An Exploratory Study of Faculty and Institutional Engagement in Retirement Transitions

by

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Ethics Statement

Abstract

Elimination of mandatory retirement has empowered faculty to self-determine their exit from academia. For so many who identify closely with their work and wish to remain productively engaged, facing this major decision without adequate knowledge and information can over-extend their careers, usurping precious time that could be spent in retirement. Faced with aging faculty complements, institutions can proactively anticipate and plan for critical needs that may arise at various stages. Based on challenges identified in the literature, results from an online survey and personal experience based upon years of working as an institutional researcher, this study seeks to address factors delaying retirement, provide perspectives on institutional culture towards retired and late-career stage faculty and re-examine post-retirement engagement of retirees. Supportive interventions include opportunities for ongoing engagement, normalizing discussion around retirement, and assisting faculty in planning for this eventuality. Key findings of the Schlossberg 4S Transition Model (1981, 1989a) are its relevance to faculty retirement transitions and the perspectives it adds to the study of departmental and institutional culture. Several options for encouraging, coordinating and utilizing retiree capacities in ways which benefit both retirees and the institution during the pre-retirement, retirement and post-retirement stages are proposed. From an overall institutional perspective, multiple benefits can be derived from facilitating faculty transitions into retirement and nurturing post-retirement engagement.

Exploring retirement in the context of Simon Fraser University (SFU) provides an opportunity to build upon work done in the US and elsewhere by developing a uniquely beneficial, customized institutional process that can serve as an example to others challenged by aging faculty complements. Although literature on this issue is readily available for higher education institutions in the US, research on faculty retirement after mandatory retirement was lifted at Canadian universities is limited. Given this lack of information at not just SFU, but also elsewhere in Canada, the results from my study are timely and may be of considerable value to faculty, policy makers, and practitioners in their efforts to better understand factors impacting a faculty member's retirement decision, enhance human resource planning and organizational culture around senior faculty, and improve engagement with faculty in post-retirement.

Keywords: exploratory, retirement, 4S, transition, support, engagement, culture

Dedication

This study provides first-hand insights into challenges experienced by many wishing to continue working, including those whose academic careers started at a late age, who were unable to do so by the now eliminated practice of mandatory retirement. It also highlights an institutional retiree culture that can be more helpful to faculty navigating the complexities of retirement decision-making and/or seeking meaningfully engagement opportunities in post-retirement. At arms length from the institution, the SFU Retirees Association have for almost a quarter of a century, helped sustain faculty identities, intellectual engagement and social connections for their members. Limited in their abilities and mandate, there is a pressing need for institutions to assume greater ownership of the responsibility to support late career stage faculty with their retirement transition needs as well as ensuring retirees remain connected in meaningful and mutually beneficial ways. Efforts to reshaping retiree culture positively to better serve those who, over the course of their multi-decade academic careers, have enabled SFU's high repute amongst the academic community at large, would represent a win for all.

I would like to dedicate this study to all who were forced to retire for no reason other than their age due to mandatory rules in effect at that time. This includes many who would have been in the prime of their careers, others who may have entered the profession at a later age and anyone who may not have been on solid financial footing to face the economic and psychological challenges that awaited them. I cannot imagine what they must have endured. I would also like to dedicate this study to those who felt and/or still feel abandoned by academic institutions they served passionately for a considerable length of their working lives. My earnest hope is for this study to serve as a catalyst for conversations leading to re-examination and where applicable, re-shaping of retiree cultures at academic institutions resulting in positive/transformative outcomes that significantly improve the retirement landscape for those that follow.

I also dedicate this study to my parents Badrudin and Noorbegum who sacrificed so much to send me to Canada for further studies, my sister Rozmin who supported me in countless ways as a second mum, my brother Navaz for assuming so many familial responsibilities, my in-laws Amir and Zaytoon for accepting me as their own, my children Hafeez and Aliya for teaching me so much through their life experiences and my wife Anar for being there every step of the way. I love you all. Thank you so much.

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I would like to begin by acknowledging His Highness the Aga Khan who inspired me to pursue lifelong learning, to seek knowledge and to share that knowledge for the benefit of others – hopefully SFU but also other institutions where the needs and values of retired faculty need awareness, validation and/or renewed attention. I would also like to acknowledge the financial support provided by SFU for my studies, the prayers and encouragement of the Ismaili Muslim community at Burnaby Lake Jamatkhana and elsewhere who have been inspired by this journey, my teachers, classmates, work and other SFU colleagues, many friends and family members, faculty contemplating retirement who I met as part of my work, others who generously helped with pilot testing my survey and/or provided insights along the way, the support team at the SFU library and in particular, the SFU Retirees Association Executive and their members who generously shared their experiences and insights.

I am eternally grateful to many individuals who played a part over the past 9 years - had I kept a record of names, I am sure it would have filled up several pages – there have been so very many who have given advice, shared stories, provided inspiration and motivation, listened with great patience, nurtured my spirit, fueled my enthusiasm and shared positive energies to help get me to completion. I wanted to express deep gratitude to Peter and Carol Williams (for their sage advice for over three decades and unwavering faith in my ability to get this done) as well as to Drew Parker and Jan Flagel for letters of support in 2012. A special thank you to my committee for asking tough questions and requesting revisions that enhanced the thesis, Dr. Dan Laitsch for his keen insights and shared wisdom and especially my supervisor Dr. David Kaufman for generating momentum when things were at a standstill, incredible patience and support and for being with me right until the end as promised – David was kind enough to retain me as his final graduate student. I am most grateful for his decision.

Last but not least, my uncle Alaudin and his family who welcomed my sister and I into their home with open arms on August 29, 1982, to Canada for granting me citizenship and opportunity, my extended family, both sets of parents, my siblings, both of my children and especially my wife for all the sacrifices she has made over the past 9 years and for always being there for me. Thank you all so much – I would not have been able to do this without you. This accomplishment is as much yours as it is mine.

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4S	Part of Nancy Schlossberg's 4S Transition Model representing Situation, Self, Support and Strategy
AAE	Advancement and Alumni Engagement
ADEA	Age Discrimination in Employment Act
AROHE	Association of Retirement Organizations of Higher Education
CUCEA	Council of the University of California Emeriti Associations
CURAC	College and University Retiree Associations of Canada
EFAP	Employee and Family Assistance Program
HR	Human Resources
IRP	Institutional Research and Planning
MR	Mandatory Retirement
NRD	Normal Retirement Date, defined as the first day of September next, succeeding a member's 65th birthday
Post-EMR	Retired after mandatory retirement was eliminated
Pre-MR	Retired prior to the elimination of mandatory retirement
RI	Research and International
SFU	Simon Fraser University
SFUFA	SFU Faculty Association
SFURA	SFU Retirees Association
SPSS	Statistical Package for the Social Sciences
TIAA-CREF	Teachers Insurance and Annuity Association of America-College Retirement Equities Fund
UBC	University of British Columbia
UMMS	University of Massachusetts Medical School
UoT	University of Toronto
UNBC	University of Northern British Columbia
UTFA	University of Toronto Faculty Association
VEIP	Voluntary Exit Incentive Program, buyout offered at SFU in 2008/2009
VPA	Vice President Academic

Glossary

Comprehensive Universities	Defined as having a significant degree of research activity and a wide range of programs at the undergraduate and graduate levels, including professional degrees.
Delayed or Voluntary Retirement	Retirement after one's NRD, done by giving a minimum of 12 months notice. Move from full-time active to full-time retired at the end of the notice period.
Early Retirement	Retirement prior to member's normal retirement date.
Enhanced Early Retirement	Retirement prior to the faculty member's normal retirement date with an approved financial payout.
Institutional Lens	Used to interpret the information and results from the perspective (lens) of a university researcher attempting to determine ways of making the retirement transition process more beneficial to not only the retiree but also the institution
Normal Retirement	Retirement on the scheduled normal retirement date.
Notice of Retirement	Written notice stating the effective date of retirement submitted to the Chair with a copy to the Dean within the notice period.
Notice Period	At least 12 months, and preferably 18 months, prior to the intended retirement date. May be reduced by mutual agreement.
Phased Retirement	Retirement arising from faculty member's participation in the University's phased retirement program.
Phased Retirement Program	Implemented as part of the agreement ending mandatory retirement. Provides faculty member with 3 options (reduced workload, reduced scope and reduced workload and scope). Ranging a cumulative total from 150% to 225% and for up to three years, the faculty members make an irrevocable commitment to retire within 3 years in exchange for participating in the program. The duration may be shorted by mutual consent.
Professor Emeritus/Emerita	Title conferred upon a retiring faculty member who has held the rank of professor for a minimum of ten years. Female faculty members are conferred the title of Professor Emerita.
Retirement	Initiated through a written notice of retirement presented to the Chair with a copy to the Dean within the notice period. prior to the intended retirement date. The notice period may be reduced by mutual agreement.

Chapter 1. Introduction

1.1. Background

Located in Canada on British Columbia's west coast and named for an early explorer, Simon Fraser University (SFU) opened almost six decades ago in the Fall of 1965 with 2,500 students. With three distinctive campuses, over 35,000 students, 6,500 faculty and staff, and more than 160,000 alumni, SFU has matured into one of the world's leading teaching and research universities (University of the Arctic, n.d.). Consistently ranked among Canada's top comprehensive universities and named to the Times Higher Education list of 100 world universities under 50, SFU's publication impact is the highest among Canadian comprehensive universities. It also has the highest success rates per faculty member in competitions for federal research council funding from the Natural Sciences and Engineering Research Council and the Social Sciences and Humanities Research Council ("Simon Fraser University," 2022). Despite the high cost of living in the Lower Mainland, SFU's location, rankings, research productivity and reputation provide an enticing opportunity for those seeking faculty roles. To varying degrees, these attributes play a similar role in enticing faculty to prolong their academic careers.

The Trottier Studio for Innovative Science Education and the Trottier Observatory and Science Courtyard have become integral parts of the iconic campus perched atop Burnaby Mountain. With funding of $2.7 million provided by the Trottier Family Foundation towards the $4.4 million cost of these initiatives, Physics Professor Howard Trottier devoted considerable time in the late stages of his career to the planning, funding, and construction of these major facilities at SFU to fulfil his vision of a dedicated space for bringing science education and astronomy to children and the public (Connor, 2015; Moreau, 2014). Following her retirement in 1979, Biological Sciences Professor Thelma Finlayson was appointed as Special Advisor at the SFU Academic Advice Centre, a role she described as a "true joy", where she counselled students with academic difficulties to support their welfare and academic success. Dr. Finlayson made twice-weekly post-retirement trips to the Burnaby Mountain campus - by taxi when she could no longer drive - until age 95, when she was no longer physically able to do so. In 2012, SFU unveiled the Thelma Finlayson Centre for Student Engagement in recognition of her service to over 8,000 students. Dr. Finlayson passed away in September 2016 at the age of 102 (Anderson, n.d.).

An unsuccessful attempt to set up a retirees' organization in 1990 (25 years after SFU's inception) did not deter a group of retirees who eventually formed a steering committee to determine how such an association might function independently, but in harmony, with SFU's administration. Incorporated in June 1998, the SFU Retirees Association (SFURA) became an active group – launching a newsletter, entertainment events, a seminar series as well as committees to look after member concerns (SFURA Executive Board, 2008). Using meeting space provided by the University, but independent of institutional oversight and reporting, SFURA continues to provide valuable services to its membership of retired faculty and staff. SFURA also waives its nominal annual fee in the first year to incentivize membership by new retirees.

The above examples illustrate diverse outcomes from faculty and institutional engagement in the transition to retirement. Dr. Trottier's legacy will fulfil his vision as it serves multiple constituents in the decades ahead. Despite a relatively short academic career (1967-1979), Dr. Finlayson's legacy will continue to serve the constituent population that brought her immense joy. In the absence of formal institutional initiatives to maintain an ongoing relationship with those retiring from SFU, grassroots efforts by a handful of retirees left a legacy that continues to nurture post-retirement engagement for faculty and staff alike. My study seeks to gain insights into the changing retirement landscape and its significance on institutional and retiree engagement at SFU by assessing strengths and weaknesses of the current process from the perspective of retirees, gauging how SFU's institutional culture towards retirees and faculty in the late stages of their career is perceived, and to identify potential ways to refine and support the retirement transition process so that it provides more meaningful benefits to the individual and the institution.

Faculty are central to an institution's vitality, productivity, and effectiveness. Their academic careers evolve from learning to mastery to completion and are supported through faculty development initiatives, especially in the early stages as they seek to establish an identity, gain peer and institutional acceptance, and learn about resources, cultures, and norms (Burge, 2015; Stumpf & Rabinowitz, 1981). Faculty are crucial for the long-term stability of academic institutions as teachers and researchers, providers of collegial service through shared governance, supervisors of graduate students and other highly qualified personnel and, in their later years, resources of long-term stability and institutional memory (Brubacher & Rudy, 1997). As faculty progress in their careers, professional and personal development needs evolve in response to their new responsibilities and challenges (Baldwin, 1984). At some institutions, as many as one-third of faculty are aged sixty or older, raising questions of how the professional development needs of such a large and important cohort can be supported (June, 2012). The eventual retirements of senior faculty help institutions to remain relevant in rapidly changing fields as retiring members are replaced by junior faculty who are often more diverse and reflective of the student body, well-versed in the use of modern technologies and able to inject new faculty voices and fresh ideas in pedagogy.

Although mandatory retirement (MR) in higher education was eliminated in the US in 1994, it took over a decade before progress on this front was made in Canada. At the forefront of this effort, academics were most active in questioning universities' policies of MR. Under Section 15 of the Canadian Charter of Rights and Freedoms:

> Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability (Canadian Charter, 1982, s 15(1)).

Federal and provincial human rights acts or codes prohibited discrimination in relation to employment, but the definition of age as “eighteen years or more and less than sixty-five" meant employment protections against age discrimination ended at age sixty-five with retirement being mandatory. Whereas no specific age was referenced in the Charter, this inconsistency raised a crucial issue as to whether provincial human rights codes should have, in this fashion, permitted age discrimination, specifically in the form of MR for those aged sixty-five (and over), when section 15 of the Charter of Rights and Freedoms expressly forbade any such form of age discrimination.

It took almost two decades before efforts initiated in the early nineties by faculty associations in Ontario bore fruit for the growing faculty complement who wished to work past age 65 but could not because of MR rules (van Sluys, 2005). On January 1, 2008, the government of British Columbia eliminated MR by amending the provincial Human Rights Code to extend protection against age discrimination to those aged 65 and over.

In anticipation of this legislation, SFU and the SFU Faculty Association (SFUFA) had concluded proactive negotiations several months earlier, ending MR for faculty through a letter of agreement signed on May 10, 2007. On December 15, 2011, sections of the Canadian Human Rights Act and Canada Labour Code that permitted employers to force employees to retire once they reached a certain age, regardless of their ability to do the job were repealed (Government of Canada, 2012). With the elimination of MR, every working Canadian can now decide when to transition to retirement. In academia, the elimination of MR has empowered faculty with newfound ability to determine for themselves when and how they will retire.

From an institutional perspective, delayed retirement may stall opportunities for faculty revitalization and cost containment and necessitate costly initiatives to encourage senior faculty to retire.

> At Western, the number of faculty choosing not to retire at 65 has risen steadily since the lifting of the mandatory age requirement in 2006. Today, 95 of Western's 1,100 professors – close to 10 percent – are older than 65, and 21 of these are in their 70s …. the "salary mass" associated with the institution's 95 professors over the age of 65 is approaching $20M; the same number of entry-level faculty salaries would run about half that cost (Farr, 2014).

> The University of Saskatchewan Faculty Association has accepted the university's offer of retirement buyout deals for up to 80 professors (French, 2013).

1.2. Faculty Retirement

Prior to May 10, 2007, faculty at SFU were mandated by policy to retire on their Normal Retirement Date (NRD) defined as the first day of September following their sixty-fifth birthday. Historically, faculty members aged 55 and older could retire early (in some cases with a financial incentive if their departure was deemed to be in the best interests of the institution) or as scheduled on their NRD. With pre-approval from the University, some could reduce their workload during the late stages of their career before retiring on or before their mandated NRD (Figure 1.1).

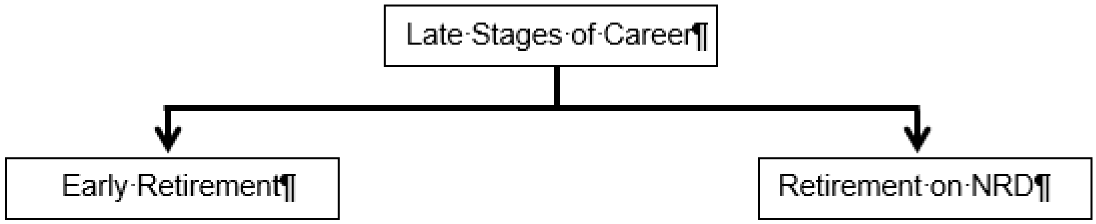

Figure 1.1. Main pathways into retirement at SFU in a MR environment

Following the elimination of MR on May 1, 2007, additional pathways became available to faculty who did not wish to retire early or on their NRD. One was a newly introduced irrevocable option to phase into retirement within 3 years through a reduction in workload and/or scope. Another option was to delay retirement by maintaining the status quo with the requirement of an irrevocable notice of intent to retire submitted at least 12 months prior to a self-selected future retirement date. During the 2008/09 academic year, a third pathway opened when the university offered a Voluntary Exit Incentive Plan (VEIP) to incentivize retirement. This one-time buy-out initiative offered up to 18 months of salary and benefits for eligible applicants. Figure 1.2 shows retirement pathways that have evolved since MR was eliminated at SFU.

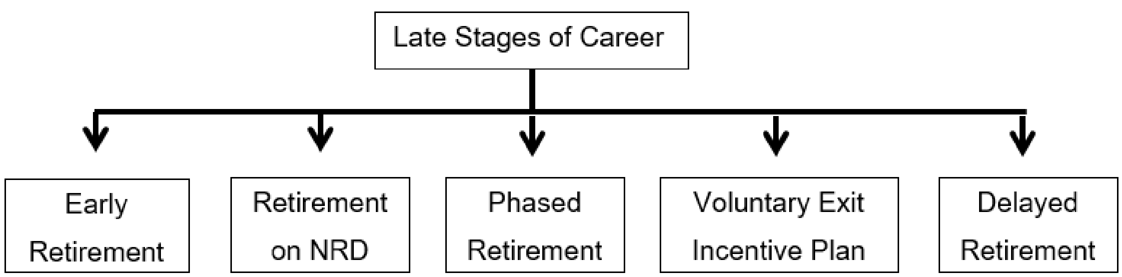

Figure 1.2. Retirement pathways after elimination of MR

The elimination of MR at SFU has resulted in the decision by many to continue working past their NRD. The proportion of faculty over the age of 55 has grown from 29.5% in 2007 to 41.5% in 2022 (Figure 1.3). Mean and median ages have increased from 47.3 in 2007 to 52.0 in 2022 whilst median ages have increased from 47.5 in 2007 to 52.0 in 2022 (IRP, n.d.). These numbers reflect a new norm as faculty delay their retirement for reasons that will be explored further in this study.

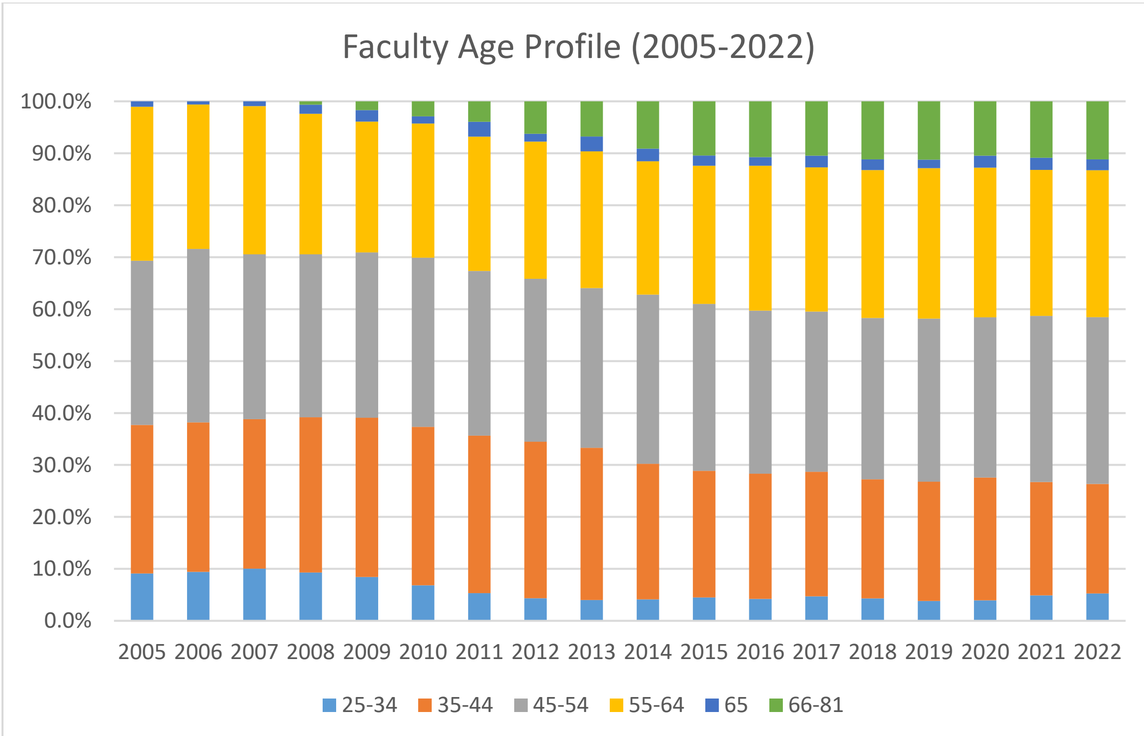

Figure 1.3. Faculty Age Profile (continuing faculty, 2005-2022). Source: Office of Institutional Research and Planning, SFU. (IRP, n.d.).

1.3. Problem Statement

Retirement represents a complex and challenging life transition. Despite initiatives such as phased retirement and the voluntary exit plan, a growing complement of faculty have continued to work past their NRD. Based on data for 2022, almost three in every ten faculty members (29.0%) are aged 55-64 and will likely be retiring within the next fifteen to twenty years. Another one-eighth are aged 65 and older – some of whom may have already started their transition into retirement or may be contemplating this decision. In light of extended lifespans, appropriate planning for this major decision is a crucial undertaking for faculty. From an institutional perspective, the elimination of MR has made it increasingly difficult to predict faculty retirement trends and strategically plan new hiring. The agreement to end MR at SFU in May 2007, and the aging faculty complement, raises questions about retirement rates and trends as well as the need for insights on various personal, professional, and institutional factors shaping retirement decision-making by faculty in the late stages of their career.

Retirement is more than just leaving a job; it is a major life transition resulting in changes to roles, routines and relationships as well as an extended process of adjustment that requires careful thought, preparation and planning. While faculty and institutions of higher education face many of the same issues that confront other aging workers and organizations, higher education is unique in that faculty identify closely with their work, wish to remain productively engaged and have much to contribute in their post-retirement years. Schlossberg's 4S Transition Model (Schlossberg, 1981, 1989a) provides a framework through which institutional support can be developed to enhance a faculty members' transition into retirement. The 4S Transition Model envisions an asset/liability balance that comes into play and where strengthening an asset enhances one's ability to transition successfully.

Self-agency has been shown to play a major role in retirement adjustment (Kim & Moen, 2001a; Mutran, Reitzes, & Fernandez, 1997). Pinquat & Schindler (2007) found that faculty who make a smooth transition into retirement tend to build on the seeds (e.g., interests and hobbies) planted during their pre-retirement years. With the elimination of MR and evidence that some faculty stay well past their NRDs, it is in an institutions best interest to support their late-career stage faculty, facilitate retirement decision-making and nurture a post-retirement relationship that is meaningful and engaging. Cultures vary between institutions, but those valuing senior and retired colleagues provide opportunities for meaningful engagement (Kezar, 2018).

Retired and retiring faculty are very interested in maintaining a professional identity in some form (Conley, 2005; Ehrenberg, 2001). Emeriti faculty indicate an interest in maintaining connections and involvement with the institution through opportunities such as fundraising, mentoring new colleagues, attending cultural and sporting events, participating in social activities with other retirees as well as other forms of voluntary service (Berberet, Bland, Brown & Risbey, 2005; Dorfman, 2009; Glazer, Redmon & Robinson, 2005). Based on a review of the literature, a series of interventions (or "institutional supports") for possible consideration at SFU relate to retirement planning, financial literacy, retirement readiness, post-retirement engagement, and improved support for those staying past their NRD. These interventions have been selected for the strategic role they may play in enhancing faculty self-agency and facilitating transition through the pre-retirement, retirement, and post-retirement stages for SFU faculty and retirees.

1.4. Purpose Statement

Prior to the elimination of MR in 1994, the US Congress tasked the National Academy of Sciences to form a committee to study the consequences of eliminating MR for tenured faculty. Upon completion of its task, the committee concluded that at some research universities, a high proportion of faculty would continue to work past age 70 resulting in low turnover, increased costs and limited ability to recruit new hires in emerging fields of importance to the institution. Amongst several recommendations made by the committee, those motivating my study (emphasized in bold) include ongoing monitoring of faculty retirements so as to **identify issues and/or changes in historical patterns and the need to address faculty fears about loss of identity, purpose, and contact with colleagues, students, institution, and academic field through provision of opportunities for ongoing engagement in these areas, and normalizing discussion around retirement and assisting faculty in planning for this eventuality** (Hammond & Morgan, 1991). The committee's conclusion was prophetic as elimination of MR in the US led to a marked increase in faculty working into their seventies (Ashenfelter & Card, 2002).

Research, both quantitative and qualitative, on faculty retirement after the lifting of MR at Canadian universities, is limited. Additional research is needed to better understand the impact of individuals' personality variables and dispositions, the social context and supports available to them, and their motivations pertaining to retirement (Wang, Henkens, & van Solinge, 2011). The purpose of this study is to gain an understanding of the late-career stage faculty decision-making that has taken place with respect to faculty retirement and to suggest a more effective strategy that aligns the important career transition needs of faculty with those of the institution. It is also intended to explore potential ways to refine and support the retirement transition process so that it provides more meaningful benefits to the individual and the institution. Lessons learnt from this study are intended to provide insights into potential institutional support options that might help to alleviate current transition challenges perceived by faculty members working past their NRDs. These include institutional initiatives in the US that have not been tried in a Canadian/SFU context. Many of them entail potentially cost-effective means of furthering faculty self-agency with respect to retirement decision-making whereas others ensure late-career stage faculty and retirees are provided with appropriate support for personal and institutional success.

Studying immediate and emerging faculty retirement issues is essential to better understand and address important policy issues and institutional challenges as faculty rapidly approach retirement age (Dorfman, 2000). Research on the retirement process has been extensively studied by social science researchers across a variety of disciplines, including economics, sociology, and psychology (Topa, Moriano, Depolo, Alcover, & Morales, 2009; Wang & Shultz, 2010). Most of these have relied on survey research methods, primarily resulting from a huge investment in large public-use datasets of longitudinal surveys (Fisher & Willis, 2013). Not all survey-based retirement research has been conducted using large scale public-use datasets. Several studies have used smaller samples from a particular organization or occupational sector (Adams, 1999; Talaga & Beehr, 1995). A distinct advantage of smaller surveys on retirement is the flexibility afforded to researchers over the design and context of their studies compared to those using archival datasets. Although studies in a single organization or small number of organizations do contribute to our understanding of the retirement process, limitations may arise as results and findings may not be generalizable to the population (Fisher & Willis, 2013).

My research explores strategic initiatives that may benefit the institution and late-career stage faculty by ensuring those remaining active past their NRD receive the support necessary to succeed in their faculty roles, empowering decision-making abilities amongst those who may be overwhelmed by the enormity of the retirement transition, and alleviating anxiety and concerns about loss of identity and/or sense of purpose for retirees. Representing the first major undertaking in this area at SFU, my study seeks to fill the void in our current understanding of faculty retirement decision-making and in the process, shed light on a key career transition that has long been overlooked. It does this through an online survey comprised of a combination of quantitative and qualitative questions administered to retired faculty who are members of SFURA, and an institutional lens to investigate five broad primary research questions: What were primary faculty motivations for retiring? How useful was institutional support in preparing faculty members for retirement? What was the perceived utility of SFU's retirement policies? How did faculty assess their post-retirement engagement with the institution? What additional support could the institution provide to assist faculty members at various stages of their transition into retirement?

Learning more about underlying triggers, reasons inhibiting or motivating retirement choice preferences, and what has happened in the past from an administrative policy and faculty response/uptake of options will provide insights into the changing situation and significance of retirement at SFU. It will also help suggest what needs to be done to make the process more effective. Findings from my research will provide SFU with a better understanding of the strengths and weaknesses of the current process, as well as a set of potential refinements that it can implement to make the transition process simpler and provide meaningful benefits to the individual and the institution. From an institutional point of view, there are multiple benefits to be derived from facilitating the transition into retirement for faculty and supporting the engagement of their retirees.

Exploring retirement in the context of SFU provides an opportunity to build upon work done in the US and elsewhere by developing a uniquely beneficial, customized institutional process that can serve as an example to others challenged by an aging faculty complement on their campuses. Although literature on this issue in more readily available for higher education institutions in the US, research on faculty retirement both before, as well as after, the lifting of MR at Canadian universities is limited. Given this lack of information at not just SFU, but also elsewhere in Canada, the results from my study will be timely and of considerable value to faculty, policy makers, and practitioners in their efforts to better understand factors impacting faculty retirement decisions and post-retirement outcomes.

1.5. Framework

LaBauve & Robinson (1999)'s theoretical framework model consists of three stages. The pre-retirement stage typically spans the five years preceding retirement and is a time when preparations and planning are the primary focus. This is followed by the retirement or action stage which typically stretches from within six months of retirement to six months after retirement as one exits from their career and starts life as a retiree. The post-retirement stage typically starts 6 months after one has retired and represents the maintenance stage which may span multiple decades as longevity continues to increase. The 4S Transition Model provides a complementary framework that I have chosen to integrate with LaBauve and Robinson's framework in this exploratory study of the retirement transition (Figure 1.4). The 4S Transition Model employs a ratio of assets to liabilities that fluctuate as an individual's situation (e.g., personal, financial, professional) changes. When assets outweigh liabilities, adjustment to a transition will become easier whereas if liabilities outweigh assets, the transition may become more challenging and warrant additional coping resources. These integrated frameworks form the foundational basis for my study. As faculty advance through the retirement stages, they will require varying levels and types of support to enhance their self-agency and inform their strategies (Duranleau & McLaughlin, 2014; LaBauve & Robinson, 1999).

	LaBauve and Robinson's Retirement Stages		
	Pre-Retirement Stage	**Retirement Stage**	**Post-Retirement Stage**
Schlossberg's 4S Transition Model Variables	**Situation Support Self Strategy**	**Situation Support Self Strategy**	**Situation Support Self Strategy**

Figure 1.4. Proposed Framework

This study seeks to identify less costly ways to mitigate turnover and cost constraints identified by the National Academy of Sciences committee (Hammond & Morgan, 1991). It proposes to do this through supportive interventions that address faculty fears about loss of identity, purpose, and contact with colleagues, students, institution, and their academic field; normalizing discussions around retirement; and assisting faculty in planning for this eventuality. Based on identified challenges faced by retirees and faculty in the late stages of their careers, the value of various institutional support initiatives will be assessed by retired faculty responding to the survey. It is expected that those assessed favorably will be integrated into efforts to positively reshape institutional and departmental cultures towards retirees and pre-retirement faculty in the late stages of their career.

1.6. Situating the Researcher

Personal interest in this topic stems from my functional role as an institutional researcher over the past two decades. Between 2003 and 2013, my experience with faculty retirement was relatively minor, analytical and included institutional reporting (for planning) and costing purposes (early retirement applications, the agreement to eliminate MR, VEIP buyouts). On Friday July 4, 2014, I met with a faculty member who wished to discuss a 3-year phased retirement plan they were formulating for institutional consideration. It was the first of many one-to-one confidential meetings I have since held with faculty wishing to learn more about their retirement options. These interactions often entail extended discussions around their personal situation and have provided me with innumerable insights and a deeper appreciation of the challenges faced in making this pivotal life changing decision. They have validated much of what I have read in the literature as part of my doctoral studies and highlight the inadequacy of institutional support for pre-retirement faculty navigating this complex transition at SFU.

When MR was in effect, certainty around faculty turnover likely rendered institutional assistance for retirement planning as a low priority. Following the elimination of MR in 2007, the reshaping of retirement at SFU began almost instantaneously as fourteen of the sixteen faculty scheduled to retire in 2007 chose not to do so and it took another 11 years before the final member of this cohort eventually retired in 2018. This pattern of delayed retirements repeated itself annually as several members within each subsequent cohort opted to prolong their careers. When MR was eliminated in 2007, institutional investment in “soft” initiatives such as addressing fears about the loss of identity, purpose, and institution contacts; normalizing retirement as a familiar career stage; or assisting faculty in planning for this eventuality may not have seemed important. However, with the retirement decision firmly under faculty control, and a growing complement aged 55 and older at SFU, there is some urgency to revisit the need for pre-retirement support services and resources.

Some efforts were made in 2015 when the VPA appointed a Special Advisor on Faculty Development. Amongst various programs developed under this initiative were Pre-Retirement Open Houses for faculty and staff over the age of 55. Four such Open Houses were hosted between 2016-2018 with topics that included Financial Planning for Retirement, Retiring from SFU (next steps), Faculty Retirement Options, Stepping into the Retirement Frame of Mind (Homewood Health, provider of the University's Employee Assistance and Family Plan (EFAP)), and a Plenary Session entitled Stories from the Retirement Trenches (SFURA panel). Response from the SFU community for these Open Houses was strong – over 400 registered for one of the sessions. Unfortunately, the conclusion of the Special Advisor's appointment in 2018 brought an end to these initiatives. Large attendance and positive feedback from these sessions demonstrated their value in addressing an identified need for institutional support in this area. Four years have elapsed without any programming for pre-retirement age faculty.

I considered several approaches for my study of faculty retirement. Using an institutional lens, I wanted to examine how a Canadian research university was impacted when the elimination of MR vested its faculty with greater control over the timing and pathway of their exit from an academic career. Why were faculty staying longer and how could we adapt as an institution? Initially the focus was more analytical but reflections on this topic during the course of my studies and personal interactions with potential retirees helped fuel my interest in learning more about the institutional culture towards late-career stage faculty and retirees and how proactive measures of institutional support might play a key role in shaping the narrative. I decided to conduct this study to gain some insights on retiree motivations and feeling towards SFU and remain hopeful that the outcomes from this study will benefit SFU and other institutions.

1.7. Overview

This dissertation is organized into five chapters. Chapter One provided the introduction and important background information, followed by the problem, purpose statement, and research questions. Chapter Two highlights the review of relevant literature, which establishes the context of the study. Chapter Three explains the conceptual framework (LaBauve & Robinson/Schlossberg's 4S Transition Model) used to frame the study and the methodology utilized. Information regarding data sources, identification of variables, and analytical approaches are provided. Chapter Four presents the analysis and findings of the research study. Appropriate descriptive statistics of interest are also presented. Chapter Five concludes with a discussion on the importance of the findings and their implications. The final chapter also discusses the mobilization of knowledge gained from this exercise, limitations of the research and possible directions for additional study and investigation.

Chapter 2. Literature Review

2.1. Introduction

From an institutional perspective, faculty play a crucial role as teachers and researchers, providers of collegial service through shared governance, supervisors of graduate students and other highly qualified personnel and, as they progress in their careers, resources of institutional memory and wisdom. They are central to the vitality, productivity, effectiveness and long-term stability of academic institutions (Brubacher & Rudy, 1997). Their academic careers evolve from learning to mastery to completion and are supported through various initiatives, especially in the early stages as they seek to establish an identity, gain peer and institutional acceptance, and learn about resources, cultures and norms (Burge, 2015; Stumpf & Rabinowitz, 1981). Professional and personal development needs evolve in light of new responsibilities and challenges as faculty progress in their careers (Baldwin, 1984). At some institutions, as many as one-third of faculty are aged sixty or older, raising questions of how the professional development needs of this large and important cohort can be supported (June, 2012)[1].

As salaried professionals who take many years to develop their careers, faculty have a lifelong commitment to work, enter full-time positions later than other professionals and have retirement trajectories that differ from other occupational groups (Dorfman, 2000, 2009; Sugar, Pruitt, Anstee, & Harris, 2005). Lengthening life spans, economic uncertainty, and love for the profession, is resulting in an increasingly graying academic workforce (Baldwin & Zeig, 2013). As they move into the late stages of their career, control over this life changing decision places greater onus upon them to self-navigate in the face of various push, pull or hold factors drawing them towards or away from retirement. Besides financial concerns, a large number of faculty are reluctant to retire for lack of an identified alternative that is desirable to working full-time (Ciccotello, Pollock & Yakoboski, 2011; Yakoboski, 2015). Facing this major decision without adequate knowledge, information and institutional support can be daunting and poor choices may over-extend careers and consume precious time that could have been spent in retirement. Uncertainties faced by older adults transitioning towards retirement

[1] As seen in Figure 1.3, faculty aged 55 and over represent around 41% of SFU's faculty complement in 2022.

are not dissimilar to those experienced by adolescents moving from childhood towards adulthood (Coleman & Hendry, 1999). Therefore, retirement can be considered as another major life transition.

Early retirement, phased retirement, and other alternatives have emerged during a period best described as unsettled and exploratory (Johnson, 2011; Leslie & Janson, 2005). From an institutional perspective, delayed retirement may stall opportunities for faculty revitalization and cost containment. As retirement encompasses both personal and social domains, institutions need to rethink their responsibility in managing expectations and recognize aging faculty as key constituents (with unique challenges and opportunities) in an increasingly diverse workforce (Davies & Jenkins, 2013; Marschke, Laursen, Nielsen & Rankin, 2007; Ward & Wolf-Wendel, 2012). As some retirees may require more support than others, personal counselling and retirement preparation courses may be worthwhile considerations (Osborne, 2012; Robinson, Demetre, & Corney, 2010; Van Ummersen, Duraleau, & McLaughlin, 2013). Institutions, anticipating and planning for critical needs that may arise for faculty at various stages, can undertake initiatives to help them succeed.

Retired and retiring faculty are interested in maintaining a professional identity in some form (Conley, 2005; Ehrenberg, 2001). Most retired faculty place importance on maintaining a relationship with their institution, but some find it difficult to do so due to a lack of information, support and opportunity (Van Ummersen, McLaughlin, & Duraleau, 2014). Although cultures vary from place to place, institutional leaders who value diversity welcome continued participation and contributions from their retirees whom they view as assets (Beehr & Bennett, 2007; Kezar, 2018). In such cultures, retired faculty may provide additional human resources to address academic work needs such as teaching where departments have difficulty finding instructors, guest lecturing, mentoring students, supporting younger faculty, serving on committees, volunteering to help organize and run events (Berberet et al., 2005; Conley, 2005; Ehrenberg, 2001; Kezar, 2018; Yakoboski, 2015).

Given the historic timelines around MR in the US, there is an abundance of literature around its impact. In contrast, there is a dearth of information from a Canadian perspective. Additional research is needed to better understand the impact of individuals' personality variables and dispositions, the social context and supports available to them, and their motivations pertaining to retirement (Wang et al., 2011). With the elimination of MR and aging faculty complements, institutions may be well-served by reviewing their culture around aging faculty and the retirement transition process to find ways that foster meaningful and productive relationships for all concerned. This study seeks to gain insights into an institutional retiree culture and the feasibility of various support initiatives intended to facilitate retirement decision-making, enhance the faculty retirement experience and sustain more meaningful engagement with post-retirees.

The following review of the literature acquaints the reader with published research concerning various aspects of academic careers, faculty development, academic cultures, the elimination of MR (US, Canadian and SFU), gender perspectives, retirement theories and considerations (push, pull and hold factors), planning and decision-making, transition theories, Schlossberg's 4S Transition Model and retiree culture to investigate five broad primary research questions: What were primary faculty motivations for retiring? How useful was institutional support in preparing faculty members for retirement? What was the perceived utility of SFU's retirement policies? How did faculty assess their post-retirement engagement with the institution? What additional support could the institution provide to assist faculty members at various stages of their transition into retirement?

2.2. Academic Careers

Reflective of an individual's development and learning throughout life, a career may be defined as the sequence and combination of work-related roles people occupy across their lifespan and use to construct identities and social meaning in society (Arthur, Hall, & Lawrence, 1989; Collin & Watts, 1996; Sinisalo & Komulainen, 2008; Super, 1980). It is a central element in the growth of an adult self-identity and affects all aspects of their life (Super, 1957). Individual abilities and motivations, working conditions, organizational interventions, policy approaches, and career development practices in academia differ substantially from those in other contexts (Baruch, 2013; Huisman, de Weert & Bartelse, 2002; Roach & Sauermann, 2010). Faculty are highly educated with role expectations that may encompass researching and publishing findings in books, professional journals and conferences, networking, teaching, mentoring, supervising, grant seeking, providing service to the broader community and the university, and promoting personal and institutional reputation (Baldwin & Blackburn, 1981; Nir & Silberstein-Levy, 2006; Roach & Sauermann, 2010).

In general, academic careers evolve from learning to mastery to completion and have been studied in various ways (Burge, 2015). Braskamp, Fowler, & Ory (1984) use the three professional ranks (assistant, associate and full professors) as different eras of development. Baldwin & Blackburn (1981) divide the faculty career into five stages: assistant professors in their first three years of teaching, assistant professors with more than three years of teaching, associate professors, full professors more than five years from retirement and full professors within five years of retirement. Baldwin (1990a) subsequently revises this to four stages: novice professor (getting into the academic world), early academic career (settling down and making a name), midcareer (accepting a career plateau or setting new goals), and late career (leaving a legacy). Furniss (1981) uses an age independent three-stage model consisting of early career (finding a mentor, achieving tenure, and settling down in one's career), midcareer (gaining autonomy, becoming mentors, and broadening one's range of interests) and late-career (continued broadening of range of interests, becoming less competitive, and assuming leadership roles calling for experience and wisdom). Schuster & Finkelstein (2006) discuss demographics and changes through career milestones (receipt of a doctorate, first full-time academic appointment and achievement of tenure). Mortensen (1983) identifies instructional development needs at different career stages using years of teaching experience (0-5, 6-12, 13-20 and 21 or more years). Although most faculty hiring is done at the junior ranks, some faculty are hired at senior ranks based on experience gained elsewhere (Oosthuizen, Mckay, & Sharpe, 2005). As faculty progress in their career, each step or promotion advances their status, enhances job security and increases salary based on their ability to meet institutional criteria (Tien & Blackburn, 1996).

2.2.1. Early-Career Faculty

The establishment phase is an important time in the socialization process during which to build skills, develop competence in organizational and professional roles, and to gain peer and institutional acceptance (Stumpf & Rabinowitz, 1981). The development of an academic identity is another important consideration when transitioning from doctoral student to a faculty role (Green, 2005). The strain of learning about institutional resources, organizational cultures, and departmental norms whilst undergoing changes in professional identity are stressful experiences for early-career faculty starting a new position in a new organization (and often a new community) while navigating independent work as a teacher and researcher for the first time (Baldwin, 1990a; Lester & Horton Jr., 2018). Although prepared for research and scholarship expectations as doctoral students, these junior faculty may find it challenging to design new courses, teach diverse students and contribute to institutional initiatives such as internationalizing curriculum (Austin 2002; Baker & Pifer, 2011; Murray, 2008; Reybold 2005; Sorcinelli, Austin, Eddy & Beach, 2006). Typically, the early-career stage represents the period when new faculty develop a research program, establish good baseline levels of research funding and assume a teaching style and role that is identifiably theirs (Oosthuizen et al., 2005). Over time, these faculty make sense of their place within their departments, cultivate strategies for managing relationships, and achieve career success and satisfaction (Pifer & Baker, 2013).

2.2.2. Mid-Career Faculty

Identified as the largest faculty population in higher education (Caffarella, Armour, Fuhrmann & Wergin, 1989; Grant-Vallone & Ensher, 2017), mid-career faculty represent the “bridge” between faculty generations occupying critical roles as formal and informal leaders in higher education (Baker, Lundsford, & Pifer, 2019; Baldwin & Chang, 2006). During this phase, major concerns center around upward mobility, independence, mastery and achievement (Stumpf & Rabinowitz, 1981). Despite it being their most productive career stage in terms of publications and creative work, these faculty are highly dissatisfied with how work expectations adversely impact their availability to advise students, maintain currency in their fields and manage family responsibilities (Baldwin, Lunceford & Vanderlinden, 2005). In particular, challenges faced during these years lead many to self-identify as stuck, dissatisfied, and directionless (Baker, LaPointe Terosky, Lundsford, Neisler & Pifer, 2019; Petter, Richardson & Randolph, 2018). Mid-career faculty report higher workloads and expectations across all areas of their work including garnering of research grants, leadership, service, and management roles in support of their department and university (Baldwin, DeZure, Shaw & Moretto, 2008).

2.2.3. Late-Career Faculty

Between 2000 and 2010, the number of faculty nationwide over the age of 65 doubled, and the median age of post-secondary teachers surpassed that of all other occupational groups including lawyers and medical doctors (Kaskie, Walker & Andersson, 2017). The aging faculty complement raises several challenges for the fiscal health, educational quality, and public reputations of universities including budgetary pressures created by increasing salary and benefit payouts at the top of the rank distribution, stagnant job opportunities for new faculty, and possible downturns in productivity or workplace morale among senior employees (Kaskie, 2017; Stevens & Kirst, 2015). Despite representing a large proportion of faculty, very little research has been conducted on them on issues other than retirement (Lester & Horton Jr., 2018). Late-career faculty maintain a high level of productivity, have more work-life balance and less stress, higher levels of engagement (institutional, discipline and with students) and tend to delay retirement because of high job satisfaction (Trower, 2011a). As they near the twilight of their careers, faculty experience reduced emphasis on competition, greater concerns for peer and professional relationships, a desire to help others grow, to strengthen the organization and to see their work continued (Stumpf & Rabinowitz, 1981).

2.3. Faculty Development

Academic institutions face economic, political, cultural and social pressures to secure adequate funding, attract students, and recruit and retain high-caliber faculty (Austin & Sorcinelli, 2013; Beane-Katner, 2014; Chen, Gupta, & Hoshower, 2006; Peterson & Wiesenberg, 2004; Polster, 2007). Faculty teaching skills, scholarly activities, and their ability to secure grants and other funding are key to achieving these aims (Beane-Katner, 2014; Chen et al., 2006). Development programs play a critical role in helping faculty navigate the myriad challenges of academia and are an important consideration for institutional leaders willing to make support available for those taking on new responsibilities and roles (Sorcinelli, et al., 2006). Strategic investment in the growth and development of their faculty resources would seem prudent given academic personnel costs represent a significant proportion of institutional expenditures (Baldwin & Blackburn, 1983). However, since the 1970s, such initiatives have been initiated in an uncoordinated and piece-meal fashion, focused primarily on instructional improvement, and whilst worthy and important, faculty development is most effective when aligned with institutional goals and faculty needs (Bland & Schmitz, 1988). External and internal pressures have persuaded many institutions to revisit this policy (McLean, Cilliers & Van Wyk, 2008).

Professional development initiatives are important means by which institutions can facilitate the integration of faculty into professional roles by making accessible requisite skills and knowledge necessary to address their complex and evolving responsibilities (Nandan & Nandan, 2012). While these initiatives have typically targeted new or incoming faculty, research on the developmental needs of mid-, and even late-career faculty has highlighted the importance of developmental support throughout the span of an academic's career (Zellers, Howard & Barcic, 2008). Movement between stages and through critical career milestones such as probationary review, contract renewal, tenure, promotion, academic administration appointments, and planning for retirement are some examples of critical phases related to faculty development (Ross, 2015; Sorcinelli & Yun, 2009). The professional and personal evolution that occurs within career stages requires deliberate and thoughtful supports to help individuals weather these changes and thrive as faculty (Ross, 2015; Sorcinelli & Yun, 2009). To varying degrees, faculty are required to participate in scholarship, teaching and academic service and pursue many of the same goals across the span of their careers, but with added emphasis on some more than others depending on the stage they may be at (Adams, 2002; Baldwin, 1979). Faculty can sustain and enhance their professional vitality by engaging in faculty development activities targeted to their career stage (Austin & Sorcinelli, 2013; Chism, Gosling, & Sorcinelli, 2010).

2.3.1. Early-Career Faculty

Despite training received during graduate school, few beginning faculty enter academia with the full complement of skills required to succeed in their positions and as a result, may often feel overwhelmed by the many responsibilities and work-life balance challenges they face (Austin 2002; Rice, Sorcinelli, & Austin, 2000; Schönwetter & Nazarko, 2009). While new faculty may be highly motivated to engage in research and other activities, they often require support to develop teaching skills and secure funding to initiate programs of research (Schönwetter & Nazarko, 2008). In light of this, early-career faculty often receive start-up funds for research projects, protection from time consuming committee work, mentoring, and other forms of development support for their teaching. Integrating these faculty into the academic community and culture and making professional development opportunities available for them to acquire necessary skills and abilities, are important institutional considerations (Gappa, Austin, & Trice, 2007; Sorcinelli & Austin, 1992). Three initiatives early-career faculty can benefit from include: activities designed to enhance teaching skills and styles for those with limited, or no prior pedagogical training; mentoring relationships with senior faculty; and activities to alleviate stress about publishing and establishing a research program (Boice, 1992; Diehl & Simpson, 1989).

2.3.2. Mid-Career Faculty

Mid-career, a time during which most faculty take on service, administrative, and leadership roles, represents the most productive and influential years of an academic career and the stage in which most scholarly achievements occur and important leadership and management roles are assumed at institutions (Baldwin & Chang, 2006; Hall, 2002). However, the absence of motivating professional goals can cause mid-career faculty to plateau or find themselves at cross-roads. When this happens, mid-career faculty may benefit from career development workshops, instructional grants, sabbatical leaves, and administrative appointments, and other similar activities that sustain their vitality and prevent them from becoming stuck professionally (Baldwin, 1984; Lovett, 1984).

2.3.3. Late-Career Faculty

Much less attention has been paid to those in the latter stages of their career despite the fact they have much to contribute to their institutions and profession and may still work for another ten, fifteen or more years (Bland & Berquist, 1997; Zeig & Baldwin, 2013). If institutions are serious about supporting strong faculty performance at all career stages, it is important that needs of late-career faculty be considered and strategies designed to support them (Baldwin & Zeig, 2012). These include greater flexibility in workload arrangements, institutional service opportunities in areas where they possess requisite skills and expertise, and novel ways to contribute to administrative or other professional roles (Berberet et. al., 2005; Bland & Berquist, 1997). Late-career faculty also desire access to research funds to jump-start or move their research in new directions; encouragement from administrators and peers to nourish and motivate their personal vitality, productivity, and engagement; and better communication about priorities and expectations during leadership changes within the university (Bataille & Brown, 2006; Trower, 2011b).

2.4. Cultures in Higher Education

Culture refers to underlying assumptions and values that drive or motivate behaviors and practices. Typically shaped by an organization's history and priorities, it becomes embedded in day-to-day work (Kezar, 2018). "Academics are caught up in various matrices, with multiple memberships that shape their work, call upon their loyalties and apportion their authority. Central among the matrices is the most common fact of academic work: the academic belongs simultaneously to a discipline, a field of study, and an enterprise, a specific university or college" (Clark, 1984, p. 112). Higher education is frequently described as consisting of various cultures (or subcultures) that include institutional, disciplinary, and departmental cultures (Clark, 1984; Gappa et al., 2007). These interconnecting cultures influence numerous academic practices such as teaching, research, service and administration and intersect in complex and varied ways to shape faculty careers (Clark, 1980, 1984, 1987; Trowler, 2008; Umbach, 2007).

2.4.1. Institutional Culture

An institution's culture mediates how it deals with external forces and internal pressures (Chaffee & Tierney, 1988; Kuh & Whitt, 1988). Formed over decades as institutions respond to challenges associated with their survival and growth, institutional culture can be defined as the patterns of interpretations people form about the manifestations of their institutions' values, formal rules and procedures, informal codes of behavior and rituals (Clark, 1970; Martin, 1992; Schein, 1985). In this sense, "culture is reflected in what is done, how it is done, and who is involved in doing it. It concerns decisions, actions, and communication" (Tierney, 1988, p. 127). As such, an institution can host many cultures or subcultures (Van Maanen & Barley, 1985). No single interpretation or view can accurately represent the perspectives of all faculty, staff, and students, because not all see the institution in the same way (Martin, 1992).

2.4.2. Departmental Culture

Considered the fundamental component of North American higher education institutions, departments tend to be distinct in their organization, policies, standards, and resources (Hearn, 2007; Knight & Trowler, 2000; Lee, 2007). Within the institution, departments operate fairly independently in coordinating and managing academic processes. Decisions on course content and offerings, appointments, promotions, and managing services are done at the department level on behalf of the larger institution (Lee, 2007). Accorded significant power in the management of programs and services for faculty, what happens in these units can influence faculty behaviors (Hearn, 2007; Lee, 2007). The department culture has a significant impact on how faculty pursue their responsibilities (Lee, 2007; Massy, Wilger & Colbeck, 1994; Trowler & Knight, 2000).

2.4.3. Disciplinary Culture

How departments determine they will meet the institution's larger mission varies from discipline to discipline (Wergin, 1993). The discipline is often cited as a primary source of faculty identity (Austin, 1990; Becher, 1987; Becher & Trowler, 2001; Clark, 1980, 1987; Healey & Jenkins, 2003; Ladd & Lipsett, 1975; Smart, Feldman, & Ethington, 2000; Umbach, 2007). Initially socialized into their disciplinary culture in graduate school, faculty share common vocabularies, similar norms of scholarly collaboration and codes of ethics, are drawn to certain research methodologies, and belong to the same learned societies with school colleagues even after re-socialization into the hiring institution (Austin, 1990; Gizir & Simsek, 2005; Tierney & Rhoads, 1993).

2.4.4. Culture and Faculty Development

Early career faculty have unique needs, experience acute levels of stress and frustration, and place differential emphasis on academic career goals compared to their mid- and late-career stage colleagues (Sorcinelli & Austin, 1992). "Faculty development for seasoned professors must offer new responsibilities and challenges as well as opportunities to enhance present skills" (Baldwin, 1984, p.47). Personal reputation, recognition of their work, and being at cross-roads are concerns for mid-career faculty. Professional vitality of late-career faculty can be rejuvenated by opportunities to sharpen research and scholarship skills in their discipline or in related fields, teaching undergraduate or interdisciplinary courses for those teaching the same subject year after year, and campus-wide activities with colleagues from all disciplines to discuss issues of mutual concern (Kalivoda, Sorrell, & Simpson, 1994). Institutions stand to benefit from efforts to address the unique developmental needs of every faculty during each stage of their career (Baldwin & Blackburn, 1981). Institutional and departmental cultures that are amenable to providing support can impact the productivity and vitality of their faculty in all stages of development (Bland & Bergquist, 1997; Gardner, 1963).

2.4.5. Psychological Contract

When an institution hires a faculty member, both develop expectations of one other in a relationship of interdependence, at the core of which is the concept of the psychological contract (Herriot, 1992). Rousseau (1989, 1995) defines a psychological contract as an individual's beliefs, shaped by the organization regarding terms of an implicit agreement between the individual and organization. The psychological contract is the perception of mutual obligation between organizations and their employees based on assumptions both have about their reciprocal relationship (Bal & Vink, 2011; Erkutlu & Chafra, 2013). Unlike a written contract, which explicitly states concrete, negotiated items such as one's salary and title, a psychological contract involves unwritten (and often unverbalized) expectations about less concrete issues such as work environment, frequency and types of communication and allocation of resources (Rousseau, 1989). When an institution fails to keep a perceived commitment or when the commitment is fulfilled in an unsatisfactory way, the sense that an implied promise has been broken can be as frustrating as failing to meet the terms of a written contract (Rousseau, 1995).

2.5. Elimination of Mandatory Retirement

Retirement is an invention of the late 19th century when government and corporate pension plans became common, along with well-defined retirement ages (Sargent, Lee, Martin, & Zikic, 2012). In the 1960s and 1970s, retirement at a particular chronological age was the norm (Davies & Jenkins, 2013). A rapidly expanding population of older workers places pressures on governments and corporations to promote policies that extend the employment years of employees in order to reduce the need for pension payouts as well as address a looming shortage of younger employees (Flynn, Upchurch, Muller-Camen, & Schroder, 2013; Hicks, 2012).

2.5.1. The US Experience

The civil rights movement in the 1960s shifted public thought on labor rights protection and recognition that mandated retirement when one reached a certain fixed age must be an employee's voluntary decision (Franke, 2011). With increased longevity came the need to allow for the option to continue working. In 1967, the US Congress passed the Age Discrimination in Employment Act (ADEA) making age discrimination illegal. In 1978, Congress passed a bill raising MR age to 70 with an amendment expiring July 1, 1982 - excluding higher education in response to their concerns (Ashenfelter & Card, 2002). Intense lobbying for the complete elimination of MR led to amendments to the ADEA in 1986 prohibiting MR ages for most workers. Responding to concerns from colleges and universities, Congress permitted continuation of the requirement for faculty to retire at age 70 until January 1, 1994[2]. When these age-based MR rules expired on January 1, 1994, faculty gained the freedom to continue working for as long as they wished (Smith, 1991). This new-found ability significantly impacted retirement decision-making by aging faculty and by extension, overall salary costs and decreases in new faculty hires (Clark, 2005; Clark & Ghent, 2008). By the end of the decade, a sharp increase in the percentage of faculty delaying retirement was apparent as the aging professoriate became one of the most significant issues facing higher education (Ashenfelter & Card, 2002; Clark & Ghent, 2008; Sugar et al., 2005). Today. transition to retirement remains increasingly relevant for those working in higher education institutions, with the median age of faculty now greater than any other workforce group (Kaskie, 2017).

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[2] In granting higher education an extension, the National Academy of Sciences formed a committee to study the consequences of eliminating MR for tenured faculty. In making their assessment, the committee examined the behavior of nearly 300,000 faculty from more than 3,200 colleges and universities and heard university presidents' concerns about revitalizing an aging and increasingly costly professoriate. The committee concluded that except for some research universities where a high proportion of faculty would continue to work past age 70, impact from the elimination of MR would be minimal. The committee acknowledged low faculty turnover would adversely impact research universities through increased costs and limited ability to recruit new hires in emerging fields of importance to the institution (Hammond & Morgan, 1991).

2.5.2. The Canadian Experience

In 1985, nine professors and a librarian filed a lawsuit stating MR at age 65 violated the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code. The lawsuit, rejected in Ontario's legal system, was appealed to the Supreme Court of Canada which upheld MR on the basis that it was essential to improve the employment opportunities of young workers, necessary to obviate the need to monitor employee performance, and represented a freely negotiated labor contract (Munro, 2005). The court's decision curtailed further initiative for almost a decade during which time MR was eliminated at colleges and universities in the US (Gillen, 2005). Within academia, senior faculty at the University of Toronto (UoT) began to take early retirement and move to the US and other jurisdictions that did not have MR. The university also faced difficulties recruiting senior faculty for this same reason. The University of Toronto Faculty Association's (UTFA) multi-decade efforts to pressure the university to ban MR made extensive headway when both the UoT governing council and the UTFA found it mutually beneficial to discontinue MR at age 65, effective June 30th, 2006. This agreement included the introduction of phased retirement options, provision of incentives for faculty to retire early, the creation of a centre for retired faculty, the requirement for a year's notice of intent to retire (to assist the University in planning), elimination of incentives for early retirement prior to age 60 (previously provided as early as age 55) and cancellation of long-term disability for faculty over the age of 65 (Barnes, 2007).

