

Opportunities for Action for College Faculty Members:

Some End-of-Career Issues and Some Beginning-of-Career Possibilitites

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In an April 2012 Gallup survey 534 working people were asked whether, when they reached retirement age, "*you think you will continue working and work full-time; continue working and work part-time; or stop working altogether?*" Those who answered that they would continue to work were then asked, "*Would you do it because you want to, or because you will have to?*"

- 18% said they would work full-time, and a third of those said it was because they wanted to, not because they would have to.
- 63% said they would work part-time; almost two-thirds of those said they would do it because they wanted to.
- 18% said they would retire and stop working altogether.

<http://usatoday30.usatoday.com/money/perfi/retirement/story/2012-01-23/working-retirement/52759600/1>

This text is from:

The Potential of Late-Career Professors, By Roger G. Baldwin and Michael J. Zeig
May 10, 2013

... we argue that colleges and universities should think of late-career professors as distinctive assets that can be utilized in diverse ways to the benefit of their institution and its various stakeholders—students, junior colleagues, alumni, and administrators.

Some are world-class researchers. Some are especially effective teachers. Some have well-developed administrative skills and can run programs effectively. Others understand departmental and institutional governance and can pilot new initiatives through the complex academic governance system.

Along with these skills, many late-career professors have built extensive professional networks they can draw upon to help younger professors who are just starting to form a web of professional contacts. Likewise, many senior professors have maintained relationships with alumni whom they can call upon to aid current students and support innovative projects their department or institution wants to implement.

Higher education institutions should also consider how they can more strategically engage vigorous retired professors who wish to continue to serve their college or university. A growing number of institutions have recognized the potential of their emeritus professors and have established retired faculty organizations or “emeritus colleges” to provide outlets for continued service of retired faculty to their institution and its larger community. Indiana University, Cornell, Emory, the University of Southern California, and Arizona State University are among the institutions that have strong organizations to support emeritus faculty and engage them in ongoing learning, teaching, scholarship, and service activities.

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<http://www.insidehighered.com/advice/2013/05/10/tapping-potential-late-career-professors-essay#ixzz2eMBAyoua>
Inside Higher Ed

For example, a skilled senior faculty grant writer may work closely with a junior colleague on early grant proposals. Likewise, a senior professor with a particular love of teaching may agree to an overload teaching assignment to free up a pre-tenure professor who has time-consuming research demands while working to establish a scholarly reputation.

A continuing affiliation with emeritus professors can help colleges and universities maintain a reserve pool of flexible and readily available faculty resources to help institutions adapt to rapidly changing program needs in a time of fiscal constraint.

For example, a sudden spike in enrollment may necessitate hiring a temporary faculty member for one or two semesters to help meet student demand. This would be an ideal position for an emeritus professor who already has ties to the institution, is familiar with its resources and procedures, and does not expect or want full-time employment. This arrangement could also help departments who may not have the resources to hire full-time tenure track or even full-time adjunct professors, but may have some funds to pay an emeritus professor for a short-term teaching assignment.

Retired professors can also play roles as liaisons to the larger community by offering enrichment courses, giving lectures on current issues, and serving as expert consultants. Clear options for meaningful institutional relationships and engagement post retirement may also make retirement more appealing to some late-career professors who are reluctant to end their professional careers.



By Jeff Swensen, for USA Today

Ed Gerjuoy, 93, is an emeritus professor of physics and astronomy at the University of Pittsburgh. Younger people help keep his sense of humor fresh and keep him moving, he said.

USA TODAY

Edward Gerjuoy, 93, is an **emeritus professor** in the physics and astronomy department at the University of Pittsburgh. **He works in his campus office** from noon to 6 p.m. during the week and often returns to work on Saturdays and Sundays. *"Sometimes I'm the only one there on weekends,"* he says.

Gerjuoy has always been a hard worker. He earned his doctorate at the University of California-Berkeley in 1942. Robert Oppenheimer, who went on to develop the atomic bomb, was his thesis adviser. Gerjuoy says he plans to publish at least one more physics paper in a respected journal and might get back into teaching.

