation

Vital Statistics
Staff
Full-time faculty: 508
Full-time exempt professional staff and administrators: 562
Adjunct/part-time faculty: 13
Average Annual Salary
Administrators: $114,213
Full-time faculty: $90,612
Exempt professional staff: $62,020
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

Voluntary Turnover Rate
Faculty: 0.2%
All other staff: 0.1%

Transylvania University
Lexington, Ky.  |  transy.edu

Over 100 faculty and staff at this small liberal-arts university take part in an annual summer retreat, where they meet as a group and then break into teams of 10 to discuss topics like campus sustainability and employee wellness.

Category definitions:

Collaborative Governance: Faculty members are appropriately involved in decisions related to academic programs.

Professional/Career Development Programs: Employees are given the opportunity to develop skills and understand requirements to advance in their careers.

Teaching Environment (faculty only): Faculty members say the institution recognizes innovative and high-quality teaching.

Compensation and Benefits: Pay is fair, and benefits meet the needs of employees.

Facilities, Workspaces, & Security: Facilities meet needs and keep campus appearance pleasing, and steps are taken to provide a secure environment.

Job Satisfaction: Overall job satisfaction.

Work/Life Balance: Policies give employees the flexibility to manage their personal lives.

Confidence in Senior Leadership: Leaders have the knowledge, skills, and experience necessary for institutional success.

Supervisor or Department Chair Relationship: Supervisor makes recommendations to faculty with the knowledge, skills, and experience necessary for their contributions.

Respect and Appreciation: Employees are regularly recognized for their contributions.

Team Clarity and Process (4-year colleges with faculty only): Requirements for tenure are clear, faculty members say.
Faculty and staff on the benefits committee at this faith-centered university suggest desirable add-ons to their plans. One benefit they already enjoy: free screenings at an annual health fair.

**Union University**

Jackson, Tenn. | uu.edu

Employees at the academy are encouraged to keep physically fit with a variety of diet and exercise programs, including runs during lunchtime.

**United States Coast Guard Academy**

New London, Conn. | uscg.edu

Give us your best plan to turn one or more of 20 winning ideas to improve management education into reality — and you could get a share of 8 million dollars.

The Ideas to Innovation [i2i] Challenge.

It's just another way the GMAC Met Fund is helping to support the future of graduate management education.

Submit your proposal by December 16th, and you could widen your impact from thought leader to change agent by helping improve management education and access all around the world. See the winning ideas and get proposal requirements at gmac.com/metfund.
Faculty and staff looking to shed some pounds can take part in the university’s “Move It to Lose It” weight-loss group and receive fitness counseling as part of a comprehensive wellness program.

RECOGNIZED IN 1 CATEGORY
Compensation & Benefits

VITAL STATISTICS

| Full-time faculty | 1,244 | Full-time exempt professional staff and administrators: | 1,396 |
| Adjunct/part-time faculty: | 413 |
| AVERAGE ANNUAL SALARY Administrators: | $125,929 |
| Full-time faculty: | $105,758 |
| Exempt professional staff: | $86,234 |
| Average per-course (3-credit) salary paid to adjunct faculty: | $2,000-$4,000 per course |
| VOLUNTARY TURNOVER RATE Faculty: | 6.0% |
| All other staff: | 6.0% |

University of Central Oklahoma
Edmond, Okla. | uco.edu

Over the summer, about 80 senior administrators and faculty members gather at an annual retreat to discuss trends in higher education, such as service learning, and how they relate to the university. Professional-development programs for staff are held at the same time as the retreat.

RECOGNIZED IN 3 CATEGORIES
Professional/Career Development Programs; Work/Life Balance; Supervi-

sor/Department Chair Relationship

VITAL STATISTICS

| Full-time faculty: | 442 | Full-time exempt professional staff and administrators: | 438 |
| Adjunct/part-time faculty: | 421 |
| AVERAGE ANNUAL SALARY Administrators: | $60,320 |
| Full-time faculty: | $62,400 |
| Exempt professional staff: | $43,680 |
| Average per-course (3-credit) salary paid to adjunct faculty: | $2,000-$4,000 per course |
| VOLUNTARY TURNOVER RATE Faculty: | 3.0% |
| All other staff: | 18.0% |

University of Delaware
Newark, Del. | udel.edu

Employees can reap the benefits of the university’s free fitness center. They get an annual $75 credit that can be used toward additional on-site services like health assessments and blood screenings.

RECOGNIZED IN 4 CATEGORIES
Collaborative Governance; Teaching Environment (Faculty Only); Respect & Appreciation; Diversity

VITAL STATISTICS

| Full-time faculty: | 1,282 | Full-time exempt professional staff and administrators: | 2,418 |
| Adjunct/part-time faculty: | 259 |
| AVERAGE ANNUAL SALARY Administrators: | $92,984 |
| Full-time faculty: | $94,416 |
| Exempt professional staff: | $55,268 |
| Average per-course (3-credit) salary paid to adjunct faculty: | $2,000-$4,000 per course |
| VOLUNTARY TURNOVER RATE Faculty: | 4.2% |
| All other staff: | 10.1% |

University of Houston main campus
Houston, Tex. | uh.edu

Houston appreciates diversity. Renu Khator, the university’s president and the system’s chancellor, is the first Indian immigrant to head a university in the United States. Several multicultural-research centers have helped the institution recruit a faculty in which 60 percent of professors come from a racial or ethnic minority.

RECOGNIZED IN 2 CATEGORIES
Collaborative Governance; Professional/Career Development Programs; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Respect & Appreciation; Tenure Clarity & Process (Faculty Only); Diversity

VITAL STATISTICS

| Full-time faculty: | 1,126 | Full-time exempt professional staff and administrators: | 449 |
| Adjunct/part-time faculty: | 44 |
| AVERAGE ANNUAL SALARY Administrators: | $107,481 |
| Full-time faculty: | $102,301 |
| Exempt professional staff: | $57,574 |
| Average per-course (3-credit) salary paid to adjunct faculty: | More than $4,000 per course |
| VOLUNTARY TURNOVER RATE Faculty: | 4.7% |
| All other staff: | 8.9% |

University of Maryland-Baltimore County
Baltimore, Md. | umbc.edu

Work hours are flexible: Full-time staff can put in four 10-hour days and get a fifth day off. To promote a diverse workplace, the university has started a postdoctoral fellowship for minorities and other groups historically underrepresented in academia. The goal is to place those instructors in tenure-track positions at the university.

RECOGNIZED IN 8 CATEGORIES
Collaborative Governance; Professional/Career Development Programs; Work/Life Balance; Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Respect & Appreciation; Tenure Clarity & Process (Faculty Only); Diversity

VITAL STATISTICS

| Full-time faculty: | 6,305 | Full-time exempt professional staff and administrators: | 9652 |
| Adjunct/part-time faculty: | 2,360 |
| AVERAGE ANNUAL SALARY Administrators: | $99,759 |
| Full-time faculty: | $103,794 |
| Exempt professional staff: | $64,020 |

University of Massachusetts at Amherst
Amherst, Mass. | umass.edu

The university tries to “demystify the tenure process” for faculty, one administrator says. All junior faculty members, in their third year, have pre-tenure reviews with the provost’s office. They can also attend workshops to learn more about each step in the tenure-
evaluation process.

RECOGNIZED IN 1 CATEGORY
Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS

| Full-time faculty: | 1,134 | Full-time exempt professional staff and administrators: | 1,139 |
| Adjunct/part-time faculty: | 51 |
| AVERAGE ANNUAL SALARY Administrators: | $142,205 |
| Full-time faculty: | $95,511 |
| Exempt professional staff: | $64,088 |
| Average per-course (3-credit) salary paid to adjunct faculty: | More than $4,000 per course |
| VOLUNTARY TURNOVER RATE Faculty: | 2.6% |
| All other staff: | 6.3% |

University of Michigan at Ann Arbor
Ann Arbor, Mich. | umich.edu

Benefits are designed with the help of those who use them. For instance, faculty experts in public health, insurance, and related subjects pitch in to design and revise the university’s offerings. The university also extends benefits to same-sex partners.

RECOGNIZED IN 3 CATEGORIES
Compensation & Benefits; Job Satisfaction; Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS

| Full-time faculty: | 6,305 | Full-time exempt professional staff and administrators: | 9652 |
| Adjunct/part-time faculty: | 2,360 |
| AVERAGE ANNUAL SALARY Administrators: | $99,759 |
| Full-time faculty: | $103,794 |
| Exempt professional staff: | $64,020 |

The Chronicle of Higher Education • The Academic Workplace

July 29, 2011

Category definitions:

Collaborative Governance: Faculty members are appro-

priately involved in decisions related to academic programs.

Professional/Career Develop-

ment Programs: Departments are given the opportunity to develop skills and understand requirements to advance in their careers.

Teaching Environment (Faculty only): Faculty members say the institution recognizes innovative and high-quality teaching.

Compensation and Benefits: Pay is fair, and benefits meet the needs of employees.

Facilities, Workspaces, & Security: Facilities meet needs, campuses are safe, and security is provided.

Job Satisfaction: Overall job satisfaction.

Work/Life Balance: Policies give employees the flexibility to manage their personal lives.

Confidence in Senior Leadership: Leaders have the values, skills, and experience necessary for institutional success.

Supervisor or Department Chair Relationship: Supervisors evaluate faculty and provide feedback in a timely, clear, and supportive manner.

Respect and Appreciation: Employees are regularly recognized for their contributions.

Team Clarity and Process: If a problem arises, faculty members can easily get help from any department.

Diversity: The institution makes a concerted effort to create a welcoming and fair environment for all its employees.
The on-campus Rebel Challenge Course, which includes a zip line, rock-climbing wall, and trapeze, is free for Ole Miss employees each Friday. Departments often use the course for team-building activities. Both adventurous employees and their more cautious peers can also take two classes each semester free, one of which can be during the workday.