2.5.3. The Experience at SFU

The window opened by events at the UoT provided a steppingstone for faculty associations across Canada to overcome barriers constraining their efforts to eliminate MR (van Sluys, 2005). Discussions initiated by the SFU Faculty Association (SFUFA) in 2004, gained prominence when the University of Northern British Columbia (UNBC) and University of British Columbia (UBC) reached agreements with their respective faculty associations in 2006. Given the timing of these events and in anticipation of provincial legislation in this area, SFU and SFUFA also negotiated an end to MR effective May 10, 2007 (Barnes, 2007). Two phased retirement options, each up to three years in duration, were introduced as part of the agreement. On January 1, 2008, the government of British Columbia eliminated MR by amending the provincial Human Rights Code to extend protection against age discrimination to those aged 65 and over. The agreement to end MR at SFU has resulted in an aging faculty complement (Figure 1.3), raising questions about retirement rates and the need for insights on personal, professional and institutional factors shaping retirement decisions.

2.6. Gender Perspectives

Due to a complex range of factors including discontinuous work histories and domestic and caregiving responsibilities which disproportionately impact women, their retirement experiences in general differ from those of men (Damaske & Frech, 2016; Richardson, 1999). Most studies of academics' retirement experiences have included mixed samples, typically with more men than women, mirroring their representation in academia (Boulton-Lewis & Buys, 2014; De Guzman, Llantino, See, Villanueva, & Jung, 2008; Dorfman, 2000, 2002, 2009; Dorfman & Kolarik, 2005; Firmin & Craycraft, 2009; Fishman, 2010; Williamson, Cook, Salmeron, & Burton, 2010). Although studies have illustrated gender differences with respect to service activities (Guarino & Borden, 2017), research (Misra, Lundquist, Holmes, & Agiomavritis, 2011; O'Meara, Kuvaeva, Nyunt, Waugaman, & Jackson, 2017), and receipt of grant funding (Roos & Gatta, 2009), gender differences in academic retirement literature have largely tended to be overlooked (Cahill, Pettigrew, Robinson, & Galvin, 2019).

From a gender perspective, men and women academics experience retirement differently (Dahl, Nilsen, & Vaage, 2003; Duberley, Carmichael, & Szmigin, 2014; Radl, 2013). Women's underrepresentation relative to men at higher levels of organizations, including academia, shorter or fragmented work histories, longer life expectancy, potential gender pay gaps, worries about the loss of professional identity and the desire to remain productive have the potential to influence women's retirement decisions, timing and experiences (Duberley & Carmichael, 2016; Price, 2002; Renzulli, Reynolds, Kelly, & Grant, 2013; Toutkoushian & Conley, 2005; Warner-Smith, Everingham, & Ford, 2006). While transitions of early and mid-career female academics have received attention, late-career transitions are under-researched (Cahill, Galvin, & Pettigrew., 2021).

2.7. Canadian Studies on Faculty Retirement

Research, both quantitative and qualitative, on faculty retirement is limited and that remains true even after the lifting of MR at Canadian universities (UBC, 2014). Shannon & Grierson (2004) assessed the impact of inter-provincial variation in MR (e.g., Manitoba and Quebec had abolished MR in the early 1980s) across Canada and concluded that the elimination of MR would have little effect on the size of the workforce over the age of 65. Recognizing this study did not explicitly look at university faculty, Warman & Worswick (2010) examined the age distributions of professors at Canadian universities with and without MR and found a higher fraction of professors over the age of 65 were present at universities without MR. Based on modelling data from 1983 to 2001, they estimated that whilst many university professors would work past the age of 65 if allowed, the vast majority of them would retire by the age of 72.

Strudsholm (2011) examined the impact of the transition from full-time positions to retirement on the well-being of five academic women that had left an urban university in western Canada on the basis of their academic career, planning and timing, attitudes towards retirement transition, identity, social connections, and health. The freedom to structure time was identified as the unifying theme that described how these six elements impacted the participants well-being during their retirement transition. In a survey sent out to all English language universities and colleges in Atlantic Canada, Brown (2012) examined faculty decision-making and found that job satisfaction, economic status, flexible time with family, and time for leisure activities were statistically significant predictors for voluntary retirement before age 65 in a mandatory environment.

Through the use of interviews and an online survey, the office of the Senior Advisor to the Provost on Women Faculty at UBC examined various contributing factors influencing retirement related decisions for senior faculty who had retired or opted to continue working past the age of 65 (UBC, 2014). Over 70% of respondents were satisfied with the retirement process. Financial advice, information seminars, flexible approaches to retirement, reorganization of workload, and clarity provided by heads of units were cited as areas for improvement. Among those who were still active, nearly half indicated expectations to retire in the next 5-10 years. Financial issues, personal or family considerations, health and to a lesser extent, workload, recruitment of the next generation of scholars, and unit politics or change were key factors reported most frequently in retirement considerations. Work was an important part of their identity as was ensuring their legacy. Emphasizing the continued potential and productivity of retirees, participants urged recognition and engagement of retired UBC faculty who continued to be active (UBC, 2014).

Quint-Rapoport, Finlay & Hillan (2015) interviewed 24 senior academics at the UoT who were either phasing into retirement or had opted to continue working beyond the normal retirement age of 65. Phasers cited responsibilities at home and in teaching, changes in their work environment, and inequities in the system as reasons for taking retirement. In contrast, Delayers felt they were still immersed in their work, possessed a significant amount of respect within their fields, held a tremendous capacity for adapting to new ideas, methods, and technologies and were quite unlike the stereotypical ageing faculty member. In her study of 6 retired home economics faculty members, McGregor (2018) found most experienced retirement chains, stains and pains but overall, they enjoyed their careers and were equally enjoying retirement. The anticipated existential angst did not materialize, despite expressed obligations to the profession.

2.8. Retirement Theories

Retirement from work constitutes a crucial transition in an individual's life cycle (Atchley, 1982; Kubicek, Korunka, Raymo, & Hoonakker, 2011; Wang et al., 2011). MR was often viewed as a discrete event in which individuals transitioned from full employment to full retirement (Beehr, 1986; Wang & Shultz, 2010). In its absence, the nature of retirement has evolved into a complex and dynamic process that unfolds over time on the basis of personal contexts (Furunes, Mykletun, Solem, de Lange, Syse, Schaufeli & Ilmarinen, 2015; Shultz & Olson, 2013; Wang & Shultz, 2010). The age at which workers retire has also increased in relation to economic and social issues (Shultz & Wang, 2011; Zickar, 2013). Theories explaining retirement are found in various disciplines or professions (Wang & Schultz, 2010). Amongst these, continuity and role theories are often cited in the research on retirement.

Continuity theory is based on the premise that older adults who preserve a similar lifestyle in retirement as they previously had will have a higher level of psychological well-being (Atchley, 1989). For them, retirement is not seen as a stressful disruption but rather as an opportunity to maintain a certain lifestyle and social contacts

(Quick & Moen, 1998). Continuity theory focuses on how the decisions older adults make influence their well-being (Lytle, Clancy, Foley, & Cotter, 2015). For some individuals, the need to maintain social networks can influence the decision to continue working instead of retiring early. Empirical support from retrospective studies report more successful adjustment among those experiencing the fewest lifestyle changes in retirement (Long, 1987). Continuity theory recognizes the disadvantages of a complete cessation from work without having other aspirations (Lytle et al., 2015). Individuals who have been deeply involved in their work would benefit from viewing retirement as an opportunity to engage in similarly valued activities outside of work (Kim & Feldman, 2000).

Retirement involves a movement from a worker role that may have been an integral part of one's life to a retiree role (George, 1993; George & Maddox, 1977). Role theory provides one of the most commonly used explanations of adjustment to retirement (Kim & Moen, 2002; Linton, 1936; Mead, 1913). Roles people assume are frequently self or socially defined and emerge through personal relationships, group affiliations, employment, and recreational and leisure activities (Carter & Cook, 1995). Individuals who retire from careers where employment is central to their identity are vulnerable to feelings of role loss which can lead to psychological distress (Kim & Moen, 2002; Price, 2002; Silver, Pang, & Williams, 2015). As with continuity theory, the transitions of roles may be associated with increases or decreases in psychological well-being depending on the level of satisfaction experienced from the role they are leaving versus the expected gains from the role they will be entering (Wang et al., 2011).

2.9. Retirement Considerations

With the elimination of MR, the decision to retire has since been recognized to be complex and highly personalized, combining considerations of aging, relationships, identity and planning in addition to the all-important question of "can I really afford to retire?" (Cahill et al., 2019; Ciccotello, 2013; Jaworski, Reed & Vernon, 2016). Coping with these depends on the role of work and family in the life of an individual, the timing of retirement, the degree to which work has been satisfying (or not), the degree to which retirement is planned for, the expectations one has, the degree to which a meaningful life is established and, most importantly one's health and sense of financial security (Henretta, Chan, & O'Rand, 1992; Knorr, 2008; Leslie & Janson, 2005; Schlossberg, 2005). This is especially true in the academic world where faculty identify closely with their work, wish to remain engaged and have much to contribute in their post-retirement years. There are many intrinsic and extrinsic motivators that can affect faculty decisions to retire and no single factor or set of factors can characterize the retirement decision of all faculty (Dorfman, 2002).

With increased life expectancy and better health, some academic careers may span thirty, forty or more years. For others, the academic career may be substantially shorter (e.g., those who start in academic positions at a late age or leave academia to pursue other goals). Faculty need to take stock of themselves and their situation and decide whether to pursue the formal act of retirement or continue with their scholarship as they advance in their careers (Goodman & Pappas, 2000; Hagedorn, 1994). In a post-MR environment, it is important for institutional leaders to understand the determinants of these evolving faculty retirement intentions and subsequent decisions and to adapt supportive strategies that are aligned with emerging patterns. Various factors associated with the retirement decision are further examined in this section.

2.9.1. Financial Considerations

Many studies conducted before and after the elimination of MR have found financial concerns to be top of mind when making this key decision (Fishman, 2012; Kowalski, Dalley, & Weigand, 2006; Sargent et al., 2013; Tourangeau, Thomson, Saari, Widger, Ferron, & MacMillan, 2012; Warren & Kelloway, 2010). Financial security and continuation of health benefit coverage for the retiree and dependents are consistently identified to be of primary importance in retirement considerations (Bahrami, 2001; Berberet et al., 2005; Dorfman, 2002, 2009; Matthews, 2013; Sugar et al., 2005; Yakoboski, 2015). Faculty, to a large extent, believe at least 75 percent of their pre-retirement salary is necessary for a comfortable retirement (Berberet et al., 2005) and often identify lack of economic security as a major reason for delaying retirement (Lozier & Dooris, 1991). Those who are paying for childrens' tuition, have financial responsibility for a disabled family member, or significant obligations due to a divorce decree are more likely to work longer than originally planned (Leslie & Janson, 2005). Faculty in defined-contribution plans with larger account balances are more likely to retire earlier than those with lower balances (Ashenfelter & Card, 2002). The economic downturn of 2008 and associated financial concerns encouraged many faculty to work a few more years before retiring (Finkelstein, Conley & Schuster, 2016; Yakoboski, 2011). In contrast, during periods of rising stock prices, the proportion of faculty participating in a defined-contribution plan who decide to retire often increases (Clark, 2005). According to Johnson (2011), financial insecurity is often a contributing factor in deciding whether to continue working, participate in a phased-retirement program or transition directly to full-time retirement. Financial confidence is a major factor amongst faculty who anticipate retiring at their normal retirement age (Yakoboski, 2015). Faculty who plan financially for retirement are more likely to retire at an earlier age (Leslie & Janson, 2005; Monahan & Greene, 1987).

2.9.2. Health Considerations

Health status and access to healthcare services are an important consideration in retirement decision-making (Bahrami, 2001; Dorfman, 2002, 2009; Firmin & Craycraft, 2009; Sugar et al., 2005). As they approach their normal retirement date, a lot of faculty are still healthy and vigorous, and many decide to continue to work full-time for a few more years (Baldwin & Zeig, 2012). Faculty who remain actively engaged in their work beyond the traditional retirement age gain both physical and mental benefits from continued work (Baldwin, 1990b; Bland & Bergquist, 1997). Faculty with failing health are more likely to retire than are those in good health (Berberet et al., 2005; Hammond & Morgan, 1991; Leslie & Janson, 2005). In addition, the ill health of an individual’s spouse or another family member (e.g., aging parents, grandchildren) may also serve as a retirement trigger (Dorfman, 2002; Lozier & Dooris, 1991; Merline, Cull, Mulvey & Katcher, 2010). Healthcare services represent a considerable household expense for the elderly. In 2002, those over the age of 65 represented 13% of the entire US population but accounted for 36% of the total US healthcare expenses (Insler, 2014). Whereas employer-provided health insurance for active employees is estimated to reduce the retirement rate by about 5%, employer-provided post-retirement health insurance is estimated to increase the retirement rate by 30-80% and reduce the age at retirement by 6-24 months (Gruber & Madrian, 1995; Karoly & Rogowski, 1994). Many won’t retire voluntarily unless they have adequate medical insurance (Dwyer, 2001; Kim & DeVaney, 2005).

2.9.3. Family and Personal Considerations

Faculty are pulled towards retirement by an increased desire for greater freedom and choice in what they do and when they do it (Dorfman & Kolarick, 2005). Personal interests and desires include more time with family (which may include relocating to be near children, grandchildren, or elderly parents), more time and flexibility to engage in leisure activities (e.g., travel or hobbies) and professional activities like writing (Bahrami, 2001; Dorfman, 2002, 2009; Firmin & Craycraft, 2009; Matthews, 2013; Sugar et al., 2005). Many faculty retire to free up their schedule, eliminating restrictive or limiting routines like teaching commitments that interfere with travel opportunities (Goodman & Pappas, 2000). Other than being pushed towards retirement by the need to care for an ill partner or family member, partner considerations do not play a primary role in faculty retirement decisions (Conley, 2005; Dorfman, 2002).

2.9.4. Work Considerations

The nature of the work environment, and level of recognition and support faculty receive, may retain them in the workplace or push them toward retirement (Hanisch & Hulin, 1990, 1991). Work has tremendous holding power over faculty but for it to remain attractive, the individual must be able to meet various demands of the position in order to feel productive and derive satisfaction from their efforts (Hayward, 1986). Dunkl (1997) categorizes factors which influence retirement intentions and behavior into push, pull and hold factors. Push factors are those stress inducing elements which make work less attractive and push the individual out of the workplace (towards retirement). Pull factors are anticipated activities that make retiring more attractive than work and thus pull the individual toward retirement. Hold factors are work characteristics which delay retirement by making the position and the workplace a more attractive option.

Push factors may include heavy workloads, lack of advancement opportunities, insufficient salary and benefits, inadequate facilities and resources, little institutional support for faculty development, lack of control over tasks and time, and misfit between faculty values and the institutional reward structures (Durbin, Gross & Borgatta, 1984; Holden & Hansen, 1989; Monahan & Greene, 1987). Retirement may also be triggered by dissatisfaction with the work environment arising from decreased departmental congeniality, frustration with student attitudes and abilities, heightened expectations to learn and incorporate new technology, and burn-out (Austin, 2010; Bahrami, 2001; Berberet et al., 2005; Conley, 2005; Dorfman, 2002, 2009; Goodman & Pappas, 2000; Matthews, 2013). Senior faculty may also feel isolated and irrelevant as colleagues retire and institutional initiatives lead to changes in teaching and research expectations (Baldwin, 1990a).

Pull factors draw faculty towards retirement on the basis of the activities that await them. Faculty with adequate financial resources who find the prospect of continued employment unattractive may be pulled towards retirement by a desire to pursue other interests, enjoy more leisure time, spend more time with their families, or pursue professional activities unencumbered by teaching schedules. Dorfman (1997) found that as faculty age, they often desire to invest more time in non-work-related activities such a family, hobbies, and volunteer work. The more pull factors one has cultivated outside academia, the easier it will be to make a retirement decision (Pinquart & Schindler, 2007).

Hold factors are work characteristics which make remaining in the position more attractive than retiring (Dunkl, 1997). Faculty who are reluctant to retire may be engaged in research and other creative initiatives, publish actively, obtain grants, enjoy teaching and working with students, receive recognition for their efforts and achievements, have their academic values supported by their institutions, or maintain their vitality and derive satisfaction from their roles as teachers and scholars actively disseminating and advancing knowledge (Bland & Bergquist, 1997; Daniels & Daniels, 1990, Dunkl, 1997). Similarly, a large number of faculty are reluctant to retire because they have not identified a desirable alternative to working full-time (Ciccotello et al., 2011; Yakoboski 2015). Identifying alternate opportunities for such individuals to put their knowledge and experience to use in meaningful ways (e.g., in a voluntary capacity), within or outside academia, may make it easier for them to reach a retirement decision.

2.9.5. Psychological Well-Being Considerations

Retirement is a major life-changing experience whose psychological impact on faculty can be profound, invoking fear of losing collegial interactions and reduced intellectual and social stimulation (Leslie & Janson, 2005, Livingston, 2017). Many define themselves primarily through their work and professional affiliations and long held identity structures can be traumatized by the loss of work roles (Osborne, 2012). A key reason faculty delay retirement is that departure from academic life poses a threat to their identity. “Retirement challenges one’s identity, and the changing relationships it entails may make faculty feel rootless and without purpose” (Van Ummersen et al., 2013, p. 24). Approximately one-third of retirees seem to have difficulty shifting into retirement (Chase, Eklund, & Pearson, 2003). In addition to personal identity issues, several researchers have noted the social and legacy needs of retirees (Baldwin & Zeig, 2012; Baldwin & Zeig, 2013; Glazer et al., 2005; Michinov, Fouquereau, & Fernandez, 2008; Teuscher, 2010). Once their body of work in the discipline and at their institution has left a significant legacy, some senior faculty begin stepping aside while focusing on opportunities to nurture new faculty (Bland & Bergquist, 1997; Bland, Taylor, Shollen, Weber-Main, & Mulcahy, 2009; Mansson & Meyers, 2012).

Love for their work is another key reason many faculty give for delaying retirement (Baldwin, Belin & Say, 2018). Most faculty joined the academic profession because it enabled them to pursue their passion in a subject area; with no looming prescribed retirement date, many faculty decide to continue their life’s work for as long as they can (Yakoboski, 2011, 2015). Retirement is a life transition that no two retirees move into in the same way (Chase et al., 2003). Researchers have described an element of loss (of things to fill one’s day, of friendships at work, of one’s professional role(s), of one’s status, of one’s purpose, and of the tasks and responsibilities that have lent structure to one’s daily life) that may need to be resolved (Chase et al., 2003; Szinovacs & de Viney, 1999; Van Solinge & Henkens, 2008).

2.9.6. Retirement Timing Considerations

In addition to their NRD, phased and early retirement options may also be available to faculty. Under phased retirement, faculty transition gradually from full-time employment to full-time retirement with reduced responsibilities. The typical phased retirement program specifies an eligibility age and length of service requirement in return for a commitment from the faculty to move into full-time retirement after a given number of years (usually three or five). Although faculty on phased retirement are paid salary proportional to their actual workload, non-salary benefits are often maintained as if they were employed full-time (i.e., at 100%). Such arrangements may be appealing to faculty wishing to transition into retirement gradually to avoid the traumatic experience of an all-at-once retirement (Leslie & Janson, 2005). Early retirement can be defined as a full exit before the normal retirement age with the possibility of an enhancement (or payout) in certain instances, an arrangement that may be appealing to faculty who are nearing financial sufficiency for retirement or wishing to use these proceeds to finance other endeavors (Topa, Depolo, & Alcover, 2018).

2.9.7. Post-Retirement Engagement Considerations

Research has shown that professional considerations such as maintaining connection to an intellectual community are just as important as financial factors in faculty retirement decisions. In most university and college communities there is a growing pool of talented retired or transitioning individuals who would like nothing more than to make a difference by using their knowledge and experience to improve their communities and institutions while continuing the process of their own personal development (Diamond & Allshouse, 2007). Retired faculty aspirations include maintaining contact with the academic community, continued involvement in institutional life, perks such as library and parking privileges, access to office space and computers, opportunities for part-time teaching and other paid activities, volunteering for roles involving students (e.g., admissions, tutoring, mentoring, student organization advisor), speaker or liaison to alumni and community groups, as well as volunteering for institutional fundraising roles (Berberet et al., 2005).

As currently structured, emeritus status is “a hollow honor providing no meaningful rights or responsibilities” (Baldwin & Zeig, 2013, p. 367). “Many professors fear losing their core identity when they retire. They are not eager to confront the question, who am I when I am no longer an academic or have no institutional home?” (Baldwin & Zeig, 2012, p. 28). Emeritus and retired faculty organization programming provide opportunities for members to continue to remain involved in campus life as well as maintain and enhance the connection and contributions of retired faculty to the institution and community (Baldwin, Say, & Belin, 2017; Glazer et al., 2005). A growing number of higher education institutions have created retiree organizations, such as retiree associations, emeriti colleges or retiree centres, to serve as hubs for keeping retirees connected and engaged through various social, educational, and service opportunities. These play an important role in the continued intellectual, scholarly, and social involvement of former faculty and in making emeritus status matter (Baldwin & Zeig, 2012; Baldwin & Zeig, 2013). [3]

Retiree Associations tend to be membership based (with minimal institutional funding), maintain retiree contact information, send out newsletters and website updates, host educational lectures and socials, and may give awards for service and create opportunities for teaching, volunteering, mentoring, and committee involvement at the university. Retiree Centers (typically institutionally funded) provide retirement transition education, keep retirees connected with the university, have permanent space and staff, promote educational workshops, academic lectures and seminars, connect retirees with university events and communications, maintain contacts lists and campus partnerships, offer volunteer opportunities, host educational and social events, and preserve institutional history. Emeritus Colleges receive some institutional funding (supplemented by program fees and dues) and promote academic interests, research, retired faculty's scholarly efforts, social interaction, service to the university and offer modest research grants for continued research and travel (Glazer et al., 2005). The presence of these retiree organizations empowers a continued sense of belonging and enhances retirement possibilities for those seeking an ongoing sense of continuity and purpose through their professional identities (Brown & Jones, 2018).

2.10. Retirement Planning and Decision-Making

Retirement is a transitionary process that occurs over time rather than as a one-time event (Beehr, 1986). Conversations about retirement are largely assumed to be the responsibility of the individual to initiate with their department leadership (Kaskie et al., 2017). The decision, personal and unique to each individual, may require considerable

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[3] Incorporated in 2002, the Association of Retired Organizations of Higher Education (AROHE) is based out of the US and has a membership of 123 Retiree Associations, Retirement Centres and Emeriti Colleges that are predominantly in the US but with a handful in Canada. Through member networking and conferences, it provides ongoing opportunities for sharing of successful practices and programs (AROHE, n.d.). The College and University Retiree Associations of Canada (CURAC) is a not-for-profit federation of retiree organizations at colleges and universities across Canada that seeks to coordinate activities that promote communication among member associations, to share information about activities of member organizations, to provide mutual assistance, and to speak publicly on issues of concern to the over fifteen thousand individual college and university retirees across Canada (CURAC). There are 40 members listed on the CURAC website including 5 from BC (UBC, University of Victoria, Kwantlen Polytechnic University, Langara College and SFU) (CURAC, n.d.).

time and deliberation. Some may also be uncomfortable sharing their interest in this 'taboo' topic publicly. Resources that can empower faculty with greater self-knowledge, personal efficacy, flexibility, and resilience are especially valuable (Dorfman, 1997, 2002; Henkens, van Solinge, & Gallo, 2008; Taylor & Mintzer, 2013; van Solinge & Henkens, 2005). Although one may view retirement occurring on a specific day, the decision to retire, planning - and preparing for it, likely take place over a time span of several years (Beehr & Bennett, 2007). Engel, Kollat, and Blackwell's (1968) five-stage decision-process model (problem recognition, information search, alternative evaluation, decision and post-decision) provides perspectives into how the transition may unfold at various stages[4] (Anderson, Jeffries & McDaniel, 2021).

2.10.1. Pre-Retirement Stage

Problem recognition occurs when faculty first perceive a noticeable difference between their desired (ideal) and actual work situation and contemplate retirement (Calvo, Halverstick, & Sass, 2009; De Vaus, Wells, Kendig, & Quine, 2007). The search for information will identify available institutional policies, processes, resources and related options. The amount of time faculty invest considering retirement options and evaluating their personal situation impacts their eventual decision to retire and is an important predictor of satisfaction with their decisions (Dorfman, 1989; Durbin et al., 1984). As the social and psychological implications of leaving a position held for many years may be daunting, insights on post-retirement lifestyle adjustments may be sought from family, friends, and retired colleagues as part of this information gathering exercise (Knoll, 2011). Given the important role that finances play in the decision, alternatives may be evaluated on the basis of minimum monthly income needs or maximum workable years or perhaps trade-offs such as retiring later in return for additional retirement benefits (Park, 1976; Solomon, 2015). With a clearer financial picture, consideration may then shift to evaluating non-financial alternatives such as the loss of identity, loss of interaction with faculty colleagues, or how one may spend time in retirement (Anderson et al., 2021). At this pre-retirement stage, it is recommended that

[4] The pre-retirement stage typically spans five years preceding retirement and is a time when preparations and planning are the primary focus. The retirement stage typically stretches from within six months of retirement to six months after retirement as one exits from their career and starts life as a retiree; The post-retirement stage typically starts 6 months after one has retired and represents the maintenance stage which may span multiple decades.

institutions provide their faculty with access to retirement planning services (Leslie, Janson, & Conley, 2005).

2.10.2. Retirement and Post-Retirement Stages

Although an intended retirement date may have been formulated, faculty may continue to seek further information or even delay their decision if concerns arise about future economic/financial factors. Ultimately, faculty will make their decision, submit the requisite notice of retirement and thereafter experience a gamut of emotions encompassing uncertainty, joy, and sadness, whilst awaiting their now-confirmed retirement date which may also be accompanied by formal and informal ceremonies (Anderson, Burkhauser, & Quinn, 1986; Anderson et al., 2021). Following retirement, there will be time for faculty to reflect upon their decision. Some will be highly satisfied and continue enjoying their post-retirement lifestyle. For many, this may include continuation of their previous roles through engagement in academic pursuits (e.g., research, attending conferences, teaching) whereas others may experience cognitive dissonance about their choice to retire. Faculty who seek appropriate information and consider relevant factors before committing to retire tend to be satisfied with their decision (Anderson et al., 2021).

2.11. Transitions - Theories and Models

Within a developmental framework, transitions are viewed as occurring in stages, with each stage relating to the next for adaptation and successful adjustment (Bridges, 1980; Hudson, 1999; Schlossberg, Waters & Goodman, 1995). Moving through a transition requires letting go of aspects of the self, letting go of former roles, and learning new ones (Brown & Lent, 2008). The process of leaving one set of roles, relationships, routines, and assumptions and establishing new ones takes time, occurs in phases and entails an emergent growth process (Bridges, 2004; Goodman & Anderson, 2012; Schlossberg, 1981, 1989a; Sugarman, 2001). These life altering events, or experiences may be anticipated (e.g., retiring), unanticipated (e.g., job loss) or manifest as non-events that are anticipated but fail to take place (e.g., those expecting to retire in 2007 were given a respite when MR was eliminated). Anticipated transitions are planned, often self-initiated and made with ample time to consider options to ease the transition whereas unanticipated transitions are unpredictable and may cause considerable challenges for ill-prepared individuals (Fouad & Bynner, 2008).

Models used to study career transitions include the work of Bridges (2004), Sugarman (1986, 2001), Hudson (1999) and Schlossberg (1981, 1989a). Bridges' (2004) transition model initiates with endings (separating from the old roles and routines), followed by a neutral zone period (emptiness and germination in between) before eventually settling into new beginnings (new ways of being and doing). Sugarman's transition model (1986, 2001) emphasizes emotional aspects of transition through phases beginning with immobilization (being unable to respond), minimization (downplaying the impact of the event), self-doubt (which may manifest as anxiety, anger, apathy, or sadness), letting go of past attachments (allows for testing alternatives), followed by search for meaning, and finally, integration. Hudson's (1999) "cycle of renewal" model views transition progressing from the heroic self (getting ready to launch), plateauing (protracted sense of decline), cocooning (sorting things out) and finally getting ready (a time for experimenting, training, networking, and testing possible paths). Appraisal and response to change are the foundation of Schlossberg's 4S Transition Model (1981, 1989a) which provides a framework for understanding the perceived demands and coping strategies used by individuals.

2.12. Schlossberg 4S Transition Model

Crucial to the 4S Transition Model is an understanding of the meaning a transition has for a particular individual (a transition is a transition only if it is so defined by the person experiencing it), type of transition (anticipated, unanticipated, or non-event), perspective regarding the transition (positive, negative, benign), context of the transition (cultural/social/political setting), and impact (degree to which one's daily life is altered) with respect to an individual's relationships, routines, assumptions, and roles. The more life-altering a transition is, the more coping resources will be required and the longer will be the time taken for assimilation or adaptation (Goodman & Anderson, 2012; Schlossberg, 1981). Building upon the perspective of resources and deficits, the 4S Transition Model identifies four types of resources (situation, self, support, and strategies) an individual can leverage to cope effectively. When assets outweigh liabilities, adjustments may be relatively easy to make whereas when liabilities outweigh assets, resulting challenges may make the transition much more difficult (Schlossberg et al., 1989a).

Situation refers to an individual’s placement at the time of a transition and in particular, what else may be happening in their life (e.g., retiring at a time when one’s partner becomes critically ill would complicate transition). As part of this appraisal, an individual assesses the relationship between self and the environment to determine whether the situation is threatening, non-threatening or positive, and also evaluates how the outcome might be improved (Compas & Orosan, 1993; Lazarus & Folkman, 1984). A single stressful event may not place onerous demands on coping ability; however, multiple concerns can severely impact one’s ability to cope. Factors important in assessing an individual's situation with respect to a transition include it’s cause, timing (occurring at a good or bad time in their life), amount of control they may have, possible changes in their current role and whether these are viewed as a gain or a loss, eventual status of outcome (permanent, temporary, or uncertain), previous experience with a similar transition they are able to draw upon, and other concurrent stressors that may be at play (Schlossberg et al., 1995).

Self includes personal or demographic characteristics (e.g., socioeconomic status, gender, age, state of health, stage of life, ethnicity, and culture) and psychological resources (e.g., locus of control, ego development, outlook, commitment, spirituality, resilience, values, optimism and self-efficacy) (Anderson, Goodman & Schlossberg, 2012). Two people may experience the same transition but approach it differently depending upon their individual assets and liabilities, inner strength for coping with the situation, level of maturity, and frame of reference (Goodman, 2006; Schlossberg, 2009; Chickering, Lynch, & Schlossberg, 1989).

Support refers to the social and individual assistance (e.g., financial resources, sharing of tasks and information, provision of guidance on handling stressful situations) that individuals receive from their circle of relationships (i.e., family, friends, institutions and communities) when undergoing a transition (Anderson et al., 2012; Caplan, 1976). Social supports buffer the individual by providing resources that reduce the stress and impact of an event, help to mobilize the individual and master burdens (Caplan, 1976; Thoits, 1986). Some supports are stable and dependable whereas others are transient and change over time (Kahn & Antonucci, 1980). Schlossberg (1981, 1989a) draws upon the convoy of social support model[5] in which an individual is surrounded by circles of support wherein each person moves through life surrounded by a group of significant others giving and receiving support (Figure 2.1). The first circle represents social supports who are stable over time and independent of role (e.g., close family and friends); the second circle includes those who may be more role-related and likely to change over time (e.g., friends at work), whilst the third circle includes direct role relationships and those most vulnerable to role changes (e.g. co-workers, supervisors, neighbors, professionals) (Anderson et al., 2012; Moen, Kelly & Magennis, 2009). Kahn & Antonucci (1980) illustrate how support networks available to a woman at two stages in life – as a 35-year-old married mother of two children and as a 75-year-old widow with two adult children – change significantly over time. The visual provides context for the concerns faculty have about loss of their identity and social networks following retirement and the important role institutions can play in ensuring these remain healthy and accessible. The graphic also illustrates the value of adding new social contacts during the pre-retirement phase to insulate against isolation and to ensure sufficiency of support as similar aged contacts inevitably pass away due to old age (Figure 2.2).

[5] The social convoy model (Kahn & Antonucci, 1980) recognizes relationships with family, friends, neighbors, coworkers, and other networks.

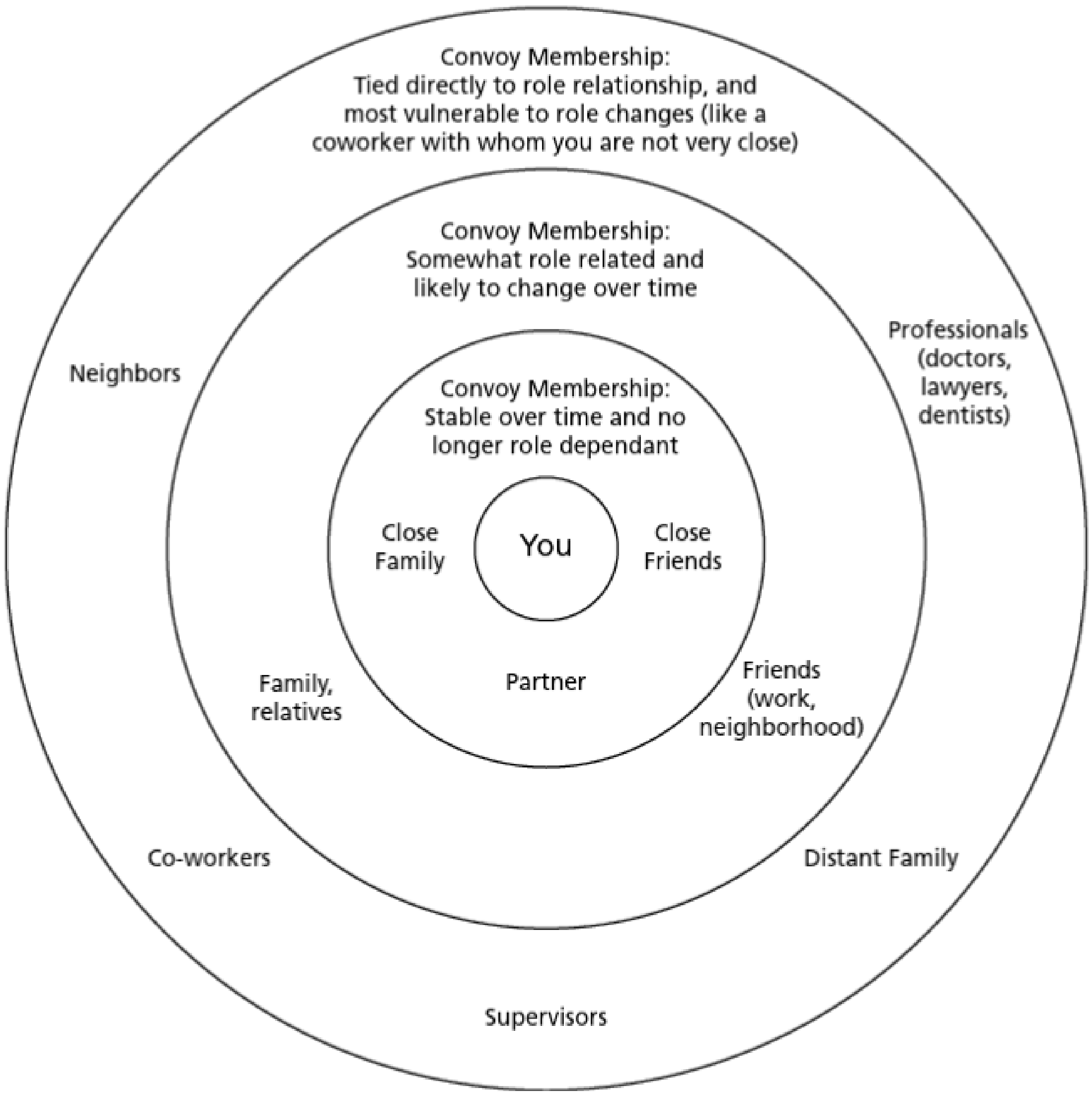

Figure 2.1. Convoy of Social Support.
From "Counseling adults in transition: Linking Schlossberg's theory with practice in a diverse world" (4th ed.) by M. L. Anderson, J. Goodman, and N. K. Schlossberg. Copyright 2012 by Springer Publishing Company, LLC. 102

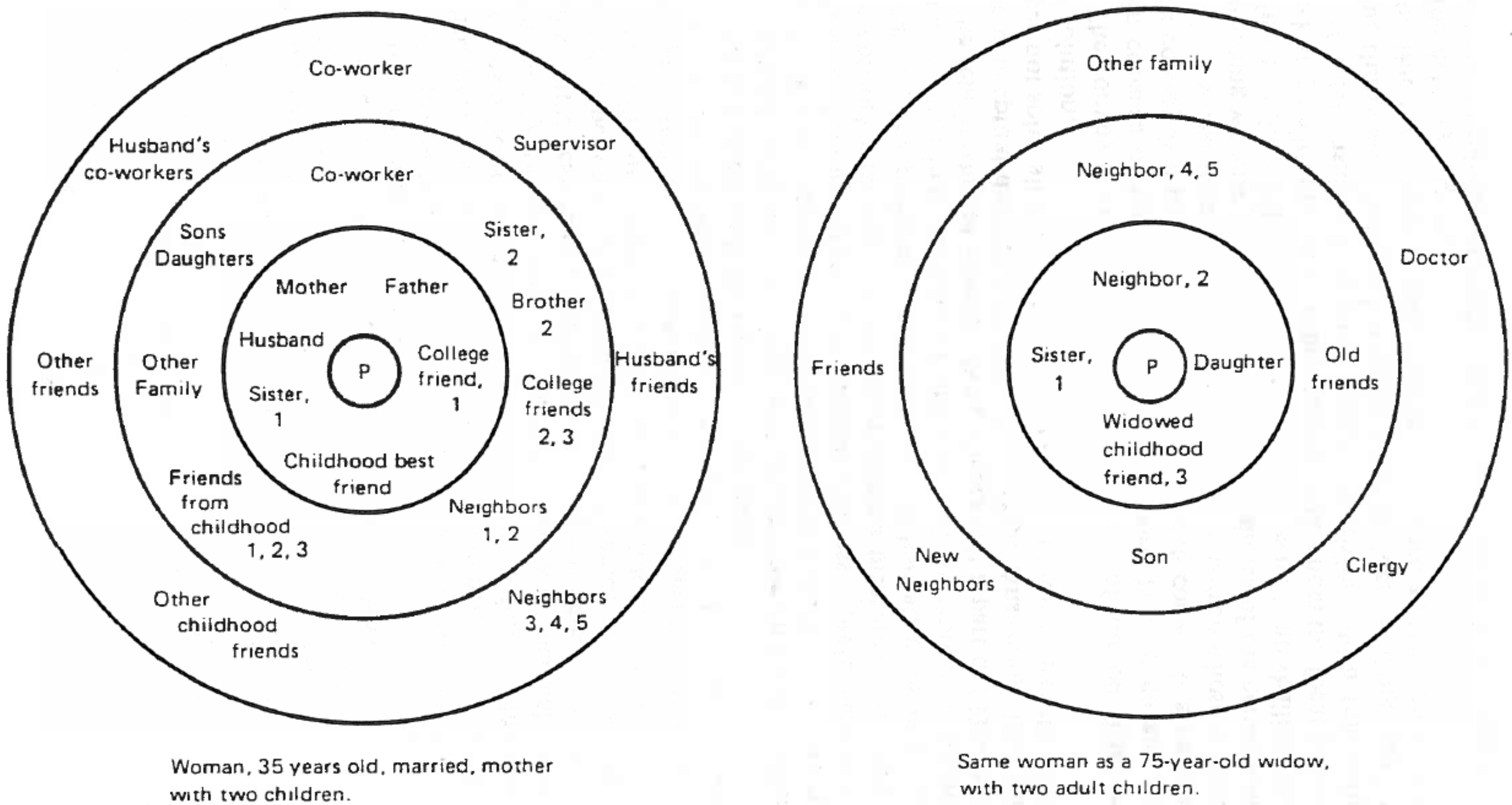

Figure 2.2. Convoys over the Life Course.
Kahn, R. L., & Antonucci, T. C. (1980). Convoys over the life course: Attachment, roles, and social support. Life-span development and behavior.

The last of the 4Ss, coping strategies seek to reframe transitions in an attempt to trivialize the importance of the stress by selectively ignoring, denying, or passive acceptance (Anderson et al., 2012). These include strategies that modify the situation to help an individual not feel overwhelmed, cognitively neutralize the meaning to avoid the stress, or help to manage the stress after it has occurred (Schlossberg, 1981, 1989a). Individuals are generally faced with a variety of transitions and stressful events, consequently, the effectiveness of a coping strategy in eliminating or reducing stress depends on its appropriateness for the situation (Lazarus & Folkman, 1984). Those who are flexible and utilize multiple coping modes tend to be more effective at managing transitions (Anderson et al., 2012).

Schlossberg's 4S Transition Model has been applied to various settings through the lens of adult development including college faculty transitioning into retirement (Goodman & Pappas, 2000), life satisfaction of adults who divorced late in life (Bowen & Jensen, 2017), nurses transitioning into faculty roles (Schmitt, 2013; Whitehead, 2015), female technology educators transitioning into a male field (McCarthy & Berger 2008), students transitioning out of college athletics (Henderson, 2013), transition of athletes with disabilities into retirement (Wheeler, Malone, VanVlack, Nelson & Steadward, 1996), dislocated rural female workers pursuit of education or reemployment (McAtee & Benshoff, 2006), transfer from a community college to four-year university (Lazarowicz, 2015), transition of friendships from high school to college (Crissman Ishler, 2004), transitions faced by college students approaching graduation (Chickering & Schlossberg, 1998, Forney & Gingrich, 1983), students on academic probation (Tovar & Simon, 2006), students in academic distress (Powers, 2010), transition of veterans with disabilities from members of the military to students at community college (Boeding, 2017), and transitioning veterans to community college (Wheeler, 2012).

2.13. Retiree Culture

Aging faculty raise a number of challenges and opportunities that are vital to the continued fiscal health, educational quality, and public reputations of universities. These include budgetary pressures created by increasing salary and benefit costs, stagnant job opportunities for new hires, and possible downturns in productivity or workplace morale (Kaskie, 2017; Stevens & Kirst, 2015). While studies suggest no relationship between age and declined vitality and teaching or research (Clark & Hammond, 2001; Rees &

Smith, 2014), inaccurate depictions of aging faculty remain part of higher education's "invisible" discourse, an unspoken backdrop that underlies assumptions embedded in beliefs and perspectives of aging faculty as a departmental and institutional burden rather than an asset (Kezar, 2018).

Cultures valuing senior and retired colleagues as assets provide opportunities for meaningful engagement (Kezar, 2018). This is exemplified by the Council of the University of California Emeriti Associations (CUCEA), an organization composed of the Emeriti Associations of the University of California campuses, which surveys its members every three years on their activities (e.g., publications, teaching, presentations, advising, mentoring, pro-bono work, external service, etc.). When viewed in the aggregate, the output of their retirees between 2018–2021 was found to be equivalent to that of a major university - exemplifying remarkable achievements made possible by an asset-based retiree culture (Council of University of California Emeriti Associations, n.d.).[6]

Stereotypes about employee aging can be dispelled by highlighting organizational achievements of senior faculty but this can only be realized if workplace cultures support and motivate employees regardless of age (Brooke & Taylor 2005; Ekerdt, 2010; Kezar, 2007; Koopman-Boyden & Macdonald, 2003; Kunze, Boehm & Bruch, 2013). A comprehensive approach to supporting retirees showcases the institution as a good place to pursue a career and build a fulfilling life (Kezar, 2018). By fostering a view of retired faculty as assets, institutional leaders can shift the focus from viewing retired faculty as a burden (Beehr & Bennett, 2007; Kaskie, Leicht, & Hitlin, 2012). Kezar (2018) identifies three cultural perspectives - asset-based, forgotten-retiree or burden-based – for consideration (Table 2.1).

[6] Comprised of the Emeriti Associations of the University of California's 9 campuses, CUCEA conducts a survey every three years to measure the output of its retirees. Between 2018–2021, 723 retirees were honored and/or recognized for their contributions, 1,265 published a total of 5,480 journal articles, 304 taught a total of 781 undergraduate courses, 325 taught a total of 902 graduate courses, 185 taught courses at other institutions, 475 served as a PhD advisor, 301 served as a formal mentor to undergraduate students, 249 served as a formal mentor to junior faculty, 1,032 served as a mentor in an informal role, 751 provided service to UC in various ways, 523 authored or co-authored a total of 839 books, 1,085 presented a total of 4,371 conference papers, 889 used their expertise in pro bono work, 1,588 were active in their professional associations, 309 held leadership positions in professional associations, 619 served on editorial boards, 511 undertook a total of 2,165 artistic or creative projects, 973 participated in community service and 669 used social media to disseminate their work.

Table 2.1. Framework for Understanding Retired/Retiring Faculty Culture

Faculty in a burden-based culture:	Faculty in a forgotten-retiree culture:	Faculty in an asset-based culture:
• experience disrespect and hostility from younger colleagues and administrators • feel pressure to retire • feel they are perceived as unproductive and a drain on the department by their colleagues • actively excluded from the professional life or the community of the department and/or institution • prevented or discouraged from any continued involvement after retirement by policy • receive little or no planning support for retirement • no discussion of ongoing connection to the institution • no access to an office, computer, laboratory, supplies, or administrative support • institutional communication and work end at retirement	• feel invisible • experience no active hostility from departmental colleagues • typically ignored and treated as if they have nothing left to contribute • not pressured but are encouraged to retire • no discussion of continued involvement with the department or institution • feel overlooked for the most part • may remain on department and institution mailing lists or receive pro forma invitations to regular social or academic events • rarely invited to lunch by former colleagues, or asked to review manuscripts, or have assistance sought when preparing a grant proposal or orienting new faculty or staff members • discover policy provisions are few and those that exist are intended to address occasional shortages for teaching in some areas • no longer play a meaningful role in the life of their department or institution • derive little satisfaction from any continuing relationship	• feel respected by their departmental colleagues • have access to opportunities to continue adding value in their later years • encouraged to stay connected to the institution • policy provisions to teach, mentor students, be involved on committees, and other service work in retirement • access to research facilities as well as provisions to continue grant work • Institution likely to have a retired faculty center, association, or program that serves as a focal point • link for retired faculty to connect back to the institution in a systematic way • well-supported in planning for retirement at the departmental and institutional level • departmental discussions on ways they might contribute in terms of teaching, mentoring other faculty and students, and service in retirement • invited by their department to attend faculty meetings and events • remain included in departmental communications • offered shared office space on campus and basic materials and equipment to continue contributing to the institution

Adapted from Kezar, A. (2018). Asset-based or burden-based views of senior and retired faculty: How values translate into culture and shape practice and policies. New Directions for Higher Education, 2018(182), 57-67.

Despite a shift in social mores and values, structural changes in organizations are slow (Moen et al, 2009). McCain, Felice, Ockene, Milner, Congdon, Tosi & Thorndyke (2018) surveyed faculty leaders and retired faculty at the University of Massachusetts Medical School (UMMS) to identify barriers to successful retirement in order to help identify and develop policies, programs, and resources to better align faculty and institutional needs and tasks. Data gathered from faculty leaders and retired faculty on their combined interests during faculty retirement transitions identified several considerations including fear of giving up a professional identity, losing a sense of purpose, and reluctance to talk about the 'taboo' topic of retirement as cultural barriers to successful retirement at academic health centers. Their findings and support initiatives illustrate the gains that can be realized when an institutional culture is adaptive to the varied needs of their late-career faculty and retirees.

2.13.1.1. Pre-Retirement Stage (anything prior to the retirement transition):

Findings: Need for pre-retirement programs to enable faculty to make informed decisions; overwhelming desire for more online information; an institutional culture that normalizes retirement as part of career planning reduces stigma; loss of identity and age bias are real challenges for faculty approaching retirement; potential loss of faculty identity after retirement is concerning.

Support: Programs to promote and normalize public discussion about retirement, provide information and confidential advice, and guide retirement planning; seminars on topics such as long-term care planning, Medicare, Social Security, financial readiness and post-retirement careers; portfolio of resources starting with a retirement checklist, frequently asked questions, links to other resources, and an archive of "Reflections" written by retired faculty made available online; encore career seminars, panel discussions, and confidential individual consultations (to explore options, set goals for their retirement, identify skills and knowledge to be transitioned to others) and peer consultations (with selected faculty peers to learn how others have approached retirement) to address concerns about an identity after retirement.

2.13.1.2. *Retirement Stage (point of action for the transition plan):*

Findings: This stage was identified as the point of action for implementing the transition plan prepared in the pre-retirement phase; requiring notice of intent to retire was concerning to both faculty (who fear being marginalized) as well as institutional leaders (creation of “short timers” who languish in their roles while playing out time until they leave); failure to define expectations about roles/responsibilities during transition; phased retirement provided an attractive avenue for succession planning and retention of expertise.

Support: A guidance document (Intent to Retire Notification) with samples of expectations for leadership positions during the transition to facilitate discussion between faculty and their chair; clearer expectations for the retiring faculty to reduce risk of disengagement, loss of efficacy, or marginalization.

2.13.1.3. *Post-Retirement Stage (after transition of all/majority of the customary roles/responsibilities):*

Findings: Academic engagement of retired faculty is an important resource that could be harnessed for roles such as grant reviewer, mentor, and coach; criteria for emeritus status excluded many who had served the institution; ways to promote ongoing engagement with the institution needed to be identified; retention of institutional history through recollections from retiring faculty as well as instruments, books, and other archival materials was a critical task.

Support: Introduction of a suffix-modified title for those ineligible for emeritus status; initiation of departmental requests for provision of access to lectures, libraries, and the life of the academy (through continued e-mail connection, access badge privileges, and access to the Wellness Center) for all retiring faculty; video recording program to capture individual reflections for institutional archives and as a resource for use by pre-retirees for planning.

Initiatives implemented at the UMMS for each of the retirement stages are shown in Figure 2.3.

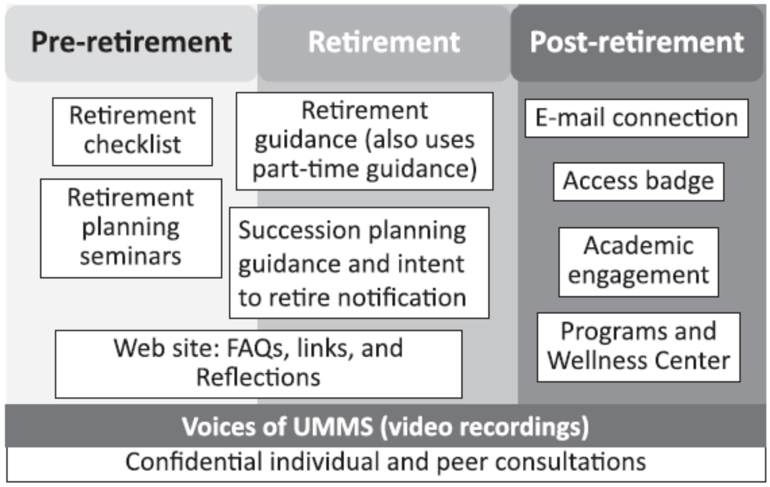

Figure 2.3. Retirement Initiatives at the UMMS
Adapted from McCain, J. M., Felice, M. E., Ockene, J. K., Milner, R. J., Congdon, J. L., Tosi, S., & Thorndyke, L. E. (2018). Meeting the late-career needs of faculty transitioning through retirement: one institution's approach. Academic Medicine, 93(3), 435-439.

2.14. Retirement Framework

Earlier sections of this chapter examined the faculty career in three stages – early-, mid- and late-career. The focus of this study is on the late-career stage when transitions into retirement become critical concerns for aging faculty and their institutions. From a retirement perspective, LaBauve & Robinson (1999)'s theoretical framework encompasses the latter part of the late-career stage and the remainder of one's life after the end of their career. The pre-retirement stage typically spans five years preceding retirement and is a time when preparations and planning are the primary focus. This is followed by the retirement or action stage which typically stretches from within six months of retirement to six months after retirement as one exits from their career and starts life as a retiree. The post-retirement stage typically starts six months after one has retired and represents the maintenance stage which may span multiple decades as longevity continues to increase.

Schlossberg's 4S Transition Model employs a ratio of assets to liabilities that fluctuate as an individual's situation changes. When assets outweigh liabilities, adjustment to a transition will become easier whereas if liabilities outweigh assets, the transition may become more challenging and warrant the need for additional coping resources. I have chosen to integrate both frameworks to form the foundational basis for my study which focuses on the "support" variable in the 4S Transition Model. As faculty advance through the pre-retirement, retirement and post-retirement stages, they will require support and information to facilitate their transition into retirement (Duranleau & McLaughlin, 2014; LaBauve & Robinson, 1999).

2.14.1. Pre-Retirement Stage (LaBauve & Robinson)

Successful retirement requires thoughtful consideration and considerable preparation. It is important for faculty who have spent their entire careers in an academic environment to determine what would make retirement most fulfilling to them, to develop a plan and then pursue it proactively (Kim & Moen, 2001b). To do this effectively, they will need access to information on policies, programs and resources but this may be easier said than done. Van Ummersen et al. (2014) noted a lack of transparency and communication in supports available:

> "Most faculty are unaware of existing supports. Some faculty are in denial that the time has come for them to explore retirement, whereas others are waiting for the administration to walk them through the process, answer questions, and provide a tutoring session on the various options available. Faculty have trouble determining where to find information on retirement; some are looking in the wrong places, and others are getting misinformation from fellow colleagues ….. Faculty are accustomed to having clear timelines and guidelines for their career transitions. Their institutions remind them that change is approaching and provide them with the necessary information. Faculty expect to receive the same straightforward support for retirement, and when they do not, they feel as though they are no longer valued or respected" (Van Ummersen et al., 2014, p.18).

Self-agency has been shown to play a major role in retirement adjustment (Kim & Moen, 2001a; Mutran et al., 1997). Quality of life in retirement can be enhanced by actively enriching social contacts during the pre-retirement stage. Reitzes & Mutran (2004) describe a process of "anticipatory socialization" wherein faculty prepare for the next stage while still in the prior stage. Pinquat & Schindler (2007) found that faculty who make a smooth transition into retirement tend to build on the seeds (e.g., develop interests and hobbies; planning around how to spend their future time) during their pre-retirement years. Future retirees are well-advised to diversify their pre-retirement lives in terms of recreational activities, hobbies, and memberships in clubs and organizations that provide opportunities for building activities and friendships beyond work (Osborne, 2012).

2.14.2. Retirement Stage (LaBauve & Robinson)

Feeling respected and valued for career accomplishments and services provided to their institution is important for faculty and the manner in which their retirement process is handled leaves a lasting impact. Some institutions hold celebrations for retiring faculty, some invite faculty to showcase their research, others support completion of legacy projects whilst some gather oral histories to document the importance of each retiring faculty career (Van Ummersen et al., 2014). Faculty commonly face psychological challenges early in the retirement phase – although most remain active and redirect their energies towards meaningful pursuits, some do develop serious depression, health consequences, loss of identity, and feelings of alienation (Leslie & Janson, 2005; Smathers, 2004). Freedom to choose activities at their personal discretion is one of the greatest benefits cited by retired faculty with volunteer work, travel, exercise and sport activities, and house or garden work mentioned most frequently (Chase et al., 2003; Dorfman & Kolarick, 2005). Surveys of retired faculty indicate that the overwhelming majority are happy and content in retirement (Chase et al., 2003; Dorfman, 2002, 2009).

2.14.3. Post-Retirement Stage (LaBauve & Robinson)

Although most retired faculty place importance on maintaining a relationship with their institution, some find it difficult to do so due to a lack of information, support and opportunity (Van Ummersen et. al, 2014). Institutions could facilitate easier transition into retirement if their cultures were proactive in providing support and opportunities for their retired faculty to: remain active academically via teaching, research, or volunteer service; be invited to department and institutional events; assist with mentoring and advising; stay in touch with their students, as well as their colleagues; receive support from their former departments; have access to a space on campus to work in and for some, access to special databases to continue their work (Van Ummersen et al., 2014). Emeriti faculty indicate an interest in maintaining connections and involvement with the institution through engagement opportunities such as fundraising, mentoring new colleagues, attending cultural and sporting events, participating in social activities with other retirees as well as other forms of voluntary service (Berberet et al., 2005; Dorfman, 2009; Glazer et al., 2005). Although positive in their evaluation of retirement, negative aspects of their post-retirement transition mentioned by emeriti faculty include feelings of detachment as a result of missing interactions with colleagues, their research, and/or interactions with students as well as feeling unwelcome when they visit campus, as though they are unwanted guests interfering with campus routines (Auerback, 1984; Chase et al., 2003).

2.15. Transition Process – Application of 4S Model

Retirement entails several transitions and coping with these depends to a large extent on the degree to which retirement is planned for, it's timing, the extent to which work has been satisfying, the role of work and family in the life of the individual, the expectations one has for life in retirement, the degree to which a meaningful life is established and, one's health and sense of financial security (Knorr, 2008; Schlossberg, 2005). The 4S Transition Model provides the basis for further examination of retirement and is comprised of three major parts: Approaching transitions (transition identification and transition process), taking stock of coping resources (The 4S System) and taking charge (strengthening resources). The Transition Process (Figure 2.4) locates where the adult is in the transition (Anderson, Goodman, & Schlossberg, 2011).

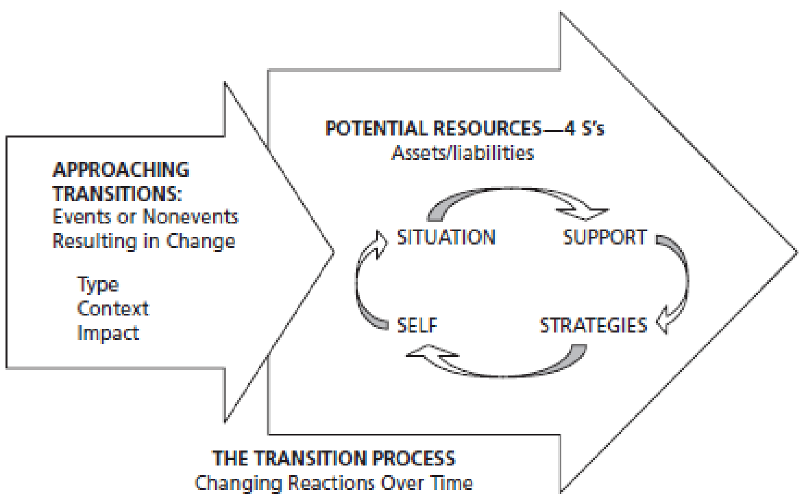

Figure 2.4. The Individual in Transition.
Anderson, M. L., Goodman, J., & Schlossberg, N. K. (2011). Counseling adults in transition: Linking Schlossberg's theory with practice in a diverse world. Springer Publishing Company.

2.15.1. Approaching Transitions

Reactions to any transition change over time, depending on whether one is moving in, through, or out of the transition. Moving through a transition requires letting go of aspects of the self, letting go of former roles and learning new ones. People moving through transitions negotiate changes which may involve gains as well as losses, the experience of which may result in a re-evaluation of life meaning and discovery of personal strengths (Miller & Harvey, 2001). No matter where one is in the transition process or what the transition may be, the 4S System (Figure 2.5) provides a means by which to identify potential coping resources specific to each individual (Anderson et al., 2011).

