



The Alfred P. Sloan Awards for Faculty Career Flexibility



American Council on Education

ACE's Involvement in Advancing Faculty Career Flexibility

In 2005, ACE, in collaboration with a national panel of presidents and chancellors from 10 major research universities, published *An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers*, with funding from the Alfred P. Sloan Foundation. The purpose of the report was to raise awareness and spark national dialogue on the need for creating flexibility in tenure-track faculty career paths. The report compiled promising practices for faculty work-life issues, career socialization, enhancing productivity and revitalization, as well as for faculty career completion/retirement.

Some of the policy recommendations contained in the report included paid leaves for family care; active service with modified duties; adjusting the tenure clock, particularly for faculty with dependent care responsibilities; new faculty orientation; mentorship and faculty support networks; department chair training; having a department handbook that outlines the tenure and promotion process; creating commissions on the status of women and faculty of color; reducing teaching loads in the first semester for new junior faculty; periodic dossier review; post-tenure review; phased retirement; and post-retirement part-time work, just to name a few.

The 2006, 2008, and 2009 Alfred P. Sloan Awards for Faculty Career Flexibility followed the report as a means of further identifying and promoting promising practices at institutions that are leading the way in successfully creating flexible career paths for their tenured and tenure-track faculty. The intent of the Sloan Awards is to have winners serve as national models for other colleges and universities. Best practices from the 2006 Research University winners are available online at a dedicated toolkit web page that is accessible from the link mentioned below. Details on the work currently being done with the 2008 Master's Large winners are contained within this newsletter. Our most recent awardees, the 2009 Liberal Arts winners, headline this newsletter.

For a free copy of *An Agenda for Excellence*, you can download a PDF of the executive summary or the full report from www.acenet.edu/programs/sloan.

ACE Announces the Alfred P. Sloan Awards for Baccalaureate Colleges—Arts and Sciences



Photo by Lisa Helfert for American Council on Education

Front row, from left to right: Darlene Roth, Director of Corporate and Foundation Relations, Albright College; Andrea Chapdelaine, Provost and Vice President for Academic Affairs, Albright College; June Aprille, Provost, Washington and Lee University; Amy Barnes, Executive Director of Human Resources, Washington and Lee University; Donal O'Shea, Elizabeth T. Kennan Professor of Mathematics and Dean of Faculty/Vice President for Academic Affairs, Mount Holyoke College; Cheryl Kramer, Senior Associate Director of Corporate and Foundation Relations, Dickinson College; Maureen Mahoney, Dean of the College, Smith College; Kathleen Christensen, Program Officer, The Alfred P. Sloan Foundation

Back row, from left to right: Molly Corbett Broad, President, ACE; Jim Ralph, Dean for Faculty Development and Research, Rehnquist Professor of American History and Culture, Middlebury College; Sean Decatur, Dean of the College of Arts and Sciences, Oberlin College; Walter Chromiak, Associate Provost, Dickinson College; Elizabeth Ruddy, History Department Chair, Associate Professor of History, and Director of Latin American & Caribbean Studies, Albright College; Martin Krislov, President, Oberlin College; Sally Sutherland, Associate Dean of Faculty, Mount Holyoke College; Bill Vanderwolk, Associate Dean for Faculty Development, Bowdoin College; Hank Dobin, Dean of the College, Washington and Lee University

Washington, DC (Sept. 10, 2009)—

The American Council on Education (ACE) has announced six recipients of the 2009 Alfred P. Sloan Awards for Faculty Career Flexibility: Albright College (PA), Bowdoin College (ME), Middlebury College (VT), Mount Holyoke College (MA), Oberlin College (OH), and Washington and Lee University (VA).

Each award of \$200,000 will enable the institutions to expand and enhance flexible career paths for faculty. The 2009 Alfred P. Sloan Awards for Faculty Career Flexibility recognize baccalaureate colleges for their leadership and accomplishments in implementing groundbreaking poli-

cies and practices supporting career flexibility for tenured and tenure-track faculty. The awards program is sponsored by the Alfred P. Sloan Foundation and conducted by ACE.

