

ALBRIGHT COLLEGE
PROPOSAL FOR SLOAN AWARD FOR FACULTY CAREER FLEXIBILITY (6/26/09)
Submitted by Andrea Chapdelaine, Ph.D., Provost and Vice President for Academic Affairs

I. BACKGROUND

Over the past several years, Albright has investigated and implemented several policies to provide increased faculty flexibility. The goal of these various initiatives is to create a culture that supports and encourages faculty in their roles and responsibilities in teaching, scholarship and service, as it also fosters a satisfying work/life balance and personal and professional growth. The Sloan Award for faculty career flexibility would greatly advance our efforts to benefit current faculty members, improve faculty satisfaction and retention, and recruit superior candidates for the future.

PROFILE OF CURRENT FACULTY

Over the past 10 years, the College has hired 52 tenure track faculty (19 in the past five years). Currently, Albright has 83 full-time faculty, 60 tenured and 23 on the tenure track. Although some of these hires were for the same position due to attrition, these hires may be primarily attributed to two concurrent factors: a significant number of retirements and a growth in traditional day student enrollment. Also, there was a concurrent expansion of our adult and graduate programs. Moreover, this hiring followed a decade of almost no faculty hires, as the College faced a precipitous decline in enrollments in the early to mid 1990's. Thus, there is a "void" in middle-career faculty, which was reflected in the results of the Sloan survey on career flexibility (i.e., percentage of tenured faculty and percentage of faculty ages 50-59 were lower than other respondent institutions). This gap is slowly being filled as those first hired in the late 1990's have become tenured and a few have now achieved full professorship. Additional demographic data can be found in Appendix B.

The impact of these changes in faculty composition has been a profound cultural shift. Visible signs of this shift include a higher than usual demand on both senior and newer faculty to take on governance roles and responsibilities, increased emphasis on scholarly activity coupled with a growing need for resources and support, and increased demand for a faculty infrastructure and community that best meets the needs of both a newer generation of faculty and an aging senior faculty. To accommodate and balance these needs, Albright has begun to thoroughly examine and revise its faculty flexibility policies. This initiative, still in its infancy, would be greatly assisted and accelerated by the Sloan Award.

CURRENT POLICIES AND PRACTICES

Following is a discussion of the policies recently developed or revised to increase faculty flexibility. Given the high number of faculty hires, many efforts have been focused on recruitment and helping faculty transition into the Albright community.

1. Family Leave Policy – Family leave is now available for any full-time faculty member who has taught for at least one year and is the primary caregiver parent of a biological or adopted child, or of a family member or domestic partner with a critical medical condition. The leave entitles faculty to a two-course load reduction (normal load is six courses per year) without reduction of salary or benefits. This reduction can be taken in one of three ways: as a semester leave, with the additional course being made up in the next calendar year; as a two-course reduction in course load during a semester; or as a one-course load reduction in the fall and spring of an academic year. A faculty member may also elect to take a semester leave without teaching the additional course in the next calendar year, an option which would result in a corresponding reduction in pay. Research and service expectations are also reduced or suspended during the leave, in consultation with the department chair and the chief academic officer (CAO).
2. Personal Disability Policy – The College allows both short-term and long-term disability leaves. Faculty are entitled to full pay up to six months after a disability, then up to 60% long-term disability until return to work or retirement.
3. Unlimited Leaves – Faculty may take as many leaves as desired during the course of their careers at Albright. In addition to the aforementioned leaves, faculty also may take the following types of leaves: Family Medical Leave of Absence (FMLA), which supplements and enhances our family leave policy; unpaid medical (beyond short- and long-term disability); professional development (supplementing the sabbatical program); and personal leaves. For all of these types of leaves, eligible faculty may take a leave for up to one year without pay or retirement contributions but with medical benefits and continuation of position. In addition, although the leave time counts toward years of service, it does not count toward tenure and promotion (i.e., the tenure clock is automatically stopped).
4. Phased Retirement – Albright offers a voluntary phased retirement program to full-time faculty who have a minimum of ten (10) years of service and have reached the age of 60. Faculty may elect to take phased retirement in one of two ways: 1) reduction of teaching loads from six courses to three courses per year for a three-year period or 2) six courses taught over the three-year period (3 in year one, 2 in year two, and 1 in year three). Participating faculty are paid a proportion of their full salaries while they begin to draw their retirement benefits as well as receive all other benefits of a full-time faculty member (e.g., medical, insurance, professional development funds). Faculty members in phased retirement retain full voting rights and are eligible for salary increases. Scholarship and service expectations are to be commensurate with the teaching load commitment and are specified in consultation with the faculty chair and CAO.

