Promoting Work/Life Balance

A Look at OSU’s Work/Life Potential

From The President’s Commission on the Status of Women, February 2010

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Why Work/Life Balance and Why NOW?

At Oregon State University a number of administrators representing Human Resources, Student Affairs, Dean of Student Life, ASOSU Advocates and the Women’s Center met in 2005 to begin work on a comprehensive plan that would establish a “family friendly” campus environment for our staff, faculty and students. Through a process of monthly meetings they developed a mission, values and a fairly comprehensive LifeBalance OSU website that listed all of the resources currently available to OSU faculty, staff and students.

The intent of the original committee was to make a strong statement about OSU being a caring and compassionate place for people to work and learn. The President and Provost wrote a statement that went on the website and the committee developed presentations to take to individual departments.

In January 2009, the President’s Commission on the Status of Women (PCOSW) leadership met with President Ed Ray. At that meeting, President Ray asked PCOSW to research OSU's peer institutions to determine best practices in the area of work/life balance; to develop a menu of work/life services; and to determine what the most meaningful work/life balance initiatives would be.

In June, 2009 PCOSW sent two OSU faculty members, Nell O’Malley and Beth Rietveld, to the College and University Work Family Association (CUWFA) annual conference in Seattle. This was an excellent opportunity to interact with full-time professionals from over 90 different universities on best practices, current research and the latest initiatives in work/life and family resources.

As PCOSW looked at other campuses in response to President Ray’s charge, it became apparent that there is much work to be done to augment the plan begun in 2005. Feedback from the conference and the PCOSW membership and constituency indicate that there are some OSU resources that are either hard to find or inconsistently experienced, and the research shows there are many programs, opportunities and even full-time professionals at some of our peer institutions that do not exist at OSU.

**Work/life balance can be defined as a specific set of practices, policies and programs as well as a philosophy that actively supports efforts to help everyone who works and learns at OSU to achieve success within and outside of our university community.** PCOSW would like to see OSU considered an institution that values family, health, wellness, community service and other aspects of work/life balance through its programs and services.

Why should we even be concerned with work/life balance? After all, we are immersed in one of the most difficult budget crises in the past 30 years and we certainly do not want to do anything that diminishes our work force any more than the impact of our various layoffs and furloughs. Administrators are trying to calculate the financial consequences of fewer state dollars and the last thing they need is expensive add-on programs for employees. PCOSW takes the position that much can be done to improve work/life balance at OSU and to communicate those improvements at little to no cost.

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1 [http://oregonstate.edu/admin/hr/LifeBalanceOSU/](http://oregonstate.edu/admin/hr/LifeBalanceOSU/)
Arguably, a huge cost to any business is that of re-hiring positions that have been vacated, but good employees often leave their jobs when they are forced to make a choice between work and their other life priorities. The consequences of not paying attention to work/life balance can be severe for the reputation of the university and the ability to recruit and retain the best and the brightest employees.

The average age for receipt of a Ph.D. is 33, placing the earliest tenure year at age 40. Women are more likely to receive the Ph.D. at a slightly older median age (34.1 years as compared to 32.8 years for men.) Thus the period of most intensive work to establish an academic career coincides with prime childrearing years. Because they are more likely to carry the burden of childrearing duties, women are often forced to make a choice between an all-consuming professional career and having children—a choice that men are not generally forced to make. This can be a significant source of inequities in faculty status, promotion, tenure, and salary.²

According to the Collaborative on Academic Careers in Higher Education (COACHE) at Harvard University, the cost of turnover for a tenure-track faculty position can be up to $96,000 by the time you calculate advertising, search committee and staff time, travel, start-up and relocation costs, and orientation.³

While the bulk of available research is focused on professorial faculty, the same work/life balance issues apply to all employees. Some of the reasons why we need to pay attention to employee retention³:

- Underrepresented groups are still underrepresented
- Competition with industry
- Cost of turnover for “leavers” (it takes up to 8 years for a faculty member to bring in optimal funding)
- Hidden cost of rancor for “stayers”
- Commitment to institution and academic career
- Boomer Retirements
- Generational clash points

If we are to become a diverse and welcoming university, we must address some of the barriers to making Oregon State a destination of choice for the best and the brightest faculty, staff and students. We must demonstrate care and compassion for the whole person...for every person who is a part of our university community. OSU’s employees face myriad competing interests in their lives, from family obligations, to caring for aging parents, to working on advanced degrees. It should be noted that the term 'family' is defined differently by different people. For the purpose of this report, ‘family’ is defined broadly as each individual employee defines her/his family.

As OSU moves toward the future with aspirations of being one of the best Research I universities in the country, we absolutely must pay attention to the work/life balance of our faculty, staff and students. To that end, the President’s Commission on the Status of Women offers this study and pledges to work with the university administration to achieve this at OSU.

³ COACHE Open House 2009, [http://gseacademic.harvard.edu/~instruct/articulate/coache/open_house/player.html](http://gseacademic.harvard.edu/~instruct/articulate/coache/open_house/player.html)
Links to the University Strategic Plan

Paramount in the OSU strategic plan is our vision to be among the top 10 land grant institutions in America. Within that measure, OSU should be among the best top 10 land grant universities for both working and learning. To achieve that, OSU must position itself to be an institution that values family, health, wellness, community service and other aspects of work/life balance through its programs and services. This will make a strong statement about OSU being a caring and compassionate place to work and learn.

This report links to the University Strategic Plan in a number of ways. The Phase II Imperative of fostering exceptional educational, research and outreach initiatives that sustain human well being and improve quality of life is supported by the recommendations that seek to sustain our employees' well being and improve the quality of life for those studying and working at OSU.

The very essence of this report supports the University-wide initiative of providing a campus environment in which health and wellness are fostered and all community members can grow and do their best.

The very goals of the work/life recommendations contained in this proposal occur in the context of social justice and the supportive structures that make up our university community.
National Statistics
The average worker looks much different today than in years past. The rates at which women are now a part of the labor force and the increased demands on families dictates that we re-think what makes our institution an excellent place to work.

Employees of all ages and genders are taking on more care-giving roles, an estimated 69-75% of informal caregivers for family members are women. Although men also provide care, female caregivers may spend as much as 50% more time providing care than male caregivers and are less likely to be employed full time. The unmet needs most frequently reported by caregivers are: finding time for myself, managing emotional and physical stress, and balancing work and family responsibilities.

Additionally:
67% of mothers in the labor force have a 3-5 year old as their oldest child. 55% of mothers of infants are in the labor force, and, 51% of women who gave birth to their first child returned to work within four months.

These data are important to keep in mind as we analyze our practices in parental leave administration, family medical leave, sick leave, children on campus and other needs around wellness and wellbeing.

Also important to keep in mind: most of these families are families where both parents are employed. Nationally, 75% of the workforce is comprised of dual career couples.

These data sets are reflected in the academic world as well. As seen in these graphs, nationally, nearly half (about 4 in 10) of Faculty have children under the age of 18.

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In a presentation from the American Council on Education, “Too Many Rungs on the Ladder?” faculty at 4-year institutions are compared by Tenure Rank and Age.

We can see that only 1 in 5 assistant professors are under the age of 35. Of those in tenure and tenure track positions, roughly 70% are 45 or older.

The most striking point of these graphs are the fact that nationally, 21% of tenure track faculty are over the age of 55. This will have profound effect on faculty hiring within the next 5-10 years.

As younger faculty are hired into tenure-track positions, universities will be challenged to offer competitive practices and policies that align with the interests of sought-after employees who may value family, health, wellness, community service, and other aspects of work/life balance through its on-campus services and programs.

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**OSU Statistics**

For comparison’s sake, tenured and tenure-track faculty at Oregon State University are not unlike the national statistics demonstrated previously. In fact, with the average age of full professors at 56.5 years of age, we know that many may retire within the next few years. OSU is likely to experience many retirements from both the full and associate professor ranks and will need to have on its radar how we can attract the best and the brightest employees.

With the numbers of women entering college, entering graduate school and completing doctorates are on the rise, we would like to see colleges and universities hire more women in tenure track positions to better represent the availability of the qualified population.

While the figures in the adjacent graphs show the ages of women and men in tenure track positions are similar within rank, the numbers of women may increase at the upper ranks, and the average age of assistant professors will likely be younger.

This gender shift will not only reinforce the need for OSU to consider policies and practices that can accommodate faculty during the child-bearing years, but additionally as people live longer, there will be greater need to develop resources and practices to accommodate those who need to care for aging parents and the changing life values of the upcoming generation.
Peer Institution Comparisons
Not only does OSU offer the lowest salary compensation, (OSU pays significantly less than average (20% less) faculty salaries of all peer institutions\(^7\)), we also offer the least number of work/life supports of any of our peer institutions (by design, only information accessible by web included here).

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<th>Lactation policy, practices</th>
<th>Student Family Offices</th>
<th>Childcare programs and Sick Child Care</th>
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\(^7\) American Federation of Teachers- Higher Education Department (see appendix for more detail)
A-Employee Discount Program covering anything from childcare, clothing, and groceries to automotive, entertainment, and travel also has Programs for pet services
B-Cornell has an “opt-in” tenure clock/allows for up to 3 years for expression of breastmilk
C-Adoption reimbursement up to $5,000
D-Excellent jargon on telecommuting and partner hiring, Good paid parental leave
E-Paid parental leave extends to graduate employees as well
F-Well developed shared leave policy.
G-Temporary Alternative Duty Assignment Program (allows employees and supervisors to work out and agree on the assignment of alternative duties for up to 16 weeks in order to enable employees to remain on active duty employment while affected by FML-type circumstances)
H-Increasing affordable childcare and work/life balance were both items in their strategic plan.
I-Boise State has a model toolkit for deans and department heads
Perceptions of Work/Life at OSU: Data from Past Reports
OSU has conducted several surveys and reviews that can be combined to help create a picture of what work/life looks like on our campus. In researching these reports, trends emerged across these surveys from previous years regarding issues and barriers real or perceived by the OSU community. Additionally, there are some common references to gaps in support across these reports. This overview covers the following reports:

- Parent Needs Assessment, 2007-2008
- Promotion and Tenure Review, 2007-2008
- Faculty Satisfaction and Areas of Concern Report, 2006
- Pathway to Parity Report, 2005
- Campus Climate Survey, 2005

Parenting Needs
Parenting needs is a common thread. Responders found that issues include:

- Lack of acknowledgement or understanding by professors or supervisors for students, faculty or staff who are parents (Parent Needs Assessment)
- Lack of flexibility for family issues such as inconsistent family leave policies (Faculty Satisfaction)
- Leave policies are inconsistent regarding workload v. work/life balance (Parity Report)
- Perception that not enough activities offered to non-traditional/older than average students with families (Campus Climate)

Parenting associated barriers include

- Time availability (shortage of time) for work, study and parenting needs (Parent Needs Assessment)
- Gaps in support for parenting needs include networking events for parents (Parent Needs Assessment)
- Space (availability) for childcare at OSU’s child care facilities (Parent Needs Assessment, Faculty Satisfaction)
- Perception that programs and policies were focused on ‘traditional’ students and not enough attention to helping older than average students get involved or find places that will accommodate the demands of their complicated lives (Campus Climate)

Professional Development
Support for professional development is another theme in these reports.