**RECOGNIZED IN 9 CATEGORIES**
- Collaborative Governance; Professional Career Development Programs; Teaching Environment (Faculty Only); Facilities, Workspace & Security; Job Satisfaction; Confidence in Senior Leadership; Supervisor/Department Chair Relationship; Respect & Appreciation; Tenure Clarity & Process (Faculty Only)

**VITAL STATISTICS**
- STAFF
  - Full-time faculty: 778
  - Full-time exempt professional staff and administrators: 950
  - Adjunct/part-time faculty: 146
- AVERAGE ANNUAL SALARY
  - Administrators: $141,283
  - Full-time faculty: $78,300
  - Exempt professional staff: $56,021

- **Average per course (3-credit) salary paid to adjunct faculty:** $2,000-$4,000 per course

---

**University of Notre Dame**

Notre Dame was the first university in the United States to have its own fire department and remains the only private institution in the country with a career fire department. Benet's haven't suffered: the university has not trimmed health and retirement plans during the economic downturn.

**RECOGNIZED IN 6 CATEGORIES**
- Teaching Environment (Faculty Only); Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Confidence in Senior Leadership; Tenure Clarity & Process (Faculty Only)

**VITAL STATISTICS**
- STAFF
  - Full-time faculty: 1,230
  - Full-time exempt professional staff and administrators: 3470
  - Adjunct/part-time faculty: 508
- AVERAGE ANNUAL SALARY
  - Administrators: $120,310
  - Full-time faculty: $119,000
  - Exempt professional staff: $66,394

- **Average per course (3-credit) salary paid to adjunct faculty:** More than $4,000 per course

---

**University of Southern California**

The university’s Center for Work and Family Life provides faculty, staff, and their families with free counseling during times of need. The center also offers employees a variety of free support groups, on topics that include managing motherhood and quitting smoking.

**RECOGNIZED IN 10 CATEGORIES**
- Collaborative Governance; Professional Career Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Respect & Appreciation; Diversity

**VITAL STATISTICS**
- STAFF
  - Full-time faculty: 2,223
  - Full-time exempt professional staff and administrators: 5925
  - Adjunct/part-time faculty: 1,390
- AVERAGE ANNUAL SALARY
  - Administrators: $155,516
  - Full-time faculty: $114,157
  - Exempt professional staff: $76,231

- **Average per course (3-credit) salary paid to adjunct faculty:** Not available

---

**DOCTOR OF MANAGEMENT**

**IN COMMUNITY COLLEGE POLICY AND ADMINISTRATION**

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A recent study shows that 60 to 80 percent of community college leaders will retire within 5 to 10 years.* Which makes now the perfect time to earn your Doctor of Management (DM) in community college policy and administration from University of Maryland University College (UMUC). The program includes a three-year leadership component featuring leadership assessments and team-based executive coaching.

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*Study by the American Association of Community Colleges.

---

**Voluntary Turnover Rate**

- **University of Mississippi**
  - Faculty: 10.3%
  - All other staff: 9.3%
- **University of Notre Dame**
  - Faculty: 2.2%
  - All other staff: 3.8%

**University of Southern California**

- **VOLUNTARY TURNOVER RATE**
  - Faculty: 3.0%
  - All other staff: 3.8%

---

**University of Southern California**

Los Angeles, Calif. | usc.edu

The university’s Center for Work and Family Life provides faculty, staff, and their families with free counseling during times of need. The center also offers employees a variety of free support groups, on topics that include managing motherhood and quitting smoking.

**RECOGNIZED IN 10 CATEGORIES**
- Collaborative Governance; Professional Career Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Confidence in Senior Leadership; Respect & Appreciation; Diversity

**VITAL STATISTICS**
- STAFF
  - Full-time faculty: 3,190
  - Full-time exempt professional staff and administrators: 5925
  - Adjunct/part-time faculty: 1,390
- AVERAGE ANNUAL SALARY
  - Administrators: $155,516
  - Full-time faculty: $114,157
  - Exempt professional staff: $76,231
- **Average per course (3-credit) salary paid to adjunct faculty:** Not available

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*Continued on Following Page*
Great Colleges to Work For 2011

Continued From Preceding Page

VOLUNTARY TURNOVER RATE
Faculty: 4.3%
All other staff: 6.7%

University of the Incarnate Word
San Antonio, Tex. | uiw.edu

The tight-knit Roman Catholic university has a teaching and learning center that matches junior faculty with senior-faculty mentors within the same department. To reward high-quality teaching, one faculty member each year receives the Presidential Teaching Award, which comes with a $5,000 prize.

RECOGNIZED IN 6 CATEGORIES
Collaborative Governance; Professional Career Development Programs; Teaching Environment (Faculty Only); Job Satisfaction; Confidence in Senior Leadership; Supervisor/Department Chair Relationship

VITAL STATISTICS

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<thead>
<tr>
<th>Category</th>
<th>Full-time faculty</th>
<th>Expected professional staff</th>
<th>Administrators</th>
</tr>
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<tbody>
<tr>
<td>Average annual salary</td>
<td>$51,904</td>
<td>$59,803</td>
<td>$124,469</td>
</tr>
<tr>
<td>Average per-course (3-credit) salary paid to adjunct faculty</td>
<td>$2,000-$4,000 per course</td>
<td>$50,877</td>
<td>$1,400</td>
</tr>
<tr>
<td>Voluntary turnover rate</td>
<td>4.0%</td>
<td>3.0%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

University of West Florida
Pensacola, Fla. | uwf.edu

Situated on a 1,600-acre nature preserve, the university has more than 25 miles of hiking and running trails through campus woodlands. Preserving a peaceful environment is a priority: Campus police officers recognize employees they see demonstrating the institution’s core values—courage, helpfulness, safety, and teamwork—with gift cards for campus eateries.

RECOGNIZED IN 3 CATEGORIES
Facilities, Workspace & Security; Work/Life Balance; Supervisor/Department Chair Relationship

VITAL STATISTICS

<table>
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<tr>
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<tr>
<td>Average per-course (3-credit) salary paid to adjunct faculty</td>
<td>$2,000-$4,000 per course</td>
<td>$47,229</td>
<td>$1,400</td>
</tr>
<tr>
<td>Voluntary turnover rate</td>
<td>4.0%</td>
<td>3.0%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

Webster University
Webster Groves, Mo. | webster.edu

To ease the load on professors and encourage first-rate teaching, the largest classes top out at about 25 students. Newly hired professors can choose between the tenure track or a renewable five-year contract position with a semester-long sabbatical every five years. Some two-thirds of faculty opt for the contract.

RECOGNIZED IN 2 CATEGORIES
Teaching Environment (Faculty Only); Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS

<table>
<thead>
<tr>
<th>Category</th>
<th>Full-time faculty</th>
<th>Expected professional staff</th>
<th>Administrators</th>
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<td>$1,400</td>
</tr>
<tr>
<td>Voluntary turnover rate</td>
<td>4.0%</td>
<td>3.0%</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

West Chester University of Pennsylvania
West Chester, Pa. | wcupa.edu

The university and its departments publish detailed statements of faculty job expectations, providing a framework for both yearly evaluations and tenure decisions. The result: Faculty members have a clear sense of what they need to do from Day One.

RECOGNIZED IN 1 CATEGORY
Tenure Clarity & Process (Faculty Only)

---

Category definitions:

Professional Career Development Programs: Employees are given the opportunity to develop skills and understand requirements to advance in their careers.

Teaching Environment (Faculty Only): Faculty members say the institution recognizes innovative and high-quality teaching.

Compensation and Benefits: Policies give employees the flexibility to manage their personal lives.

Facilities, Workspace & Security: Facilities meet needs, campus appearance is pleasing, and spaces are taken to provide a secure environment.

Job Satisfaction: Overall job satisfaction.

Teaching/Life Balance: Policies give employees the flexibility to manage their personal lives.

Confidence in Senior Leadership: Employees have the knowledge, skills, and experience necessary for institutional success.

Respect and Appreciation: Employees are regularly recognized for their contributions.

Tenure Clarity and Process: Faculty members say:

Diversity: The institution makes a concerted effort to create a welcoming and fair environment for all its employees.
As the world's leader in aviation and aerospace education, Embry-Riddle offers a fast-paced workplace that's sky-high with opportunity. Explore our challenging yet rewarding careers and see why we've been recognized as one of The Chronicle of Higher Education's 2011 Great Colleges to Work For.

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embryriddle.edu
Junior professors can access a searchable archive of successful tenure portfolios and consult with a range of people knowledgeable about the process, including the vice president for academic affairs, the faculty-union president, and recently tenured professors.

RECOGNIZED IN 2 CATEGORIES
Supervisor/Department Chair Relationship; Tenure Clarity & Process (Faculty Only)

CRITICISMS FROM THE GREAT COLLEGES TO WORK FOR SURVEY

RESPONSES FROM THE GREAT COLLEGES TO WORK FOR SURVEY

Employees at colleges found to be good workplaces tend to have positive reactions to these statements.

I have a good relationship with my supervisor/department chair.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Sometimes agree/sometimes disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.4%</td>
<td>59.1%</td>
<td>32.7%</td>
<td>29.5%</td>
<td>10.5%</td>
</tr>
</tbody>
</table>

My job makes good use of my skills and abilities.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Sometimes agree/sometimes disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.2%</td>
<td>58.5%</td>
<td>32.1%</td>
<td>29.1%</td>
<td>13.1%</td>
</tr>
</tbody>
</table>

My department has adequate faculty/staff to achieve our goals.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Sometimes agree/sometimes disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.2%</td>
<td>21.5%</td>
<td>27.5%</td>
<td>31.6%</td>
<td>24.9%</td>
</tr>
</tbody>
</table>

I am paid fairly for my work.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Sometimes agree/sometimes disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.2%</td>
<td>22.4%</td>
<td>36.3%</td>
<td>39.8%</td>
<td>21.6%</td>
</tr>
</tbody>
</table>

Even at colleges recognized as good workplaces, employees are less satisfied in these areas.