5. Flexible Credit Toward the Tenure Clock – Full-time faculty who are hired after having been a full-time faculty member in one or more other colleges may receive credit for up to three tenure-track years. Further, such faculty can choose to “give back” any of these years (either in whole or in part) at any time during the probationary period. Coupled with an early review process (typically completed at the end of the faculty member’s second and fourth years), this policy enables faculty to assess their progress based on feedback from the rank and tenure committee and to make informed decisions on whether to maintain the current timeline or slow the tenure process.
6. No Governance Obligations in First Year – New faculty members are not involved in committees during their first year, to facilitate their transition to the College and enable them to focus on establishing their teaching and scholarly work.
7. Early Learning Center – Since 1974, Albright has maintained an early learning center (accredited by NAEYC and receiving the highest state accreditation) for children from infancy through Kindergarten. There is both an employee discount and a multiple-children discount available for faculty who place their children at the center. Currently, six faculty members are taking advantage of this benefit with eleven dependent children utilizing the center.
8. Mentorship Program – In 2001 Albright implemented a development program for new faculty. In addition to a one-day orientation prior to the beginning of the semester, a teaching circle, and first-year workshops, a mentorship program was also established. Each first-year faculty member is assigned a mentor who is a tenure-track faculty member not in the new faculty member’s department. Mentor’ responsibilities include providing social support and helping the faculty member transition to the Albright community; advocating on behalf of the faculty member; sharing information on policies, procedures, and current faculty concerns and initiatives; and providing feedback on teaching and research activities. Unfortunately, this program has met with mixed success since its inception and revisions based on faculty feedback have failed to fully address the challenges of uneven and sometimes poor mentor participation, full understanding of the roles of a mentor, access to information, and clear feedback mechanisms.
9. Membership in Higher Education Recruitment Consortium (HERC)—Since 2007 Albright has been a member of HERC to assist in faculty recruitment. HERC assists faculty spouses and partners to secure employment and helps institutions of higher education to address diversity issues. Available positions at all member institutions are posted and searchable in a common database on the HERC website. Although an excellent resource, utilization of this membership has been limited, thus efforts to increase its use as a recruitment and retention tool must be undertaken.

10. Benefits for Domestic Partners – As of June 1, 2009, the College expanded all benefits available to faculty spouses to be also available to employee domestic partners.

All of the above policies are included in the faculty handbook, accessible on the College website in a secure location. In addition, a summary of these benefits is provided to all prospective faculty. Policies are reviewed in individual meetings with human resources personnel and/or the CAO, as well as at faculty meetings or informational meetings sponsored by the Human Resources (HR) Department when there are changes in benefits. However, the Sloan survey results clearly demonstrate that there is a general lack of faculty knowledge and understanding of these benefits. In several cases, answers were varied on whether a particular policy exists or regarding its parameters for eligibility/use. Moreover, very few faculty members indicated they have used these flexibility policies, and respondents also indicated that their peers, chairs and the administration could be more vocal in indicating their support for these policies and for work/life balance in general. Also, Albright faculty reported a slightly greater overall dissatisfaction with their careers than other respondents, primarily citing the following reasons: salary, resources, and lower institutional focus on teaching than desired.