He will chair a session on the history of physics at the annual American Physical Society meeting in March in Boston, the largest physics meeting in the world.

"I really feel that working keeps me youthful," he says. *"But even more than that, I feel if you're here, you should have some function in life. I think this idea that one owes something to society has grown on me."*

Seniors decide retirement doesn't suit them, keep working

By Janice Lloyd, USA TODAY Updated 1/24/2012



UF professor creates chair in organic chemistry

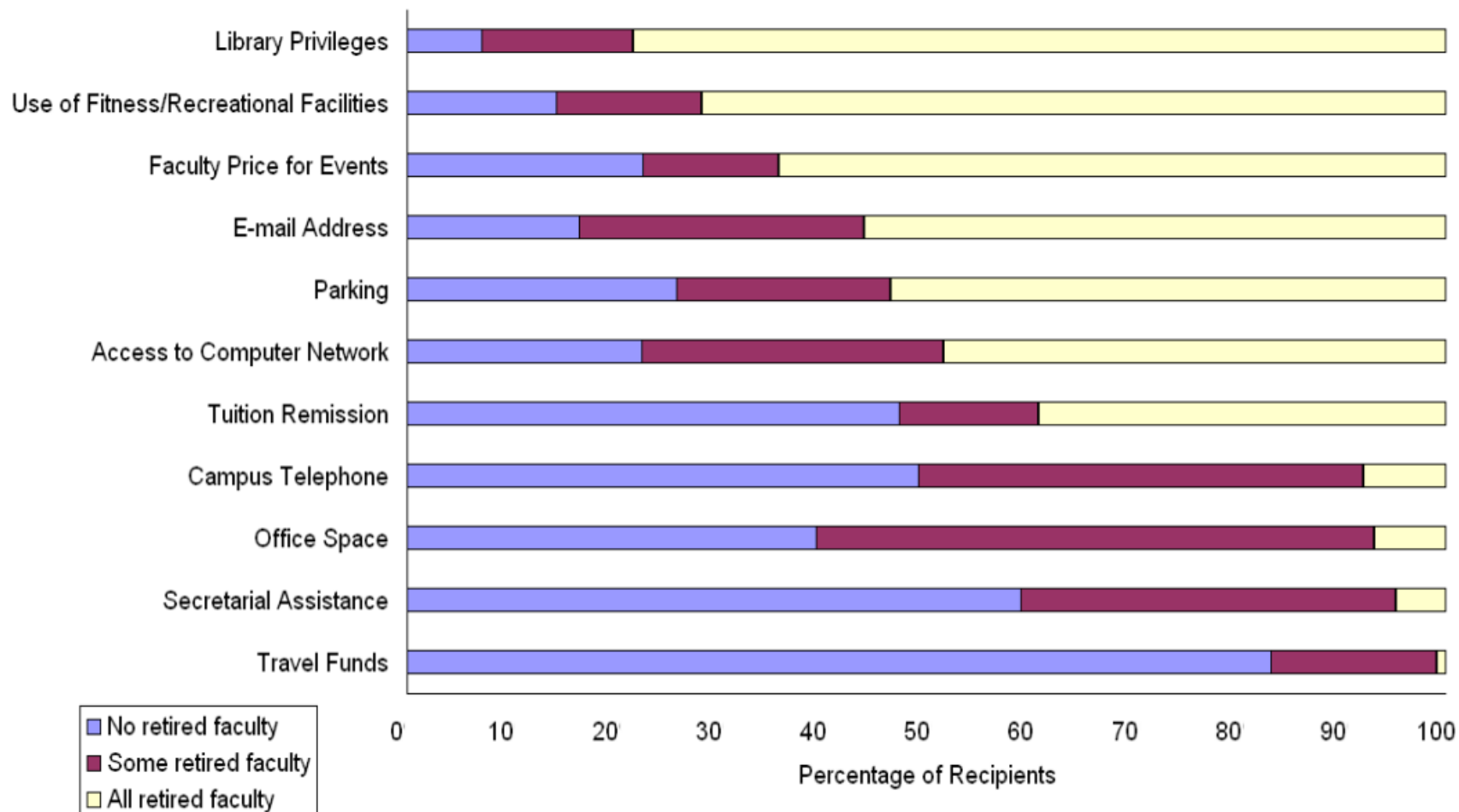
<http://news.ufl.edu/2013/05/30/chemistry-chair/>