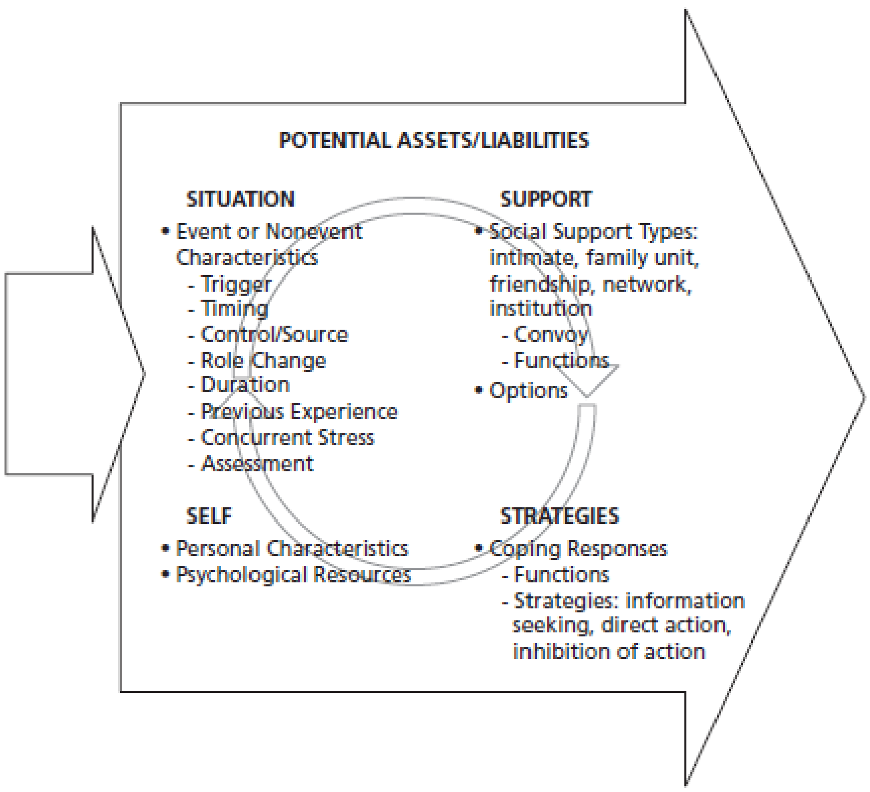

Figure 2.5. Coping Resources – the 4S's
Anderson, M. L., Goodman, J., & Schlossberg, N. K. (2011). Counseling adults in transition: Linking Schlossberg's theory with practice in a diverse world. Springer Publishing Company.

2.15.2. Taking Stock of Coping Resources

Schlossberg's 4S Transition Model employs a ratio of assets to liabilities that fluctuate as an individual's situation changes. When assets outweigh liabilities, adjustment to a transition becomes easier whereas if liabilities outweigh assets, the transition may become more challenging and warrant additional coping resources. From a situation perspective, faculty contemplating retirement will need to determine whether their situation is positive or negative, expected or unexpected, coming at the worst or best possible time in their life. Are they dealing with multiple life events? Can they draw upon prior experiences from a similar transition? From a self-perspective, they need to ascertain whether they possess inner strength to deal with becoming a retiree. Are they feeling overwhelmed or excited? Do they have an optimistic or pessimistic outlook? How well do they know themselves? With respect to supports, they need to determine whether they have external resources and supports such as family, friends, coworkers, community networks, work, to help them deal with the change. Finally in terms of strategies, they need to determine if they have all the information necessary to proceed, when to take action and whether they have mapped out their strategic retirement plan (Anderson et al., 2011; Schlossberg, 2005, 2009).

2.15.3. Taking Charge

After assessing each of the 4S variables, faculty may be able to identify deficiencies and determine changes necessary to increase their sense of control and well-being. Strengthening the situation may entail seeking advice, negotiating, taking optimistic action, and asserting themselves. To strengthen their self, they could try and see themselves in a different light, to accept feelings of loss and sadness as normal outcomes and to realize transitions take time to integrate. To strengthen their strategies, they could reflect upon their preferred strategies to examine whether these are working or whether they wish to consider alternate strategies. Finally, to strengthen their support, they could think about what they need and how they can get it, for example, reaching out to others who have gone through a similar transition (Schlossberg, 2009).

2.15.4. Marginality and Mattering

With every change in roles or transition arise questions related to a sense of belonging, making a difference, being cared about or mattering (Schlossberg, 1989b). During their working years, faculty feel a sense of centrality, importance and belonging. Upon retirement, these may be replaced by feelings of marginalization, a sense that they do not matter. The larger the difference between the former and new roles, the more marginal one may feel. Mattering is the feeling that others depend on, have interest in, and/or are concerned about us (Rosenberg & McCullough, 1981). Aspects of mattering include attention (feeling that one commands the interest or notice of another person), importance (belief that others care about what one wants, thinks, and does), ego-extension (feeling that others will be proud of ones accomplishments or saddened by ones failures), dependence (influenced by ones dependence on other people and equally governed by their dependence on one) and appreciation (feeling that ones efforts were appreciated) (Rosenberg & McCullough, 1981, Schlossberg, 1989b). Rituals can help as a coping strategy associated with issues of marginality and mattering (Schlossberg, 1989b).

2.15.5. LaBauve & Robinson/Schlossberg 4S Joint Framework

I have chosen to integrate both frameworks to form the foundational framework for my study. To assess its utility, the proposed framework (Figure 2.6) will be used to assess various initiatives undertaken at the UMMS in this section

	LaBauve and Robinson's Retirement Stages		
	Pre-Retirement Stage	**Retirement Stage**	**Post-Retirement Stage**
Schlossberg's 4S Transition Model Variables	**Situation Support Self Strategy**	**Situation Support Self Strategy**	**Situation Support Self Strategy**

Figure 2.6. Proposed Framework

2.15.5.1. Application 1: LaBauve & Robinson/Schlossberg 4S Joint Framework - UMMS

Viewed through the lens of the 4S Transition Model, interventions at the UMMS (McCain et al., 2018) are in alignment with the "support" variable and illustrate how these institutional resources or initiatives can alleviate concerns and trepidations about retirement. In essence, they serve as coping resources or strategies to help faculty rebalance their asset/liability ratio as they proceed through the three stages in the retirement transition. Tables 2.2 illustrates the inter-relatedness of the support, situation, self and strategy resources of faculty in the pre-retirement, retirement and post-retirement stages of the transition.

Table 2.2. 4S Variables and Concerns across Retirement Stages (UMMS)

Pre-Retirement Stage **4S Variable: Concerns**	**Support Initiatives**	**Strategies**
Self: Stigma about retirement	Portfolio of online resources, including a retirement checklist, frequently asked questions, links to other resources	View content online in privacy
Situation: Financial Planning	Seminar on financial readiness for retirement	Financial literacy to aid decision-making
Situation: Aging	Seminar on long term care planning	Know-how to make arrangements
Situation: Health benefits	Seminar on Medicare and Social Security	Literacy to aid decision-making
Self: Threat to identity	Encore career seminars, panel discussions, confidential individual consultations, peer consultations	Continue with activities that retain sense of identity, seek empowerment
Retirement Stage **4S Variable: Concerns**	**Support Initiatives**	**Strategies**
Self: Fear of marginalization	Intent to Retire Notification	Outline plan of activities
Situation: Planning for succession	Phased retirement initiatives	Can work on this gradually whilst phasing out
Post-Retirement Stage **4S Variable: Concerns**	**Support Initiatives**	**Strategies**
Self: Fear of disengagement	On-going access to university resources (lectures, libraries, and the life of the academy as retired faculty through continued e-mail connection, access badge privileges, and access to the Wellness Center)	Continue using resources as that will reinforce sense of engagement; access facilities and services on campus that have been made available
Self: Loss of identity	Recognition of retired faculty through ranks and/or titles	Submit applications in a timely manner
Self: Legacy	Video recordings to capture individual reflections for posterity and as resource for pre-retirees to watch	Make appointment to have the video recorded

Adapted from McCain, J. M., Felice, M. E., Ockene, J. K., Milner, R. J., Congdon, J. L., Tosi, S., & Thorndyke, L. E. (2018). Meeting the late-career needs of faculty transitioning through retirement: one institution's approach. Academic Medicine, 93(3), 435-439.

2.15.5.2. *Application 2: LaBauve & Robinson/Schlossberg 4S Joint Framework - Strategic Road Maps*

'Faculty Retirement: Best Practices' is a comprehensive collection of faculty retirement programs acknowledged in a combined project of the American Council on Education and The Alfred P. Sloan Foundation (Van Ummersen et al., 2014). On the basis of data collected from 37 institutions, and over 3,000 faculty, the editors develop road maps, or guidance, for use by faculty and administrators who may be working on aspects of the retirement transition. From the lens of the 4S Transition Model, these roadmap suggestions align with "strategies" that faculty may choose to follow in their transition into retirement. They also represent initiatives for institutions that are supportive of late-career stage faculty to assess and implement for pre-retirement (Table 2.3) and retirement/post-retirement stages (Table 2.4).

Table 2.3. Road Maps for Pre-Retirement Stage Transitions

Faculty Road Map	Administrative Road Map
• Start financial planning as early as possible. • Map out faculty career path and forecast a retirement date. • Think about what to retire to - look into outside passions and hobbies. • Take advantage of any institutional phased retirement programs. • Prepare for a culminating legacy project. • Partner with a retired faculty to serve as a mentor.	• Foster a culture that values senior faculty. • Provide financial planning early in faculty careers and incentivize faculty participation. • Offer as many different financial plans as possible- DB plans, DC plans, and supplemental plans. • Host life-planning seminars at all stages of the faculty life cycle and incentivize faculty participation. • Make all retirement transition information easily available by having a one-stop shop online that is easy to locate on the institution's website and that faculty can access from the privacy of their homes. • Have multiple communication vehicles for policies and programs. • Ensure that all policies are transparent and available to all. • Ensure that policies and programs are sustainable. • Have a phased retirement policy with multiple time frames for phasing • Offer culminating legacy programs. • Show support from senior leaders. • Train administrators on retirement policies and opportunities. • Conduct assessments of retirement plans. • Be conscientious of language when discussing retirement; consider using the term transitioning rather than retiring.

Adapted from Van Ummersen, C., McLaughlin, J., & Duranleau, L., (2014). Faculty retirement: Best practices for navigating the transition. Sterling, VA: Stylus.

Table 2.4. Road Maps for Retirement/Post-Retirement Stage Transitions:

Faculty Strategies	Administrative Strategies
• Join any available retiree associations or centers. • Consider an encore career or volunteer position. • Remain engaged with the institution-attend events; continue using facilities that are available to retirees, such as the library or fitness center.	• Foster a culture that values senior faculty. • Host celebrations of faculty work upon their retirement. • Show support from senior leaders. • Offer part-time teaching for retired faculty. • Have a retiree center. • Have a retiree association. • Have a retiree college where retirees can teach courses that are open to the community. • Continue to offer low-cost on-campus benefits and privileges to retirees-for example, access to the library, parking, and the fitness center. • Offer opportunities for continued involvement- invite retirees to campus events; allow them to take part in commencement and other activities.

Adapted from Van Ummersen, C., McLaughlin, J., & Duranleau, L., (2014). Faculty retirement: Best practices for navigating the transition. Sterling, VA: Stylus.

2.15.6. Interventions and their use in this Study

Based on challenges identified in the research, the following initiatives, proposed as interventions under the umbrella of institutional support, are intended to further faculty self-agency and enhance their transition through the pre-retirement, retirement and post-retirement stages. The interventions seek to enhance the asset balance for faculty through improvements to the support they receive from the institution. It is expected that this will in turn enhance faculty self, situation and strategy resources through various stages of retirement. Several of these initiatives may be helpful to faculty who feel pushed, pulled or simply delay their retirement decision for lack of knowing better. These proposed interventions are exploratory in nature and include the following (broken down by stage):

- ***Pre-Retirement/Retirement Stage*** - personalized plan for post-retirement engagement with SFU; personalized retirement proposal for institutional approval; access to a professional retirement “coach”; access to retired faculty to walk one through the process; confidential personalized consultation with retirement advisor at SFU; counselling services on issues related to wellness, caregiving and other challenges faced by aging faculty; financial planning seminars on the implications of retirement; institutional assistance with completing a culminating project (e.g. digitize collection of work); online access to recorded interviews with retired faculty on their transition into retirement; retirement checklist; and seminars on non-financial aspects of retirement.

- ***Retirement/Post-Retirement Engagement*** **-** campus Retiree Centre for faculty; Emeriti College for faculty retiring with Emeritus designation; community engagement events; database of paid and unpaid opportunities at SFU and outside SFU; professional development funds for up to 2 years post-retirement; and research funding for retired faculty.

- ***Academic Work Options for Retirees*** **–** continuing to teach; development of academic programs; involvement in research projects as collaborators/ advisors; mentoring new/junior faculty; mentoring/advising students; participating in community engagement events; providing services for remuneration; serving in administrative/advisory roles; serving on university committees; volunteering as speaker/liaison to alumni/community groups; volunteering in areas such as student recruitment, tutoring; and volunteering in institutional fundraising roles.

- ***University Resources for Retirees*** - access to office amenities (e.g. space, computers, photocopying, etc.); access to library materials; seminar/lectures/ workshops/topical sessions; wellness, recreational, social, fitness activities; dedicated campus space for retired faculty to meet; Emeritus status; financial counselling services; free software available for download; funds to support research; health care benefits from institution; help with submitting grant proposals; lab/studio space; personal counselling services; retention of computing ID/e-mail account; senior housing located close to the campus; socializing events on campus; and tuition waiver for self, partner, dependents.

2.15.7. Summary

The purpose of this literature review was to acquaint the reader with topics pertaining to academic careers and faculty development, the role of institutional support and culture, retirement theories, the elimination of MR and it's influence on an aging faculty complement, retirement considerations (push, pull and hold factors), retirement planning and decision-making, transition theories and models and Schlossberg's 4S Transition Model. After reviewing the literature, several gaps that needed to be addressed were identified. In particular, research into the topic of faculty retirement in Canada is very limited, there are limited instances where the 4S Transition Model has been used to study retirement of faculty, no formal study of faculty retirement has been undertaken at SFU and there has been little change in the support provided to faculty on matters related to retirement. As a result, this study was conducted to attempt to fill the following gaps:

1. Understanding primary faculty motivations for retiring or delaying retirement,
2. Assessing the usefulness of institutional support in preparing faculty members for retirement,
3. Determining the perceived utility of SFU's retirement policies,
4. Assessing post-retirement engagement between faculty and the institution, and
5. Identifying additional support that could be provided by the institution to assist faculty members at various stages of their transition into retirement (i.e., pre-retirement, retirement, and post-retirement).

Chapter Three presents the Methodology utilized in this research. Results from this study are provided in Chapter Four. Further discussions on the findings and their implications are shared in Chapter Five.

Chapter 3. Methods

3.1. Introduction

My exploratory study uses key aspects of the 4S Transition Model (Schlossberg, 1981, 1989a), as well as other relevant literature to shape its investigation into the experiences of academic faculty journeys into retirement. It does this with the ultimate intent of refining this process in ways that lead to more meaningful benefits to the individual and the host institution. Various dimensions of this transition were explored through an online survey comprised of a combination of quantitative and qualitative questions including: What were primary faculty motivations for retiring? How useful was institutional support in preparing faculty members for retirement? What was the perceived utility of SFU's retirement policies? What were faculty assessments of their post-retirement engagement with the institution? What additional support could the institution provide to assist faculty members at various stages in their transition into retirement (i.e., pre-retirement, retirement, and post-retirement)?

Although not included as a formal question, perceptions of the institutional culture associated with on-going retiree engagement emerged as an avenue of important inquiry as the study unfolded. Findings regarding this topic will be based on responses provided in the open-ended questions included in the survey. Participants in this exploratory survey were a self-selecting sample of SFURA faculty members who voluntarily agreed to participate in the study. As such the findings are not necessarily representative of the experiences and perspectives of all retirees at SFU. However, they do provide some valuable insights and critical topics and procedures to consider should institutions and faculty associations consider it a priority to address in the future.

3.2. Research Questions and Sub-Questions

Schlossberg's 4S Transition Model is predicated on an asset/liability balance associated with any transition. Based upon my readings and institutional experience, I identified a deficit in pre-retirement planning resources available to faculty at SFU and chose the 4S Transition Model to assess initiatives[7] proposed in my study to support faculty in this phase. My readings had also brought to light concerns around institutional dis-engagement with retirees and an awareness of how proactive efforts to address these could result in better long-term outcomes for retirees and their institution. To assess their experiences following retirement from SFU, I included questions to measure the likelihood that retirees would use various initiatives that an institution may provide to support their retired faculty (Table 3.1).

Potential survey questions were identified from several sources including studies of faculty retirement at UBC (UBC, 2014); phasers and delayers at the UoT (Quint-Rapoport et al., 2015); phased retirement at the University of Minnesota (Johnston, 2011); faculty working past age 70 (Dorfman, 2002); research undertaken by the TIAA-CREF Institute in the US (Berberet et. al., 2005; Yakoboski, 2015); application of the 4S Transition Model to retired university faculty (Goodman & Pappas, 2000); as well as a faculty retirement survey of tenured or tenure track faculty members at Marquette University in the US (Marquette University, 2016). The questions were subsequently grouped into the following sections: retirement decision-making; retirement planning (understanding how faculty planned for retirement); value of additional institutional resources for pre-retirees (assessing the value of a variety of initiatives to support faculty planning for their retirement from SFU); retirement (understanding how retirees are experiencing retirement); post-retirement engagement (assessing the value of a variety of initiatives to support and engage with faculty who have retired from SFU); and socio-demographics. The questions and sub-questions are outlined below in Tables 3.2 to Tables 3.6.

In order to study the factors shaping faculty retirement and decision-making at SFU, the following five broad primary research questions were developed. Survey questions applicable to the primary research question they set out to address are outlined for greater clarity.

[7] These are intended to further faculty self-agency and enhance faculty transition through the pre-retirement, retirement and post-retirement stages. Initiatives that are assessed favorably may be helpful to faculty who feel pushed, pulled, or delay their retirement decision for lack of knowing better. Exploratory in nature, these institutional support resources are listed in Table 3.1.

Table 3.1. Support Initiatives by Retirement Stage

LaBauve and Robinson's Retirement Stages		
Pre-Retirement Stage	**Retirement Stage**	**Post-Retirement Stage**
• Access to a professional retirement "coach" • Access to retired faculty to walk you through the process • Assistance with completing a culminating project • Confidential personalized consultation with retirement advisor at SFU • Counselling services on issues related to wellness, caregiving and other challenges faced by aging faculty • Financial planning seminars on the implications of retirement • Online access to recorded interviews with retired faculty on their transition into retirement • Personalized plan for post-retirement engagement with SFU • Personalized retirement proposal for institutional approval • Retirement checklist • Seminars on non-financial aspects of retirement	• A campus retiree centre for faculty • Access to office amenities (e.g., space, computers, photocopying, etc.) • Accessing library materials • An Emeriti College for faculty retiring with emeritus designation • Attending seminar/lectures/workshops/topical sessions • Attending wellness, recreational, social, fitness activities • Community engagement events • Continuing to teach • Database of paid and unpaid opportunities within and outside SFU • Dedicated campus space for retired faculty to meet • Development of academic programs • Emeritus status • Financial counselling services • Free software available for download • Funds to support research • Health care benefits from institution • Help with submitting grant proposals • Involvement in research projects as collaborators/ advisors • Mentoring new/junior faculty • Mentoring/advising students • Obtaining lab/studio space • Participating in community engagement events • Personal counselling services • Professional development funds for up to 2 years post-retirement • Providing services for remuneration • Research funding for retired faculty • Retaining computing id/e-mail account • Senior housing located close to the campus • Serving in administrative/advisory roles • Serving on university committees • Socializing events on campus • Tuition waiver for self, partner, dependents • Volunteering as speaker/liaison to alumni/community groups • Volunteering in areas such as student recruitment, tutoring • Volunteering in institutional fundraising roles	

Question 1: What were primary faculty motivations for retiring or delaying retirement?

Applicable survey questions: I retired when I did because...(Q5); Family/financial/work considerations affecting retirement decision (Q6, Q7, Q8); pre-retirement considerations delaying decision to retire (Q9); what you would do differently regarding retirement decision (Q21); retirement advice to a University colleague (Q22).

Table 3.2. Faculty Motivations for Retiring or Delaying Retirement

Survey Question	**Survey Sub-Questions (where applicable)**	**Ques. #**	**Response Categories**
Finish this sentence: I retired when I did because ...:		Q5	Open ended response
How, if at all, did the following broader **family** considerations affect your decision to retire?	Desired to spend more time with family	Q6a	Likert range from not at all important (1) to very important (5); not applicable (6)
	Spouse/partner was also retiring or had retired	Q6b	
	Needed to care for family/relatives	Q6c	
	Worried about my general health and wellness	Q6d	
	Other considerations	Q6e	Open ended
How, if at all, did the following broader **financial** considerations affect your decision to retire?	Having sufficient financial resources to live comfortably throughout my retirement years	Q7a	Likert range from not at all important (1) to very important (5); not applicable (6)
	Maximizing upon the university's contribution (approx. 10%) to my defined contribution pension plan	Q7b	
	Access to continued health insurance benefits provided by institution	Q7c	
	Other considerations	Q7d	Open ended
How, if at all, did the following broader **work** considerations affect your decision to retire?	Had reached age/felt it was time to retire	Q8a	Likert range from not at all important (1) to very important (5); not applicable (6)
	Sensed that I had completed my academic contributions	Q8b	
	Assurance that my vacated faculty line would remain in the department	Q8c	
	No longer enjoyed and/or felt fulfilled by work	Q8d	

Survey Question	**Survey Sub-Questions (where applicable)**	**Ques. #**	**Response Categories**
How, if at all, did the following broader **work** considerations affect your decision to retire?	Personal concerns over my ability to learn/integrate new technologies into teaching and/or research	Q8e	Likert range from not at all important (1) to very important (5); not applicable (6)
	Did not feel my contributions to the university were valued	Q8f	
	No longer wished to cope with changing student demands	Q8g	
	Increasing bureaucratization of university education	Q8h	
	Limited opportunity to make good use of my skills	Q8i	
	Other considerations	Q8j	Open ended
How, if at all, did the following broader **pre-retirement** considerations affect your decision to retire?	Other interests cultivated outside of work	Q9a	Likert range from not at all important (1) to very important (5), and not applicable (6)
	Access to phased retirement options	Q9b	
	Continuing to engage in intellectually stimulating work	Q9c	
	Strong sense of self-identification and/or purpose through my job	Q9d	
	Being an active member of the academic community	Q9e	
	Finding something rewarding to do after leaving SFU	Q9f	
	Knowing what to do with my time in retirement	Q9g	
	Fear of loneliness and depression	Q9h	
	Other broader pre-retirement considerations	Q9i	Open ended
If you had the opportunity to do it over, what would you do differently regarding your retirement decision?		Q21	Open ended
What advice would you give a University colleague to help him/her better prepare for eventual retirement?		Q22	Open ended

Question 2: How useful was institutional support in preparing faculty members for retirement?

Applicable survey questions: Time between looking into SFU's retirement options and final retirement (Q3); entered into retirement when planned (Q4); retirement workshops, seminars, or informational sessions attended in the five years prior to retirement (Q10); importance of existing resources in retirement planning (Q11); how SFU could have been more helpful when making your retirement decision (Q20).

Table 3.3. Utility of Institutional Support in Preparing Faculty Members for Retirement

Survey Question	Survey Sub-Questions (where applicable)	Ques. #	Response Categories
How long did it take from the time you first looked into SFU's retirement options until you finally retired?		Q3	< 1 year (1); 1 year (2); 1 year to < 2 years (3); 2 years (4); 2 years to < 3 years (5); 3 years (6); 3 years to < 4 years (7); 4 years (8); 4 years to < 5 years (9); 5 years (10); More than five years (11)
Did you enter into retirement when you had planned?		Q4	I retired sooner than planned (1); I retired as planned (2); I retired later than planned (3)
Approximately how many retirement workshops, seminars, or informational sessions did you attend in the five years prior to your retirement?		Q10	0 (0); 1 (1); 2 (2); 3 (3); 4 (4); 5 or more (5)
How important were the following existing resources in your retirement planning?	Up to $750 for financial counseling through professional development funds	Q11a	Likert range from not at all important (1) to very important (5); did not use (6); did not know about it (7); not applicable (8)
	SFU Faculty Association	Q11b	
	Pensions and Benefits Specialist in HR	Q11c	
	Retirement advisor in Faculty Relations	Q11d	
	Counselling through the Employee and Family Assistance Program (EFAP)	Q11e	
	Open House on Retirement sponsored by Faculty Relations/HR	Q11f	

Survey Question	Survey Sub-Questions (where applicable)	Ques. #	Response Categories
How important were the following existing resources in your retirement planning?	SFU Retirees Association	Q11g	Likert range from not at all important (1) to very important (5); did not use (6); did not know about it (7); not applicable (8)
	Faculty colleagues	Q11h	
	Academic administrators	Q11i	
	SFU website	Q11j	
	Free 3-hour consultation with Sun Life financial representative	Q11k	
	Diversity of options for transitioning into retirement (e.g., early, phased) within the Collective Agreement	Q11l	
	Other resources that might have been helpful in your pre-retirement planning	Q11m	
How could SFU have been more helpful when making your retirement decision?		Q20	Open ended

Question 3: What was the perceived utility of SFU's retirement policies?

Applicable survey question: Satisfaction with university's retirement process (Q12).

Table 3.4. Utility of SFU's Retirement Policies

Survey Question	Survey Sub-Questions (where applicable)	Ques. #	Response Categories
How satisfied were you with each of the following aspects of the university's retirement process?	Overall terms and conditions	Q12a	Likert range from very dissatisfied (1) to very satisfied (5), not applicable (6)
	Clarity of SFU's policies, options and procedures	Q12b	
	Ability to negotiate agreement options	Q12c	
	Socio-emotional support from academic administrators	Q12d	
	Access/response time from academic administrators	Q12e	
	Environment towards late career stage faculty	Q12f	
	Adequacy of time to transition into retirement	Q12g	
	Overall process of planning for your retirement	Q12h	
	Availability of information	Q12i	
	Support for questions along the way	Q12j	
	Having partner included in retirement planning	Q12k	

Question 4: How did faculty assess their post-retirement engagement with the institution?

Applicable survey questions: Participation in retirement activities (Q14); confidence in maintaining a comfortable lifestyle throughout retirement (Q15); satisfaction with SFU's engagement (Q19).

Table 3.5. Assessment of Post-Retirement Engagement with the Institution

Survey Question	Survey Sub-Questions (where applicable)	Ques. #	Response Categories
Now that you are retired, how are you spending your time? Select all that apply.	Spending more time with family and friends	Q14a	No (0); Yes (1)
	Pursuing hobbies	Q14b	
	Traveling	Q14c	
	Doing volunteer work	Q14d	
	Taking care of my children/grandchildren	Q14e	
	Caregiving for a loved one	Q14f	
	Continuing to work in Higher Ed. (outside SFU)	Q14g	
	Starting or started a business	Q14h	
	Continuing to teach at SFU	Q14i	
	Continuing scholarly activities	Q14j	
	Maintaining connections @ SFU	Q14k	
	Pursuing an encore career (e.g., a new role, work, activity, or career)	Q14l	
	None of the above	Q14l	
	Other	Q14m	Open ended
Retirement Confidence	How confident are you that you will be able to maintain a lifestyle you consider comfortable throughout your retirement?	Q15	Likert range from not at all confident (1) to very confident (5)
As a retiree, how would you rate your satisfaction with SFU's engagement with you?	Frequency of communication	Q19a	Likert range from very dissatisfied (1) to very satisfied (5); not applicable (6)
	Effectiveness of communication	Q19b	
	Ongoing connection with professional affiliations	Q19c	
	Continued access to university resources and support	Q19d	
	Maintaining friendships with SFU colleagues	Q19e	
	Continuing to feel valued as a member of SFU's academic community	Q19f	

Question 5: What additional support could the institution provide to assist faculty members at various stages of their transition into retirement (i.e., pre-retirement, retirement, and post-retirement)?

Applicable survey questions: Pre-retirement Institutional support initiatives (Q13); post-retirement Institutional engagement initiatives (Q16); academic work options in retirement (Q17); University resources accessible to retirees (Q18); enhancement of current engagement with retired faculty (Q23).

Table 3.6. Institutional Support Initiatives for Retirement Transition

Survey Question	Survey Sub-Questions (where applicable)	Ques. #	Response Categories
How likely would you have been to use the following resources in your **preparations for retirement** from SFU **if they existed?**	Retirement checklist	Q13a	Likert range from not likely at all (1) to extremely likely (5) Likert range from not likely at all (1) to extremely likely (5)
	Confidential personalized consultation with retirement advisor at SFU	Q13b	
	Access to a professional retirement “coach”	Q13c	
	Access to a retired faculty member to walk you through the process	Q13d	
	Ability to customize a personalized retirement proposal for institutional approval	Q13e	
	Online access to recorded interviews with retired faculty on their transition into retirement	Q13f	
	Financial planning seminars on the implications of retirement	Q13g	
	Seminars on non-financial aspects of retirement	Q13h	
	Institutional assistance with completing a culminating project (e.g., digitize collection of work)	Q13i	
	Ability to customize a personalized plan for post-retirement engagement with SFU	Q13j	
	Counselling services on issues related to wellness, caregiving and other challenges faced by aging faculty	Q13k	
	Other resources that might have been helpful in your pre-retirement planning	Q13l	

Survey Question	**Survey Sub-Questions (where applicable)**	**Ques. #**	**Response Categories**
How likely would you be to use the following resources for **post-retirement engagement** with SFU **if they existed?**	Database of paid and unpaid opportunities at SFU and outside SFU	Q16a	Likert range from not likely at all (1) to extremely likely (5)
	Community engagement events	Q16b	
	Research funding for retired faculty	Q16c	
	Professional development funds for up to 2 years post-retirement	Q16d	
	A campus Retiree Centre for faculty	Q16e	
	An Emeriti College for faculty retiring with Emeritus designation	Q16f	
From the list below, please check between 1 and 5 options related to academic work that you would consider most important for you to participate in:	Serving on university committees	Q17a	No (0); Yes (1)
	Serving in administrative/advisory roles	Q17b	
	Development of academic programs	Q17c	
	Continuing to teach	Q17d	
	Mentoring new/junior faculty	Q17e	
	Mentoring/advising students	Q17f	
	Participating in community engagement events	Q17g	
	Providing services for remuneration	Q17h	
	Involvement in research projects as collaborators/advisors	Q17i	
	Volunteering in areas such as student recruitment, tutoring	Q17j	
	Volunteering as speaker/liaison to alumni/community groups	Q17k	
	Volunteering in institutional fundraising roles	Q17l	
	Other	Q17m	Open ended

Survey Question	Survey Sub-Questions (where applicable)	Ques. #	Response Categories
From the list below, please check between 1 and 5 university resources that you would consider most important for you to have access to as a retiree:	Help with submitting grant proposals	Q18a	No (0); Yes (1)
	Funds to support research	Q18b	
	Emeritus status	Q18c	
	Obtaining lab/studio space	Q18d	
	Tuition waiver for self, partner, dependents	Q18e	
	Retaining computing ID/e-mail account	Q18f	
	Accessing library materials	Q18g	
	Health care benefits from institution	Q18h	
	Financial counselling services	Q18i	
	Free software available for download	Q18j	
	Dedicated campus space for retired faculty to meet	Q18k	
	Personal counselling services	Q18l	
	Senior housing located close to the campus	Q18m	
	Socializing events on campus	Q18n	
	Access to office amenities (e.g., space, computers, photocopying, etc.)	Q18o	
	Attending wellness, recreational, social, fitness activities	Q18p	
	Attending seminar/lectures/workshops/topical sessions	Q18q	
	Other	Q18r	Open ended
How can SFU enhance its current engagement with retired faculty?		Q23	Open ended

3.3. Institutional Culture towards Retirees and Late-Career Stage Faculty

An institution can host many cultures or subcultures (Van Maanen & Barley, 1985) and no single interpretation or view can accurately represent the perspectives of all faculty, staff, and students, because not all see the institution in the same way (Martin, 1992). Kezar (2018) identifies three cultural perspectives - asset-based, forgotten-retiree or burden-based – for consideration (Table 3.7). Given the complexity of this measure, insights into institutional culture towards retirees and late-career stage faculty will be drawn from responses to various questions: reason for retiring (open-ended) (Q5); work considerations affecting decision to retire or delay retirement (Q6-

Q9); importance (and awareness) of existing resources for retirement planning (Q11); satisfaction with University's retirement process (Q12); how time is spent in retirement (Q14); retiree academic work participation preferences (Q17); retirees university resources accessibility preferences (Q18); satisfaction with SFU's engagement with retirees (Q19); deficiencies in assistance for retirement decision-making (open-ended) (Q20); revisiting retirement decision (open-ended) (Q21); retirement advice to a university colleague (open-ended) (Q22); and SFU's current engagement with retired faculty (open-ended) (Q23). Without explicit discussion of values and views, cultures remain hidden and powerfully shape action (Kezar, 2013). Collectively, initiatives to assist faculty at various stages during this significant transition can have considerable influence on reshaping institutional culture.

Table 3.7. Examples of Retiree Cultures by Retirement Stage

Retiree Culture	Pre-Retirement Stage	Retirement Stage	Post-Retirement Stage
Burden-Based	• feel they are perceived as unproductive and a drain on the department by their colleagues	• receive little or no planning support for retirement	• institutional communication and work end at retirement
Forgotten-Retiree	• typically ignored and treated as if they have nothing left to contribute	• feel overlooked for the most part	• derive little satisfaction from any continuing relationship
Asset-Based	• feel respected by their departmental colleagues	• well-supported in planning for retirement at the departmental and institutional level	• departmental discussions on ways they might contribute in terms of teaching, mentoring other faculty and students, and service in retirement

Adapted from Kezar, A. (2018). Asset-based or burden-based views of senior and retired faculty: How values translate into culture and shape practice and policies. New Directions for Higher Education, 2018(182), 57-67.

3.4. Strengths and Weaknesses of Survey Research Design

A survey allows for the quantitative analysis of trends, attitudes, or opinions of a population by studying a sample of that population (Creswell, 2014). Although they are one of most widely used research methodologies in practice, Fowler (1988) suggests that surveys be used when no other method will allow you to collect the data necessary to answer the questions and when standardized measurement is needed across the population to analyze the results. Surveys should always be designed with a specific problem, condition or need to be investigated in mind (Creswell, 2014; Orlich, 1978).

Rapid advances in web-based technologies provide researchers with a range of practical and cost-effective methods for creating custom designed surveys relatively easily (Couper, Traugott & Lamias, 2001). Online surveys have developed into reliable methods of data gathering and many reputable organizations (e.g., the federal government of Canada) now use online surveys on a regular basis (Brown, 2012). Orlich (1978) identified multiple advantages to survey research that hold true for online surveys. These include the ability to contact multiple people across distances with the same questions in an efficient and cost-effective way, the ability for respondents to answer without fear of the potential embarrassment of an interviewer's reaction, and the benefits of not having to train interviewers or account for their biases (Orlich, 1978). Many other researchers echo this perspective on the advantages to using surveys (Brewerton & Millward, 2001; Creswell, 2014; Fowler, 1988; Passmore, Dobbie, Parchman & Tysinger, 2002). From a limitation perspective, surveys rely on the participant's memory and honesty to be effective (Passmore et. al., 2002). Surveys can be difficult to design without potential bias in the question design or other wording issues which skew the results (Orlich, 1978). Other factors can be low response rates or incomplete data (Passmore et. al., 2002). Online surveys also have the disadvantage of not allowing follow-up questions from the researcher to improve the understanding of responses (Ecker, Rae & Bassi, 2015).

3.5. Validity and Reliability

Validity and reliability are important concepts used to help make accurate judgements from the data collected in a research project. For this study, I sought to establish both face and content validity regarding the characteristics of SFU faculty decision-making with respect to retirement. Face validity addresses whether or not, on its face, the survey question appears to measure the appropriate concept (Ruel, 2019). I was able to use the pilot test process to determine that respondents felt the survey items did indeed appear to measure faculty decision-making with respect to retirement.

Content validity determines whether measures capture all aspects of a concept (Ruel, 2019). Given the expansive scope of a topic like retirement, I sought to establish content validity by basing the survey items on current research literature and drawing items from previous research. I also identified retirees as well as those in the late stages of their career who were transitioning into retirement as individuals with some expertise on this topic.[8] Finally, I used the pilot test process to strengthen both face and content validity by asking participants, including those identified above, to help me ensure the items were clear and relevant to retirement decision-making. Reliability, on the other hand, asks if the data collection process will collect data consistently and accurately across respondents and over time. It refers to the stability of the collected data. The pilot test helped strengthen the reliability of the survey by ensuring the items were clear and understandable to respondents, increasing the stability of their responses.

3.6. Research Method

Creswell (2014) noted that using a mixed-method approach to gather data can be valuable because it involves using instruments to gather both numeric and text information. This helps ensure that the final set of data gathered represents both quantitative and qualitative information. A quantitative approach works well in helping understand what factors or variables had an impact on an outcome (Creswell, 2014). Qualitative data obtained through open-ended questions in the structured interview serve several useful purposes. First, they provide an excellent cross-check of quantitative findings, permitting more accurate interpretation and presentation of them (Connidis, 1983a). Second, they are a very efficient method for obtaining baseline qualitative data from large numbers of respondents. Finally, responses to the open-ended questions in the structured interview often suggest new avenues of inquiry which would not become apparent if open-ended questions were excluded.

Generally, then, such a survey can effectively incorporate a qualitative component and hence provide a broad range of objective and subjective data (Connidis, 1983b). Nonetheless, there are inherent shortcomings in the structured interview as a vehicle for gathering qualitative data. The primary limitation in this regard is the short

[8] As an added bonus, my supervisor was deeply immersed in the transition into retirement at that time and was able to provide invaluable insights as well.

response set established by forced-choice and short-answer questions. This short response set places restrictions on the viability of obtaining detailed qualitative data using structured interviews. Another weakness is that although new questions may emerge, it is not possible to include them in the structured interview (Connidis, 1983a).

My study used a mixed-method approach to collect both quantitative and qualitative data using an online survey with both open- and close-ended questions. The survey research was largely quantitative with a qualitative component. The mixed-method approach was appropriate for this study because it produced a detailed description of faculty members' perceptions and developed possible explanations of the phenomenon of retirement decision-making (Gall, Gall, & Borg, 2003).

3.7. Piloting the Survey

Another important step in the survey design process is to pilot the survey with a subgroup of potential respondents. This allows for removal of redundant questions, rewriting of confusing questions and provides an early indication of the reproducibility of responses (Passmore et. al., 2002). I created an initial version of the online survey using Survey Monkey and forwarded a link to a few friends for feedback on its ease of use as well as their overall experience. Following this, I shared the survey link with retired faculty as well as retirement age faculty at SFU - some who were working past their NRD and others who were phasing into retirement. I also tested the survey with some pre-retirement age faculty at SFU. My supervisor also forwarded the survey to retired faculty within his network. To gain additional feedback, I also sent the survey link to retirement age contacts at other universities or in private practice. The purpose of the pilot survey was to test data-collection methods and identify potential problems with the wording of the survey instrument (Gall et al., 2003). Based on feedback from this exercise, I gained perspectives on impressions of the survey, identified questions that may have been difficult to understand or confusing, and reviewed suggestions on additional items to consider in the survey.

3.8. Participant Recruitment and Survey Sampling

A key step in the survey design process is to determine how participants will be selected (Brewerton & Millward, 2001; Creswell, 2014; Fowler, 1988). I used non-probability convenience or purposive sampling to identify a pool of retirees for the survey. Purposive sampling is used when you can identify a group of participants with unique knowledge of your topic. Because I was interested in retirement at SFU specifically, the SFURA provided convenient access to an easily identified sample of retirees; however, because membership in SFURA is voluntary, I cannot claim that it is representative of all SFU retirees as some groups may be over- or under-represented within the SFURA membership. Whilst awaiting approval from Research Ethics, I worked closely with the SFURA to identify the sample to whom the survey would be sent. Within the SFU context, several faculty and staff retire every year. The SFURA receives a list of retired faculty and staff once a year from SFU's HR office and offers free first year membership to those who choose to join the association. Membership renewal takes place annually. As a result, SFURAs membership list in a given year will reflect paid renewals along with any new members who signed up that year. The sample chosen for this study was drawn from membership lists from 2013-2020 (Figure 3.1).

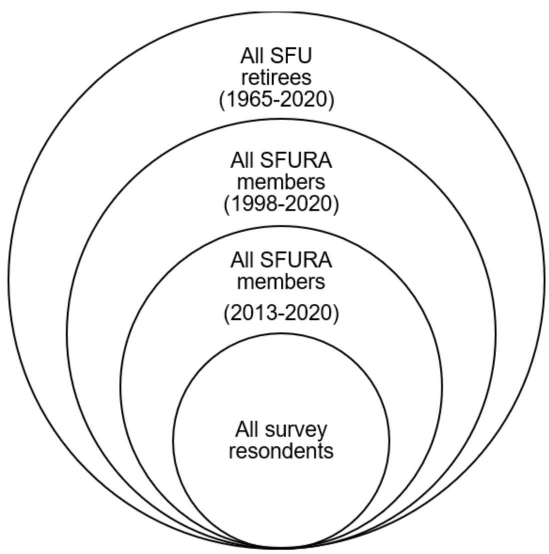

Figure 3.1. Survey Respondents

A total of 241 current and past SFURA faculty members were identified as potential recipients for my survey. Of these, eighteen had passed away and e-mail addresses were not available for another 3 faculty members. In total, 220 retired SFURA faculty members were deemed eligible for inclusion in the study. As such, they represented a subset of all faculty who have retired since SFU's inception in 1965. They also represented a subset of all retired faculty who have at some point held SFURA memberships dating back to its inception in 1998 (Figure 3.1).

3.9. Data Collection

I created an online survey using Survey Monkey software and pre-tested it over a period of time with subsequent revisions to arrive at the final version used in the study. In addition to this primary survey, a secondary web-based survey form was developed using SFU's WebSurvey application for the benefit of participants who wished to enter their names for one of three $100 gift certificates, an Executive Summary of the final research outcomes from my study, or both. For contact purposes, options were provided for e-mail and/or phone numbers. The site was tested for connectivity and ease of use before deployment. Hosted in Canada, this secondary survey was independent of the primary survey and alleviated any privacy and storage concerns raised by the Research Ethics office.

An invitation e-mail was drafted for review by the President and Vice-President of SFURA and revised to address any concerns. Partnering with SFURA resulted in a community-based research initiative that provided trustworthiness and validity to my study along with increased response rates. The survey launched on June 2, 2020, when SFURA's President sent the e-mail to each potential respondent on my behalf directing them to the Survey Monkey website hosting the primary survey. To ensure the confidentiality/anonymity of subjects was maintained at all phases of the study, data entered into the primary survey by respondents did not include any identifiers. In addition to this, each participant was also advised that their identity would not be requested as part of the actual survey. Upon completion, those who wished to enter their name into a draw for one of three $100 gift prizes and/or a copy of the Executive Summary, were asked to click on a link that took them to the secondary survey hosted on a separate website (housed at SFU) for this purpose.

Due to the anonymous nature of the survey process, it was not possible to identify those who had or had not responded to the invitation. Therefore, follow-up reminders were sent to all participants. On June 15, 2020, approximately two weeks after the initial invitation was sent, the first reminder was sent to all potential participants, encouraging those who had not yet participated to complete the survey. On July 11, 2020, a second reminder was sent along with an apology to anyone who may have tried to access the survey during an unplanned extended maintenance outage at Survey Monkey. On July 28, 2020, a third reminder was sent to all participants. This was followed by a fourth and final reminder on August 7, 2020, thanking those who had participated with a reminder that there was still time to complete the survey which closed on August 10, 2020. To be included in the response group, the participant had to open the survey and respond to at least one question. In total, 130 responses were received[9] for a response rate of 59.1%. The primary and secondary surveys as well as email communication associated with this exercise can be found in Appendix C.

In total, 87 participants (66.9% of the 130 respondents) completed the secondary form. Three-quarters (74.7%) of them wished to participate in the draw and entered their names into the contest for the $100 gift certificates. A third party at arms-length from the researcher conducted the draw and sent the prizes to the three winners. Two-thirds (66.7%) of the respondents wished to receive an Executive Summary of the final research outcomes from study.

3.10. Data Analysis

Data collected from completed survey forms were analyzed using the Statistical Package for the Social Sciences (SPSS) software, version 25.0. Descriptive statistics for each of the variables included in the study were examined using frequency distributions to ensure the data were free from outliers. Cross tabulations were run to compare responses based on retirement timing (pre-MR vs. post-MR) and gender (female vs. male). T-tests for equality of means were used to compare the means of two groups, in which the measurements had numeric meaning (de Winter & Dodou, 2010). Pearson Chi-Square test was used to examine if there was a statistical significance of association between categorical (non-numeric) variables.

Questions exploring perspectives on reasons for retirement were themed around family (Q6), finances (Q7), work (Q8), and pre-retirement considerations (Q9) and used a five-point Likert scale that ranged from “not at all important” to “very important”. The same scale was also employed for the question related to the use of retirement resources (Q11). However, due to an unanticipated glitch, the chosen scale was not

[9] A total of 133 surveys were received but three were deemed to be duplicates based on identical answers and submission timestamps and excluded from further analysis.

properly anchored with respect to importance[10]. As a result, the responses were collapsed to create consistency in response categories and larger sample sizes for between response group cross-tabulations and chi-square significant difference testing. The remaining survey questions had properly anchored Likert scales, allowing for the use of means and t-tests to examine whether differences between groups were significant. As little is known about the perspectives of those who retired before the elimination of MR or of gender differences in academic retirement experiences, data from these analysis have been included in Appendix E and Appendix F for the benefit of future researchers. What turned out to be pleasant surprise in this exercise was the wide variety of perspectives shared by respondents through the open-ended questions. These provided further insights into the faculty retirement decision-making process. Selected excerpts have been included in Chapter 4 and Chapter 5 along with descriptors (participant #, gender, age at retirement, retirement timing) to aid interpretation. A full listing of comments is provided in Appendix G.

3.11. Trustworthiness

For the most part, the study was quantitative and could be repeated by other researchers. Face validity was established by incorporating measures reflecting faculty decision-making with respect to retirement. Content validity was achieved through feedback from those who pilot tested the survey. Interpretation of the open-ended responses may vary due to the qualitative nature of the open-ended components of the survey and any biases I may have in their interpretation. To strengthen the trustworthiness of the qualitative analysis, I carefully coded all participant responses and sought transparency in analysis by ensuring that participant voice was emphasized in the presentation of my analysis.

[10] Questions 6, 7, 8. 9, and 11 asked respondents to rate the importance of various items using a scale where 1 was 'not at all important', 2 was 'slightly important', 3 was 'neither unimportant nor important', 4 was 'important' and 5 was 'very important'. Due to this glitch, recoding was done to combine scale items 2 and 3 and label these as being of 'minor importance'. Likewise, items 4 and 5 were recoded and labeled as being of 'major importance'. For segmentation on the basis of retirement timing, original scale items 1, 2 and 3 were combined into one group ('not of major importance') for comparison with items 4 and 5 ('major importance'). This allowed for observation of differences and significance testing between those who retired prior to and after the elimination of MR as well as on the basis of gender.

3.12. Study Limitations

Limitations identified in this study were two-fold, those associated with self-reporting (and the various biases stemming from that) and memory biases arising from temporal distance. The survey required self-reporting of data going back several years, up to 13 years (2007-2020) for the first cohort of retirees following the elimination of MR in 2007 and even longer for those who retired prior to the elimination of MR. This made it extremely reliant upon the memory of the participants which in turn may or may not be fully accurate. With the passage of time, the proportion of SFURA members who would have retired prior to 2007 will continue to shrink and their perspectives will become less prominent. This limitation suggests that a survey be done regularly to provide more accurate data.

Another limitation was the inability to conduct member testing of the data collected in this mixed-methods study. Unlike interviews and other forms of qualitative data collection, the anonymity of respondents at an individual level made it impractical to go back for the purposes of ensuring rigor to the qualitative data collected in this study. Perhaps a sub-group of respondents could have been sought from those who participated in the contest for feedback on the results. However, this raises challenges of representativeness with respect to pre-retirement and post-retirement, female and male, faculty ranks, retirement pathways, years of service, etc.

Given a response rate of around 60% and four follow-up reminders for a survey that ran from June 2 – August 10, 2020, it is possible that ending the survey a month later may have captured more responses e.g., from those who may have been away during the Summer. However, this seemed unlikely at that time as travel was discouraged during those peak-COVID months. There was also urgency to move to the data analysis phase of the study. For these reasons, saturation of responses was likely not achieved and further reminders, or an extended data collection phase, may have resulted in higher participation and additional insights from those whose primary responsibilities entailed teaching, librarian/archivist roles or whose careers were less than 15 years in duration.

3.13. Ethical Considerations

Ethical standards demand that the rights, values and perspectives of all participants be respected. Care was taken to minimize any potential risk to the participants. Taking part in the research study was voluntary and individuals were not coerced into participation. Participants were advised that they had the right to withdraw at any time. A copy of the research proposal was submitted to the Office of Research Ethics for review and approval prior to the start of the research project. As recommended by Creswell (2014), prior to conducting interviews, each participant was informed of the purpose of the study and how the results might be used. The consent form was embedded in the online survey and each participant was instructed to read it prior to deciding whether to complete the questionnaire.

3.14. Potential Risks

There were no anticipated risks to participants in the study. The consent form, mandated by SFU's Office of Research Ethics was embedded at the beginning of the online survey. Consequently, consent was deemed to have been provided if participants chose to complete the survey. Participation was voluntary and participants could skip any questions they did not wish to answer. The study was designated as "minimal risk" to participants as the probability and magnitude of harm or discomfort anticipated was not greater in and of itself than those ordinarily encountered in daily life. Participants were also advised that refusal to participate or withdrawal/dropout after agreeing to participate would not have any adverse effects or consequences on them.

3.15. Maintenance of Confidentiality

All data collection related to the primary survey occurred online through Survey Monkey. Although confidentiality could not be guaranteed for information that was transmitted over the internet, the host of the system collecting the data, Survey Monkey, was compliant with Canadian privacy law (i.e., all data resides on Canadian servers) and accessibility standards (W3C). Participants were not asked to self-identify themselves in the survey. Information provided in the secondary survey (i.e., draw for gift certificates/Executive Summary) was captured independently on a different server (hosted at SFU) and kept confidential. Survey data has been aggregated and individual responses will not be identifiable in any future reports or publication. Participants were informed that results would be downloaded to my password protected, SFU owned computer to allow for analysis. My computer is kept in a locked office when not in use.

3.16. Retention and Destruction of Data

Data will be stored for up to two years on a flash drive in a locked cabinet in my office after completion of analysis and publication of results. At that time, it will be destroyed.

3.17. Summary

The purpose of this chapter was to describe the methods used to conduct the research for this study. The primary survey instrument was created using the Survey Monkey software program. It was developed on the basis of prior surveys done on this topic and augmented with an assortment of interventions supporting the transition into retirement at various stages. The survey was pre-tested with a variety of users and revisions were made before it was deployed. Respondents were retired faculty who were members of SFURA. Assistance in sending out the survey and 4 subsequent reminders to a sample of 220 members was received from the SFURA President. There were 130 respondents, most of whom were male, married, associate or full professors that had held faculty and/or administrator appointments for 20 or more years. Chapter 4 will report on the analysis of the data and corresponding results.

Chapter 4. Results

4.1. Overview

Using an institutional lens, and an online survey comprised of a combination of quantitative and qualitative questions, the following broad themes were investigated in my study of retired SFURA faculty members: Primary faculty motivations for retiring or staying past their NRD; utility of institutional support in preparing faculty members for retirement; perceived value of phased retirement policies; assessment of post-retirement satisfaction and engagement with the institution; and effectiveness of proposed supports in addressing post-retirement and other concerns of faculty in the late stages of their career. This chapter presents findings concerning their retirement transition, satisfaction with institutional support for retirement preparation and post-retirement engagement, and the perceived value of potential institutional initiatives in supporting late-career stage faculty transition into retirement. Data was received from 130 respondents. Reported n values in the table will vary due to missing cases (i.e., respondent not answering the question) as well as exclusion from further analysis by those for whom the question was not applicable, or a particular item they did not use or know about.

Section 4.2 profiles respondent behaviors in the transition from ***pre-retirement*** (reasons for retirement, decision-making, use of SFU resources, satisfaction with retirement process) ***into retirement*** (timing and chosen pathways, what they may have done differently in retrospect) and ***post-retirement (***activities, confidence in maintaining retirement lifestyle, satisfaction with institutional engagement). Section 4.3 examines the value of institutional support received during pre-retirement (planning) and post-retirement (engagement, academic activity preferences, continued access to university resources). Section 4.4 revisits the historic agreement to eliminate MR at SFU by comparing and reporting on significant differences between those who retired pre-elimination of MR (Pre-EMR) with those who retired post-elimination of MR (Post-EMR). Given the paucity of data on gender differences in retirement and late-career stages, Section 4.5 compares responses to various questions from female and male retirees and identifies those where significant differences are observed. For Sections 4.4 and 4.5, Appendix E and Appendix F provide a comprehensive set of data tables for the benefit of future researchers interested in the study of retirees on the basis of retirement timing or gender. Section 4.6 highlights advice shared by retirees seeking to help a university colleague prepare for retirement. Finally, Section 4.7 highlights retiree suggestions on how SFU can enhance its current engagement with retired faculty. Interwoven through the chapter are excerpts from responses to various open-ended questions in the study, along with descriptors (participant #, gender, age at retirement, retirement timing) to aid interpretation. A more fulsome body of the comments are provided in Appendix G.

4.2. Respondent Profile and the Transition from Pre- to Post-Retirement

This section begins with a socio-demographic profile of the respondents followed by analysis of their transition into retirement. The pre-retirement phase examines reasons for retirement, decision-making, use of SFU resources and satisfaction with the overall process. Following this, the retirement phase looks at timing, pathways and reflections (what respondents may have done differently in retrospect). Finally, the post-retirement phase explores activity participation, retirement confidence and satisfaction with current levels of institutional engagement.

4.2.1. Socio-Demographic Profile

The average age at which survey respondents retired was 65.38 years. A quarter of them (25.0%) retired before the age of 65. Over two fifths (44.2%) retired at the age of 65 and close to a third (30.8%) retired after the age of 65 - the majority of these by the age of 71. This is also an age when pension contributions from the institution come to an end and forced RRSP withdrawal becomes a reality. There were twice as many male respondents to the survey (67.9%) compared to females (32.1%). Four-fifths (80.9%) of the respondents were married, and another eighth (12.7%) were divorced/widowed/separated. The majority of the respondents (90.0%) were tenured faculty, with over two-thirds (69.1%) retiring at terminal ranks as professors. It is plausible that several may have retired as Professor Emeriti. The remainder were split between teaching faculty (5.4%) and librarian/archivists (4.5%). A large proportion of respondents (81.8%) had spent 25 or more years of their career at SFU whilst another tenth (10.0%) had spent between 20-24 years as a faculty member and/or administrator (Table 4.1). Based on respondent comments, it is interesting to note that some of the retirees were part of the founding cohort when SFU opened in 1965.

Table 4.1. Socio-Demographic Profile of Respondents

Age at Retirement	n	%
< 60	5	4.2
60-62	16	13.3
63-64	9	7.5
65	53	44.2
66-67	13	10.8
68-69	7	5.8
70-71	12	10.0
>71	5	4.2
n	120	100.0
Mean	65.38 years	
Gender	**n**	**%**
Female	35	32.1
Male	74	67.9
n	109	100.0
Marital Status	**n**	**%**
Married	89	80.9
Single, never married	3	2.7
Divorced/widowed/separated	14	12.7
Living with partner	4	3.6
n	110	100.0
Faculty Rank	**n**	**%**
Librarian/Archivist	5	4.5
Lab Instructor	1	0.9
Senior Lecturer	5	4.5
Assistant Professor	3	2.7
Associate Professor	20	18.2
Professor	76	69.1
n	110	100.0
Years as a Faculty Member and/or Administrator at SFU	**n**	**%**
< 5 years	0	0.0
5 – 9 years	0	0.0
10 – 14 years	2	1.8
15 – 19 years	7	6.4
20 – 24 years	11	10.0
25 or more years	90	81.8
n	110	100.0

Note: Due to rounding, not all percentages sum to 100. Age ranges in value from 57 to 76 years.

4.2.2. Pre-Retirement Stage

This section looks at the importance retirees placed on considerations that may have pushed, pulled or delayed their retirement, decision-making factors such as the length of time that elapsed between them looking into options and their eventual retirement, workshops/seminars/information sessions attended, importance of existing resources for planning, satisfaction with the institution's retirement process, and perceptions of how SFU may have been more helpful with respect to their retirement decision-making.

4.2.2.1. Considerations for Retirement - Familial Reasons

'Spouse/partner was also retiring or had retired' (38.6%) and 'desired to spend more time with family (35.7%) were familial reasons of major importance when considering retirement. Some respondents elaborated further by adding: "retirement allowed greater freedom to travel and visit distant family members" (#16, Male, 73, Post-EMR), "remarried and wanted to spend more time with my partner" (#44, n/a, n/a, Post-EMR), "needed more time to help out with house and home responsibilities" (#61, Male, 69, Post-EMR) and "wife was diagnosed with cancer" (#62, Male, 66, Post-EMR) (Table 4.2).

Table 4.2. Family Considerations for Retirement

Family Considerations	Not at all Important		Minor Importance		Major Importance		Total (n)	Rank
	n	%	n	%	n	%		
Spouse/partner was also retiring or had retired	36	43.4	15	18.1	32	38.6	83	1
Desired to spend more time with family	25	25.5	38	38.8	35	35.7	98	2
Worried about my general health and wellness	50	57.5	17	19.5	20	23.0	87	3
Needed to care for family/relatives	55	68.8	13	16.3	12	15.0	80	4

4.2.2.2. Considerations for Retirement - Financial Reasons

'Having sufficient financial resources to live comfortably throughout my retirement years' (75.5%) and 'access to continued health insurance benefits provided by the institution' (56.3%) were financial reasons of major importance when considering retirement. Some elaborated by stating "had I continued to work I would not be earning a lot more … based on my accumulated pension benefits” (#9, Female, 61, Post-EMR), “I would have continued to work longer …. given the precarious situation a defined contribution pension plan creates for retirement income” (#57, Female, 66, Post-EMR), “had sufficient funds to help my children” (#61, Male, 69, Post-EMR), “did not want to retire with debt…worked …a few more years than I wanted to do to pay down the mortgage and line of credit and to "feather our nest" with some extra savings for travel, a more reliable car, and anticipated health costs” (#62, Male, 66, Post-EMR), and “uncertainty about the equity market and low annuity rates” (#75, Male, 70, Post-EMR) (Table 4.3).