- Lack of professional mentoring and support is reported in the Parity Report. Specifically, a lack of mentoring opportunities for women of color, and a lack of intentionally designed internship or development opportunities to prepare women for leadership positions.
- Barriers to professional development are noticed with inexperienced department heads and chairs (Promotion & Tenure)
- The Faculty Satisfaction report indicates a perception that departments protect their administration rather than serving the needs of the faculty/staff.
- The Faculty Satisfaction report includes the fact that only faculty represented in the Senate were polled, and the ability to pursue professional opportunities is not supported.
Hiring

Hiring practices continue to come up as an area for improvement for OSU. Specifically:

- Spouse/partner employment (Parity Report, Faculty Satisfaction)
- Inconsistencies in hiring practices (Parity Report)
- Perception that others assume they were admitted as students or hired due to race/ethnicity or gender. (Campus Climate)
- Perception of discriminatory employment practices bases on gender, race/ethnicity or age, including hiring, termination and promotion (Campus Climate)

There were other issues, barriers and gaps-in-support which were not universal across the reports. These include:

- Availability of health insurance for children (Parent Needs Assessment)
- Negative impact of minority status on colleagues (Promotion & Tenure)
- Promotional criteria don't match the work women do and this was experienced to a greater degree by women of color (issue - Parity Report)
- Salary equity (issue – Parity Report)
- Parity varies with race/gender (issue – Parity Report)
- Harassment (barrier – Parity Report)
- Values assigned to various elements of faculty work (e.g. teaching v. research) (barrier – Parity Report)
- There are hierarchies of disciplines (barrier – Parity Report)
Existing Work/Life Supports: Oregon Laws, OSU Policies & Programs

State and Federal Laws

*Federal Family Medical Leave Act (FMLA)*

- Requires employers to provide job protection, job restoration, and continuation of medical and dental benefits for 12 weeks in the event the employee or the employee’s covered family member has a qualifying serious health condition or the employee takes leave to care for a newborn or newly placed adoptive or foster child.
- An employee must have worked for a total of 1250 hours for a period of 12 months immediately preceding the date leave begins.

*Oregon Family Leave Act (OFLA)*

- Requires employers to provide job protection and job restoration in the event the employee or employee’s covered family member has a qualifying serious health condition or the employee takes leave to care for a newborn or newly placed adoptive or foster child for 12 weeks. OFLA does not require an employer to continue an employee’s medical and dental benefits during the qualified leave period.
- An employee must have worked for a period of 180 calendar days immediately preceding the date leave begins, and must have worked an average of 25 hours per week during the 180 day period, unless the leave is to care for a newborn child or newly placed adoptive or foster child.⁸

*Oregon Breastfeeding Law*⁹

Only one in five children in Oregon receives the absolute minimum of six months exclusive breastfeeding, as recommended by the American Academy of Pediatrics.

Mother-child separation due to work is a barrier to six months exclusive breastfeeding, unless the workplace accommodates the simple needs of breastfeeding employees. And, while working can be a barrier for any mother, it is particularly problematic for low-income women who typically have less control over their work environment.

- Effective January 1, 2008, employers with 25 or more employees must make reasonable efforts to provide private space and time for nursing mothers who request a place to express milk for their newborns 18 months of age and younger.
- The location must be in close proximity to the employee’s work area, and cannot be a toilet stall or restroom.

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⁸ OSU Human Resources FMLA Handbook [http://oregonstate.edu/admin/hr/fmla%20handbook.pdf](http://oregonstate.edu/admin/hr/fmla%20handbook.pdf)
Businesses would not necessarily have to have a dedicated lactation room. A vacant office or conference room could suffice, so long as it is private. A cubicle is not considered private.

- An employee must provide reasonable written or verbal notice to her employer that she intends to express breast milk at work.
- All employers must comply unless they can prove it would cause undue hardship.
- There is a $1,000 fine per incident for non-compliance.

OSU Policies

**Sick Leave**

OSU employees at .50 FTE or above receive 8 hours of sick leave per month to be used for any period of absence from service that is due to the employee’s illness, injury, disability resulting from pregnancy, necessity for medical or dental care, exposure to contagious disease or attendance upon members of the employee’s immediate family (employee’s parents, spouse, children, brother, sister, grandmother, grandfather, son-in-law, daughter-in-law or another member of the immediate household) where the employee’s presence is required because of illness or death in the immediate family of the unclassified employee or the employee’s spouse.

**Shared Leave - For Classified Staff Only**

A classified employee may transfer vacation and compensatory leave to another eligible University classified employee for use as sick leave through the hardship leave provisions of the collective bargaining agreement.\(^\text{10}\)

**Tenure Clock Stop**

Under extenuating circumstances, such as personal or family illness, a faculty member can request of the Provost and Executive Vice President that the tenure clock be extended. A one-year extension will be granted for leave taken under the Family and Medical Leave Act that extends for 3 months or more.\(^\text{11}\)

**OSU Programs**

**Employee Assistance Program**

As a PEBB benefit, Cascade Centers Incorporated provides PEBB members with an Employee Assistance Program. This program is designed to assist with several areas that might be impacting an employee's life balance and success.

- EAP provides confidential assistance in the following areas:
  - Work-Family Life, Childcare Referral, Eldercare
  - Problem Resolution, Identity Theft, Mental Health, Crisis Counseling
  - Home Ownership, Financial Planning, Legal Consultations, Concierge

\(^{10}\) Pages 3, 4, 9 of Leave Administration Policies, Procedures, Guidelines  
http://oregonstate.edu/admin/hr/leave_admin_pol.pdf

\(^{11}\) Faculty/Staff Handbook  
http://oregonstate.edu/facultystaff/handbook/promocri.html
Childcare & Family Resources Office
The Childcare and Family Resources Office is fully funded by student fees, and is intended to remove barriers to the success of students with children by providing programs and assistance to students and their families. The Childcare & Family Resources office currently runs the following programs:

- **Child Care Centers** - The Childcare and Family Resources Office manages the contracts of our two on-campus child care centers (Beaver Beginnings and Growing Oaks) as well as directly runs the student child care center in The Valley Library (Our Little Village|Library). The Childcare and Family Resources Office continually researches, investigates and pursues additional childcare opportunities for everyone at OSU, student, staff or faculty.

- **Childcare Subsidies** - There are two child care subsidy programs at OSU, a Student Child Care Subsidy paid for by student fees, and a Staff/Faculty Child Care Subsidy funded by an endowment account held by the OSU Foundation.

- **Lactation Rooms** - Currently there are three lactation sites on campus where a mother may express breast milk. Two of the sites have lockers for mothers to store their pumping supplies. Sanitation wipes, room usage, and locker usage is all maintained by the Childcare and Family Resources office. Information about Oregon's Breastfeeding law and helpful information for breastfeeding mothers can be found at the Childcare and Family Resources website [http://oregonstate.edu/childcare](http://oregonstate.edu/childcare)

- **Parent Lunch & Learns** - In efforts to connect parents on campus and provide useful information to OSU families, the Childcare and Family Resources office sponsors monthly Parent Lunch & Learns. Parents are encouraged to bring their lunch and learn about topics ranging from Maternity Leave at OSU to healthy eating for their families.

Healthy Campus Initiatives
The Healthy Campus Initiative is a collaborative approach to prevention initiatives and response efforts at Oregon State University. The initiative provides for strategic planning, policy review and development, ongoing training and development, assessment of situations and outcomes, and comprehensive, interconnected leadership for the campus community. A coalition will develop common resources for faculty, staff, and students.[http://oregonstate.edu/deanofstudents/healthycampusinitiative/index2.php](http://oregonstate.edu/deanofstudents/healthycampusinitiative/index2.php)

Faculty/Staff Fitness
Fitness classes are offered to faculty and staff for a modest class fee. They consider themselves a fringe benefit with your employment at the university! They also provide blood pressure and pulse rate checks and tri-annual blood screenings. [http://www.hhs.oregonstate.edu/nes/faculty-staff-fitness-fsf-program](http://www.hhs.oregonstate.edu/nes/faculty-staff-fitness-fsf-program)

Beaver Strides
Faculty, staff and students who want to improve their physical fitness can become active Beaver Striders. Walking programs include solo, duo, group and competitive opportunities, both on and off campus.
**Tobacco Cessation**

Student Health Services offers one-on-one tobacco cessation services to students, faculty and staff who are thinking about or have decided to quit using tobacco. These services focus on cigarettes, smokeless tobacco, cigars, hookahs, and other types of tobacco.

**Case Studies—Best Practices at our Peer Institutions**

Work/life balance is a relatively new area of interest for universities. Because of this, there is very little "industry standard" when it comes to work/life accommodations across the higher education spectrum. This has allowed for maximum creativity in structuring work/life programs that are stellar and truly work for the lives of their employees. For example, at Cornell University, work/life balance programs include EAP, family helper list, adult care-giving, childcare and parenting, flexible work arrangements, pet care, wellbeing and wellness.

Our peer, Cornell University has been named a "Best Employer" by Working Mother, AARP, Dave Thomas Foundation, Conceive, and Computerworld.

Here is a snap shot of some of the best work/life practices and programs that our peers have developed:

**Part Time Tenure Track—Iowa State University**

In response to the American Council on Education’s recommendation to create flexibility in tenure track positions, Iowa State created a part-time tenure track to facilitate the various and diverse lives of the faculty they want to recruit and retain. The policy supports faculty with various life roles such as care giving (child, parent or otherwise), professional practice (consulting, personal businesses) and accommodating partner hiring (making a full offer to the applicant and a part time offer to their partner, tenure track job sharing by the couple, offering each an appointment that exceeds 50% but does not equal 100%). Iowa State’s policy includes provisions for full time tenure track moving to part-time, as well as part-time tenured appointments. The tenure clock is calculated by the fraction at which the faculty has been working (a year at .5 FTE is counted as 6 months). A similar program exists at OSU.

**Shared Leave—Texas A&M University**

The Texas A & M University System has established a sick leave pool to provide a source of additional sick leave for employees (both faculty and staff) who have exhausted available sick, vacation, and compensatory time as a result of a catastrophic illness or injury. Sick leave pool benefits are made available through voluntary donations of sick leave hours from current and retiring employees.