An 84-year-old chemistry professor, who came to the University of Florida (UF) in 1980 when the retirement age in his native country threatened to shorten his career, **has pledged \$1.5 million to fund a chair in the chemistry department.**

A British native, Alan Katritzky founded the School of Chemical Sciences at the University of East Anglia in Norwich, U.K., where he served as dean from 1963 to 1970 and again from 1976 to 1980. He also spent six weeks at UF as a distinguished visiting professor in 1976 before making the permanent move to Gainesville in 1980.

UF attracted him because of its flexible retirement age, unlike in Europe, where workers usually must retire at age 65. ***"I felt I had a lot more to offer,"*** he said.

Figure 13. Distribution of Other Benefits by Percentage of Recipients



The Survey of Changes in Faculty Retirement Policies 2007

By Valerie Martin Conley

<http://www.aaup.org/NR/rdonlyres/36818073-DDAE-4CFC-B158-41A1524D62E3/0/AAUP2007RetirementReport.pdf>

At CUNY:

The City University of New York (CUNY) **voluntary Phased Retirement Program** for eligible permanent full-time members represented by the Professional Staff Congress (PSC). This three year pilot program begins with the 2013-2014 through the 2014-2015 and 2015-2016 academic years.

This program enables long-standing members of the faculty and staff to continue to work for the college on a part-time basis while they transition into retirement or explore new opportunities. Phasing is contingent upon the employee's irrevocable commitment to retire at the end of his/her phasing period. The phasing program provides the collegewith advance notice of an employee's departure allowing the facilitation of timely planning.

A faculty member serving as a Department Chair or as an Executive Officer of a Ph.D. program is not eligible to participate while serving in such a position; he/she may apply to participate, and upon approval of his/her phased retirement application, he/she must submit his/her resignation from the Department Chair/Executive Officer position.

Work Commitment and Salary during the Phasing Period

Faculty Members – 50% of the contractual full-time workload for their titles (that is, 50% of the teaching load and 50% of other professional responsibilities).
Salary shall be 50% of the full-time salary.

Faculty may elect to phase for one, two, or three years and must begin their phasing period on the first day of the fall semester.

above text is from: <http://www.ccny.cuny.edu/hr/upload/Phased-Retirement-Program.pdf>

The decision to fully retire after the phase-in period is irrevocable.

Employees on phased retirement will retain their rank and their tenure, CCE or 13.3b status until they complete the phasing period. They will also be entitled to the same health insurance and PSC-CUNY Welfare Fund benefits as full-time employees, under the same terms as full-time employees, and **will have largely the same access to college facilities as before.**

see <http://www.psc-cuny.org/clarion/june-2013/psc-cuny-reach-agreement-phased-retirement-begin-3-year-pilot-program>

An Underused Full-Time Academic Opportunity for Ph.D.'s in the Early Part of their Career

Two Problems in Need of One Solution, By Beryl Lieff Benderly

April 07, 2006

http://sciencecareers.sciencemag.org/career_magazine/previous_issues/articles/2006_04_07/nodoi.9998789130028030074

"Potential interest [among Ph.D.s] in careers in secondary school science and mathematics education is much higher than the 0.8% of Ph.D.s who currently work in K-12 education," says a **2000 report by the National Research Council called Attracting Science and Mathematics Ph.D.s to Secondary School Education** . Some 36% of science Ph.D. holders have considered the possibility, the report states:...