In addition, Dickinson College (PA) and Smith College (MA) each received awards of \$25,000 in recognition of innovative practices in career flexibility. All eight awards were presented formally during ACE's Board of Directors meeting on September 14 in Washington, DC.

"Campuses across the country are grappling with the economic downturn and making difficult decisions

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The Alfred P. Sloan Awards are an American Council on Education (ACE) project conducted in partnership and with generous support from the Alfred P. Sloan Foundation.

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about how best to deploy their resources,” said ACE President Molly Corbett Broad. “The dedication these eight campuses have shown to advancing faculty career flexibility options in light of these economic conditions is admirable. These efforts send a clear message to faculty that their institutions are committed to attracting and serving the needs of an increasingly diverse faculty.”

“Since the inception of the awards program, we have seen remarkable changes on campuses with much greater awareness of the need for career flexibility, as well as significant advances in practice,” said Kathleen Christensen, program director for Workplace, Work Force and Working Families at The Alfred P. Sloan Foundation.

The awards program was open to the 287 institutions defined in the 2008 Carnegie Classifications as baccalaureate arts and sciences institutions. Applicants were evaluated by a two-part process. During the first round, applicants completed an institutional survey about career flexibility related to recruitment and retention; strengthening faculty commitment, engagement, and morale; achieving institutional excellence; and maintaining academic competitiveness in a global market. The second round included a faculty survey and an institution-wide accelerator plan for the development and use of career flexibility programs among faculty. In all, 60 colleges participated in the first-round survey and 30 advanced to the second round of competition.

“These baccalaureate institutions are at the forefront of providing career flexibility to their faculty,” said Claire Van Ummersen, vice president of ACE’s Center for Effective Leadership. “These awards will assist in the full development and implementation of critical management policies that are part of a growing national trend, and will assist in the recruitment and retention of valued faculty.”

A panel of recently retired college and university presidents and chancellors reviewed and rated the plans, including Ann H. Hasselmo, former president of Hendrix College (AR); R. Stanton Hales, former president of The College of Wooster (OH); Barbara Hill, former president of Sweet Briar College (VA); Richard Kneedler, president emeritus of Franklin & Marshall College (PA); and Bette Landman, former president of Arcadia University (PA). ■

Descriptions of the recipients’ proposals include:

- **Albright College** will address faculty issues by analyzing faculty work load, governance responsibilities, and promotion and tenure criteria, as well as how these variables affect faculty members’ work-life balance. Additionally, Albright will establish a shared position policy. A database pulling on the prior two years’ usage of flexibility will be developed and monitored.
- **Bowdoin College** will continue its work to accommodate partners using half-time tenure-track positions, job sharing for academic couples, and a “research associate” title for partners seeking an institutional affiliation. Bowdoin recently reapportioned committee and governance responsibilities to promote a better balance among teaching, service, and scholarship.
- **Middlebury College** will extend its “associate status” program—currently offered to faculty phasing into retirement or pursuing demanding scholarly activities—to new faculty parents. Middlebury also plans to develop a “clipping service” or RSS feed on a new work-life web site that will highlight significant articles or new initiatives to increase awareness about work-life strategies.
- **Mount Holyoke College** will increase the attractiveness of phased retirement for senior faculty by consolidating several flexibility options into a standard comprehensive work plan for phasing faculty. Additionally, the dean will provide monies for faculty to continue their research during and after family leave.
- **Oberlin College** will promote their generous policies, such as full-paid maternity leave for full- and part-time faculty, temporary shifts to part-time appointments for dependent care, and tenure clock extensions. Oberlin also will incorporate discussion of career flexibility into its junior mentoring program.
- **Washington and Lee University** recently launched a study of key issues related to work-life balance in relation to expectations for teaching and research. The resulting initiatives will provide more options for child care, offer technological alternatives to compensate for necessary time away from campus, and create a culture of acceptance for flexible career trajectories that are different from the more rigid timetables for tenure and promotion of the past.
- **Dickinson College** will expand its Faculty Career Cycle Program to include support for faculty dealing with health and family issues. The Faculty Career Cycle Program currently is limited to faculty who are completing a period of intense, significant service to the college and are returning to their teaching and scholarship activities.
- **Smith College** has established a Center for Work and Life that focuses on the challenges of negotiating career and family responsibilities and personal well-being. Faculty report that one of the most challenging aspects of work-life balance is caring for an aging parent. The Center for Work and Life will develop a model for elder-care support, including a comprehensive web site with referral information, local support groups, and information on new research findings.