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12 [http://www.provost.iastate.edu/faculty/handbook/current/section3.html#section-3.3.1.1](http://www.provost.iastate.edu/faculty/handbook/current/section3.html#section-3.3.1.1)
Dual Career Hiring—Pennsylvania State University

The Dual Career Employment Assistance Program at Penn State provides a centralized location for partner placement at the University and in the community. Penn State estimates the cost of a national search to range from 70-200% of the employee’s annual compensation. The Dual Career Program allows them to address dual career concerns early in the recruitment process to avoid wasting both time and resources, while also making Penn State an attractive employer for potential applicants.

The Dual Career Employment Assistance Program offers the following services:

- Community orientation
- Information on Penn State employment processes and opportunities
- Résumé circulation and contacts to university departments and local employers on behalf of the applicant
- Search assistance for possible job opportunities
- Assistance on specific concerns and questions
- Penn State also advertises the program during the recruitment process and provides brochures to be included in the application packets.

Flexible Scheduling/Telecommuting—Purdue University

Purdue has created very comprehensive guidelines for supporting both supervisors and employees to negotiate flexible work arrangements. While not always applicable, Purdue recognizes the possibility to accommodate alternative schedules that satisfy both a department's and employee’s diverse needs.

Resources include:

- A comprehensive and thorough website
- Flexible work guidelines
- How-to for employees: a step-by-step guide on how to apply for a flexible work arrangement.

Training for Deans and Department Heads—Boise State University and UC—Berkeley

Promoting work/life procedures and programs starts with supervisors, but those supervisors do not always know what supports are in place for any given situation. Therefore, Boise State and UC-Berkeley created a toolkit to train their deans and department heads not only on the services provided, but what the financial and recruitment benefits are for the department and university. Boise State University's Work Life Toolkit for Deans and Department Heads was adapted from the UC-Berkeley Toolkit. It was funded by grant dollars from the Alfred P. Sloan Foundation. Topics addressed in their (online accessible) training module include:

- Why should departments be concerned about work/life flexibility?
  - Facts about women and men faculty experiences in the academy
- Creating work/life flexibility in your department
  - Ten essential steps for chairs

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15 [http://www.purdue.edu/hr/WorkLife/flexwork.html](http://www.purdue.edu/hr/WorkLife/flexwork.html)
• Recruitment and hiring
• Advancement and tenure
• Best practices
• Additional information
• Faculty voices from the Boise State University campus
  ○ Work/life flexibility policies and laws
    • Policies
    • Laws
  ○ What can happen if a faculty member in my department is denied or discouraged from making use of applicable policies or laws?
    • Legal do’s and don’ts for chairs and deans
    • Legal case examples
    • Boise State University faculty quotations about work/life flexibility accommodations or tenure-clock extensions
  ○ Case Examples—Best Practices
    • Childcare provider
    • Adoptive parent
    • Caregiver for parents
    • Birth mother
    • Recovering from injury
  ○ Making flexible arrangements at Boise State University
    • Tenure clock extensions
    • Other arrangements
  ○ Resources

Lactation Support—Pennsylvania State University\(^{17}\)
Many of our peers offer lactation services and support for their employees and students. Over and over again, we have found that our peers have opted to "keep it simple" in regards to their programs, and instead of offering a policy, offer programs and support personnel. Penn State offers one of the simplest and user friendly lactation programs out there. Specific highlights include: several on-campus locations where mothers may: nurse their baby, use a personal breast pump, or use the provided hospital grade breast pump.

Children in the Workplace—Iowa State University\(^{18}\)
The purpose of this policy is to establish criteria that welcome children to the university, minimize the risk of injury to children, and promote an environment conducive to accomplishment the university's mission. This policy is intended to foster respect for the needs of all parties impacted by the presence of children in the workplace.

What is nice about this particular policy is the encompassing scope through which the policy is designed. It applies to children of employees, students, and visitors, it is written for employees, supervisors and students, and it includes risk management perspectives, all while welcoming children at the university.

\(^{17}\) [http://www.hhdev.psu.edu/breastfeeding/station_details.html](http://www.hhdev.psu.edu/breastfeeding/station_details.html)

**Paid Parental Leave—Purdue University, Pennsylvania State University**

Purdue and Penn State go beyond using sick and vacation accrual for parental leave, they both offer paid leave in addition to sick and vacation accruals. At Purdue new parents may receive up to 120 hours of pay at their regular pay rate in addition to their sick and vacation leave. The paid parental leave extends to their graduate student employees as well. At Penn State, birth mothers receive up to 6 weeks paid time off in addition to sick and vacation time, birth fathers receive up to 2 weeks. Up to 6 weeks is granted for adoptive parents. Additionally, Penn State stipulates no maximum benefit, and instead leaves that to the dean and/or supervisor.

**Wellbeing Programs - Cornell**

The programs offered assist with personal growth and discovery, as well as healthy minds and bodies. They were designed with Cornell faculty, staff and retirees in mind and are facilitated by the Wellness Program, Faculty and Staff Assistance Program, Work/Life and Retiree Programs, and Medical Leaves Administration. Most programs are offered free of charge.

**Sick Child Care—Iowa State University**

Iowa State has done something interesting with their childcare programs. The university has an affiliated childcare run by University Community Childcare, a non-profit whose mission is providing quality childcare to university affiliated families. Through this non-profit they have created a center called "The Comfort Zone" which provides child care for mildly ill children.

**Adult Care-giving - Cornell**

Cornell provides a Dependent Care Resource and Referral Service to staff, faculty and students for dependent care, including care for an aging or disabled adult. Employees can seek consultative assistance from the Dependent Care Consultant in the Office of Workforce Diversity and Inclusion, on eldercare options. The consultant will help with locating adult/elder care resources in the community as well as help caregivers who are providing care from a distance. A Caregiver Support & Education Network is available as well as an adult care concern e-list.

**Work/Life Offices—Michigan State and University of Michigan**

At Michigan State, the area of work/life resides under their Family Resource Center. Through this office they generate an annual work/life guide that includes myriad resources from the university and community for employees and students in all phases of life, from birth to aging. The University of Michigan has a Work/Life Resource Center housed in Human Resources and serves students, staff and faculty. Their specific services include providing information pertaining to: parenting at all stages, child care services (including sick child care), eldercare, flexible scheduling, UM Family Helpers (students available for childcare, house care, eldercare tasks), Brown Bag Presentations and an annual *Work/Life at UM* conference for staff and faculty.

19 [http://guru.psu.edu/policies/OHR/hr18.html](http://guru.psu.edu/policies/OHR/hr18.html)
20 [http://www.hr.cornell.edu/life/support/wellbeing_programs.html](http://www.hr.cornell.edu/life/support/wellbeing_programs.html)
21 [http://public.iastate.edu/~ucc/comfort.zone.htm](http://public.iastate.edu/~ucc/comfort.zone.htm)
22 [http://www.hr.cornell.edu/life/support/adult_caregiving.html](http://www.hr.cornell.edu/life/support/adult_caregiving.html)
23 [http://www.hr.umich.edu/worklife/](http://www.hr.umich.edu/worklife/)
Recommendations
While OSU has room for growth in many of the best practice areas and gaps in services, there are some very good practices already in place. We have identified the following list of recommendations with an emphasis on no- and low-cost changes and programs. The recommendations are listed in order of priority identified by the PCOSW constituency. When possible, the assumed costs are listed with the recommendations.

1. **OSU’s websites should have consistent, transparent & accessible information (no additional resources required)**
   OHR has some fantastic resources on their website, and their website has recently undergone some changes. The PCOSW constituency has frequently asked how they might obtain information that they need. To make needed information more easily accessible, we recommend (and are willing to help with) the following:
   - Re-label the “Inside OSU” link within “New Employee Resources” and make it more prominent so that new employees can find the great information contained there.
   - Make items like the new employee handbooks more visible on the website
   - Work with PCOSW and other stakeholders to update and revise the LifeBalance OSU page

2. **Make the Parental Leave and FMLA processes more transparent, consistent, and easier to understand (no additional resources required)**
   Employees consistently report to PCOSW that this is an area of extreme strife for the parents who have taken leave at OSU for the birth or adoption of their child. Employees do not all get the same information about processes, benefits, etc. It seems to vary across departments and depending on whom they talk to. Typically this kind of important information is not on anyone’s radar until they need it and should be easily accessible on the web for employees, supervisors and department heads.

   Several simple items have been identified by employees as lacking and would-be beneficial:
   a. Checklist for expecting parents
   b. Checklist for planned long-term absence (such as planned surgery, long term medical treatment, etc.)
   c. FAQ’s

   Additionally, PCOSW membership and constituents report confusion among employees between OSU and Standard Insurance policies. We recommend a small task force explore possibilities to create a broader array of options for people returning from FMLA, and to communicate those options widely.

3. **Bring in practitioners from institutions that have demonstrated best practices (expenses incurred to be funded by PCOSW)**
   As a learning tool for any new endeavor, it is helpful to consult with other campuses, attend national conferences and additionally, to bring experts in the field to our campus. PCOSW recommends that

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24 See appendices and resources for a draft checklist and recommended FAQ’s.
we work with a selection of people from the list below, as well as OSU stakeholders, to shape the work/life balance efforts on OSU’s campus.

In conjunction with the American Council on Education, we have had several suggestions of individuals who have done research, directed programs and demonstrated excellence in work/life balance:

- Kate Quinn, Work/Life Program Associate, ACE Office (formerly at University of Washington)
- Susan Carlson, Vice Provost for Academic Affairs, Iowa State University
- Gloria Thomas, Director for the Center for the Education of Women, University of Michigan
- Mona Fitzer, Work/Life Program Director, The Ohio State University
- Wendy Nishikawa, Work/Life Program Manager, UC-Berkeley
- Randi Shapiro, Assistant Director, Work/Life, University of Washington
- Binne Singh, Director of Faculty Relations and Development, UC-Davis
- Lynette Chappell-Williams, Director Work Force Diversity, Cornell University.

4. **Work/Life responsibilities added to an existing position at OSU at minimum .50 FTE ($23,000-27,000)**

This could be aligned with any of several different offices and/or positions. At other institutions, the position is often aligned with a position similar to a parent advocate or ombudsperson, with lines of communication and reporting structure to an overall wellness coordinator or other central administration office. There is energy among PCOSW members to engage a larger conversation with stakeholders about what makes the best sense at OSU, with the recognition that it is unreasonable to expect a current employee or group with already full plates to be effective doing this work for an extended period of time.

