13th Generation see Generation X
“1940 Statement of Principles on Academic Freedom and Tenure” 42
9/11 7, 62, 66, 68, 161
“accidental” academics 88−9, 95 academic career as “exclusive” 83−4
academic labor market 84 admissions websites (and) blogs/chatrooms 74−5
webcams 75 and lifelong learning 125 Principles of Effectiveness for Serving Adult Learners 125
survey on working during retirement 124−5
Adult Learner Focused Institutions (ALFI) principles 125−32
assessment of learning outcomes 128−9
financing 127−8 life and career planning 126−7
outreach 126 strategic partnerships for career transitions 131−2
student support systems 129−30 teaching–learning process 129
technology 130
Age Discrimination in Employment Act (ADEA) 144, 147−51 see also legislation and litigation Amendments 147, 149
ages, broadening of 27−8 alcohol/binge drinking 14, 61, 161
Alesina, A. 175
Alexander, F.K. 178
American Association of Colleges and Universities 42, 59
American Association of Community Colleges 118 American Association of Retired Persons (AARP) 107, 150
American Association of University Professors (AAUP) 42, 112, 119
American Council on Education (ACE) 127−8, 150
Asia 92−3, 94
Atlantic Philanthropies 132
attachment parenting/Lamaze movement 13 attracting and retaining students:
challenges and opportunities 69−81
college applications and attendance, increased choice in 73−4
college costs/financial aid 69, 75−7 and future for college admissions 78−9
high-tech recruitment and retention efforts 74−5
Millennial Generation see Millennials
parental involvement 69, 78−9 racial gaps 69, 76−7, 79
Austin, A. 85
Baby Boom Generation 1−4, 10−11, 13, 14, 18, 21, 25, 27, 30−32, 41, 43−4, 46, 49−50, 57, 88, 91, 101−15, 164−6, 168−71 see also retirement of Baby Boomers
active nature of 113−14
age span of 113, 115
aging of 11
as digital immigrants 107
as parents 15−18, 101
at work 45
and belief in causes 114
and CalArts 102−4
definitions of 4
dual care roles of 101
family roles of  50
leadership education for  111−12
phenomenon and impact of  117−19
retirement of  3−4, 104−11, 113−14
see also retirement of Baby Boomers
values of  43
volunteers  105−6
workplace ladder of  51
and younger students  107−8
Bagnaschi, K.  70, 72, 73, 74, 75
Bank, D.  126, 132
Benton, A.K.  59, 61
Berberet, J.  143
Berger, A.  143
Bernasek, A.  175
Bickel, J.  44, 51−2
Biondi, L.  102, 104−6, 109−11, 113
blogs  63, 74−5
Boatman, A.  127
Bombardieri, M.  55
Bonham, A.  47
Boomers see Baby Boom Generation
Bowen, H.  84, 87
brand, experience and learning  17−18
Brandon, E.  120
Brown, A.J.  44, 51−2
Brown, C.S.  41
Brown, D.  83
Bunnell, L.  30, 31−2, 39
Bureau of Labor Statistics  120
Bush, George W.  10
Caplow, T.  84
career
advances  167
changes  46−7
grants for older learners  131−2
paths/pace  51−2
portable  46−7
transitions, strategic partnerships for  131−2
Carlson, S.  157, 162
Carter, A.  83
Cartwright, C.A.  101, 108, 113
Census Bureau, US  4, 15
Center for Measuring University Performance  31
Chait, R.  88, 91
change, vectors of  85−9 see also recruitment and retention
academic field  86−7
gender  85−6
institutional venue  87
nationality  86
and new rules  87−9
race/ethnicity  86
type of appointment  87
world view (weltanschauung)  86
Characteristics of Large Public Education Pension Plans  152
Chicago Democratic Convention (1968)  10
child safety and regulations  14
China  92−4