In Europe and Asia, the idea of secondary school teachers with serious intellectual credentials and accomplishments is well accepted. Nobel laureate, novelist, and philosopher Jean-Paul Sartre, who held the French equivalent of a Ph.D., long made his living teaching at a lycee, or university-prep high school. A more relevant role model for scientists is Konstantin Tsiolkovsky, who is recognized for developing the basic principles of aeronautical science during his long career teaching math in a Russian high school. His many publications include the calculation of the velocity necessary to escape Earth orbit, the conclusion that a multistage rocket would be needed to accomplish this, and a design for such a rocket and even the airlocks that would permit a space traveler to pass from that vehicle into the vacuum of interplanetary space.

Certification

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NYSED / Higher Ed / OTI / Certification / Preparation Pathways

Science, Technology, Engineering and Mathematics (STEM)

The STEM pathway is an expedited pathway for college professors with advanced degrees in Science, and Mathematics to become certified as secondary classroom teachers in New York.



The STEM pathway requires that the candidate hold an appropriate graduate degree with a graduate major in the subject of the teaching certificate sought, or in a related field approved by the department for this purpose in science or math and has two years of acceptable experience teaching in a post-secondary institution.

Transitional G certificate

The Transitional G certificate will allow an individual to teach math or one of the sciences at the secondary level without completing additional pedagogical study for two years. After two years of successful teaching experience with the district on a Transitional G certificate the teacher would be eligible for the initial certificate in that subject area.

This is a general description only. For information on requirements specific to the subject you want to teach, click on the icon below.



<http://www.highered.nysed.gov/tcert/certificate/stem.html>

Agency	Total ▼	Year
Chappaqua Central Schools	\$129,083	2012
Chappaqua Central Schools	\$125,468	2011
Chappaqua Central Schools	\$119,263	2010
Chappaqua Central Schools	\$113,842	2009

<http://seethroughny.net/payrolls/schools/>

Scarsdale teachers earn an average of \$126,261 per year.
Edgemont teachers earn an average of \$107,652 per year.
Westchester County teachers earn an average of \$96,088.45 per year.

Salaries are for teachers only, not administrators.

<http://www.scarsdale10583.com/201111082038/schools/teachers-pay-top-salaries-for-top-performers.html>

10/20/09

5/19/2008

116,364

100,049

109,087

95,202

106,071

86,590

102,253

85,426

98,431

80,987

94,606

78,885

91,511

75,796

88,418

74,796

85,356

71,194

82,299

68,160

79,242

64,918

76,944

63,534

74,346

62,602

71,521

61,943

68,803

61,943

61,333

61,333

60,626

60,626

60,224

60,224

57,320

57,320

City University of New York Step Pay System for Full Professors

<http://psc-cuny.org/sites/default/files/SalarySchedules0710.pdf>

Bachelors, Masters, and 30 Additional Credits, NYC Public Schools

http://schools.nyc.gov/NR/ronlyres/DD1B572C-EDBD-47A8-B462-2536040A9133/0/salary_schedule_101812.pdf

Hunter College of the City University of New York

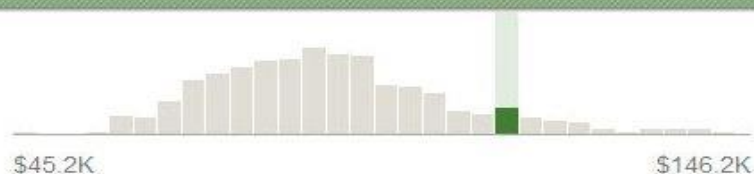
Average Faculty Salaries (2011–12)