5. **Toolkit for Deans and Department Heads (costs of printing and/or putting on the web)**

One way employees and students establish a sense of security is the perception that their experiences are the same as the experiences of their colleagues when it comes to how they are treated by their supervisors. In work/life balance, the way these issues are managed should be held to a standard that is reasonably consistent while allowing for slight variation appropriate for each situation. The goal of consistency depends in large part on the knowledge of the unit leader with respect to the university, state and national laws and how to use this information in various scenarios. Further, we believe that it is unreasonable for every supervisor, unit leader or department head to be well versed on every situation they may face when supervising employees. To that end the PCOSW recommends a *Tool Kit for Establishing Work/Life Balance for Deans and Department Heads* be established. The tool kit would also be available for use by other employees such as departmental mentors so that everyone receives the same information. This document will be presented in hard copy and on-line. Using a similar document used at Boise State, PCOSW has begun developing a template for such a document.

6. **Apply for Sloan and NSF—Advance Grants (minimal cost)**

Both the Alfred P. Sloan Foundation and the National Science Foundation—Advance grants have work/life programs that have enhanced the retention of women in science and engineering at
Research I universities throughout the country. OSU should consider collaborating with campus partners and stakeholders on applying for these grants.

- The National Science Foundation has awarded four rounds of ADVANCE grants to different academic grantees across America. The aim of an ADVANCE Grant is to recruit and retain women in science and engineering careers within universities. The next ADVANCE program solicitation is expected to be available in the first half of 2010. PAID proposals will likely be due late in 2010 and IT and IT-Catalyst proposals will likely be due late in 2011.

- The Alfred P. Sloan Foundation has awarded grants from $400,000 to $1.5 million for research and change initiatives that directly impact family friendly policies and practices at several Research I universities. The funding cycle is uncertain at this time, though work/life balance programs must be underway in order to be considered for funding.

7. **Post Doc Association/Orientation (cost is only the cost of adding additional information to the web)**

Post Docs are an integral part of the research activities at the university, but their employment structure differs greatly depending on their contract and the lab the work in. Some post docs report feeling adrift when they come to OSU and their experience is highly dependent on which lab they are in. Recently added content to the Graduate School website seeks to address this, although women post docs from around campus report not knowing about it. To address this, PCOSW recommends the following:

- Transparency and consistency in information given to new post docs and to their lab supervisors, including parking information and affiliate Dixon and Library usage, email accounts, and the like.
- Website for post doc orientation (FAQs), to communicate this information to the post docs, and a vehicle to get in contact with the national post-doc associate. Contact has been made with the Graduate School to initiate connections with post docs and expand the information given to incoming post docs.

8. **Communication to the campus of Oregon’s Breastfeeding Law and OSU’s response to the law. (no additional resources required)**

In May 2007, Governor Ted Kulongowski signed into law HB237b, which requires employers of 25 or more employees to provide unpaid rest periods to employees to express milk, so long as providing them does not cause undue hardship on the operation of the employer's business. The new law, which took effect in January 2008, also requires covered employers to make reasonable efforts to provide private locations where employees can express milk. PCOSW has received many requests for information about the law and how OSU is responding.

The Student Parent Advocate, Offices of Human Resources and Women’s Advancement and Gender Equity (WAGE) have led a representative campus group in the development of a lactation policy for employees in accordance with Oregon state law and has identified lactation spaces on campus. PCOSW appreciates this diligence of this group and encourages broad communication to the campus about their work so that lactating moms can utilize those spaces. PCOSW also recommends the work
continue for identifying additional potential lactation spaces in accordance with the implementation plan that was drafted.

9. **Periodic survey for increasing effectiveness and satisfaction through transparency and consistency (costs unknown)**
   It is important to keep assessing the experiences of our campus employees and students with respect to the goals of work/life balance, personal development opportunities, and the climate of the campus. We have reviewed studies that have been conducted in the recent past. These reports provide useful data, included in this report, as we consider how to improve the student and employee experience at OSU. We recommend an annual survey for gathering more data be implemented. These surveys can change focus each year so that each area is represented and the surveys are not daunting by attempting to cover everything at once. It is especially important considering the restructuring currently underway as we can capture how well we are adjusting to the necessary changes we are all experiencing. To minimize costs, the assessment of work/life considerations could also be included when conducting campus-wide surveys.

Possible future survey themes would include:

   a. Work/life balance
   b. Professional Development
   c. Employee Satisfaction
   d. Climate

10. **Leave Donation and Shared Leave Pool (costs unknown)**
    Employees routinely ask about the availability of leave donation and/or shared leave pool for the benefit of unclassified employees who experience a catastrophic health situation in their family. While leave donation is available for classified employees, the PCOSW constituency is eager to engage in a transparent dialogue about what may be possible for unclassified employees. We recognize that this issue is complex and many challenges exist that will need to be overcome, such as finding a way to fund leave donated to grant-funded employees. This is something that exists at other large research and land-grant institutions so there appear to be mechanisms in place to achieve this in those institutions.

11. **Create thorough employee awareness of the Employee Assistance Program (little to no cost)**
    OSU’s Employee Assistance Program provides a broad range of services to the OSU community, many of which specifically address issues related to work/life balance. Based on feedback from around the campus, the Commission believes these services could be better communicated to employees, which would result in more utilization of the benefit. PCOSW recommends holding a workshop, or series of workshops during University Day and/or Training Days that would feature staff from Cascade Centers, Inc. discussing various features of the EAP specific to life balance (ex: elder care, legal, financial). These workshops should be made available to new OSU employees as well as current employees.
Acknowledgements
The PCOSW leadership team would like to acknowledge the following people for their assistance, critique and inspiration:

President Ed Ray for asking us to take a holistic look at work/life balance at OSU; the PCOSW membership for their research, edits and ideas; the PCOSW constituency for contributing their concerns, experiences and celebrations; Victoria Bernhard, Work/Life Research Intern; Donna Champeau and Mirabelle Fernandes-Paul for their support; Jacque Rudolph for starting us on our quest in 2005; Anne Gillies and our many reviewers for their thoughtful feedback; and the OSU campus for their interest in and attention to making OSU a great place to work.
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Resources

The College and University Work/Family Association (CUWFA) has evolved to provide information on work/family issues within the specialized environment of higher education. CUWFA offers services to support the diverse group of professionals contributing to the development of work/family programs and policies on campus: human resource administrators, student services administrators, work/family managers, child care and elder care program directors, senior administrators, faculty, and others.

The Collaborative on Academic Careers in Higher Education (COACHE) is a consortium of over 130 colleges and universities across North America committed to making the academic workplace more attractive and equitable for early-career faculty—the cohort most critical to the long-term future of their institutions.

ADVANCE The goal of the ADVANCE program is to develop systemic approaches to increase the representation and advancement of women in academic science, technology, engineering and mathematics (STEM) careers, thereby contributing to the development of a more diverse science and engineering workforce. “One of the largest concerns that women in science and engineering face is the delicate balance between work and life.

Alfred P. Sloan Foundation
The Alfred P. Sloan Foundation, a philanthropic nonprofit institution, was established in 1934 by Alfred Pritchard Sloan, Jr., then President and Chief Executive Officer of the General Motors Corporation. The Foundation’s programs and interests include issues facing working families.

The Alfred P. Sloan Work and Family Research Network is the premier online destination for information about work and family. The Network serves a global community interested in work and family research by providing resources and building knowledge. Current, credible, and comprehensive, the Network targets the information needs of academics and researchers, workplace practitioners, state public policy makers, and interested individuals. It is the place to find high-quality research and reports, easy-to-read summary sheets and briefs, and work-family topic pages—all in one location.

Faculty Career Flexibility Programs from the Sloan Foundation: Each award includes a $250,000 accelerator grant that will enable the universities to expand and enhance flexible career paths for faculty. The Alfred P. Sloan Awards for Faculty Career Flexibility recognize research universities for their leadership and accomplishments in implementing groundbreaking policies and practices supporting career flexibility for tenured and tenure-track faculty. The awards program was sponsored by the Alfred P. Sloan Foundation and conducted by the American Council on Education (ACE) with support from the Families and Work Institute.

The AAUP’s purpose is to advance academic freedom and shared governance, to define fundamental professional values and standards for higher education, and to ensure higher education’s contribution to the common good.

AAUW advances equity for women and girls through advocacy, education, and research.

Families and Work Institute is a nonprofit center dedicated to providing research for living in today’s changing workplace, changing family and changing community. Their work has tackled issues in four major areas: the workforce and workplace; education, care and community; parenting; and youth development.

National Clearinghouse on Academic Worklife (NCAW) (University of Michigan) The National Clearinghouse on Academic Worklife (NCAW) provides resources to help faculty, graduate students, administrators and higher education researchers understand more about all aspects of modern academic work and related career issues, including tenure track and non tenure track appointments, benefits, climate and satisfaction, work/life balance, and policy development.

University of California, Berkeley: Guidelines for Responding to Death
Death calls for the most compassionate of responses, but sometimes people are uncertain about what should be done for
family, friends and colleagues. The Guidelines for Responding to Death provides tools that help the campus respond thoroughly and consistently to the needs of family and colleagues.

**Military Family Research Institute (Purdue University)**
The Military Family Research Institute is a cross-departmental research program housed at Purdue University and funded by the Department of Defense, Office of Military Community and Family Policy. The mission of MFRI is to conduct interdisciplinary, multilevel research that provides insight into the impact of quality of life factors on military members and their families.

**Wellesley Centers for Women**
The Wellesley Centers for Women brings together an interdisciplinary community of scholars engaged in research, training, analysis, and action. For more than 30 years, our groundbreaking work has been dedicated to looking at the world through the eyes of women with the goal of shaping a better world for all.

**Center for Families at Purdue University**
The Center for Families at Purdue University focuses on improving the quality of life for families and strengthening the capacity of families to provide nurturing environments for their members. To accomplish this, the center works with four important groups whose efforts directly impact quality of life for families: extension educators, human service providers, employers, and policymakers.

**Center on Parents, Children and Work**
The Sloan Center based out of the University of Chicago and currently working out of Michigan State University was founded to examine the issues facing working parents and their children by taking a different approach to conceptually defining the research issues and exploring new research methodologies.

**Children, Youth, and Family Education and Research Network**
CSREES collaborates with 3 lead universities and 30 additional universities to sponsor CYFERnet. CYFERnet is a national network of land-grant university faculty and county extension educators working to provide resources to community educational programs for children, youth, and families.

**AARP Research Center**
AARP Policy & Research features authoritative information on issues affecting the 50+ population. This expanding collection of research publications, speeches, legal briefs and opinion pieces seeks to provide deeper insight and fresh perspectives to opinion leaders, scholars and other professional audiences.

**NIH Work & Family Life Center**
The NIH Work/Life Center (WLC) was established to assist employees with their efforts to better manage their complex personal and professional lives... The NIH enables employees to contribute their best efforts to the mission and actively demonstrates that it values its workforce as one of its greatest assets.