Chronicle of Higher Education  72, 75
civil disengagement by students  61
Civic Ventures  124, 126
and Encore Career Grants  131−2
civil rights movement  32−3, 118
clarity  52−3
Clark, B.  84
Clark, K.  120
Clinedinst, M.E.  69, 73, 74
Clinton, B.  10
collegiality  53−4
Commission on College Retirement  150
Committee on Mandatory Retirement in Higher Education  150−51
community colleges  131, 178
Baltimore City Community College  132
and decline in state assistance  177−8
and encore career grants  131−2
growth of  118−19
Owensboro Community and Technical College  132
costs (and)
expanding per-student expenditures  175−6
federal funding  176−9
financial aid  78−9
Index

of higher education 75–7
per-student expenditures 175
Council for Adult and Experiential Learning (CAEL) 3, 124–6, 129
Council of Graduate Schools 59, 64
Council of State Governments 179
Crance, L. 71, 72
Cross, K.P. 125
Crowley, M. 4
Cummings, J. 75
Cummings, W.K. 92
Cunningham, A.F. 78
curriculum reform 35–6
Cuyahoga Community College, Ohio 23, 25
Dean, J. 9
definitions, generational 4
demand, axes of 86–7
academic field 86–7
institutional venue 87
type of appointment 87
demographic changes 79, 85, 159, 164, 169–70
DiGiovanni, Jr., N. 147
digital technology 62–4, 74–5
distance learning 64
diversity, increasing 26–7
divorce/divorcees 10, 13, 43
Donohue, T. 105
Dorffman, L.T. 150, 153
drugs 42, 61
and tobacco 14
education and training for retirement 123–5 see also retirement
EDUCAUSE 59, 62
 Ehrenberg, R. 2
El Nasser, H. 135
e-mail 54
Employee Assistance Programs (EAPs) 55
employment structures and part-time tenure 33–4
equity 54–5
Eriksson, E. 19
Erisman, W. 78
ethnicity see race/ethnicity
faculty reward system 161–2
faculty topography, new 89–95 see also recruitment and retention
“accidental academics” 89, 95
new contingent majority, prospects for 94–5
part-time professoriate: career enders and freelancers 89–90, 95
traditional tenurable faculty, prospects for 91–4
family life issues 33
Feldman, D.D. 144
Finkelstein, M. 3, 83, 84, 90, 91, 96
Finkin, M.W. 150
“First in My Family” campaign (Sallie Mae Fund) 77
Ford, L.C. 147–8, 150
foreign-born faculty 86, 92–4
Fox, S. 130
Frances, C. 88, 89
Freedman, M. 105, 124
Freeman, R.B. 85
future of higher education see higher education, future of
Gappa, J. 85, 91
gender 26, 85–6
Generation X (and) 1–2, 4, 11–13, 14, 21, 24–5, 31–9, 41, 43–57, 117, 164, 165–8
absent parents 24
as parents 13, 15–18
at work 45
career change 46–7
career paths and pace 51–2
characteristics of 165–6
clarity 52–3
college experience for children 17–18
collegiality 53–4
differing from Boom Generation 30, 32
educational reforms 12
equity 54–5
feedback/performance reviews 49
finances of 13
flexibility 48, 55–6, 166
impact on academic institutions 36–7
interdisciplinarity 56
leadership 166–7
loyalties 44
midlife of 13
motivation 47–8
productivity 48, 56–7
redefining norms of academy 30–40
sense of family 44
sense of service 167
skepticism, self-command, flat structures 44–6
values of 43–4
work–life balance 33, 49–51, 165, 167
Generation Y (and) 24–5, 117
multitasking 24–5
protective/pressuring parents 24
generational constellation (and) 7–15
see also individual subject entries
Boom Generation 10–11, 13, 14
Generation X 11–13, 14
GI Generation 8–9, 11
historical events 7–8
Homeland Generation 15
Millennial Generation 13–14 see also Millennials