Full Professors +

\$114,500

Far above median

92nd percentile of master's institutions in the survey

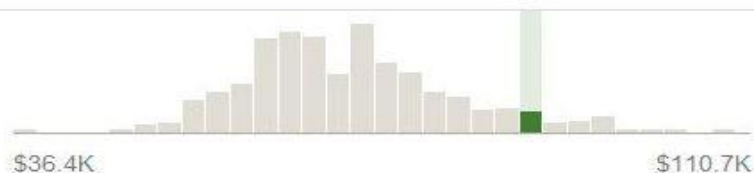


Associate Professors +

\$89,200

Far above median

93rd percentile of master's institutions in the survey

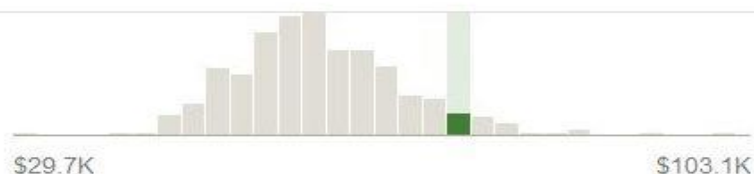


Assistant Professors +

\$74,400

Far above median

94th percentile of master's institutions in the survey



Instructors +

\$64,400

Far above median

94th percentile of master's institutions in the survey



Source: [AAUP faculty salary survey](#). Median and percentile calculations by The Chronicle. Two-year institutions with and without academic ranks are grouped separately.

<http://chronicle.com/article/faculty-salaries-data-2012/131431#id=190594>

Binghamton University

DOCTORAL INSTITUTION IN VESTAL, NEW YORK

Average Faculty Salaries (2012-13)

Full Professors

\$127,300

Above median

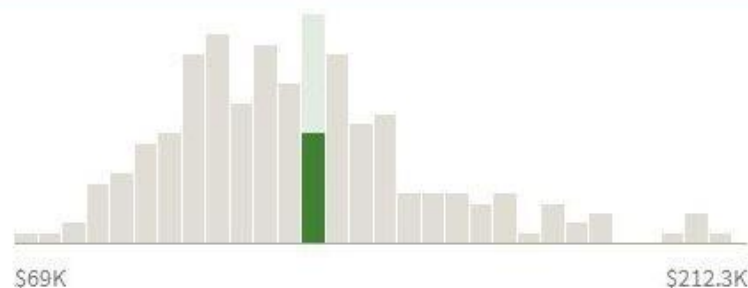
58th percentile of doctoral institutions in the survey

Men (116):

\$129,800

Women (35):

\$119,100 (paid 92% of male colleagues)



Associate Professors

\$91,400

Above median

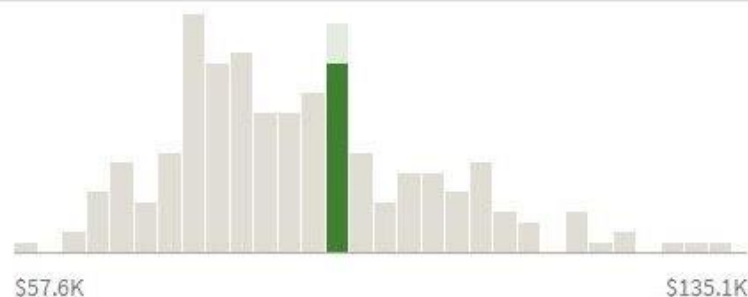
64th percentile of doctoral institutions in the survey

Men (119):

\$94,200

Women (82):

\$87,400 (paid 93% of male colleagues)



Assistant Professors

\$73,500

Below median

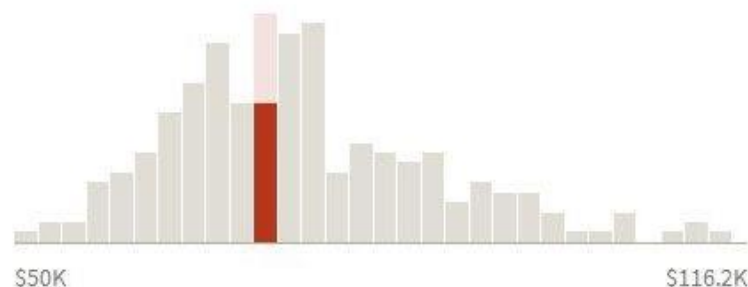
44th percentile of doctoral institutions in the survey