Benedictine University Faculty Career Flexibility Summit—Appreciative Inquiry in Action



Faculty at Benedictine University

BY DONALD L. TAYLOR, SANDRA L. GILL,
AND ERIC GOODWIN

On August 24, 2009, Benedictine University (BU) in Lisle, Illinois, conducted a day-long University Faculty Career Flexibility Summit, involving 72 full-time and term faculty (63 percent of staff) from both undergraduate and graduate programs. This event launched BU's 2009 Opening Week, during which faculty engaged in a series of voluntary aca-

demical dialogues before the start of the undergraduate semester. Support for this event and related research resulted from a grant for innovative practices from the Alfred P. Sloan Foundation, managed by the American Council on Education (ACE) with additional support from the Families and Work Institute.

Our faculty summit concluded BU's most intensive faculty initiative, as an essential part of our two-year culture change initiative to educate, expand,

and assess faculty career flexibility. This initiative, Benedictine University Career Flexibility and Academic Resources for Educational Success (BU CARES), has five major goals:

- Educate faculty about existing options for career flexibility.
- Develop new opportunities through the Appreciative Inquiry process.
- Expand current flexibility options.
- Assess the effect of these initiatives using qualitative and quantitative methods.
- Achieve long-term sustainability of BU CARES initiatives.

The summit was hosted by Provost Donald Taylor and Dean Sandra Gill of the College of Business, and facilitated by Professor Jim Ludema, with support from our research team of three Organizational Development PhD candidates: Tara Collins, James Cooper, and Julie Nuter. Appreciative Inquiry (AI)—an Organizational Development process or philosophy that engages individuals within an organizational system in its renewal, change, and focused performance—guided the summit with four phases: What Is, What Could Be, Priority Action Categories, and Summary Action Recommendations.

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Santa Clara University Focuses on Work-Life Balance

BY DON DODSON

With support from the Alfred P. Sloan Award for Faculty Career Flexibility, Santa Clara University has launched a broad initiative to foster career flexibility and promote work-life balance. During the past two years, the university has modified faculty policies, created programs on work-life issues, and offered training sessions for faculty and administrators.

Santa Clara has made tenure clock extensions automatic for new parents and possible for other faculty with significant care-giving obligations; has revised its Flexible Course Scheduling

Policy to recognize family need as a qualifying factor; and is considering a proposed modified duties policy, new policies to improve the status of contingent faculty, and an expansion of on-campus infant care opportunities for faculty.

Santa Clara is sponsoring a series of public lectures by national experts on career flexibility, practical workshops for faculty on work-life topics, affinity group lunches for faculty with young children and elderly parents, and free confidential sessions with a work-life coach who is a licensed psychotherapist. Two faculty members from the economics and communication departments also have

developed a work-life course for undergraduate students.

As part of its overall strategy, the university has alerted faculty, department chairs, and deans to the recent policy modifications and available work-life resources. During the past year, it has launched a web site that highlights faculty resources (www.scu.edu/provost/facultyresources), published a work-life toolkit, and conducted training sessions with department chairs and deans.

For more information, contact Don Dodson, senior vice provost, at ddodson@scu.edu. ■

Benedictine University Faculty Career Flexibility Summit—Appreciative Inquiry in Action

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Left to right: Jean McLaughlin, Research Associate, ACE; John F. Zigmond, Coordinator, Alt Certification