Silent Generation 9–10, 11, 12
generational definitions 4
generational impacts 157–71 see also Millennials
Millennial observations and implications 158–61
recommendations re Millennial students 161–4
generational labeling 28
generations, forecasting through 18–19
Geraci, J. 70, 72, 73, 74, 75
GI Bill 8, 43
GI Generation 8–9, 41, 43, 57
at work 45
reirement of 9
values of 43
Girgus, J. 30, 32–4, 36, 38, 39–40, 101–2
Glaeser, E.G. 175
globalization of labor market 88
Goulden, M. 85
graduate schools and challenge of Millennial students 64–5
grants
encore career 131–2
for older learners 131–2
Pell Grant Program 172, 178
Supplemental Educational Opportunity 172
Great Depression, the 8, 9, 43, 117
Greenblat, A. 117
Greenya, J. 135
Guarasci, R. 23, 25
Hammond, P.B. 147, 150
Handler, N. 61
Harris Interactive 72
Harward, D.W. 2, 59–60, 158
Hawkins, D.A. 69, 73, 74
health care benefits 141, 142–3
costs of 142–3, 169
fear of loss of 123
reduction of 143
health insurance 110, 170–71
university-provided 143
Heckler, M. 157, 158
“helicopter parents” 60, 65–6, 78
Heller, D.E. 172
Hendrickson, R.M. 151
Henry J. Kaiser Family Foundation 142
Hewitt Associates 142
Hewlett, S.A. 55
higher education (and) see also women faculty
“accidental” academics 88–9
adoption assistance programs 33
costs of 75–6
decline in social mobility 174
delay in tenure 36
dilemma of access to 174
donations and funds 106–7
education completion rates 173
enhanced family policies for tenure track faculty members 37
expansion of gross participation rate 27
family-friendly policies 39–40
federal funding 176–9
financial incentives 176–7
financing older learners 127–8
for-profit institutions 34–5
future of 6–20
graduation rates 173–4
implications of retirement of Baby Boomers 125–32
income disparities 175
interdisciplinarity 56
maternity/paternity leave 33
Millennials’ impact on 59–68 see also Millennials
non-faculty professionals 89
non-tenure track faculty members 37
parent transition in 15–18
part-time tenured faculty employment 33–4
per-student expenditures 175
poverty 174
replacement of retirees 170–71
research 167
reward systems 167
safety and security 164
scholarship programs, merit-based 176
social mobility, decline in 174–5
student aid programs 172–3
student endowment 37
tenure committees and delay 36
tuition price sensitivity 172
work–life issues with single faculty members 37–8
higher education institutions see also universities
challenges for 168–9
and financial resources 34–6
and mass retirements, consequences of 168–9
Higher Education Research Institute 71, 74
Hoff, T. 131
Hong, S. 92
Hoover, E. 76, 78, 157, 159
Howe, N. 2, 4, 22, 42, 72, 86, 91, 157, 161
Howell, L.P. 47, 49, 56
income/actual individual wealth, disparities in 175
InsideHighered.com 31
Internet 72, 78, 166
age-related usage of 130
and e-mail 54
instant messaging 54, 72
institutional strategies 132–3, 159–60
Integrated Postsecondary Education Data System (IPEDS) 175
Janson, N. 141, 145
Jin, E. 85
Johnstone, D.B. 2
K–12 education 11, 16
Kasper, H.T. 118
Keifer, H.M. 77
Kennedy School of Government 35
Kerr, C. 19
Kinzie, S. 69
Kirshstein, R. 143
Klein-Collins, R. 3, 131
Knight Higher Education Collaborative 30
Knowledge@Wharton 51
Korean War 43
Krueger, A.B. 174
labor force participation rates 121–2
Lakin, M.B. 127, 130
Lancaster, L.C. 43, 44, 51
Lang, M.M. 50
Lange, S.E. 55
leadership 29, 108–112
development 111