Westfield State College
Westfield, Mass. | wsc.ma.edu

Junior professors can access a searchable archive of successful tenure portfolios and consult with a range of people knowledgeable about the process, including the vice president for academic affairs, the faculty-union president, and recently tenured professors.

RECOGNIZED IN 2 CATEGORIES
Supervisor/Department Chair Relationship; Tenure Clarity & Process (Faculty Only)

VITAL STATISTICS
STAFF
Full-time faculty: 217
Full-time exempt professional staff and administrators: 182
Adjunct/part-time faculty: 250
AVERAGE ANNUAL SALARY
Administrators: $76,942
Full-time faculty: $56,642
Exempt professional staff: $49,639
Average per-course (3-credit) salary paid to adjunct faculty: More than $5,000 per course

WESTMINSTER COLLEGE (UTAH)
Salt Lake City, Utah | westminstercollege.edu

Careful financial planning as the economy took a dip allowed the college to avoid layoffs and maintain annual pay increases. The institution matches this consistency with employee benefits—health-insurance premiums for faculty and staff have not risen in 11 years.

RECOGNIZED IN 8 CATEGORIES
Professional/Career Development Programs; Teaching Environment (Faculty Only); Compensation & Benefits; Facilities, Workspace & Security; Job Satisfaction; Work/Life Balance; Supervisor/Department Chair Relationship; Respect & Appreciation

VITAL STATISTICS
STAFF
Full-time faculty: 143
Full-time exempt professional staff and administrators: 147
Adjunct/part-time faculty: 191
AVERAGE ANNUAL SALARY
Administrators: $83,049
Full-time faculty: $66,096
Exempt professional staff: $49,857
Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

VOLUNTARY TURNOVER RATE
Faculty: 0.0%
All other staff 9.0%
The 175-acre campus is a nationally designated arboretum featuring nearly 4,500 trees, and the college is developing a small satellite program in environmental studies that will include an on-site vineyard and vegetable garden.

**RECOGNIZED IN 4 CATEGORIES**
Teaching Environment (Faculty Only); Facilities, Workspace & Security; Job Satisfaction; Tenure Clarity & Process (Faculty Only)

**VITAL STATISTICS**

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<th>STAFF</th>
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<tr>
<td>Full-time faculty: 138</td>
<td></td>
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<tr>
<td>Part-time faculty: 20</td>
<td></td>
</tr>
<tr>
<td>Administrators: 139</td>
<td></td>
</tr>
<tr>
<td>Adjunct/part-time faculty: 33</td>
<td></td>
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<tr>
<td>Average annual salary: $102,232</td>
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<tr>
<td>Full-time faculty: $67,815</td>
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<tr>
<td>Exempt professional staff: $48,518</td>
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</tbody>
</table>

Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

**VOLUNTARY TURNOVER RATE**

| Faculty: 2.6% |
| All other staff: 9.5% |

The 175-acre campus is a nationally designated arboretum featuring nearly 4,500 trees, and the college is developing a small satellite program in environmental studies that will include an on-site vineyard and vegetable garden.

**RECOGNIZED IN 4 CATEGORIES**
Teaching Environment (Faculty Only); Facilities, Workspace & Security; Job Satisfaction; Tenure Clarity & Process (Faculty Only)

**VITAL STATISTICS**

<table>
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<th>STAFF</th>
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<tr>
<td>Full-time faculty: 190</td>
<td></td>
</tr>
<tr>
<td>Part-time faculty: 139</td>
<td></td>
</tr>
<tr>
<td>Administrators: 33</td>
<td></td>
</tr>
<tr>
<td>Exempt professional staff: 5</td>
<td></td>
</tr>
<tr>
<td>Average annual salary: $73,556</td>
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</tr>
<tr>
<td>Full-time faculty: $77,066</td>
<td></td>
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<tr>
<td>Exempt professional staff: $36,814</td>
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</tr>
</tbody>
</table>

Average per-course (3-credit) salary paid to adjunct faculty: $2,000-$4,000 per course

**VOLUNTARY TURNOVER RATE**

| Faculty: 2.2% |
| All other staff: 11.0% |

Free Latin-dance classes and personal trainers are part of the employee-wellness program. At the annual Employee Appreciation Day, members of the president’s cabinet show their gratitude by serving lunch to faculty and staff.

**RECOGNIZED IN 3 CATEGORIES**
Professional/Career Development Programs; Compensation & Benefits; Job Satisfaction

**VITAL STATISTICS**

<table>
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<tr>
<th>STAFF</th>
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<tbody>
<tr>
<td>Full-time faculty: 57</td>
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</tr>
<tr>
<td>Part-time faculty: 97</td>
<td></td>
</tr>
<tr>
<td>Administrators: 93</td>
<td></td>
</tr>
<tr>
<td>Exempt professional staff: 33</td>
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<tr>
<td>Average annual salary: $77,066</td>
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<td>Full-time faculty: $49,059</td>
<td></td>
</tr>
<tr>
<td>Exempt professional staff: $36,814</td>
<td></td>
</tr>
</tbody>
</table>

Average per-course (3-credit) salary paid to adjunct faculty: Less than $1,500 per course

**VOLUNTARY TURNOVER RATE**

| Faculty: 0.0% |
| All other staff: 4.0% |

The new simulation center at West Coast University’s Orange County campus is staffed with seven full-time faculty positions and equipped with advanced technology designed to hone student competencies using a full range of simulated patient care scenarios from routine to emergent.

The center is the latest example of West Coast University’s commitment to provide quality health care education to students so they can meet the growing health care needs in our communities. This commitment is evident through the University’s proven track record of investing in the resources necessary to ensure a rich educational experience. It is what makes West Coast University an exceptional place to work and an outstanding choice for students serious about their education in health care.

**CAMPUS IN:**

- **LOS ANGELES**
- **ORANGE COUNTY**
- **ONTARIO**
Junior Professors: Juggling Teaching, Research, and Advice  By BEN GOSE

When Rachel Mordecai joined the English department at the University of Massachusetts at Amherst in 2008, several senior professors told her they had every interest in helping her succeed.

While Ms. Mordecai says those colleagues have been true to their word, they aren’t the only people she turns to for guidance. Fellow junior faculty members who are closer to gaining tenure have been equally powerful mentors for Ms. Mordecai, as have experts in her field, Caribbean literature, at other universities.

“The broadening of the idea of mentoring has been tremendously helpful to me,” Ms. Mordecai says.

The path to tenure can be a long and stressful one, so many colleges and universities have programs to help junior professors along the way. Most hold an orientation session for new faculty members at the beginning of the academic year, and many assign senior faculty as mentors to the newcomers around the same time.

But an increasing number of universities now believe that a more-fluid approach to orientation and mentoring may help junior faculty better learn the ropes on the campus, gain confidence in their skills, and ultimately succeed in their quest for tenure.

Traditionally universities have tried to cram everything—including details about benefits, tenure requirements, and resources for research and teaching—into a one- or two-day orientation session at the beginning of the academic year. Yet many institutions now realize that such an information dump can be overwhelming for professors who may also be trying to find a place to live and create their first lesson plans.

Humboldt State University’s process typifies the changing approach. New faculty members still get the bare essentials at an initial orientation, but the remaining information—on such topics as how to juggle service, teaching, and research—is parcelled out at catered weekly lunches during the first semester.

The weekly seminars also help new faculty members develop a network of friends, says Nikola Hobbel, Humboldt’s faculty-development coordinator.

“It’s important to have a happy life,” Ms. Hobbel says. “You can’t always control what happens with the colleagues in your department, but if you feel that there are other colleagues on campus who share your interests and understand you, you’ll be much more likely to stay.”

That’s also part of the rationale for the new approach to mentoring. Loyola University Maryland is one of many universities encouraging junior faculty to seek out mentors at all levels from other institutions. Timothy Law Snyder, vice president for academic affairs, says Loyola provides ample travel funds to new tenure-track professors so they can go to conferences and learn from junior counterparts who may be in similar situations.

“They can say, ‘My chair is crazy,’ and the person across the table may say, ‘Well so is mine, but here is how I am dealing with it,’” Mr. Snyder says.

Drexel University gives awards worth $7,500 each to six faculty members per year to find mentors outside the institution. Yuanfang Cai, an assistant professor in computer science, came to Drexel fresh from graduate school in 2006, and quickly identified experts at Carnegie Mellon University and Harvard Business School who were working in her field, which examines the benefits of programming software in distinct components.

She used the $7,500 award to host a workshop that those scholars attended. That led to collaborations with the scholars, and ultimately, joint grant proposals. Ms. Cai has since received four grants from the National Science Foundation.

“The money for the workshop started my career,” Ms. Cai says.

UMass advocates using a variety of advisors for specific needs, rather than relying on a single mentor.

Ms. Mordecai turns to the mentor she was first assigned, a senior woman in the English department, for help in figuring out how to spend her time and for feedback on her writing. Experts on the Caribbean, including Anthony Bogues, a professor of Africana studies at Brown University, and Staci Smith, a professor in computer science, came to Drexel after Cai led a seminar on research collaborations.

Ms. Cai’s collaborative work—on such topics as structural rewards, and it’s more about work-life balance.”

MANY young faculty members are more interested than their predecessors in a life that balances work with family and other interests, according to periodic surveys of junior faculty conducted by the Collaborative on Academic Careers in Higher Education, a 160-member consortium based at Harvard’s Graduate School of Education.