**Alliance for Work-Life Progress** is dedicated to advancing work/life as a business strategy integrating work, family and community. An entity of WorldatWork, AWLP defines and recognizes innovation and best practices, facilitates dialogue among various sectors and promotes work/life thought leadership.

**Center for Work-Life Policy**
The Center for Work-Life Policy (CWLP) undertakes research and works with employers to design, promote, and implement workplace policies that increase productivity and enhance personal/family well-being. CWLP is committed to promoting policies that enable individuals to realize their full potential across the divides of gender, race and class.
# Appendix I: AFT Salary Comparators

**AFT - Higher Education Department**

![](http://highereddata.aft.org/instit/institution/inst_select.cfm?sid=20091203...)

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**American Federation of Teachers - A Union of Professionals**

[Home](http://www.aft.org) > Higher Education > Data Center Home > AFT Higher Education

## AFT Higher Education

### Number of institutions matching search criteria: 11

What would you like to do?

- View institution report: Click on the institution name.
- View group reports: Check the boxes next to the names of those institutions that you would like to include in your group, and click “select” to view reports.
- Create new or modify search results ([http://test.aft.org/search.cfm?sid=200912031426160033](http://test.aft.org/search.cfm?sid=200912031426160033))

<table>
<thead>
<tr>
<th>INSTITUTION NAME</th>
<th>STATE</th>
<th>REGION</th>
<th>TOTAL FTE</th>
<th>EXPENDITURES/FTTE</th>
<th>9/10 MONTH SALARY</th>
<th>9/10 MONTH BENEFITS</th>
<th>CONTROL</th>
<th>CANADIAN CLOSER</th>
<th>LOCALE</th>
<th>CONTRACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell University</td>
<td>NY</td>
<td>Mid East</td>
<td>2014</td>
<td>$64995.7</td>
<td>$117833</td>
<td>$23977</td>
<td>Private/Doctoral/Research</td>
<td>Small city</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Michigan State University</td>
<td>MI</td>
<td>Great Lakes</td>
<td>42847</td>
<td>$32496.0</td>
<td>$92527</td>
<td>$13170</td>
<td>Public/Doctoral/Research</td>
<td>Rural/Fringe</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Ohio State University-Main Campus</td>
<td>OH</td>
<td>Great Lakes</td>
<td>49518</td>
<td>$37952.4</td>
<td>$611694</td>
<td>$2061</td>
<td>Public/Doctoral/Research</td>
<td>Large city</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Oregon State University</td>
<td>OR</td>
<td>Far West</td>
<td>17799</td>
<td>$17958.7</td>
<td>$61562</td>
<td>$29556</td>
<td>Public/Doctoral/Research</td>
<td>Small city</td>
<td>No</td>
<td></td>
</tr>
<tr>
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<td>Mid East</td>
<td>49243</td>
<td>$55450.1</td>
<td>$90039</td>
<td>$12145</td>
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<td>Small city</td>
<td>No</td>
<td></td>
</tr>
<tr>
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<td>IN</td>
<td>Great Lakes</td>
<td>30310</td>
<td>$28354.4</td>
<td>$84761</td>
<td>$15825</td>
<td>Public/Doctoral/Research</td>
<td>Multi-size suburb</td>
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<td></td>
</tr>
<tr>
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<td>Southwest</td>
<td>44531</td>
<td>$39523.5</td>
<td>$82471</td>
<td>$17614</td>
<td>Public/Doctoral/Research</td>
<td>Rural/Fringe</td>
<td>No</td>
<td></td>
</tr>
<tr>
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<td>Southwestern</td>
<td>33942</td>
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<td>$86732</td>
<td>$12362</td>
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<td>Large city</td>
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<td></td>
</tr>
<tr>
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<td>29558</td>
<td>$49354.9</td>
<td>$91819</td>
<td>$14046</td>
<td>Public/Doctoral/Research</td>
<td>Small city</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
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<td>Great Lakes</td>
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<td>$33834.1</td>
<td>$94616</td>
<td>$12951</td>
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<td>No</td>
<td></td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>WI</td>
<td>Great Lakes</td>
<td>30515</td>
<td>$54575.9</td>
<td>$93436</td>
<td>$18799</td>
<td>Public/Doctoral/Research</td>
<td>Multi-size suburb</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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1 of 1 12/8/2009 8:18 AM
Appendix II: Parental Leave Checklist

Congratulations! Becoming a parent is one of the most exciting life events. To make sure you’re prepared as an employee, use the following checklist:

☐ Get on a childcare waitlist!
  o Not only is child care expensive (about $800+ per month for full time care) but it can also be very difficult to find. Many child care centers maintain long waitlists, so it’s in your best interest to get on one as soon as possible. Make sure you’re calling the centers that you’re most interested in about once a month. This keeps you on the waitlist and lets the center know you a really interested.
  o If affording child care seems impossible, consider applying to the Friend Raisers Child Care Subsidy Award. Applications are due at the beginning of fall term and run annually. More information can be found online here: http://oregonstate.edu/childcare/paying-child-care#for_staff/faculty

☐ Sign up for the Short Term Disability benefit during open enrollment (October) or during a qualifying status change.
  o Short Term Disability can pay 60% of your normal pay while you are on maternity leave, so this can be a good option for extending your leave.

☐ Read OSU’s FMLA handbook http://oregonstate.edu/admin/hr/fmla%20handbook.pdf

☐ Create a leave plan and run it by your supervisor.
  o Consider whether or not you want to come back from your leave full or part-time. This can be advantageous for women who want to breastfeed their children, or who want to ease into separation for their child. A copy of OSU’s leave request form can be found here: http://oregonstate.edu/admin/hristeam/leavereq.pdf

☐ Request a meeting with your departments HR contact as well as a representative from the HR general office to make sure everyone is on the same page regarding process.
  o Inquire about the due dates for your monthly time sheets, and who it should go to.
  o If you have questions, have the list ready for this meeting.

☐ Decide if you will continue breastfeeding after returning to work.
  o Breastfeeding is one of the best things you can do to ensure lifelong health for your baby. To that end, the state of Oregon protects a mother’s right to breastfeed her child after returning to work by requiring employers to provide time and space during the work day for a mother to express breast milk.
  o If you will be breastfeeding after returning to work, you will need a breast pump. Our health insurance will cover 85% of the cost of a breast pump under “durable medical equipment”.
  o For more information about Breastfeeding and Oregon’s breastfeeding law please visit the Childcare & Family Resources website at http://oregonstate.edu/childcare/breastfeeding

☐ Add your new baby onto your insurance benefits
  o You have 60 days after the birth of your child to add him or her as a dependant on your insurance. A copy of the form can be found here: http://pebb.das.state.or.us/DAS/PEBB/docs/PDF/Forms/Midyear_Update.pdf
Appendix III: Parental Leave FAQs

- When do you need to submit timesheets and to who?
- How and when do I add the baby to my insurance?
- When do I need to submit a leave request and to who?
- Am I required to use all accrued leave (sick and vacation) before taking LWOP?
- How soon can I use vacation days upon returning from leave?
- If I have a short term disability policy, do I have to use sick before receiving benefits from the insurance?
- If I am on LWOP status will my benefits still be paid by the university?
- If I am on LWOP status how does that impact my accrual of sick and vacation leave?
- If I am taking intermittent leave, do I need to document hours worked if I am unclassified salaried faculty or do we just need to document leave taken?
- Can I complete future timesheets prior to my leave beginning?
- Are there any child care centers that offer special rates for OSU employees?
- Is there a Flexible spending account, “tax shelter” for child care expenses?
- Can I enroll in Short Term Disability while pregnant and still be able to submit a claim for the disability?
- If I run out of sick or vacation days is there a bank/donated sick days available to unclassified employees?
- What forms are required of my supervisor to submit or complete?
Appendix IV: The Alfred P. Sloan Awards for Faculty Career Flexibility- Faculty Questionnaire

March 2006

This Faculty Questionnaire is one component of your university’s application for The Alfred P. Sloan Awards for Faculty Career Flexibility. The purpose of these Awards is to recognize up to five research universities for their leadership and accomplishments to date in implementing policies and practices that support career flexibility for tenured and tenure-track faculty. For more information about the Awards, please visit the American Council on Education’s (ACE’s) Web site at: http://www.acenet.edu

In this questionnaire, you will be asked about your views of and experiences with career flexibility and the extent to which your university supports your managing your career and personal/family responsibilities. It will take 20 minutes or less to complete.

INFORMED CONSENT

Completion and submission of the questionnaire will convey your informed consent.

Confidentiality will be maintained for all faculty respondents.

The survey involves a census of all tenured and tenure-track faculty at your university. To ensure confidentiality:

- Your e-mail address will not be included in the data file containing your responses to this questionnaire and will be deleted from the survey management file when the data collection period is concluded.

- No one at your university will have access to the response data.

- Data will only be reported in the aggregate, so no one can ever be identified.

Your participation is completely voluntary. You may withdraw from this survey at any time without negative consequences or skip any questions you do not wish to answer.

It is very important that we obtain a truly representative sample of faculty at your university, so we very much appreciate your taking the time to answer these questions.

After each question, as necessary, there are instructions indicating whether you should select the one answer that best fits your situation or select all of the answers that apply.

- The faculty questionnaire automatically skips respondents through the appropriate question sequences. This means that you will only view questions relevant to you based on the previous responses you selected.

- Please use the [Previous] and [Next] buttons at the bottom of each page to navigate the survey. Do not use the buttons in your browser’s toolbar because your responses may not be recorded.
• If you decide after filling out an answer that you want to change it, you can use the [Previous] button to return to any page on the questionnaire and change your answer. You can then page forward using the [Next] button to where you left off.

• No answers will be considered final until you submit the questionnaire. The [Submit] button appears on the last page of the questionnaire. If you would like to check your answers once again before submitting, you may do so by using the [Previous] button and then submit.

• You may log onto the questionnaire and keep it open or log on and off as often as you wish until you submit your responses or the data collection period closes. To log in and out of the questionnaire, you will need your password.

• If you forget or misplace your password, you can obtain it again by entering your e-mail address on the start-up page.

If you are unable to complete the questionnaire because of technical problems, you may call Kelly Sakai at 212-981-2559 between 10:00 a.m. and 6:00 p.m. ET for assistance

All responses are due by May 31, 2006.

All questions in this questionnaire apply only to your experiences at the university where you currently work.

1. BACKGROUND

The information below will be used to determine which questions you will be asked.