education 111–12
models 109–10
succession planning for 111–12
learning outcomes, assessment of 128–9
learning strategies, multi-model 162
legislation see also litigation
Amendment to the Higher Education Act 179
Civil Rights Act (1964) 148, 150
Employee Retirement Income Security Act 151
Fair Labor Standards Act 150
Fourteenth Amendment 148
Older Workers Benefit Protection Act (1990) 151
Omnibus Budget Reconciliation Act (1986) 151
Pension Protection Act (2006) 151–2
Index

Leslie, D.  88, 91, 92, 93, 96
Leslie, D.W.  141, 145
Leubsdorf, B.  120
Leyman, J.  130
life and career planning  126–7
lifelong learning, barriers to  125–6
attitudinal/dispositional  125
personal/situational  125
structural or institutional  125
Lifelong Learning Accounts (LiLAs)  128, 132
life-skills/transferable skills development  64
Light, P.C.  117
litigation
American Federation of Teachers College Guild v. Board of Trustees (1976)  148
in federal courts  147
Massachusetts Board of Retirement v. Murgia (1976)  147–8
Nelson v. Miwa  148
Weiss v. Walsh (1971)  148
Little, J.K.  59, 62–4
Lombardi, J.  31, 34–5, 36–7, 38–9
Looney, S.M.  78
L’Orange, H.  127
Lost Generation  41, 42
lower-income students  178
Luce, C.B.  55
Luxembourg Income Study  174
McCain, J.  9
MacFund, S.  77
McGee, R.  84
Madden, M.  130
mandatory retirement age, abolition of  3, 119
Marston, C.  42, 43, 44, 46, 48, 49, 51, 53
Martin, D.W.  152
Mason, M.A.  85
Mead, M.  19
Medicare  110, 116, 142, 170
MetLife Foundation  131, 132
MetLife Mature Market Institute  123
Michelich, V.  158
Microtrends: The Small Forces behind Tomorrow’s Big Changes  73
Millennials (and)  1–3, 4, 21, 24, 25–8, 57, 70–72, 88, 91, 97–8, 104, 157–65, 170
9/11  62, 66, 68
academic preparedness of  71–2
adulthood of  14
artists  103–4
aspirations of  70
at Wagner College  25
attitude to higher education  72
automated student services  163–4
change  68
core traits of  157
defining moment for  68
demographics of  67, 70–71
digital technology  62–4, 66–7, 72
educational contexts for  65–7
expectations of  67–8, 160–62
faculty reward system  161
graduate education  64–5
greater diversity  26
“helicopter parents”  60, 65–6
impact on higher education  59–68
multi-model learning strategies  162
pedagogy  25
perspectives on  62–8
recommendations regarding  161–4
rising diversity of  70–72
social networking  161, 163
strengths and gifts of  62
wealth/family income of  70–71
work–life balance  67–8
Millennials Rising: The Next Great Generation  21
Miller, G.  179
minorities, racial/ethnic  76–7, 79, 112
Modern Maturity  9
Morgan, H.P.  147, 150–51
Mortenson, T.  173–4
motivation/motivators  48–9
Index

Mullane, L. 127
Murgia, R. 147 see also litigation

Nadler, R. 2
*Nation at Risk, A* 12
National Association of College Admissions Counseling (NACAC) 69
National Center for Education Statistics 92, 175
National Commission on Excellence in Education (1983) 12
National Education Association 152
National Governors Association 179
National Higher Education Leadership Conference 2007 (TIAA-CREF Institute) 1–2, 3, 21, 23, 28, 59, 157–8, 165
National Retired Teachers Association 150
*New Directions for Higher Education* 145
“No Child Left Behind” 14, 16

Obama, B. 12
OECD see Organisation for Economic Co-operation and Development
Olswang, S.G. 55
Organisation for Economic Co-operation and Development (OECD) 173–5