II. PROPOSED INITIATIVES

Albright's accelerator plan is designed to build upon our current flexibility policies, continuing the momentum we have begun over the past few years in addressing critical areas of faculty satisfaction and professional growth, as well as the balancing of career and personal life. We fully recognize that a successful program encompasses a suite of policies that address faculty needs over the span of a career – from recruitment through retirement; therefore, we propose to further develop flexibility at each stage of a faculty member's career. Specifically, we outline plans that would support faculty at three phases of a faculty member's academic career: new faculty (hiring and tenure-track years), middle-career-level faculty (post-tenure to eligibility for full professor), and senior-career-level faculty (full professor until retirement).

NEW FACULTY

1. Enhancing Understanding of Flexibility in Faculty Search Committees – Members of a faculty search committee play a critical role in recruiting a diverse faculty that is well matched not only to the requirements of the position but the institution as a whole. Recently, the Affirmative Action training for these committees was enhanced. We propose building on those efforts by expanding that training to include information regarding these flexibility policies and encouraging discussion of them with prospective faculty members. We believe greater awareness on the part of prospective faculty of those opportunities available to them in this regard would increase our ability to increase the

diversity of our faculty and the likelihood that the faculty member would find the position a good “fit” and thus enhance professional satisfaction.

2. Shared Position Policy—One faculty flexibility policy we would develop and establish that would be helpful to new faculty recruitment is a shared position policy. In the coming year, Albright will have its first shared faculty position, which was negotiated for an existing faculty member and her spouse in the absence of an established policy. From both a recruitment and retention perspective, we believe it is critical to develop this policy. It is our intention to enable two faculty members to share the equivalent of a full-time tenure-track faculty position.
3. Faculty Brochure – As aforementioned, prospective faculty are provided with a document during the hiring process that briefly outlines faculty resources and benefits. We wish to expand this document to include all available policies and resources designed to facilitate career success and satisfaction. This brochure would include flexibility policies already in place as well as those initiated through this accelerator plan. This brochure would be published in print form and also be an important component of our faculty flexibility web site, described below. It would be promoted to prospective faculty members (by noting the web page in advertisements and providing the brochure during campus interviews), and shared with chairs and search committee members as part of training for search committee members.
4. Website— An interactive and user-friendly website will be developed featuring faculty flexibility policies/programs. This website will include a summary of all available flexibility options and criteria for eligibility. Faculty interested in using any policies will be able to complete on-line enrollment forms. A listing of additional resources and contact persons for further information will be included. Also, the surveys (described below in section III) will be linked to this site, so faculty can easily provide immediate feedback on these initiatives, policies, programs, and the website itself.
5. Improvement of Mentorship Program – As noted above, Albright has had a mentorship program in place since 2001. This program has achieved varied and limited success. According to evaluations we have conducted, completed both by the mentors and the new faculty members, some have found the experience very rewarding and helpful, yet others have not. Reasons for the less-successful mentorships include failure of the mentor to sufficiently outreach to the new faculty member, unwillingness of the new faculty member to seek out the mentor’s assistance for support and guidance, and lack of full understanding on the part of the mentor on the changing expectations for tenure and other new policies since he or she went through the tenure and promotion process. Unfortunately, in some cases, we have found that the mentorships were not sustained for the duration of the new faculty member’s first semester. Since

some new faculty members do have very successful mentorships, this disparity causes some frustration and resentment on the part of those who had a less than satisfactory mentorship experience. Also, some new faculty members have reported that after the first year, they still have questions and needs that their mentors might assist with, but mentors are only asked to serve one year. To address these deficiencies in the program, we propose to:

- Provide greater administrative support and faculty oversight of the mentorship program.
- Require a mentor training program, during which mentor responsibilities would be described and mentors would be provided with the information most likely to be sought by a new faculty member. The training would ensure that all mentors' answers are accurate, consistent, and current.
- More fully acknowledge the commitment required on the part of the mentor in terms of fulfilling faculty service responsibilities (i.e., do not regard it as just a voluntary position).
- Increase the formal mentorship time span to the first two years of a new faculty member's career.
- Identify ways mentors can assist new faculty as additional resources to provide a greater cohort perspective.