1) Are you male or female?
   1. Male
   2. Female

2) Are you a tenured or a tenure-track member of faculty?
   1. Tenured
   2. Tenure-track

2. UNIVERSITY SUPPORT FOR MANAGING WORK AND PERSONAL OR FAMILY RESPONSIBILITIES
<table>
<thead>
<tr>
<th>How much do you agree or disagree with the following statements?</th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At this university...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) My department or unit chair is supportive when I have a personal or family issue to take care of.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2) Overall, my colleagues are supportive when I have a personal or family issue to take care of.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>3) If I were to ask for time off or to try to arrange different schedules or hours to meet my personal or family needs, I feel that I would be LESS likely to get ahead in my academic career.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>4) When I—or a colleague on the faculty—need(s) flexibility (e.g., to care for an ill family member), other faculty colleagues step in to help.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>5) The career pressures I experience here have kept me from devoting as much time and attention as I would like to my friends and family (e.g., my children or my spouse or partner, my parents).</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>6) My department or unit chair is mindful of scheduling courses and meetings to accommodate faculty with child care responsibilities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>7) The senior administrators here encourage the use of technology to create the kind of flexibility that faculty members need to manage their work and personal or family responsibilities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>8) The career pressures I experience here have caused me to miss many</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
important events in my personal and family life.

9) Overall, the senior administrators here make a systematic and ongoing effort to communicate their support for the advancement of all faculty, including those with dependent care or other personal responsibilities.

10) The career pressures I experience here make it very difficult to achieve a good balance between my work, family and personal life.

11) Overall, senior administrators here are committed to providing career flexibility to faculty with all kinds of personal or family needs.

12) Overall, senior administrators here are committed to providing career flexibility to faculty for their professional needs (e.g., writing, research, etc.).

13) I feel that I have the career flexibility I need.

14) What choices have you made in response to the career pressures you experience at your university?

**[SELECT ALL THAT APPLY]**

1. Delayed marriage or a commitment to a partner
2. Decided not to marry or have committed relationship with a partner
3. Delayed having children or had fewer children than desired
4. Decided not to have children

15) [BASE: TENURE-TRACK FACULTY, Q1.2 = 2] **[SELECT THE ONE BEST ANSWER]**
To what extent have you had useful support and guidance from the following individuals to help you achieve the career flexibility you need to reach your goals at the university?

<table>
<thead>
<tr>
<th>To a Great Extent</th>
<th>To Some Extent</th>
<th>Very Little</th>
<th>Not At All</th>
<th>Don’t Know</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured faculty colleagues</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tenure-track faculty colleagues</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chairs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Deans</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

16) How often do you feel that you put your career before your personal or family life?

[SELECT THE ONE BEST ANSWER]

1. Very often
2. Often
3. Sometimes
4. Rarely
5. Never

17) How often do you feel that you put your personal or family life before your career?

[SELECT THE ONE BEST ANSWER]

1. Very often
2. Often
3. Sometimes
4. Rarely
5. Never
3. **PARTIAL RELIEF FROM FACULTY DUTIES FOR FAMILY CARE AND PERSONAL DISABILITY WITHOUT LOSS OF PAY**

The policies we ask about below are sometimes called *Active Service-Modified Duties (ASMD)* policies. These policies allow faculty members—under specific conditions such as the care of family members or personal disability—to have temporary relief from SOME duties, such as partial or full relief from teaching, without loss of pay. Some may think of these arrangements as leaves, but they are different from leaves with FULL relief from all duties, which are asked about in a subsequent section of the questionnaire.

1) In your university, are faculty members allowed temporary relief from some faculty duties (e.g. teaching or other duties) with *no* loss of pay for childbirth, family care and/or personal disability under some conditions? [SELECT THE ONE BEST ANSWER]

   1) Yes
   2) Sometimes
   3) No
   4) Don’t know

2) [BASE: Q1 = 1 or 2] In your university, are faculty who are temporarily relieved of some or all teaching or other duties for childbirth, family care or personal disability expected to make up their time before or after the period of modified duties? [SELECT THE ONE BEST ANSWER]

   1. Yes
   2. Sometimes
   3. No
   4. Don’t know

3) [BASE Q1 = 1 or 2] At your university, have you ever taken temporary relief from teaching or modified duties with *no* loss of pay for childbirth, family care and/or personal disability?

   1. Yes
   2. No

4) [BASE Q3 = 1] When did you take temporary relief from teaching or modified duties with no loss of pay for childbirth, family care, and/or personal disability?

   1. Since the beginning of 1999
   2. Before 1999
[BASE: Q4 = 1] If you have used temporary relief from teaching or other modified duties more than once since the beginning of 1999, please answer the following questions (Q5-Q7) about your most recent use of this policy.

5) [BASE: Q4 = 1] What policy did you use to take temporary relief from teaching or modified duties with no loss of pay for childbirth, family care and/or personal disability? [SELECT ALL THAT APPLY]
   1. Specific modified duties policy
   2. Disability leave
   3. Sick leave
   4. Vacation
   5. Sabbatical leave
   6. Don’t know

6) [Base Q4 = 1] What was the main reason that you took temporary relief from teaching or modified duties with no loss of pay? [SELECT THE ONE BEST ANSWER]
   1. The birth of a new child
   2. The adoption of a new child
   3. The care of a seriously ill or injured child or spouse/partner
   4. The care of an elderly parent or relative
   5. Your own illness or disability
   6. Another reason

7) [BASE Q4 = 1] What impact do you think using the modified duties policy has had on your career? [SELECT THE ONE BEST ANSWER]
   1. Very positive
   2. Positive
   3. No impact
   4. Negative
   5. Very negative
   6. Don’t know yet

8) [BASE: Q1 = 1] Since the beginning of 1999 and while at this university, have you ever been personally denied a request for temporary relief from teaching and/or other modifications of duties with no loss of pay for childbirth, family care or personal disability?
   1. Yes
   2. No

[BASE: Q8 = 1] If you were denied temporary relief from teaching or other modified duties more than once since the beginning of 1999, please answer the following question (Q8) about your most recent denial.
9) [Base Q8 = 1] What was the main reason for your requesting modified duties when you were denied? [SELECT THE ONE BEST ANSWER]

1. The birth of a new child  
2. The adoption of a new child  
3. The care of a seriously ill or injured child or spouse/partner  
4. The care of an elderly parent or relative  
5. Your own illness or disability  
6. Another reason

10) [BASE: Q1 = 1] Since the beginning of 1999 and while at this university, have you ever wanted to request temporary relief from teaching and/or other modifications of duties with no loss of pay for childbirth, family care or personal disability, but chose not to request it? [SELECT THE ONE BEST ANSWER]

1. Yes  
2. No  
3. Policy wasn’t in effect when I wanted it  
4. I wasn’t eligible for the policy (e.g., I was not the primary caregiver)

[BASE: Q10 = 1] If you wanted to request temporary relief from teaching or other modified duties more than once since the beginning of 1999 but chose not to do so, please answer the following questions (Q11-Q12) about your most recent experience.

11) [Base Q10 = 1] What was the main reason you wanted to request temporary relief from teaching or modified duties with no loss of pay but chose not to? [SELECT THE ONE BEST ANSWER]

1. The birth of a new child  
2. The adoption of a new child  
3. The care of a seriously ill or injured child or spouse/partner  
4. The care of an elderly parent or relative  
5. Your own illness or disability  
6. Another reason

12) [BASE: Q10 = 1] Why did you choose not to request temporary relief from teaching and/or other modifications of duties? [SELECT ALL THAT APPLY]

1. It might have placed an undue burden on my colleagues  
2. It might have led to a heavier teaching load later  
3. It might have made me look less committed to my career  
4. It might have hurt my chances for tenure  
5. It might have hurt my chances for promotions  
6. I was working on grant-funded research and could not stop the work  
7. I was involved in a project with colleagues and I had to continue
8. People at the university discouraged me from requesting temporary relief from teaching and/or other modification of duties
9. I was not eligible under the policy
10. Another reason

4. TENURE CLOCK STOPPAGE

1) Does your university allow tenue-track (non-tenured) faculty to stop the tenure clock under certain circumstances? [SELECT THE ONE BEST ANSWER]
   1. Yes
   2. Sometimes
   3. No
   4. Don’t know

2) [BASE: Q1 = 1 or 2] Does your university have automatic tenure clock stoppage for childbirth, family care/elder care or personal disability?
   1. Yes
   2. Yes, under certain conditions
   3. No
   4. Don’t know

3) [BASE: TENURED, Q1 = 1 or 2] Did you work at this university before you achieved tenure?
   1. Yes
   2. No

4) [BASE: Q1 = 1 or 2 AND (Q3 = 1)] Have you ever made a request to stop the tenure clock at your university for reasons of childbirth, family care/elder care or personal disability?
   1. Yes
   2. No

5) [BASE: Q4 = 1] When did you make a request to stop the tenure clock at your university for reasons of childbirth, family care/elder care or personal disability?
   1. Since the beginning of 1999
   2. Before 1999

6) [BASE: Q5 = 1] Was your request to stop the tenure clock at your university for reasons of childbirth, family care/elder care or personal disability granted?
   1. Yes
   2. No
[BASE: Q4 = 1] If your request to stop the tenure clock at your university for reasons of childbirth, family care/elder care or personal disability was granted more than once since the beginning of 1999, please answer the following questions (Q7-Q8) about your most recent experience.

7) [BASE: Q6 = 1] What impact do you think that stopping the tenure clock has had on your career? [SELECT THE ONE BEST ANSWER]
   1. Very positive
   2. Positive
   3. No impact
   4. Negative
   5. Very negative
   6. Don’t know yet

8) [BASE: Q6 = 1] Because of stopping the tenure clock did you or do you expect to have to demonstrate relatively greater academic productivity than others to obtain tenure?
   1. Yes
   2. No

9) [BASE: Q1 = 1 or 2 AND (Q3 = 1)] Since the beginning of 1999 and while at this university, have you ever personally had a request for stopping the tenure clock for childbirth, family care/elder care/personal disability denied?
   1. Yes
   2. No

10) [BASE: Q1 = 1 or 2 AND (Q3 = 1 or Q1.2 = 2] Since the beginning of 1999 and while at this university, did you ever want to stop the tenure clock for childbirth, family care/elder care or personal disability, but chose not to request that the clock be stopped? [SELECT THE ONE BEST ANSWER]
   1. Yes, wanted to stop clock but did not ask
   2. No
   3. Policy wasn’t in effect at that time
   4. Didn’t know about the policy

[BASE: Q10 = 1] If you wanted to request to stop the tenure clock at your university for reasons of childbirth, family care/elder care or personal disability more than once since the beginning of 1999 but chose not to do so, please answer the following question (Q11) about your most recent experience.