First, Provost Taylor discussed the Academic Affairs “2015 Vision,” with key strategic goals for transforming BU’s academic environment, in which career flexibility is central. Jean McLaughlin, research associate, ACE’s Center for Effective Leadership–Sloan Projects for Faculty Career Flexibility, identified the essential need in higher education for career flexibility, as recognized by the ACE/Sloan initiatives, and explained how the distinctive BU summit facilitation design resulted in

our Innovation Award. Next, Associate Provost David Sonnenberger and Professor Dan Nohl, chair of our Faculty Welfare Committee, reviewed 11 types of leaves for career flexibility policies in our updated faculty handbook, and incorporated suggested clarifications from participants. Third, our research team presented highlights from 41 selected best practices in our Faculty Career Flexibility Best Practices Compendium, the result of a two-year evaluation across exem-

plary corporations, academic institutions, and governmental agencies, for effective talent management across five career stages (recruitment, entry, mid-level, late career, retirement). Finally, organized groups of faculty developed and discussed more than 250 specific action ideas to enhance faculty options across five career stages, using a series of small group facilitation and dialogue techniques. Facilitators in each small group captured each suggestion, along with the composite categories and priority rankings. Provost Taylor verbally committed to the goals of the summit before the convened faculty. Summit evaluations demonstrated success with an average 3.44 rating on a 4.00 scale.

As a result of BU’s August Faculty Career Flexibility Summit, three major initiatives are underway. The Faculty Welfare Committee has developed policy language for “Stop the Clock” for tenure-track faculty, and has begun a dialogue for a phased approach to early retirement. Academic Affairs is overseeing the design of a web site that will host all related faculty resources for career flexibility. These initiatives are expected to be completed by spring 2010. ■

Stayin’ Alive: Professional Renewal for Mid-career Faculty

BY AMY STRAGE AND JOAN MERDINGER

One of the key initiatives San José State University (SJSU) has undertaken with its Alfred P. Sloan Award for Faculty Career Flexibility is a professional renewal program designed especially for mid-career faculty. On our campus, as on campuses nationwide, more than half of the faculty are at their mid-career point—tenured and fully promoted, but still 15 to 20 years from retirement. These core faculty are, in many ways, the backbone of the institution, but they are often last in line for release time, internal grants, travel

funds, and other faculty-related benefits. We argue, however, that even in the current climate of strained budgets and furloughs, it is critically important to support and retain this group of faculty.

We began by interviewing approximately 60 of our mid-career faculty from across our campus to better understand the factors that affected the degree to which they saw themselves as being able to “stay alive.” Two themes emerged from these in-depth conversations: (1) Faculty repeatedly talked about the importance, and challenge, of selecting personally meaningful opportunities

for professional growth, and (2) they stressed the importance of the culture and climate established by institutional leaders.

We used this information to plan our mid-career faculty renewal program. Cognizant of the limitations of one-day events, and mindful of the impractical costs (in time and money) of intensive residency models, we designed a hybrid-model program, consisting of three parts: a pre-retreat group meeting, a full-day retreat (mid-spring semester), and two follow-up individual meetings (one in late spring and one the following fall). We assigned participants

University of Baltimore: Balance That Works

BY KAREN DRAKE

Excellent faculty are critical to an institution's reputation, competitiveness, innovation, and ability to engender a positive learning environment for students. Being an institution of choice for faculty is key to attracting the best educators. Naturally, faculty ask tough questions as they start or grow their career: Will this institution be supportive of my career interests? Will it meet the salary needs of my family? Important questions, to be sure, but perhaps the most critical one is this: Is this a great place to work?

The University of Baltimore (UB), a 2008 Alfred P. Sloan Award for Faculty Career Flexibility winner, is working to ensure that the answer is an unequivocal yes. These human capital initiatives are collectively known as "Balance That Works." Faculty-led workgroups are taking on three key issues: attracting and transitioning excellent hires, work-life balance, and engaged/phased retirement.

At the beginning of the career continuum, a series of solutions will be used to attract good faculty and retain them once they are on campus: acclimation programs, a robust fac-

ulty orientation, and immediate on-campus faculty networking through a new social media system.

New faculty and mid-career faculty have been actively debating the needs and details of the newly drafted "tenure clock stop policy." Expected to be promoted as a model for the entire University System of Maryland, it allows tenure-track faculty more flexibility in balancing their personal and professional development and obligations while still realizing their career goals. Work-life initiatives, such as the establishment of a more comprehensive employee assistance program, add support for professors as they manage issues related to children, elder care, and their own health. There's also a new phased retirement system, which promotes continued intellectual contributions from UB's veteran faculty and the establishment of consistent and creative retirement packages across all of the university's schools. The retirement web site, created specifically in response to retiree and senior faculty's needs, is an example of the kind of tools that can be designed as a result of faculty and administrator partnerships. The web site (www.ubalt.edu/template.cfm?page=3257) may be used by others as a model.