6. Tenure Clock Stoppage Policy—As part of the accelerator plan, we would develop and implement a revised tenure clock stoppage policy. Currently, when a faculty member takes any leave, the clock for tenure and promotion stops for the duration of the leave (although the leave time still counts as years of service). A faculty member can only stop the tenure clock by taking a leave. We wish to develop a policy enabling faculty to stop the tenure clock even if they do not take a full leave and, conversely, to take leaves without stopping the clock, unless they choose to do so. Reasons for stopping the clock would be comprehensive in scope, including the events outlined in our current family leave policy (e.g., birth adoption, medical issues for self or family member), as well as others that would be significantly disruptive and therefore potentially impede the faculty member's progress toward tenure. In sum, we would like to revise this policy to maximize the flexibility afforded to faculty. Choices would be made in consultation with the faculty member's chair and the CAO, both of whom would be committed to providing the support necessary so that the faculty member can achieve his or her career and personal goals.

7. Policy for Evaluation of Tenure Candidates Using Flexibility Policies—when completing the Sloan flexibility questionnaire, we were made aware that a best practice that we currently do not follow is to provide standard written instructions to both internal and external reviewers of tenure candidates regarding how to consider (or not) actions

the candidate may have taken, such as family leaves or stopping the tenure clock. As part of our accelerator plan, we would research such documentation at other institutions and develop a best practices set of instructions for Albright.

MID-CAREER FACULTY

1. Study of Faculty Roles and Responsibilities—Although this first proposed plan impacts all faculty, we have placed it in this section because the issues it is designed to address most impact Albright’s mid-career faculty. As faculty members achieve tenure, they increasingly take on leadership positions in the College--in terms of directing particular programs, chairing important faculty councils (e.g., curriculum, professional development, faculty senate), and chairing academic departments. These post-tenure expectations have been exacerbated by the recent shift in faculty demographics—the slightly bimodal distribution of with a lower-than-usual number of mid-career faculty. Second, expectations regarding scholarly activity have increased over the past decade. Third, consistent with our strategic plan, Albright has expanded experiential learning programs for students – undergraduate research, internships, faculty-led study abroad courses, service learning – which demand more faculty time and resources. Together, these factors have led to an increased level of stress and workload demand, especially for mid-career faculty. This pressure challenges faculty as they seek to maintain an appropriate work/life balance. We believe addressing the question of appropriate faculty roles and responsibilities and ensuring adequate resources and support for achievement thereof, is critical to fostering faculty career satisfaction and success. As a cornerstone of our accelerator plan, we propose the following steps:
 - Engage a faculty-wide discussion of faculty roles and responsibilities, identifying those aspects that they most value, reflect the Albright mission, capitalize on faculty strengths, and best meet the needs of our student body. To facilitate this dialog, we will use Sloan funding to obtain resources, including printed materials and speakers.
 - Based on the outcomes of this faculty-wide discussion, develop a definition of faculty “work” at Albright, encompassing a holistic yet flexible model in terms of responsibilities regarding teaching, scholarship and service.
 - Conduct an analysis of the criteria for annual evaluation and tenure and promotion to ensure they accurately reflect the new definition of faculty work, and then revise these criteria as needed.
 - Conduct an analysis of faculty course load and, based on that analysis, build a new model for faculty work that facilitates faculty members’ abilities to successfully meet their responsibilities, while maintaining a rewarding work/life balance. Factors that need to be explored and addressed in this analysis include: 1) those teaching

responsibilities not currently “in load”—honors theses and modules, independent studies, internships, 2) equity in load across departments, given the variability that currently exists in terms of how different types of teaching venues (e.g., studio hours, labs) are counted, and 3) the number of course overloads.

- Review the faculty governance system and other service responsibilities with the goal of reducing such responsibilities and ensuring all faculty service activities are being appropriately recognized and rewarded. For example, although academic department chairs are paid for this role, this responsibility does not currently count toward service, thus does not relieve faculty of additional service responsibilities such as formal committee work. Moreover, the counting of activities for service is inconsistent and inequitable across programs.
- Achieve adoption of this proposed model by faculty, administration and board of trustees by grant period end.