“Generation X faculty are allowing climate and cultural factors to influence their career paths more than the baby boomers did,” says Kiernan Mathews, the collaborative’s director. “It’s less about autonomy and compensation and structural rewards, and it’s more about work-life balance.”

Rebecca Spencer, an assistant professor of psychology at UMass-Amherst, says she was pleased to learn that her husband, a chemist, could take a paternity leave during their first semester at the university, in the fall of 2008, even though their baby was already 5 months old. Ms. Spencer has also used Sittercity, which provides babysitters in major cities throughout the country, to identify caregivers who can stay overnight with her children when both she and her husband are away at conferences. UMass has purchased a one-year trial membership to Sittercity for all faculty members.
"That’s the kind of thing that corporations often provide, but it’s rare in academia to get that kind of benefit,” Ms. Spencer says.

Yet even institutions that score well in surveys of junior faculty concede that the roots of satisfaction are often beyond their control. The University of Iowa was rated “exceptional” in five categories in a survey of junior faculty members at 127 colleges by the Harvard-based collaborator. Iowa does have faculty-friendly policies, including an automatic one-year extension of the tenure clock when a new baby is born or adopted. But Thomas W. Rice, Iowa’s associate provost, says the appeal of Iowa City—with its relaxed pace, highly regarded schools, and excellent medical care—may explain the high marks as much as anything else.

“You’re happier with your employer if you’re happy with the place you live,” he says. “We’re lucky that way.”

Universities can provide only so much support; junior faculty are ultimately on their own in figuring out how to endure the pressures of the tenure chase. Robert Simmons, an assistant professor of education at Loyola University Maryland who is up for tenure in 2013, worries about how the many hours he spends team-teaching and conducting research at an inner-city high school in Washington, D.C., will be viewed. Although he believes his publishing record is also strong, he frets that professors in other disciplines may have different values than those in his department. Mr. Simmons is also aware that a single controversial statement in class could hurt his tenure bid. He’s a black man at a predominantly white university and teaches a course on race.

But he alleviates stress by reminding himself that he has never viewed a tenured academic job as the “be all, end all.” And he carves out plenty of time for his wife and kids and the occasional game of Madden NFL on his PlayStation.

“Whatever is going to happen is going to happen,” Mr. Simmons says. “I’ll do the work and let the chips fall as they may.”

Some of the most content young faculty members may be those who have learned what they really want in the course of moving around from job to job. Rosemary Sherriff started her academic career at a campus of the University of Hawaii, and later moved into a tenure-track position in the geography department at the University of Kentucky. While jobs at research universities are prized by many young scholars, Ms. Sherriff and her husband, a hydrologist, itched to move west, and in the fall of 2009, she took a tenure-track position at Humboldt State. The location—Humboldt abuts a coastal redwood forest and the Pacific Ocean—was a better fit for Ms. Sherriff, who studies forest ecology and rural environments.

She was aware of the tradeoffs: Humboldt emphasizes teaching over scholarship, and provides faculty members with fewer resources for teaching and research than Kentucky did. While the move was related to lifestyle, Ms. Sherriff still had some demands of her new employer. She wanted her own laboratory so that she and five undergraduate assistants would have space to analyze tree-ring samples. The geography department agreed to convert part of its storage room into her lab. And last fall, Ms. Sherriff turned some heads when she applied a few years early for tenure. She learned this May that she had received it.

“I made a choice,” Ms. Sherriff says of her move to Humboldt. “In 10 years, am I going to regret it? Maybe some, but I enjoy this place. We are happier here.”

The path to tenure can be long and stressful. A little help can go a long way.
The Faculty Life Cycle

By ROBIN WILSON

JUST LAST YEAR, Lynne M. Dearborn was a junior faculty member in architecture at the University of Illinois at Urbana-Champaign, working to persuade her department and the university that she deserved tenure.

Now she’s an associate director at the School of Architecture at Illinois, responsible for recruiting and advising 200 graduate students.

Ms. Dearborn took on the new leadership role just two months after she earned tenure, in May 2010, and became an associate professor. While she expected that her new rank would bring new responsibilities, she wasn’t prepared for the kind of leadership roles associate professors are asked to take on. “That wasn’t on my radar screen,” she says.

It was precisely to help associate professors like Ms. Dearborn navigate their new roles that Illinois began offering a set of workshops last academic year for midcareer faculty members. The workshops were aimed at teaching associate professors about their new responsibilities and helping them figure it all out. “That minute you get tenure, people start asking you to do more things,” says Barbara J. Wilson, vice provost for academic affairs at Illinois. “How do you navigate those choices?”

The answer is not very clear to associate professors, who typically get few guidelines from their universities. “Here you have this vague and ambiguous time period that doesn’t have markers like the pre-tenure period,” says Ms. Wilson. “You are never quite sure when you’ve done enough to go on to the next promotion.”

Illinois realized it had a problem when two-thirds of associate professors who answered a university survey last year said they felt overwhelmed trying to balance their teaching, research, and service commitments. The same proportion reported they had no mentor at Illinois to help them figure it all out.

The sense of confusion and being overburdened is not unique to Illinois. Other campuses, like Michigan State University, have studied the issue and now offer orientation sessions for new associate professors and workshops to train them for leadership. “Within the first two years after tenure, professors are asked to run very high-stakes activities like search committees, academic-governance committees, and large grants,” says Deborah DeZure, assistant provost for faculty and organizational development at Michigan State. “Until we surveyed our associate professors, we hadn’t heard the degree to which they were swimming alone.”

A pilot study of seven public research universities completed last year by the Collaborative on Academic Careers in Higher Education, based at Harvard University, showed the same thing. Midcareer professors find themselves caught between older faculty members, some of whom may use large research grants to buy their way out of teaching and service commitments, and young professors, who are typically shielded from administrative assignments while they focus on earning tenure. That means the bulk of faculty administrative work often falls to associate professors.

“Associate professors see themselves as a sandwich generation,” says Cathy A. Trower, research director of the collaborative at Harvard. “At a time that should be a great celebration, after earning tenure, when they can do more innovative things in the classroom or do research in a different way, they are completely beleaguered and find themselves dumped on.”

At most universities, junior professors on the tenure track come up for tenure within six or seven years after they’re hired. Once they earn tenure, most are granted the title of associate professor. But the advancement process from associate to full professor is much less predictable. There is no set time period after which associate professors are considered for promotion, and the expectations for it are often unclear.

There are no national statistics on how long it takes associate professors to be promoted, on average, but some smaller studies show that most spend about seven and a half years on the job before becoming full professors. Some associate professors, however, never accomplish enough to advance to the next level, and remain at the same rank until they retire.

Illinois sponsored three sessions on the campus over the last academic year for midcareer faculty members. Senior
professors talked to them about how to build a case for promotion to full professor. And deans and other administrators talked about leadership responsibilities and strategies for juggling the demands of the job. It is during the midcareer years that many faculty members turn back to family responsibilities they may have neglected while they were working to earn tenure. Some take the time to start families, others are raising small children or caring for aging parents.

“We had a senior faculty member who was an associate dean at one time and has been in a lot of leadership positions,” says Ms. Wilson, the vice provost. “During the workshop, she laid out how to do all of this while looking at your personal and professional life. It is a complex mix.”

Carol Symes earned tenure in history at Illinois three years ago, and she has already changed the course of her future research a couple of times. At first, she decided to pursue something quite different from the book that helped her earn tenure, which was about the role of plays in 13th-century Europe. But after attending some of the midcareer workshops at Illinois, she decided to jettison her ideas about a brand new project and focus on work that builds on her first book.

Being an associate professor, says Ms. Symes, can be daunting. “Pre-tenure, I was happy with the idea of being the young Turk: I shook people up,” she says. “Now, I am one of those people defending my turf. I had this book out and it won all these awards, but now are people going to say, ‘You know, Symes—she’s kind of passé.’”

Ms. Symes says the workshops helped her realize: “I am not alone, and I’m not crazy.”

Gabriel Solis earned tenure in music at Illinois three years ago. He says he has a whole new set of worries now that he is an associate professor. Not only does he have two new book contracts, he is in charge of the School of Music’s musicology unit, which means he manages eight people. During the new academic year, he will also begin serving on the music school’s executive committee.

Since earning tenure, says Mr. Solis, he has become more interested in whether his work has an impact on his discipline. “I’m more concerned about whether my voice is being heard and whether what I do matters,” he says.

Last month Mr. Solis took some advice he’d heard at one of the Illinois workshops and met with a senior faculty member who had been his mentor during the tenure process. “I told him, I’m having all of this stress, can we have coffee?” Mr. Solis recalled. “He helped me come up with a strategy about what to do with my work, where I might place a couple of articles, and he said, If you think about that piece in these terms instead of those, it might have a bigger impact.”

Typically, says Mr. Solis, academics are reluctant to ask for help, particularly associate professors who are assumed to have finally arrived and to know how to do their jobs. “I am like many academics. I don’t want to be told what to do,” he says. “I think that I can do things by myself.”

Christopher M. Span, who became an associate professor of education with tenure at Illinois in 2009, thought he knew exactly how to plan his research during a sabbatical he took this past academic year. “I was going to try to hit all of these different archives and spend a couple of weeks at each one,” he says. But then he attended some of the midcareer workshops at Illinois and decided to trim his research and the scope of his next book. Instead of looking at the education of free blacks during the entire 19th century and across the entire nation, he will focus on just the first half of the century and look only at the North and the South.

“What I learned at the workshop is that I didn’t have to cover all that ground,” he says. “They said, What you want to do is look at what you have the greatest interest in. That’s what will keep you motivated.”

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Senior Professors: Not When to Retire, but How

By AUDREY WILLIAMS JUNE

COLLEGE PARK, MD.