Men (87):

\$75,400

Women (58):

\$70,700 (paid 94% of male colleagues)



Orange County Community College

TWO-YEAR INSTITUTION IN MIDDLETOWN, NEW YORK

Average Faculty Salaries (2012–13)

Full Professors

\$98,600

Far above median

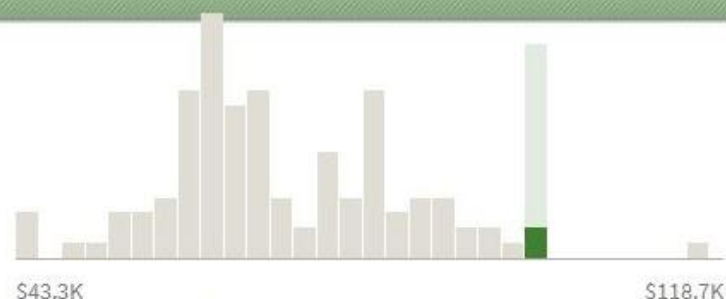
97th percentile of two-year institutions in the survey

Men (26):

\$98,900

Women (22):

\$98,200 (paid 99% of male colleagues)



Associate Professors

\$79,000

Far above median

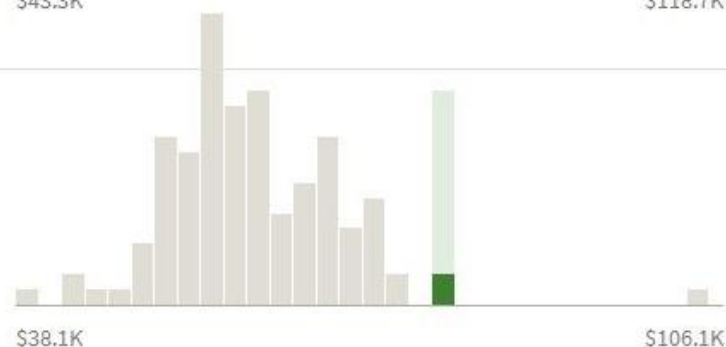
97th percentile of two-year institutions in the survey

Men (8):

\$81,300

Women (16):

\$77,800 (paid 96% of male colleagues)



Assistant Professors

\$66,800

Far above median

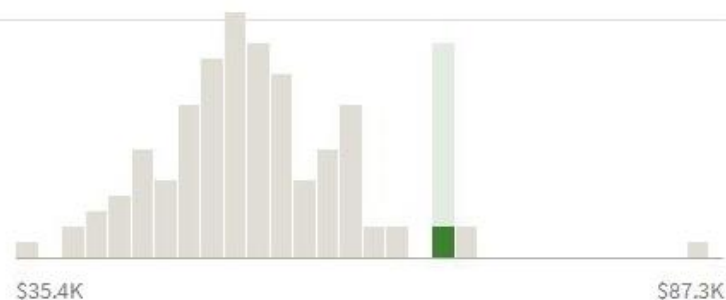
95th percentile of two-year institutions in the survey

Men (12):

\$69,300

Women (21):

\$65,400 (paid 94% of male colleagues)



Sullivan County Community College

TWO-YEAR INSTITUTION IN LOCH SHELDRAKE, NEW YORK

Average Faculty Salaries (2012-13)

Full Professors

\$54,100

Far below median

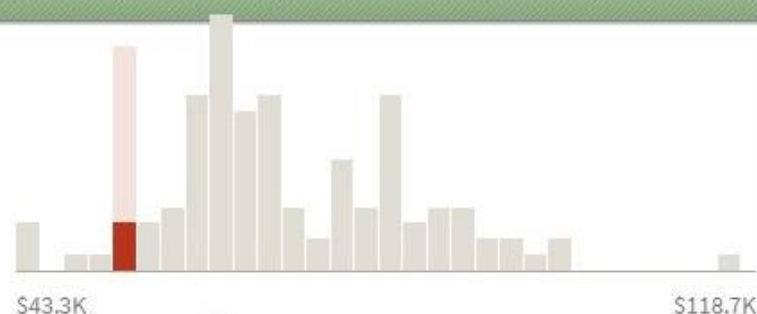
6th percentile of two-year institutions in the survey