To achieve this centerpiece of our plan, we will release two faculty members from full teaching loads to oversee the project (in close collaboration and support from the CAO. It also will require clear commitment from the president and board, support that is already present but must be nurtured and more effectively communicated to faculty.

2. Post-Tenure Dinner— all faculty who have achieved tenure in the prior year will be invited to a dinner with their department chairs, the CAO and the president. The purpose of this event will be to celebrate this significant milestone, discuss changing responsibilities, and facilitate the development of a professional plan for the next three years consistent with both each faculty member’s own interests and skills and the revised faculty work model. As examples, a faculty member may plan to reduce his/her service duties in order to complete a significant scholarly project or choose to become the director of our emerging teaching and learning center. Resources especially important to mid-career faculty, including germane flexibility polices, would be shared and discussed, and faculty leadership and possible administrative positions will be considered. Faculty indicating interest in assuming leadership positions will develop a model that includes professional development in the area of interest (e.g. serving as vice chair if interested in a department chair position or shadowing the CAO if interested in academic administration).
3. Increased Compensation for Promotion— Currently, faculty receive a very modest increase upon promotion to either associate or professor rank (\$1,000.00). Benchmarking data has indicated that this raise is below levels at most other similar institutions. In order to promote faculty satisfaction, we propose increasing these amounts using a phased program, with the goal of achieving an amount of \$4,000 in a four-year period. Accelerator funds will be used during

the grant period to provide these compensation levels, with the commitment from the College to continue supporting this initiative after the grant period.

4. Workshops for Faculty on Flexibility Policies—For all faculty, dean’s seminars will be held to increase understanding and use of Albright’s flexibility policies. In addition, targeted training will be considered for chairs, faculty serving on rank and tenure committee or the faculty professional council (faculty-elected committee responsible for faculty career issues), key administrators (i.e. director of Human Resources, CAO and president), and the board of trustees.

LATE-CAREER FACULTY

1. Post-Promotion Planning Session – Similar to the post-tenure dinner, late-career faculty members will be invited to discuss their careers with their chairs, the CAO and the president following promotion to professor. The purpose of this session would be to discuss changing responsibilities and roles and to develop a professional development plan for the next several years that is consistent with both the faculty member’s own interests and skills and with the newly developed faculty work model. In addition, the options regarding phased retirement would be shared and questions answered, so that the faculty member can plan accordingly. This step would also be a component of a larger commitment to increase the recognition and honoring of late-career faculty, ensuring we are fully using their wisdom, experience, and leadership in ways that are rewarding and balanced with other professional and personal activities.
2. Increased Compensation for Promotion— As aforementioned, an increase in compensation following achievement of the rank of professor would be implemented.
3. Enhancement of Retirement Support— Currently, Albright provides several benefits to retired faculty: office space, access to campus events and facilities (library, fitness center), computer system access, tuition remission, and assistance with grant research/applications. Last year, we revised current policies to enable retired faculty to have remote access to the library databases. Retired faculty members’ spouses and partners are also afforded the same benefits they received prior to the faculty members’ retirements. As part of the accelerator plan, we would extend these benefits to include appropriate office facilities with computer support, including portable IT equipment (laptop computer, wireless access, etc.) We would increase the number of regularly scheduled financial/retirement planning sessions (individual and group) to improve access to information from partner agencies as well as Human Resources. Human Resources would hold an informational session at the time of retirement to review all benefits and answer any questions, as well as make sure information regarding retirement benefits is included in our faculty flexibility website.

III. SUMMARY OF GOALS AND ASSESSMENT PLAN

The initiatives described in the preceding section are designed to meet the goals of the Sloan Award for Faculty Career Flexibility. Realization of this plan will be spearheaded through the collaboration of the faculty professional council, the CAO, and the Director of Human Resources. Additional support will be provided by personnel in Human Resources, the Director of Institutional Research, and the Director of Corporate and Foundation Relations. Finally, we will employ a website developer to create the faculty flexibility website and work with the College Relations Office to create the faculty flexibility brochure. All initiatives and proposed plans will be fully shared with the faculty, senior administration and, when appropriate, the board of trustees. Below, we categorize how each of the initiatives will facilitate “measurable improvement over a two-year span in four specific areas,” per the grant guidelines.