At the University of Maryland at College Park, several senior professors have spent much of the past academic year engaged in a conversation whose theme, they knew, had come.

They had all seen the graying of the faculty there, and they knew that a steady trickle of retirements was imminent. But at Maryland, as on many other campuses, senior professors are often uncertain about exactly how to retire. And when they do, they often feel cut off from the institution where they have spent years building their careers.

So the University Senate created a panel on age-related faculty issues and set out to find ways that the institution could demystify the retirement process. The group also sought to determine how the university could play a more active role in helping retired professors maintain ties to their former employer.

“One of the things that we discovered was that faculty want to retire, but we don’t do the best job with helping them retire,” says Arthur N. Popper, a professor of biology, who is a member of the panel. “What we tried to do is make the campus more aware of the issues that senior faculty have.”

Eventually senior faculty members must think about a transition to life after academia. It’s an issue that can loom large over the final stages of their careers, even if no one talks about it. To be sure, retirement is a sensitive subject in an environment where people’s lives are inextricably intertwined with their work, and mandatory-retirement laws no longer exist. In fact, one professor at Maryland was under the misimpression that information from a report generated by the panel would be used to push aging professors out of their jobs.

“It’s not natural to think about retirement or even talk about retirement,” says James Gilbert, a historian at the University of Maryland, who chairs the panel, and who retired a year ago himself. “But we have to be thinking about what’s next.”

Mr. Popper is already thinking along those lines. He plans to retire in June 2014. “I have grandkids in New York who I’d like to see more often,” he says.

Mr. Popper, 68, who is an associate dean of the Graduate School at College Park, has been on the job for 24 years. His familiarity with the intricacies of the state’s employee-benefit package played a role in his choosing a retirement date: He knew that to get full health benefits for his spouse, he had to work at least 25 years. “We discovered that a lot of faculty don’t know about these rules,” he says.

When it comes to retirement rules, human-resource officials focus on specific nuts and bolts—health-insurance options, for instance. But academics also need to know that other key aspects of retirement can be worked out with a department chair—such as the chance to teach a few classes, remain an active researcher, or keep a lab or office. “I just bumped into one of my colleagues who is retiring, who didn’t have a clue of all the options that he could talk to the chair about,” Mr. Popper says.

“It’s important for retiring academics to know what they’re going to do next, he believes, “or else you’re asking for a really short life span.” Along with spending more time with his family, he wants to continue his research on the effects of noise on fish, for which he has formed collaborations with scientists across the nation. He acknowledges that he would “desperately miss” teaching and says he could see himself trying to help graduate students, particularly international ones, write their first papers.

“Academics are very fortunate people,” Mr. Popper says. “We love our jobs.”

But helping senior professors get comfortable with the idea of retiring means that administrators must often walk a fine line. Indeed, fears of being accused of age discrimination have helped to keep the very information that senior faculty members most need about retirement out of their hands, says Claire Van Ummersen, a senior adviser on faculty careers at the American Council on Education.

“When we had mandatory retirement at 65, everybody knew at 65 they needed to retire,” says Ms. Van Ummersen, who oversees the council’s new program on faculty-retirement transitions. “Nobody spent any time obsessing over this, because they knew when it was going to happen. But now deans and department chairs feel they can’t approach faculty about these issues because it could be seen as discrimination.”

When administrators at Stanford University’s School of Medicine surveyed senior professors three years ago about their attitudes toward retirement, they were careful to survey all faculty members who were at least 50 years old. “We did that on purpose, so we wouldn’t look like we were targeting people,” says Philip A. Pizzo, dean of the medical school.

“What we were really looking at was how we could support our faculty and give them the information they needed to plan for retirement.”

The survey’s response rate was 70 percent. “That just shows that this is really a topic of considerable interest,” Mr. Pizzo says.

Although many people in academic medicine want to continue working as long as they can, he says, roadblocks make reaching that goal difficult. For one thing, because the competition for research grants is intense, senior faculty members find it hard to maintain their research portfolios, he says. As for senior professors who hold clinical appointments, waning clinical skills would eventually pose a problem.

“Rather than have it be a situation that is associated with crisis and in some cases a loss of dignity,” Mr. Pizzo says of retirement, “we wanted to be proactive about it.”

James Gilbert, a historian at the U. of Maryland at College Park, led a campus committee on retirement as he put his own phased-retirement plan into action.

EVEN as the decision to retire is fraught with emotion for some professors, for others, like Irwin T. Sanders, a professor of history at Washington and Lee University, retirement is a natural progression in a career that has simply run its course. Mr. Sanders began teaching at Washington and Lee in 1969, straight out of graduate school. He started thinking about retirement four or five years ago. Advising freshman students had lost its appeal, and it was taking him longer to grade students’ work.

Teaching writing-intensive history courses—particularly on the freshman level—would leave him poring over pages of student papers, journal entries, in-class writing assignments, and weekly quizzes. “It was taking me longer to read them,” says Mr. Sanders, who is 68. “But I didn’t want to change my method of teaching.”

So, after 42 years on the job, he retired after the academic year that just ended, in Lexington, Va., where the university is located, he is a member of the Planning Commission and the Board of Zoning Appeals. He is also on an advisory council for a state commission to commemorate the bicentennial of the War of 1812. Writing papers, reading manuscripts, and reviewing books are on his agenda as well.

“I think it’s important to have a life off campus,” says Mr. Sanders, who will keep an office at Washington and
Lee and may teach a course there next spring. “I’ve always made a conscious decision to do that.”

The recession kept him on the job a few years longer than he had planned. But as a member of more than a few faculty-search committees, he’s cognizant of how many talented professors-to-be are waiting in the wings. “I think it’s bad for the profession and bad for the students to hang on too long,” he says.

Indeed, the timing of faculty retirement is key. For J. Thomas Williams, a physics professor who came to Washington and Lee in 1974, sticking around past age 70 seemed like a bad idea. “What I do is so rewarding and so much fun,” he says. “So when I was about 60 years old, I just said, if I can get to age 70, I ought to step away.”

He enrolled in the university’s phased-retirement program, which gave him a half-time teaching load for the three years leading up to his retirement last month. He plans to keep up his research collaborations, including one with a younger colleague, a mathematician whom he once taught as a student.

But Mr. Williams, who also previously served as provost, is leaving behind a stint as department chair, during which he had to manage the retirements of two other physics professors. “I was trying to make sure we had the staffing to continue on,” he says.

Mr. Gilbert, 72, who recalls how exhausting it became to spend three or four hours preparing for each of his lectures. “I cleaned out my office,” he says “and that was it,” he says.

Mr. Gilbert’s postretirement life has some vestiges of his old one, thanks to the negotiations he had with his former department chair. He works out of a small office in the history department where he once taught. He assists with Ph.D. exams, attends conferences, and continues to do research in American history.

“I’ve been really busy on my own,” says Mr. Gilbert. “But the university should find a way to exploit retired faculty as much as they can.”

At Maryland, Mr. Gilbert, chairman of the retirement panel, applauds its work, which was detailed in a report approved by the University Senate in April. Among the recommendations: The provost’s office should appoint a part-time staff person to help professors navigate their retirements and to act as an advocate for retired professors; the university should continue efforts to make the campus accessible to aging faculty members; and it should create faculty-retirement seminars and provide work space for emeritus professors.

“They’re not wild recommendations,” Mr. Gilbert says. “They’re really quite practical.”

Maryland administrators agree. Juan Uriagereka, a professor of linguistics who has served as associate provost for faculty affairs for a year now, hopes his office will offer workshops and information sessions examining how retirement plays out in real life.

“We have to create a climate where you can get a coffee with your friends and talk about how you manage,” says Mr. Uriagereka, himself a faculty member at Maryland since 1989. “You’re working 60 to 70 hours a week. How do you phase out of that? How do you manage your retirement funds? It’s difficult.”

He envisions retired professors’ acting as career mentors to junior faculty, perhaps guiding them through the application process for awards or grant money. “This is such an impressive group, I want to do what we can to prevent them from going home the minute they’re not going to be here full time,” he says.

Mr. Gilbert created his own phased-retirement plan. With his department chair’s approval, he began teaching half-time—one semester on, one semester off—two years ago so he could finish writing a book. A professor for 44 years, he knew it was time.

“I was beginning to feel such a disconnect between my experiences and that of my students,” says Mr. Gilbert, who recalls how exhausting it became to spend three or four hours preparing for each of his lectures.

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Ronald M. Sega is no stranger to a long commute. The former astronaut ventured more than seven million miles on his two trips into space, so the travel requirements for his new job seem rather cushy by comparison.

In a unique arrangement, Mr. Sega is a vice president for two different universities nearly 1,300 miles apart. Since September, he has held joint appointments at Colorado State and Ohio State Universities, where he serves as vice president and enterprise executive for energy and the environment. In these roles, Mr. Sega seeks to help the two universities improve energy efficiency, reduce greenhouse-gas emissions, and secure more federal and state funds for environmental and energy research.

The presidents of both universities have heralded Mr. Sega’s appointment as an example of a 21st-century approach to sharing knowledge and resources across institutions. But Mr. Sega’s position and others like it illustrate the challenges administrators face when their responsibilities are divided among multiple universities or branch campuses spread far and wide. The routine duties of supervising employees, establishing connections to a university and its surrounding community, and balancing work and family life all become more complicated in a world where the workplace is no longer defined by an office, a campus, or even state lines.

Mr. Sega still calls Fort Collins, Colo., home, but he keeps a separate car and apartment in Columbus, Ohio, for the one week each month he typically spends there. He communicates daily by e-mail and phone with the handful of people who report to him at both institutions, and his two assistants are careful to upload his calendar appointments in the proper time zones.