Most importantly, UB's primary issue—a large cohort of faculty nearing retirement age, coupled with a large group of prospective and new hires with questions about competitive packages and acclimation strategies, respectively—has been addressed by "Balance That Works."

Across the board, UB faculty members have been actively involved in the development of the "Balance That Works" toolkit. "We developed and administered a survey to assess faculty attitudes regarding their experience at the University of Baltimore, both where we have succeeded in attracting and retaining, and where we need to improve," said Heather Wyatt-Nichol, an assistant professor in the School of Public Affairs. "Participating in this project provided valuable insight into perceptions among colleagues regarding their overall satisfaction and commitment, quality of interactions with others, and support by the university. It made me feel welcome as a new employee and demonstrated that the university is committed to improving our quality of life."

Nearly as soon as he arrived at UB as provost in July 2009, Joseph S. Wood saw this ongoing work as

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"homework" (written reflections to be completed before and/or after each meeting), thus affording opportunities for planning and revising goals, and for collaborative and individual work. We strove to create a context in which faculty could very deliberately contemplate "the right next move" that would "stretch" them, that would present them with "something new to chew on for a while."

By all accounts, the program has been a success. Nearly twice as many faculty applied as we were able to accommodate in the first round. All 25 participants arrived at the retreat ready to engage in constructive con-

versation about their individual and collective professional needs and aspirations. For some, the most important outcomes from the process were simply feeling recognized or having the opportunity to (re)connect with fellow mid-career faculty—several faculty continue to meet monthly, check in with one another, and "keep each other honest." For others, the most important outcomes were identifying personal strengths and obstacles that would come into play as they charted a course for their next port. Many participants pointed to institutional practices and policies that could be leveraged to enhance or

sustain mid-career faculty members' enthusiasm for their work and their commitment to the university. Participants appreciated the follow-up meetings. They noted how this structure helped "prevent the plans from just falling off my plate," and gave them time to find ways to help their plans germinate and take root.

As we finish up our work with this first cohort, we are recruiting participants for a second round and we are exploring ways to extend this model of professional renewal activities to our faculty who are midway through their journey to tenure. ■

Fostering Faculty Connections at Boise State University

BY CINDY ANSON

Boise State University is accelerating ongoing initiatives to promote faculty career flexibility in two areas: (1) educational outreach to deans, department chairs, and promotion and tenure committees, and (2) mentoring opportunities for faculty at all career stages.

In August 2009, we published *Creating Work-Life Flexibility: A Toolkit for Chairs and Deans* (available in print or at http://academics.boisestate.edu/deptchairs/files/2009/10/chair_deanstoolkit.pdf). Adapted from a similar publication prepared by the University of California, Berkeley, in conjunction with their ACE/Alfred P. Sloan Award the previous year, Boise State's toolkit provides a rationale for the importance of work-life flexibility and how-to information for chairs and deans that includes a reference list of work-life flexibility policies and laws, the dos and don'ts for applying them, case examples that illustrate best practices, and procedures for assisting faculty in requesting flexible arrangements. We are currently creating a companion piece titled *Work-Life Flexibility and Faculty Evaluation: A Toolkit for Promotion and Tenure Committees*.

We also are piloting Faculty Connections, a voluntary, interdisciplinary mentoring program that facilitates



"Making Connections in the Faculty Connections Program at Boise State." Misty Wall (Social Work), Megan Frary (Materials Science Engineering), Matt Hansen (English), Laurie Cavey (Mathematics), Heidi Estrem (English), Jill Fitterer (Art)

learning relationships among colleagues across departments and colleges. Faculty can choose to participate in one or both of two program components:

1. Community Connections refers to small groups, facilitated by an established faculty member, who meet at least monthly throughout the academic year. The three pilot groups this year are focusing on the topics of faculty as writers, work-life choices, and post-tenure career development. A picture of one of these groups is located above.
2. Colleague Connections are one-on-one mentoring partnerships in which faculty in their first three years are matched with mentors who are established, tenured

members of a different department. These partnerships provide a safe place for discussion and mutual exchange of ideas and information.