Table 4.3. Financial Considerations for Retirement

Financial Considerations	Not at all Important		Minor Importance		Major Importance		Total (n)	Rank
	n	%	n	%	n	%		
Having sufficient financial resources to live comfortably throughout my retirement years	11	10.8	14	13.7	77	75.5	102	1
Access to continued health insurance benefits provided by institution	13	13.5	29	30.2	54	56.3	96	2
Maximizing upon the university’s contribution (approx. 10%) to my defined contribution pension plan	22	27.2	33	40.7	26	32.1	81	3

4.2.2.3. Considerations for Retirement - Work Reasons

The top three work reasons cited as being of major importance when considering retirement were ‘had reached an age/felt it was time to retire’ (51.5%), ‘sensed that I had completed my academic contributions’ (38.6%) and ‘increasing bureaucratization of university education’ (36.8%). Other reasons mentioned by survey respondents included: “classes were predominantly … at night … wasn't getting home til 10:30” (#9, Female, 61, Post-EMR), “too much time upgrading and learning software/hardware … not the expertise of … my age group … no end to the upgrades” (#13, Female, 66, Post-EMR), “difficulty with teaching … classes in which English abilities of students (both listening, speaking and writing) were limited” (#20, Male, 67, Post-EMR), “happy not to deal with administrative matters and meetings” (#29, Male, 69, Post-EMR), “frustrated by not having time to focus upon research and writing” (#38, Male, 63, Pre-EMR), “department was moving in different direction from my interests … fed up with internal politics” (#86, Male, 63, Pre-EMR), “conflictual atmosphere in department” (#81, Male, 66, Post-EMR), and “no longer wanted to work full-time … phased retirement … only path to a reduced work load” (#118, Male, 71, Post-EMR) (Table 4.4).

Table 4.4. Work Considerations for Retirement

Work Considerations	Not at all Important		Minor Importance		Major Importance		Total (n)	Rank
	n	%	n	%	n	%		
Had reached age/felt it was time to retire	26	25.7	23	22.8	52	51.5	101	1
Sensed that I had completed my academic contributions	36	35.6	26	25.7	39	38.6	101	2
Increasing bureaucratization of university education	27	28.4	33	34.7	35	36.8	95	3
Assurance that my vacated faculty line would remain in the department	39	42.9	23	25.3	29	31.9	91	4
No longer enjoyed and/or felt fulfilled by work	34	37.8	35	38.9	21	23.3	90	5
Did not feel my contributions to the university were valued	49	50.5	26	26.8	22	22.7	97	6
Limited opportunity to make good use of my skills	53	58.2	22	24.2	16	17.6	91	7
No longer wished to cope with changing student demands	45	48.4	32	34.4	16	17.2	93	8
Personal concerns over my ability to learn/integrate new technologies into teaching and/or research	56	57.1	28	28.6	14	14.3	98	9

4.2.2.4. Pre-Retirement Considerations for Delaying Retirement

The top three reasons cited as being of major importance for delaying retirement were ‘continuing to engage in intellectually stimulating work’ (61.5%), ‘strong sense of self-identification and/or purpose through my job’ (56.0%) and ‘being an active member of the academic community’ (54.4%). Some shared reasons for delaying retirement included “wanting to see my current cohort of students through … finishing off key research projects and grants” (#61, Male, 69, Post-EMR). Reasons for not delaying the decision further included “had a job to walk into after retiring” (#85, Male, 65, Pre-EMR), “greatly helped me to have already cultivated other interests” (#104, Female, 62, Post-EMR), “codeveloped … programmes, and all were progressing well - time to step out of the way!” (#117, Male, 65, Post-EMR) and “loved my work ... needed to do less of it, and at my age, I needed to concentrate more on staying healthy” (#118, Male, 71, Post-EMR) (Table 4.5).

Table 4.5. Pre-Retirement Considerations for Delaying Retirement

Broader Pre-Retirement Considerations	Not at all Important		Minor Importance		Major Importance		Total (n)	Rank
	n	%	n	%	n	%		
Continuing to engage in intellectually stimulating work	19	24.4	11	14.1	48	61.5	78	1
Strong sense of self-identification and/or purpose through my job	17	22.7	16	21.3	42	56.0	75	2
Being an active member of the academic community	20	25.3	16	20.3	43	54.4	79	3
Knowing what to do with my time in retirement	34	44.7	19	25.0	23	30.3	76	4
Finding something rewarding to do after leaving SFU	32	43.8	21	28.8	20	27.4	73	5
Other interests cultivated outside of work	42	58.3	16	22.2	14	19.4	72	6
Access to phased retirement options	36	51.4	21	30.0	13	18.6	70	7
Fear of loneliness and depression	51	69.9	19	26.0	3	4.1	73	8

4.2.2.5. Summary of Retirement Reasons

When looking at all reasons (familial, financial, work and pre-retirement considerations for delaying retirement) in aggregate, those rated as being of major importance by at least 50% of the respondents included the following:

1. Having sufficient financial resources to live comfortably throughout my retirement years (75.5%).
2. Continuing to engage in intellectually stimulating work (61.5%).
3. Access to continued health insurance benefits provided by institution (56.3%).
4. Strong sense of self-identification and/or purpose through my job (56.0%).
5. Being an active member of the academic community (54.4%).
6. Had reached age/felt it was time to retire (51.5%).

A detailed listing of all reasons can be found in Appendix D.

4.2.2.6. *Decision-Making*

Almost half of the respondents (48.2%) retired within a year of inquiring about retirement options at SFU. There were a variety of reasons provided by respondents and often, a multiplicity of reasons for each retirement as seen in the following excerpts: “developed cancer and retired for health reasons” (#37, Male, 59, Pre-EMR), “spouse had retired … department atmosphere was … unpleasant … incentive to stay was low” (#86, Male, 63, Pre-EMR), “ready to become a woman of leisure” (#119, Female, 58, Pre-EMR), “could afford to do so … wished to … end the stress of professional life” (#15, Male, 65, Post-EMR), “it was clear that I was no longer valued at SFU” (#39, Male, 62, Post-EMR), and “wanted to open up opportunities for young Faculty…tired of being on a "treadmill" due to the demands of research and teaching” (#104, Female, 62, Post-EMR).

One-sixth (16.7%) of respondents spent more than five years between when they first learnt about their options for retirement at SFU and finally making the decision to retire. Thoughts of retiring likely crossed their minds on more than one occasion over the years before the final decision was made: “waited post-age 65 …a few extra years at full salary also helped allay concerns” (#26, Male, 69, Post-EMR), “[phased retiree] part-time work and … SFU would contribute to my defined contribution pension as though I were working full time” (#34, Female, 68, Post-EMR), “it was time … teaching … declining … colleagues needed the courses more than I did ... tired of teaching” (#42, Female, 70, Post-EMR), “turned 71…tax implications …RRSP withdrawal … not financially beneficial to work longer” (#70, Female, 74, Post-EMR), “financial crisis …uncertainty about retirement income…stayed on for another 5 years” (#75, Male, 70, Post-EMR), “tired of grading semi-literate essays” (#78, Male, 67, Post-EMR), “finally comfortable with financial position for long retirement …growing responsibilities vis-a-vis aging parents … found teaching increasingly arduous … department atmosphere sometimes uncomfortable” (#81, Male, 66, Post-EMR) (Table 4.6).

Table 4.6. Length of time between looking into SFU's retirement options and final retirement.

Time Period	n	%
< 1 year	42	36.8
1 year	13	11.4
Between 1 to 2 years	15	13.2
Between 2 to 3 years	10	8.7
Between 3 to 4 years	5	4.4
Between 4 to 5 years	10	8.8
More than five years	19	16.7
n	114	100.0

4.2.2.7. Retirement Workshops, Seminars, or Informational Sessions Attended Prior to Retirement

Two-fifths (40.2%) of respondents did not attend any workshops, seminars, or information sessions pertaining to retirement in the five years preceding their retirement. Around a fifth attended one (19.6%), two (18.6%) or 3 or more sessions (21.5%). On average, respondents attended 1.34 workshops (Table 4.7).

Table 4.7. Retirement workshops, seminars, or informational sessions attended in the five years prior to retirement

Number of Workshops	n	%
0	41	40.2
1	20	19.6
2	19	18.6
3	14	13.7
4	3	2.9
5 or more	5	4.9
n	102	100.0
Average #. of Workshops	1.34	

Note: Due to rounding, not all percentages sum to 100. For calculation of average, 5 or more coded as 5.

4.2.2.8. Importance of Existing Resources in Retirement Planning

Over half (55.4%) of the respondents rated 'Pensions and Benefits Specialist in HR' as being of major importance when planning their retirement. 'Diversity of options for transitioning into retirement within the Collective Agreement' (34.7%) and 'faculty colleagues' (34.1%) were additional resources that were rated highly by at least one in three respondents. Other planning resources mentioned by survey participants included personal financial advisors, organizations outside SFU (e.g., banks), friends, "consultations with Sun Life" (#57, Female, 66, Post-EMR), "faculty financial advisor" (#120, Male, 65, Pre-EMR), "the Dean's secretary" (#9, Female, 61, Post-EMR). Others mentioned they "didn't find available services helpful at all" (#23, Female, 74, Post-EMR), "no help or information about retirement was ever provided to me" (#48, n/a, 65, Pre-EMR), "the Sunlife financial person was not helpful …resources through SFU benefits - at least as far as pension is/was concerned should be enhanced" (#104, Female, 62, Post-EMR), "the Sun Life 'consultation' was a joke … mainly someone selling investment services … I felt the help in planning retirement was very poor at SFU" (#115, Female, 71, Post-EMR) (Table 4.8).

Table 4.8. Importance of Existing Resources

Existing resources	Not at all Important		Minor Importance		Major Importance		Total (n)	Rank
	n	%	n	%	n	%		
Pensions and Benefits Specialist in HR	20	21.7	21	22.8	51	55.4	92	1
Diversity of options for transitioning into retirement (e.g., early, phased) within the Collective Agreement	36	48.0	13	17.3	26	34.7	75	2
Faculty colleagues	25	27.5	35	38.5	31	34.1	91	3
Open House on Retirement sponsored by Faculty Relations/HR	41	50.6	20	24.7	20	24.7	81	4
SFU Retirees Association	37	45.1	25	30.5	20	24.4	82	5
SFU website	38	48.1	22	27.8	19	24.1	79	6
Retirement advisor in Faculty Relations	40	59.7	11	16.4	16	23.9	67	7
SFU Faculty Association	37	41.1	33	36.7	20	22.2	90	8
Free 3-hour consultation with Sun Life financial representative	43	63.2	15	22.1	10	14.7	68	9
Academic administrators	52	58.4	24	27.0	13	14.6	89	10
Up to $750 for financial counseling through professional development funds	43	84.3	3	5.9	5	9.8	51	11
Counselling through the Employee and Family Assistance Program (EFAP)	47	82.5	7	12.3	3	5.3	57	12

4.2.2.9. Satisfaction with Aspects of the University's Retirement Process

'Adequacy of time to transition into retirement', 'clarity of SFU's policies, options and procedures' and 'overall terms and conditions' were rated as being most satisfactory to all retirees (Table 4.9). Comments from respondents were mixed and included “policies and terms were clear, so did not seek any help from administrators” (#86, Male, 63, Pre-EMR), “the university at no stage communicated with me beyond … the prevailing law required me to retire” (#43, Male, 65, Pre-EMR), “SFU provided NOTHING for retirement process” (#83, Male, 65, Pre-EMR), “University support was meaningless … meetings put on by Sun and others…no real neutral experts were ever invited” (#23, Female, 74, Post-EMR), “could not get enough information from the Human Resources upon a number of my requests” (#53, Female, 62, Post-EMR), “did nearly all of the planning myself with little institutional assistance” (#75, Male, 70, Post-EMR), and “Human Resources at SFU excellent Personnel and VERY helpful - KUDOS!” (#36, Female, 57, Post-EMR).

Table 4.9. Satisfaction with retirement process at SFU

Retirement Process	Mean	n	Rank
Adequacy of time to transition into retirement	3.46	96	1
Clarity of SFU’s policies, options and procedures	3.44	108	2
Overall terms and conditions	3.40	112	3
Overall process of planning for your retirement	3.35	105	4
Availability of information	3.30	107	5
Having partner included in retirement planning	3.29	73	6
Support for questions along the way	3.27	104	7
Ability to negotiate agreement options	3.23	90	8
Access/response time from academic administrators	3.13	93	9
Environment towards late career stage faculty	3.05	91	10
Socio-emotional support from academic administrators	2.92	88	11

Responses coded on a five-point Likert scale from ‘1’ = “very dissatisfied” to “5” = “very satisfied”.

4.2.2.10. How SFU Could have been more Helpful when Making your Retirement Decision

When making the decision to retire, a quarter (26.3%) of respondents felt SFU could have provided reassurance of ongoing connection and support via research and travel funding, space, teaching and service opportunities, inclusion in software agreements, access to SFU resources, and invitations to events. Comments included: “better assurance that space would be made available on campus” (#8, Male, 67, Post-EMR), “detailed list of services/benefits available … set up as either opt in or opt out” (#110, Male, 59, Pre-EMR), “better weighting of merit reviews such that presence on campus, … was valued rather than seen as a distraction from "real" academic work”

(#62, Male, 66, Post-EMR), and [Retirees Association]“division exclusively for faculty, as opposed to combining faculty with staff” (#124, Male, 64, Post-EMR).

Around one seventh (14.5%) of respondents would have liked more money and higher pension. Comments included “a larger incentive package to take retirement in terms of reduced teaching loads or additional remuneration” (#20, Male, 67, Post-EMR), “a buy-out option” (#89, Male, 70, Post-EMR), “a defined benefit pension plan … particularly important for women who had children and entered the profession about 10 years later than most men” (#115, Female, 71, Post-EMR). Almost one-eighth (11.8%) were happy with the assistance they received: “SFU handled my retirement in an effective and supportive way. I could ask for nothing more” (#122, Male, 65, Pre-EMR), “SFU has provided great support for me in retirement” (#52, Male, 65, Pre-EMR), and “all went as planned” (#119, Female, 58, Pre-EMR). A tenth (10.5%) of respondents cited a desire for retiree benefit improvements; a similar proportion (10.5%) expressed a need for financial planning/advice that was “non-biased” (#104, Female, 62, Post-EMR), “more sophisticated” (#75, Male, 70, Post-EMR), “comprehensive” (#87, Female, 66, Post-EMR) and that included “more than one session with an advisor … takes a while to think things through … would be helpful to be able to talk to someone, then go back again later after thinking about things” (#46, Female, 65, Post-EMR).

Close to another tenth (9.2%) of the comments centered around feeling valued: “sense that my contributions over the years were noted and had mattered. … felt no sense of real gratitude from the institution” (#22, Female, 66, Post-EMR), “had … I felt more appreciated, it would have left a better feeling as I retired” (#62, Male, 66, Post-EMR), “adequate recognition of past services [Those of us who went through the first five years here did so at very considerable personal cost.]” (#116, Male, 65, Pre-EMR)”. Five percent of respondents (5.3%) wished SFU could have done more to extend their retirement end date whilst MR was in effect (Table 4.10).

Table 4.10. How SFU could have been more helpful when making your retirement decision (multiple responses possible)

Type of Provision	n	% of respondents
Ongoing connection, continued support	20	26.3
More money, higher pension	11	14.5
Happy with what was provided	9	11.8
Better retirement benefits	8	10.5

Type of Provision	n	% of respondents
Assistance with financial planning	8	10.5
Recognition of service, feeling valued	7	9.2
Changes in retirement policy	4	5.3
Information on retirement options	2	2.6
Advice from mentor/Retirement coaching	2	2.6
Greater clarity (clear rules, clear guide)	2	2.6
Received no help	1	1.3
Other	7	9.2

Based on 81 responses received from 76 respondents.

4.2.3. Retirement Stage

Almost half (46.4%) of the respondents retired prior to the elimination of MR. Additional pathways since this historic event included phased retirement, delayed retirement on a date of one's choosing, and a limited time buy-out in 2008/2009. Over two-fifths (44.1%) of respondents retired on their NRD, a fifth (21.3%) opted to retire earlier whilst a third chose to retire after their NRD through delayed retirement (19.7%), phased retirement (9.4%) or by participating in the VEIP (5.5%) (Table 4.11).

Table 4.11. Retirement from the University – timing and pathways

Timing of Retirement	n	%
Pre-Elimination of MR (prior to May 10, 2007)	58	46.4
Post-Elimination of MR		
Between May 10 and December 31, 2007	7	5.6
2008	5	4.0
2009	6	4.8
2010	5	4.0
2011	4	3.2
2012	5	4.0
2013	1	0.8
2014	1	0.8
2015	3	2.4
2016	6	4.8
2017	8	6.4
2018	8	6.4
2019	6	4.8
2020	2	1.6
n (Post-Elimination of MR)	67	53.6
n (Total)	125	100.0

Pathway into Retirement	**n**	**%**
Took Early Retirement	27	21.3
Retired on Normal Retirement Date	56	44.1
Retired after Normal Retirement Date	25	19.7
Participated in Voluntary Exit Incentive Plan (2008/2009)	7	5.5
Phased into Retirement	12	9.4
n	127	100.0

Over three-fifths (60.3%) of respondents retired according to their planned timeline, a quarter (26.4%) retired earlier than intended whilst another eighth (13.2%) stayed longer and retired later than planned (Table 4.12).

Table 4.12. Retirement from the University – timing of decision

Entry into retirement	n	%
I retired sooner than planned	32	26.4
I retired as planned	73	60.3
I retired later than planned	16	13.2
n	121	100.0

Note: Due to rounding, not all percentages sum to 100.

Despite meticulous planning, unforeseen circumstances can sometimes impact the planned timing of retirement. Comments shared by those who retired earlier than planned provide insight into various factors motivating their decision: “serious health problems affecting both my teaching (vocal cord damage and hearing problems) and research (acuity of eyesight) … it was getting discouraging not to be able to do as much” (#13, Female, 66, Post-EMR), “wanted to … spend time with spouse who had medical problems” (#36, Female, 57, Post-EMR), “my wife … retired … we could afford my retiring early” (#31, Male, 62, Pre-EMR), “my mother left me some money which made it possible for me to go sooner than I might have” (#90, Female, 66, Post-EMR), “one-time buy-out was favourable…had reached my peak salary … no further step increments were available” (#103, Female, 63, Post-EMR).

For others, dissatisfaction with their work environment served as a trigger: “staffing levels … inadequate, administrative workload frustrating … little sense of accomplishment” (#110, Male, 59, Pre-EMR), “on a reduced work contract. SFU refused to renew it” (#79, Male, 69, Post-EMR), “becoming disillusioned with undergraduate teaching" (#60, Male, 62, Post-EMR), "tired of university politics … wanted more time for research and writing" (#121, Female, 59, Pre-EMR). Some did not want to leave without assurance their position would remain in their department: "worked … to make sure that my retirement would not result in a reduction of our complement" (#50, Male, 61, Post-EMR). Conversely, some reasons for delaying retirement included the following: "delayed my retirement for two years because my department, a small one, would get no replacement for me" (#4, Female, 67, Post-EMR).

4.2.4. Post-Retirement Stage

This section looks at various aspects of retirement as experienced by retired faculty, including activities they participate in, confidence in their ability to maintain a comfortable lifestyle throughout their retirement, what they would change if revisiting their retirement decision, and satisfaction with SFU's current engagement with them.

4.2.4.1. Activity Participation in Retirement

Respondents are active in retirement. Over three-quarters (75.9%) were spending more time with family and friends, three-fifths (62.1%) were continuing with scholarly activities, and over half were travelling (54.3%) or pursuing hobbies (50.9%). Almost two-fifths (38.8%) served as volunteers in various capacities and over a third (34.5%) continued to maintain connections at SFU (Table 4.13).

Table 4.13. Activity participation in retirement (multiple responses):

Activity	%	Rank
Spending more time with family and friends	75.9	1
Continuing scholarly activities	62.1	2
Traveling	54.3	3
Pursuing hobbies	50.9	4
Doing volunteer work	38.8	5
Maintaining connections @ SFU	34.5	6
Taking care of my children/grandchildren	28.4	7
Pursuing an encore career (e.g., a new role, work, activity, or career)	19.8	8
Continuing to work in Higher Ed. (outside SFU)	16.4	9
Caregiving for a loved one	14.7	10
Continuing to teach at SFU	12.1	11
Starting or started a business	9.5	12

Based on 515 responses received from 116 respondents.

Examples cited by those who remained engaged with scholarly activities included “published 2 books since retirement, and chapters and journal articles” (#22, Female, 66, Post-EMR), “continuing to write and publish, developing a new scholarly field” (#2, Female, 65, Pre-EMR), “continuing the research at SFU with my grad students” (#7, Male, 65, Pre-EMR), “Adjunct Professor at XXX … involved in creating a new M.A. program at that university” (#44, n/a, n/a, Post-EMR), “collaborate with colleagues in other countries in research projects” (#71, Male, 60, Post-EMR), “continuing some committee work at SFU and helping with grant applications” (#75, Male, 70, Post-EMR), “continuing to supervise graduate students … give lectures … mentor students” (#120, Male, 65, Pre-EMR), “set up a new research centre in [another country] … visited it every year or two … continue many of those investigations while back in Canada” (#100, Male, 64, Post-EMR).

Others have engaged in civic roles such as “participating on community boards and advisory committees” (#61, Male, 69, Post-EMR), “persuading governments to be serious about global warming/climate change” (#105, Male, 65, Pre-EMR) or on personal development and hobbies such as “spending more time on spiritual pursuits” (#8, Male, 67, Post-EMR), “developed … skills and enjoyment of the arts: painting, singing, and physical activity … maintain social/intellectual contacts with former grad students” (#9, Female, 61, Post-EMR), “actively taking care of LIF and RIF investments” (#24, Male, 65, Post-EMR), “golf, exercise, reading, playing cards, bridge” (#36, Female, 57, Post-EMR). Some had started their own businesses/practices or were self-employed: “continuing with my consulting firm that I started prior to retirement” (#39, Male, 62, Post-EMR), “started a successful business” (#83, Male, 65, Pre-EMR), “qualified as a Retirement Coach …. own practice for over a decade” (#43, Male, 65, Pre-EMR).

4.2.4.2. Retirement Confidence

Retirees expressed a high level of confidence (88.0% somewhat/very confident) in their ability to maintain a comfortable lifestyle throughout retirement (Table 4.14).

Table 4.14. Confidence in ability to maintain comfortable lifestyle throughout retirement

Level of confidence	n	%
Not at all confident	3	2.6
Not too confident	5	4.3
Neutral	6	5.1
Somewhat confident	57	48.7
Very confident	46	39.3
n	117	100.0
Average	4.18	

Responses coded on a five-point Likert scale from ‘1’ = “not at all confident” to “5” = “very confident”.

4.2.4.3. Revisiting Retirement Decision

Over two-fifths (45.3%) of respondents would make the same retirement decision if given a second opportunity. One eight (12.6%) felt they “should have retired sooner” (#5, Male, 65, Post-EMR), “stayed too long … too old now to begin a significant new path/involvement” (#56, Male, 76, Post-EMR). One sixth (16.8%) would have retired later – some “would’ve preferred retiring five years later” (#128, Male, 65, Pre-EMR); others “would have stayed on faculty longer in an active, but progressively changing, capacity” (#85, Male, 65, Pre-EMR). Almost a tenth (8.4%) felt they had no option under MR rules at that time. Others (6.3%) recognized the need for greater self-agency (e.g., identifying institutional powerbrokers for decision-making, documenting teaching credits to ensure these were appropriately “acknowledged”) (#26, Male, 69, Post-EMR), casting “personal community engagement network much further and wider much sooner” (#61, Male, 69, Post-EMR).

A handful (4.2%) would have chosen a different retirement pathway or sought retirement counselling (4.2%). One respondent would have welcomed “more time to consider retirement opportunities with an option to reserve decision after a reasonable time” (#96, Female, 62, Post-EMR). Others would have continued with their research earlier in their retirement and “spent more time writing up … research that was published in reports but not accessible through journals” (#86, Male, 63, Pre-EMR) (Table 4.15).

Table 4.15. What retirees would do differently (multiple responses possible)

Response	n	% of respondents
Nothing	43	45.3
Retired later	16	16.8
Retired sooner	12	12.6
Felt they had no options	8	8.4
Greater self-advocacy	6	6.3
Chosen a different retirement pathway	4	4.2
Would have used counselling services	4	4.2
More time to explore retirement	2	2.1
Continued with research activities in retirement	2	2.1
Other	1	1.1

Based on 98 responses received from 95 respondents.

4.2.4.4. Satisfaction with SFU's Engagement

'Maintaining friendships with SFU colleagues' and 'continued access to university resources and support' were engagement initiatives that respondents rated as being most satisfactory to them (Table 4.16). On the other hand, 'continuing to feel valued as a member of SFU's academic community' was rated as being least satisfactory. The following comments may provide some context for the dissatisfaction: "once a person retires, its a goodbye. Emeritus status does not mean anything" (#13, Female, 66, Post-EMR), "the university makes no effort to meaningfully recognize its employees" (#22, Female, 66, Post-EMR), "once retired the Administration has little interest ... get invitations to speak abroad (prior to Covid-19), but SFU admin. has no interest" (#23, Female, 74, Post-EMR), "once out the door it is as if any of what I did … accounted for little or nothing" (#67, Female, 65, Pre-EMR), "there is little communication and no connection at the department or faculty level" (#86, Male, 63, Pre-EMR), "department has stopped sending information about what is going on" (#105, Male, 65, Pre-EMR).

Table 4.16. Rating of satisfaction with SFU's engagement

Statement	Mean	n	Rank
Maintaining friendships with SFU colleagues	3.64	110	1
Continued access to university resources and support	3.56	105	2
Frequency of communication	3.35	107	3
Effectiveness of communication	3.34	105	4
Ongoing connection with professional affiliations	3.22	91	5
Continuing to feel valued as a member of SFU's academic community	2.90	104	6

Responses coded on a five-point Likert scale from '1' = "very dissatisfied" to "5" = "very satisfied".

4.3. Perceived Value of Institutional Support and Interventions for Pre- and Post-Retirement

This section examines the likely use of potential pre-retirement support interventions, importance placed on various University resources for retirees, academic work option preferences, support opportunities for institutional consideration, and likely use of potential post-retirement engagement interventions.

4.3.1. Value of Potential Pre-Retirement Support Interventions

There is a strong likelihood that respondents would have used a ‘retirement checklist’, ‘confidential personalized consultation with retirement advisor at SFU’ or attended ‘financial planning seminars on the implications of retirement’ had these been available when planning their retirement (Table 4.17). Suggestions made by respondents included “transition for lab space, contents and very expensive equipment” (#36, Female, 57, Post-EMR); “knowledge of US/Canadian tax agreements” (#40, n/a, 65, Pre-EMR), “ways of remaining connected and contributing in a meaningful way” (#61, Male, 69, Post-EMR), “financial planning earlier” (#99, Female, 65, Pre-EMR); “talking to a retired faculty member of similar background” (#13, Female, 66, Post-EMR).

Table 4.17. Likelihood of using the following resources in preparations for retirement from SFU if they existed

Resources	Mean	n	Rank
Retirement checklist	3.81	104	1
Confidential personalized consultation with retirement advisor at SFU	3.73	113	2
Financial planning seminars on the implications of retirement	3.45	117	3
Ability to customize a personalized retirement proposal for institutional approval	3.20	116	4
Ability to customize a personalized plan for post-retirement engagement with SFU	3.02	116	5
Access to a retired faculty member to walk you through the process	3.02	116	5
Access to a professional retirement “coach”	2.98	116	7
Seminars on non-financial aspects of retirement	2.95	114	8
Institutional assistance with completing a culminating project (e.g., digitize collection of work)	2.80	115	9
Counselling services on issues related to wellness, caregiving and other challenges faced by aging faculty	2.64	116	10
Online access to recorded interviews with retired faculty on their transition into retirement	2.41	116	11

Responses coded on a five-point Likert scale from ‘1’ = “not likely at all” to “5” = “extremely likely”.

4.3.2. University Resources Accessible to Retirees

In terms of access to university resources in retirement, 'retaining computing ID/e-mail account' rated highest in importance for a vast majority (84.7%) of retirees. In addition, close to three quarters (74.8%) placed importance on 'accessing library materials' and 'health care benefits from institution' (71.2%). Another two fifths (43.2%) identified 'free software available for download', whilst a third (34.2%) cited the provision of 'Emeritus status' (Table 4.18). Use of the Trottier Observatory, availability of free parking and shared space for retirees who remained active in their research were amongst resources mentioned by respondents.

Table 4.18. University resources consider most important to have access to as a retiree (multiple responses)

University Resources	%	Rank
Retaining computing ID/e-mail account	84.7	1
Accessing library materials	74.8	2
Health care benefits from institution	71.2	3
Free software available for download	43.2	4
Emeritus status	34.2	5
Funds to support research	26.1	6
Attending seminar/lectures/workshops/topical sessions	24.3	7
Tuition waiver for self, partner, dependents	21.6	8
Access to office amenities (e.g., space, computers, photocopying, etc.)	20.7	9
Obtaining lab/studio space	9.0	10
Socializing events on campus	9.0	10
Dedicated campus space for retired faculty to meet	5.4	12
Financial counselling services	4.5	13
Help with submitting grant proposals	4.5	13
Attending wellness, recreational, social, fitness activities	3.6	15
Personal counselling services	2.7	16
Senior housing located close to the campus	2.7	16
Other	13.5	

Based on 491 responses received from 111 respondents.

4.3.3. Academic Work Options in Retirement

Upon retirement, faculty members do not simply disengage from activities that shaped their careers. Many remain invested intellectually and seek opportunities to remain engaged with the host institution they served for a significant part of their working lives. Asked to identify academic work that was most important for them to participate in as retirees, over half (51.0%) expressed a desire for 'involvement in research projects as collaborators/advisors', close to a third (30.8%) identified opportunities to 'mentor/advise students' whilst a quarter rated the possibility of 'mentoring new/junior faculty' (25.0%), 'providing services for remuneration' (25.0%), 'serving on university committees' (24.0%) and 'serving in administrative/advisory roles' (24.0%)(Table 4.19). Examples of academic work respondents had been involved in included: "2-year post-retirement contract to Chair a troubled department" (#11, Male, 65, Pre-EMR), "examiner on graduate degrees" (#15, Male, 65, Post-EMR), "mentoring graduate students" (#28, Male, 60, Pre-EMR), "continue to research and publish as a solitary, unpaid academic with very little research funding" (#78, Male, 67, Post-EMR) and "taking … courses and teaching as well" (#129, Male, 65, Pre-EMR).

Table 4.19. Options related to academic work considered most important for participation (multiple response)

Academic Work	%	Rank
Involvement in research projects as collaborators/advisors	51.0	1
Mentoring/advising students	30.8	2
Mentoring new/junior faculty	25.0	3
Providing services for remuneration	25.0	3
Serving in administrative/advisory roles	24.0	5
Serving on university committees	24.0	5
Continuing to teach	21.2	7
Volunteering as speaker/liaison to alumni/community groups	20.2	8
Participating in community engagement events	19.2	9
Development of academic programs	16.3	10
Volunteering in areas such as student recruitment, tutoring	6.7	11
Volunteering in institutional fundraising roles	1.9	12

Based on 276 responses received from 104 respondents.

4.3.4. Decision-Making Support

An open-ended question "***When I was making the decision to retire, something that would have been helpful for me to receive from SFU is …***" was included to allow retirees to identify institutional initiatives they felt would have better assisted their retirement decision. There were several responses to this question. These have been organized into various categories with excerpts for illustration. The expanded version of these and other comments may be viewed in Appendix G.

Support for Research in Retirement:

Assurance that I would be able to continue research (#54, Male, 70, Post-EMR), more generous research support (#78, Male, 67, Post-EMR), more information about options for continued support … and opportunities in retirement (#4, Female, 67, Post-EMR), better assurance that space would be made available on campus, instead of a revolving door where, when you're gone, you are gone (#8, Male, 67, Post-EMR), offer of an ongoing role meaningful to a committed researcher & teacher (#124, Male, 64, Post-EMR), continued research and travel funding (#121, Female, 59, Pre-EMR).

Post-Retirement Employment Opportunities:

Availability of post-retirement sessional teaching (#19, Male, 65, Pre-EMR), more opportunities for possible part-time employment vs. full retirement (#96, Female, 62, Post-EMR).

Post-Retirement Engagement with SFU:

Firmer guarantees/specification of continued access to SFU resources and events, e.g., dept socials, annual dinner, etc., post-retirement (#81, Male, 66, Post-EMR), an indication of how I might stay connected or participate in programs (#86, Male, 63, Pre-EMR), continued inclusion in the SFU software agreements! (#15, Male, 65, Post-EMR).

Greater Financial Incentive to Retire:

A larger amount of money as early retirement incentive (#88, Male, 62, Pre-EMR), a buy-out option (#89, Male, 70, Post-EMR), a larger incentive package to take retirement in terms of reduced teaching loads or additional remuneration (#20, Male, 67, Post-EMR).

Better Retirement Benefits:

Better travel insurance (#24, Male, 65, Post-EMR), better retirement benefits (#90, Female, 66, Post-EMR), a better pension - it would have allowed me to retire earlier if I had a defined benefit pension plan … particularly important for women who had children and entered the profession about 10 years later than most men (#115, Female, 71, Post-EMR), counseling about the joys of retirement (#108, Female, 69, Post-EMR), better information on pension and benefits for retirees (#101, Female, 65, Post-EMR).

Additional Support Services:

An individualized session with some kind of retirement coach … looking at what was best for me vs. presenting options from the admin side - to discuss/negotiate options in more detail. Felt almost adversarial in terms of options, a "take it or leave it" approach (#26, Male, 69, Post-EMR), advice from a mentor (#72, Male, 64, Pre-EMR), having a contact person and/or office that was open and encouraging to faculty members at different ages post-retirement. One has different needs and strengths at different stages of that post-retirement phase. Plus individuals differ greatly (#85, Male, 65, Pre-EMR).

Clarity around Retirement Options:

> A review of the various options available to me (#45, Female, 70, Post-EMR), a clear guide and a sympathetic chair (#38, Male, 63, Pre-EMR), a clear list of what I will continue to have, and what I would lose. For example: (i) lab space and research opportunities (ii) discussion of finances (iii) health care benefits, etc. (#13, Female, 66, Post-EMR).

Modifications to Phased Retirement Options:

> A longer option for a reduced workload phased retirement plan (#118, Male, 71, Post-EMR).

Greater Flexibility Around Retirement:

> An opportunity to leave teaching when I felt ready to do so (#67, Female, 65, Pre-EMR), an irrevocable promise to replace me with a new faculty member in my area of expertise (#74, Male, 64, Post-EMR), option of having my retirement 'gift' converted into a charitable donation (#98, Male, 65, Pre-EMR).

Feeling Valued:

> Just some real on-going commitment to making me feel connected to the University in more than a financial way (#61, Male, 69, Post-EMR), more interest in my specialty and better communication (#84, Male, 70, Post-EMR), promotion to emeritus status as an associate professor (#3, Male, 65, Pre-EMR); respect and support for my decision (#36, Female, 57, Post-EMR).

Unbiased and Comprehensive Financial Planning Resources:

> Help with financial planning (#65, Male, 67, Post-EMR), comprehensive financial advising (#87, Female, 66, Post-EMR), non-biased financial counselling (#104, Female, 62, Post-EMR), better advice on annuity purchases (#37, Male, 59, Pre-EMR), better information regarding delaying CPP withdrawal until age of 71 (#70, Female, 74, Post-EMR).

4.3.5. Post-Retirement Institutional Engagement

Respondents would have liked to ‘access professional development funds for up to 2 years post-retirement’ and benefit from ‘research funding for retired faculty’ had these support initiatives been available to them in retirement. They would likely have also used ‘a campus Retiree Centre for faculty’ and ‘an Emeriti College for faculty retiring with Emeritus designation’ (Table 4.20). Other resources mentioned by respondents included “better extended health care and travel insurance” (#3, Male, 65, Pre-EMR), “access to SFU licenses for software” (#39, Male, 62, Post-EMR), “option to continue part-time teaching … professional reimbursement beyond 2 years of retirement, e.g., up to age 70+ -- as at York University” (#81, Male, 66, Post-EMR), “free (or low fee) enrolment in webcast SFU courses” (#100, Male, 64, Post-EMR), “access to athletic facilities … options for exercise" (#118, Male, 71, Post-EMR), "mentorship program for students" (#124, Male, 64, Post-EMR). One respondent wished "SFU could keep up with UBC, U of T or McGill. I get more opportunities from the universities where I got my …" (#23, Female, 74, Post-EMR).

Table 4.20. Likelihood of using the following resources for post-retirement engagement with SFU if they existed

Initiatives	Mean	n	Rank
Professional development funds for up to 2 years post-retirement	3.42	108	1
Research funding for retired faculty	3.24	108	2
A campus Retiree Centre for faculty	3.01	109	3
An Emeriti College for faculty retiring with Emeritus designation	3.01	110	3
Database of paid and unpaid opportunities at SFU and outside SFU	2.85	108	5
Community engagement events	2.79	107	6

Responses coded on a five-point Likert scale from '1' = "not at all likely" to "5" = "extremely likely".

4.4. Segmentation 1: Retirement Timing (Pre- vs. Post-EMR)

During the survey collection phase, participants were able to reach out to me or my supervisor if they had any questions. A handful of questions came up, mostly from faculty who had retired prior to the elimination of MR, wondering if the survey was applicable to them. In response, we explained the purpose of the survey and the importance of their participation. There was one interaction in particular that stood out involving an individual who chose not to participate but expressed a willingness for their opinion to be shared anonymously.

> I would have loved to respond to your survey, but your questions gloss over the great injustice that faculty suffered who were forced to retire at 65 before the reversal in 2007. That diminishes the impact of your PhD and should have been picked up by your supervisor. For example, I was asked to clear my office within 2 days, which I had occupied for 30 years when I turned 65 with no opportunity to teach again after this crude age discrimination was finally lifted. SFU could have re-instituted qualified mandatory retirees who so wished, but insisted with many pretences that the judicial ruling does not apply retroactively.
>
> I have continued with my usual research, publications and lecturing abroad to this day with no recognition from SFU, while later born colleagues with a poor record are kept on the payroll indefinitely. This resentment is widely shared with my acquaintances in the same age

group. And then SFU has the audacity to request that we consider the institution in our will or make donations when the then SFU administration was keen to get rid of senior faculty when they could. How shortsighted! One friend commented that your research focus on voluntary retirees makes you unwittingly complicit in this injustice.

I wish you luck with your PhD research and hope you will at least include some comments on the pre-history of your sample.

Follow-up response:

Your response to my complaint indicates that your thesis will also deal with the broader issues of SFU faculty retirement decisions which I very much welcome. Nonetheless I decline your invitation to participate in your survey, because your questions about retirement options simply do not apply to me. Forced retirees had no options and only faced age discrimination. However, please feel free to include or cite my opinion under the condition that you do so anonymously. Kind regards and best wishes for your thesis.

(Retired prior to May 10, 2007)

Based on this interaction, I sought to gain perspectives on similarities and differences between those who retired prior to the elimination of MR (Pre-EMR) and those who retired after the elimination of MR (Post-EMR). Results for questions where statistical tests (t-tests for means, chi-squares for cross tabulations) were found to be significant are described below and summarized in Table 4.21. Fisher's exact test has been used in situations where expected counts are below 5 in a 2 x 2 matrix. Where applicable, possible insights gained from this exercise will be discussed in Chapter 5. Detailed tables related to this analysis are included in Appendix E for anyone interested in further study of faculty retirement on the basis of retirement timing.

Compared to Pre-EMR respondents, Post-EMR retirees were older, more female in representation, placed greater importance on spending more time with family and on their general health and wellness, sensed they had completed their academic contributions, were increasingly concerned about their ability to learn/integrate new technologies into teaching and/or research and felt it was time to retire – having attended almost twice as many preparation sessions related to retirement. Post-EMR respondents also exercised their newfound freedom resulting in a significant drop in the proportion who retired on their NRD, and were much more satisfied with the 'adequacy of time to transition into retirement' and 'overall terms and conditions' of the retirement process at SFU. They expressed greater likelihood of using a 'retirement checklist', 'financial planning seminars on the implications of retirement', and professional development funds in retirement if these proposed initiatives of support were or had been available to them.

A significantly higher proportion of the Pre-EMR group retired within a year of looking into SFU's retirement options. Pre-EMR retirees also placed much greater importance on 'access to continued health insurance benefits provided by institution' than did the Post-EMR group.

Table 4.21. Differences Between Pre-EMR and Post-EMR Respondents

Question	Retirement Timing
Age at retirement	Post-EMR (66.6 years); Pre-EMR (64.0 years)
Gender	Proportion of female respondents Pre-EMR (21.3%); Post-EMR (40.3%)
Which term best describes your chosen pathway into retirement?	Retired on NRD Pre-EMR (77.6%); Post-EMR (43.5%)
How long did it take from the time you first looked into SFU's retirement options until you finally retired?	1 year or less Pre-EMR (63.8%); Post-EMR (35.4%)
How, if at all, did the following broader family considerations affect your decision to retire? (% major importance)	
Desired to spend more time with family	Pre-EMR (20.0%); Post-EMR (44.4%)
Worried about my general health and wellness	Pre-EMR (7.1%); Post-EMR (29.3%)
How, if at all, did the following broader financial considerations affect your decision to retire?	
Access to continued health insurance benefits provided by institution (% major importance)	Pre-EMR (69.7%); Post-EMR (48.4%)
How, if at all, did the following broader work considerations affect your decision to retire? (% major importance)	
Had reached age/felt it was time to retire	Pre-EMR (28.9%); Post-EMR (64.5%)
Sensed that I had completed my academic contributions	Pre-EMR (13.5%); Post-EMR (52.4%)
Personal concerns over my ability to learn/integrate new technologies into teaching and/or research	Pre-EMR (2.8%); Post-EMR (21.0%)

Question	Retirement Timing
Approximately how many retirement workshops, seminars, or informational sessions did you attend in the five years prior to your retirement?	Pre-EMR (0.85); Post-EMR (1.75)
How important were the following existing resources in your retirement planning?	
Diversity of options for transitioning into retirement within the Collective Agreement	Pre-EMR (14.8%); Post-EMR (45.8%)
How satisfied were you with each of the following aspects of the university's retirement process? (Scale of 1 – 5)	
Adequacy of time to transition into retirement	Pre-EMR (3.15); Post-EMR (3.67)
Overall terms and conditions	Pre-EMR (3.10); Post-EMR (3.61)
How likely would you have been to use the following resources in your preparations for retirement from SFU if they existed? (Scale of 1 – 5)	
Retirement checklist	Pre-EMR (3.45); Post-EMR (4.09)
Financial planning seminars on the implications of retirement	Pre-EMR (3.10); Post-EMR (3.72)
How likely would you be to use the following resources for post-retirement engagement with SFU if they existed? (Scale of 1 – 5)	
Professional development funds for up to 2 years post retirement	Pre-EMR (3.00); Post-EMR (3.74)

4.5. Segmentation 2: Gender (Female vs. Male)

Although secondary to the study, the analysis in this section is intended to shed some light on gender differences in the transition to retirement in the university sector. It does so by comparing responses of female retirees with those of their male counterparts on various questions pertaining to the transition to retirement. Results for questions where statistical tests (t-tests for means, chi-squares for cross tabulations) were found to be significant are described below and summarized in Table 4.22. Fisher's exact test has been used in situations where expected counts are below five in a 2 x 2 matrix. Where applicable, possible insights gained from this exercise will be discussed in Chapter 5. Detailed tables related to this analysis are in Appendix F for anyone interested in further study of faculty retirement on the basis of gender.

Socio-demographically, a significantly lower proportion of female retirees were married or tenured. Female faculty exercised their newfound rights and abilities in a post MR era through greater use of the pathways and options that became available after the elimination of MR (e.g., delayed and phased retirement). Female faculty reflected a higher proportion of those who retired after the elimination of MR and had higher uptake of the new pathways that opened up for faculty. Female faculty were significantly more concerned about gaining sufficient finances to live comfortably throughout retirement. Female faculty were significantly less satisfied than their male counterparts on several aspects of SFU's retirement process, including the socio-emotional support received from academic administrators, 'access/response time from academic administrators', their 'ability to negotiate agreement options', availability of 'support for questions along the way', 'availability of information', the overall process of planning for their retirement, and the 'clarity of SFU's policies, options and procedures'.

Table 4.22. Differences Between Female and Male Respondents

Question	Gender
When did you retire from the University?	After 2007 Female (71.4%); Male (50.0%)
Marital Status	Married/Living with partner Female (65.7%); Male (93.2%)
Faculty rank at retirement	Tenured Female (71.4%); Male (98.6%)
Which term best describes your chosen pathway into retirement?	New Options after MR Lifted Female (54.3%); Male (29.7%)
How, if at all, did the following broader financial considerations affect your decision to retire? (% major importance)	
Having sufficient financial resources to live comfortably throughout my retirement years	Female (90.0%); Male (69.4%)
How satisfied were you with each of the following aspects of the university's retirement process? (Scale of 1 – 5)	
Socio-emotional support from academic administrators	Female (2.38); Male (3.12)
Access/response time from academic administrators	Female (2.63); Male (3.38)
Ability to negotiate agreement options	Female (2.70); Male (3.53)
Support for questions along the way	Female (2.87); Male (3.52)
Availability of information	Female (2.93); Male (3.51)
Overall process of planning for your retirement	Female (3.03); Male (3.53)
Clarity of SFU's policies, options and procedures	Female (3.16); Male (3.69)

4.6. Advice to Help a University Colleague Better Prepare for Retirement

An open-ended question on the survey asked faculty members for advice they would give a University colleague to help better prepare for retirement. Respondents were generous with their thoughts and shared advice in a number of areas. These have been categorized as seen below and augmented with snippets of text from the comments. A fuller body of the advice they provided can be viewed in Appendix G.

Financial Literacy and Financial Planning for Retirement

References to finances were very prominent including “start saving early” (#97, n/a, 65, Pre-EMR), “save, save, save through the career … as long as you have enough money you can retire … also, retire when your work burdens you more than pleases you” (#53, Female, 62, Post-EMR), “younger faculty should start saving … benefits on retirement are weak, particularly extended health” (#23, Female, 74, Post-EMR), “speak to a number of financial advisors - inside and outside SFU, to get an idea of how your financial arrangements could be set up” (#1, Female, 65, Pre-EMR), “early financial planning” (#124, Male, 64, Post-EMR), “meet with more financial advisors not just affiliated with SunLife” (#96, Female, 62, Post-EMR), “get advice from at least 2 financial planners” (#75, Male, 70, Post-EMR), “get sound financial advice from investment advisors outside the University“ (#62, Male, 66, Post-EMR), “learn how to manage your financial resources ... professional assistance can be very costly and is often no better than that possible via personal research” (#110, Male, 59, Pre-EMR).

Self Advocacy

Others would advise their colleague to be more proactive in their personal welfare and “lobby while part of a larger employed group for better post-retirement medical/counselling services … make sure that any work undertaken (like supervision of grad students) is remunerated...even if …. you love doing it” (#9, Female, 61, Post-EMR), “challenge any discriminatory policies and colleague and administrative biases … demand legal, external evaluation and judgement of your challenge” (#114, Male, 65, Pre-EMR).

Seek Advice from Retired Faculty

Others would advise their colleague to “attend SFURA seminars” (#63, Male, 65, Pre-EMR), “seek out some recently retired colleagues for a thorough discussion about what retirement as an academic really means …. look for opportunities to do volunteer work … before retirement” (#73, Male, 65, Post-EMR), “talk to retirees - ones who have developed a completely new area of activity, ones who still enjoy academic activity, ones who are moving slowly and happily with family, friends and recreation - in order to find out how their own lives could change significantly yet provide intellectual and emotional rewards” (#100, Male, 64, Post-EMR).

Consider Phased Retirement Options

Given the challenge of going straight into retirement, some would “highly recommend a phased in retirement period with reduced responsibilities” (#20, Male, 67, Post-EMR); “move to part time first, learn about managing … pension fund investments, and … have new interests … to pursue” (#86, Male, 63, Pre-EMR), “negotiate an irrevocable retirement plan that allows for at least two semesters' full pay without teaching duties … not go much beyond your NRD unless you are still keen on the academic life” (#62, Male, 66, Post-EMR).

Engage in Pre-Retirement Planning

Another piece of advice was to “start early with the pre-retirement seminars"(#62, Male, 66, Post-EMR), “start to plan 5 years before anticipated retirement date” (#21, Male, 73, Post-EMR), “make use of any counselling about what to expect in retirement, and do a practice run during your last sabbatical” (#4, Female, 67, Post-EMR), “go to the retirement workshops provided by SFU, SFURA, SFUFA (but take the "commercial" offerings from investment advisors with a "grain of salt") … start planning early on (because you are asked to make an irrevocable, binding decision well ahead of your final retirement date), not just for financial but also for "life" contingencies - what will you do and how will you feel when you aren't a Professor any more” (#26, Male, 69, Post-EMR), “talk to university advisors, other retirees regarding e.g., health/travel insurance policies” (#70, Female, 74, Post-EMR), “start you own consulting firm about 10 years prior to retirement” (#39, Male, 62, Post-EMR), “talk to senior respected faculty and excellent folks in HR” (#36, Female, 57, Post-EMR).

Do Not Overlook Post-Retirement Preparation

Advice to their colleague that referenced the post-retirement phase included the need to "have a plan for the next 15 years" (#14, Male, 65, Pre-EMR), "plan post-retirement activities that will be fulfilling" (#16, Male, 73, Post-EMR), "have a good idea of what they plan to do in the first few years of retirement. It is important to keep active and a plan helps" (#75, Male, 70, Post-EMR), "I was clear on what I didn't want to do after retirement (teach, go to meetings), but not so much on what I did want to do" (#22, Female, 66, Post-EMR), "have lots of interests and hobbies" (#91, Male, 60, Pre-EMR), "make sure you have a series of scheduled activities which you enjoy" (#101, Female, 65, Post-EMR), "begin your hobby, volunteering before you retire so you are ready when you do retire … join groups such as book clubs, sports (i.e., walking or hiking) groups so you will have a social group when you do retire" (#111, Female, 62, Post-EMR).

Make Allowance for Ongoing Engagement with SFU

With respect to a relationship with the institution, one would advise their colleague to "continue to remain an active academic in your department while slowly transitioning to the post-SFU years. In my case I had a number of graduate students still in their programmes when I retired; I saw each of them through to successful completion over the several years following my official "retirement" (#60, Male, 62, Post-EMR).

Give Serious Consideration to Retiring at 65/NRD

Others were more pragmatic in shared advice such as "consider retiring early or at normal retirement date" (#108, Female, 69, Post-EMR), "retire at 65 … there are lots of good opportunities to contribute to the world as a retiree, and it is well to start when you are still strong" (#122, Male, 65, Pre-EMR); "give an opportunity to hire new faculty staff after you reach the age of 65 … one can continue the faculty research and prepare grad students by applying for NSERC research grants … time to use pension acquired during the active professional time … with no mandatory retirement Universities have very little opportunity to hire new faculty members … negatively impacts on grad student population" (#7, Male, 65, Pre-EMR).

Final Words of Wisdom

And then there were pieces of practical advice such as "follow your heart" (#119, Female, 58, Pre-EMR), "don't take yourself too seriously" (#84, Male, 70, Post-EMR), "think carefully about what brings you joy" (#28, Male, 60, Pre-EMR), "make sure you are doing what you think is the most important thing to do with your life. No one knows how long it will last” (#5, Male, 65, Post-EMR), “pay all of your debts, fix your teeth” (#90, Female, 66, Post-EMR), “it helps to have a broader perspective on life than one's university career” (#8, Male, 67, Post-EMR), “get a large, calm dog to keep you company as you walk through the Endowment lands” (#12, Male, 65, Pre-EMR), “run to something not away from something” (#45, Female, 70, Post-EMR), “don't let money be your deciding factor … you've almost certainly been much poorer … when you were a student. You can adjust to a lower income. Try living on less for six months, and then jump. Your health won't be this good forever” (#34, Female, 68, Post-EMR), and “if you have planned things well, be confident that your retirement will work out OK” (#31, Male, 62, Pre-EMR).

4.7. Enhancement of Current Engagement with Retired Faculty

When asked how SFU can enhance its current engagement with retired faculty, respondents felt SFU could “start by actually having an engagement” (#23, Female, 74, Post-EMR), “consulting with retirees” (#43, Male, 65, Pre-EMR), “surveying retirees” (#38, Male, 63, Pre-EMR). This might be something worthwhile for institutional consideration. Almost a third of all responses (31.6%) centred around initiatives for institutional consideration such as: “use us more! Ask us to do things” (#103, Female, 63, Post-EMR), “encourage them to sit on committees” (#13, Female, 66, Post-EMR), “offer them roles that suit their skills and SFU needs” (#28, Male, 60, Pre-EMR), “provide more of a role for retirees in the intellectual and scholarly aspects of the University” (#128, Male, 65, Pre-EMR), “retiree representatives on negotiating committees to ensure retirement benefits are retained and improved” (#63, Male, 65, Pre-EMR). Some felt initiatives “probably should be largely done at the department level to maintain personal and research linkages … retirees should be kept on the dept, and the faculty list serve until they choose to opt out” (#110, Male, 59, Pre-EMR).

One-fifth of responses (20.0%) suggested the University invest “more retirement resources, both advisory and opportunities to work, to serve, or to simply interact with other retired and continuing faculty” (#4, Female, 67, Post-EMR). These included having “some retired faculty appreciation events put on by the university, not a retirement association” (#8, Male, 67, Post-EMR), having “retirement liaison people (one staff and one faculty member) within each department - not an additional hire, just add it to existing job descriptions” (#81, Male, 66, Post-EMR), making available “funds for research/academic travel” (#118, Male, 71, Post-EMR) as well as setting up an Emeriti College.

One sixth of responses (16.3%) alluded to what the SFURA was doing and wanted the university to be more supportive of their efforts: “The Retiree's Association is doing a wonderful job of keeping us all in touch … whatever support they can get to continue to do their work would be of great value” (#67, Female, 65, Pre-EMR), “SFURA fills a valuable niche here, but mainly as a social interface and information source … more support from the university to SFURA would be helpful” (#26, Male, 69, Post-EMR). Another sixth (16.3%) expressed contentment with the level of engagement: “SFU is doing a good job” (#65, Male, 67, Post-EMR), “I am happy and proud of my university” (#122, Male, 65, Pre-EMR). Others noted a lack of engagement: “What engagement? Aside from the retirees newsletter, I haven't detected any interest in the research/publications of retirees” (#78, Male, 67, Post-EMR) and “the things that exist now (such as the … Dean's yearly lunch) are not really engagement. I've received several external awards and while SFU has been told about them, no one seems to have noticed” (#115, Female, 71, Post-EMR).

Close to a tenth (8.8%) of responses reflected a desire for improvement in “post-retirement benefits (medical and counselling) plan” (#9, Female, 61, Post-EMR), as well as “continued computer and software support” (#93, Male, 65, Pre-EMR). Some wanted the university to allow them to “attend conferences held at SFU without paying conference fees” (#105, Male, 65, Pre-EMR), “provide access to high profile public lectures (like the, Massey Lectures)” (#109, Male, 65, Post-EMR) and “lectures and special seminars like UBC's Emeritus College” (#111, Female, 62, Post-EMR), along with “free (or low priced) transport to group events for retirees” (#85, Male, 65, Pre-EMR). A handful (6.3%) felt the university could offer office and meeting space for retirees at various campuses as well as make audiovisual improvements in the facility commonly used by the SFURA for events. Some mentioned (3.8%) the lack of engagement: “there seems to be little/no communication with retired faculty (at least for me) - we no longer get many/most SFU official emails (fortunately forwarded to us by SFURA), and there's very little outreach either. Some of us feel like the institution almost breathes a sigh of relief that retirees are gone and don't have to be dealt with anymore”

(#26, Male, 69, Post-EMR). Others felt “SFU should at least keep us better informed about what is going on. This applies to both the senior administration and my department” (#105, Male, 65, Pre-EMR) and suggested communications could be improved through a “newsletter from the administration on a regular basis outlining what is happening within the university … also a similar newsletter from … department” (#20, Male, 67, Post-EMR).

A handful of responses (5.0%) expressed a lack of interest in engagement or felt it was “too late for me retired 20 years ago” (#91, Male, 60, Pre-EMR). Others (2.5%) felt “policies surrounding Emeritus Profs are very vague … I have been cut off from access to various sites unexpectedly - application for a Community Engagement grant application (access denied). Access to general pension info. -access denied. You don't really have a defined status as emerita - not even a proper ID card” (#104, Female, 62, Post-EMR). Another added “consideration should be given to the meaning of "emeritus” … I think it should be conferred in a more selective way and talented emeritus faculty should be encouraged to continue to have an active role at SFU in teaching, research, and administration” (#75, Male, 70, Post-EMR). Other comments (5.0%) referred to removal of access “I found it insulting to be dropped from the Student Information System, even though I was still supervising graduate students” (#54, Male, 70, Post-EMR), inclusion of “some sports like pickleball or cycling for retired faculty (or perhaps 60+ age group) (#24, Male, 65, Post-EMR)”, “support the Faculty Association” (#5, Male, 65, Post-EMR) and “treating retirees well is also likely to pay off in fund raising, as many will have substantial estates” (#75, Male, 70, Post-EMR) (Table 4.23).

Table 4.23. Enhancement of Current Engagement with Retired Faculty (multiple responses possible)

Response Category	n	% of respondents
Engagement initiatives	24	31.6
Institutional investment in retirees	16	20.0
SFURA and need for Institutional support	13	16.3
Content with engagement	13	16.3
Improvements in post-retirement benefit and support	7	8.8
Office and meeting space	6	7.5
Improved communications	5	6.3
Not interested or been retired for too long	4	5.0
Lack of engagement	3	3.8
Lack of clarity around Emeritus policy/role	2	2.5
Other	4	5.0

Based on 93 responses received from 76 respondents.

4.8. Summary

This chapter reported the results from this study's online survey of retired SFURA faculty members concerning those factors affecting their retirement decision-making, satisfaction with institutional support for retirement preparation and post-retirement engagement, and the perceived value of potential institutional initiatives supporting late-career stage faculty transition into retirement. A comparison of responses based on retirement timing (pre-EMR vs. post-EMR) and gender (female vs. male) was also carried out. Advice from respondents seeking to help a university colleague with the retirement transition was reviewed along with suggestions for how SFU can enhance engagement with retired faculty. The results from the data analysis will be further expanded upon as part of discussions in Chapter 5.

Chapter 5. Discussion and Conclusion

5.1. Introduction

Retirement represents a complex and challenging life transition resulting in role, routine and relationship changes that require careful thought, planning, preparation and an extended process of adjustment. Despite initiatives such as phased retirement and the VEIP, a growing complement of faculty have opted to continue working past their NRD at SFU. Based on challenges identified in the literature, this study seeks to identify factors associated with the retirement transition, provide perspectives on institutional culture towards retired and late-career stage faculty, and re-examine post-retirement engagement of retirees. It does this through an online survey comprised of a combination of quantitative and qualitative questions to explore various dimensions of this transition with faculty who are members of SFURA, and an institutional lens to investigate five broad research questions: What were primary faculty motivations for retiring? How useful was institutional support in preparing faculty members for retirement? What was the perceived utility of SFU's retirement policies? How did faculty assess their post-retirement engagement with the institution? What additional support could the institution provide to assist faculty members at various stages of their transition into retirement (i.e., pre-retirement, retirement, and post-retirement)?

5.1.1. Primary Faculty Motivations for Retiring or Delaying Retirement

According to the 4S Transition Model, 'self' factors provide a framework for addressing an individual's personal assets and liabilities and can dramatically influence retirement decisions. Work has tremendous holding power but as productivity and satisfaction wax and wane in the late stages of one's career, thoughts of retirement as a coping 'strategy' may begin to percolate. Survey respondents were asked about various considerations that influenced their decision to retire (family, health, work) or conversely, to delay their retirement. For ease of interpretation, responses to these questions have been grouped into institutional/professional, financial or familial/personal considerations within a pull, push and hold framework.