It is no secret that e-mail, Skype, and other technological advances have made it easier to conduct business remotely. At the same time, arrangements that split administrators’ duties between multiple campuses require very clear communication about how those responsibilities are to be divided, says Andy Brantley, president and chief executive of the College and University Professional Association for Human Resources. Practical steps, such as administrators sharing their calendars with those who directly report to them, can help set clear expectations about their availability, he says.

“The last thing you want is for the individual in the position to have conflicting priorities,” Mr. Brantley says.

It is not uncommon for faculty members to work at multiple branch campuses or for system-level administrators to have duties across a range of institutions, but spreading senior-level administrative responsibilities across two distinct universities that lack any other official partnerships is rare in higher education, according to officials at Colorado State and Ohio State. While uncommon, his two-campus job could be a model for land-grant institutions, Mr. Sega says.

“More and more, the world is doing...
Mr. Sega travels a lot, but he would be hard-pressed to chalk up more miles in a year than Richard G. Shrubb, president of Minnesota West Community and Technical College. It is a full-time job just for Mr. Shrubb to keep tabs on the college’s five campuses and four instructional centers, which are spread across an estimated 18,000 square miles of sparsely populated landscape along the state’s borders with South Dakota and Iowa.

Reached on his cellphone recently—that’s the only way to catch Mr. Shrubb—the president was on the road, rocking out to an old Duran Duran C.D. He tries to make appearances at local festivals in towns where the college has campuses, and on this particular day Mr. Shrubb was headed to Western Fest, a parade and rodeo event in Granite Falls, Minn. Other towns, campuses, and festivals are on his agenda to visit in the coming weeks.

“It doesn’t take long for people to get sick of me, so this allows for me to go from place to place every day,” Mr. Shrubb says with a chuckle. “I enjoy being an external president.”

Mr. Shrubb has a home in Worthington, Minn., about 60 miles east of Sioux Falls, S.D., but he travels so much that he often takes his wife with him on the road for company. He has become such a familiar face at hotels and restaurants along his route that owners greet him “like Norm on Cheers,” he says, referring to the popular sitcom set in a Boston bar.

It is not all festivals and glad-handing for Mr. Shrubb, though. He says that one of the real challenges of serving such a “gargantuan” area is making an effective legislative case to six different state representatives, four state senators, and four federal lawmakers.

“That’s a lot of people to stay in touch with, and it’s a little problematic because sometimes they just don’t get along,” he says.

Minnesota West is among several colleges in the state to be reorganized since 1991, and several of the mergers and partnerships have placed a single president at the helm of multiple campuses. Indeed, the number of presidents in the Minnesota State Colleges and Universities system has fallen from 45 to 31 in the past two decades.

James H. McCormick, chancellor of the system, concedes that spreading presidents across multiple campuses potentially makes establishing connections to the community a challenge, and residents of the towns who’ve seen presidential posts disappear may feel slighted. At the same time, the system has been able to better control costs by consolidating business and administrative functions, Mr. McCormick says.

“Many of them would like to have their own president in a small town,” he says. “But others see the efficiencies of working together.”

Mr. Shrubb, who previously served as vice president of academic and student affairs at Terra Community College, in Ohio, says the role of a road-warrior president had immediate appeal when he took the job three years ago.

“I had no reservations at all,” he says. “I took a big, happy swan dive into it.”

“I took a big, happy swan dive into it.”
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—David C. Jordan
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Howard Community College

Being recognized was, of course, great. But it was also very helpful to see the areas in which we were rated less highly by our employees. As we did last year, we are examining how to improve in those areas in the future.

—Bonnie G. Martin
Director of Administrative Services
SUNY Delhi

The thing that will be most beneficial is the benchmark data we now have. Going forward we can rate ourselves on how we measure up based on the original data.

—Jeannine Curns
Director, Human Resources
Heidelberg University
Faculty unions can keep wages competitive. Indeed, as administrators seek to form a union, but right now at the University of Illinois at Chicago we have organized and voted on a faculty union, which will be the first unit formed at a major research university in Illinois and one of the first nationwide since the wave of unionization in the 1960s and 70s.

Issues around wages, benefits, and working conditions have been important ones to unions, and will continue to be. Indeed, as administrators seek more and more items to cut, a strong faculty union can keep wages competitive so that a major research university can command the best faculty and keep up its research interests.

Some have said that while tenure-track professors will protect their interests, the larger cohort of non-tenure-track professors will suffer as a result. We at Illinois at Chicago have chosen to form our bargaining unit to include both tenure-track and non-tenure-track faculty. We see this united move as a positive one for both groups. Tellingly, the administration has contested our election and hired a union-busting law firm because it would like to maintain the distinction between these two groups—presumably to weaken the claims of either.

Another area that faculty unions can and should influence is the governance of the university. As most of us who have spent any real time in the university know, faculty senates have no power. They are merely bully pulpits from which the faculty can address the largely independent and powerful administration. But a united faculty union has much more power. It has the resources and clout that senates wish they had. Again, tellingly, the provost of our institution has made it clear that he believes governance matters should be addressed by the Campus Senate and not in the collective-bargaining process, and that he wishes to negotiate only over wages, hours, and working conditions.

So, as the pressure is put on faculty unions to give back economically, those unions can push forward in the areas of shared governance, quality of campus life both in terms of teaching and research, and working conditions in the largest sense.

Mark Twain is often quoted as having said: “The rumors of my death are greatly exaggerated.” The same can be said for faculty unions in higher education. In many states, the financial crisis facing state and local governments, reports of large long-run deficits in public-employee retirement funds, and the growing political power of conservative governors and legislators have combined to lead to the passage of laws or executive orders limiting collective-bargaining rights for public employees. But other forces suggest that the death of faculty collective bargaining may not be as imminent as some believe.

Most researchers have concluded that collective bargaining for full-time faculty in public higher education has at best had only a modest impact on the average levels of faculty salaries. The research suggests that faculty unions have had more of an impact on how salary increases are distributed and on faculty governance, including grievance procedures. Limitations on bargaining over the size of faculty raises in some states will have no impact on union bargaining rights on other issues. While research also suggests that faculty unions at public community colleges were more successful in improving faculty compensation, the two states with the most unionized community-college faculty (New York and California) to date have not passed any laws limiting collective-bargaining rights for faculty at public institutions. Finally, if political winds shift, the political process may restore public-sector collective-bargaining rights in a number of states.

The ability of tenured and tenure-track faculty to bargain collectively in private higher education has long been limited by the Supreme Court’s 1980 Yeshiva decision, which held that such faculty had managerial duties. However, tenured and tenure-track faculty are now a minority of higher-education faculty nationwide. Even if we exclude graduate teaching assistants, over half of the faculty members employed in American higher education are now part time, and almost another one fifth are full-time, non-tenure-track faculty. There are no limitations on collective-bargaining rights for non-tenure-track faculty in private higher education. Salaries for these positions are much lower than those of tenured and tenure-track faculty, making the unionization of such faculty members a fertile area for the growth of private-sector, and in many states public-sector, faculty collective bargaining.

Forum: The Future of Faculty Unions

At a Time when unions in general are in decline in the United States, academic unions in particular are under attack, and a large majority of faculty members hold nontenurable jobs, we asked a group of observers the following question: What is the future of faculty unions? Here’s how they responded.

Lennard J. Davis, professor of arts and sciences at the University of Illinois at Chicago and member of a faculty group that recently helped organize a union there:

Unions are under the gun in many states during this economic downturn. Faculty unions face similar critiques. It might seem as if this is a bad time to form a union, but right now at the University of Illinois at Chicago we have organized and voted on a faculty union, which will be the first unit formed at a major research university in Illinois and one of the first nationwide since the wave of unionization in the 1960s and 70s.

Ronald G. Ehrenberg, professor of industrial and labor relations and economics at Cornell University and director of the Cornell Higher Education Research Institute:

Mark Twain is often quoted as having said: “The rumors of my death are greatly exaggerated.” The same can be said for faculty unions in higher education. In many states, the financial crisis facing state and local governments, reports of large long-run deficits in public-employee retirement funds, and the growing political power of conservative governors and legislators have combined to lead to the passage of laws or executive orders limiting collective-bargaining rights for public employees. But other forces suggest that the death of faculty collective bargaining may not be as imminent as some believe.

Most researchers have concluded that collective bargaining for full-time faculty in public higher education has at best had only a modest impact on the average levels of faculty salaries. The research suggests that faculty unions have had more of an impact on how salary increases are distributed and on faculty governance, including grievance procedures. Limitations on bargaining over the size of faculty raises in some states will have no impact on union bargaining rights on other issues. While research also suggests that faculty unions at public community colleges were more successful in improving faculty compensation, the two states with the most unionized community-college faculty (New York and California) to date have not passed any laws limiting collective-bargaining rights for faculty at public institutions. Finally, if political winds shift, the political process may restore public-sector collective-bargaining rights in a number of states. The ability of tenured and tenure-track faculty to bargain collectively in private higher education has long been limited by the Supreme Court’s 1980 Yeshiva decision, which held that such faculty had managerial duties. However, tenured and tenure-track faculty are now a minority of higher-education faculty nationwide. Even if we exclude graduate teaching assistants, over half of the faculty members employed in American higher education are now part time, and almost another one fifth are full-time, non-tenure-track faculty. There are no limitations on collective-bargaining rights for non-tenure-track faculty in private higher education. Salaries for these positions are much lower than those of tenured and tenure-track faculty, making the unionization of such faculty members a fertile area for the growth of private-sector, and in many states public-sector, faculty collective bargaining.

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Keith Hoeller, co-founder, Washington Part-Time Faculty Association:

Adjunct professors of all stripes lag far behind their tenured colleagues in salaries and benefits. Not only have the unions failed to bargain any real job security for their adjuncts, they have often prevented their “parttimers” from working full time and therefore qualifying for tenure. Bill Haywood, the former leader of the Industrial Workers of the World (or Wobblies), would have called the faculty unions “job trusts.”