11) [BASE: Q10 = 1] Why did you decide not to make a request to stop the tenure clock? [SELECT ALL THAT APPLY]
1. It might have placed an undue burden on my colleagues
2. It might have led to a heavier teaching load later
3. It might have made me look less committed to my career
4. It might have hurt my chances for tenure
5. It might hurt my chances for promotions
6. I was working on grant-funded research and could not stop the work
7. I was involved in a project with colleagues and I had to continue
8. People at the university discouraged me from requesting to stop the tenure clock
9. I was not eligible under the policy
10. Another reason

LEAVES

By “leaves” we mean full leaves—that is, relief from ALL university duties. Please note that the leave questions do NOT include policies related to modified duties—i.e., temporary and partial relief from some university duties—which were asked about in Section 3 of the questionnaire, above.

5. LEAVES FOR NEW MOTHERS

1) [BASE: WOMEN, Q1.1 = 2] While at this university, have you ever taken a medical leave or used sick/disability leave at the time of childbirth? [By “leave” we mean full relief from all university duties.]

1. Yes
2. No

2) [BASE: Q1 = 1] When did you take a medical leave or use sick/disability leave at the time of childbirth?

1. Since the beginning of 1999
2. Before 1999

(BASE: Q2 = 1) If you have given birth to more than one child since 1999, please answer the following questions (Q3-Q15) about your most recent birth.

3) [BASE: Q2 = 1] What policy did you use to take a leave (with full relief from all university duties) during the time that your doctor said that you should not work for medical reasons (that is the period of medical disability) during pregnancy and following childbirth? [SELECT ALL THAT APPLY]

1. Disability leave
2. Sick leave
3. Vacation
4. Sabbatical leave
5. Don’t know
4) [BASE: Q2 = 1] Did your university provide full, partial, or no pay during the entire time that your
doctor said you should not work for medical reasons (that is the period of medical disability) during
pregnancy and following childbirth? [SELECT THE ONE BEST ANSWER]

1. Full pay
2. Partial pay
3. No pay

5) [BASE: Q2 = 1] Did you take off as much time as you felt you needed during the time your doctor said
that you should not work for medical reasons (that is the period of medical disability) during pregnancy
and following childbirth?

1. Yes
2. No

6) [BASE: Q5 = 2] Why didn’t you take as much time as you felt you needed during the period of
medical disability [with full relief from all university duties]? [SELECT ALL THAT APPLY]

1. I was not allowed as much time as I needed
2. I couldn’t financially afford to take the time off
3. It might have placed an undue burden on my colleagues
4. It might have led to a heavier teaching load later
5. It might have made me look less committed to my career
6. It might have hurt my chances for tenure
7. It might have hurt my chances for promotions
8. I was working on grant-funded research and could not stop the work
9. I was involved in a project with colleagues and I had to continue
10. It would have meant that I would have had to stop or slow down the tenure clock and I didn’t
    want to do that
11. People at the university discouraged me from taking more time off
12. I was not eligible under the leave policy
13. Another reason

7) [BASE: Q2 = 1] What impact do you think that taking a leave with full relief from all university duties
during the period of medical disability has had on your career? [SELECT THE ONE BEST ANSWER]

1. Very positive
2. Positive
3. No impact
4. Negative
5. Very negative
6. Don’t know yet
8) [BASE: Q2 = 1] Did your university policy permit you to take additional paid or unpaid leave (with full relief from all university duties) for parenting after the period of medical disability related to pregnancy/childbirth?

1. Yes
2. No

9) [BASE: Q8 = 1] Did you take additional paid or unpaid leave (with full relief from all university duties) for parenting after the period of medical disability related to pregnancy/childbirth?

1. Yes
2. No

10) [BASE: Q9 = 2] Why didn’t you take any additional paid or unpaid leave (with full relief from all university duties) for parenting after the period of medical disability related to pregnancy/childbirth? [SELECT ALL THAT APPLY]

1. I was not allowed as much time as I needed
2. I couldn’t financially afford to take the time off
3. It might have placed an undue burden on my colleagues
4. It might have led to a heavier teaching load later
5. It might have made me look less committed to my career
6. It might have hurt my chances for tenure
7. It might have hurt my chances for promotions
8. I was working on grant-funded research and could not stop the work
9. I was involved in a project with colleagues and I had to continue
10. It would have meant that I would have had to stop or slow down the tenure clock and I didn’t want to do that
11. People at the university discouraged me from taking more time off
12. I was not eligible under the leave policy
13. Another reason

11) [BASE: Q9 = 1] What policy did you use to take a leave for parenting (with full relief from all university duties) after the period of medical disability related to pregnancy/childbirth? [SELECT ALL THAT APPLY]

1. University leave policy or family and medical leave policy
2. Sick leave
3. Vacation
4. Sabbatical leave
5. Don’t know

12) [BASE: Q9 = 1] Did your university provide full, partial, or no pay during your leave for parenting (with full relief from all university duties) after the period of medical disability related to pregnancy/childbirth? [SELECT THE ONE BEST ANSWER]

1. Full pay
2. Partial pay
3. No pay
13) [BASE: Q9 = 1] Did you take off as much time as you felt you needed after the period of medical disability related to pregnancy/childbirth?

1. Yes
2. No

14) [BASE: Q13 = 2] Why didn’t you take as much time as you felt you needed after the period of medical disability related to pregnancy/childbirth? [SELECT ALL THAT APPLY]

1. I was not allowed as much time as I needed
2. I couldn’t financially afford to take the time off
3. It might have placed an undue burden on my colleagues
4. It might have led to a heavier teaching load later
5. It might have made me look less committed to my career
6. It might have hurt my chances for tenure
7. It might have hurt my chances for promotions
8. I was working on grant-funded research and could not stop the work
9. I was involved in a project with colleagues and I had to continue
10. It would have meant that I would have had to stop or slow down the tenure clock and I didn’t want to do that
11. People at the university discouraged me from taking more time off
12. I was not eligible under the leave policy
13. Another reason

15)) [BASE: Q9 = 1] What impact do you think that taking a leave (with full relief from all university duties) for parenting after the period of medical disability has had on your career? [SELECT THE ONE BEST ANSWER]

1. Very positive
2. Positive
3. No impact
4. Negative
5. Very negative
6. Don’t know yet

16) [BASE: WOMEN, Q1.1 = 2] While at this university, have you ever taken a leave before and/or after the adoption of a child? [By “leave” we mean full relief from all university duties.]

1. Yes
2. No

17) [BASE: Q16 = 1] When did you take a leave before and/or after the adoption of a child?

1. Since the beginning of 1999
2. Before 1999
[BASE: Q17 = 1] If you adopted more than one child since the beginning of 1999, please answer the following questions (Q18-22) about your most recent adoption.

18) [BASE: Q17 = 1] What policy did you use to take a leave for parenting (with full relief from all university duties)? [SELECT ALL THAT APPLY]
   1. University leave policy or family and medical leave policy
   2. Sick leave
   3. Vacation
   4. Sabbatical leave
   5. Don’t know

19) [BASE: Q17 = 1] Did your university provide full, partial, or no paid leave during some period before and/or after the adoption of your child while you were relieved of all duties? [SELECT THE ONE BEST ANSWER]
   1. Full pay
   2. Partial pay
   3. No pay

20) [BASE: Q17 = 1] Did you take off as much paid or unpaid leave as you felt you needed?
   1. Yes
   2. No

21) [BASE: Q20 = 2] Why didn’t you take as much time as you felt you needed? [SELECT ALL THAT APPLY]
   1. I was not allowed as much time as I needed
   2. I couldn’t financially afford to take the time off
   3. It might have placed an undue burden on my colleagues
   4. It might have led to a heavier teaching load later
   5. It might have made me look less committed to my career
   6. It might have hurt my chances for tenure
   7. It might have hurt my chances for promotions
   8. I was working on grant-funded research and could not stop the work
   9. I was involved in a project with colleagues and I had to continue
   10. It would have meant that I would have had to stop or slow down the tenure clock and I didn’t want to do that
   11. People at the university discouraged me from taking more time off
   12. I was not eligible under the leave policy
   13. Another reason

22) [BASE: Q17 = 1] What impact do you think that taking a leave for adoption (with full relief from all university duties) has had on your career? [SELECT THE ONE BEST ANSWER]
1. Very positive
2. Positive
3. No impact
4. Negative
5. Very negative
6. Don’t know yet

6. LEAVES FOR NEW FATHERS

1) [BASE: MEN, Q1.1 = 1] While at this university, have you ever taken a leave at the time of the birth of a child by your wife or partner for parenting and child care? [By “leave” we mean full relief from all university duties for some period of time.]

   1. Yes
   2. No

2) [BASE: Q1 = 1] When did you take a leave at the time of the birth of a child by your wife or partner for parenting and child care (with full relief from all university duties)?

   1. Since the beginning of 1999
   2. Before 1999

3) [BASE: Q2 = 1] What policy did you use to take a leave for parenting (with full relief from all university duties)? [SELECT ALL THAT APPLY]

   1. University policy or family and medical leave policy
   2. Sick leave
   3. Vacation
   4. Sabbatical leave
   5. Don’t know

4) [BASE: Q2 = 1] During this leave while relieved of all duties, did your university provide full, partial, or no pay? [SELECT THE ONE BEST ANSWER]

   1. Full pay
   2. Partial pay
   3. No pay

5) [BASE: Q2 = 1] Could you have taken more paid or unpaid leave (with full relief from all university duties) than you did?

   1. Yes
   2. No
6) [BASE: Q2 = 1] Did you take as much time as you felt you needed?

   1. Yes
   2. No

7) [BASE: Q6 = 2] Why didn’t you take as much time as you felt you needed? [SELECT ALL THAT APPLY]

   1. I was not allowed as much time as I needed
   2. I couldn’t financially afford to take the time off
   3. It might have placed an undue burden on my colleagues
   4. It might have led to a heavier teaching load later
   5. It might have made me look less committed to my career
   6. It might have hurt my chances for tenure
   7. It might have hurt my chances for promotions
   8. I was working on grant-funded research and could not stop the work
   9. I was involved in a project with colleagues and I had to continue
   10. It would have meant that I would have had to stop or slow down the tenure clock and I didn’t want to do that
   11. People at the university discouraged me from taking more time off
   12. I was not eligible under the leave policy
   13. Another reason

8) [BASE: Q2 = 1] What impact do you think taking the leave (with full relief from all university duties) has had on your career? [SELECT THE ONE BEST ANSWER]

   1. Very positive
   2. Positive
   3. No impact
   4. Negative
   5. Very negative
   6. Don’t know yet

9) [BASE: MEN, Q1.1 = 1] While at this university, have you ever taken a leave before and/or after the adoption of a child for parenting and child care? [By “leave” we mean full relief from all university duties for some period of time.]

   1. Yes
   2. No

10) [BASE: Q9 = 1] When did you take a leave at the time of the adoption of a child by your wife or partner for parenting and child care (with full relief from all university duties)?

    1. Since the beginning of 1999
    2. Before 1999
[BASE: Q10 = 1] If you adopted more than one child since the beginning of 1999, please answer the following questions (Q11-Q16) about your most recent adoption.