Pull factors draw faculty towards retirement. From a financial perspective, attaining self-sufficiency for a comfortable retirement and access to institutionally provided health insurance benefits were important considerations in making retirement attractive. Institutional/professional factors that made retirement appealing included reconciling one's age with feeling that it was time to go, a sense of having fulfilled academic goals, receiving assurance the position being vacated would remain in the department, and the ability to gradually phase into retirement if they so wished. A retiring/retired spouse or partner and desire to spend time with family were other considerations pulling faculty towards retirement. Pull factors cited by respondents in open-ended comments included freedom and the ability to do what they wanted, visiting and spending time with family, confidence in their post-retirement financial picture, other planned activities that awaited them. The more pull factors one has cultivated outside academia, the easier will be the decision to retire (Table 5.1).

Push factors, on the other hand, make work stressful and tend to propel faculty out of the workplace. From an institutional/professional perspective, these factors may include increased bureaucracy of university education, lack of enjoyment and/or fulfilment, not feeling valued, limited opportunity to use skills, difficulty coping with student demands or limited ability to adapt new technologies. Familial/personal concerns included general health/wellness and the need to care for family members. Push factors cited in open-ended comments by respondents included the recurring need to upgrade and learn new software, lack of focussed time for personal research and writing, having to instruct students who had limited abilities in English, teaching late night classes, attending to administrative matters and meetings, dealing with internal politics and conflicts, high workloads and feeling undervalued. The more push factors one experiences, the greater will be retirement's appeal as a coping strategy (Table 5.1).

Hold factors are work characteristics which make retirement less attractive. Institutional/professional factors that made work more appealing included continued access to intellectually stimulating work, maintaining a sense of purpose/self-identity and retaining active membership in the academic community. From a financial perspective, continuing to receive pension contributions from the university whilst working until age 71 was attractive and disincentivized retirement as did the insufficiency of financial resources. Familial/personal considerations delaying retirement included not knowing what to do with their time, not having found something rewarding to do if they left SFU, lack of other interests cultivated outside work and a fear of loneliness and depression. Those that had figured it out were looking forward to retiring. Examples shared by

Table 5.1. Motivators for Retirement

	PULL	PUSH
Motivators for Retirement	**Financial** • Sufficient financial resources to live comfortably throughout my retirement years • Access to continued health insurance benefits provided by institution **Institutional/Professional** • Had reached age/felt it was time to retire • Sensed that I had completed my academic contributions • Assurance that my vacated faculty line would remain in the department • Access to phased retirement options **Familial/Personal** • Spouse/partner was also retiring or had retired • Desired to spend more time with family	**Institutional/Professional** • Increasing bureaucratization of university education • No longer enjoyed and/or felt fulfilled by work • Did not feel my contributions to the university were valued • Limited opportunity to make good use of my skills • No longer wished to cope with changing student demands • Personal concerns over my ability to learn/integrate new technologies into teaching and/or research **Familial/Personal** • Worried about my general health and wellness • Needed to care for family/relatives

retirees in open-ended comments included a desire to work longer to reduce household debt and build larger savings prior to retiring, uncertainties in the financial markets, inadequate savings due to starting careers at a late age, lack of assurance of a replacement hire, a desire to graduate remaining students, and finishing key research projects and grants (Table 5.2). Drawing from continuity and role theory principles, opportunities for continuation of roles in retirement that reinforce self-identity and sense of purpose would lessen the hold. For example, activities that allow individuals to use their intellectual capital and experience in meaningful ways, within or outside academia, on a paid or voluntary basis, may make a retirement decision easier.

Table 5.2. Motivators for Delaying Retirement

<table>
<tr><td></td><td colspan="2">HOLD</td></tr>
<tr><td>Maintain Employment</td><td><u>Institutional/Professional</u>

• Continuing to engage in intellectually stimulating work
• Strong sense of self-identification and/or purpose through my job
• Being an active member of the academic community</td><td><u>Financial</u>

• Insufficient financial resources to live comfortably throughout my retirement years
• Health insurance benefits provided by institution
• Maximizing upon the university's contribution (approx. 10%) to my DC pension plan

<u>Familial/Personal</u>

• (Not) Knowing what to do with my time in retirement
• (Still) Finding something rewarding to do after leaving SFU
• (Looking for) Other interests cultivated outside of work
• Fear of loneliness and depression</td></tr>
</table>

5.1.2. Utility of Institutional Support in Preparing Faculty Members for Retirement

Almost two-thirds of those who retired prior to the elimination of MR did so within a year of looking into SFU's retirement options. A pre-determined MR date (NRD) that would have been known far in advance provided ample time to get ready for this rite of passage:

> I was required to do so, which I had known for 35 years (#30, Male, 65, Pre-EMR), I had expected to retire at that age for several years so I was ready. I had completed revising my courses at that time (#49, Female, 65, Pre-EMR).

Some retired earlier in response to triggers such as unexpected health challenges, retirement of a partner, or a desire to do other things. Those who may have presumed the institution would take a proactive approach and help them prepare for retirement would have been disappointed. With nothing to seemingly "gain" through efforts in this area (i.e., faculty member had no choice but to retire), absence of pro-active institutional involvement and assistance on retirement matters may have become normalized. In contrast, almost two-thirds of those who retired after the elimination of MR spent over a year between looking into options and retiring; over a third began the information search process at least 3 years out. This pro-active effort demonstrates heightened awareness of personal responsibility for the retirement decision. From an institutional perspective, much can be gained by providing support to assist faculty with retirement decision-making – consistency of information across the institution, improved planning ability for faculty, better informed decisions that could open up faculty positions sooner, healthier life-long relationships with retirees, fulfilment of psychological contracts, etc.

Over half of those who retired prior to the elimination of MR did not attend any workshops, seminars or information sessions in the five years preceding their retirement. Back when MR was the norm, there may have been less of an incentive or perceived value in seeking information. With greater independence and control over the timing of their retirement, over half of those who retired after the elimination of MR attended two or more retirement workshops, seminars, or information sessions. The active seeking of assistance is indicative of greater awareness of this major decision. Institutional programming initiatives on topics such as financial planning and retirement options would be valuable to potential retirees as would greater awareness of existing resources such as the ability to use professional development funds (up to $750) for financial counselling as well as access to free retirement counselling through SFU's Employee and Family Assistance Program (EFAP).

As fund managers of the SFU Academic Pension Plan, Sun Life Financial offers a free 3-hour consultation with faculty members who may be contemplating retirement. A number of respondents who received this free consultation were not impressed by the "sales-pitch" like experience. Given recurring comments in this regard, the institution may wish to administer a user survey of such third-party providers to monitor the quality of their service delivery. This may be particularly relevant given SFU's recent transition to the BC College Pension Plan (BCCPP) with whom expectations are still evolving.

5.1.3. Perceived Utility of Existing Retirement Policies

Faculty who retired after the elimination of MR were significantly more satisfied by the ‘adequacy of time to transition into retirement’ and the ‘overall terms and conditions’ compared to those who retired prior to this change. This is not surprising given their newfound ability to control the timing of the decision and access to new alternatives such as phased retirement. Female faculty were significantly less satisfied than their male counterparts on several aspects of the retirement process, including ‘socio-emotional support received from academic administrators’, ‘access/response time from academic administrators’, their ‘ability to negotiate agreement options’ and availability of ‘support for questions along the way’. Mindful of gender inequities in other areas (e.g., salary), the dissatisfaction expressed on these specific items are important takeaways for monitoring and improvement. Giving priority to retirement as a topic in programming for academic administrators can help ensure these front-line leaders have baseline knowledge and awareness of various institutional resources they can turn to or share with their faculty (e.g., EFAP program) in a timely manner to alleviate adverse downstream impacts. Similarly, reinstating programming such as the retirement Open Houses may rekindle more campus-wide conversations on retirement, raise awareness of policies, options and procedures, and allow for partner/spouse participation.

Comments shared by those who retired prior to as well as after the elimination of MR reflect an underlying culture where lack of support and appreciation seems to have taken root. Comments from faculty who retired prior to the elimination of MR included scepticism about retirement related assistance being available at the institution, confirmed there had been minimal communications in this regard historically from the institution, and brought to light how the process for some felt very impersonal. Similar sentiments were expressed by those who retired after the elimination of MR. Initiatives to reshape culture are explored later in this Chapter. Others commented on poor experiences with the HR department at SFU. This may have arisen as faculty would typically have interacted with the Office of Faculty Relations (formerly Academic Relations) on most career related matters. With responsibility for administration of benefits for all union groups, HR’s procedures and timelines may have been unfamiliar to faculty. In some cases, HR may not have been the appropriate office to contact. A retirement checklist, proposed as a supportive initiative in this study, can help alleviate some of these challenges.

With the elimination of MR, control of the retirement decision is firmly in the hands of faculty. However, expecting them to manage a transition of such enormity on their own without changes to the status quo would not to be in the best interests of the institution. As seen in the following comment, faculty have busy lives and not everyone is as resourceful when it comes to such tasks:

> I wish there had been some programme of administrative contribution release (or even teaching release) so faculty could take time to research their retirement. I felt I never had enough time to engage fully with retirement planning, as it was just another add on to my usual exhausting load (#57, Female, 66, Post-EMR).

Another retired faculty member who happened to have served as an administrator added:

> I did nearly all of the planning myself with little institutional assistance. However, as a department chair, I provided a lot of assistance to other faculty members planning to retire, especially concerning financial issues (#75, Male, 70, Post-EMR).

With almost forty department chairs at SFU, pockets of such support, whilst valuable, only scratch the surface of the greater underlying need. With the temporal nature of administrator roles and the eventual retirement of this individual, it is unlikely that subsequent chairs within the department would have had the knowledge or ability to provide similar assistance to their faculty. Whilst this underlines the pressing need to integrate certain aspects of faculty retirement into the training provided to academic administrators, it also highlights valuable post-retirement roles that individuals such as this knowledgeable former department chair could have continued to play as a retired mentor, assisting faculty who may be contemplating retirement within their department, faculty or even across the institution.

With respect to the process at SFU, our office (Faculty Relations) receives paperwork associated with a faculty member's retirement. This information is then used to prepare a standard retirement letter for the President to sign. If the faculty member has held the rank of Professor for ten or more years, a letter will be prepared to recognize this achievement with the awarding of the title of Professor Emeritus. SFU's HR office is notified of the retirement to enable them to communicate on pensions and benefits related matters with the faculty member and to ensure the member is added to their invite list for an annual ceremony hosted by the President to honor retirees.[11] In addition to this, individual departments and schools may also host their own ceremonies to officially say goodbye to long-time colleagues for whom the retirement transition is now fully underway. These “rituals”, standard with every retirement, are well intended but may need to be revisited from time to time. As an example, the letter from the President was mentioned by some respondents as a sore point in that it was impersonal and left much to be desired. As a standard letter prepared by Faculty Relations, this can easily be improved to make it more personable. Within the context of mattering, the process can be revised to ensure sentiments of being valued and appreciated are integrated with personal career highlights when recognizing service.

The retirement ceremony was also cited as an area that can be revisited and improved:

> This is painful to admit, my department had a retirement function for me that was simply pitiful. No card, no gift, a few very short comments, some warm wine and cheese and crackers, and off you go. My wife attended with me and we were stunned that it was such a weak sendoff after 30 years. I might as well put this on the record because the University seems to be unaware or uncaring that some colleagues get a great send off, others like me get a weak send off, and no doubt some get nothing at all, and not always by choice I expect. A friend who worked in government said that these retirement dos work best when there are "shop floor rules" where everyone gets a basic send off: e.g., a card signed by colleagues, staff, students; a gift, however small, some tributes in the form of reviewing one's contributions, some humour, a bit of a gathering. … other than this vent about my send off, I am grateful for many things at the University and I continue to support philanthropic initiatives at SFU (#62, Male, 66, Post-EMR).

Both the letter and the retirement ceremony represent rituals that launch the official retirement of a faculty member. Failure to recognize and act upon these seemingly “small” and trivial matters can have significant downstream risks for institutional engagement and fund-raising efforts.

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[11] HR also sends a list of all retirees (staff and faculty) annually to SFURA for enrolment purposes.

5.1.4. Faculty Assessment of Post-Retirement Engagement with the Institution

As a carry over from their academic careers, over three-fifths of retirees continued with scholarly activities including writing and publishing books, chapters and journal articles, developing a new scholarly field, continuing research at SFU with graduate students, creating new programs, collaborating with colleagues in other countries on research projects, continuing committee work at SFU, helping with grant applications, supervising and mentoring graduate students, giving lectures, maintaining social/intellectual contacts with former grad students, and even setting up a new research centre in a different country. These varied activities confirm what is seen in the literature – faculty members do not stop being academics upon retiring. Many remain actively engaged in intellectual and scholarly pursuits for several years after their official retirement.

Although average ratings of SFU's engagement efforts were not generally high, (i.e., within the "satisfied-very satisfied" range), respondents were most satisfied with 'maintaining friendships with SFU colleagues' and 'continued access to university resources and support'. It is important to recognize that, as one respondent stated: "retirees are not a homogeneous group with respect to the need for engagement". Although most shared feedback on areas where they felt improvements were needed, there were some who felt "engagement is fine", "I'm perfectly content with the amount of engagement I have" and some others who were "not interested in maintaining contact with retired faculty members", "not interested in having any relationship with SFU now, except for my friends", "not interested in engagement".

One of the retirees who was least satisfied with respect to 'continuing to feel valued as a member of SFU's academic community shared the following comment:

> I am a very healthy, fit and engaged person who has been asked to contribute nothing but money to SFU since retirement. I had hoped there would be legitimate reasons to return to the campus in other roles but they have not happened. Consequently, I feel my 'best before date' has expired when it comes to connections with SFU. As a result, I have cast many of my efforts towards other academic institution and community support endeavors that might otherwise have been directed towards the place where I worked so passionately and proudly in the past. In my case, so much for the University mantra of community engagement (#61, Male, 69, Post-EMR).

When asked how SFU can enhance its current engagement with retired faculty, several aspirations were shared by respondents including creation of retiree roles that utilized their skills and expertise to address various needs as well as maintaining personal and research linkages, These sentiments are captured exquisitely in the following suggestion that SFU:

> Develop a more comprehensive programme that focuses on capturing and retaining the interest, commitment and wide-ranging contributions that retired faculty can make to the institution. Not only will it provide social, economic and vitality benefits to the University, but it will also give retirees a sense of sustained worth, and legacy opportunities in this new phase in their lives. This starts with gaining a clear understanding of the needs and aspirations of retirees (with respect to further engagement with SFU) and then proceeds to matching messaging and programming towards activities that align with those needs (#61, Male, 69, Post-EMR).

This suggestion ties in really well with some of the initiatives discussed later in this chapter.

The academic work opportunity rated as being most important to retirees was 'involvement in research projects as collaborators/advisors'. Those who retired prior to the elimination of MR placed greater importance on mentoring/advising students, being able to continue teaching and participating in the development of academic programs whereas more recent retirees expressed greater interest in mentoring new/junior faculty, serving on university committees and in administrative/advisory roles. As such, these findings are consistent with the literature which shows that faculty seek continuity and do not disengage from all activities that have been an integral part of their career roles upon retirement. Many remain engaged intellectually and seek opportunities to continue to contribute and remain connected with the institution where identities were shaped during their working lives. As seen in the advice a respondent would give to a colleague to better prepare for retirement, faculty also recognize they have a part to play in nurturing the faculty-institution relationship:

> Stay in communication with the University, especially your own Department/Faculty. Do so purposefully and be prepared to work at it rather than "not being bothered to do so (#85, Male, 65, Pre-EMR).

The desire on the part of these retirees to contribute in meaningful ways is an important takeaway from this study. An institution can make considerable inroads in advancing faculty initiatives by creating enabling environments. This will be relevant for discussions around institutional and departmental cultures that will be explored later in this chapter.

5.1.5. Additional Support Institutions Could Provide to Assist Faculty Members at Various Stages of Retirement

When asked about the likelihood of using potential pre-retirement resources, participants identified a retirement checklist, confidential personalized consultation with a retirement advisor, financial planning seminars pertaining to retirement, and a customized retirement proposal as options they would likely have used had these been available to them. Those who retired after the elimination of MR would have also taken advantage of the opportunity to have a retired faculty member walk them through the process, attended seminars on non-financial aspects of retirement and used the services of a retirement coach. Other helpful resources mentioned by respondents included a transition plan for space/equipment, financial planning assistance earlier in their careers, information around digitization of files as well as identifiable and meaningful ways to remain connected. Institutions that are willing to be pro-active in providing support have numerous opportunities to do so - many of which could be implemented fairly quickly and at minimal cost.

Although retired, a large proportion of faculty members remain actively engaged in research. Many also share concerns about retaining a sense of self-identity and seek to maintain ongoing engagement with their academic, social and institutional networks. It can be challenging for those who head into retirement without having attended to these needs:

> It has been difficult to construct a post-retirement identity, more so than I expected (#57, Female, 66, Post-EMR).

Institutional resources that facilitate retention of self-identity and sense of purpose remain high in importance. Irrespective of when they retired, the top 5 resources identified to be of most importance to retirees included retention of computing ID/e-mail accounts, health care benefits, accessing library materials, free software available for download and Emeritus status. As several of these are already being provided to retirees – it is important that these resources be maintained, strengthened, protected and enhanced where possible.

Based on retirement timing, interesting perspectives on post-retirement engagement preferences are seen in responses of those who retired prior to or after the elimination of MR. With the passage of time, those who retired prior to the elimination of MR appear to have a greater appreciation for the importance of maintaining and furthering their intellectual and social networks through access to research funding, an Emeriti College and a campus Retiree Centre for faculty. On the other hand, more recent retirees were significantly more likely to value the use of 'professional development funds for up to 2 years post-retirement' in addition to 'research funding for retired faculty' as alternate resources to replace grants and other funding that may have ended with their relatively recent retirement. As seen in the work done by Emeriti faculty in California (Council of University of California Emeriti Associations, n.d.), institutional resources channeled towards assisting retirees with their academic pursuits can not only benefit the retirees but also positively impact institutional recognition and reputation.

5.2. The SFU Retirees Association

In the absence of institutionally mandated involvement in programming for their retirees, the work done by the SFURA (dating back to their establishment in 1998) has played a key role in enabling and sustaining institutional connection with faculty and staff retirees. Their advocacy, programs and initiatives done on shoestring budgets and primarily on a voluntary basis have played a crucial role for almost 25 years. As the university has aged, the number of retirees has increased and greater assistance will be needed for their work. Drawn from their membership, participants in this study provided added insights on what the association represents to them. In particular, respondents found SFURA filled a valuable niche as an institutional and social interface and often, primary information source; an entity that was very helpful and effective in keeping its members in touch but that did not limit its membership to retired faculty. Mention was made of the possibility of dividing the SFURA into faculty and staff divisions, and to have some retired faculty events hosted by the institution instead. The expressed need for the institution to get more involved with retirees is timely.

Several respondents expressed a readiness to assist as mentors to those seeking retirement support which bodes well should institutional initiatives for pre-retirement faculty be forthcoming. Some also expressed the need for increased institutional support for the SFURA which, as an association financed through dues, is heavily under-resourced. Asked about their assessment of engagement with SFU, a number of respondents expressed contentment – however, the extent to which these sentiments may have been influenced by SFURA's underlying role cannot be overlooked as seen in the response below to Question 19 (re: Satisfaction with SFU's engagement):

> Answers above refer to SFU as an institution. SFU retirees association on the other hand has been very helpful and effective and would get "very satisfied" from me in most of these categories (#26, Male, 69, Post-EMR).

The above comment underlines how influential SFURA's role has been in positively shaping retiree perspectives of "SFU". It also raises the question of what SFU's relationship with its retirees might be like today had SFURA not been part of the institutional fabric since 1998. Institutional efforts in nurturing relationships with Alumni are in stark contrast to the commitment to their retirees (or lack thereof) but SFU, as a post-secondary institution, is not alone in this regard given the crucial role Alumni play in the bigger picture and in their sheer numbers (160,000+ and counting). With increased present-day focus on People at SFU, and on perspectives related to equity, diversity and inclusion, an opportunity exists to ensure those who have served the institution for most of their working life, many of whom continue to remain engaged with their academic pursuits in retirement, are not marginalized and on the outside looking in. Options for encouraging, coordinating and utilizing retiree capacities in mutually beneficial ways for retired faculty and the institution will be discussed in this chapter.

5.3. The SFU Faculty Association – Pension Plan Changes

Financial considerations are a primary concern for faculty (and anyone in general) who may be considering retirement. Female retirees in particular were significantly concerned about financial security to live comfortably through retirement. The pension plan at SFU posed major challenges as seen in the following comments:

> The economic circumstances at my NRD were terrible … returns on my pension … poor at that time … pension plan at SFU at the time was the problem … defined contribution, not defined benefit ... particularly important for women who had children and entered the profession about 10 years later than most men (#115, Female, 71, Post-EMR), financially, 2009 was the worst time to retire … after 2007/2008 market melt down (#13, Female, 66, Post-EMR), would have continued to work longer give the precarious situation a defined contribution pension plan creates for retirement income

(#57, Female, 66, Post-EMR), uncertainty about the equity market and low annuity rates (#75, Male, 70, Post-EMR) and might have well left earlier if we had a better pension plan (#90, Female, 66, Post-EMR).

On July 1, 2021, SFU's faculty transitioned from a defined contribution pension plan to a defined benefit pension plan, culminating efforts that began in 2014 in response to faculty concerns about retirement income (similar sentiments to those seen above). SFU's Academic Pension Plan (managed by Sun Life Financial) is a defined contribution plan where investment risks are borne by a faculty member and subject to market uncertainties. Retiring when markets are down can have dire consequences. The BCCPP, identified as a viable alternative by SFUFA as far back as 2014, is a defined benefit pension plan that provides members with a guaranteed retirement income stream. A formula based on years of service and highest five-year average salaries, is used to determine the monthly pension which is guaranteed for life, indexed to inflation and helps alleviate financial concerns. Both SFU and the faculty member make bi-weekly contributions of just over 10% of pensionable earnings. For members, this reduction in take home pay (or forced savings) is redirected towards their future retirement. There is anticipation that members will start to retire earlier resulting in turnover and long-term savings to the University. The defined benefit plan is also expected to make SFU more attractive from a recruitment perspective. Financial considerations will always remain a concern for potential retirees, but the certainty of future retirement streams is a significant improvement due to SFUFA's effort.

5.4. Reframing Retirement – the 4S Transition Model

Faculty retirement tends to be a drawn-out process consisting of pivotal decisions as one advances through the late stages of their career. Each faculty member has different considerations, life experiences, expectations, responsibilities, and needs when thinking about retirement. Research has shown professional considerations (e.g., maintaining connection to an intellectual community) may be as important as financial factors in retirement decisions, and a large number of faculty are reluctant to retire for lack of desirable alternative to working full-time. The elimination of MR has empowered faculty to make this career-ending decision based on various intrinsic and extrinsic motivators, but the irrevocability of the retirement decision adds further complexity in determining the right time. Self-agency has been shown to play a major role in retirement adjustment as faculty who invest time and effort to plan for this eventuality during pre-retirement tend to make a smoother transition into retirement. These planning efforts can be aided considerably through institutional support in this area.

The 4S Transition Model provides a structure to contextualize influential variables, as well as a greater understanding of unique factors affecting an individual's assets and liabilities within the transition. Each table below (Table 5.3 – Table 5.5) illustrates how proposed institutional support interventions interact with various hold, pull and push factors to enhance faculty self-agency and facilitate transition through the pre-retirement, retirement and post-retirement stages. These interventions influence the asset balance for faculty through enhancements to the self, situation, support and/or coping strategy resources.

Table 5.3. 4S Transition Model Support Implications - Hold Factors

Faculty Concerns	**Institutional Support Initiatives**	**4S Implications**
• Continue to engage in intellectually stimulating work • Strong sense of self-identification and/or purpose through my job • Being an active member of the academic community	• Funding for research in retirement • Continued access to professional development funds in retirement • Emeriti College • Phased retirement options • Retiree Centre • Actively involving retirees in campus life	• Empowering self by providing some strategies to allow for continuation of work in retirement • Building connections with community of like-minded individuals at the institution • Providing funding to reduce personal costs • Ensuring retirees feel part of the community
• (Not) Knowing what to do with my time in retirement • (Still) Finding something rewarding to do after leaving SFU • (Looking for) Other interests cultivated outside of work • Fear of loneliness and depression	• Developing a plan for institutional involvement in retirement • Retirement counselling • Phased retirement options • Volunteer opportunities at SFU and beyond • Retiree Centre • Partner with a retired faculty to serve as a mentor • Actively involving retirees in campus life	• Empowering self and providing some strategies to create a plan for retirement activities • Maintaining connections with SFU • Providing psychological counselling to help with preparations for this phase • Developing retiree engagement initiatives

Table 5.4. 4S Transition Model Support Implications - Pull Factors

Faculty Concerns	Institutional Support Initiatives	<u>4S Implications</u>
• Having sufficient financial resources to live comfortably throughout my retirement years • Access to continued health insurance benefits provided by institution	• Series of financial planning seminars • Funding for research in retirement • Continued access to professional development funds in retirement. • Information sessions by HR on post-retirement benefits	• Empowering self and providing some strategies by increasing financial literacy and planning efforts • Providing some funding to enhance research and professional development to reduce personal costs • Improving awareness of various benefit plans and options
• Had reached age/felt it was time to retire • Sensed that I had completed my academic contributions • Assurance that my vacated faculty line would remain in the department	• Legacy projects • Retiree Centre • Actively involving retirees in campus life • Phased retirement options	• Empowering self by validating and acknowledging service contributions • Ensuring they are provided with support as they wind down their career

Table 5.5. 4S Transition Model implications Support - Push Factors

Faculty Concerns	Institutional Support Initiatives	<u>4S Implications</u>
• Increasing bureaucratization of university education • No longer enjoyed and/or felt fulfilled by work • Did not feel my contributions to the university were valued • No longer wished to cope with changing student demands • Personal concerns over my ability to learn/ integrate new technologies into teaching and/or research • Limited opportunity to make good use of my skills	• Retirement counselling • Partner with a retired faculty to serve as a mentor • Counselling services on issues related to wellness, and other challenges faced by aging faculty • Volunteer opportunities at SFU and beyond • Legacy projects • Retiree Centre	• Empowering self by identifying strategies to alleviate some of the pressing concerns and possibly improve the situation • Finding ways to revitalize faculty member if they still feel productive or facilitate retirement transition with appropriate support if they have made the decision to leave

5.5. Institutional Culture Towards Late-Career Faculty and Retirees

Feedback from respondents who spent a considerable part of their working life at the institution provided insights into their perceptions of SFU's institutional and departmental cultures towards late-career stage faculty and retirees. Based on comments such as the following:

> I asked for help moving my office and research files, > 35 boxes, to my basement. This was denied by my DA. I had to do it myself. It was a lot of work for someone aged over 70. I do not understand why SFU would not help (#105, Male, 65, Pre-EMR).

> The deadline for the PD allowance was too early. When I tried to submit my claim in December, it was too late. If the university values retired faculty members continuing contribution to the university and the society, retiring faculty members should be receiving PD allowance without making the deadline one month … [before their retirement]. The policy says that expenses incurred close to the retirement day will not be reimbursed. Does it mean that our academic life ends as of the retirement day? (#53, Female, 62, Post-EMR).

SFU's culture towards its retirees and faculty in the late stages of their career seems to fall somewhere between the "burden-based" and "forgotten-retiree" categories in Kezar's (2018) classification. Institutional support and resources are available to assist faculty starting their careers and mid-career as they navigate other key career milestones but are visibly lacking when it comes to preparation for the transition into retirement. The psychological contract between faculty member and the institution can be fulfilled to a greater extent through various supportive initiatives explored in this study.

The elimination of MR and increased institutional awareness on issues of community engagement and EDI initiatives warrants added consideration about reshaping culture towards retirees. As stated on SFU's HR page:

> SFU is a founding partner with the Canadian Centre for Diversity & Inclusion and is a Regional Partner with Pride at Work Canada. Ensuring our campuses are welcoming places and that all employees feel a sense of belonging, inclusion, fairness and mutual respect, is a priority. (SFU Human Resources, n.d.)

It is important to ensure retirees are treated equitably in retirement as they were when employed at SFU. The assurance of belonging, inclusion, fairness and mutual respect should still be afforded to them. Having served the institution for up to 20, 30, 40 or more years, retirees bring diversity, wisdom, expertise and intellectual capital that the SFU community can draw upon, and reciprocate, to enhance sense of purpose and mattering. An institutional culture where retirement is embedded in the career life cycle of faculty fosters healthy discussion of transitions without stigma and helps nurture enduring relationships between retirees and the institutions. Developing a culture where conversations around retirement are normalized enhances faculty self-agency with respect to retirement decision-making. Ensuring late-career stage faculty are provided with appropriate support for personal and institutional success provides reassurance they matter, are valued, appreciated and respected.

The UMMS championed culture change pertaining to late-career stage faculty and retirees through broad consultation with faculty leaders and retired faculty to help identify barriers to successful retirement. Based upon their findings, policies, programs, and resources to better align faculty and institutional needs and tasks were developed, and implementation is underway to better meet the needs of their late-career faculty. Drawing from the UMMS experience, proposed approaches to reshape SFU's institutional culture towards late-career stage faculty and retirees are presented in this section.

5.5.1. Developing a Retirement Culture at SFU

Retiree-Institution relationships can be developed on the basis of intellectual capital, expertise, social and professional networks and the desire of the retired faculty to remain involved and engaged with their academic community. When asked about academic work options they could participate in as retirees, respondents identified several that were of particular importance and interest to them including involvement in research projects as collaborators/advisors, mentoring/advising students, providing services for remuneration, mentoring new/junior faculty, serving in administrative/ advisory roles, serving on university committees, continuing to teach, volunteering as speaker/liaison to alumni/community groups, participating in community engagement events and development of academic programs. Fostering an engaged and cohesive retiree community can help an institution recruit and retain faculty at all stages of the career life cycle by making it a desirable workplace for academics.

SFU's Academic Operations include eight Faculties (Figure 5.1). Three of these are non-departmentalized whilst the remaining five are comprised of various departments and schools. SFU's Librarians and Archivists are also considered faculty members of SFUFA and by extension, SFURA upon retirement. Initiatives discussed for faculty are applicable to them too. In the rest of this section, 'faculty' refers to a faculty member whereas 'Faculty' with a capital 'F' refers to an Academic Unit.

1. Faculty of Applied Sciences
- Computing Science
- Engineering Science
- Mechatronic Systems Engineering
- Sustainable Energy Engineering

2. Faculty of Arts and Social Sciences
- Criminology
- Economics
- English
- French
- Gender, Sexuality, and Women's Studies
- Gerontology
- History
- Humanities
- Indigenous Studies
- Labour Studies Program
- Linguistics
- Philosophy
- Political Science
- Psychology
- School for International Studies
- School of Public Policy
- Sociology and Anthropology
- Urban Studies Program
- World Languages and Literature

3. Beedie School of Business

4. Faculty of Communication, Art and Technology
- Communication
- Publishing Program
- School for the Contemporary Arts
- School of Interactive Arts and Technology

5. Faculty of Education

6. Faculty of Environment
- Archaeology
- Environmental Science
- Geography
- Resource and Environmental Management

7. Faculty of Health Sciences

8. Faculty of Science
- Biological Sciences
- Biomedical Physiology and Kinesiology
- Chemistry
- Earth Sciences
- Mathematics
- Molecular Biology and Biochemistry
- Physics
- Statistics and Actuarial Science

Figure 5.1. Faculty and Departments/Schools at SFU

SFU also houses portfolios managed under the auspices of various Vice-Presidents (Figure 5.2). As will be discussed shortly, each portfolio can play an important institutional role in reshaping culture towards late-career and retired faculty.

Various Portfolios at SFU (similar ones likely exist at other Universties)					
Academics	Advancement & Alumni Engagement	External Relations	Finance & Administration	People, Equity & Inclusion	Research & International
Faculties/Departments/Schools * Graduate & Post-Doctoral Studies * Students and International * Learning and Teaching * Faculty Relations *					

* select units within this portfolio highlighted

Figure 5.2. Faculty and Departments/Schools at SFU

5.5.2. Current Models for Institutional-Faculty Initiatives

Current practices in the Advancement and Alumni Engagement (AAE), Research and International (RI) and Academics portfolios provide examples that could be adapted for retiree initiatives, Each of these areas has representation at the Faculty levels that serves as a beacon. In terms of AAE, each Faculty has an Advancement Officer (AO) tasked with advancement related responsibilities. For example, an AO in the Faculty of Applied Science; another in the Faculty of Science, etc. Similarly, with respect to RI, each Faculty has a Research Grant Facilitator (RGF) tasked with provision of appropriate services to faculty members. RGFs and AOs are staff appointments with these responsibilities integrated into their positions. An initiative of the Academics portfolio that was introduced about a decade ago, Faculty Teaching Fellows (FTF) are faculty members appointed into this role in each Faculty (typically one per Faculty). Provided with an annual stipend of around $10K for this additional work, their primary role is to support the continued improvement of teaching and learning within their Faculty in an effort to help address the challenges that instructors face. Outcomes from the work undertaken by FTF’s are communicated across the Faculty. FTFs also provide an important channel of communication between the Faculty and higher administrative units that focus on teaching across the institution.

5.5.3. Faculty Retirement Fellows

I am proposing the creation of a similar role to a FTF but tasked with retirement related work situated in each academic unit (Faculty or Department/School). Designated as a “Faculty Retirement Fellow” (FRF),[12] an individual assuming this role could be a late-career stage faculty member who could take on this role as part of their service commitment and/or be provided with a stipend. Alternately, the individual could be a retired faculty member provided with a small honorarium, stipend, or serve in a voluntary capacity. Another possibility could be integrating the role into an existing staff members position. Figure 5.3 provides an illustration of what this might look like at the Faculty level.

1. Faculty of Applied Sciences
Computing Science
Engineering Science
Mechatronic Systems Engineering
Sustainable Energy Engineering

2. Faculty of Arts and Social Sciences
Criminology
Economics
English
French
Gender, Sexuality, and Women's Studies
Gerontology
History
Humanities
Indigenous Studies
Labour Studies Program
Linguistics
Philosophy
Political Science
Psychology
School for International Studies
School of Public Policy
Sociology and Anthropology
Urban Studies Program
World Languages and Literature

3. Beedie School of Business

4. Faculty of Communication, Art and Technology
Communication
Publishing Program
School for the Contemporary Arts
School of Interactive Arts and Technology

5. Faculty of Education

6. Faculty of Environment
Archaeology
Environmental Science
Geography
Resource and Environmental Management

7. Faculty of Health Sciences

8. Faculty of Science
Biological Sciences
Biomedical Physiology and Kinesiology
Chemistry
Earth Sciences
Mathematics
Molecular Biology and Biochemistry
Physics
Statistics and Actuarial Science

= RGF, AO, FTF or FRF.

Figure 5.3. Shaping Institutional and Faculty Culture

[12] Possible responsibilities associated with this role could include compilation of a list of all retired faculty since the inception of the University in 1965, recognizing those who retired as Emeriti; re-establishing contact with these members; affording them visible presence on department web pages; inclusion in various planned and organized events; enlisting them on departmental mailing lists; identifying their needs and interests related to institutional engagement, compiling a list of paid and unpaid opportunities that may be of interest to them; identifying opportunities to serve on various committees; developing a list of mentoring opportunities with students/junior faculty, etc.

An alternate model, one that would have greater impact on influencing departmental culture, is shown in Figure 5.4. In this configuration, a FRF would be appointed in each department or school. As mentioned earlier, the FRF could be an existing faculty member, a retiree or a staff person.

1. Faculty of Applied Sciences
- Computing Science
- Engineering Science
- Mechatronic Systems Engineering
- Sustainable Energy Engineering

2. Faculty of Arts and Social Sciences
- Criminology
- Economics
- English
- French
- Gender, Sexuality, and Women's Studies
- Gerontology
- History
- Humanities
- Indigenous Studies
- Labour Studies Program
- Linguistics
- Philosophy
- Political Science
- Psychology
- School for International Studies
- School of Public Policy
- Sociology and Anthropology
- Urban Studies Program
- World Languages and Literature

3. Beedie School of Business

4. Faculty of Communication, Art and Technology
- Communication
- Publishing Program
- School for the Contemporary Arts
- School of Interactive Arts and Technology

5. Faculty of Education

6. Faculty of Environment
- Archaeology
- Environmental Science
- Geography
- Resource and Environmental Management

7. Faculty of Health Sciences

8. Faculty of Science
- Biological Sciences
- Biomedical Physiology and Kinesiology
- Chemistry
- Earth Sciences
- Mathematics
- Molecular Biology and Biochemistry
- Physics
- Statistics and Actuarial Science

= Faculty Retirement Fellow.

Figure 5.4. Shaping Institutional and Departmental Culture

5.5.4. Retirement Transition Support Initiatives

Based on challenges identified in the literature, results from the online survey and personal perspectives based upon years of working as an institutional researcher, various support initiatives for encouraging, coordinating and utilizing retiree capacities in ways which benefit both retirees and the institution during the pre-retirement, retirement and post-retirement stages are proposed in this section.

<u>Support Initiatives for Pre-Retirement</u>

> Financial planning seminars on the implications of retirement, confidential personalized consultation with retirement advisor at SFU, seminars on non-financial aspects of retirement, access to a retired faculty member to walk

one through the process, assistance with customizing a personalized retirement proposal for institutional approval, assistance with customizing a personalized plan for post-retirement engagement with SFU, session with a retirement coach, seminar on wills & estates, session on the psychology of retirement with Homewood Health (EFAP provider), development of a series of recorded interviews with retired faculty on their transition into retirement that can be placed online for viewing 24/7 by anyone who wishes to keep private their retirement considerations.

Support Initiatives for the Transition into Retirement

Assistance with completion of forms, management of research grants, assistance with completing a culminating project (e.g., digitize collection of work), coordinating counselling services on issues related to wellness, caregiving and other challenges faced by aging faculty, identifying possible sources to assist with moving costs.

Support Initiatives for Post-Retirement

Maintain database of paid and unpaid opportunities at SFU and outside SFU, up to date calendar of community engagement events, assistance with application for research funding for retired faculty, assistance with accessing professional development funds, organizing events for Emeriti faculty, as well as notification of opportunities to: serve on university committees and/or in administrative/advisory roles, assist with the development of academic programs, teach, mentor new/junior faculty, mentor/advise students, participate in community engagement events, get involved in research projects as collaborators/advisors, volunteer in areas such as student recruitment, tutoring, as speaker/liaison to alumni/community groups as well as in institutional fundraising roles

Advocating for/identifying resources for retirees who may need: help with submitting grant proposals, funds to support research, clarification about Emeritus status, lab/studio space, information on tuition waiver for self, partner, dependents, to retain computing ID/e-mail account, access library materials, health care benefits from institution, financial counselling services, free software available for download, dedicated campus space for retired faculty to meet, personal counselling services, senior housing located close to the campus, information on or assistance in planning socializing events on campus, access to office amenities (e.g. space, computers, photocopying, etc.), to attend wellness, recreational, social, fitness activities, attend seminar/lectures/workshops/topical sessions.

These support initiatives are summarized by retirement phase in Figure 5.5. These could be selectively introduced based on developmental effort, ease of implementation, cost and mutual agreement with other stakeholders (where applicable). From an overall institutional perspective, multiple benefits can be derived from facilitating faculty transitions into retirement and nurturing post-retirement engagement.

PRE-RETIREMENT	RETIREMENT	POST-RETIREMENT
Retirement checklist	Retaining computing ID/e-mail account	Professional development funds for up to 2 years post retirement
Confidential personalized consultation with retirement advisor at SFU	Accessing library materials	Research funding for retired faculty
Financial planning seminars on the implications of retirement	Health care benefits from institution	Involvement in research projects as collaborators/advisors
Ability to customize a personalized retirement proposal for institutional approval	Free software available for download	An Emeriti College for faculty retiring with Emeritus designation
Access to a retired faculty member to walk you through the process	Emeritus status	Database of paid and unpaid opportunities at SFU and outside SFU
Seminars on non-financial aspects of retirement	Funds to support research	A campus Retiree Centre for faculty
Access to a professional retirement “coach”	Attending seminar/lectures/workshops/ topical sessions	Community engagement events
Institutional assistance with completing a culminating project (e.g. digitize collection of work)	Tuition waiver for self, partner, dependents	Mentoring/advising students
Ability to customize a personalized plan for post-retirement engagement with SFU	Access to office amenities (e.g. space, computers, photocopying, etc.)	Providing services for remuneration
Counselling services on issues related to wellness, caregiving and other challenges faced by aging faculty	Socializing events on campus	Mentoring new/junior faculty
Online access to recorded interviews with retired faculty on their transition into retirement	Obtaining lab/studio space	Serving in administrative/advisory roles
	Dedicated campus space for retired faculty to meet	Serving on university committees
	Financial counselling services	Continuing to teach
	Help with submitting grant proposals	Volunteering as speaker/liaison to alumni/community groups
	Attending wellness, recreational, social, fitness activities	Participating in community engagement events
	Senior housing located close to the campus	Development of academic programs
	Personal counselling services	Volunteering in areas such as student recruitment, tutoring
		Volunteering in institutional fundraising roles

Source:
Pre-retirement (Table 4.17); Retirement (Table 4.18); Post-Retirement (Tables 4.19 and 4.20)

Figure 5.5. Potential Support Initiatives for Retirement Transition and Post-Retirement Engagement at SFU

5.5.5. Bringing it All Together

Four common purposes for retired-faculty organizations include continued opportunities for learning; maintaining of social connections and institutional ties; support for ongoing academic engagement and scholarly productivity; and opportunities for service to the university, community, or larger society (Baldwin & Zeig, 2012). As described below, the structure of the retired-faculty organizations at the University of Toronto as well as at UBC have evolved over time to better serve and further institutional benefit from the intellectual capital and experiences of their retirees.

5.5.5.1. University of Toronto's Senior College

Concerns over pension and benefits led to the founding of the Retired Academics and Librarians of the University of Toronto (RALUT) in 2001. A successful one-day symposium themed around the ongoing research of University's retirees held by RALUT in 2005 resulted in the creation of an annual event than ran for several years. Wishing to remain active in intellectual pursuits, RALUT's Senior Scholars committee researched arrangements that were in place at universities in the United States and established a Senior College in 2010. With this new structure serving as a voluntary community of retired academics and librarians working to preserve ties to the university, promote continued research and facilitate the exchange of intellectual capital, RALUT was disbanded (University of Toronto, n.d.).

In 2005, the UoT and the UTFA reached agreement to end mandatory retirement. For its part, the University established an Academic Retirement Centre (ARC) with provision of office space and administrative support. Based on a five-year review of the it's operations, an advisory committee recommended the ARC be renamed the Senior College Centre and its activities be merged with those of Senior College. These recommendations were accepted by the Vice-President and Provost of the UoT and implemented in 2015. Today, Senior College represents a community of retired UoT academics and librarians that grows annually as all retirees automatically become members. No fees are charged for membership but those seeking more active engagement in the College's academic programs can opt to become a Fellow by paying an annual fee. Drawing upon the valuable knowledge and experience of their retirees, the College offers vibrant academic programming consisting of weekly lectures, a monthly book club, a yearly symposium as well as informal social networking activities such as Coffee hour discussions and "Meet your colleagues"[13] (University of Toronto, "n.d.").

5.5.5.2. UBC's Emeritus College

Residing in the Office of the Provost and Vice-President Academic, UBC's Emeritus College was approved in 2018 by the University's Board of Governors and Senate. With a healthy membership of 1,704 faculty (2020-2021), it represents the only fully recognized academic unit representing emeriti in Canada. Replacing the UBC Association of Professors Emeriti (UBCAPE) that had been established in 1988, the Emeritus College promotes the continued intellectual, scholarly and social involvement of retired faculty; supports members and senior academic administrators in their transition into retirement; and enables UBC emeriti to continue their vital contributions to the university. An established endowment fund enables delivery of projects and programming, including financial subsidies for emeriti who continue scholarly activity, lectures and seminars on transitions to retirement, a visiting emeritus scholar and senior scholar lecture series, and financial awards for the distinguished contributions of emeriti who are active in the community and scholarly activity. A new, dedicated space for the college is also in the planning stages (UBC, n.d.).

5.5.5.3. Potential Retiree Centre at SFU

Unlike UBC which was established in 1908, SFU's complement of Faculty Emeriti is much smaller. Based on this, a Retiree Centre (or Retirement Centre) may warrant initial institutional consideration as a retired-faculty organization to support retirees and late-career faculty, within an SFU context. Parallel efforts towards establishing an Emeriti College at SFU could also be undertaken as discussed later in this section. Providing an array of services and opportunities, the Retiree Centre would enable greater faculty and retiree self-agency with which to navigate situations encountered during the pre-retirement, retirement or post-retirement stage. As a designated institutional resource for pre-retirement related matters, the Retiree Centre could provide

[13] Detailed programming listed on the Senior College website includes Weekly Seminars, Monthly Colloquia, Book Club, Summer Discussion Series, Outings, Annual Symposium, University-in-the Community (a joint initiative that provides free university-level non-credit education to Torontonians who for financial, health, family or other reasons are unable to attend university), Continuing Research and Scholarship, Senior Scholars Annual, Research Grants.

centralized access to an array of support initiatives to help faculty cope with retirement related challenges. It could also provide active and retired faculty with a drop-in venue for conversations with the Centre's staff on issues of interest or concern to them. As envisioned, the Retiree Centre would co-ordinate the efforts of the various FRF's and provide an important node of connection between administrations and retirees. It would seek and make available various resources and opportunities of interest to retirees, and work in tandem with the SFURA to ensure the ongoing social and intellectual needs of retirees are met. Tasked with housing and administering several initiatives, the Retiree Centre would serve as an important institutional hub to positively influence retirement culture at a Faculty (Figure 5.6) or Departmental level (Figure 5.7). The rest of this section examines some spokes and possible institutional relationships in greater detail.

5.5.5.4. Retiree Centre – SFURA

The SFU Retiree Association has served as the de facto institutional representative for retired faculty and staff engagement for almost 25 years. Over this time, it has provided opportunities for learning through various programming efforts and nurtured, enriched and enhanced social connections and institutional ties with limited resources. The Retiree Centre would not replace these aspects of what SFURA does. Instead, it would seek to enhance pre-retirement support, coordinate efforts to facilitate ongoing academic engagement and scholarly productivity by retirees as well as identify and help coordinate opportunities for retirees to serve the university, community, and larger society. The Retiree Centre would work closely with the SFURA to identify members for roles such as FRFs, mentors for prospective retirees, as well as explore possibilities for joint programming ventures. Wherever possible, the Retiree Centre would provide support to the SFURA to further their efforts and success.

5.5.5.5. Retiree Centre – AAE, RI

The Advancement teams at Universities play a crucial role and the success of their outreach efforts depend in varying extents on meaningful relationships nurtured over the years with students, alumni, staff, faculty and retirees. The Council of the University of California Emeriti Associations (CUCEA) surveys its members (emeriti faculty) every three years on their academic and related activities. When viewed in the aggregate, the output of these retirees between 2018–2021 was equivalent to that of a major university.

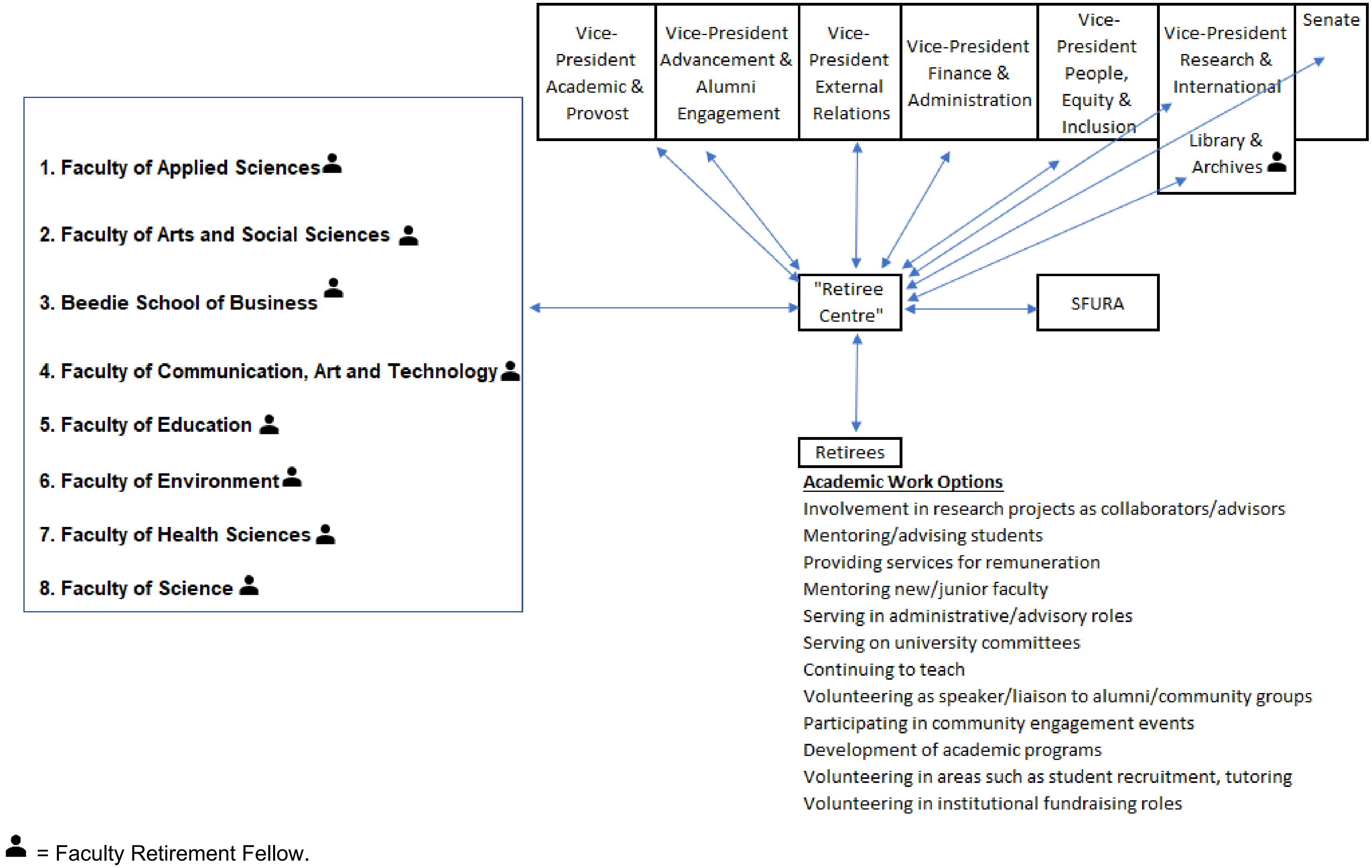


Figure 5.6. Retiree Centre in Operation – Faculty Level

1. Faculty of Applied Sciences
- Computing Science
- Engineering Science
- Mechatronic Systems Engineering
- Sustainable Energy Engineering

2. Faculty of Arts and Social Sciences
- Criminology
- Economics
- English
- French
- Gender, Sexuality, and Women's Studies
- Gerontology
- History
- Humanities
- Indigenous Studies
- Labour Studies Program
- Linguistics
- Philosophy
- Political Science
- Psychology
- School for International Studies
- School of Public Policy
- Sociology and Anthropology
- Urban Studies Program
- World Languages and Literature

3. Beedie School of Business

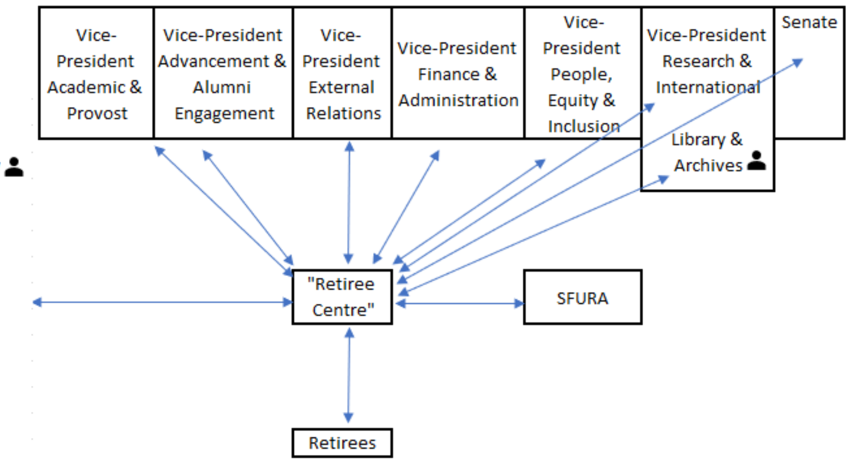
4. Faculty of Communication, Art and Technology
- Communication
- Publishing Program
- School for the Contemporary Arts
- School of Interactive Arts and Technology

5. Faculty of Education

6. Faculty of Environment
- Archaeology
- Environmental Science
- Geography
- Resource and Environmental Management

7. Faculty of Health Sciences

8. Faculty of Science
- Biological Sciences
- Biomedical Physiology and Kinesiology
- Chemistry
- Earth Sciences
- Mathematics
- Molecular Biology and Biochemistry
- Physics
- Statistics and Actuarial Science



Academic Work Options
- Involvement in research projects as collaborators/advisors
- Mentoring/advising students
- Providing services for remuneration
- Mentoring new/junior faculty
- Serving in administrative/advisory roles
- Serving on university committees
- Continuing to teach
- Volunteering as speaker/liaison to alumni/community groups
- Participating in community engagement events
- Development of academic programs
- Volunteering in areas such as student recruitment, tutoring
- Volunteering in institutional fundraising roles

= Faculty Retirement Fellow.

Figure 5.7. Retiree Centre in Operation – Departmental Level

Drawing inspiration from the remarkable aggregate achievements of these retired faculty, a similar survey could be initiated for retired SFU faculty in partnership with the AAE, VP Academic, RI and People Equity and Inclusion (PEI) portfolios. Administered through the Retiree Centre, survey results would be shared with the portfolio partners. Depending on response, results could be reflective of an engaged community and provide added insights that could be help inform outreach efforts by the AAE team as well as merit consideration for inclusion in the Research Expertise Engine hosted by the RI Portfolio. This is a tool through which SFU researchers can connect to colleagues with similar interests, or with whom new multidisciplinary collaborations can be built. For retirees, renewed engagement provides an opportunity to share their achievements, be celebrated by the SFU community and know that they still matter to the institution.

5.5.5.6. Retiree Centre – RI

The number of Emeriti at SFU is growing each year as more faculty retire. Beyond the letter of recognition from the President, there is no concerted institutional effort in this area, as noted by various respondents:

> I still continue my research but SFU support of emeritus research is not there. SFU is missing an opportunity … post-retirement, SFU comes across as a financially troubled university where retirees (former employees) can be left out of funding first. This makes sense economically but does not help SFU’s reputation (#23, Female, 74, Post-EMR), there's no special benefit to the status as far as I now (and I am emerita) (#2, Female, 65, Pre-EMR), the YYY Department which I "founded" does nothing that I know about for emeriti (#120, Male, 65, Pre-EMR), Once a person retires, its a goodbye. Emeritus status does not mean anything … emeriti have no more access to SFU facilities than people who were on non-research jobs (#13, Female, 66, Post-EMR), Make better use of the expertise and goodwill among emeriti/ae. I found it insulting to be dropped from the Student Information System, even though I was still supervising graduate students (#54, Male, 70, Post-EMR), the policies surrounding Emeritus Profs are very vague. I have been cut off from access to various sites unexpectedly - application for a Community Engagement grant application (access denied). Access to general pension info. - access denied. You don't really have a defined status as emerita - not even a proper ID card (#104, Female, 62, Post-EMR), Consideration should be given to the meaning of "emeritus". I think it should be conferred in a more selective way and talented emeritus faculty should be encouraged to continue to have an active role at SFU in teaching, research, and administration (#75, Male, 70, Post-EMR).

An opportunity exists to address some of the concerns to make Emeritus status matter and perhaps lay the groundwork for an Emeriti College in collaboration with the RI Portfolio. A list of all Emeriti, prepared with assistance from Faculty Relations, could provide a starting point for such conversations.

5.5.5.7. Retiree Centre - SFUFA

Every Spring, Faculty Relations and SFUFA present a series of joint workshops for faculty who are scheduled to go up for contract renewal, tenure and promotion considerations. Delivered separately to tenure track and teaching faculty, these sessions review various timelines, processes and procedures to be mindful of as well as good practices to adhere to as one navigates this career transition. Similar joint offerings could be offered jointly by SFUFA and the Retiree Centre on identified topics that matter to those in the late stages of their careers. In the absence of Open Houses, a session on retirement options may be practical as a pilot offering. Partnering with SFUFA would be an important initiative to develop relationships, enhance acceptance and build credibility for work done by the Retiree Centre.

5.5.5.8. Other Initiatives

Joint discussions could be held between the Retiree Centre, VP Academic, RI, and Finance and Administration portfolios to explore ways to provide retired faculty who remain active in academic pursuits with some funding avenues to sustain their work:

> A newly retired faculty research grant and or a limited time continuation of professional development funds. This sounds entirely mercurial, but actually is not. It is a sign that that faculty's research has been important and valuable, and that the university acknowledges the highly likely continuing productivity of a retiring faculty member, through a boost and transition research fund. It signals that the University acknowledges the sometimes difficult transition time that a retired research and highly engaged faculty member has in entering the post-institutional part of their life" (#57, Female, 66, Post-EMR).

Faculty Relations could assist with developing the retirement checklist as well as plans for post-retirement engagement with the Institution. Collaborative efforts with the Centre for Educational Excellence (CEE) could explore programming tailored to issues of relevance to late-career stage faculty as well as explore opportunities for retired faculty to serve as in supportive roles such as peer observers to assist CEE with their work. Conversations with IT Services could focus on providing ongoing access to software licenses and technical support for retirees. Programming that would be beneficial to late-career stage faculty could also be developed in collaboration with the Health and Wellness team at SFU. Opportunities for digitizing collections and archiving historically significant documents could be further explored with the Library and Archives. These examples are intended to illustrate possibilities and are by no means exhaustive.

5.6. Conclusion

Retirement represents a complex and challenging life transition requiring thoughtful consideration and considerable preparation. It is the culmination of a personal journey that is unique to each individual. For faculty who have spent a significant length of their careers (and life) in an academic environment, it is important to determine what would make their retirement most fulfilling, develop a plan and pursue it proactively. Cultures vary from place to place, but those valuing their senior and retired colleagues provide timely assistance and opportunities for meaningful engagement in retirement. Schlossberg's 4S Transition Model provides a cogent and viable conceptualization for examining the retirement transition of higher education faculty from an institutional perspective. The variables of situation, self, support, and strategies establish a useful framework with which to improve the quality of support and services to current and future retirees. As they have at various career milestones, institutions have a continuing responsibility to assist and support their faculty throughout the retirement planning process.