Preliminary results from the first assessment survey of Faculty Connections are encouraging. More than 90 percent of respondents think that both Community Connections and Colleague Connections should become permanent programs at Boise State, they recommend the experience to others, and they are interested in participating again. Commonly mentioned benefits include diminishment of isolation, an increased awareness of the campus as a whole, and the making of new friends who are also valuable colleagues. ■

University of Baltimore: Balance That Works

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an essential part of his to-do list. He and his staff urged all of UB's faculty to consider how to reshape the way teaching works at UB and how the institution is organized to support learning and faculty development.

"In the blink of an eye—not even two years—UB's scholarly community has learned a lifetime's worth of lessons about how faculty governance can build new employment policies," Wood said. "The support of our president, Robert Bogomolny, was essential to the effort, as were the schools'

deans and, of course, the Sloan award. But I believe we have been successful because we made sure that our faculty members themselves were at the table as we established each and every one of these initiatives. It's been a real collaboration, and I think it's helped the university evolve and mature in a very positive way."

Indeed, UB's three areas of focus have been modeled and integrated into the institution's DNA. A web site (www.ubalt.edu/worklife) outlines the relevant issues and solutions, and

provides extensive resources for educators searching for insights.

But in terms of delivering value, Wood said, "The process of developing these tools with and for each other is nearly the equal of the great outcomes. Our faculty members learned so much about managerial needs and the importance of staying flexible but determined in developing policies. We're now able to say that, yes, UB is a great place to work." ■

Sloan Grant Funds Canisius College's Emeritus Suite

BY EDWARD RYAN

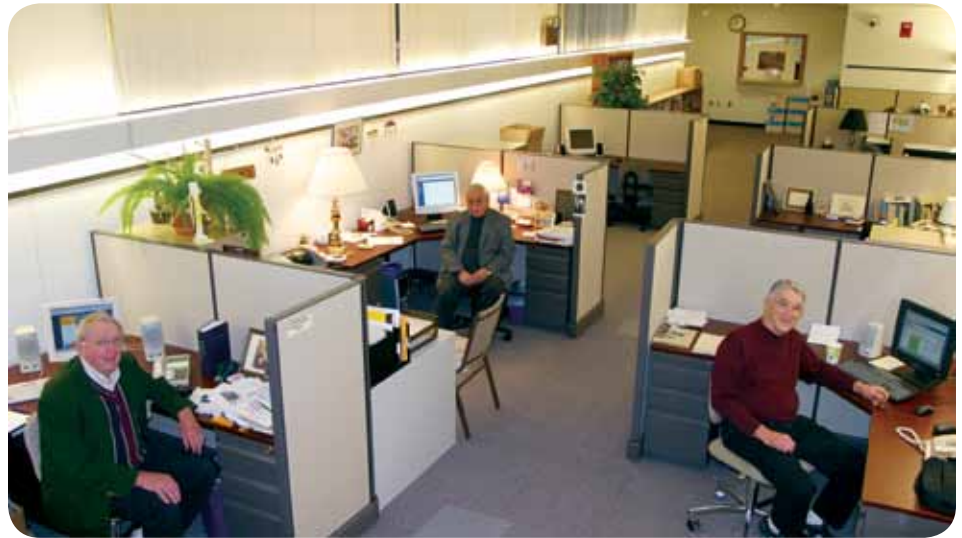
One of the more unusual uses of the 2008 Alfred P. Sloan Award for Faculty Career Flexibility has been the addition of an emeritus faculty suite at Canisius College. Founded in 1870, the college has never had a permanent location for retired faculty members to continue their scholarly or service work, despite the fact that many surveys have shown the desire of retired faculty to remain engaged in their fields and in their institutions.