The labor movement has spent decades trying to abolish employer-dominated unions and getting supervisors out of the bargaining units, yet academic unions have done just the opposite. While labor unions may dispute the Supreme Court’s Schebera decision, which held that full-time tenured faculty at private colleges were “managers,” there is no dispute that the tenured faculty serve as managers of the contingent professors. Putting adjunct faculty with no job security into the same bargaining units as the tenured faculty has been great for the tenured faculty and abysmal for the adjuncts. If tenured faculty were serious about being real unionists, they would direct themselves of all managerial powers. That they have not done so is telling.

Nothing proves the unlikelihood of reforming the faculty unions more than their refusal to address the contingent faculty crisis. Indeed, all three major unions that represent professors (American Federation of Teachers, American Association of University Professors, and National Education Association) are united in protecting and increasing the number of tenured faculty, while leaving the adjuncts in the academic ghetto. Exhibit No. 1 is the AFT’s Faculty and College Excellence plan (FACE), which argues that since the adjuncts are treated so badly, the only way to have “excellence” is to hire more tenured faculty.

Union solidarity within a two-track system is a pure Catch-22. The “tenure or nothing” philosophy has literally meant nothing for one million contingent faculty members. If the unions do not restructure to allow the adjuncts to represent themselves, “fair representation” will have to be sought through government agencies, legislation, and the courts. It may take a new contingent-union movement committed to abolishing the two-track system and replacing it with something more egalitarian, like that at the Vancouver Community College system in British Columbia.

The mission of a union for adjuncts should be the abolition of the two-track system and equality for all college professors. This new union should not shrink from competition with other unions. It should be willing to explore new forms of job security in addition to tenure. Adjuncts deserve the fundamental labor rights to choose their own unions and their own destiny.

Daniel J. Julius, vice president for academic affairs for the University of Alaska system and formerly a labor-management representative and chair of CUPA-HR’s national board of directors:

The question should be recast to address the future of institutions and systems where the lion’s share of faculty unionization occurs—in large, comprehensive public systems in approximately 15 states with enabling labor legislation. At these colleges and universities, in locales where legislators are increasingly unable to finance operating budgets, and also willing to consider repeal of legislation supporting public-sector unions, academic leaders are confronted with serious challenges. These include the need to seek alternative sources of revenue and nurture entrepreneurial endeavors (which, if not managed carefully, will pose new problems to system leaders); competition from the for-profit sector; and demands from students and other constituents for programmatic flexibility, accountability, and lower tuition.

To the extent faculty-union and administrative leaders can, as partners, accommodate what has been referred to as the “new normal,” these institutions and their unionized faculty will survive. Accommodation, in my opinion, will entail a reconsideration of missions, rethinking how courses and programs are delivered, the nurturing of entrepreneurship and fund raising without damaging institutional integrity, and a willingness to confront institutional bureaucracy and entrenched political interests, while respecting the crucial role of the faculty in appointment, promotion, tenure, curriculum development, and shared governance.

American labor history may provide some clues about the future of faculty unions. In cases where the parties were able to overcome the temptation to vilify each other and work collaboratively to adapt to changing environments, new technologies, customer demand, and international competition, unionization and the industry survived.

There are alternative scenarios, too. Not long ago it was inconceivable that U.S. Steel, Ma Bell, or General Motors would ever break up. Faced with growing international competition, a changing political and economic environment, fewer tax dollars, a decline in real wealth, expensive union contracts, leaders with short-term vision, and the loss of confidence by the American public, these industrial giants inevitably came undone. Will the same occur at institutions where faculty are unionized? I hope not.
Cary Nelson, president of the American Association of University Professors:

IT'S A HOT FUTURE either way. Faculty collective bargaining at public institutions is paradoxically at once under assault and resurgent. It is under assault by Republican state legislators seeking to curtail or eliminate all public-employee collective bargaining, often with legislation drafted by one or more conservative foundations. Sometimes a special animus toward faculty bargaining rights comes into play, as in the Ohio decision to declare all faculty members managerial employees ineligible for collective bargaining because they are running their institutions. Ohio faculty were generally surprised they had such powers, and they would be hard pressed to confirm them. The move to apply the Supreme Court's flawed (and increasingly absurd) 1980 Yeshiva decision (which applied to faculty at private colleges) to faculty at public institutions was spearheaded by an organization representing Ohio university presidents. But as broad fishing-expedition demands for faculty e-mails demonstrate, other faculty rights are also threatened by some of the same conservative groups and public officials, so the assault on collective bargaining is increasingly being seen as part of a comprehensive agenda that all faculty members must resist. That adds to the fervor AAUP members display in the movement to repeal the Ohio legislation.

Of course there have long been scores of private institutions where faculty members would unionize rapidly but for Yeshiva. There are more than a few private colleges run in a proto-military, authoritarian style that gives faculty members no role in decision-making. But the big news over the next few years will be a sea change in the attitude toward collective bargaining among faculty members at public research institutions. As long as there was enough money to go around, faculty members were content to leave budget decisions to administrators.

But long-declining state support is now close to disappearing, and resistance to increased tuition is rising. Meanwhile, faculty members are finding their departments threatened with downsizing or closure; once-universal research funds increasingly and ideologically given to favored disciplines; and support for graduate students in the arts and humanities eroding. Faculty members at research universities are rapidly realizing they must seize substantial control of the budget process or lose any role in shaping institutional priorities and missions.

The challenge is to spend the money campuses already have on teaching and research. The only way for faculty members to make that happen is to unionize. That explains why it was often former department heads and major research faculty members who walked the halls with me signing up union members when I visited the University of Illinois at Chicago this year to support the successful joint AAUP/AFT campaign. They will soon be joined by others across the country.

Continued on Following Page

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Pamela S. Silverblatt, vice chancellor for labor relations and chief labor negotiator at the City University of New York, and former city deputy commissioner in the New York City Mayor’s Office of Labor Relations:

This is a difficult time for unions. Unionization rates on average have been declining for decades. Public-sector unions are increasingly under assault, especially in connection with pension and health-insurance benefits their members have secured over time. And faculty unions at public colleges and universities in particular are under unprecedented pressure.

Support for public institutions had been declining for a couple of decades before the national recession, and the economic downturn has only exacerbated that decline, with many states cutting higher-education budgets, freezing salaries, and raising tuition to offset revenue losses. At the same time, public institutions like CUNY are serving record numbers of students and must therefore find ways to increase productivity, encourage philanthropy, and become more entrepreneurial—all while continuing to lobby for public support—in order to meet students’ needs.

The challenge—for government, for universities, and for unions—is to recognize that while the environment is changing and the pressures are intense, adaptations must be made in ways that ensure that short-term fixes do not compromise sound public policies, such as the right to form associations and collectively bargain. Nor can short-term fixes be allowed to compromise fundamental public priorities, including access to an affordable, high-quality college education, and prudent, long-term financial planning by the government.

In this difficult economic climate, faculty unions face a number of questions about how to define their agenda, including how to determine where they can have the greatest impact, how to maintain relevancy to their membership without alienating government and institutional administrations, and how to position themselves to help universities survive economic droughts. This is a time of reflection and repurposing, with a focus on how to remain vital while acknowledging that public financing is not likely to increase in the near future. This is also a time for innovation. The mission of public higher education is more important than ever, but public institutions operate in a much more competitive environment today. They must be creative, flexible, and accountable to the public they serve. There is an opportunity now for unions to take a lead in proposing new models. So much of the real work in collective bargaining is in the details, in finding new approaches, new solutions to continuing issues. The future is in those details.

In this difficult economic climate, faculty unions face questions about how to define their agenda.
Bridging the Generational Tech Gap

By DAVID D. PERLMUTTER

Over the last two years, our department of journalism and mass communication has hired five new tenure-track faculty members. In reviewing the current job market, I pointed out to our doctoral students that despite our new colleagues’ varied interests, research methods, and pedigrees, they have the following in common: an already burgeoning publication record, even though four of them are or were recent doctoral students; participation in the grant-making process, and a reputation...

Continued on Following Page

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Over the last two years, our department of journalism and mass communication has hired five new tenure-track faculty members. In reviewing the current job market, I pointed out to our doctoral students that despite our new colleagues’ varied interests, research methods, and pedigrees, they have the following in common: an already burgeoning publication record, even though four of them are or were recent doctoral students; participation in the grant-making process, and a reputation...
Faculty attitudes toward technology differ greatly by age group, and those differences have grown sharper over time.

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Endless possibilities

as virtuosos of new and emerging communications technologies in research and teaching.

One of them, a job candidate at the time, came and presented to our faculty a summary of her study of social-network patterns in elections in Kenya. Using geo-tracking software and hardware along with social media, she showed how the participants she had trained locally were reporting voting violations and associated violence in real time and then creating interactive online maps that local and international media and election monitors could use to respond quickly to crises.

I was awed.

In a field where revolutions in media technology change what we teach and
what we study continually, her skill set was one we definitely needed to add to ours. Also, I knew that tech-suffused undergraduates would be impressed by her and trust that she was knowledgeable in many things, not just the latest gadgetry. Most of all, she was not employing technology for technology’s sake, but using it to solve problems to help real people.

I offer this introduction because I believe that there is a growing technology gap on campus.

New communications technology and platforms in particular are arriving fast and furiously. Our college freshmen grew up wholly within the era of the commercial Internet. Eighteen-year-olds have seen their lives permeated by social media for almost a decade. Our young up-and-coming scholars, in their 20s and early 30s, are probably the most tech-oriented generation of educators yet.