An aging faculty complement warrants periodic reviews of institutional policies and practices regarding retirement. Faculty often have strong attachments to the institution they served and for many, academic life extends beyond formal retirement. Through open-ended comments, respondents expressed a desire to stay connected and felt they still had much to offer the institution. Recognizing that many faculty members do not want to be cut off from academic life in retirement, institutions need to be pro-active in identifying and making known post-retirement opportunities for continued involvement. Some Faculties at SFU support their retirees through provision of research funds; others include their retired faculty in their communications. This underscores the need to develop and implement consistent practices across units to promote a sense of equity and fairness. Opportunities to teach, mentor new faculty/students, continue research, participate in professional development activities, or serve on committees were identified to be of importance to retired faculty. From an institutional perspective, timely assistance in areas of considerable need could help units that are severely challenged due to increased demands on existing faculty or limited resources. Retirees with social and professional networks – for example, those volunteering on boards, or playing sports such as pickleball, may have within their networks, connections that could be valuable to a graduate student at SFU, or perhaps even to the institution in some capacity (e.g., project funding, donations). Including retirees as part of the larger active community on an ongoing basis may help bring previously disconnected possibilities to light. These exemplify potential opportunities that need to be recognized and acted upon for the greater good of the institution.

Consistent with the notion of different strokes for different folks, and tenets of continuity and role theories that underpin retirement, institutions and faculty are better served when a variety of programs are designed for and made available to help manage the various phases of retirement. To its credit, SFU has implemented or retained some policies and practices, such as application for an enhancement for early retirement, phased-retirement programs and provision of funds for use towards financial counselling for retirement, which can have a positive influence on retirement decision-making. However, much more can and needs to be done. Providing guidance throughout a faculty member's career, promoting existing initiatives such as phased-retirement programs, removing the stigma around discussing retirement, re-engaging retirees and creating a culture of appreciation for retired faculty members are amongst several proposed institutional support initiatives, viewed through the 4S Transition Model, to introduce novel as well as best practices into SFU's faculty retirement process.

This exploratory study draws upon the perspectives and retirement transition experiences of faculty retirees at one university. Based on a review of the literature and related initiatives found elsewhere, a series of interventions, or "institutional supports" have been proposed through an institutional lens and the 4S Transition Model as a means to facilitate faculty decision-making during the pre-retirement phase, to better support faculty in the late stages of their career and in the transition into retirement, and to enhance continued and meaningful engagement with the institution as retirees. The 4S Transition Model provides a practical and integrated perspective with which to assess one's situation, access resources of support, build greater self-efficacy and map out appropriate strategies to transition into retirement. Within this integrated framework, having access to various forms of institutional support can play a significant role in facilitating the journey for faculty whose resources and networks may dwindle over time. Findings from my research have multiple implications for institutions of higher education operating in an environment with an aging faculty complement.

5.6.1. Significance of the Study

This research is significant for several reasons. It represents the first study of faculty retirement undertaken at SFU and contributes additional knowledge to the limited data that exists on this topic in Canada. As a relatively young university that opened in 1965, there have been an estimated 800-900 faculty retirements since inception. This relatively short institutional history has witnessed two significant retirement related events - the elimination of MR in 2007 and the VEIP buyout in 2008/2009. Survey respondents included members from the original faculty complement when SFU opened in 1965 as well as those who were impacted by the elimination of MR and the VEIP buyout. Participants were almost evenly split between those who retired prior to and after the elimination of MR. This enabled comparison of perspectives and experiences of faculty who were mandated to retire with peers who had relatively unconstrained freedom to make this decision. With the passage of time, perspectives of those who were forced to retire will be harder to capture - this study (and the open-ended comments shared by these individuals) represents a unique collection of information on the SFU faculty retirement experiences from that era. Gender perspectives were also examined to identify areas where significant differences existed. Female faculty benefitted from additional pathways that opened up after MR was eliminated, have significant worries about their finances and confidence in retirement, and dissatisfaction with multiple aspects of the current retirement process. The move to the BCCPP will be comforting from a financial perspective.

Although the 4S Transition Model has been used to study various transitions, it has rarely been used in the study of faculty retirement. In fact, the only known study using this model in an academic context is of college faculty transitioning into retirement (Goodman & Pappas, 2000). As such, this study represents the first use of the 4S Transition Model in the study of faculty retirement in Canada. Confirming what was seen in the literature, SFU retirees remain active with their academic initiatives. This has important implications not only in terms of their needs for ongoing support (funding for research, IT/software) but also in the compilation of reporting metrics that can further the efforts of the AAE and RI portfolios at the institution. With tracking systems in place, various roles and responsibilities at the institution may also present opportunities for meaningful engagement if under-served areas are amenable to receiving assistance from interested retirees. There is strength in diversity - and bringing back into the fold motivated individuals with considerable institutional knowledge and wisdom to share can benefit all involved. It would convey unequivocally to the retirees that they matter, and that SFU cares about them.

Recommendations for institutional support measures to buffer against an aging professoriate that were made over a quarter of a century ago (Hammond and Morgan, 1991) did not have much meaning when I read them earlier in my role as an institutional researcher and aspiring student. However, after several years of witnessing challenges associated with unpredictable retirement patterns and the growth of an aging faculty complement; hearing first-hand concerns of faculty planning for retirement; awareness of deficiencies in institutional support interventions to address faculty fears about loss of identity, purpose, and contact with their networks; recognizing the need for normalizing discussion around retirement; and assisting faculty in planning for this eventuality; those recommendations took on a new meaning and were important considerations in the design of my study. Several proposed institutional support initiatives were assessed favorably by those responding to the survey. If implemented, these are expected to enhance faculty self, situation, and strategy resources along the retirement spectrum and in turn, prove helpful to faculty who may feel pushed, pulled, or simply delay their retirement decision for lack of knowing better.

Preliminary assessment of the institutional and departmental cultures at SFU towards retirees and those in the late stages of their career projects these faculty as easily forgettable/burdensome. This may not have been concerning at a time when faculty were mandated to retire as institutions could confidently plan several years out on the basis of expected retirements. However, with control over the retirement decision firmly in faculty hands, institutions cannot afford costly buyouts or anticipate altruistic faculty to voluntarily retire in large numbers on their NRD to open up positions at the institution. Given financial uncertainty and longevity, it will be interesting to see how the move to a defined benefit pension plan influences retirement patterns. There is a pressing need for institutions to be proactive in the provision of pre-retirement support, to not only assist their faculty to the finish line but to go beyond and nurture these post-retirement relationships in meaningful ways. From an institutional point of view, there are multiple benefits to be derived from facilitating the transition into retirement for faculty and supporting their engagement in post-retirement.

Although most retired faculty place importance on maintaining a relationship with their institution, some find it difficult to do so due to a lack of information, support and opportunity (Van Ummersen et. al, 2014). With the elimination of MR and aging faculty complements, institutions may be well-served in reviewing their culture around aging faculty and the retirement transition process to find ways that foster meaningful, productive relationships. A conducive and enabling environment is crucial for the implementation of change. In addition to the umbrella of support initiatives proposed to assist faculty, this study outlines the creation of a centralized institutional Retirement Centre and ambitious pathways and possibilities for reshaping departmental and institutional culture for institutional leaders to consider. Learning more about underlying reasons inhibiting or motivating retirement choice preferences, and what has happened over the past dozen or so years since the elimination of MR, has provided insights into the changing situation and significance of retirement at SFU. Findings from my research provide a better understanding of the strengths and weaknesses of the current process, as well as a set of potential refinements that SFU can implement to make the transition simpler and provides meaningful benefits to the individual and the institution.

Exploring retirement in the context of SFU provides an opportunity to build upon work done in the US and elsewhere by developing a uniquely beneficial, customized institutional process that can serve as an example to other institutions challenged by an aging faculty complement arising from the elimination of MR on their campuses. Although literature on this issue is more readily available for higher education institutions in the US, research on faculty retirement after the lifting of MR at Canadian universities is limited. Given this lack of information at not just SFU, but also elsewhere in Canada, the results from my study will be timely and of considerable value to faculty, policy makers, and practitioners who seek to better understand factors impacting a faculty member's retirement decision and the needs of their retirees.

Reflecting upon the legacies identified at the outset of this study, it dawned on me that each individual impacted the SFU community in a different way. Dr. Finlayson impacted the students, the Retirees Association impacted the staff and faculty whilst Dr. Trottier impacted the larger community and society we live in. As role models of faculty-institution engagement, they have created benchmarks for us to consider on our own journey to retirement.

5.6.2. Knowledge Mobilization

Upon conclusion of the study, I have offered to provide an Executive Summary to the SFURA Executive and to make a joint presentation with them on the results at a future conference of the CURAC of which SFURA is a member. The Executive Summary will also be provided to survey respondents who had requested a copy. This study provides SFU with important insight into faculty retirement and the transition process. I have initiated conversations with key stakeholders at SFU (including senior administrators) about the need for greater institutional involvement in this area and will share findings with them upon completion of my studies. A key element in this effort will be the Executive Summary (referenced above) but perhaps more importantly, a proposal on ways to move relevant aspects of the study's findings forward for the benefit of current late-stage faculty and future retirees as well as the host institution. Important to this exercise will be articulation of the practical aspects associated with making the transition process simpler, and engagement more meaningful for retirees and the institution.

Faculty retirement is a crucial topic that has been largely neglected in Canada. Given the limited information that exists on this topic, I feel a sense of responsibility to disseminate the findings from this exploratory study to as wide an audience as possible so that others may also benefit. I will seek to integrate this effort within a communication strategy that includes traditional avenues such as publishing my research (within and outside academia) and presenting at future conferences as well as using infographics, short viral videos and presentations to various stakeholders and interested groups. I will seek assistance from SFU's Knowledge Mobilization Officer to further guide me in this exercise.

5.6.3. Limitations of the Research

Although the study is being conducted at one of the top comprehensive research universities in Canada, scenically located on the West Coast, it's findings may not be reflective of the experiences and perceptions of all faculty in higher education. The survey was made available to retired faculty who were members of the SFURA. Although the annual fee is waived in the first year for those who are retiring, not everyone who retires joins the SFURA. However, SFURA does represent a fairly large subset of all retired faculty. Whilst a response rate of around 60% would be considered good, care must be taken not to generalize the results and conclusions from this study. The responses collected in this study may not accurately reflect the perspectives of all faculty members, especially those who retired prior to the elimination of MR in 2007 who may have aged out. With the passage of time, factors that may have once held importance to faculty such as the need for space on campus, funds for research, or the physical ability to participate in campus-based activities will become less of a priority. Passage of time also brings with it departure from this physical world – almost a tenth of those on the initial membership list for 2013-2020 were no longer alive, and others who participated in the study may have since passed - underscoring the permanent loss of institutional memories.

The initial focus of this research was on faculty who had retired after the elimination of MR. When support for the study was received from the SFURA, I failed to recognize that those who had retired prior to the elimination of MR may have needed better instruction around some of the questions that referred to retirement decisions as they did not have much control over this outcome. Many were able to navigate through this oversight, but some did find it challenging and others may have chosen not to participate thinking this was not relevant to them. Those who reached out and were provided with added clarity may have chosen to participate. The individual referenced in Chapter 4 opted not to and whether they actually did or did not participate would not be identifiable based on the anonymity associated with the survey.

The question "how did the following considerations delay your decision to retire?" identified potential reasons holding up retirement. In some instances, the double negative connotation may have been better articulated by replacing 'other interests cultivated outside of work' with 'lack of other interests cultivated outside of work', 'finding something rewarding to do after leaving SFU' with 'not yet having found something rewarding to do after leaving SFU' and 'knowing what to do with my time in retirement' with 'not knowing what to do with my time in retirement'. However, responses to these sub questions were consistent with the literature so it was reassuring to know respondents were able to ascertain what was being asked.

One final item, mentioned earlier in Chapter Three, dealt with the labelling of the scale for a series of questions pertaining to reasons for retirement. Themed around family, finances, work, and pre-retirement considerations for delaying their decision, these questions used a five-point Likert scale that ranged from "not at all important" to "very important". However, due to an unanticipated scaling glitch in one set of questions, the five options were subsequently collapsed into three ranging from 'not at all important' to 'minor importance' and 'major importance'. A similar adjustment was made for the question related to the use of retirement resources. When comparing groups on the basis of retirement timing (pre-EMR vs. Post-EMR) and gender (female vs. male) in Chapter Four, the variables were further recoded into two groups – 'major importance' vs 'other' to create consistency in response categories as well as larger sample sizes for between response group cross-tabulations and chi-square significant difference testing. This was not an issue for the remaining survey questions for which a properly anchored Likert scale allowed for the computation of means along with t-tests to examine group differences for significance.

5.6.4. Recommendations for Future Research

Drawing upon the findings from this study, the next phase could involve an institutional survey of pre-retirement faculty aged 55 and older. Responses to this survey could provide further insights to help prioritize pre-retirement, retirement and post-retirement support initiatives proposed in this study. The respondent pool would include those who have not given serious consideration to retirement, those past their NRD who have opted to delay retirement, those contemplating retirement, those who are phasing into retirement as well as those who will have given notice and are preparing to wind down their careers. This study has provided perspective of retired faculty. A follow-up study, smaller in size, could be conducted with other stakeholders in the faculty retirement process and include one-on-one interviews or focus groups with senior institutional administrators and deans, department chairs and school directors who have some role to play in the process.

Another area that may be of interest is compiling a list of Professor Emeritus (no such list exists at the present time) and re-examining what this designation provides as well as what these title holders needs might be. A mail-list could be established for communication purposes, a series of focus groups held to develop formal structures and policies around this group and possible next steps towards developing an Emeriti College at SFU. My survey ran from June 15, 2020, through August 10, 2020. At first glance, these dates might not seem unusual, but this was during the start of the COVID-19 pandemic restrictions when circumstances were very different. Some of the respondents mentioned the impact Covid had on their day-to-day activities as retirees. Future surveys of retirees could provide insights into the global pandemic's impact and influence on retirement decision-making. Based on recent one-to-one conversations with faculty contemplating retirement, factors such as reassessing personal life priorities and challenges in adapting to new ways of teaching may be major considerations for some.

After almost a decade of work in this area, SFUFA were finally able to transition their members from a defined contribution pension plan to a defined benefit pension plan on July 1, 2021. Two areas of possible future study include an assessment of the faculty experience with this transition and an institutional assessment of retirement patterns to see how these evolve over the next decade or so. Faculty have been provided with the opportunity to purchase past years of service in order to increase their future retirement pension streams (based on a formula that multiplies highest five-year average salary by years of service). There is an expectation on the part of SFUFA that faculty will begin to retire in larger numbers before the age of 65, driving down the average age of retirement as faculty gain newfound confidence that their financial needs will be met through the indexed and definitive monthly pension they will receive. It will be interesting to see if this comes to fruition.

The challenges of an aging faculty complement faced at SFU since the elimination of MR would not be unlike those faced at other higher education institutions. Hence, it may be instructive to examine policies and practices that have been implemented at other Canadian universities. Qualitative document analysis of post-secondary retirement policies would provide valuable information on how institutions, similarly constrained in their ability to revitalize faculty complements through MR, have adapted to these challenges. Elements in a document analysis framework could include pension plan type, availability of early retirement incentives, history of buyout programs, phased retirement options, existence of faculty retirement organizations and type (Retirement Association, Emeriti College, Retiree Centre), faculty age distributions as well as retirement benefits and supports provided by the institution. Once developed, such a framework could then be further utilized to assess how various policies and practices at Canadian universities are addressing emerging retirement related needs seen in the literature.

Historically, faculty complements tended to be male dominated and still are to a great extent, but considerable inroads have been made over the years by female faculty who have pursued academic careers. When SFU opened in 1965, 16 of their faculty complement of 125 (i.e., 12.8%) were female (The Province, 2016). Prior to the elimination of MR in 2007, the proportion of female faculty at SFU stood at 33% (IRP, n.d.). Elimination of MR addressed concerns over ageism by allowing faculty to work for as long as they wished but the resulting lack of turnover stalled progress that was being made on the gender equity front with respect to faculty composition. By 2014, the proportion of females had increased to 35% (IRP, n.d.). The most recent estimates (2022) show a female faculty complement of 39.8% (IRP, n.d.). In other words, despite the drag from delayed retirements experienced following the elimination of MR, the proportion of female faculty has tripled over the past 57 years. An examination of faculty gender data both before and after the elimination of MR across Canada could be undertaken to see how this historic change impacted female faculty complements.

On a closing note, research investigating gender differences in the transition to retirement is limited. Although not part of the scope of this study, results from female and male respondents were analyzed and where possible, compared to identify significant differences on the basis of gender. These may help inform further research that may be undertaken in this area. Similarly, results comparing those who retired before and after the elimination of mandatory retirement may be useful to those examining the impacts of this human rights issue. Open-ended comments (Appendix G) have been presented in a manner that allows access to the perspectives of those who were mandated to retire.

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Appendix A.

Communication with Survey Respondents

a) Original E-mail (sent on June 2, 2020)

Dear Members, I'm forwarding a request for your participation in a short survey, as part of a research study of retired SFU faculty. See below.

Frances
SFURA President

Dear Retiree,

My name is Karim Dossa and I am a doctoral candidate in the Faculty of Education. I am writing to you today to ask for your help in undertaking the first study of faculty retirement at SFU since the elimination of mandatory retirement on May 10, 2007. It is the first formal study of its kind and will contribute knowledge on a crucial topic that has been largely neglected in Canada. **Your input is tremendously important.** This research will be the subject of my doctoral thesis.

I have also been employed at SFU in the Office of Faculty Relations (formerly Academic Relations) since 2003. This study could provide SFU with important insight into faculty retirement pathways and help us to make the transition process simpler, and engagement more meaningful, for retirees and the institution.

This survey is an integral part of my study and will only take about **fifteen minutes** to complete and your responses will be completely confidential. Your participation is entirely voluntary, and you are free to exit the survey at any time. Please review the consent page prior to assessing the survey (both accessible via the link below).

As a token of appreciation for your time, you will have the choice to be redirected to a separate website (hosted in Canada) where you can enter into an **optional draw for one of three $100 gift certificates** and/or request an executive summary of the final research outcomes from my study.

Thank you for considering my request! I would be very grateful if you were able to complete the survey within the next couple of weeks if possible.

To participate in this survey, please click this link:
https://www.surveymonkey.ca/r/sfu_retired_faculty

Findings from this survey will be shared with SFURA and presented at a future CURAC conference.

If you have any questions about the study, please feel free to contact me or my supervisor, Dr. David Kaufman, in the Faculty of Education.

If you have any questions or concerns regarding this survey and would like to talk to someone other than my supervisor, you may contact Dr. Jeffrey Toward, Director, Office of Research Ethics.

Thank you in advance for your much appreciated participation and cooperation.

Sincerely,
Karim Dossa
Doctoral candidate at Simon Fraser University

b) Reminder 1 – sent on June 15, 2020

Dear faculty retirees, I'm forwarding a reminder message below from Karim Dossa regarding his survey of retired SFU faculty.
Frances

---------- Forwarded message ----------
From: Karim Badrudin Dossa
Date: Jun 15, 2020 1:44 PM
Subject: Re: [Action requested] First SFU Study of Faculty Retirement and Post-Retirement Engagement

Dear Retiree:

A couple of weeks ago, you received an invitation to take part in a research study of faculty retirement at SFU.

This reminder is being sent to all participants. Thank you if you have already completed the survey. **If you have not completed the survey yet**, please take a few minutes to complete it as soon as possible. It should take about **fifteen minutes** to complete.

The survey can be completed online at this link:
https://www.surveymonkey.ca/r/sfu_retired_faculty

Sincerely,
Karim Dossa.

<u>Original email:</u>

Dear Retiree,

My name is Karim Dossa and I am a doctoral candidate in the Faculty of Education. I am writing to you today to ask for your help in undertaking the first study of faculty retirement at SFU since the elimination of mandatory retirement on May 10, 2007. It is the first formal study of its kind and will contribute knowledge on a crucial topic that has been largely neglected in Canada. **Your input is tremendously important.** This research will be the subject of my doctoral thesis.

I have also been employed at SFU in the Office of Faculty Relations (formerly Academic Relations) since 2003. This study could provide SFU with important insight into faculty retirement pathways and help us to make the transition process simpler, and engagement more meaningful, for retirees and the institution.

This survey is an integral part of my study and will only take about **fifteen minutes** to complete and your responses will be completely confidential. Your participation is entirely voluntary, and you are free to exit the survey at any time. Please review the consent page prior to assessing the survey (both accessible via the link below).

As a token of appreciation for your time, you will have the choice to be redirected to a separate website (hosted in Canada) where you can enter into an **optional draw for one of three $100 gift certificates** and/or request an executive summary of the final research outcomes from my study.

Thank you for considering my request! I would be very grateful if you were able to complete the survey within the next couple of weeks if possible.

To participate in this survey, please click this link:
https://www.surveymonkey.ca/r/sfu_retired_faculty

Findings from this survey will be shared with SFURA and presented at a future CURAC conference.

If you have any questions about the study, please feel free to contact me or my supervisor, Dr. David Kaufman, in the Faculty of Education.

If you have any questions or concerns regarding this survey and would like to talk to someone other than my supervisor, you may contact Dr. Jeffrey Toward, Director, Office of Research Ethics.

Thank you in advance for your much appreciated participation and cooperation.

Sincerely,
Karim Dossa
Doctoral candidate at Simon Fraser University

c) Reminder 2 – sent on July 11, 2020

I'm forwarding another reminder of this study at the researcher's request.

Frances

---------- Forwarded message ----------
From: Karim Badrudin Dossa
Date: Jul 6, 2020 3:47 PM
Subject: [Action requested] First SFU Study of Faculty Retirement and Post-Retirement Engagement

Dear Retiree:

I wanted to apologize for any difficulty you may have encountered in assessing the survey on Friday July 3 due to a previously scheduled 12 hour site maintenance that took place on that day. By way of this note, I am confirming the survey is accessible and wish to remind you that **your participation is of considerable importance** to my study.

This email is being sent to all participants. Thank you if you have already completed the survey. **If you have not completed the survey yet**, please take a few minutes to complete it as soon as possible. It should take about **fifteen minutes** to complete.

The survey can be completed online at this link:
https://www.surveymonkey.ca/r/sfu_retired_faculty

Sincerely,
Karim Dossa.

<u>Original email:</u>

Dear Retiree,

My name is Karim Dossa and I am a doctoral candidate in the Faculty of Education. I am writing to you today to ask for your help in undertaking the first study of faculty retirement at SFU since the elimination of mandatory retirement on May 10, 2007. It is the first formal study of its kind and will contribute knowledge on a crucial topic that has been largely neglected in Canada. **Your input is tremendously important.** This research will be the subject of my doctoral thesis.

I have also been employed at SFU in the Office of Faculty Relations (formerly Academic Relations) since 2003. This study could provide SFU with important insight into faculty retirement pathways and help us to make the transition process simpler, and engagement more meaningful, for retirees and the institution.

This survey is an integral part of my study and will only take about **fifteen minutes** to complete and your responses will be completely confidential. Your participation is entirely voluntary, and you are free to exit the survey at any time. Please review the consent page prior to assessing the survey (both accessible via the link below).

As a token of appreciation for your time, you will have the choice to be redirected to a separate website (hosted in Canada) where you can enter into an **optional draw for one of three $100 gift certificates** and/or request an executive summary of the final research outcomes from my study.

Thank you for considering my request! I would be very grateful if you were able to complete the survey within the next couple of weeks if possible.

To participate in this survey, please click this link:
https://www.surveymonkey.ca/r/sfu_retired_faculty

Findings from this survey will be shared with SFURA and presented at a future CURAC conference.

If you have any questions about the study, please feel free to contact me or my supervisor, Dr. David Kaufman, in the Faculty of Education.

If you have any questions or concerns regarding this survey and would like to talk to someone other than my supervisor, you may contact Dr. Jeffrey Toward, Director, Office of Research Ethics.

Thank you in advance for your much appreciated participation and cooperation.

Sincerely,
Karim Dossa
Doctoral candidate at Simon Fraser University

d) Reminder 3 – sent on July 28, 2020

Forwarding another reminder on behalf of research student Karim Dossa for those who have not yet completed his survey.

---------- Forwarded message ----------
From: Karim Badrudin Dossa
Date: Jul 28, 2020 5:16 PM
Subject: Reminder about survey

Dear Retiree:

As we near the end of July, I hope you and all your loved ones, near and far, continue to remain in good health.

In January, SFU named Joy Johnson as its 10th president and vice-chancellor. Earlier this month, SFU announced the appointment of Catherine Dauvergne as our next Vice-President Academic and Provost. These appointments herald the beginning of a new phase in SFU's history. I look forward to sharing findings from my study with these incoming leaders to ensure retirees are part of the SFU community they engage with as part of transitioning into their new roles. Your participation in the study **is of considerable importance not only to my study** but also in **ensuring the new leadership is aware of our retirees concerns early in their mandate**.

This email is being sent to all participants. To date, the response rate is around 45%. Thank you if you have already completed the survey. **If you have not completed the survey yet**, please take a few minutes to complete it as soon as possible. It should take about **fifteen minutes** to complete.

The survey can be completed online at this link:
https://www.surveymonkey.ca/r/sfu_retired_faculty

We will close the survey on Monday, August the 10th.

Sincerely,
Karim Dossa.

Original email:

Dear Retiree,

My name is Karim Dossa and I am a doctoral candidate in the Faculty of Education. I am writing to you today to ask for your help in undertaking the first study of faculty retirement at SFU since the elimination of mandatory retirement on May 10, 2007. It is the first formal study of its kind and will contribute knowledge on a crucial topic that has been largely neglected in Canada. **Your input is tremendously important.** This research will be the subject of my doctoral thesis.

I have also been employed at SFU in the Office of Faculty Relations (formerly Academic Relations) since 2003. This study could provide SFU with important insight into faculty retirement pathways and help us to make the transition process simpler, and engagement more meaningful, for retirees and the institution.

This survey is an integral part of my study and will only take about **fifteen minutes** to complete and your responses will be completely confidential. Your participation is entirely voluntary, and you are free to exit the survey at any time. Please review the consent page prior to assessing the survey (both accessible via the link below).

As a token of appreciation for your time, you will have the choice to be redirected to a separate website (hosted in Canada) where you can enter into an **optional draw for one of three $100 gift certificates** and/or request an executive summary of the final research outcomes from my study.

Thank you for considering my request! I would be very grateful if you were able to complete the survey within the next couple of weeks if possible.

To participate in this survey, please click this link:
https://www.surveymonkey.ca/r/sfu_retired_faculty

Findings from this survey will be shared with SFURA and presented at a future CURAC conference.

If you have any questions about the study, please feel free to contact me or my supervisor, Dr. David Kaufman, in the Faculty of Education.

If you have any questions or concerns regarding this survey and would like to talk to someone other than my supervisor, you may contact Dr. Jeffrey Toward, Director, Office of Research Ethics.

Thank you in advance for your much appreciated participation and cooperation.

Sincerely,
Karim Dossa
Doctoral candidate at Simon Fraser University

e) Final reminder – sent on August 7, 2020

---------- Forwarded message ----------
From: Karim Badrudin Dossa
Date: Aug 7, 2020 1:07 PM
Subject: Final Reminder

Dear Retiree:

This is a final reminder regarding my survey of retired SFU faculty.

This email is being sent to all participants. Thank you if you have already completed the survey. **If you have not completed the survey yet**, please take a few minutes to complete it by end of day Monday August 10th. It should take about **fifteen minutes** to complete. I am hoping that those who have not yet had the opportunity to participate will choose to do so. Your responses are **of considerable importance** to this study and to future retirees.

The survey can be completed online at this link:
https://www.surveymonkey.ca/r/sfu_retired_faculty

Dr. David Kaufman (my doctoral study supervisor) and I express deep gratitude to all who have taken time to share thoughts on their career and retirement experiences. We are heartened by your support to further understanding of this neglected topic.

We will conduct the draw for the **three $100 gift certificates** next week and contact the winners by no later than August 15th to make necessary arrangements to get their prizes to them.

Please continue to take good care and be safe. As soon as it is ready, we will also send out a copy of the **executive summary of the final research outcomes** from my study to all who have requested one.

Finally, we wanted to express our sincere appreciation and gratitude to Frances and Walter (and Annie) for all of their assistance. They have been incredibly supportive as facilitators and we hope our study will identify institutional initiatives to benefit their membership in the years ahead.

Sincerely,
Karim Dossa.

<u>Original email:</u>

Dear Retiree,

My name is Karim Dossa and I am a doctoral candidate in the Faculty of Education. I am writing to you today to ask for your help in undertaking the first study of faculty retirement at SFU since the elimination of mandatory retirement on May 10, 2007. It is the first formal study of its kind and will contribute knowledge on a crucial topic that has been largely neglected in Canada. **Your input is tremendously important.** This research will be the subject of my doctoral thesis.

I have also been employed at SFU in the Office of Faculty Relations (formerly Academic Relations) since 2003. This study could provide SFU with important insight into faculty retirement pathways and help us to make the transition process simpler, and engagement more meaningful, for retirees and the institution.

This survey is an integral part of my study and will only take about **fifteen minutes** to complete and your responses will be completely confidential. Your participation is entirely voluntary, and you are free to exit the survey at any time. Please review the consent page prior to assessing the survey (both accessible via the link below).

As a token of appreciation for your time, you will have the choice to be redirected to a separate website (hosted in Canada) where you can enter into an **optional draw for one of three $100 gift certificates** and/or request an executive summary of the final research outcomes from my study.

Thank you for considering my request! I would be very grateful if you were able to complete the survey within the next couple of weeks if possible.

To participate in this survey, please click this link:
https://www.surveymonkey.ca/r/sfu_retired_faculty

Findings from this survey will be shared with SFURA and presented at a future CURAC conference.

If you have any questions about the study, please feel free to contact me or my supervisor, Dr. David Kaufman, in the Faculty of Education.

If you have any questions or concerns regarding this survey and would like to talk to someone other than my supervisor, you may contact Dr. Jeffrey Toward, Director, Office of Research Ethics.

Thank you in advance for your much appreciated participation and cooperation.

Sincerely,
Karim Dossa
Doctoral candidate at Simon Fraser University

Appendix B.

Consent Form

Initial Approval

SFU RESEARCH ETHICS

Minimal Risk Approval – Delegated

Study Number: 2020s0056
Study Title: Development of a Questionnaire to survey retired faculty at Canadian Universities

Approval Date: May 8, 2020
Principal Investigator: Dossa, Karim
SFU Position: Staff

Expiry Date: May 8, 2021
Supervisor: Kaufman, David
Faculty/Department: Faculty Relations

SFU Collaborator: N/A
External Collaborator: N/A
Research Personnel: N/A
Project Leader: N/A

Funding Source: N/A
Funding Title: N/A

Document(s) Approved in this Application:

- Email Preamble, version 1.3, dated 2020 April 20
- Questionnaire, version 1.1, dated 2020 April 20
- High-Level Flow of Survey, uploaded 2020 April 23
- Consent Form, version 1.2, dated 2020 February 25
- Study Details, version 1.1, dated 2020 February 21
- SFURA Support, dated 2020 January 15

The application for ethical review and the document(s) listed above have been reviewed and the procedures were found to be acceptable on ethical grounds for research involving human participants.

The approval for this Study expires on the **Expiry Date. An annual renewal form must be completed every year prior to the Expiry Date. Failure to submit an annual renewal form will lead to your study being suspended and potentially terminated.** The Board reviews and may amend decisions or subsequent amendments made independently by the authorized delegated reviewer at its regular monthly meeting.

This letter is your official ethics approval documentation for this project. Please keep this document for reference purposes.

<u>This study has been approved by an authorized delegated reviewer.</u>

Renewal 1

SFU RESEARCH ETHICS

Annual Renewal Approval

Study Number: 20200056
Study Title: Development of a Questionnaire to survey retired faculty at Canadian Universities

Annual Renewal Date: February 12, 2021
Principal Investigator: Dossa, Karim
SFU Position: Staff

Expiration Date: February 12, 2022
Supervisor: Kaufman, David
Faculty/Department: Faculty Relations

SFU Collaborator: N/A
External Collaborator: N/A
Research Personnel: N/A
Project Leader: N/A

Funding Source: N/A
Funding Title: N/A

The approval for this study expires on the **Expiration Date**. **Failure to submit an annual renewal will lead to your study being suspended and potentially terminated.** If you intend to continue to collect data past the term of approval, you must submit an annual renewal at least 4 weeks before the expiry date.

This letter is your official Annual Renewal Approval documentation for this study. Please keep this document for reference purposes.

The annual renewal for this study has been approved by an authorized delegated reviewer.

Renewal 2

SFU RESEARCH ETHICS

Annual Renewal Approval

Study Title: Development of a Questionnaire to survey retired faculty at Canadian Universities
Study Number: 20200056

Annual Renewal Date: January 14, 2022
Principal Investigator: Karim Badrudin Dossa
Faculty/Department: Faculty Relations

Expiration Date: January 14, 2023
SFU Position: Graduate Student
Supervisor: David Kaufman

Student Lead: N/A
SFU Collaborator(s): N/A
Research Personnel: N/A
External Collaborator(s): N/A

Funding Source: N/A
Funding Title: N/A

The approval for this study expires on the **Expiration Date**. **Failure to submit an Annual Renewal will lead to your study being suspended and potentially terminated.** If you intend to continue to collect data past the term of approval, you must submit an Annual Renewal least 4 weeks before the expiration date.

This letter is your official Annual Renewal Approval documentation for this project. Please keep this document for reference purposes.

The annual renewal for this study has been approved by an authorized delegated reviewer.

CONSENT FORM (2020s0056)

Development of a Questionnaire to Survey Retired Faculty at Canadian Universities

Karim Dossa,

Doctoral Student

Faculty of Education, SFU

Dr. David Kaufman, Professor

Senior Supervisor

Faculty of Education, SFU

The University and those conducting this research study subscribe to the ethical conduct of research and to the protection at all times of the interests, comfort and safety of participants. The Board's chief concern is for the health, safety and psychological well-being of research participants. Please read the information below and confirm your consent by clicking the **"Next"** button at the bottom of this page if you wish to proceed.

Study description & purpose:

Mandatory retirement of faculty was eliminated at SFU on May 10, 2007. Prior to this, faculty had two retirement pathways – to retire early or as mandated on their normal retirement date (NRD, i.e., on September 1 in the year after they had turned 65).

In the ensuing post-mandatory retirement environment, additional options introduced new pathways into retirement including phased retirement, a one-time buy-out (offered in 2008/2009) and an option to retire (with a 12 month notice period) at any time after one's NRD.

The ageing population of faculty, limited information on retirement at Canadian post-secondary institutions, and length of time since the signing of the agreement to end mandatory retirement at SFU (13 years) lend support to the need for a study of factors shaping the choice of retirement pathways by faculty members at SFU. This includes an assessment of institutional support available to retired faculty and those in the late stages of their career. Results from this study will be of value to faculty, policy makers, and practitioners at SFU and other post-secondary institutions.

The guiding research questions for this study are as follows:

- What were primary faculty motivations for retiring or delaying retirement?
- How useful was institutional support in preparing faculty members for retirement?
- What was the perceived utility of existing retirement policies?

* How did faculty assess their post-retirement engagement with the institution?
* What additional support could the institution provide to assist faculty members at various stages of retirement (i.e., pre-retirement, transitioning into retirement and post-retirement)?

Study procedures:

In this study I will be surveying faculty who are retired. If you agree to participate, you will be asked to complete an online survey that should take about 15 minutes or less.

Results of the study:

The results of the study will be reported in a graduate thesis and may also be published in journal articles and books, and presented at professional conferences. An executive summary will also be available to the SFU community.

Potential risks of the study:

There are no anticipated risks associated with participation in this study.

Potential benefits of the study:

By participating in this study you have the opportunity to share your views regarding retirement. The results have the potential to benefit past, current and future faculty by contributing to knowledge about the issues, experiences and needs of SFU's late career stage faculty as well as guiding institutional support initiatives in this important area.

Confidentiality:

The new U.S. CLOUD (Clarifying Lawful Overseas Use of Data) Act (passed in March 2018) allows the U.S. federal government to compel U.S.-owned technology companies to provide data stored on their servers regardless of where those servers are located. SurveyMonkey is U.S. owned, and is subject to the CLOUD Act. The likelihood of the U.S. government exercising their power to access data is very low in this case. Please note that the identity of individual participants will not be collected at any time on this platform. Information gathered will be used for research purposes only. The survey data will be securely stored as required by SFU Research and Ethics guidelines.

Payment:

Respondents will have the option of being redirected to a completely separate website (housed in Canada and not subject to the CLOUD Act) in order to enter a draw for one of three $100 gift certificates. This is entirely voluntary.

Contact for information about the study:

If you have any questions or concerns about what we are asking of you, please contact Dr. David Kaufman, in the Faculty of Education.

Contact for complaints:

If you have any concerns about your rights as a research participant/and or your experiences while participating in this study, you may contact Dr. Jeffrey Toward, Director, Office of Research Ethics.

Participant consent and signature:

Participation in this study is entirely voluntary. You have the right to refuse to take part in this study. If you agree to participate, you may at any point choose to discontinue your participation without providing a reason.

By filling out this survey, you are consenting to participate. To continue, please click "**Next**."

Appendix C.

Survey of Retired Faculty Members

Main Survey

Section 1: Progression into Retirement

The following questions are intended to better understand your retirement decision making.

1. When did you retire from the University?

   ❑ Prior to May 10, 2007 ❑ Between May 10, 2007 – December 31, 2007
   ❑ 2008 ❑ 2009 ❑ 2010 ❑ 2011 ❑ 2012
   ❑ 2013 ❑ 2014 ❑ 2015 ❑ 2016 ❑ 2017
   ❑ 2018 ❑ 2019 ❑ 2020

2. Which term best describes your chosen pathway into retirement?

   ❑ Took Early Retirement
   ❑ Retired on Normal Retirement Date *
   ❑ Retired after NRD *
   ❑ Participated in Voluntary Exit Incentive Plan (2008/2009)
   ❑ Phased into Retirement (if so, how long was your phasing in process?)
   ('*' defined as September 1 after **you** turned 65)

3. How long did it take from the time you first looked into SFU's retirement options until you finally retired?

   ❑ < 1 year ❑ 1 year ❑ 1 year to < 2 years
   ❑ 2 years ❑ 2 years to < 3 years ❑ 3 years
   ❑ 3 years to < 4 years ❑ 4 years
   ❑ 4 years to < 5 years ❑ 5 years ❑ More than 5 years

4. Did you enter into retirement when you had planned?

   ❑ I retired sooner than planned ❑ I retired as planned
   ❑ I retired later than planned

5. Finish this sentence: I retired when I did because: (open-ended)

Reflecting back on your decision to retire, please indicate the importance of each of the following commonly reported reasons.

6. How, if at all, did the following **family considerations** affect your decision to retire? Not at all Important (NI), Slightly Important (SI), Neither Unimportant nor Important (NUI), Important (I), Very Important (VI), and Not Applicable (NA).

Broader Family Considerations	**NI**	**SI**	**NUI**	**I**	**VI**	**NA**
Desired to spend more time with family	❑	❑	❑	❑	❑	❑
Spouse/partner was also retiring or had retired	❑	❑	❑	❑	❑	❑
Needed to care for family/relatives	❑	❑	❑	❑	❑	❑

Worried about my general health and wellness	❑	❑	❑	❑	❑	❑
Other broader family considerations (please elaborate)						

7. How, if at all, did the following **financial considerations** affect your decision to retire? Not at all Important (NI), Slightly Important (SI), Neither Unimportant nor Important (NUI), Important (I), Very Important (VI), and Not Applicable (NA).

Broader Financial Considerations	**NI**	**SI**	**NUI**	**I**	**VI**	**NA**
Having sufficient financial resources to live comfortably throughout my retirement years	❑	❑	❑	❑	❑	❑
Maximizing upon the university's contribution (approx.. 10%) to my defined contribution pension plan	❑	❑	❑	❑	❑	❑
Access to continued health insurance benefits provided by institution	❑	❑	❑	❑	❑	❑
Other broader financial considerations (please elaborate)						

8. How, if at all, did the following **work considerations** affect your decision to retire? Not at all Important (NI), Slightly Important (SI), Neither Unimportant nor Important (NUI), Important (I), Very Important (VI), and Not Applicable (NA).

Broader Work Considerations	**NI**	**SI**	**NUI**	**I**	**VI**	**NA**
Had reached age/felt it was time to retire	❑	❑	❑	❑	❑	❑
Sensed that I had completed my academic contributions	❑	❑	❑	❑	❑	❑
Assurance that my vacated faculty line would remain in the department	❑	❑	❑	❑	❑	❑
No longer enjoyed and/or felt fulfilled by work	❑	❑	❑	❑	❑	❑
Personal concerns over my ability to learn/integrate new technologies into teaching and/or research	❑	❑	❑	❑	❑	❑
Did not feel my contributions to the university were valued	❑	❑	❑	❑	❑	❑
No longer wished to cope with changing student demands	❑	❑	❑	❑	❑	❑
Increasing bureaucratization of university education	❑	❑	❑	❑	❑	❑
Limited opportunity to make good use of my skills	❑	❑	❑	❑	❑	❑
Other broader work considerations (please elaborate)						

9. How, if at all, did the following considerations **delay your decision** to retire? Not at all Important (NI), Slightly Important (SI), Neither Unimportant nor Important (NUI), Important (I), Very Important (VI), and Not Applicable (NA).

Broader Pre-retirement Considerations	**NI**	**SI**	**NUI**	**I**	**VI**	**NA**
Other interests cultivated outside of work	❑	❑	❑	❑	❑	❑
Access to phased retirement options	❑	❑	❑	❑	❑	❑
Continuing to engage in intellectually stimulating work	❑	❑	❑	❑	❑	❑
Strong sense of self-identification and/or purpose through my job	❑	❑	❑	❑	❑	❑
Being an active member of the academic community	❑	❑	❑	❑	❑	❑
Finding something rewarding to do after leaving SFU	❑	❑	❑	❑	❑	❑
Knowing what to do with my time in retirement	❑	❑	❑	❑	❑	❑
Fear of loneliness and depression	❑	❑	❑	❑	❑	❑
Other broader pre-retirement considerations (please elaborate)						

Section 2: Retirement Planning

The following questions are intended to better understand how you planned for retirement.

10. Approximately how many retirement workshops, seminars, or informational sessions did you attend in the five years prior to your retirement?

❑ 0 ❑ 1 ❑ 2 ❑ 3 ❑ 4 ❑ 5 or more

11. How important were the following existing resources in your retirement planning? 1-Not at all important (NI), 2-Slightly Important (SI), 3-Neither Unimportant nor Important (NUI), 4-Important (I), 5-Very Important (VI), Did not Use (DNU), Did not know about it (DNK) and Not Applicable (NA).

Resource	**NI**	**SI**	**NUI**	**I**	**VI**	**DNU**	**DNK**	**NA**
Up to $750 for financial counseling through professional development funds	❑	❑	❑	❑	❑	❑	❑	❑
SFU Faculty Association	❑	❑	❑	❑	❑	❑	❑	❑
Pensions and Benefits Specialist in HR	❑	❑	❑	❑	❑	❑	❑	❑
Retirement advisor in Faculty Relations	❑	❑	❑	❑	❑	❑	❑	❑
Counselling through the Employee and Family Assistance Program (EFAP)	❑	❑	❑	❑	❑	❑	❑	❑

Open House on Retirement sponsored by Faculty Relations/HR	❑	❑	❑	❑	❑	❑	❑	❑
SFU Retirees Association	❑	❑	❑	❑	❑	❑	❑	❑
Faculty colleagues	❑	❑	❑	❑	❑	❑	❑	❑
Academic administrators	❑	❑	❑	❑	❑	❑	❑	❑
SFU website	❑	❑	❑	❑	❑	❑	❑	❑
Free 3-hour consultation with Sun Life Financial representative	❑	❑	❑	❑	❑	❑	❑	❑
Diversity of options for transitioning into retirement (e.g., early, phased) within the Collective Agreement	❑	❑	❑	❑	❑	❑	❑	❑
Other resources within or outside SFU (please specify)								

12. How satisfied were you with each of the following aspects of the university's retirement process? Very Dissatisfied (VD), Dissatisfied (D), Neither Dissatisfied nor Satisfied (NDS), Satisfied (S), Very Satisfied (VS), and Not Applicable (NA).

Aspect of Retirement Process	**VD**	**D**	**NDS**	**S**	**VS**	**NA**
Overall terms and conditions	❑	❑	❑	❑	❑	❑
Clarity of SFU's policies, options and procedures	❑	❑	❑	❑	❑	❑
Ability to negotiate agreement options	❑	❑	❑	❑	❑	❑
Socio-emotional support from academic administrators	❑	❑	❑	❑	❑	❑
Access/response time from academic administrators	❑	❑	❑	❑	❑	❑
Environment towards late career stage faculty	❑	❑	❑	❑	❑	❑
Adequacy of time to transition into retirement	❑	❑	❑	❑	❑	❑
Overall process of planning for your retirement	❑	❑	❑	❑	❑	❑
Availability of information	❑	❑	❑	❑	❑	❑
Support for questions along the way	❑	❑	❑	❑	❑	❑
Having partner included in retirement planning	❑	❑	❑	❑	❑	❑
Other (please specify)						

Section 3: Value of Additional Institutional Resources for Pre-Retirees

The following questions assess the value of a variety of initiatives to support faculty planning for their retirement from SFU.

13. How likely would you have been to use the following resources in your **preparations for retirement** from SFU **if they existed**? 1-Not Likely at all (NL), 2-Somewhat unlikely (SU), 3-Neither Unlikely nor Likely (NUL), 4-Somewhat Likely (SL), 5-Extremely Likely (EL).

Interventions for Retirement Planning	**NL**	**SU**	**NUL**	**SL**	**EL**
Retirement checklist	❑	❑	❑	❑	❑
Confidential personalized consultation with retirement advisor at SFU	❑	❑	❑	❑	❑
Access to a professional retirement "coach"	❑	❑	❑	❑	❑
Access to a retired faculty member to walk you through the process	❑	❑	❑	❑	❑
Ability to customize a personalized retirement proposal for institutional approval	❑	❑	❑	❑	❑
Online access to recorded interviews with retired faculty on their transition into retirement	❑	❑	❑	❑	❑
Financial planning seminars on the implications of retirement	❑	❑	❑	❑	❑
Seminars on non-financial aspects of retirement	❑	❑	❑	❑	❑
Institutional assistance with completing a culminating project (e.g., digitize collection of work)	❑	❑	❑	❑	❑
Ability to customize a personalized plan for post-retirement engagement with SFU	❑	❑	❑	❑	❑
Counselling services on issues related to wellness, caregiving and other challenges faced by aging faculty	❑	❑	❑	❑	❑
Other resources that might have been helpful in your pre-retirement planning (please specify)					

Section 4: Retirement

14. Now that you are retired, how are you spending your time? Select all that apply.

❑ Spending more time with family and friends
❑ Pursuing hobbies
❑ Traveling
❑ Doing volunteer work
❑ Taking care of my children/grandchildren
❑ Caregiving for a loved one
❑ Continuing to work in Higher Ed. (outside SFU)
❑ Starting or started a business
❑ Continuing to teach at SFU
❑ Continuing scholarly activities

- ❑ Maintaining connections @ SFU
- ❑ Pursuing an encore career (e.g., a new role, work, activity, or career)
- ❑ None of the above
- ❑ Other (please specify)

15. How confident are you that you will be able to maintain a lifestyle you consider comfortable throughout your retirement?

❑ Not at all confident ❑ Not too confident ❑ Neutral
❑ Somewhat confident ❑ Very confident

Section 5: Post-Retirement Engagement

The following questions assess the value of a variety of initiatives to support and engage with faculty who have retired from SFU.

16. How likely would you be to use the following resources for **post-retirement engagement** with SFU **if they existed**? 1-Not at all Likely (NL), 2-Somewhat unlikely (SU), 3-Neither Unlikely nor Likely (NUL), 4-Somewhat Likely (SL), 5-Extremely Likely (EL).

Interventions for Post-Retirement Engagement	**NL**	**SU**	**NUL**	**SL**	**EL**
Database of paid and unpaid opportunities at SFU and outside SFU	❑	❑	❑	❑	❑
Community engagement events	❑	❑	❑	❑	❑
Research funding for retired faculty	❑	❑	❑	❑	❑
Professional development funds for up to 2 years post-retirement	❑	❑	❑	❑	❑
A campus Retiree Centre for faculty	❑	❑	❑	❑	❑
An Emeriti College for faculty retiring with Emeritus designation	❑	❑	❑	❑	❑
Other post-retirement engagement resources I would have liked to have had access to (please specify)					

17. From the list below, please check **between 1 and 5 options** related to academic work that you would consider most important for you to participate in as a retiree: w

- ❑ Serving on university committees
- ❑ Serving in administrative/advisory roles
- ❑ Development of academic programs
- ❑ Continuing to teach
- ❑ Mentoring new/junior faculty
- ❑ Mentoring/advising students
- ❑ Participating in community engagement events
- ❑ Providing services for remuneration
- ❑ Involvement in research projects as collaborators/advisors

- ❑ Volunteering in areas such as student recruitment, tutoring
- ❑ Volunteering as speaker/liaison to alumni/community groups
- ❑ Volunteering in institutional fundraising roles

Other (please specify)

18. From the list below, please check between 1 and 5 university resources that you would consider most important for you to have access to as a retiree: w

- ❑ Help with submitting grant proposals
- ❑ Funds to support research
- ❑ Emeritus status
- ❑ Obtaining lab/studio space
- ❑ Tuition waiver for self, partner, dependents
- ❑ Retaining computing ID/e-mail account
- ❑ Accessing library materials
- ❑ Health care benefits from institution
- ❑ Financial counselling services
- ❑ Free software available for download
- ❑ Dedicated campus space for retired faculty to meet
- ❑ Personal counselling services
- ❑ Senior housing located close to the campus
- ❑ Socializing events on campus
- ❑ Access to office amenities (e.g., space, computers, photocopying, etc.)
- ❑ Attending wellness, recreational, social, fitness activities
- ❑ Attending seminar/lectures/workshops/topical sessions

Other (please specify)

19. As a retiree, how would you rate your satisfaction with SFU's engagement with you? Very Dissatisfied (VD), Dissatisfied (D), Neither Dissatisfied nor Satisfied (NDS), Satisfied (S), Very Satisfied (VS), and Not Applicable (NA).

Aspect of Retirement Process	**VD**	**D**	**NDS**	**S**	**VS**	**NA**
Frequency of communication	❑	❑	❑	❑	❑	❑
Effectiveness of communication	❑	❑	❑	❑	❑	❑
Ongoing connection with professional affiliations	❑	❑	❑	❑	❑	❑
Continued access to university resources and support	❑	❑	❑	❑	❑	❑
Maintaining friendships with SFU colleagues	❑	❑	❑	❑	❑	❑
Continuing to feel valued as a member of SFU's academic community	❑	❑	❑	❑	❑	❑
Other (please specify)						

20. Finish this sentence: When I was making the decision to retire, something that would have been helpful for me to receive from SFU is ...
21. If you had the opportunity to do it over, what would you do differently regarding your retirement decision?

22. What advice would you give a university colleague to help him/her better prepare for eventual retirement?
23. How can SFU enhance its current engagement with retired faculty?

Section 6: Socio-Demographics
Please provide the following socio-demographic information:

24. Please indicate the age at which you retired:

❑ Less than 55 ❑ 56 ❑ 57 ❑ 58 ❑ 59 ❑ 60 ❑ 61 ❑ 62 ❑ 63
❑ 64 ❑ 65 ❑ 66 ❑ 67 ❑ 68 ❑ 69 ❑ 70 ❑ 71 ❑ 72 ❑ 73
❑ 74 ❑ 75 ❑ 76 ❑ 77 ❑ 78 ❑ 79 ❑ 80 ❑ 81 or more

25. Gender: ❑ Male ❑ Female ❑ Other

26. Marital status at time of retirement

❑ Married ❑ Single, never married
❑ Divorced/widowed/separated ❑ Living with partner ❑ Other

27. Highest faculty rank held at retirement:

❑ Librarian/Archivist ❑ Lab Instructor ❑ Lecturer
❑ Senior Lecturer ❑ University Lecturer ❑ Assistant Professor
❑ Associate Professor ❑ Professor

28. Total years spent as a faculty member and/or administrator at SFU:

❑ < 5 ❑ 5 – 9 ❑ 10 - 14
❑ 15 - 19 ❑ 20 - 24 ❑ 25 or more

Thank you for your participation.

After clicking the **"Done"** button, you will be taken to a separate website (hosted in Canada) where you can enter into a draw for one of three $100 gift certificates and/or request an executive summary of the final research outcomes from my study.

Entry into draw for gift certificates and/or copy of executive summary

Screen 1:

Survey of Retired SFU Faculty

Please select whether you wish to participate in the draw for the gift certificates and/or receive a copy of an executive summary of the final research outcomes from my study.

- ☐ Wish to participate in the draw
- ☐ Wish to receive executive summary of the final research outcomes from study

Next

Screen 2:

Survey of Retired SFU Faculty

Thank you for participating in my survey of retired SFU faculty members. Please complete the section below. Winners will be contacted no later than August 15, 2020.

Name :

Phone :

Email :

Previous Submit

Screen 3 (viewed by those who pressed the 'Submit' button)

Thank you so much for participating. A summary report from my study will be provided to the SFU Retirees Association as well as to those participants who opted to receive one.

Appendix D.

Summary of Considerations Affecting Retirement Decision

Table D.1. Considerations Affecting Retirement Decision (Family, Financial, Work, Pre-Retirement)

Rank	Considerations	Major Imp. (%)	Consideration Type
1	Having sufficient financial resources to live comfortably throughout my retirement years	75.5	Financial
2	Continuing to engage in intellectually stimulating work	61.5	Pre-Retirement
3	Access to continued health insurance benefits provided by institution	56.3	Financial
4	Strong sense of self-identification and/or purpose through my job	56.0	Pre-Retirement
5	Being an active member of the academic community	54.4	Pre-Retirement
6	Had reached age/felt it was time to retire	51.5	Work
7	Spouse/partner was also retiring or had retired	38.6	Family
7	Sensed that I had completed my academic contributions	38.6	Work
9	Increasing bureaucratization of university education	36.8	Work
10	Desired to spend more time with family	35.7	Family
11	Maximizing upon the university's contribution (approx. 10) to my defined contribution pension plan	32.1	Financial
12	Assurance that my vacated faculty line would remain in the department	31.9	Work
13	Knowing what to do with my time in retirement	30.3	Pre-Retirement
14	Finding something rewarding to do after leaving SFU	27.4	Pre-Retirement
15	No longer enjoyed and/or felt fulfilled by work	23.3	Work
16	Worried about my general health and wellness	23.0	Family
17	Did not feel my contributions to the university were valued	22.7	Work
18	Other interests cultivated outside of work	19.4	Pre-Retirement
19	Access to phased retirement options	18.6	Pre-Retirement
20	Limited opportunity to make good use of my skills	17.6	Work
21	No longer wished to cope with changing student demands	17.2	Work
22	Needed to care for family/relatives	15.0	Family
23	Personal concerns over my ability to learn/integrate new technologies into teaching and/or research	14.3	Work
24	Fear of loneliness and depression	4.1	Pre-Retirement

Table D.2. Considerations Affecting Retirement Decision (Family, Financial, Work, Pre-Retirement)*

Considerations	Pre-EMR		Post-EMR		Consideration Type
	%	Rank	%	Rank	
Having sufficient financial resources to live comfortably throughout my retirement years	73.5	1	75.8	1	Financial
Continuing to engage in intellectually stimulating work	52.2	3	64.8	2	Pre-Retirement
Had reached age/felt it was time to retire	28.9	9	64.5	3	Work
Strong sense of self-identification and/or purpose through my job	45.5	5	60.4	4	Pre-Retirement
Being an active member of the academic community	45.8	4	59.3	5	Pre-Retirement
Sensed that I had completed my academic contributions	13.5	19	52.4	6	Work
Access to continued health insurance benefits provided by institution	69.7	2	48.4	7	Financial
Desired to spend more time with family	20.0	13	44.4	8	Family
Increasing bureaucratization of university education	35.3	7	37.7	9	Work
Assurance that my vacated faculty line would remain in the department	23.5	11	36.8	10	Work
Spouse/partner was also retiring or had retired	42.9	6	36.4	11	Family
Maximizing upon the university's contribution (approx. 10%) to my defined contribution pension plan	30.4	8	32.8	12	Financial
Knowing what to do with my time in retirement	22.7	12	32.1	13	Pre-Retirement
Worried about my general health and wellness	7.1	22	29.3	14	Family
Finding something rewarding to do after leaving SFU	25.0	10	26.9	15	Pre-Retirement
No longer enjoyed and/or felt fulfilled by work	16.7	18	25.4	16	Work
Did not feel my contributions to the university were valued	19.4	14	25.0	17	Work
No longer wished to cope with changing student demands	9.1	20	21.7	18	Work
Personal concerns over my ability to learn/integrate new technologies into teaching and/or research	2.8	23	21.0	19	Work
Needed to care for family/relatives	7.1	21	19.2	20	Family
Access to phased retirement options	19.0	15	18.4	21	Pre-Retirement
Other interests cultivated outside of work	18.2	17	18.4	22	Pre-Retirement
Limited opportunity to make good use of my skills	18.8	16	16.9	23	Work
Fear of loneliness and depression	0.0	24	5.9	24	Pre-Retirement

*shading highlight considerations where significant differences were found to exist.

Appendix E.

Segmentation of Respondents – Retirement Timing (Pre-EMR vs. Post EMR)

Note:
Data was received from 130 respondents. Reported n values in the table will vary due to missing cases (i.e., respondent not answering the question) as well as exclusion from further analysis by those for whom the question was not applicable, or a particular item they did not use or know about.

Socio-Demographic Profile

Retirement Age

On average, Post-EMR respondents were almost three years older than Pre-EMR respondents at the time of their retirement. The difference was found to be significant (Table E.1).

Table E.1. Retirement Age

Age at Retirement	% of Respondents	
	Pre-EMR	Post-EMR
< 60	7.2	1.6
60-62	10.7	15.9
63-64	5.4	9.5
65	76.8	14.3
66-67	0.0	20.6
68-69	0.0	11.1
70-71	0.0	19.1
> 71	0.0	8.0
Total Pre-65 years	23.3	27.0
Total 65 years	76.8	14.3
Total Post-65 Years	0.0	58.8
n	56	63
Average Retirement Age	64.00	66.62
t	-4.737	
Sig.	**0.000**	

Note: Due to rounding, not all percentages sum to 100. Age ranges for summary purposes. Actual ages used for calculation of average range in value from 57 to 76 years.

Gender, marital status, rank and years spent at SFU

The proportion of female respondents in the Post-EMR group (40.3%) was significantly higher that in the Pre-EMR group (21.3%). No significant differences were found on the basis of marital status, faculty rank at retirement, and years spent as a faculty member and/or administrator at SFU (Table E.2).

Table E.2. Retirement Timing by Gender, Marital Status, Rank and Years at SFU

Gender	% of Respondents		Chi-Square	Sig
	Pre-EMR	Post-EMR		
Male	78.7	59.7	4.449	**0.035**
Female	21.3	40.3		
n	47	62		
Marital Status	**Pre-EMR**	**Post-EMR**	**Chi-Square**	**Sig**
Married/Living with partner	85.4	83.9	0.049	0.824
Single, never married/Divorced/widowed/ separated	14.6	16.1		
n	48	62		
Faculty Rank*	**Pre-EMR**	**Post-EMR**	**Fisher's Exact Test**	
Tenured	95.8	85.5	**Sig**	0.109
Teaching/Librarian/Archivist (non-tenured)	4.2	14.5		
Years Spent as a Faculty Member and/or Administrator at SFU	**Pre-EMR**	**Post-EMR**	**Chi-Square**	**Sig**
< 25 years	14.6	21.0	0.741	0.389
25 or more years	85.4	79.0		
n	48	62		

* Fisher's exact test was used to determine if there was a significant association between faculty rank and retirement timing. There was not a statistically significant association between the two variables (two-tailed p = .109).