*Education at a Glance* 2007 173
and education completion rates 171

Pant, P. 119
parent transition in higher education 15–18
parenthood, pre-tenure 85
parenting, attachment 13
part-time faculty 89–91, 95, 170
career enders 90
freelancers 90–91
Pell Grant Program 172, 178
Penn, M.J. 73
Petrie, M. 75
Pew Higher Education Roundtable program 30
Pew Internet and American Life Project 130

political correctness 6
population, aging of the 106
Population Research Bureau 117
Poskanzer, S. 24
*Postsecondary Education Opportunity* 173
Postsecondary Faculty, National Study of 139
Postsecondary Student Aid Study, National (NPSAS) 172
poverty 174–5
of public school student population 174
Pratt, H.J. 147, 149, 150
*Prime Time, How Baby Boomers Will Revolutionize Retirement and Transform America* 105
prior learning assessment (PLA) 128–9
productivity 48, 56–7
public policy reform 172–80
Putnam, R. 35

Quinn, K. 55

race/ethnicity 26, 86
equity for 96
minority studies 118
Rainey, A. 78
Reagan Revolution 16
recruitment and retention (and) 74–5, 82–100, 119
basic principles/understandings of 83–5
context 82–3
new faculty topography 89–95 see also faculty topography, new
prospects for traditional tenurable faculty 91–4
prospects for new contingent majority 94–5
new rules 87–9, 97–8
old rules 84, 85, 97–8
studies of 83–5
vectors of change 85–9 see also change, vectors of
*Rethinking Faculty Work* 85
retirees
as returning or first-time students 120

Donald E. Heller and Madeleine B. d’Ambrosio - 9781848445048
Downloaded from Elgar Online at 09/01/2019 09:21:47AM
via free access
<table>
<thead>
<tr>
<th>health benefits</th>
<th>169</th>
</tr>
</thead>
<tbody>
<tr>
<td>working</td>
<td>121</td>
</tr>
<tr>
<td>retirement</td>
<td>11, 104−5, 110−11 see also retirement of Baby Boomers</td>
</tr>
<tr>
<td>average age of</td>
<td>122</td>
</tr>
<tr>
<td>barriers to</td>
<td>170</td>
</tr>
<tr>
<td>and challenges</td>
<td>168−9</td>
</tr>
<tr>
<td>delaying</td>
<td>110</td>
</tr>
<tr>
<td>health care</td>
<td>110, 123, 169</td>
</tr>
<tr>
<td>health insurance/plans</td>
<td>114, 171</td>
</tr>
<tr>
<td>naturally</td>
<td>11</td>
</tr>
<tr>
<td>planning</td>
<td>114−15</td>
</tr>
<tr>
<td>recommendations for</td>
<td>170−71</td>
</tr>
<tr>
<td>vacancies as opportunities for</td>
<td>169−70</td>
</tr>
<tr>
<td>working after</td>
<td>121−5</td>
</tr>
<tr>
<td>retirement age, mandatory</td>
<td>142, 144, 147−9</td>
</tr>
<tr>
<td>abolition of</td>
<td>3, 119</td>
</tr>
<tr>
<td>retirement of Baby Boomers (and)</td>
<td>3−4, 104−11, 113−14, 116−56, 168−71</td>
</tr>
<tr>
<td>coming talent crunch</td>
<td>119−20</td>
</tr>
<tr>
<td>concerns, individual/organizational</td>
<td>143−6</td>
</tr>
<tr>
<td>demographics</td>
<td>139−41</td>
</tr>
<tr>
<td>education and training for</td>
<td>123−5</td>
</tr>
<tr>
<td>financing</td>
<td>127−8</td>
</tr>
<tr>
<td>flexibility and equity</td>
<td>145−6</td>
</tr>
<tr>
<td>health care</td>
<td>141, 142−3</td>
</tr>
<tr>
<td>implications for colleges/universities</td>
<td>125−32</td>
</tr>
<tr>
<td>incentive programs and goals</td>
<td>144−5</td>
</tr>
<tr>
<td>institutional strategies for</td>
<td>132−3</td>
</tr>
<tr>
<td>key questions and issues for</td>
<td>137−8</td>
</tr>
<tr>
<td>learning outcomes, assessment of</td>
<td>128−9</td>
</tr>
<tr>
<td>legal issues</td>
<td>146−52</td>
</tr>
<tr>
<td>life and career planning</td>