The suite has nine permanent work stations in partitioned cubicles with voice and data connections, lockable storage drawers and bins, ample open book shelving, filing cabinets, and private access on the lower floor of the college's Bouwhuis Library. Cubicles are either assigned to individuals or shared by two members, depending on their specific needs for time and space on campus. The Sloan award provided the necessary funds to purchase the cubicle partitions and desk furniture, and the college provided the chairs, phones, computers, file cabinets, and shelving.

The members have been remarkably productive since the opening of the suite in spring 2009. Three books that were in progress and several drafts of scholarly papers have been sent for publication. A study tour to Ireland was planned and carried out, and the year's free French instruction for the community was planned by a member who leads the Alliance Française de Buffalo.

Frank Riga, professor emeritus of English, commented: "Since retirement, I have kept up with my research and writing, and although I keep a study at home, having an office in the library is most useful and convenient. Should I need a book, I only need walk out the door—and I often need books. I have had several publications [written and accepted] since retirement, and with an office at the college, my work on them has been easier and faster.

"But there are other advantages. Coming to the office allows me to



Clockwise: Daniel Starr, Professor Emeritus of History; Anthony Bellia, Emeritus Dean; Frank Riga, Professor Emeritus of English



reconnect with my colleagues, old and new, for both social and intellectual purposes. It keeps me in touch with students. For example, I have just been asked to be a reader of a student's honors thesis."

Dean Emeritus Anthony Bellia stated, "I really appreciate the college's professional courtesy to provide a quiet, private workspace...I am close to the classrooms, and this allows me an opportunity to study Italian with terrific, energetic students. *Molti grazie!*"

Daniel Starr, professor emeritus of history, has noted the ideal location of the library: "[It's] close to the heart of the campus, adjacent to ITS help, and just a few steps from the campus coffee shop."

Jerome Neuner, associate vice president and director of the Sloan award, said, "The Sloan Emeritus Suite allows the college to express many of its cherished values to its retired faculty members: that we have valued their contributions over their years of service, that they are still intellectually and socially active, and that they can still advance the mission of the college in many ways."

The suite is being used to full capacity, and may be expanded in future years if the demand increases. ■

Simmons College: Making Career Flexibility for Tenure-Track Faculty a Priority

By CAROL E. BONNER

The Alfred P. Sloan Foundation awarded Simmons College a \$200,000 grant to increase career flexibility at the college by exploring workload reduction to enhance research and scholarship, increase the visibility of career-flexible policies available to faculty, and engage in training of senior administrators, faculty, and promotion and tenure committees about the importance of career flexibility for faculty recruitment and retention.

To carry out these goals, six faculty members were invited to use this funding to explore an issue with implications for career flexibility at Simmons. These tenured and tenure-track faculty developed projects and outcomes that would inform career flexibility practices and opportunities.

Each faculty member received a reduced course-load and a mentor from the college to provide support and guidance for his or her work. In addition, the School of Management

developed a leadership training program designed to teach faculty a set of transferable skills to apply to their work on career flexibility.

This past November, the provost invited the recipients of the awards, their deans, other faculty, and the team who developed the leadership training program to present their work and share ideas for future efforts at Simmons around career flexibility. What followed was the development of a Faculty Advisory Committee to build on the exciting work of the six faculty members last year.

We are in the process of engaging a broader group of faculty to focus on career flexibility for tenure-track faculty. Drawing upon what we learned last year, we will incorporate that work with the development of consistent and transparent processes and policies for college-wide adoption. In addition, exploring the role of support systems in this process is important. Simmons currently has policies that are considered flexible practices; however, these policies

have not been strategically developed, widely publicized, or consistently applied. A goal of the work this year will be to address each of these areas.

This January, the Provost's Office will develop an RFP to invite faculty members to participate in work groups that are focused on various aspects of career flexibility for tenure-track faculty. We expect that the work of these groups will affect policy development, education, and training of faculty, deans, and committees on promotion and tenure. The work groups will explore: (1) career flexibility for tenure-track faculty, (2) the development of support systems for tenure-track faculty in the first six years, and (3) the possibility of distance learning and other flexible working arrangements that support career flexibility. The goal of these groups will be to provide recommendations regarding policy change and efforts to bring greater visibility to career flexibility for tenure-track faculty at Simmons. ■

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