Pre-Retirement Stage

This section looks at the importance retirees placed on various considerations that may have pushed, pulled or delayed their retirement, decision-making factors including the length of time that elapsed between them looking into options and their final retirement, workshops/seminars/informational sessions attended, importance placed on existing planning resources and satisfaction with the institution's retirement process. Where applicable, differences in responses between those who retired before and after the elimination of MR are noted.

Considerations for Retirement - Familial Reasons

When considering retirement, Post-EMR retirees placed significantly more importance on spending more time with family (44.4% vs. 20.0%) and on their general health and wellness (29.3% vs. 7.1%). There were no other significant differences between the groups based on retirement timing (Table E.3).

Table E.3. Family Considerations for Retirement

Considerations	Rated as Major Importance				n	Chi. Square	Sig.
	Pre-EMR		Post-EMR				
	%	Rank	%	Rank			
Desired to spend more time with family	20.0	2	44.4	1	98	5.856	**0.016**
Spouse/partner was also retiring or had retired	42.9	1	36.4	2	83	0.330	0.566
Worried about my general health and wellness	7.1	3	29.3	3	86	5.391	**0.020**
Needed to care for family/relatives*	7.1	3	19.2	4	80	*	0.199

* Fisher's exact test was used to determine if there was a significant association between 'needed to care for family/relatives' and retirement timing. There was not a statistically significant association between the two variables (two-tailed p = 0.199).

Considerations for Retirement - Financial Reasons

'Access to continued health insurance benefits provided by institution' was significantly more important to the Pre-EMR group (69.7% vs. 48.4%). There were no other significant differences between the groups based on retirement timing (Table E.4).

Table E.4. Financial Considerations for Retirement

Considerations	Rated as Major Importance				n	Chi. Square	Sig.
	Pre-EMR		Post-EMR				
	%	Rank	%	Rank			
Having sufficient financial resources to live comfortably throughout my retirement years	73.5	1	75.8	1	100	0.059	0.807
Access to continued health insurance benefits provided by institution	69.7	2	48.4	2	95	**3.965**	**0.046**
Maximizing upon the university's contribution (approx. 10%) to my defined contribution pension plan	30.4	3	32.8	3	81	0.041	0.840

Considerations for Retirement - Work Reasons

'Had reached an age/felt it was time to retire' (64.5% vs. 28.9%), 'sensed that I had completed my academic contributions' (52.4% vs. 13.5%) and 'personal concerns over my ability to learn/integrate new technologies into teaching and/or research' (21.0% vs. 2.8%) were significantly more important to Post-EMR respondents. There were no other significant differences between the groups based on retirement timing (Table E.5).

Table E.5. Work Considerations for Retirement

Considerations	Rated as Major Importance				n	Chi. Square	Sig.
	Pre-EMR		Post-EMR				
	%	Rank	%	Rank			
Had reached age/felt it was time to retire	28.9	2	64.5	1	100	11.927	**0.001**
Sensed that I had completed my academic contributions	13.5	7	52.4	2	100	14.946	**0.000**
Increasing bureaucratization of university education	35.3	1	37.7	3	95	0.055	0.815
Assurance that my vacated faculty line would remain in the department	23.5	3	36.8	4	91	1.738	0.187
No longer enjoyed and/or felt fulfilled by work	16.7	6	25.4	5	89	0.875	0.349
Did not feel my contributions to the university were valued	19.4	4	25.0	6	96	0.393	0.531
Limited opportunity to make good use of my skills	18.8	5	16.9	9	91	0.046	0.829
No longer wished to cope with changing student demands	9.1	8	21.7	7	93	2.364	0.124
Personal concerns over my ability to learn/integrate new technologies into teaching and/or research	2.8	9	21.0	8	98	6.154	**0.013**

Pre-Retirement Considerations for Delaying Retirement

No significant differences were found in the pre-retirement considerations of those who retired before or after the elimination of MR (Table E.6).

Table E.6. Pre-Retirement Considerations for Delaying Retirement

Considerations	Rated as Major Importance				n	Chi. Square	Sig.
	Pre-EMR		Post-EMR				
	%	Rank	%	Rank			
Continuing to engage in intellectually stimulating work	52.2	1	64.8	1	77	1.084	0.298
Strong sense of self-identification and/or purpose through my job	45.5	3	60.4	2	75	1.405	0.236
Being an active member of the academic community	45.8	2	59.3	3	78	1.211	0.271
Knowing what to do with my time in retirement	22.7	5	32.1	4	75	0.655	0.418
Finding something rewarding to do after leaving SFU	25.0	4	26.9	5	72	0.027	0.868
Other interests cultivated outside of work*	18.2	7	18.4	6	71	*	1.000

Considerations	Rated as Major Importance				n	Chi. Square	Sig.
	Pre-EMR		Post-EMR				
	%	Rank	%	Rank			
Access to phased retirement options*	19.0	6	18.4	6	70	*	1.000
Fear of loneliness and depression *	0.0	8	5.9	8	73	*	0.549

* Using Fisher's exact test, no statistically significant association was found between retirement timing and 'other interests cultivated outside of work' (two-tailed p = 1.000), 'access to phased retirement options' (two-tailed p = 1.000) and 'fear of loneliness and depression' (two-tailed p = 0.549).

Summary of Reasons (> 50% for one or both groups)

Pre-EMR and Post-EMR group respondents rated 4 of the same considerations amongst their top 5 in terms of importance with respect to retirement (Table E.7).

Table E.7. Summary of Reasons

Considerations	Pre-EMR		Post-EMR		n	Type
	%	Rank	%	Rank		
Having sufficient financial resources to live comfortably throughout my retirement years	73.5	1	75.8	1	100	Financial
Continuing to engage in intellectually stimulating work	52.2	3	64.8	2	77	Pre-Retirement
Had reached age/felt it was time to retire	28.9	6	64.5	3	100	Work
Strong sense of self-identification and/or purpose through my job	45.5	5	60.4	4	75	Pre-Retirement
Being an active member of the academic community	45.8	4	59.3	5	78	Pre-Retirement
Sensed that I had completed my academic contributions	13.5	7	52.4	6	100	Work
Access to continued health insurance benefits provided by institution	69.7	2	48.4	7	95	Financial

Shaded rows indicate significant differences between groups.

Decision-Making

A significantly higher proportion (63.8%) of the Pre-EMR group retired within a year of looking into SFU's retirement options than did those from the Post-EMR group (35.4%) (Table E.8).

Table E.8. Time between looking into SFU's options and final retirement

Time Period	Pre-EMR		Post-EMR	
	n	%	n	%
1 year or less	30	63.8	23	35.4
Between 1 and 3 years	6	12.8	19	29.2
More than three years	11	23.4	23	35.4
n	47	100.0	65	100.0
Chi-square	9.266			
Sig.	**0.010**			

Retirement Workshops, Seminars, or Informational Sessions

Over half (52.2%) of the Pre-EMR group did not attend any workshops, seminars or information sessions in the five years preceding their retirement. Given mandated retirement, there may have been less of an incentive or perceived value at that time. With greater independence and choice, attendance in retirement workshops, seminars, or informational sessions was almost twice as large (1.75 vs. 0.85) amongst the Post-EMR group. This difference was found to be significant (Table E.9).

Table E.9. Retirement workshops, seminars, or informational sessions attended in the five years prior to retirement

Number of Workshops	Pre-EMR		Post-EMR	
	n	%	n	%
0	24	52.2	17	30.4
1	10	21.7	10	17.9
2	7	15.2	12	21.4
3	5	10.9	9	16.1
4	0	0.0	3	5.4
5 or more	0	0.0	5	8.9
n	46	100.0	56	100.0
Average #. of Workshops	0.85		1.75	
t	-3.416			
Sig.	**0.001**			

Note: Due to rounding, not all percentages sum to 100. For calculation of average, 5 or more coded as 5.

Importance of Existing Resources in Retirement Planning

'Diversity of options for transitioning into retirement within the Collective Agreement' was significantly more important for post-EMR respondents (45.8% vs.

14.8%). There were no other significant differences between the groups based on retirement timing (Table E.10).

Table E.10. Importance of existing resources in retirement planning

Existing Resources	Rated as Major Importance				n	Chi. Square	Sig.
	Pre-EMR		Post-EMR				
	%	Rank	%	Rank			
Pensions and Benefits Specialist in HR	58.3	1	53.6	1	92	0.201	0.654
Diversity of options for transitioning into retirement (e.g., early, phased) within the Collective Agreement	14.8	5	45.8	2	75	7.341	**0.007**
Faculty colleagues	29.4	2	36.8	3	91	0.523	0.469
Open House on Retirement sponsored by Faculty Relations/HR	13.3	7	31.4	4	81	3.306	0.069
SFU website	14.3	6	29.4	5	79	2.264	0.132
SFU Faculty Association	11.1	8	28.3	6	89	3.773	0.052
SFU Retirees Association	25.0	4	24.0	7	82	0.011	0.918
Retirement advisor in Faculty Relations	25.9	3	22.5	8	67	0.104	0.747
Free 3-hour consultation with Sun Life financial representative*	4.0	11	20.9	9	68	*	0.079
Academic administrators*	8.8	10	18.2	10	89	*	0.355
Up to $750 for financial counseling through professional development funds*	9.5	9	10.0	11	51	*	1.000
Counselling through the Employee and Family Assistance Program (EFAP)*	4.0	11	6.3	12	57	*	1.000

* Using Fisher's exact test, no statistically significant association was found between retirement timing and 'free 3-hour consultation with Sun Life financial representative' (two-tailed p = 0.079), 'academic administrators' (two-tailed p = 0.355), 'up to $750 for financial counseling through professional development funds' (two-tailed p = 1.000), and 'counselling through the Employee and Family Assistance Program' (two-tailed p = 1.000).

Satisfaction with Aspects of the University's Retirement Process

Perhaps not surprising, Post-EMR retirees were significantly more satisfied than Pre-EMR respondents with measures that gave them greater control of the retirement decision such as the 'adequacy of time to transition into retirement' and 'overall terms and conditions' of the retirement process at SFU. There were no other significant differences between the groups based on retirement timing (Table E.11).

Table E.11. Level of satisfaction with aspects of the university's retirement process

Aspects of retirement process	Pre-EMR		Post-EMR		n	t	Sig.
	Mean	Rank	Mean	Rank			
Adequacy of time to transition into retirement	3.15	5	3.67	1	95	-2.340	**0.021**
Overall terms and conditions	3.10	6	3.61	2	111	-2.494	**0.014**
Clarity of SFU's policies, options and procedures	3.24	2	3.56	3	107	-1.586	0.116
Overall process of planning for your retirement	3.19	3	3.44	4	104	-1.279	0.204
Ability to negotiate agreement options	3.00	10	3.37	5	89	-1.469	0.146
Support for questions along the way	3.09	7	3.37	5	103	-1.408	0.162
Availability of information	3.18	4	3.35	7	106	-0.843	0.401
Having partner included in retirement planning	3.25	1	3.28	8	72	-0.093	0.926
Access/response time from academic administrators	3.08	8	3.13	9	92	-0.192	0.848
Environment towards late career stage faculty	3.08	8	3.00	10	90	0.295	0.769
Socio-emotional support from academic administrators	2.97	11	2.84	11	87	0.537	0.593

Responses coded on a five-point Likert scale from '1' = "very dissatisfied" to "5" = "very satisfied".

Retirement Stage

Following the elimination of MR, the proportion of faculty members retiring on their previously mandated NRD dropped from 77.6% (Pre-EMR) to 14.9% (Post-EMR) as faculty exercised their new-found abilities to delay retirement. Similarly, there was a drop in the proportion of early retirements, but the decrease was less dramatic (22.4% to 19.4%). These differences on the basis of retirement timing were found to be significant (Table E.12). When examined from the sole perspective of those who retire early or on their NRD (similar to what existed prior to the elimination of MR), a significantly higher proportion of Post-EMR faculty (56.5%vs. 22.4%) appear to exercise the option to retire early. At a time of increased longevity, this could reflect the desire of faculty to do something different with the remaining years of their life (Table E.13). There were no significant differences on the basis of retirement timing with respect to when a respondent entered retirement (Table E.14).

Table E.12. Chosen pathway and entry into retirement

Retirement Pathway	Pre-EMR		Post-EMR	
	n	%	n	%
Took Early Retirement	13	22.4	13	19.4
Retired on Normal Retirement Date	45	77.6	10	14.9
Retired after Normal Retirement Date	0	0.0	25	37.3
Participated in Voluntary Exit Incentive Plan (2008/2009)	0	0.0	7	10.4
Phased into Retirement	0	0.0	12	17.9
n	58	100.0	67	100.0

Table E.13. Chosen pathway and entry into retirement (early or NRD only)

Retirement Pathway (early or NRD only)	Pre-EMR		Post-EMR		Chi-square	Sig.
	n	%	n	%		
Took Early Retirement	13	22.4	13	56.5	8.791	**0.003**
Retired on Normal Retirement Date	45	77.6	10	43.5		
	58	100.0	23	100.0		

Table E.14. Chosen pathway and entry into retirement

Entry into retirement	Pre-EMR		Post-EMR		Chi-square	Sig.
	n	%	n	%		
I retired sooner than planned	15	28.3	16	24.2	1.379	0.502
I retired as planned	33	62.3	39	59.1		
I retired later than planned	5	9.4	11	16.7		
n	53	100.0	66	100.0		

Post-Retirement Stage

This section looks at aspects of what retirees do in retirement including the activities they participate in, confidence in their ability to maintain a comfortable lifestyle and satisfaction with SFU's current level of engagement. Where applicable, differences in responses between those who retired before and after the elimination of MR are noted.

Participation in Retirement Activities

In response to the question about their activities in retirement, 'spending more time with family and friends' was cited most often. 'Continuing scholarly activities', 'traveling' and 'pursuing hobbies' were other activities mentioned frequently by all respondents. Post-EMR respondents were more likely to be 'maintaining connections at

SFU' and 'doing volunteer work' than were those who retired Pre-EMR. This may likely be, in part, due to the recency of their retirement (Table E.15).

Table E.15. Activity participation in retirement (multiple responses)

Activity	Pre-EMR		Post-EMR	
	%	Rank	%	Rank
Spending more time with family and friends	70.0	1	80.0	1
Continuing scholarly activities	66.0	2	60.0	2
Traveling	48.0	3	60.0	2
Pursuing hobbies	46.0	4	55.4	4
Maintaining connections at SFU	28.0	7	40.0	6
Doing volunteer work	32.0	5	43.1	5
Taking care of my children/grandchildren	30.0	6	27.7	7
Pursuing an encore career (e.g., a new role, work, activity, or career)	18.0	8	20.0	8
Caregiving for a loved one	18.0	8	12.3	10
Continuing to work in Higher Ed. (outside SFU)	16.0	10	16.9	9
Continuing to teach at SFU	12.0	11	12.3	10
Starting or started a business	10.0	12	9.2	12
Other	22.0		30.8	
n (percentages based on n)	50		65	
Total responses	208		304	

Retirement Confidence

In terms of confidence about the ability to maintain a comfortable lifestyle, there were no significant differences on the basis of retirement timing (Table E.16).

Table E.16. Confidence in ability to maintain comfortable lifestyle throughout retirement

Level of confidence	Pre-EMR		Post-EMR	
	n	%	n	%
Not at all confident	2	4.0	1	1.5
Not too confident	2	4.0	3	4.6
Neutral	4	8.0	2	3.1
Somewhat confident	20	40.0	36	55.4
Very confident	22	44.0	23	35.4
Total (excluding 13 missing cases)	50	100.0	65	100.0
Average	4.16		4.18	
t-test	-0.143			
Sig.	0.886			

Responses coded on a five-point Likert scale from '1' = "not at all confident" to "5" = "very confident".

Satisfaction with SFU's Engagement

In terms of satisfaction with SFU's engagement, there were no significant differences between the groups based on retirement timing (Table E.17).

Table E.17. Rating of satisfaction with SFU's engagement

Engagement	Pre-EMR		Post-EMR		n	t	Sig.
	Mean	Rank	Mean	Rank			
Maintaining friendships with SFU colleagues	3.63	2	3.65	1	110	-0.122	0.903
Continued access to university resources and support	3.65	1	3.49	2	105	0.816	0.416
Frequency of communication	3.34	3	3.35	3	107	-0.054	0.957
Effectiveness of communication	3.34	3	3.34	4	105	-0.020	0.984
Ongoing connection with professional affiliations	3.26	5	3.19	5	91	0.347	0.729
Continuing to feel valued as a member of SFU's academic community	2.84	6	2.95	6	104	-0.493	0.623

Responses coded on a five-point Likert scale from '1' = "very dissatisfied" to "5" = "very satisfied".

Perceived Value of Institutional Support and Interventions for Pre- and Post-Retirement

This section examines the likely use of support interventions had these been available when respondents were going through their pre-retirement transition, importance placed on various University resources for retirees, academic work options rated as being important to retirees, and their likely use of potential engagement interventions in post-retirement. Where applicable, differences between the two groups have been noted.

Value of Additional Institutional Resources for Pre-retirees

Had these been available when they were preparing for retirement, Post-EMR retirees were significantly more likely to have used a 'retirement checklist' and 'financial planning seminars on the implications of retirement'. There were no other significant differences between the groups based on retirement timing (Table E.18).

Table E.18. Likelihood of using the following resources in preparations for retirement from SFU if they existed

Potential resources	Pre-EMR		Post-EMR		n	t	Sig.
	Mean	Rank	Mean	Rank			
Retirement checklist	3.45	2	4.09	1	103	-2.749	**0.007**
Confidential personalized consultation with retirement advisor at SFU	3.58	1	3.83	2	112	-0.979	0.330
Financial planning seminars on the implications of retirement	3.10	3	3.72	3	116	-2.350	**0.021**
Ability to customize a personalized retirement proposal for institutional approval	3.02	5	3.38	4	115	-1.339	0.183
Access to a retired faculty member to walk you through the process	2.84	6	3.15	5	116	-1.209	0.229
Seminars on non-financial aspects of retirement	2.67	9	3.14	6	113	-1.775	0.079
Access to a professional retirement “coach”	2.78	7	3.13	7	115	-1.221	0.225
Ability to customize a personalized plan for post-retirement engagement with SFU	3.08	4	3.00	8	115	0.297	0.767
Institutional assistance with completing a culminating project (e.g., digitize collection of work)	2.74	8	2.88	9	114	-0.455	0.650
Counselling services on issues related to wellness, caregiving and other challenges faced by aging faculty	2.47	10	2.80	10	115	-1.190	0.236
Online access to recorded interviews with retired faculty on their transition into retirement	2.33	11	2.50	11	115	-0.686	0.494

Responses coded on a five-point Likert scale from ‘1’ = “not likely at all” to “5” = “extremely likely”.

University Resources Accessible to Retirees

Irrespective of retirement timing, the most important resource for all retirees was ‘retaining computing ID/e-mail account’. Pre-EMR respondents rated ‘accessing library materials’ higher (81.3% vs. 72.1%) whereas Post-EMR respondents placed higher value on ‘health care benefits from institution’ (73.8% vs. 70.8%). Emeritus status was more important for Pre-EMR respondents (39.6%) whereas ‘free software available for download’ (50.8%) was more highly valued by Post-EMR retirees (Table E.19).

Table E.19. University resources considered most important to access as a retiree (multiple responses)

University resources	Pre-EMR		Post-EMR	
	%	Rank	%	Rank
Retaining computing ID/e-mail account	83.3	1	88.5	1
Health care benefits from institution	70.8	3	73.8	2
Accessing library materials	81.3	2	72.1	3
Free software available for download	35.4	5	50.8	4
Emeritus status	39.6	4	31.1	5
Funds to support research	29.2	6	24.6	6
Attending seminar/lectures/workshops/ topical sessions	25.0	7	24.6	6
Tuition waiver for self, partner, dependents	18.8	9	24.6	6
Access to office amenities (e.g., space, computers, photocopying, etc.)	25.0	7	18.0	9
Obtaining lab/studio space	8.3	11	9.8	10
Socializing events on campus	10.4	10	8.2	11
Financial counselling services	2.1	14	6.6	12
Dedicated campus space for retired faculty to meet	6.3	12	4.9	13
Attending wellness, recreational, social, fitness activities	2.1	14	4.9	13
Personal counselling services	0.0	17	4.9	13
Senior housing located close to the campus	2.1	14	3.3	16
Help with submitting grant proposals	4.2	13	1.6	17
n (percentages based on n)	48		61	
Total responses	213		276	

Academic Work Options in Retirement

Irrespective of retirement timing, academic work considered to be of greatest importance for retiree participation was ‘involvement in research projects as collaborators/advisors’. This was especially true for Post-EMR respondents (56.9% vs. 45.5%). ‘Mentoring/advising students’ (31.8%) and ‘continuing to teach’ (31.8%) were rated highly by Pre-EMR respondents. Likewise, ‘mentoring new/junior faculty’ (32.8%) and ‘mentoring/advising students’ (29.3%) and ‘serving on university committees’ (29.3%) were rated highly by Post-EMR retirees (Table E.20).

Table E.20. Academic work options considered most important to participate in as a retiree (multiple responses)

Academic work options	Pre-EMR		Post-EMR	
	%	Rank	%	Rank
Involvement in research projects as collaborators/advisors	45.5	1	56.9	1
Mentoring new/junior faculty	15.9	9	32.8	2
Mentoring/advising students	31.8	2	29.3	3
Serving on university committees	15.9	9	29.3	3
Serving in administrative/advisory roles	20.5	5	27.6	5
Providing services for remuneration	25.0	4	25.9	6
Volunteering as speaker/liaison to alumni/community groups	20.5	5	20.7	7
Participating in community engagement events	20.5	5	19.0	8
Continuing to teach	31.8	2	13.8	9
Development of academic programs	20.5	5	13.8	9
Volunteering in areas such as student recruitment, tutoring	6.8	11	6.9	11
Volunteering in institutional fundraising roles	0.0	12	3.4	12
n (percentages based on n)	44		58	
Total Responses	112		162	

Post-Retirement Institutional Engagement

Post-EMR retirees were significantly more likely than Pre-EMR respondents to use 'professional development funds for up to 2 years post-retirement' if these funds were available to them. There were no other significant differences between the groups based on retirement timing (Table E.21).

Table E.21. Likelihood of using the following resources for post-retirement engagement with SFU if they existed

Potential resources	Pre-EMR		Post-EMR		n	t	Sig.
	Mean	Rank	Mean	Rank			
Professional development funds for up to 2 years post-retirement	3.00	4	3.74	1	108	-2.277	**0.025**
Research funding for retired faculty	3.46	1	3.08	2	108	1.224	0.224
A campus Retiree Centre for faculty	3.21	3	2.85	3	109	1.316	0.191
Database of paid and unpaid opportunities at SFU and outside SFU	2.85	5	2.85	3	108	-0.025	0.980
Community engagement events	2.71	6	2.85	3	107	-0.563	0.575
An Emeriti College for faculty retiring with Emeritus designation	3.27	2	2.81	6	110	1.487	0.140

Responses coded on a five-point Likert scale from '1' = "not at all likely" to "5" = "extremely likely".

Appendix F.

Segmentation of Respondents by Gender (Female vs. Male)

Note:
Data was received from 130 respondents. Reported n values in the table will vary due to missing cases (i.e., respondent not answering the question) as well as exclusion from further analysis by those for whom the question was not applicable, or a particular item they did not use or know about.

Socio-Demographic Profile

Retirement Age

No significant differences in retirement age were found on the basis of gender (Table F.1).

Table F.1. Retirement Age

Age at Retirement	% of Respondents	
	Female	Male
< 60	8.6	2.7
60-62	17.1	13.5
63-64	2.9	9.5
65	25.7	45.9
66-67	20.0	8.1
68-69	5.7	6.8
70-71	14.3	9.5
> 71	5.7	4.1
Total Pre-65 years	28.6	25.7
Total 65 years	25.7	45.9
Total Post-65 Years	45.7	28.5
n	35	74
Average Retirement Age	65.43	65.43
t	0.005	
Sig.	0.996	

Note: Due to rounding, not all percentages sum to 100. Age ranges for summary purposes. Actual ages used for calculation of average range in value from 57 to 76 years

Retirement timing, marital status, rank and years spent at SFU

There were significant differences on the basis of gender with respect to retirement timing, marital status and faculty rank. A higher proportion of the female respondents had retired Post-EMR group (71.4%) compared to male retirees (50.0%). A higher proportion of male respondents were married/living with partner (93.2% vs. 65.7%) whereas a higher proportion of female respondents were single, never married/divorced/widowed/separated (34.3% vs. 6.8%). A higher proportion tenured faculty were male (98.6% vs. 71.4%) (Table F.2).

Table F.2. Gender by Retirement Timing, Marital Status, Rank and Years at SFU

Retirement Timing	% of Respondents		Chi-Square	Sig
	Female	**Male**		
Pre-EMR	28.6	50.0	4.449	**0.035**
Post-EMR	71.4	50.0		
n	35	74		
Marital Status	**Female**	**Male**	**Chi-Square**	**Sig**
Married/Living with partner	65.7	93.2	13.679	**0.001**
Single, never married/Divorced/widowed/ separated	34.3	6.8		
n	35	74		
Faculty Rank*	**Female**	**Male**	**Fisher's Exact Test**	**Sig**
Tenured	71.4	98.6	*	**0.001**
Teaching/Librarian/Archivist (non-tenured)	28.6	1.4		
n	35	74		
Years Spent as a Faculty Member and/or Administrator at SFU	**Female**	**Male**	**Chi-Square**	**Sig**
< 25 years	28.6	13.5	3.596	0.058
25 or more years	71.4	86.5		
n	35	74		

* Fisher's exact test was used to determine if there was a significant association between faculty rank and gender. A statistically significant association was found between the two variables (two-tailed p = 0.001).

Pre-Retirement Stage

This section looks at the importance retirees placed on various retirement considerations, decision-making factors including the length of time that elapsed between them looking into options and their final retirement, workshops attended, importance of existing planning resources and satisfaction with the institution's retirement process. Where applicable, differences based on gender are noted.

Considerations for Retirement - Familial Reasons

With respect to family consideration for retirement, no significant differences were found on the basis of gender (Table F.3).

Table F.3. Family Considerations for Retirement

Considerations	Rated as Major Importance				n	Chi. Square	Sig.
	Female		Male				
	%	Rank	%	Rank			
Spouse/partner retiring or had retired	40.9	1	42.6	1	76	0.018	0.893
Desired to spend more time with family	32.1	2	39.3	2	89	0.427	0.514
Worried about my general health and wellness	30.4	3	19.6	3	79	1.079	0.299
Needed to care for family/relatives*	19.0	4	13.5	4	73	*	0.719

* Fisher's exact test was used to determine if there was a significant association between 'needed to care for family/relatives' and gender. There was not a statistically significant association between the two variables (two-tailed p = 0.719).

Considerations for Retirement - Financial Reasons

Female faculty were significantly more concerned about 'having sufficient financial resources to live comfortably throughout my retirement years' (90.0% vs. 69.4%) than were male faculty (Table F.4).

Table F.4. Financial Considerations for Retirement

Considerations	Rated as Major Importance				n	Chi. Square	Sig.
	Female		Male				
	%	Rank	%	Rank			
Having sufficient financial resources to live comfortably throughout my retirement years	90.0	1	69.4	1	92	**4.736**	**0.030**
Access to continued health insurance benefits provided by institution	63.0	2	52.5	2	88	0.837	0.360
Maximizing upon the university's contribution (approx. 10%) to my defined contribution pension plan	40.0	3	29.6	3	74	0.716	0.397

Considerations for Retirement - Work Reasons

With respect to the importance of various work considerations on the retirement decision, there were no significant differences on the basis of gender. (Table F.5).

Table F.5. Work Considerations for Retirement

Considerations	Rated as Major Importance				n	Chi. Square	Sig.
	Female		Male				
	%	Rank	%	Rank			
Had reached age/felt it was time to retire	61.3	1	51.6	1	93	0.782	0.377
Sensed that I had completed my academic contributions	45.2	2	37.1	2	93	0.561	0.454
Increasing bureaucratization of university education	42.9	3	36.1	3	89	0.375	0.540
Assurance that my vacated faculty line would remain in the department	38.5	4	29.3	4	84	0.689	0.406
No longer enjoyed and/or felt fulfilled by work	25.0	5	22.8	6	85	0.050	0.823
Did not feel my contributions to the university were valued	17.2	6	26.7	5	89	0.963	0.326
Limited opportunity to make good use of my skills	14.8	7	20.3	7	86	0.373	0.541
No longer wished to cope with changing student demands*	14.3	8	18.6	8	87	*	0.765
Personal concerns over my ability to learn/integrate new technologies into teaching and/or research*	10.7	9	15.9	9	91	*	0.747

* Using Fisher's exact test, no statistically significant association was found between gender and 'no longer wished to cope with changing student demands' (two-tailed p = 0.765) and 'personal concerns over my ability to learn/integrate new technologies into teaching and/or research' (two-tailed p = 0.747).

Pre-Retirement Considerations for Delaying Retirement

With respect to the importance of various pre-retirement considerations, there were no significant differences based on the basis of gender (Table F.6).

Table F.6. Pre-Retirement Considerations for Delaying Retirement

Considerations	Rated as Major Importance				n	Chi. Square	Sig.
	Female		Male				
	%	Rank	%	Rank			
Strong sense of self-identification and/or purpose through my job	72.7	1	50.0	2	70	3.182	0.074
Being an active member of the academic community	72.7	1	49.0	3	73	3.509	0.061
Continuing to engage in intellectually stimulating work	69.6	3	58.0	1	73	0.891	0.345
Knowing what to do with my time in retirem't	40.0	4	26.0	4	70	1.333	0.248
Finding something rewarding to do after leaving SFU	38.1	5	21.3	5	68	2.109	0.146

Considerations	Rated as Major Importance				n	Chi. Square	Sig.
	Female		Male				
	%	Rank	%	Rank			
Other interests cultivated outside of work*	27.8	6	16.7	7	66	*	0.319
Fear of loneliness and depression*	11.1	7	2.0	8	67	*	0.174
Access to phased retirement options*	10.5	8	19.6	6	65	*	0.486

* Using Fisher's exact test, no statistically significant association was found between gender and 'other interests cultivated outside of work' (two-tailed p = 0.319), 'fear of loneliness and depression' (two-tailed p = 0.174) and 'access to phased retirement options' (two-tailed p = 0.486).

Summary of Reasons

Although female and male retirees rated the same considerations amongst their top 6 in terms of importance with respect to retirement, the only significant difference between them pertained to financial sufficiency for a comfortable retirement (Table F.7).

Table F.7. Summary of Reasons (>50% for one or both groups)

Considerations	Female		Male		n	Type
	%	Rank	%	Rank		
Having sufficient financial resources to live comfortably throughout my retirement years	90.0	1	69.4	1	92	Financial
Strong sense of self-identification and/or purpose through my job	72.7	2	50.0	5	70	Pre-Retirement
Being an active member of the academic community	72.7	2	49.0	6	73	Pre-Retirement
Continuing to engage in intellectually stimulating work	69.6	4	58.0	2	73	Pre-Retirement
Access to continued health insurance benefits provided by institution	63.0	5	52.5	3	88	Financial
Had reached age/felt it was time to retire	61.3	6	51.6	4	93	Work

Shaded rows indicate significant differences between groups.

Decision-Making

No significant differences were found on the basis of gender with respect to the duration of time spent looking for information and retiring (Table F.8).

Table F.8. Time between looking into SFU's options and final retirement

Time Period	Female		Male	
	n	%	n	%
1 year or less	14	41.2	31	47.7
Between 1 and 3 years	7	20.6	15	23.1
More than three years	13	38.2	19	29.2
n	34	100.0	65	100.0
Chi-square	0.831			
Sig.	0.660			

Retirement Workshops, Seminars, or Informational Sessions

On the basis of gender, no significant differences were found with respect to attendance at workshops, seminars or information sessions in the five years preceding retirement (Table F.9).

Table F.9. Retirement workshops, seminars, or informational sessions attended in the five years prior to retirement

Number of Workshops	Female		Male	
	n	%	n	%
0	12	40.0	25	39.1
1	6	20.0	13	20.3
2	4	13.3	13	20.3
3	5	16.7	8	12.5
4	2	6.7	1	1.6
5 or more	1	3.3	4	6.3
n	30	100.0	64	100.0
Average #. of Workshops	1.40		1.36	
t	-0.125			
Sig.	0.901			

Note: Due to rounding, not all percentages sum to 100. For calculation of average, 5 or more coded as 5.

Importance of Existing Resources in Retirement Planning

No significant differences were found between female and male retirees' assessment of the importance of existing resources in retirement planning (Table F.10).

Table F.10. Importance of existing resources in retirement planning

Existing Resources	Rated as Major Importance				n	Chi. Square	Sig.
	Female		Male				
	%	Rank	%	Rank			
Faculty colleagues	45.8	1	32.3	3	86	1.383	0.240
Pensions and Benefits Specialist in HR	44.0	2	62.3	1	86	2.421	0.120
Open House on Retirement sponsored by Faculty Relations/HR	38.5	3	20.0	8	76	3.007	0.083
Diversity of options for transitioning into retirement (e.g., early, phased) within the Collective Agreement	36.4	4	36.2	2	69	0.000	0.988
Retirement advisor in Faculty Relations*	27.8	5	22.2	7	63	*	0.746
SFU website	25.0	6	26.4	4	73	0.015	0.902
SFU Retirees Association	24.0	7	25.0	6	77	0.009	0.924
Academic administrators*	17.4	8	15.3	10	82	*	1.000
SFU Faculty Association	16.7	9	25.9	5	82	0.806	0.369
Free 3-hour consultation with Sun Life financial representative*	15.8	10	15.9	9	63	*	1.000
Up to $750 for financial counseling through professional development funds*	15.4	11	8.6	11	48	*	0.602
Counselling through the Employee and Family Assistance Program (EFAP)*	7.7	12	4.9	12	54	*	1.000

* Using Fisher's exact test, no statistically significant association was found between gender and 'retirement advisor in Faculty Relations' (two-tailed p = 0.746), 'academic administrators' (two-tailed p = 1.000), 'free 3-hour consultation with Sun Life financial representative' (two-tailed p = 1.000), 'up to $750 for financial counseling through professional development funds' (two-tailed p = 0.602), and 'counselling through the Employee and Family Assistance Program' (two-tailed p = 1.000).

Satisfaction with Aspects of the University's Retirement Process

Female faculty were significantly less satisfied than their male counterparts on many aspects of the retirement process. These included 'socio-emotional support from academic administrators', 'access/response time from academic administrators', 'ability to negotiate agreement options', 'support for questions along the way', 'availability of information', 'overall process of planning for your retirement', and 'clarity of SFU's policies, options and procedures' (Table F.11).

Table F.11. Level of satisfaction with aspects of the university's retirement process

Aspects of retirement process	Female		Male		n	t	Sig.
	Mean	Rank	Mean	Rank			
Adequacy of time to transition into retirement	3.31	1	3.58	2	90	1.074	0.286
Overall terms and conditions	3.28	2	3.51	6	102	0.997	0.321
Clarity of SFU's policies, options and procedures	3.16	3	3.69	1	98	**2.436**	**0.017**
Overall process of planning for your retirement	3.03	4	3.53	3	97	**2.221**	**0.029**
Availability of information	2.93	5	3.51	6	98	**2.588**	**0.011**
Having partner included in retirement planning	2.88	6	3.40	8	68	1.637	0.106
Support for questions along the way	2.87	7	3.52	5	95	**3.173**	**0.002**
Environment towards late career stage faculty	2.73	8	3.17	10	86	1.462	0.147
Ability to negotiate agreement options	2.70	9	3.53	3	80	**2.870**	**0.005**
Access/response time from academic administrators	2.63	10	3.38	9	85	**3.320**	**0.001**
Socio-emotional support from academic administrators	2.38	11	3.12	11	81	**2.851**	**0.006**

Responses coded on a five-point Likert scale from '1' = "very dissatisfied" to "5" = "very satisfied".

Retirement Stage

A significantly larger proportion of female faculty retired through a pathway/option that became available after the elimination of MR (54.3% vs. 29.8%) (Table F.12b). There were no significant differences between gender on the basis of entry into retirement (Table F.13).

Table F.12a. Chosen pathway into retirement

Retirement Pathway	Female		Male	
	n	%	n	%
Took Early Retirement	6	17.1	18	24.3
Retired on Normal Retirement Date	10	28.6	34	45.9
Retired after Normal Retirement Date	11	31.4	13	17.6
Participated in Voluntary Exit Incentive Plan (2008/2009)	5	14.3	1	1.4
Phased into Retirement	3	8.6	8	10.8
n	35	100.0	74	100.0

Table F.12b. Chosen pathway into retirement (with new options)

Retirement Pathway (with new options)	Female		Male		Chi-square	Sig.
	n	%	n	%		
Took Early Retirement/Retired on NRD	16	45.7	52	70.3	**6.106**	**0.013**
New options after elimination of Mandatory Retirement	19	54.3	22	29.7		
n	35	100.0	74	100.0		

Table F.13. Entry into retirement

Entry into retirement	Female		Male		Chi-square	Sig.
	n	%	n	%		
I retired sooner than planned	10	28.6	17	24.3	2.010	0.366
I retired as planned	18	51.4	45	64.3		
I retired later than planned	7	20.0	8	11.4		
n	35	100.0	70	100.0		

Post-Retirement Stage

This section looks at aspects of what retirees do in retirement including the activities they participate in, confidence in their ability to maintain a comfortable lifestyle throughout their retirement and satisfaction with SFU's current level of engagement. Where applicable, differences in responses between gender are noted.

Participation in Retirement Activities

In response to the question about their activities in retirement, 'spending more time with family and friends' was cited most often. 'Continuing scholarly activities', 'traveling' and 'pursuing hobbies' were other activities mentioned frequently by all respondents (Table F.14).

Table F.14. Activity participation in retirement (multiple responses)

Activity	Female		Male	
	%	Rank	%	Rank
Spending more time with family and friends	80.0	1	74.3	1
Continuing scholarly activities	51.4	3	66.2	2
Traveling	54.3	2	55.4	3
Pursuing hobbies	51.4	3	51.4	4
Maintaining connections at SFU	28.6	6	37.8	5
Doing volunteer work	42.9	5	36.5	6
Taking care of my children/grandchildren	17.1	7	35.1	7

Activity	Female		Male	
	%	Rank	%	Rank
Pursuing an encore career (e.g., a new role, work, activity, or career)	14.3	9	18.9	8
Caregiving for a loved one	14.3	9	16.2	9
Continuing to work in Higher Ed. (outside SFU)	17.1	7	16.2	9
Continuing to teach at SFU	14.3	9	10.8	11
Starting or started a business	11.4	12	6.8	12
Other	31.4		25.7	
n (percentages based on n)	50		65	
Total responses	208		304	

Retirement Confidence

In terms of confidence about the ability to maintain a comfortable lifestyle, there were no significant differences on the basis of gender (Table F.15).

Table F.15. Confidence in ability to maintain comfortable lifestyle throughout retirement

Level of confidence	Female		Male	
	n	%	n	%
Not at all confident	1	2.9	2	2.7
Not too confident	2	5.7	3	4.1
Neutral	2	5.7	3	4.1
Somewhat confident	18	51.4	33	44.6
Very confident	12	34.3	33	44.6
Total (excluding 13 missing cases)	35	100.0	74	100.0
Average	4.09		4.24	
t-test	0.826			
Sig.	0.410			

Responses coded on a five-point Likert scale from ‘1’ = “not at all confident” to “5” = “very confident”.

Satisfaction with SFU’s Engagement

In terms of satisfaction with SFU’s engagement, there were no significant differences on the basis of gender (Table F.16).

Table F.16. Rating of satisfaction with SFU's engagement

Engagement	Female		Male		n	t	Sig.
	Mean	Rank	Mean	Rank			
Maintaining friendships with SFU colleagues	3.71	1	3.61	2	91	-0.697	0.487
Continued access to university resources and support	3.35	2	3.63	1	105	1.296	0.198
Frequency of communication	3.24	3	3.40	3	110	0.972	0.334
Effectiveness of communication	3.24	3	3.40	3	105	0.907	0.366
Ongoing connection with professional affiliations	3.15	5	3.25	5	107	0.526	0.600
Continuing to feel valued as a member of SFU's academic community	2.74	6	2.97	6	104	0.960	0.339

Responses coded on a five-point Likert scale from '1' = "very dissatisfied" to "5" = "very satisfied".

Perceived Value of Institutional Support and Interventions for Pre- and Post-Retirement

This section examines the likely use of potential support interventions for pre-retirement transition, importance placed on various University resources for retirees, academic work options of importance to retirees, and use of potential post-retirement engagement interventions. Where applicable, differences in responses have been noted.

Value of Additional Institutional Resources for Pre-retirees

With respect to additional pre-retirement institutional resources, no significant differences were found in the likelihood of use based on gender (Table F.17).

Table F.17. Likelihood of using the following resources in preparations for retirement from SFU if they existed

Potential resources	Female		Male		n	t	Sig.
	Mean	Rank	Mean	Rank			
Retirement checklist	3.86	1	3.80	1	97	-0.223	0.824
Confidential personalized consultation with retirement advisor at SFU	3.63	2	3.76	2	106	0.487	0.627
Financial planning seminars on the implications of retirement	3.43	3	3.49	3	109	0.197	0.844
Access to a professional retirement "coach"	3.32	4	2.91	7	108	-1.371	0.173
Access to a retired faculty member to walk you through the process	3.26	5	2.92	6	109	-1.188	0.238

Potential resources	Female		Male		n	t	Sig.
	Mean	Rank	Mean	Rank			
Ability to customize a personalized retirement proposal for institutional approval	3.24	6	3.26	4	108	0.073	0.942
Seminars on non-financial aspects of retirement	3.17	7	2.86	8	107	-1.066	0.289
Counselling services on issues related to wellness, caregiving and other challenges faced by aging faculty	3.03	8	2.50	10	108	-1.768	0.080
Ability to customize a personalized plan for post-retirement engagement with SFU	3.00	9	3.05	5	108	0.185	0.854
Institutional assistance with completing a culminating project (e.g., digitize collection of work)	2.88	10	2.79	9	107	-0.269	0.788
Online access to recorded interviews with retired faculty on their transition into retirement	2.56	11	2.30	11	108	-0.980	0.329

Responses coded on a five-point Likert scale from ‘1’ = “not likely at all” to “5” = “extremely likely”.

University Resources Accessible to Retirees

Irrespective of gender, the most important resource for all retirees was ‘retaining computing ID/e-mail account’. Female retirees rated ‘accessing library materials’ (85.7% vs. 71.2%) and ‘health care benefits from institution’ (80.0% vs. 69.9%) considerably higher than did their male counterparts (Table F.18).

Table F.18. University resources considered most important to access as a retiree (multiple responses)

University resources	Female		Male	
	%	Rank	%	Rank
Retaining computing ID/e-mail account	85.7	1	86.3	1
Accessing library materials	85.7	1	71.2	2
Health care benefits from institution	80.0	3	69.9	3
Emeritus status	20.0	7	42.5	4
Free software available for download	48.6	4	41.1	5
Funds to support research	25.7	5	27.4	6
Access to office amenities (e.g., space, computers, photocopying, etc.)	11.4	9	26.0	7
Attending seminar/lectures/workshops/ topical sessions	22.9	6	26.0	7
Tuition waiver for self, partner, dependents	20.0	7	23.3	9
Obtaining lab/studio space	2.9	15	12.3	10
Socializing events on campus	11.4	9	8.2	11
Dedicated campus space for retired faculty to meet	8.6	11	4.1	12

University resources	Female		Male	
	%	Rank	%	Rank
Help with submitting grant proposals	0.0	17	4.1	12
Attending wellness, recreational, social, fitness activities	2.9	15	4.1	12
Financial counselling services	8.6	11	2.7	15
Senior housing located close to the campus	5.7	14	1.4	16
Personal counselling services	8.6	11	0.0	17
n (percentages based on n)	48		61	
Total responses	213		276	

Academic Work Options in Retirement

Irrespective of gender, academic work considered of greatest importance for retiree participation was ‘involvement in research projects as collaborators/advisors. This was especially true for male respondents (58.0% vs. 39.4%). ‘Serving on university committees’ (33.3%) and providing services for remuneration (30.3%) were rated highly by female retirees. ‘Mentoring/advising students’ (33.3%) and ‘continuing to teach’ (29.0%) were rated highly by male respondents (Table F.19).

Table F.19. Academic work options considered most important to participate in as a retiree (multiple responses)

Academic work options	Female		Male	
	%	Rank	%	Rank
Involvement in research projects as collaborators/advisors	39.4	1	58.0	1
Mentoring/advising students	24.2	5	33.3	2
Continuing to teach	6.1	11	29.0	3
Serving in administrative/advisory roles	21.2	6	26.1	4
Volunteering as speaker/liaison to alumni/community groups	12.1	10	24.6	5
Mentoring new/junior faculty	27.3	4	24.6	5
Providing services for remuneration	30.3	3	23.2	7
Participating in community engagement events	21.2	6	18.8	8
Serving on university committees	33.3	2	18.8	8
Development of academic programs	15.2	8	17.4	10
Volunteering in areas such as student recruitment, tutoring	15.2	8	2.9	11
Volunteering in institutional fundraising roles	3.0	12	1.4	12
n (percentages based on n)	44		58	
Total Responses	112		162	

Post-Retirement Institutional Engagement

With respect to institutional resources for post-retirement engagement, no significant differences were found in the likelihood of use based on gender (Table F.20).

Table F.20. Likelihood of using the following resources for post-retirement engagement with SFU if they existed

Potential resources	Female		Male		n	t	Sig.
	Mean	Rank	Mean	Rank			
Professional development funds for up to 2 years post retirement	3.26	1	3.47	1	105	0.621	0.536
Research funding for retired faculty	3.03	2	3.33	2	107	0.931	0.354
An Emeriti College for faculty retiring with Emeritus designation	2.71	5	3.15	3	109	1.294	0.198
A campus Retiree Centre for faculty	2.86	3	3.08	4	108	0.771	0.443
Community engagement events	2.60	6	2.89	5	106	1.096	0.276
Database of paid and unpaid opportunities at SFU and outside SFU	2.83	4	2.83	6	107	0.016	0.987

Responses coded on a five-point Likert scale from ‘1’ = “not at all likely” to “5” = “extremely likely”.

Appendix G.

Open Ended Responses to Various Questions

Question 5. Finish this sentence: I retired when I did because … (open-ended)

Comments from those who retired **prior** to elimination of mandatory retirement:

- Because as I say above the mandatory retirement policy came. When mandatory retirement policy was changed, those faculty who were "forcibly" retired received no retroactive consideration. The Faculty Association failed in this regard.
- Forced to retire by mandatory age requirement - no option allowed/offered.
- Had no choice.
- I wished to, although in 1999 I really had no choice.
- I assumed that one normally retired at that age, and that I was expected to do so.
- I could afford to and I wanted to have more free time to enjoy physical activities and explore new interests.
- I developed cancer and retired for health reasons.
- I had a spin-off company based on research in my Lab. I, together with one PhD student and one post-doc that were the management team of the company. Once I retired it was operating fully outside the university rather than partially inside and outside. This is a brief description and somewhat incomplete as I cannot remember all the details.
- I had expected to retire at that age for several years so I was ready. I had completed revising my courses at that time.
- I had no choice in 2004.
- I had no choice in 2005, mandatory retirement.
- I had no choice. I took partial early retirement in order to spend more time with family (grandchildren) and doing research. Note that I carried on with research and graduate students for several years (approximately 12) after "retirement".
- I had no choice; I was forced to retire for the crime of becoming 65 years old.
- I had no option.
- I retired because I had no choice; it was required in 2004.
- I turned 65 and it was mandatory in 2005.
- I wanted control of my retirement funds.
- I wanted the lifestyle I could achieve.
- I was about to return from a period of no pay leave doing an overseas assignment. I did some financial planning and realized retirement was feasible. Consulting assignments were possible if I wished them. Staffing levels back at SFU were inadequate, administrative workload frustrating and little sense of accomplishment.
- I was appointed Chair of my department for a 2-year term, so I retired at 66 rather than 65.
- I was finding the pace of research, teaching and committees a bit wearing. I have always enjoyed research and teaching, but I wanted to live a little more slowly and to take interesting opportunities when/if they arrived.
- I was forced into it by the prevailing law at the time. Technically, I was considered retired on XXX 2004. I then accepted a three-year post-retirement contract from that date to June 2007 as XXX. I then accepted another post-retirement contract, for one year, to conduct some research in XXX.
- I was forced to do it.
- I was forced to retire and therefore most of these questions do not apply.
- I was increasingly going through the motions and I wanted the time to write.

- I was kicked out.
- I was quite satisfied with what I had done for almost four decades at the university. It was a long inning!
- I was ready to become a woman of leisure 🙂.
- I was required by law to do so. (But am glad to have done so.)
- I was required to do so, which I had known for 35 years.
- I was required to since I reached age 65.
- I was subject to mandatory retirement in 2005 because I was 65 years old.
- I was tired of university politics. I wanted more time for research and writing.
- I went elsewhere four years after I was first employed on post-retirement contracts, because the administration was reluctant to insure that I could continue on post-retirement contracts. That was 23 years ago and I am still working.
- I would be happier.
- It was compulsory.
- It was mandatory (2).
- It was required.
- it was still mandatory to retire at 65; for some years I was on half-time teaching, which I would have liked to continue past the age of 65.
- It was the mandatory retirement.
- Mandatory (2).
- Mandatory retirement in 2005.
- My post-retirement contracts were completed.
- My spouse had retired and Department atmosphere was somewhat unpleasant so incentive to stay was low.
- My wife who is three years older than I am retired from her high school teaching job, we could afford my retiring early, and I thought that under the circumstances retiring when she did would be a good choice.
- My wife, three years older than I am, was retiring at normal retirement age, and I determined that we could afford it.
- Retired from job as Chair of XXX.
- Retirement was mandatory (2).
- The financial aspect was advantageous and I was able to maintain graduate student supervision and an NSERC grant.
- The post-retirement offer was insufficient. Mandatory retirement still existed at my official retirement date but the retirement date was under the process of being removed (as were many retirement plans). It was obvious that mandatory retirement would soon be eliminated. I was offered a post-retirement contract at a lower salary for equal or more work. I offered to accept the lower salary with fewer administrative duties. It was refused. Thus I retired (with dignity) at my official date and with the knowledge that SFU did not really value me.
- There was mandatory retirement in 2005 when I was 65.
- Wanted to do other things.
- When I retired I did not have any option as it was mandatory to retire at 65.

Comments from those who retired **after** the elimination of mandatory retirement:

- I did not want to work full-time, so my only part time partial option was phased retirement (3 years).

- At age 71 I was required to start taking pension. With pension income I did not need the SFU salary and "double-dipping" would have put me in a very high tax bracket.
- Because of the voluntary exit incentive.
- Family reasons.
- Found teaching less rewarding and health issues.
- I believe in allowing younger faculty members to get a chance to obtain a position.
- I could afford to do so and wished to bring to an end the stress of professional life while at the same time using up administrative leave owed to me by the university administration.
- I ended my commitment.
- I felt finally comfortable with financial position for long retirement, had growing responsibilities vis-a-vis aging parents at the time, found teaching increasingly arduous, and the department atmosphere sometimes uncomfortable.
- I had accomplished all that I'd attempted, had hit mandatory retirement for the programmes I'd codeveloped.
- I had agreed that I would by accepting part-time work and accepting that SFU would contribute to my defined contribution pension as though I were working full time.
- I had anticipated retirement at 65 but the end of mandatory retirement set me thinking in other directions. When I turned 60 or thereabouts I had served the university for thirty-four years and felt it was time to move on. (Thirty-five and out is formula used in some other contexts). A provincially-supported policy designed to address the problems caused by the court-mandated end to mandatory retirement still existed in XXX (or thereabouts) but no longer had dedicated funding and accordingly, only a few people XXXX seemed to know anything about it. I worked with them during negotiations with the Dean of XXX while working with leaders in my department to make sure that my retirement would not result in a reduction of our (that is XXX's) complement within the Faculty. The hiring of a tenure track replacement made all the difference in this case. I opposed, in principle, the high court mandate and was eager to do anything I could to encourage "early retirement" and more specifically, to get my department to hire a younger scholar to replace me. Through a combination of circumstances, plus-I believe-good relations I had personally built up with the union and administration, as well as the department, over all* too many years (!) a satisfactory settlement was achieved. I fear, however, that my case was a tad unique.
- I had been bullied way too long XXX over ten years and my academic achievement and contribution I could have made otherwise were severely compromised. The XXX once said that when there is a dispute between two parties both of them have contributing factors but in my case I was at no fault.
- I had completed all of my academic goals, was not enjoying the growing bureaucracy associated conducting my professorial responsibilities, and wanted to pursue some other familial and personal interests.
- I had delayed my retirement for two years because my department, a small one, would get no replacement for me. I finally realized that staying on was not making a replacement any more likely. My post was only replaced two years after I retired.

- I had done my best work, especially research and publishing, in my thirties, forties and maybe fifties. My best work was behind me, I lost interest in seeking research grants and focused on teaching, mentoring, and community service including volunteering with XXX and volunteering with XXX Board for several years. University life had also switched from being present several days a week to mass absence where profs were only in offices on teaching days and meetings. I was also wanting to join my (late) wife in retirement. Also demoralized at how "slow professors" are looked down on by many younger faculty who are understandably building their careers in an increasingly publish or perish environment. And I had other interests including nonacademic writing, sports, travel. Plus we were finally secure in terms of income and investments.
- I had finished a term as Dean of XXX.
- I had finished an administrative job and felt the new person needed the freedom to chart their own course.
- I had long been conditioned into thinking that 65 was the optimal time to do so and it made sense both personally and professionally.
- I had other opportunities I wished to pursue.
- I had planned to retire at 65. When it came time to make the decision, my husband had unexpectedly retired, so I stayed on for 9 months.
- I had satisfactorily completed within the university the work I had been engaged on for some years. I also felt financially secure.
- I met the criteria of age (61) plus years of service (34). In addition I was offered the incentive.
- I needed new horizons and SFU academic and administrative environment was no longer agreeable.
- I retired when I did because I had income security, and had served at SFU in various roles (XXXXX) and felt that I needed to explore other options outside the normal academic path.
- I retired when I did because it suited my personal plans.
- I took a three-year phase out at half-time.
- I turned 71, and because of tax implications related to required RRSP withdrawal, it was not financially beneficial to work longer.
- I wanted to open up opportunities for young Faculty. I also felt that I was tired of being on a "treadmill" due to the demands of research and teaching.
- I wanted to pursue other interests and emerging opportunities.
- I wanted to use all my available research leave.
- I was approaching my 70th birthday, my wife had retired a few years before, and wanted to leave while I felt I was still productive. Also I felt my upper level courses needed revamping, and I wasn't sure I wanted to invest in another round of graduate student training. In addition, the Dean (XXX) said that anyone retiring when would be replaced.
- I was becoming disillusioned with undergraduate teaching and I had enough financial security to enable early retirement.
- I was growing tired of grading semi-literate essays.
- I was less enchanted with teaching at this point. I was ready to do other things.
- I was on a reduced work contract. SFU refused to renew it, obliging me to become full-time again, so I took a three-year phase-out.

- I was psychologically prepared to retire at 65 and the phase-out options (of mandatory retirement) would have delayed that. I was already planning 2007-2008 post-retirement activities.
- I was ready to retire.
- I was tired of teaching and wanted more free time to write.
- I was tired of what I was doing.
- I wished to do land clearing for friends in XXX.
- Instead of Sept. 1 after my 65th birthday, I retired Dec. 31. Not long after the NRD. I retired when I did because I had been teaching and contributing to the University environment for 30 years and felt it was time to remember who I am outside of that framework.
- It was my time to go.
- It was time for me.
- It was time to do so. Teaching has been declining in my department, and my colleagues needed the courses more than I did. And I was tired of teaching.
- It was time to start a new adventure.
- Mandatory retirement suddenly ended and I was enjoying my work. Also the financial crisis was underway so there was much uncertainty about retirement income. So I stayed on for another 5 years. But anticipation of forced retirement had led me to scale back my graduate training activities and that resulted in a decline in NSERC funding and research productivity. I decided to retire rather than become even more restricted in my research due to funding.
- Mandatory retirement was ended on the day I turned 65. I didn't want to retire but I thought that I had no choice. So of course I retired later than planned but not later than I wanted to.
- My Canada Research Chair term had expired.
- My husband and I agreed to retire at the same time.
- My mother left me some money which made it possible for me to go sooner than I might have.
- My retirement was after the term of my office as Director of XXX.
- Of burn out.
- Retirement was mandatory in the years prior to my retirement. I was planning to retire when the phase out options were introduced. I felt I could retire as originally planned without the extra income from the phase out, and I was interested in pursuing other goals. Also, I felt my contribution to SFU as an academic was undervalued by SFU, and so there was not this additional encouragement. I did continue my research for a few years after retirement at my own expense, and I had funded my research at my own expense for many years prior to retirement.
- Serious health problems affecting both my teaching (vocal cord damage and hearing problems) and research (acuity of eyesight). Even attending meetings was getting difficult because of hearing comprehension. It was getting discouraging not to be able to do as much I wanted to.
- Several of my friends and colleagues of a similar age or younger came down with severe and sometimes fatal health problems. - I also wanted to spend more time with my grandson.
- Several reasons: 1. I sensed a decline in my capacity to fulfill my work responsibilities. 2. My family responsibilities needed more attention. 3. My department's evolving role called for younger people with different skill sets.

- SFU cut my XXX award after I had received the XXX award and after I received a cross-Canada award for XXX. It was clear that I was no longer valued at SFU.
- The economic circumstances at my normal retirement date were terrible and the returns on my pension would have been poor at that time. The pension plan at SFU at the time was the problem (i.e., it was defined contribution, not defined benefit).
- The one-time buy-out was favourable; I had reached my peak salary as full professor, and no further step increments were available to increase the salary; We were building a new house and I needed to be available for almost daily consults; I had had breast cancer surgery in XXX and didn't know how long I had to live (still am alive!); I didn't need further money.
- The time was finally right - I waited post-age 65 until research grants and grad students were all finished - at this point I felt it was a good time to step back and pursue other interests. The added financial boost of a few extra years at full salary also helped allay concerns re: retirement prospects etc.
- The university a special golden handshake for 30 faculty.
- There was one a one-time only option to take early retirement (pre-65), probably precipitated by the end of provincial mandatory retirement at 65 years of age.
- Want to have the freedom to do other things.
- Wanted to be there/spend time with spouse who had multiple medical problems.
- Wanted research when I wanted and wanted to spend more time on other activities.
- Wanted to be there / spend time with spouse who had medical problems.
- We had the financial resources for me to retire and the university paid me an additional lump sum at age 64 that would be withdrawn at age 65.

Question 6. How, if at all, did the following broader family considerations affect your decision to retire? Other broader family considerations (please elaborate):

Comments from those who retired **prior** to elimination of mandatory retirement:

- I did not make a decision to retire in 2005. It was mandatory.
- I did not plan to retire. I was at SFU since 1965 and was not prepared for mandatory retirement.
- I had no choice, no considerations - it was mandatory.
- I had to go/no choice.
- My wife had already retired and children out of school.
- None (4).
- None. I just wanted more time to do my own academic work.

Comments from those who retired **after** the elimination of mandatory retirement:

- I remarried and wanted to spend more time with my partner.
- Juggling husband's medical needs, the fact that I was tired of teaching at night, and the desire to spend more free time travelling.