<td>126−7</td>
</tr>
<tr>
<td>lifelong learning</td>
<td>125</td>
</tr>
<tr>
<td>management issues</td>
<td>138</td>
</tr>
<tr>
<td>outreach</td>
<td>126</td>
</tr>
<tr>
<td>recommendations for managing</td>
<td>152−3</td>
</tr>
<tr>
<td>social security reform</td>
<td>141−3</td>
</tr>
<tr>
<td>strategic partnerships for career transitions</td>
<td>131−2</td>
</tr>
<tr>
<td>student support systems</td>
<td>129−30</td>
</tr>
<tr>
<td>studies on retirement intentions</td>
<td>120−25</td>
</tr>
<tr>
<td>teaching–learning process</td>
<td>129</td>
</tr>
<tr>
<td>technology</td>
<td>130</td>
</tr>
<tr>
<td>working beyond</td>
<td>65 121−3</td>
</tr>
<tr>
<td>Rhoades, G.</td>
<td>89</td>
</tr>
<tr>
<td>Rice, E.</td>
<td>85</td>
</tr>
<tr>
<td>Risman, B.J.</td>
<td>50</td>
</tr>
<tr>
<td>Robinson, S.</td>
<td>127</td>
</tr>
<tr>
<td>Rowe, E.</td>
<td>143</td>
</tr>
<tr>
<td>Ruebhausen, O.M.</td>
<td>150−51</td>
</tr>
<tr>
<td>Ruscio, K.</td>
<td>31, 35−6, 38</td>
</tr>
<tr>
<td>Safer, M.</td>
<td>164</td>
</tr>
<tr>
<td>Salter, B.</td>
<td>19</td>
</tr>
<tr>
<td>Sander, L.</td>
<td>129, 130</td>
</tr>
<tr>
<td>Scheef, D.</td>
<td>70</td>
</tr>
<tr>
<td>Schuster, J.</td>
<td>84, 87, 90, 91, 96</td>
</tr>
<tr>
<td>Schworm, P.</td>
<td>74</td>
</tr>
<tr>
<td>sciences, crisis in the (National Research Council report)</td>
<td>85</td>
</tr>
<tr>
<td>Servis, G.</td>
<td>47</td>
</tr>
<tr>
<td>Sexton, J.</td>
<td>104</td>
</tr>
<tr>
<td>Silent Generation</td>
<td>9−10, 11, 12, 18−19, 21, 27, 28, 41, 44−5, 46, 57</td>
</tr>
<tr>
<td>at work</td>
<td>45</td>
</tr>
<tr>
<td>retirement of</td>
<td>10</td>
</tr>
<tr>
<td>values of</td>
<td>43</td>
</tr>
<tr>
<td>Simon, L.A.K.</td>
<td>60, 65−7</td>
</tr>
<tr>
<td>Skype</td>
<td>161</td>
</tr>
<tr>
<td>Snyder, P.</td>
<td>3</td>
</tr>
<tr>
<td>social class</td>
<td>26</td>
</tr>
<tr>
<td>social mobility</td>
<td>83</td>
</tr>
<tr>
<td>decline in</td>
<td>174−5</td>
</tr>
<tr>
<td>social networking</td>
<td>72, 74, 161, 163</td>
</tr>
<tr>
<td>Facebook</td>
<td>72, 74, 161</td>
</tr>
<tr>
<td>MySpace</td>
<td>72, 161</td>
</tr>
<tr>
<td>YouTube</td>
<td>74</td>
</tr>
<tr>
<td>social security</td>
<td>11, 116</td>
</tr>
<tr>
<td>Issue Briefs</td>
<td>141</td>
</tr>
<tr>
<td>reform of</td>
<td>141−3</td>
</tr>
<tr>
<td>socialization issues</td>
<td>96−7</td>
</tr>
<tr>
<td>societal expectations, expanding</td>
<td>172−9</td>
</tr>
<tr>
<td>Sorcinelli, M.D.</td>
<td>85</td>
</tr>
<tr>
<td>Spellings, M.</td>
<td>17</td>
</tr>
<tr>
<td>Steinberg, K.</td>
<td>3</td>
</tr>
<tr>
<td>Stewart, D.W.</td>
<td>59, 64−5</td>
</tr>
<tr>
<td>Stillman, D.</td>
<td>43, 44, 51, 101</td>
</tr>
<tr>
<td>Strauss, W.</td>
<td>2, 4, 21−2, 24, 25, 42, 72, 86, 91, 157, 161</td>
</tr>
</tbody>
</table>
student(s)
  aid programs  172–3
  attracting and retaining  69–81
debt  78
  expectations and 24/7 learning  160–61
  lower-income  177–8
  safety and security  164
  services, 24/7 automated  163
  support systems  129–30
  student/parent expectations and faculty reward system  160
  studies/research (on/for)
  admissions (Harris Interactive, 2005)  74
  admissions (NACAC, 2007)  73
  Beginning Postsecondary Students (2006)  75
  College Parent Survey (Datatel 2006)  17
  Freshman Norms (UCLA, 2007)  72–3, 76
  high school students (Harris Interactive, 2005)  72
  junior faculty (COACHE)  50–51, 53–4
  Latino parents and students (Sallie Mae Fund, 2003)  77