In order to measure these improvements, the following measures will be employed:

- 1) A database will be established and maintained by HR to track the utilization of flexibility policies. A baseline will be established, going back two years prior to the grant, and will continue through the grant period and thereafter.
- 2) For faculty using flexibility policies, a survey will be distributed to measure the level of understanding, ease of use, satisfaction with the policy, and recommendations for improvement. Data will be compiled on an ongoing basis and used to revise and improve as indicated. Also, we will track the careers of these faculty members, in terms of retention, tenure, promotion, and as measured by career satisfaction and perceived work/life balance. Results and actions based on those results will be included in the final grant report and reported to the board of trustees.
- 3) The College will participate in the national COACHE survey, conducted by Harvard Graduate School of Education in fall 2009 and again in spring 2011 to assess change in junior faculty career satisfaction.
- 4) The results of the Sloan Faculty Questionnaire completed in April 2009 and at the conclusion of the grant period will be compared to assess improvement. Key areas of consideration will include:
 - a. Greater accuracy and consistency in answers in regard to flexibility policies (sections 2-6)
 - b. Increased usage of policies (sections 2-6)
 - c. Higher ratings of perceived support from peers, chairs, and administration (section 1)
 - d. Higher overall career satisfaction (section 8)

Additional measures for specific initiatives are described in Appendix A.

APPENDIX A: ACCELERATOR PLAN OVERVIEW

A. Create New Career Flexibility Policies and Programs:

INITIATIVE	ASSESSMENT INDICATORS and TIMELINE
1) Shared Position Policy	<ul style="list-style-type: none"> a) Completion and approval of policy by spring 2010. b) Awareness of availability of policy, especially by search committees and faculty candidates. c) Tracking of use of new policy. d) Retention and career satisfaction as indicated by Sloan Faculty Questionnaire and COACHE survey.
2) Tenure Clock Stoppage Policy	<ul style="list-style-type: none"> a) Completion and approval of policy by spring 2010. b) Tracking and use of new policy. c) Retention and career satisfaction as indicated by Sloan Faculty Questionnaire and COACHE survey.
3) Policy for Evaluation of Tenure Candidates Using Flexibility Policies	<ul style="list-style-type: none"> a) Completion and approval of policy by spring 2010. b) Implementation of policy for tenure candidates fall 2010. c) Survey of rank and tenure committee and external candidates regarding understanding and use of these guidelines in evaluating candidates who used the policies. d) Tracking of success of tenure candidates who used flexibility policies prior to tenure.

B. Expand and Improve Current Policies and Programs:

INITIATIVE	ASSESSMENT INDICATORS and TIMELINE
1) Improved Mentorship Program	<ul style="list-style-type: none"> a) Development of mentorship training program for implementation in fall 2010. b) Greater understanding and support for faculty flexibility policies following mentorship training. c) Increased satisfaction with mentorship experience, as indicated by survey of both new faculty members and mentors. d) Increased willingness to serve as mentors. e) Increased career satisfaction for new faculty as indicated on Sloan Faculty Questionnaire and COACHE survey.
2) Increased Compensation for Promotion	<ul style="list-style-type: none"> a) Implementation for those receiving tenure and/or promotion in fall 2009. b) Faculty career satisfaction for associate and full professors as indicated by Sloan Faculty Questionnaire. c) Lower percentage of faculty choosing salary option on Question 8.3 on Sloan Faculty Questionnaire. d) Higher percentage of faculty choosing salary option on Question 8.4 on Sloan Faculty Questionnaire.
3) Enhanced Retirement Support	<ul style="list-style-type: none"> a) Attendance at scheduled financial and retirement planning sessions with faculty members, both individual and group meetings. b) Verbal measures indicating understanding of and satisfaction with benefits at time of exit interview. b) Tracking of "hits" to website. c) Use of enhanced office space.