- Needed more time to help out with house and home responsibilities.
- Retirement allowed greater freedom to travel and visit distant family members--children, grandchildren.
- Shortly after I retired, my beloved wife was diagnosed with cancer. She passed in XXX after over 4 years of fighting cancer. It was so important for me to focus on her well-being and to do some self-care during this cancer journey. I mention this only because I was generally concerned about how our health might play out in retirement and I wanted to not have to divide my time and energy between caregiving and academic responsibilities.
- Spouse had XXX was in care home.

Question 7. How, if at all, did the following broader financial considerations affect your decision to retire? Other broader financial considerations (please elaborate):

Comments from those who retired **prior** to elimination of mandatory retirement:

- All immediate family members and myself were in good health.
- I did not make a decision to retire. It was mandatory.
- I have the financial skills to handle my retirement. They were also marketable via consulting assignments.
- I wanted to add the lump sum of my pension funds to other investments.
- It was mandatory; I could not take any of these factors into consideration.
- None.
- Note I had about three years pension coverage under a miserable Sun Life pension plan (now paying $72.83 per month) and first 28 years or so under an excellent TIAA-CREF pension plan (now paying over $9000 a month and with fine inflation protection), the latter plan ignoring when I would retire.

Comments from those who retired **after** the elimination of mandatory retirement:

- The defined contribution (as opposed to a defined benefit) added uncertainty to retirement income.
- Financially, 2009 was the worst time to retire. My retirement contributions were minimal at this time after 2007/2008 market melt down.
- Had I continued to work I would not be earning a lot more than what my investment advisor projected my monthly income would be based on my accumulated pension benefits.
- Had sufficient funds to help my children meet their own household and education requirements.
- How much is sufficient to retire? Also: Post-retirement health medical benefits are insufficient.
- I did not want to retire with debt. I worked at least a few more years than I wanted to do to pay down the mortgage and line of credit and to "feather our nest" with some extra savings for travel, a more reliable car, and anticipated health costs as we aged.
- I retired one year early to increase my cash payment.
- I vested my pension upon retirement.

- I was confident that I could manage my pension funds to provide adequate support for my life and my family.
- I would have continued to work longer give the precarious situation a defined contribution pension plan creates for retirement income. However, my mental and physical wellbeing outside of the institution was a bigger draw.
- SFU gives particularly poor benefits to retirees. A physiotherapist visit for example costs around $85-$100, and SFU reimburses $8/visit. Dental benefits are similarly meager. At exactly the time that one is making more use of health care, benefits are diminished.
- Uncertainty about the equity market and low annuity rates.

Question 8. How, if at all, did the following broader work considerations affect your decision to retire? Other broader work considerations (please elaborate):

Comments from those who retired **prior** to elimination of mandatory retirement:

- Because I was forced to retire at 65 but was not ready to, I continued my research by collaborating at another university.
- Before and, especially, after retirement I have greatly enjoyed teaching in the XXX program. I am now concerned about its future.
- Department was moving in different direction from my interests. Got fed up with internal politics.
- I continued to teach and conduct research after I took early retirement.
- I did not make a decision to retire. It was mandatory in 2005.
- I had enjoyed my academic career, and was happy to retire the way that I did. I kept my research funding going until I had finished my supervisory duties (about two years after retirement).
- I was active in university work and publications, and graduate supervision so mandatory retirement was not in my field of vision. I continued several years later to mentor, teach part time and supervise graduate students as allowed.
- I was content to retire under the mandatory arrangement, and eager open up new avenues in my life.
- I was frustrated by not having time to focus upon research and writing.
- I was still excited by my research, still some of the best in the world in my field.
- None.
- Some colleagues difficult to work with.
- This and other questions are not well phrased for faculty, like me, who were subject to mandatory retirement.
- Wanted more time to continue my academic work.

Comments from those who retired **after** the elimination of mandatory retirement:

- As a still practicing scholar/researcher, I continue to use SFU resources/connections. No obstacles are put in my way.
- Difficulty with teaching undergraduate classes in which English abilities of students (both listening, speaking and writing) were limited.

- I continued to teach and conduct research at maximum level.
- I enjoyed the work and continued to receive academic recognition (several awards), so did not feel marginalized at the university.
- I had the impression from the Dean that I would be replaced in my department, but that did not happen (3 very active retirees were replaced with 1 junior faculty member, to the substantial detriment of my department).
- I love teaching, and I continue my research and creative work to this day (3 years post-retirement). However, I no longer wanted to work full-time. Phased retirement (3 year option) was my only path to a reduced work load.
- I was a Dean - got tired of hassling with Faculty.
- I was able to continue teaching and supervising grad students at SFU following my retirement. I worked pro bono or on a stipend or contract at times.
- I was happy not to deal with administrative matters and meetings.
- I was the target of a long term bullying and I had had enough. Whenever a new set of administration came in, I hoped that there might be some change, but no one delivered any justice.
- I worked full-time at SFU for 30 years, and was a sessional on a couple of occasions before that. For almost all of that time, I never contacted the Faculty Association representatives. However, I used them to advocate for me three times in last three years prior to full retirement. Difficulties obtaining XXX, that sort of thing. I felt demoralized by the static of (some) peers and associate deans.
- I would have chosen to work half time but the Provost opposed this option and I respected his position.
- My classes were predominantly with grad seminars at night and I wasn't getting home til 10:30.
- Needed respite from continued threat (30 years) of reduced funding in home department, respite from the last 20 years of professionalization of student education, and the increasing demands of administrative participation mostly at the department level, and also at university level.
- Not at all pleased with the Faculty's decreasing commitment to our graduate studies.
- Not seeing much point in doing what I was requested to do, in terms of teaching and administration. Some degree of burnout too.
- Promotion to Full Prof was denied and this was unlikely to change. Promotion might have encouraged continuation.
- Received excellent support from senior administration. Dean and below not helpful. I still continue my research but SFU support of emeritus research is not there. SFU is missing an opportunity.
- Retirement, I thought, would allow me to participate in occasional projects if I felt like it. Examples: a small consulting contract, or a visiting fellowship in Canada or elsewhere, or learning specific topics, or becoming more involved in the community.
- Sometimes conflictual atmosphere in department.
- The voluntary exit package came at a good time, I had had an enjoyable and productive time, but after 35 years felt I could move on.
- Wanted to pursue more vigorously other interests - and to expand upon my K-12 school program.

- We were spending too much time upgrading and learning software/hardware which is not the expertise of most faculty who are in my age group. There was no end to the upgrades.

Question 9. How, if at all, did the following considerations delay your decision to retire? Other broader pre-retirement considerations (please elaborate):

Comments from those who retired **prior** to elimination of mandatory retirement:

- Because my retirement was mandatory, there were no other considerations.
- I did not make a decision to retire. It was mandatory in 2005.
- I had a job to walk into after retiring from SFU that utilized my science skills.
- I left SFU for prospects of continued employment elsewhere.
- I would have taken full retirement early and offered to do so under the following conditions: (i) I not get paid (ii) XXX not to be involved. The Chair did not think this was possible, particularly #2.
- My retirement was mandatory. However, I did not want to retire because teaching gave me a strong sense of self-identification and purpose.
- My retirement was not delayed. It was mandatory.
- None.
- None of the above apply when retirement was mandated.
- The questions concerns my decision, but I was not in a position to make any decision; it was mandatory.

Comments from those who retired **after** the elimination of mandatory retirement:

- Delayed in part to finish out the term of research grants and allow last students to graduate.
- Financial savings was my biggest concern. I had not saved much, started to save only after 55.
- Having enough money to retire was a crucial factor. Might have well left earlier if we had a better pension plan - i.e., defined benefits.
- I became increasingly concerned about how many healthy years I would have to enjoy retirement as I saw the demise of many peers of my age group.
- I did not delay my decision to retire at 65.
- I didn't delay my retirement. I was actually asked to serve another 3 year term in a Director's position but I still decided to retire (or, as I prefer, to change the terms of my employment).
- I'd codeveloped a series of XXX programmes, and all were progressing well - time to step out of the way!
- It greatly helped me to have already cultivated other interests and my school program connected to conservation.
- It has been difficult to construct a post-retirement identity, more so than I expected. My research productivity was waning during the last 5 years of my employment at SFU due to my increased inability to defray the stresses of the concerns mentioned above. It is taking time to pick up again on the enthusiasm I once had in my areas of research.

- Loved my work. Just needed to do less of it, and at my age, I needed to concentrate more on staying healthy through more exercise time (XC skiing, biking, walking).
- Note that I am still actively engaged in research with several collaborators, I am supervising a PhD student and teaching a correspondence course.
- Retired earlier than intended because of voluntary exit package.
- Somehow these questions seem like a double negative. I didn't delay my decision, and some of the listed considerations seem to be ones that would hasten a decision. Oh well, I did my best on it.
- There was no perfect time to retire in terms of my work at SFU. I still enjoyed teaching. I also had considerable research funding, lots of graduate students who wanted to work with me, and many interesting research projects under way. However, the two points that I mentioned previously in response to question 5 led me to decide to retire when I did at the age of 64.
- Wanting to see my current cohort of students through to the end of their programs and finishing off key research projects and grants in a professional manner.

Question 11. How important were the following existing resources in your retirement planning? Other resources within or outside SFU (please specify):

Comments from those who retired **prior** to elimination of mandatory retirement:

- [‘X’ in SFU Pensions] was helpful.
- BMO financial advisor.
- Financial planners with investment firms.
- I checked with TIAA-CREF to make sure my understanding about its pension plan was correct, and it was.
- I consulted with the Faculty financial advisor about retirement benefits and options.
- I have had my own financial advisor for some years.
- I suspect most of these options did not exist in 2002.
- I worked closely with a financial advisor outside of SFU.
- Most of these didn’t exist.
- No help or information about retirement was ever provided to me (or to anyone else of my generation) so far as I know.
- Not applicable for mandated retirement.
- SFU provided NOTHING to prepare me for retirement.

Comments from those who retired **after** the elimination of mandatory retirement:

- Banks (x2) offer assessments of financial retirement readiness. My broker also offered that service.
- Details of transition were aided through Human Resources. Financial considerations were the most important element in sorting out this transition, coming through my consultations with Sun Life. I was not interested in phased retirement as the demands of administrative work would still be as strong, and for

that I felt either remaining full time for a longer period, or complete retirement were my best options.

- Didn't find available services helpful at all. Asked some questions of HR by phone. Could only leave messages that were never returned. Asked some questions of HR by email that were never returned. Finally had to go to the office repeatedly to get an appointment (phone messages and emails didn't work). Did finally get some answers, but it took eight months and only got answers 2 weeks before retirement. Doesn't leave you with any fondness for administration at a functional level.
- Financial advisor.
- I found out about the [buyout] option and financial enhancement from the Dean's secretary in an informal conversation where we were chatting about how tired we were. No other advice or support services were available or consulted.
- I had my own consulting and investment company and expert financial advisors.
- I have a private investment advisor.
- My decision was very quick, I did not talk to anyone except once with ['X' in SFU Pensions] to understand what will happen to my money after retirement.
- My financial advisor.
- Several financial planning organizations beyond SFU.
- The Sun Life 'consultation' was a joke -- it was mainly someone selling investment services. Basically I felt the help in planning retirement was very poor at SFU.
- The Sunlife financial person was not helpful. Resources through SFU benefits - at least as far as pension is/was concerned should be enhanced.
- UBC. Private consultation friends.
- Use professional financial planner.

Question 12. How satisfied were you with each of the following aspects of the university's retirement process? Other (please specify):

Comments from those who retired **prior** to elimination of mandatory retirement:

- As a senior woman prof, my salary and therefore my pension were adversely affected by systemic sex discrimination. This was remedied by top-ups after a detailed survey, but the pension differential was not remedied.
- I did my own planning.
- I was forced into retirement under the terms of the prevailing law. Save for my entirely cordial, friendly, supportive conversations with my Dean, the university at no stage communicated with me beyond informing me that the prevailing law required me to retire.
- I was not pleased about being forced to retire, since I was still an active scholar and enjoyed teaching.
- I went part time for a few years before retiring which was helpful as I could concentrate on research. The policies and terms were clear, so did not seek any help from administrators. Doubt if there was much available.
- My comments above reflect the unexpected imposition of mandatory retirement and the routine discussions with the financial advisor. The Universities retirement

plan would have been below my needs and I withdrew the pension fund and took it elsewhere.
- None.
- SFU provided NOTHING for retirement process. On the last day my paycheque stopped, my name was removed from my office door and I was told to vacate the office and lab.

Comments from those who retired **after** the elimination of mandatory retirement:

- A special shout out to ['Y', SFU Pensions], who was knowledgeable, personable and very helpful.
- For the most part it felt like a rather abrupt 'slam bam, thank-you mam' process, devoid of any real emotional or recognition or connection to senior administrators (e.g., Dean, V. P., President) - despite a long career at the institution. It felt that the door had been closed, the keys thrown away, and the only future contact would be coming from the Advancement Office seeking donations. A quasi form letter came from the President at the end and that was it.
- Human Resources at SFU excellent. Personnel and VERY helpful- KUDOS!
- I could not get enough information from the Human Resources upon a number of my requests.
- I did nearly all of the planning myself with little institutional assistance. However, as a department chair, I provided a lot of assistance to other faculty members planning to retire, especially concerning financial issues.
- I still had a few MA and PhD students. I stayed with these grad students to degree completion.
- My retirement was, sort of, phased in. Though financially I retired in 2009, my XXX grant was renewed in 2009; I kept doing research until 2014 when I was asked to vacate the lab.
- The buyout.
- The options were poor, with a defined contribution pension system, and the benefits, especially for dental and extended health care are poor.
- University support was meaningless. The meetings I went to were sales meetings put on by Sun and others. Thought SFU might have been paid by these companies for provision of potential customers. No real neutral experts were ever invited.

Question 13. How likely would you have been to use the following resources in your preparations for retirement from SFU if they existed? Other resources that might have been helpful in your pre-retirement planning (please specify):

Comments from those who retired **prior** to elimination of mandatory retirement:

- A little bit of care from transitioning into retirement from SFU would be useful.
- Financial planning earlier so I would know how much money a person needed to save in order to retire and have a decent income after retirement.
- I wish I had known about the possibility of digitizing my research files; in the end I gave away 14 boxes of very important research done over 20 yrs.
- Knowledge of US/Canadian tax agreements.

Comments from those who retired **after** the elimination of mandatory retirement:

- A transition for lab Space, contents and very expensive equipment - no plan, no transparent transition, no input or discussion. Most disappointing.
- Any information and clarity on how absolutely awful our retirement health benefits were and are. When I first sought some family counselling (husband's medical diagnosis and treatment) I found I was no longer eligible for counselling services. Need for other care services which increase with age (massage, physio) are covered at $8 per visit. Really the plan only covers drugs. I think SFU needs to stand up for its retirees not abandon them. The deal with Pac Blue Cross is a disgrace and insulting. As for personalized proposal...at the time I retired it was more like" come out of your corner bargaining". There was no sense of a plan or employee wellbeing...but there never had been.
- Available alternatives (like part-time employment).
- Can’t imagine administration would do anything other than provide a canned message or add a checklist to a web site. SFU administration leaves the clear message that they are glad you’re going. They don’t show any uniqueness. It is the same as retirement from any corporation. Now Departments are much better and continue to be.
- Can't think of any - all went quite smoothly!
- Clearer picture of SFU "pension".
- Departmental support in any of the above areas would have been incredibly helpful. It's sort of like if you are ill, it seems like it’s your own problem and for everyone else its business as usual. And a pro forma retirement party that I managed to avoid. Maybe I have a bad attitude. But also, my whole department is always overworked, stressed, and often traumatized administratively, thus it is too harsh for me to bear any ill will towards them. They do the best they can. I wish the University would put resources into supporting departmental wellness. Department dysfunctionality is dealt with as again, the afflicted's own problem.
- Discussions regarding ways of remaining connected and contributing in a meaningful way to SFU's students and programming.
- Having counselling that is basically a pitch to use a financial service is extremely poor. In general I found the retirement seminars fairly basic, with few chances to ask questions - and questions dominated for some odd reason by the guys in Science. Somehow their questions were most important! Then time ran out.
- I had access to expert advisors outside SFU.

- I should not have taken out my CPP at age 62, I should have left it till 65. I was ill-advised by XXX.
- I would have been willing to have a post-retirement contract to teach. I was told only that I could apply to be a sessional but sessional are abused by the system and I will not accept that role.
- It's not a resource. Wish that faculty had had a defined benefit pension like the staff. Understand that soon they will once again.
- Series of retirement seminars provided by SFU were trivial and a waste of my time.
- Talking to a retired faculty member of similar background (e.g., a single female to another single female) was very helpful to me.

Question 14. Now that you are retired, how are you spending your time? Other (please specify):

Comments from those who retired **prior** to elimination of mandatory retirement:

- Continued scholarly activities for a few years, but now occupied with other interests. Very little contact with SFU. My faculty showed very little interest in retired faculty. Probably the last place I would have looked for help.
- Continuing the research at SFU with my grad students.
- Continuing to supervise graduate students and mentor. Give lectures. Mentor students at Graduate XXX M.A. program.
- Continuing to write and publish, developing a new scholarly field.
- I continue to be active in publishing scholarly books and articles.
- I started a successful business.
- I trained and qualified as a Retirement Coach and as a Certificated member (Advanced Professional Coach) of the ICF, the International Coach Federation, and have had my own practice for over a decade. I have a tutoring practice as a certificated BC teacher, etc.
- I wrote/published a book, became an artist; travelled extensively across the Silk Road.
- None.
- Persuading governments to be serious about global warming/climate change. XXX.
- Retired pre 2008 and pattern changes with age. Questionaire can be too confining.

Comments from those who retired **after** the elimination of mandatory retirement:

- Actively taking care of LIF and RIF investments.
- Buying a 2nd residence; decluttering principal residence, in preparation for possible move. Developing journalism as a 2nd career, very part-time - with continuity from my academic work.
- Collaborate with colleagues in other countries in research projects adequately funded.
- Continuing some committee work at SFU and helping with grant applications.

- Continuing with my consulting firm that I started prior to retirement.
- Doing consulting work.
- Expect to begin taking courses myself soon.
- Golf, exercise, reading, playing cards, bridge etc.
- I am now an Adjunct Professor at XXX and was involved in creating a new M.A. program at that university.
- I had planned to see my colleagues weekly for research or simply the pleasure of talking with them, but that faded, largely because of the 1.25 hour commute each way and my sporadic involvement with research in another country, which attenuated the ties. As it happened, I spent my first retirement year helping set up a new research centre in XXX. Since then, I have visited it every year or two and I continue many of those investigations while back in Canada. Interesting stuff, and at a pace I enjoy.
- I have developed my skills and enjoyment of the arts: painting, singing; and physical activity. I also maintain social/intellectual contacts with former grad students. I don't consider these "hobbies" I consider them" life " of the mind body and spirit. My 34 years at SFU were all mind/society focused.
- I have published 2 books since retirement, and chapters and journal articles. I like the freedom to choose how I spend my time. My family has had a big project for the last couple of months and my academic work has taken a back seat for now.
- I have taught a course for the XXX program & will hope to again.
- I just want to have quiet days after being the receiving end of years of abuse at SFU.
- I taught one course as a post-retirement contract. I am sure it had nothing to do with my indispensability other than my department was desperate for a stop gap in a semester with severe lack of available faculty due to stress leaves and sickness.
- More fitness and sports setting up alternate intellectual and social groups ie book club.
- Participating on community boards and advisory committees.
- Regular exercise - very important to me.
- Spending more time on spiritual pursuits.
- Taught on sessional basis at SFU for 3 1/2 years after retirement: one or two courses per year. Until the pandemic, was spending time swimming, zumba, yoga, taichi, hiking, 3 book clubs.

<u>Question 16. How likely would you be to use the following resources for post-retirement engagement with SFU if they existed? Other post-retirement engagement resources I would have liked to have had access to (please specify):</u>

Comments from those who retired **<u>prior</u>** to elimination of mandatory retirement:

- I asked for help moving my office and research files, > 35 boxes, to my basement. This was denied by my DA. I had to do it myself. It was a lot of work for someone aged over 70. I do not understand why SFU would not help.
- I need a shared office in XXX for retired faculty. In 2019 XXX removed the Faculty Retirement office ….. As of today, there is NOTHING for retired faculty.
- None.
- Note: Emeritus for men, emerita for women. Plurals: Emeriti, emeritae. Don't worry: everyone gets it wrong!
- Provision of better extended health care and travel insurance.
- What would an emeriti college provide??
- Work space for on campus scholarly activities was pathetic. There was no physical or financial support for my work in developing high tech teaching tools.

Comments from those who retired **<u>after</u>** the elimination of mandatory retirement:

- Access to SFU licenses for software such as Adobe, JMP, SAS etc.
- Better access to support for engagement in evolving communication and computer-based.
- Free (or low fee) enrolment in webcast SFU courses. I would really enjoy topics outside my own area.
- Free parking is good - the one perk!
- I am not sure if I have access to athletic facilities or not. If not, we should have some form of access to these. So far I am OK with self-supported activities (xc ski, bike, walk), but circumstances change, and options for exercise options is important.
- I was in the first group that had access to research funds (a few thousand dollar contribution) and then later access to a faculty research fund for retirees (With the requirement that I could only employ Faculty of XXX grad students). Without faculty funding I spent my first year of retirement completing and publishing a book manuscript.
- Mentorship program for students in Business
- My department provided generously re resources.
- Option to continue part-time teaching without being forced to retire; professional reimbursement beyond 2 years of retirement, e.g., up to age 70+ - as at York University.
- Wish SFU could keep up with UBC, U of T or McGill. I get more opportunities from the universities where I got my XXX.
- Worked too many decades at SFU and other institutions. Not interested in maintaining contacts with SFU.

<u>Question 17. From the list below, please check between 1 and 5 options related to academic work that you would consider most important for you to participate in as a retiree. Other (please specify):</u>

Comments from those who retired **<u>prior</u>** to elimination of mandatory retirement:

- Continuing to write educational books and articles is my primary mode of activity in retirement now.
- I accepted a 2-year post-retirement contract to Chair a troubled department.
- I regard the XXX Program as a very important (and successful) service to the public. I greatly enjoy taking the courses and teaching as well. It is essential that it should continue.
- I will do none of these based on the way SFU has treated me since I retired.
- Mentoring graduate students... avoiding conflicts of interests they face.
- None of the above.
- Research projects.
- The acting President on my retirement sent me a letter that I would not have sent to the washroom cleaner.

Comments from those who retired **<u>after</u>** the elimination of mandatory retirement:

- I continue to research and publish as a solitary, unpaid academic with very little research funding.
- I would like to say continuing to teach, but I am not very interested in developing online courses in my area as what we teach is a very object and location based type of practice. Developing an online course would required a concerted amount of time and research in some new, not necessarily uninteresting, and challenging areas. I am happier to continue my own research and strengthen it after being exhausted as a member of the faculty in my department.
- None of the above (2).
- Serving as examiner on graduate degrees.

<u>Question 18. From the list below, please check between 1 and 5 university resources that you would consider most important for you to have access to as a retiree. Other (please specify):</u>

Comments from those who retired **<u>prior</u>** to elimination of mandatory retirement:

- Access to office amenities (e.g., space, computers, photocopying, etc.). I am very grateful for the above.
- I don't know what you mean by "emeritus status" since I am emerita.
- I need shared office space in XXX at SFU.
- Puzzled by your inclusion of "emeritus status"--this is automatic if the retired person was a full prof, that's what it means. If not a prof, then not emeritus or emerita. Why would this change? There's no special benefit to the status as far as I now (and I am emerita).
- Trottier Observatory use.

Comments from those who retired **after** the elimination of mandatory retirement:

- Access to library and journals.
- Free parking on campus.
- I think the answers to these questions would be very different for a new retiree and someone like me who has been retired for 10 years and given up on lab space-related needs. Lab space was very important when I retired. After that, when I was asked to vacate my lab, I have found other interests. The question about lab space is irrelevant now.
- Many of the activities listed above already exist. A very big need for me is IT software.
- Retirees Association.

Question 19. As a retiree, how would you rate your satisfaction with SFU's engagement with you? Other (please specify):

Comments from those who retired **prior** to elimination of mandatory retirement:

- Although I have friendships with retired colleagues outside SFU, there is little communication and no connection at the department or faculty level.
- I cannot express adequately how dissatisfied I am with SFU.
- I have strong relationships with the XXX Department and Institute …. However, I note that the YYY Department which I "founded" does nothing that I know about for emeriti.
- I taught courses in the XXX Program, and I took courses in the same program.
- My department has stopped sending information about what is going on, with exceptions.
- None.
- Once out the door it is as if any of what I did as a founding member of XXX accounted for little or nothing.
- SFU has always had bad relations with its faculty and academic and non-academic support staff and this is unlikely to improve.

Comments from those who retired **after** the elimination of mandatory retirement:

- SFU Retirees Association has been very helpful and effective and would get "very satisfied" from me in most of these categories.
- Dean of XXX had terrific outreach before the pandemic.
- I am a very healthy, fit and engaged person who has been asked to contribute nothing but money to SFU. since retirement. I had hoped there would be legitimate reasons to return to the campus in other roles but they have not happened. Consequently I feel my 'best before date' has expired when it comes to connections with SFU. As a result, I have cast many of my efforts towards other academic institution and community support endeavors that might otherwise have been directed towards the place where I worked so passionately

and proudly in the past. In my case, so much for the University mantra of community engagement.

- I would just like it noted that the ceremony SFU puts on for retirement folks at the Diamond Club was disgraceful. XXX made condescending and perfunctory remarks about how valuable our contributions had been, and handed out gifts (that we had chosen from a catalogue,) like Santa at a Christmas party with 75 people. It was very alienating and felt as if the university doing the bare minimum to recognize our contributions. I would have been happier with a letter that actually did recognize my contributions (in 34 years, one does rather a lot). Please let the admin know this was really demeaning. I have not been to the campus since I retired because I feel the university makes no effort to meaningfully recognize its employees (either at retirement or during one's career).
- Once a person retires, its a goodbye. Emeritus status does not mean anything. People who are emeriti have no more access to SFU facilities than people who were on non-research jobs.
- The primary communications I have are with SFURA. Almost 0 Dept,, occasional social Faculty, random, rare sporadic from VPs-Academic And Research and rare from President.
- Things are good from Departments but once retired the Administration has little interest. I get invitations to speak abroad (prior to Covid-19), but SFU admin has no interest. As an emeritus, SFU would do well to try to join UBC’s emeritus college and include funding of research and travel the way they do. Post-retirement, SFU comes across as a financially troubled university where retirees (former employees) can be left out of funding first. This makes sense economically but does not help SFU’s reputation. Retirees just have to keep bringing in grant money, then you are treated well... I know.

<u>Question 20. Finish this sentence: When I was making the decision to retire, something that would have been helpful for me to receive from SFU is … Other (open-ended):</u>

Comments from those who retired **<u>prior</u>** to elimination of mandatory retirement:

- A bit of help. I received nothing.
- A clear guide and a sympathetic chair.
- A larger amount of money as early retirement incentive than the amount I received.
- A non-biased opportunity to challenge the mandatory retirement policy.
- Adequate recognition of past services. [Those of us who went through the first five years here did so at very considerable personal cost].
- Advice from a mentor.
- All went as planned.
- An indication from faculty administrators of the support available for the research I had been doing and that was being continued by colleagues.
- An opportunity to leave teaching when I felt ready to do so.
- An opportunity to say goodbye to my colleagues.

- Availability of post-retirement sessional teaching.
- Better advice on annuity purchases.
- Clearer rules (pre 2008)
- Continued research and travel funding.
- Detailed list of services/benefits available to me - set up as either opt in or opt out.
- Extension of my retirement date.
- Having a contact person and/or office that was open and encouraging to faculty members at different ages post-retirement. One has different needs and strengths at different stages of that post-retirement phase. Plus individuals differ greatly.
- Higher pension.
- I cannot think of anything as I was satisfied.
- I did not make a decision to retire. It was made for me.
- I did not make the decision to retire, it was forced upon me when I became 65 years old.
- I knew that as soon as the baby boomers took over there would be options to not have to retire at 65.
- I suspect you use the word retirement in the sense of an event that is well defined at a point in time. This may be appropriate for some people but not all. For many of us the word “retirement” does not properly describe what happens. Our life at the university is a combination of teaching, research, supervising graduate students, and engaging in the academic community at SFU and elsewhere. The salary is almost incidental as long as it is adequate. You may get a different impression from the Faculty Association. The interesting question is what fraction of the faculty would leave if their salaries were reduced by 25%? So, the only thing that happened after I turned 65 was that my salary stopped and I received a letter from the President telling me that I was now Professor Emeritus; research and graduate student supervision carried on after a research semester as though nothing had happened. I was willing to continue teaching but the Chair wanted me to teach a pair of courses that would have required me on campus four days a week; that was more than I was willing to commit to. I did not want to be paid, and that may also have been a problem. A few years later the department Chair declined to sign a research grant application as my lab space was needed for new faculty.
- I think that SFU handled my retirement in an effective and supportive way. I could ask for nothing more.
- I was happy to retire under the mandatory conditions in 2005. I had done a lot of good work for my dept and the university, and was ready to move on. Am enjoying retirement very much, very active.
- More money in my settlement for early retirement than I received.
- Opportunity for a phased retirement during the three years prior to mandatory retirement and the three years after.
- Promotion to emeritus status as an associate professor.
- Respect!
- Retirement was mandatory.
- SFU has provided great support for me in retirement. I couldn't have asked for more.
- The option of having my retirement 'gift' converted into a charitable donation.

- The option to delay my retirement beyond the mandatory period I had no option. I had mandatory retirement at 65.

Comments from those who retired **after** the elimination of mandatory retirement:

- A longer option for a reduced workload phased retirement plan.
- Just what I did receive. I talked several times with [XXX, SFU Pensions] and others in HR, and with YYY and others in the office of the VP Academic, and all were enormously helpful. They pointed out pitfalls and identified alternatives that I might not have considered. That allowed me to make a rational decision about leaving an academic environment that I had valued, contributed to, and enjoyed over 25 years.
- A clear list of what I will continue to have, and what I would lose. For example: (i) lab space and research opportunities (ii) discussion of finances (iii) health care benefits, etc.
- A better pension -- it would have allowed me to retire earlier if I had a defined benefit pension plan. this is particularly important for women who had children and entered the profession about 10 years later than most men.
- A better weighting of merit reviews such that presence on campus, including attending convocation or other social activities, was valued rather than seen as a distraction from "real" academic work which is, IMO, increasingly built on careerism and having little to do with actually engaging with students. Had there been a shift where I could have had a pay bump (increase) instead of being flat-lined, and thus where I felt more appreciated, it would have left a better feeling as I retired. Also, and this is painful to admit, my department had a retirement function for me that was simply pitiful. No card, no gift, a few very short comments, some warm wine and cheese and crackers, and off you go. My wife attended with me and we were stunned that it was such a weak sendoff after 30 years. I might as well put this on the record because the University seems to be unaware or uncaring that some colleagues get a great send off, others like me get a weak send off, and no doubt some get nothing at all, and not always by choice I expect. A friend who worked in government said that these retirement dos work best when there are "shop floor rules" where everyone gets a basic send off: e.g., a card signed by colleagues, staff, students; a gift, however small, some tributes in the form of reviewing one's contributions, some humour, a bit of a gathering. I often joked that SFU stands for "survival of the fittest university" but I don't joke about it anymore. Other than this vent about my send off, I am grateful for many things at the University and I continue to support philanthropic initiatives at SFU.
- A buy-out option.
- A clear statement about the poverty of medical/counselling resources.
- A defined benefit pension. Counseling about the joys of retirement.
- A fairer way to determine the amount of the "buy out" for those retiring early. It should probably be a fixed amount. I received less $$ than did a far less productive member of my Dept who retired about the same time because (in the Dean's words) "we don't want to get rid of you".
- A larger incentive package to take retirement in terms of reduced teaching loads or additional remuneration.
- A newly retired faculty research grant and or a limited time continuation of professional development funds. This sounds entirely mercurial, but actually is

not. It is a sign that that faculty's research has been important and valuable, and that the university acknowledges the highly likely continuing productivity of a retiring faculty member, through a boost and transition research fund. It signals that the University acknowledges the sometimes difficult transition time that a retired research and highly engaged faculty member has in entering the post-institutional part of their life.

- A review of the various options available to me. Typically this is available to teaching faculty but not given to administrators who when they step down return to faculty ranks. I chose not to do that.
- A sense that my contributions over the years were noted and had mattered. I suppose this is too much to expect from a bureaucracy but except for the recognition I rec'd from my faculty friends, I felt no sense of real gratitude from the institution.
- An indication of how I might stay connected or participate in programs.
- An individualized session with some kind of retirement coach as suggested above, who would be looking at what was best for me vs. presenting options from the admin side - to discuss/negotiate options in more detail. Felt almost adversarial in terms of options, a "take it or leave it" approach.
- An invitation to continue as a XXX!
- An irrevocable promise to replace me with a new faculty member in my area of expertise.
- Assurance that I would be able to continue research.
- Better assurance that space would be made available on campus ... instead of a revolving door where, when you're gone, you are gone.
- Better information on pension and benefits for retirees.
- Better information regarding delaying CPP withdrawal until age of 71.
- Better retirement benefits - i.e., not a so-called "self-directed" plan, but one with a guaranteed benefits. I was very nervous about the money. As it turns out, I have enough to get by, but it is a humble existence.
- Better travel insurance.
- Compensation for extra teaching that I did without compensation.
- Comprehensive financial advising.
- Continued inclusion in the SFU software agreements!
- Firmer guarantees / specification of continued access to SFU resources and events, eg. dept socials, annual dinner, etc., post-retirement.
- Help with financial planning.
- I can't think of anything further needed - retirement was supported as needed.
- I got whatever I needed.
- Just some real on-going commitment to making me feel connected to the University in more than a financial way.
- More clarity and information re ongoing benefits. I was okay with what I received re advice, procedures from SFU.
- More generous research support.
- More information about options for continued support and financial consequences and opportunities in retirement.
- More information about the different options.
- More interest in my specialty and better communication.
- More money.

- More opportunities for possible part-time employment - vs. full retirement. Financial support for SFU academic credit courses post-retirement.
- More sophisticated financial planning advice (it seems like maybe I was unaware of some that was available).
- More than one session with an advisor. It takes a while to think things through. It would be helpful to be able to talk to someone, then go back again later after thinking about things.
- Non-biased financial counselling.
- Not something I've thought about.
- Nothing.
- Offer of an ongoing role meaningful to a committed researcher & teacher. It would have been nice if SFURA had a division exclusively for faculty, as opposed to combining faculty with staff.
- Respect and Support for my decision.
- The possibility of continued interaction with SFU.
- The wages and expenses they had not paid me - they still owe me - they refused to pay me expenses on the two out-of-town trips I made on university business and they forced me to teach in my non-teaching semester without any compensation to pick up the sections taught by my TA who suddenly left XXX. Also, the deadline for the PD allowance was too early. When I tried to submit my claim in December, it was too late. If the university values retired faculty members continuing contribution to the university and the society, retiring faculty members should be receiving PD allowance without making the deadline one month early. The policy says that expenses incurred close to the retirement day will not be reimbursed. Does it mean that our academic life ends as of the retirement day?
- Unfortunately, I did receive misleading advice regarding medical/dental coverage from one individual. It was a one-off error, but a rather important one.

Question 21. If you had the opportunity to do it over, what would you do differently regarding your retirement decision? (open-ended)

Comments from those who retired **prior** to elimination of mandatory retirement:

- Given that the post-retirement contract was inadequate, I have no regrets in refusing it.
- If I had the option to do so I would not have retired when I did. Since retirement was compulsory, and since my spouse would similarly retire from XXX in another year, I retired peacefully. The department needed me to teach one large enrolment course the year after I retired, and I did so. I do regret that I accepted a pay amount smaller than my TA was paid.
- I might have continued teaching a few more years.
- I might have phased it in starting a few years earlier than when I did retire.
- I might have retired a year or two later if I had had a choice back then in XXXX.
- I try to avoid looking back - you cannot change the past - you have to live with the consequences.
- I would definitely not be a faculty member at SFU

- I would do it sooner.
- I would have argued more strongly for additional benefits for me.
- I would have asked for medical leave and returned to teaching to NRD.
- I would have continued to teach at the time of mandatory retirement. I have continued to do research, write and do everything I have always done.
- I would have liked to negotiate a 5 year contract, in my case from age 59-64, with an agreed % mix of teaching, research, and admin.
- I would have spent more time writing up some of my research that was published in reports but not accessible through journals.
- I would have stayed on faculty longer in an active, but progressively changing, capacity.
- I would try (through the Faculty Association/legal Anti-Age Discrimination processes) to challenge the mandatory retirement policy.
- I would've preferred retiring five years later; XXXX.
- I'm happy with the decision I made and when I made it; there isn't anything I would have done differently.
- My last years of university life were spent afield and I never really took advantage of all the university had to offer.
- My retirement was mandatory. Under the new system, I would have stayed on a few years longer; however, my personal situation was in fact dominated by the need to care for my XXX afflicted spouse.
- Nothing (7).
- No options were available.
- Not relevant. No option.
- Nothing much.
- Nothing. I could have taught, but at a contract person's salary, which wouldn't have been worth the time and effort.
- Partial retirement earlier. Full retirement earlier as long as I could keep my research laboratory.
- Retire later.
- Retire later, but had no choice.
- Retire sooner... had a great time... now age and spouse illness limit activities.
- Teach a few more years.
- Yes.

Comments from those who retired **after** the elimination of mandatory retirement:

- Basically I had to work longer to accumulate enough to ensure a decent retirement income. There were not many other choices.
- Continue to contribute to research.
- Delaying if CPP until 71.
- Figure out the people who would actually have the power in negotiations etc. e.g. the Dean setting terms re: credit for teaching semesters, and make sure these were more carefully documented and acknowledged.
- Given the health problems, I am glad when I retired. I was able to taper off my research activities and develop other friendships and hobbies.
- I don't think I would do anything differently.

- I am generally happy what I decided. I may have benefited from knowing a bit more about the phased retirement versus enhanced; but I likely would have still decided on the enhanced retirement scheme.
- I am happy with the decision I made and how I made it.
- I felt a bit pressured to make the decision to retire based on the email that I received after I turned 65. That email could have been kinder and more explicit - e.g., it left me with the impression that I had to give 1 years notice.
- I might have retired a year earlier.
- I should have retired sooner. I'm enjoying my retirement.
- I still would have retired (mid 70’s) but I probably would have just walked away. SFU administration has no interest in retired faculty.
- I think taking partial retirement earlier than I did would have been a good idea.
- I was glad it was over.
- I would do the same as I did.
- I would have applied for half time, or taken the three-and-out phased retirement, perhaps. Very little information or counselling was available for either to facilitate decision making.
- I would have been difficult about vacating my position immediately. Would have used the phased retirement option.
- I would have left earlier. I worried too much about money whereas in fact that has been the least of my problems. My partner suffered a nearly fatal health incident a few working days before my scheduled retirement. Our ability to do many things was affected. We could have had three years of enjoying travel if I'd left SFU earlier. I blame no-one but myself.
- I would have liked to have had a better understanding of the nature and longer term impact of SFU's Defined Contribution Plan at an earlier stage, so that I could plan for its implications sooner. I would have also liked to known much more about the ways in which SFU would work towards making me feel a valued and ongoing member of its larger community after retirement. Knowing what I know now, I would have cast my personal community engagement network much further and wider much sooner.
- I would have made better use of my research semesters and study leaves to recharge my research and publishing record. Ideally, that is, but truth be told, I think I was more exhausted than I was willing to admit.
- I would have preferred to continue teaching on a part-time basis for a year or two instead of leaving teaching altogether.
- I would have retired earlier. My partner's health took a bad turn 2 years after my retirement, so I now spend much of my time providing support for her, rather than having the anticipated busy schedule travel and volunteer activities. But the timing made good sense at the time.
- I would not have retired early, as I still wanted to be actively involved in school matters, admin and advising students, but after retirement it seems my opinions were not well-considered or acted upon - I was a "has-been".
- If I could have afforded it, take early retirement rather than late retirement. Enjoying retirement very much.
- if there had been retirement counselling, I would have taken advantage of it. Attend preretirement seminars.
- I'm fairly satisfied with the way that I did it - that said, it was stressful for a few years before I decided to go. Perhaps I would take more advantage of counseling programs available.

- Impossible to say because my early retirement was not motivated by my wish to retire itself. I only retired because I could not continue to work in the toxic and abusive working environment.
- Make use of phased retirement in order to maintain faculty privileges as long as possible.
- More in depth personal financial counselling. More time to consider retirement opportunities with an option to reserve decision after a reasonable time. Felt pushed for time.
- Nothing (9).
- No difference.
- Not sure. I wish there had been some programme of administrative contribution release (or even teaching release) so faculty could take time to research their retirement. I felt I never had enough time to engage fully with retirement planning, as it was just another add on to my usual exhausting load of expected engagement my university environment.
- No, I think I retired at the right time.
- No. I made the right decision.
- Nope.
- Not much, given the options I had.
- Nothing - very satisfied.
- Nothing different.
- Nothing differently about the retirement decision itself. However, in the first few years of my 12-years-and-counting retirement, I should have followed through with my original plan of seeing my former colleagues and contributing to their projects at perhaps one day a week, regardless of the commute time. Picking it up again now is no longer possible, since almost all of them have also retired. Now, we meet over lunch or dinner only two or three times a year. Really, that's my only regret.
- Nothing specific.
- Retire earlier - stayed too long. Too old now to begin a significant new path/involvement.
- Retire earlier.

Question 22. What advice would you give a university colleague to help him/her better prepare for eventual retirement? (open-ended)

Comments from those who retired **prior** to elimination of mandatory retirement:

- An honest self-evaluation of how he/she will spend his/her time.
- Can't answer this. Have discussed this with close university friends however.
- Consider that you might want to reinforce your identity as an academic (and student) by participating in XXX at the downtown campus.
- Challenge any discriminatory policies and colleague and administrative biases. Also demand Legal, External evaluation and judgement of your challenge.
- Consider graded retirement options.
- Depends on the person.
- Do not become a faculty member at SFU.
- Each of us approaches retirement in his and her own way. It would be folly to make suggestions without having prior knowledge of who the person is. There is more to retirement than just leaving the university; it is loaded with a lot of emotional baggage around the issue of aging as well.
- Follow your heart.
- Get a large, calm dog to keep you company as you walk through the Endowment lands.
- Give an opportunity to hire new faculty staff after you reach the age of 65. One can continue the faculty research and prepare grad students by applying for NSERC research grants. There is a time to use pension acquired during the active professional time and give an opportunity to hire new young faculty members. With no mandatory retirement Universities have very little opportunity to hire new faculty members. This negatively impacts on grad student population.
- Have a plan for the next 15 years.
- Have lots of interests and hobbies.
- If you have planned things well, be confident that your retirement will work out OK.
- Learn how to manage your financial resources. Professional assistance can be very costly and is often no better than that possible via personal research.
- Looking back, I see now that the age of 65 is still "young," in the sense that I was quite vigorous and energetic then. I could have worked a few more years.
- Move a proportion of your investments out of equities to defend against a possible recession before or during your need for income from the investments.
- Move to part time first, learn about managing your pension fund investments, and make sure you have new interests that you want to pursue.
- None (2).
- Plan for post-retirement activities.
- Research.
- Retire at 65. There are lots of good opportunities to contribute to the world as a retiree, and it is well to start when you are still strong.
- Retire into an activity that engages you. Not golf and tending the roses.
- Retirement is very much an individual decision and there are many paths to a satisfying retirement; I would advise finding a good and honest financial advisor the getting their opinion as to her/his future financial security.
- Seek every kind of advice that you can find.

- Since I had no choice in the matter I have no advice to offer.
- Speak to a number of financial advisors - inside and outside SFU, to get an idea of how your financial arrangements could be set up.
- Start saving early.
- Start your RRSP early, take a fixed-income pension, and get a reputable financial advisor once you do retire. Stay healthy with proper diet and exercise both before and after retirement.
- Stay in communication with the University, especially your own Department/Faculty. Do so purposefully and be prepared to work at it rather than "not being bothered to do so".
- Talk to retirees. Attend SFURA seminars.
- The useful advice must be given many years earlier.
- Think about what you want to be doing in 10 years.
- Think carefully about what brings you joy.
- Trust SFU. They take care of retirees.
- With university administration having the attitude it does, to some extent this is a zero-sum game, unfortunately. Be aware of that and behave accordingly.

Comments from those who retired **after** the elimination of mandatory retirement:

- Attend all the information session available. Talk to retired colleagues. Start planning well ahead of retirement date.
- Attend pre-retirement workshops, make use of any counselling about what to expect in retirement, and do a practice run during your last sabbatical, to see whether you have a good plan for your time.
- Begin your hobby, volunteering before you retire so you are ready when you do retire - get very good financial advice - join groups such as book clubs, sports (i.e., walking or hiking) groups so you will have a social group when you do retire.
- Consider retiring early or at normal retirement date.
- Continue to remain an active academic in your department while slowly transitioning to the post-SFU years. In my case I had a number of graduate students still in their programmes when I retired; I saw each of them through to successful completion over the several years following my official "retirement".
- Cultivate hobbies.
- Depends on his/her circumstances.
- Do not take yourself too seriously.
- Don’t take yourself too seriously.
- Don't let money be your deciding factor. You've almost certainly been much poorer e.g., when you were a student. You can adjust to a lower income. Try living on less for six months, and then jump. Your health won't be this good forever.
- Early financial planning. I came to SFU at age 39. I had no idea professors had no defined benefit pensions. Had I known I might have preferred the offer from XXX.
- Financial planning from the very start.
- Find some mentors who have been either through or associated with the transition process, and learn from their experiences. The SFURA association plays an important role in this regard currently, but opportunities exist to have SFU broaden this roster of mentors with dedicated administrative members

familiar with the most recent changes in retirement policy and related support systems.

- Go to the retirement workshops provided by SFU, SFURA, SFUFA (but take the "commercial" offerings from investment advisors with a "grain of salt") to get a feel for what's coming - these were very helpful. Make sure you start planning early on (because you are asked to make an irrevocable, binding decision well ahead of your final retirement date), not just for financial but also for "life" contingencies - what will you do and how will you feel when you aren't a Professor any more.
- He/she should talk to retirees - ones who have developed a completely new area of activity, ones who still enjoy academic activity, ones who are moving slowly and happily with family, friends and recreation - in order to find out how their own lives could change significantly yet provide intellectual and emotional rewards.
- I have no generic advice on such an intensely personal issue.
- I highly recommend a phased in retirement period with reduced responsibilities.
- I was clear on what I didn't want to do after retirement (teach, go to meetings), but not so much on what I did want to do. What I did do was write a book and keep up with academic interests and publication. That was a good transition strategy for me. Now I am not sure how I will spend my time, but nobody knows that because of the pandemic.
- I would advise them to get advice from at least 2 financial planners. I would also advise them to consider the phased retirement options and to have a good idea of what they plan to do in the first few years of retirement. It is important to keep active and a plan helps. I was fortunate to retain lab space for a while after retirement and was able to complete some research for publication. I spent nearly as much time on campus as before retirement, until my partner's health failed. While I do not advocate others follow that plan, it kept me busy and engaged with SFU. Now I have mostly lost that connection.
- I would advise them to talk to individual retirees, one-on-one. I would offer to take on such "chats", with male or female faculty (female myself).
- I wouldn't like to be the voice of advice for my retirement planning colleagues. I would say that current faculty have a more secure retirement package from the university now, with the defined benefit programme. I am highly respectful of those faculty that worked to achieve that. So my advice for younger faculty would have been do that, but now its done!
- In my field there is no reason not to continue research and publication.
- It helps to have a broader perspective on life than one's university career, but I don't know how to make this "advice".
- Learn how to manage a focused portfolio of equities, and to resist bad advice from professional advisors (e.g. understand that variability is not risk).
- Lobby while part of a larger employed group for better post-retirement medical/counselling services. Make sure that any work undertaken (Like supervision of grad students) is remunerated...even if (as I did) you love doing it.
- Make sure he/she believes in what he/she/s doing at work.
- Make sure you are doing what you think is the most important thing to do with your life. No one knows how long it will last.
- Make sure you have a series of scheduled activities which you enjoy.
- Make sure you have at least informal plans for spending your time. In my case I am still enjoying, albeit at a slower pace, and a little bit of reaching. I still need to become more involved in voluntary work.

- Opportunities for advice with retired faculty (pros and cons). Meet with more financial advisors not just affiliated with SunLife.
- Pay all of your debts, fix your teeth.
- Pick a rich parent who can fund you in old age. Then you can retire at the normal time.
- Plan post-retirement activities that will be fulfilling.
- Plan way ahead (start doing something about it at least one year in advance of when you wish to retire).
- Plan well in advance.
- Run to something not away from something.
- Save, save, save through the career. As long as you have enough money you can retire. Also, retire when your work burdens you more than pleases you.
- Seek advice from as many people as possible.
- Seek out some recently retired colleagues for a thorough discussion about what retirement as an academic really means. Look for opportunities to do volunteer work in your community before retirement.
- Start early with the pre-retirement seminars, get sound financial advice from investment advisors outside the University, negotiate an irrevocable retirement plan that allows for at least two semesters' full pay without teaching duties. And don't go much beyond your NRD unless you are still keen on the academic life. One of my colleagues is in palliative care and as mentioned, I lost my wife less than 5 years into my retirement. As the song goes, "it's later than you think".
- Start to plan 5 years before anticipated retirement date.
- Start you own consulting firm about 10 years prior to retirement.
- Take phase retirement.
- Take the pension pay-out and invest it yourself. Do not stay with the default fund.
- Talk to senior respected faculty and excellent folks in Human Resources.
- Talk to university advisors, other retirees regarding e.g., health/ travel insurance policies.
- Talk to university-faculty retirees.
- Younger faculty should start saving. The benefits on retirement are weak, particularly extended health. I come from a time when they were better, but they pale in comparison to professors from UBC.

Question 23. How can SFU enhance its current engagement with retired faculty? (open-ended)

Comments from those who retired **prior** to elimination of mandatory retirement:

- As it did nothing at all when I was forced to retire, it could help in various ways, like paying tuition fees for my XXX lessons… As SFU on the whole ignored my existence after I was forcibly retired at 65...there is a whole lot it could do: it could, e.g., pay for the books and lessons when I was taking XXX courses at XXX.
- Better office and meeting space at Harbour Centre.
- Could make far more use of them for guest lectures, administrative work, and involve in research etc.

- Doing a good job. Perhaps continued computer and software support. I am still doing research, but my ability is hampered by software deficiencies.
- Engagement is fine. I have gradually disassociated myself from the university because I believe it is a bit unhealthy to always be looking back at one's past career. It is better to live in the present.
- Former department/s can invite emeriti to give talks, supervise etc. In short, maintain collegial relationships because time does not stand still.
- Give a senior faculty member the responsibility to arrange an exit interview with each retiree.
- Having options for people who want to teach, continue research, make social contact with colleagues, etc.
- I am hardly aware of any "current engagement" and therefore find this difficult to answer.
- I am not interested in maintaining contact with retired faculty members.
- I have no idea.
- I think SFU (my department, anyway) is doing a good job.
- I would ask for nothing more. I am happy and proud of my university.
- I'm perfectly content with the amount of engagement I have; participation in the retirees association.
- It could begin by surveying retirees itself.
- No ideas.
- No improvement necessary.
- Offer remunerated opportunities at undergraduate and graduate levels to teach, etc.
- Offer them roles that suit their skills and SFU needs.
- Offering free (or low priced) transport to group events for retirees. These events should be of different kinds to suit different tastes.
- Probably should be largely done at the department level to maintain personal and research linkages. Retirees should be kept on the department and the faculty list serve until they choose to opt out. Faculty Association did SFU and retirees a disservice by disconnecting us from the Faculty Association list serve.
- Provide closer collaboration with the SFURA. Provide for retiree membership on relevant SFU committees. Include retiree representatives on negotiating committees to ensure retirement benefits are retained and improved.
- Provide more of a role for Retirees in the intellectual and scholarly aspects of the University.
- Provide space and furniture in one corner of the DAC where retirees and others can socialize. Improve the AV in the small lecture room of the Halpern Centre where the SFURA provides a lecture series by 1. putting a screen near to the ceiling that would be visible from other than the first rows and 2. put a video projector in the ceiling for projecting PowerPoint presentations.
- Retirees should be entitled to attend conferences held at SFU without paying conference fees. 2. SFU should at least keep us better informed about what is going on. This applies to both the senior administration and my department. The Dean of XXX does a reasonable job.
- SFU seems to be doing fine.
- SFURA is a very good interface, and it doesn't limit itself to retired faculty.
- Start by consulting with retirees.

- The Retiree's Association is doing a wonderful job of keeping us all in touch. Whatever support they can get to continue to do their work would be of great value.
- Too late for me retired 20 years ago.
- We need an on-campus meeting place.
- We tend to be second-class citizens when it comes to grants, rather than having our projects evaluated on merit. My department, XXX, has established an annual travel grant for retirees, and this is an excellent model.

Comments from those who retired **after** the elimination of mandatory retirement:

- A newsletter from the administration on a regular basis outlining what is happening within the university. Also a similar newsletter from my former department.
- Closer interaction with colleagues.
- Contact us even when you don't need money.
- Continued availability of interaction with systems at SFU.
- Departments might reach out to their retirees to ask if they would, for example, give an occasional lecture or seminar to students or colleagues. Or, perhaps, invite them to departmental meetings or research group meetings where plans and strategies are being discussed. The retirees might have had experiences that could suggest new areas of research or community involvement. I do not mean that the retirees would necessarily identify specific topics; rather, they might have life experiences (of difficulties, of unexpected happinesses, of satisfying activities, and so on) that younger academics would not have experienced. Such drawing on retirees might be particularly useful to departments like gerontology, kinesiology, engineering and computing science, psychology - and the list could be extended easily. On the other hand, there is the possibility that the retirees might not recognize that the department's goals could have shifted, and try to put their ageing oars in the water a little too forcefully. Sometimes, retirement and disappearance can be useful. BUT, we have to look for new opportunities. It's certainly worth a try.
- Develop a more comprehensive programme that focuses on capturing and retaining the interest, commitment and wide-ranging contributions that retired faculty can make to the institution. Not only will it provide social, economic and vitality benefits to the University, but it will also give retirees a sense of sustained worth, and legacy opportunities in this new phase in their lives. This starts with gaining a clear understanding of the needs and aspirations of retirees (with respect to further engagement with SFU) and then proceeds to matching messaging and programming towards activities that align with those needs.
- Emeritus College. Funds for research/academic travel.
- Encourage them to sit on committees. The most useful thing I found was the SFU Retirees Association' sponsored parking at SFU.
- For me the balance is fine.
- Have retirement liaison people (one staff and one faculty member) within each department - not an additional hire, just add it to existing job descriptions.
- Have some retired faculty appreciation events put on by the university, not a retirement association.
- Help retain connection with a retiree's department by providing for retiree roles.

- I am not interested in having any relationship with SFU now, except for my friends. I think the institution as a whole is racist, sexist and elitist, and except for isolated individuals, I don't see possibilities for change. Perhaps that is what large bureaucracies become over time, but I'm done.
- I like the SFU Retirees Association and what it is doing.
- I think they actually do a good job now.
- I think they are doing a good job. From my point of view the best benefit is access to the SFU library. I also belong to the Retirees Association and enjoy hearing from them.
- If a post-retirement research grant is ever instituted, make it retroactive to others who have been retiring in the last few years or so.
- Improve our post-retirement benefits (medical and counselling) plan. Cut a better deal with Pacific Blue Cross.
- Include some sports like pickleball or cycling for retired faculty (or perhaps 60+ age group).
- Involving experts in relevant/useful academic activities since there is a lot of knowledge and experience out there.
- It needs to be by individual Faculties.
- It’s too bad there is no continuity of professional role post-retirement. I could be serving in various capacities - service or teaching - but it seems once I’ve retired SFU has no further interest in me though I would probably do it for a nominal cost like expenses.
- Maintain good communication via SFURA.
- Make better use of the expertise and goodwill among emeriti/ae. I found it insulting to be dropped from the Student Information System, even though I was still supervising graduate students.
- More retirement resources, both advisory and opportunities to work, to serve, or to simply interact with other retired and continuing faculty.
- Not applicable; I get enough information from the SFU Retirees Association.
- Not interested in engagement.
- Offer office space and resources - lectures and special seminars like UBC's emeritus college.
- Participation in policy making. For example, I have a lot to say about discrimination, academic freedom, and faculty representation (i.e., faculty members contributing to making decisions versus administrators imposing decisions on faculty members).
- Provide a small amount of research funds (as at UBC).
- Provide access to high profile public lectures (like the Massey Lectures).
- Retirees are not a homogeneous group with respect to the need for engagement with an institution from which they have chosen to retreat. My need for sustaining an SFU connection is not great so I see the current level of engagement as not needing enhancement.
- SFU is doing a good job as it stands.
- Sorry - there is no simple answer. The only vehicle that exists is the Retirees Association, whose activities should be encouraged.
- Start by actually having an engagement. Many faculty will leave a job they didn’t like, but SFU doesn’t advance academically by treating those still academically active better. Being financially poor limits SFU engagement.

- Support the Faculty Association. I enjoy their communications, even though I rarely respond.
- The open house retirement sessions are OK - but they are geared to large audiences making them less effective. Having much smaller more personalized sessions would be very helpful. The policies surrounding Emeritus Profs are very vague. I have been cut off from access to various sites unexpectedly - application for a Community Engagement grant application (access denied). Access to general pension info. - access denied. You don't really have a defined status as emerita - not even a proper ID card.
- The things that exist now (such as the XXX Dean's yearly lunch) are not really engagement. I've received several external awards and while SFU has been told about them, no one seems to have noticed. Basically I have no engagement with the administration, and one on-going connection as an advisor to a research centre.
- There are many things that the university could potentially do that I would find to be of personal benefit. But for these to be given any reasonable priority, there would have to be a clear advantage to the university in terms of it's primary roles in teaching and research. Before the COVID-19 restrictions were imposed, the most substantial impediment to my continuing engagement was that the only office space that my department could provide for me was access to an unassigned desk in a room shared by other retired faculty members, visitors, and sessional lecturers. It is not only an awkward work environment. Furthermore, I feel that other users warrant priority over me. I therefore essentially stopped making any use of it. With the department suffering from a severe, chronic shortage of office space, other priorities have to be given preference.
- There seems to be little/no communication with retired faculty (at least for me) - we no longer get many/most SFU official emails (fortunately forwarded to us by SFURA), and there's very little outreach either. Some of us feel like the institution almost breathes a sigh of relief that retirees are gone and don't have to be dealt with anymore. As I noted above, SFURA fills a valuable niche here, but mainly as a social interface and information source. More support from the university to SFURA would be helpful I think e.g., UBC has an emeritus college which seems to be very popular and provides an incentive for faculty members to continue to be associated and engaged.
- They should continue to be advised of departmental seminars and thesis defenses. The Retiree Association has some worthy activities, but could use more administrative support. Consideration should be given to the meaning of "emeritus". I think it should be conferred in a more selective way and talented emeritus faculty should be encouraged to continue to have an active role at SFU in teaching, research, and administration. Treating retirees well is also likely to pay off in fund raising, as many will have substantial estates.
- Use us more! Ask us to do things.
- What engagement? Aside from the retirees newsletter, I haven't detected any interest in the research/publications of retirees.
- Work with SFURA.