  LifeCourse Associates and Crux Research (2007)  17
  minority students (Gallup, 2005)  77
  National Freshmen Norms (UCLA)  71
  New Face of Work Survey (Princeton Survey Research Associations International)  123
  New Retirement Study (Merrill Lynch, 2006)  122, 123, 124
  older learners (Portland Community College Taskforce on Aging, 2007)  129
  parental planning (Institute for Higher Education Policy, 2007)  78
  retirement, delaying (American Association of University Professors, AAIP)  110
  retirement, working after (AARP)  123
  retirement, working after (Council for Adult and Experiential Learning)  124–5
  retirement, working after (MetLife Foundation and Civic Ventures, 2005)  124
  retirement (University of Maryland Survey Research Center)  105
  retirement intentions  120–25
  student anxieties (Key Educational Resource, 2007)  75
  student anxieties (Wall Street Journal, 2006)  75
  training for retirees (Experience Wave)  124
  Trends in College Prices (College Board)  76
  Trends in Student Aid (College Board, 2007)  76
  tuition waivers for senior citizens (2006)  127
  work–family balance (Family and Work Institute)  50
  work–family balance (Radcliffe Public Policy Center, 2000)  50
  Sullivan, T.  157, 158
  teaching–learning process  129
  technology  166
  and impact on each generation  25
  leverage  162–3
  open source  162–3
  tenure
  and academic freedom  112–13
  expectations  167
  tenured/tenurable faculty  95
  decline in  93
  text messaging  72
  Tierney, J.  179
  Thielfordt, D.  70
  Thornton, J. S.  23, 25
  Todd, L.  23, 25
  “Transition to Teaching” program (IBM)  131
  transparency  52–3, 54–5, 65
  Trice, A.  85
  Trow, M.  88
  Trower, C.A.  2, 42, 85, 91
  Tuckman, H.  90
<table>
<thead>
<tr>
<th>Page Numbers</th>
<th>University/Institute/Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>88</td>
<td>Twigg, C.</td>
</tr>
<tr>
<td>95</td>
<td>Twombly, S.</td>
</tr>
<tr>
<td>32</td>
<td>UCLA Higher Education Research Institute</td>
</tr>
<tr>
<td>102</td>
<td>Brigham Young Uni</td>
</tr>
<tr>
<td>102–4, 110, 112</td>
<td>California Institute of the Arts (CalArts)</td>
</tr>
<tr>
<td>110</td>
<td>Baby Boomer deans of</td>
</tr>
<tr>
<td></td>
<td>102–3, 110</td>
</tr>
<tr>
<td>104</td>
<td>School of Music</td>
</tr>
<tr>
<td>102</td>
<td>Colby College</td>
</tr>
<tr>
<td>37</td>
<td>Cornell University</td>
</tr>
<tr>
<td>37</td>
<td>and family-friendly policies</td>
</tr>
<tr>
<td>148</td>
<td>Fordham University</td>
</tr>
<tr>
<td>69, 76</td>
<td>Harvard University</td>
</tr>
<tr>
<td>101</td>
<td>Kent State University</td>
</tr>
<tr>
<td>31</td>
<td>Louisana State University</td>
</tr>
<tr>
<td>69</td>
<td>McDaniel College</td>
</tr>
<tr>
<td>74</td>
<td>Massachusetts Institute of</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td>74</td>
<td>Michigan State University (MSU)</td>
</tr>
<tr>
<td>60, 65</td>
<td>New York University</td>
</tr>
<tr>
<td>102</td>
<td>Pepperdine University</td>
</tr>
<tr>
<td>59, 61</td>
<td>Princeton University</td>
</tr>
<tr>
<td>30, 33, 35–9</td>
<td>and family-friendly policies</td>
</tr>
<tr>
<td>87</td>
<td>research</td>
</tr>
<tr>
<td>75</td>
<td>St. Olaf College, Minnesota</td>
</tr>
<tr>
<td>24</td>
<td>State University of New York-New Paltz</td>
</tr>
<tr>
<td>178</td>
<td>state comprehensive</td>
</tr>
<tr>