C. Increase the Number of Faculty Using these Policies and Programs:

INITIATIVE	ASSESSMENT INDICATORS and TIMELINE
1) Faculty Brochure	<ul style="list-style-type: none"> a) Publication of brochure by February 2010. b) Publication of brochure on flexibility website by February 2010. c) Tracking of "hits" to brochure on website. d) Results of survey (posted on website) to assess ease of access to and clarity of information regarding flexibility policies and programs. d) Greater accuracy and consistency in answers in regard to flexibility policies (sections 2-6) on Sloan Faculty Questionnaire. e) Increased usage of policies (sections 2-6) on Sloan Faculty Questionnaire as measured by Human Resources database.
2) Website	<ul style="list-style-type: none"> a) Publication of website by January 2010. b) Tracking of "hits" to website. c) Results of survey (posted on website) to assess ease of access to and clarity of information regarding flexibility policies and programs. d) Greater accuracy and consistency in answers in regard to flexibility policies (sections 2-6) on Sloan Faculty Questionnaire. e) Increased usage of policies (sections 2-6) on Sloan Faculty Questionnaire as measured by Human Resources database.
3) Improved Mentorship Program	<ul style="list-style-type: none"> a) Greater understanding and support for faculty flexibility policies following mentorship training. b) Increased career satisfaction for new faculty as indicated on Sloan Faculty Questionnaire and COACHE survey.
4) Increased Range of Flexibility Polices (see A. above)	<ul style="list-style-type: none"> a) Completion and approval of all policies listed in section A. b) Tracking of use of new policies.
5) Policy for Evaluation of Tenure Candidates Using Flexibility Policies	<ul style="list-style-type: none"> a) Increased use of flexibility policies prior to tenure as measured by Human Resource database.
6) Post-Tenure Informational Session	<ul style="list-style-type: none"> a) Increased use of flexible work load models for newly tenured professors.
1) Workshops on Flexibility Policies	<ul style="list-style-type: none"> a) Increased advocacy for use of policies by peers, chairs, administrators. b) Tracking of increased interest and use of policies.
2) Post-Promotion Planning Session	<ul style="list-style-type: none"> a) Increased use of flexible work load models for recently promoted full professors as tracked by Human Resources database. b) Increased use of phased retirement policy as measured by Human Resources database.

D. Widening Acceptance of Career Flexibility at Albright:

INITIATIVE	ASSESSMENT INDICATORS and TIMELINE
1) Enhanced Awareness and Understanding of Flexibility in Faculty Search Committees	<ul style="list-style-type: none"> a) Results of survey (posted on website) to assess ease of access to and understandability of information regarding flexibility policies and programs. b) Greater accuracy and consistency in answers in regard to flexibility policies (sections 2-6) on Sloan Faculty Questionnaire. c) Number of "hits" on flexibility website.
2) Faculty Brochure	<ul style="list-style-type: none"> a) Publication of brochure by February 2010. b) Publication of brochure on flexibility website by February 2010. c) Tracking of "hits" to brochure on website. d) Results of survey of all current faculty to assess: 1) ease of access to and understandability of information regarding flexibility policies and programs, 2) perceived support for faculty career flexibility by Albright. e) Results of survey regarding applicant interest in a faculty position by all interviewed candidates during the 2009-2010 (baseline) and 2010-2011 (post brochure dissemination) academic years.
3) Website	<ul style="list-style-type: none"> a) Publication of website by February 2010. b) Tracking of "hits" to website. c) Results of survey (posted on website) to assess ease of access to and clarity of information regarding flexibility policies and programs. d) Greater accuracy and consistency in answers in regard to flexibility policies (sections 2-6) on Sloan Faculty Questionnaire. e) Tracking of increased usage of policies (sections 2-6) on Sloan Faculty Questionnaire.
4) Study of Faculty Roles and Responsibilities	<ul style="list-style-type: none"> a) Number of faculty attending/participating in discussions. b) Development of well-received definition by end of first year of grant (May 2010) as approved by faculty at monthly meeting. c) Development and approval of load by end of second year of grant (May 2011). d) Faculty career and work/life balance satisfaction as measured by the COACHE survey in spring 2011 and in three year intervals thereafter.
5) Workshops on Flexibility Policies	<ul style="list-style-type: none"> a) Higher ratings of perceived support from peers, chairs, and administration (section 1) on Sloan Faculty Questionnaire. b) Results of survey (posted on website) to assess ease of access to and clarity of information regarding flexibility policies and programs. c) Greater accuracy and consistency in answers in regard to flexibility policies (sections 2-6) on Sloan Faculty Questionnaire. d) Higher overall career satisfaction as indicated on section 8 of Sloan Faculty Questionnaire and on COACHE survey.