Many senior professors are embracing this revolution. But clearly the young are digital natives from the start. There’s a real danger of a technology gap becoming a wedge issue between faculty members—in the same way standards of promotion and tenure, the job market, and salary compression have been divisive issues—at a time when professors need to be more united than ever in addressing the challenges of higher education.

Furthermore, a tech gap may well be increasing in an age of social-media revolution. A 2009 faculty survey at the University of Minnesota-Twin Cities, conducted by the university’s office of information technology, found that faculty attitudes toward technology differed significantly by age group, and that those differences had grown sharper over time. Minnesota’s IT office concluded: “When compared to their younger colleagues, older faculty members perceive greater barriers to their use of technology and are, in general, less attracted to using technology to enhance their teaching. In particular, older faculty members perceive themselves to be less technologically skilled than their younger colleagues. This self-perception may explain why they feel more pressured by the time needed to learn about technology and are, in general, less attracted to using technology to enhance their teaching.”

In addition, for our students there is a definite “cool factor” we can’t ignore if we want to be successful teachers in the modern classroom. Whether first-year assistant professors or senior scholars, showing that you can use and understand the technologies of the world that students live in buys you credibility and respect for everything else you want to teach. I say this as someone who has read thousands of student evaluations and discussed this issue with many administrative colleagues. A mathematics professor gives this example: “If a student comes to you asking for help in using their graphing calculator and you reply, ‘I never learned that;’ they instantly feel you don’t respect them and are out of touch.”

Or, as members of my department’s faculty put it in their evaluations of a one-week tech workshop they completed this summer: We need to know this stuff, and students should know we know it.

Finally, we need both a new and a seasoned generation of Professor 2.0, telling the world what our contributions are. Many aspects of the lives and careers of today’s professors are under attack. It is vital that we eloquently and entertainingly speak up and out, to the public, legislators, parents, alumni, and especially students who are engaged in leadership and service learning.

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There are definite steps that individuals, departments, and institutions can take to shrink technology gaps. The most obvious is training. I’m very proud that this summer, 10 graduate students, staff, and faculty members of our school devoted a week to an intensive technology workshop taught by an instructor from a local community college. Seeing veteran professors mixing with 25-year-old doctoral students and pouring their energy into adding to their skill sets was incredibly gratifying for me as a department chair. It has also impressed the school’s donors, alumni, university administrators, our professional and industry peers, and students who have learned about it. Tech training is a guaranteed investment that no university should ignore.

Yet the encouragement of faculty to expand their skills can’t be punitive or negative. Telling a senior history professor to devote 20 hours to a data-mining workshop because “otherwise you’ll look like an idiot to your students” is not the right way to promote enthusiastic self-innovation. Institutions need to create logical pitches and built-in incentives.

In our case, through the generosity of our donors, I was able to offer participants in our tech-training workshop extra money to apply to technology-related research or yet more training. Many other inducements and trade-offs are possible depending on individual and budgetary circumstances.

To me, the greatest opportunity for closing a technology gap is that the novice and the senior, the interested and the experienced, can be brought together in partnerships. Consider a team-teaching arrangement between a young scholar prepping for her first course and a senior scholar, long seasoned in the classroom: How much they could teach each other! We have so long thought of mentoring as a one-way street, with the old hand tutoring and advising the novitiate. But in today’s academic environment the generations can edify each other, and beneficiaries of such an exchange include students, colleges and universities, and higher education itself.

The technology gap on campuses, whatever it is and whatever it means, is a positive opportunity for we professors to redesign ourselves and our institutions together.

David D. Perlmutter is a professor and director of the School of Journalism and Mass Communication at the University of Iowa. A regular contributor to The Chronicle, he is the author of Promotion and Tenure Confidential (Harvard University Press, 2010).
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Professor Mom: Finding Work-Family Balance Despite the Odds

By RACHEL CONNELLY AND KRISTEN GHODSEE

Almost every mother we know has a story about an ill-timed breast-milk leak. Kristen’s story doubles as the moment of conception of our forthcoming book, Professor Mommy: Finding Work-Family Balance in Academia (Rowman & Littlefield). Kristen had flown from California to Maine for her first-ever campus interview, at Bowdoin College, leaving her month-old baby at home. After a day of back-to-back meetings, she found herself sitting in the dean’s office listening to a description of Bowdoin’s retirement program, when her milk started flowing into a dark, wet stain under her new suit jacket.

Not having told anyone that she had just had a baby for fear of discrimination, she had been given no opportunity to pump. What should have been a calm half-hour break to review her job talk after the meeting with the dean turned into a panicked pump-fest as Kristen struggled to dry out and regain her composure.

When Rachel, the chair of the search committee and a mother of four, later learned that Kristen had left her baby at home, she was mortified. Surely, had Kristen told her, alternative arrangements could have been made. But even then we both understood that many people believe that being a mother is not compatible with being a successful academic, and that, in fact, Kristen had acted prudently given her longer-term goals.

Although almost a decade has passed since that day, we believe there is still a great need for an honest, no-holds-barred, “how to” book for young women who aspire to be scholars without children or without children. A lot of single scholars without children are refused tenure; many are not even able to land a tenure-track job in the first place.

Still, there is statistical evidence that women with children have a harder time achieving tenure than men and women without children, and are also less likely to earn tenure than men with children. While the gender gap may be narrowing, the truth is that the disorienting effects of fertility drugs, pregnancy hormones, labor and delivery, nursing, physical exhaustion, and the possibility of postpartum depression are uniquely the birth mother’s problems, no matter how involved her partner is.

All of this means that a young female scholar who wants a family needs to think long and hard about her choice, understand as much as she can about the decision-making process, and use mentors. Making it in academe is hard. The time commitment is high, the job market is tight, and success depends a great deal on the sometimes capricious external assessments of one’s work. But it is important to realize that academe is hard for everyone, both men and women, with or without children. A lot of single scholars without children are refused tenure, many are not even able to land a tenure-track job in the first place.

Keeping your eye on the finish line helps you get there. The academic race starts as a sprint but turns into a marathon.
nant is a good formula for never hav-
ing children. At the same time, it is no
guarantee of a successful academic ca-
ree. As difficult as it may be to be both a
successful academic and a mother, it
is absolutely possible. There are many
successful Professor Mommies out there.
Not only do we argue that it can be
done, but in the end, we are strong
boosters of the choice to be Professor
Mommy—doing both is well worth it!
We read what we want, we write about
what interests us, we enjoy our hours
in the classroom and in the library, and
ultimately we have multiple pathways
in which to influence a new generation
of young students and scholars. And to
top it off, we go home to someone who
calls us “Mom.”

H

ave we persuaded you to at
least think about opting in
to the joint goal of tenure
and motherhood, or are you
already decided but need some help
along the way? We suggest that first
you dig your way through the myths
and stereotypes about what it takes to

Continued on Following Page
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What part of your life can you outsource? Don’t waste your time on unimportant things.

Continued From Preceding Page

be a successful academic and mother. Among the myths we tackle in our book are these: “There is no longer sexism in the academy” and “Being smart and working hard are enough.” Next, we suggest that you ask yourself some key questions:

1. Are you sure you want to be a professor? Be sure. It is not a part-time job, and it takes years of work to be in the running.
2. How many children should you have? Kristen has one, Rachel has four. Are you surprised that our answer is between one and four?
3. When in your career should you have children? In large part that depends on your calendar age, not your location on the career ladder. If you do want children, don’t wait too long. Infertility is very unpleasant.
4. Are you aware of the challenges you will face? Know that it is not going to be easy to be both a mother and an academic, but there are things you can do to make it possible.
5. Have you done research about where you want to work? There is considerable variation among different types of institutions, even those within a given tier, in expectations, resources, and working environments.
6. What is your time worth? Be disciplined with it—use it for important things and try not to interrupt yourself. Make sure you devote enough time to your work in order to be successful. You can’t do a full-time academic job in 20 hours a week. At the same time, try to provide consistent, predictable time for your children.
7. What parts of your life can you outsource? Don’t waste your time on unimportant things. Buy the highest quality child care you can afford when you need it.
8. What work-family balance policies are available at your institution? If you are eligible for a paid parental leave, take it. If you are eligible for an unpaid leave, take it if you can afford it. Do not expect your parental leave to be a research leave. You will be busy doing what you need to do at that moment—recovering from childbirth, making a lot of breast milk, and hanging with your newborn baby.
9. Are you schmoozing enough? Networking is important to your success in academe. Take it as seriously as the rest of your job.
10. Are you saying No enough? Learn to say No politely, but often. There is a time and a place for everything.
11. Do you already have tenure? There are still plenty of things to think about. Are you doing the type of research you want to be doing? Are you spending too much or too little time on teaching? Are you ready to take your role as someone who smooths the path for future generations? This is the time to say Yes more often, but only to those things that you really care about. That same advice works at home: Your time is still scarce. Be very conscious of how you use it.

As in any race, keeping your eyes on the finish line helps you get there. The academic race starts out as a sprint but turns into a marathon. If you achieve tenure in your late 30s, you still have a good 35 years left in your career. Your academic life will outlast the period of intensive parental responsibilities. Your books and articles, and your students, may be as much a part of your legacy as your children. Professor Mommy calls on us to celebrate them all.

Both motherhood and academe can be incredibly fulfilling vocations despite the many challenges of trying to combine them. The bottom line is to understand the realities but not to get discouraged. Plenty of women have done this, and plenty more will do so in the future, as long as they get honest guidance and advice on how to scale the steep and often slick walls of the ivory tower. Let one of them be your child’s mother.

Rachel Connolly is professor and chair of the economics department at Bowdoin College. Kristen Gudex is an associate professor and director of gender and women’s studies at Bowdoin. This essay is adapted from their forthcoming book Professor Mommy: Finding Work-Family Balance in Academia (Rowman & Littlefield).
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