Men (11):

\$56,200

Women (5):

\$49,500 (paid 88% of male colleagues)



Associate Professors

\$44,800

Far below median

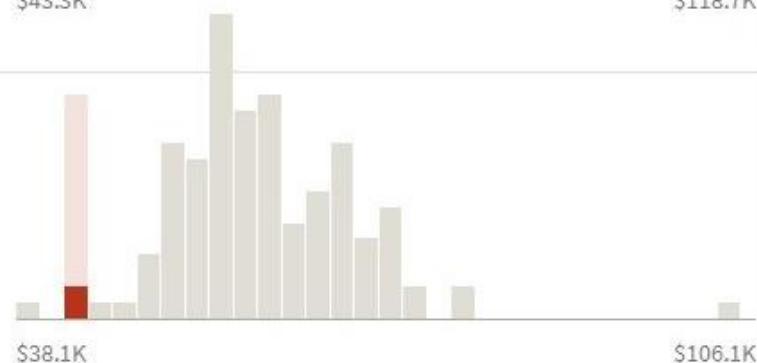
2nd percentile of two-year institutions in the survey

Men (5):

\$43,700

Women (14):

\$45,200 (paid 103% of male colleagues)



Assistant Professors

\$39,400

Far below median

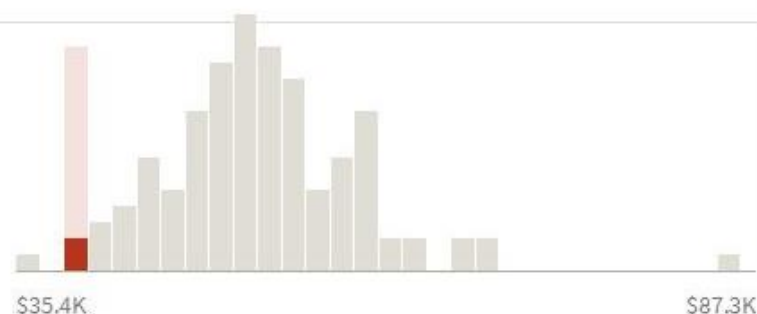
1st percentile of two-year institutions in the survey

Men (6):

\$39,400

Women (5):

\$39,300 (paid 100% of male colleagues)



Average Salary and Average Compensation Levels, by Category, Affiliation, and Academic Rank, 2009–10 (Dollars)

Academic Rank	All Combined	Public	Private-Independent	Church-Related
SALARY				
<i>CATEGORY I</i> (Doctoral)				
Professor	125,300	116,750	153,332	132,314
Associate	83,511	80,463	96,472	88,859
Assistant	71,485	68,718	83,573	75,538
Instructor	48,138	45,805	57,832	61,612
Lecturer	54,583	52,529	61,860	54,884
No Rank	63,958	56,254	73,100	68,201
All Combined	91,060	85,704	111,949	95,402
<i>CATEGORY IIA</i> (Master's)				
Professor	91,508	89,648	99,963	89,365
Associate	71,857	71,075	75,538	69,984
Assistant	60,381	59,959	63,003	58,710
Instructor	48,572	48,342	50,848	47,409
Lecturer	50,408	49,796	55,272	50,610
No Rank	54,400	52,041	63,644	53,945
All Combined	70,807	69,555	76,454	69,411
<i>CATEGORY IIB</i> (Baccalaureate)				
Professor	87,013	84,537	98,098	74,413
Associate	67,077	68,359	72,141	60,738
Assistant	55,495	57,001	58,762	51,034
Instructor	45,211	44,476	48,766	43,550
Lecturer	51,819	50,628	58,167	41,781