Appendix B: FACULTY DEMOGRAPHICS 2008-2009

Total Faculty: 83

Male	57%
Minority	13%
Terminal degree	98%
Tenured	60
Tenure track	23

Rank

Professor	31
Associate Professor	31
Assistant Professor	21

Age Distribution

<30	0
30-40	15
41-50	25
51-60	16
61-70	27
>71	0

APPENDIX C: CURRENT USAGE OF POLICIES

5-year totals

BENEFIT TYPE	NUMBER OF PARTICIPATING FACULTY	COST TO COLLEGE
Maternity and Medical FMLA Extended Leave	9	\$191,764.00
Phased Retirements	3	\$40,000.00

APPENDIX D: LETTER OF SUPPORT FROM THE PRESIDENT

June 25, 2009

Ms. Jean McLaughlin, Research Associate
CEL-Sloan Projects for Faculty Career Flexibility
American Council on Education
One Dupont Circle, NW, suite 800
Washington, DC 20036

Dear Ms. McLaughlin:

I am pleased to affirm my enthusiastic support for the attached application for an Alfred P. Sloan Award for Faculty Career Flexibility.

Andrea Chapdelaine, Ph.D., Albright College's provost and vice president for academic affairs, and a faculty committee dedicated to the issue of faculty flexibility have worked very hard to identify and respond to the work/life balance and personal growth and satisfaction issues of greatest concern to our faculty. We would be honored to receive this award, which would serve as a powerful endorsement of the good work they have done and will continue to do on behalf of Albright College, our faculty, and our students.

At Albright, we are proud of the high quality of the rigorous liberal arts education we provide. Our academic reputation, combined with a positive work environment, has enabled us to attract top-tier faculty whose professionalism and dedication to their students are unparalleled.

A flexible and nurturing work environment is a powerful incentive to retain and recruit dedicated faculty members. Our goal is to foster a culture that supports our faculty in their responsibilities of teaching, scholarship and service, all while enabling a rewarding work/life balance. We are committed to improving that environment wherever possible, and we are confident that receiving the Alfred P. Sloan Award for Faculty Career Flexibility would go a long way toward helping us achieve that goal.

Sincerely,

A handwritten signature in black ink that reads "Lex O. McMillan III". The signature is written in a cursive style with a horizontal line at the end.

Lex O. McMillan III
President

APPENDIX E: PARTICIPANTS

Dr. Jon E. Bekken, Associate Professor of Communications

Dr. Charles M. Brown, Associate Professor of Sociology

Dr. Andrea E. Chapdelaine, Provost and Vice President for Academic Affairs

Dr. John S. Incedon, Professor of Modern Foreign Languages

Elizabeth W. Kiddy, Chair of History and Director of Latin American Studies

Dr. Stephen G. Mech, Associate Professor of Biology

Ms. Darlene Roth, Director of Corporate and Foundation Relations

Mr. Timothy J. Steinrock, Associate Vice President for Financial and Administrative Services and Director of Human Resources

Dr. David T. Osgood, Chair of Biology and Director of Environmental Science Program

Dr. Geoffrey Schad, Assistant Professor of History

Dr. Lisa A. Wilder, Haas Chair of Economics and Business

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