<td>56</td>
<td>University of California</td>
</tr>
<tr>
<td>19</td>
<td>University of California-Berkeley</td>
</tr>
<tr>
<td>148–9</td>
<td>University of Hawaii</td>
</tr>
<tr>
<td>150</td>
<td>University of Illinois</td>
</tr>
<tr>
<td>23, 25</td>
<td>University of Kentucky</td>
</tr>
<tr>
<td>102</td>
<td>University of New Mexico</td>
</tr>
<tr>
<td>76</td>
<td>University of North Carolina</td>
</tr>
<tr>
<td>55</td>
<td>University of Washington</td>
</tr>
<tr>
<td>30, 31–2, 39</td>
<td>University of Wisconsin, Stevens Point (UWSP)</td>
</tr>
<tr>
<td>23, 25</td>
<td>Wagner College</td>
</tr>
<tr>
<td>31, 37</td>
<td>Washington and Lee University</td>
</tr>
<tr>
<td></td>
<td>United States (US)</td>
</tr>
<tr>
<td>139</td>
<td>Census Bureau</td>
</tr>
<tr>
<td>11</td>
<td>Congress</td>
</tr>
<tr>
<td>17, 140</td>
<td>Department of Education</td>
</tr>
<tr>
<td>141–2</td>
<td>Department of the Treasury</td>
</tr>
<tr>
<td>141</td>
<td>and Issue Briefs on social security reform</td>
</tr>
<tr>
<td>102–4, 109–13</td>
<td>Uscher, N.</td>
</tr>
<tr>
<td>43</td>
<td>Baby Boom Generation</td>
</tr>
<tr>
<td>43–4</td>
<td>Generation X</td>
</tr>
<tr>
<td>43</td>
<td>GI and Silent Generations</td>
</tr>
<tr>
<td>60</td>
<td>Van Dolsen, E.</td>
</tr>
<tr>
<td>161</td>
<td>video conferencing</td>
</tr>
<tr>
<td>8, 10, 117</td>
<td>Vietnam War</td>
</tr>
<tr>
<td>23, 25</td>
<td>Wagner College</td>
</tr>
<tr>
<td>6</td>
<td>Wall Street Journal</td>
</tr>
<tr>
<td>69</td>
<td>Washington Post</td>
</tr>
<tr>
<td>8</td>
<td>Watergate</td>
</tr>
<tr>
<td>11, 142, 152</td>
<td>White House, The</td>
</tr>
<tr>
<td>55</td>
<td>Williams, J.C.</td>
</tr>
<tr>
<td>84</td>
<td>Wilson, L.</td>
</tr>
<tr>
<td>124, 132, 135</td>
<td>Wofford, H.</td>
</tr>
<tr>
<td>1</td>
<td>Wolf, R.</td>
</tr>
<tr>
<td>91–2, 94, 97–8, 112, 118</td>
<td>women faculty</td>
</tr>
<tr>
<td>96</td>
<td>equity for</td>
</tr>
<tr>
<td>32–3</td>
<td>women's liberation movement</td>
</tr>
<tr>
<td>118</td>
<td>Women's Rights movement</td>
</tr>
<tr>
<td>49–51</td>
<td>work–family balance</td>
</tr>
<tr>
<td>88</td>
<td>workforce, feminization</td>
</tr>
<tr>
<td>48, 55–6</td>
<td>workplace flexibility</td>
</tr>
<tr>
<td>31, 43</td>
<td>World War I</td>
</tr>
<tr>
<td>6, 9, 16, 21, 43, 83, 97, 117, 168, 175</td>
<td>World War II</td>
</tr>
<tr>
<td>10, 28, 84</td>
<td>post-World War II</td>
</tr>
<tr>
<td>125</td>
<td>Yankelovich, D.</td>
</tr>
<tr>
<td>102, 106–8, 109–11, 113</td>
<td>young faculty</td>
</tr>
<tr>
<td>41–58</td>
<td>challenges and tension points</td>
</tr>
<tr>
<td>44–52</td>
<td>see also Generation X</td>
</tr>
<tr>
<td></td>
<td>different assumptive worlds/core values of 42–4 see also values (of)</td>
</tr>
<tr>
<td>Instilling sense of service in</td>
<td>167</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>and policy and practice implications:</td>
<td></td>
</tr>
<tr>
<td>areas for attention 52–7</td>
<td></td>
</tr>
<tr>
<td>clarity 52–3</td>
<td></td>
</tr>
<tr>
<td>collegiality 53–4</td>
<td></td>
</tr>
<tr>
<td>equity 54–5</td>
<td></td>
</tr>
<tr>
<td>flexibility 55–6</td>
<td></td>
</tr>
<tr>
<td>interdisciplinarity 56</td>
<td></td>
</tr>
<tr>
<td>productivity 56–7</td>
<td></td>
</tr>
<tr>
<td>Zalesne, E.K. 73</td>
<td></td>
</tr>
<tr>
<td>Zapolsky, S. 123</td>
<td></td>
</tr>
<tr>
<td>Zemke, R. 43, 44, 48</td>
<td></td>
</tr>
</tbody>
</table>