11) [BASE: Q10 = 1] What policy did you use to take a leave for parenting (with full relief from all duties)? [SELECT ALL THAT APPLY]
   1. University policy or family and medical leave policy
   2. Sick leave
   3. Vacation
   4. Sabbatical leave
   5. Don’t know

12) [BASE: Q10 = 1] During this leave while relieved of all duties, did your university provide full, partial, or no pay? [SELECT THE ONE BEST ANSWER]
   1. Full pay
   2. Partial pay
   3. No pay

13) [BASE: Q10 = 1] Could you have taken more paid or unpaid leave (with full relief from all university duties) than you did?
   1. Yes
   2. No

14) [BASE: Q10 = 1] Did you take as much time as you felt you needed?
   1. Yes
   2. No

15) [BASE: Q14 = 2] Why didn’t you take as much time as you felt you needed? [SELECT ALL THAT APPLY]
   1. I was not allowed as much time as I needed
   2. I couldn’t financially afford to take the time off
   3. It might have placed an undue burden on my colleagues
   4. It might have led to a heavier teaching load later
   5. It might have made me look less committed to my career
   6. It might have hurt my chances for tenure
   7. It might have hurt my chances for promotions
   8. I was working on grant-funded research and could not stop the work
   9. I was involved in a project with colleagues and I had to continue
   10. It would have meant that I would have had to stop or slow down the tenure clock and I didn’t want to do that
   11. People at the university discouraged me from taking more time off
   12. I was not eligible under the leave policy
   13. Another reason
16) [BASE: Q10 = 1] What impact do you think taking this leave (with full relief from all university duties) has had on your career? [SELECT THE ONE BEST ANSWER]

1. Very positive
2. Positive
3. No impact
4. Negative
5. Very negative
6. Don’t know yet

7. LEAVES FOR PERSONAL DISABILITY NOT RELATED TO CHILDBIRTH/ SICK LEAVE

1) While at this university, have you ever taken a leave for your own personal disability due to serious illness or injury extending for several weeks or more? [DO NOT INCLUDE DISABILITY RELATED TO CHILDBIRTH]? [By “leave” we mean full relief from all university duties for some period of time.]

1. Yes
2. No

2) [BASE: Q1 = 1] When did you take a leave for your own personal disability due to serious illness or injury extending for several weeks or more (not related to childbirth)?

1. Since the beginning of 1999
2. Before 1999

[BASE: Q2 = 1] If you have taken more than one disability leave since the beginning of 1999, please refer to the last disability leave you took when answering the following questions (Q3-Q7).

3) [BASE: Q2 = 1] What policy did you use to take a leave for your own personal disability? [SELECT ALL THAT APPLY]

1. Disability leave
2. University policy or family and medical leave policy
3. Sick leave
4. Vacation
5. Sabbatical leave
6. Don’t know

4) [BASE: Q2 = 1] Did you receive full, partial, or no pay during the entire time (up to 6 months) that your doctor said you should not work for medical reasons? [SELECT THE ONE BEST ANSWER]

1. Full pay
2. Partial pay
3. No pay
5) [BASE: Q2 = 1] Did you take as much paid or unpaid leave (with full relief from all university duties) as you felt you needed?
   1. Yes
   2. No

6) [BASE: Q5 = 2. Why didn’t you take as much time off as you felt you needed? [SELECT ALL THAT APPLY]]
   1. I was not allowed as much time as I needed
   2. I couldn’t financially afford to take the time off
   3. It might have placed an undue burden on my colleagues
   4. It might have led to a heavier teaching load later
   5. It might have made me look less committed to my career
   6. It might have hurt my chances for tenure
   7. It might have hurt my chances for promotions
   8. I was working on grant-funded research and could not stop the work
   9. I was involved in a project with colleagues and I had to continue
   10. It would have meant that I would have had to stop or slow down the tenure clock and I didn’t want to do that
   11. People at the university discouraged me from taking more time off
   12. I was not eligible under the leave policy
   13. Another reason

7) What is the sick leave policy at your university for tenured and tenure-track faculty? [SELECT THE ONE BEST ANSWER]
   1. Faculty accrue a set number of sick days each year and these days, if not used, are not carried forward to subsequent years
   2. Faculty accrue a set number of sick days each year and these days, if not used, can be carried forward to subsequent years with a limit in the number of days that can be accrued
   3. Faculty accrue a set number of sick days each year and these days, if not used, can be carried forward to subsequent years, with no limit
   4. There are no set number of sick days
   5. Don’t know

8. PART-TIME APPOINTMENTS WITH PART-TIME PAY FOR TENURED AND TENURE-TRACK FACULTY

1) Does your university allow any part-time appointments with part-time pay for tenured or tenure-track faculty? [SELECT THE ONE BEST ANSWER]
   1. Yes
   2. Sometimes
   3. No
   4. Don’t know
2) [BASE: Q1 = 1 or 2] Are these part-time appointments allowed for reasons of dependent care? [SELECT THE ONE BEST ANSWER]

1. Yes
2. Sometimes
3. No
4. Don’t know

3) [BASE: Q1 = 1 or 2] Are part-time appointments allowed as faculty move toward (or phase into) full retirement? [SELECT THE ONE BEST ANSWER]

1. Yes
2. Sometimes
3. No
4. Don’t know

4) [BASE: Q1 = 1 or 2] Have you ever had or do you now have a part-time appointment?

1. Yes
2. No

5) [BASE: Q4 = 1] When did you take a part-time appointment?

1. Since the beginning of 1999 or current
2. Before 1999

6) [BASE: Q5 = 1] Is or was your full-time budget line protected so that you can or could return to full-time if you wanted?

1. Yes
2. No

7) [BASE: Q5 = 1] Do or did you receive full, pro-rated, or no health care benefits while working part time? [SELECT THE ONE BEST ANSWER]

1. Full health benefits
2. Prorated health benefits
3. No health benefits
8) [BASE: Q5 = 1] Were you allowed to choose to stop or slow the tenure clock while you worked part-time? [SELECT THE ONE BEST ANSWER]
   1. Yes
   2. No
   3. Not applicable—I had already received tenure

9) [BASE: Q5 = 1] What impact do you think working part-time has had on your career? [SELECT THE ONE BEST ANSWER]
   1. Very positive
   2. Positive
   3. No impact
   4. Negative
   5. Very negative
   6. Don’t know yet

10) [BASE: Q1 = 1 or 2] Since the beginning of 1999 and while at this university, have you been personally denied a part-time appointment?
   1. Yes
   2. No

[BASE: Q10 = 1] If you have been denied a part-time appointment more than once since the beginning of 1999, please answer the following question (Q11) about your last experience.

11) [BASE: Q10 = 1] What was the main reason that you wanted part-time work? [SELECT THE ONE BEST ANSWER]
   1. To care for or spend more time with family members
   2. Personal illness or health concerns
   3. To have more time for my work (e.g., research, writing, etc.) at the university
   4. To have more time for work outside the university (e.g., to work on a business or other professional activities)
   5. To phase into retirement
   6. Another reason

12) [BASE: Q1 = 1 or 2] Since the beginning of 1999 and while at this university, have you ever wanted a part-time appointment, but chose not to request it? [SELECT THE ONE BEST ANSWER]
   1. Yes
   2. No
   3. Policy wasn’t in effect then
   4. Didn’t know about the policy
If you wanted a part-time appointment but chose not to request it more than once since the beginning of 1999, please answer the following question (Q13) about your last experience.

13) Why did you decide not to request a part-time appointment? [SELECT ALL THAT APPLY]

1. I couldn’t financially afford to work reduced time
2. It might have placed an undue burden on my colleagues
3. It might have led to a heavier teaching load later
4. It might have made me look less committed to my career
5. It might have hurt my chances for tenure
6. It might have hurt my chances for promotions
7. I was working on grant-funded research and could not stop working full-time
8. I was involved in a project with colleagues and I had to continue full-time
9. It would have meant that I would have had to stop or slow down the tenure clock and I didn’t want to do that
10. People at the university discouraged me from working reduced time
11. I was not eligible under the part-time policy
12. The policy didn’t guarantee a return to full-time when needed
13. Another reason

9. CAREER SATISFACTION

1) All things considered, how satisfied are you with your faculty career at this university? [SELECT THE ONE BEST ANSWER]

1. Very satisfied
2. Somewhat satisfied
3. Slightly satisfied
4. Not at all satisfied

2) Have you ever taken steps to leave your university?

1. Yes
2. No

3) Why? [SELECT ALL THAT APPLY]

1. Desire to obtain a position of higher rank, or responsibility
2. Desire to obtain a position with more visibility,
3. Desire for a better salary or more financial resources
4. Desire to achieve a better balance between my work and personal or family life
5. Desire to have a better fit for me with my spouse’s or partner’s career
6. Desire to work in a less pressured environment
7. Desire to move to a more teaching-oriented institution
8. Desire to work in a more prestigious university
9. Desire to work in a university that offers greater career flexibility
10. Desire to leave academic life for another career
11. Desire to retire
12. Another reason

4) What are the most important reasons you stay at your university? [SELECT ALL THAT APPLY]

1. The research and professional work that I am able to conduct here
2. The position, rank, and responsibility I have here
3. The visibility I have here
4. The salary I have here
5. The financial resources for my work that I have here
6. The reputation of the university
7. The colleagues I have here
8. The students I have here
9. The support the university provides for career flexibility
10. The support the university provides for balancing my work and personal or family life
11. My spouse/partner has a career in this university/community
12. The city/community in which the university is located
13. Another reason

10. UNIVERSITY SUPPORT FOR FACULTY CAREER FLEXIBILITY

1) Do you think that your university should receive an award for faculty career flexibility?

1. Yes
2. No

2) Why or why not?

11. OTHER PERSONAL DEMOGRAPHICS

We ask a few basic demographic questions here to provide context for the other information being collected.

1) Are you... [SELECT THE ONE BEST ANSWER]

1. Married
2. Living with someone as a couple
3. Single and never married
4. Divorced/widowed/separated
2) Do you have any of the following responsibilities? [SELECT ALL THAT APPLY]

1. Children under 18 who live with you at least half the year
2. Children 18 or over who live with you at least half the year
3. Elders for whom you are providing ongoing care for more than 3 hours a week
4. A disabled or ill spouse or partner
5. A disabled or ill child
6. A disabled or ill family member who is not a parent, spouse/partner or child

3) How old are you? [SELECT THE ONE BEST ANSWER]

1. Under 30 years old
2. 30 – 39 years old
3. 40 - 49 years old
4. 50 – 59 years old
5. 60 – 69 years old
6. Over 70 years old

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE. IF YOU WOULD LIKE MORE INFORMATION ABOUT CAREER FLEXIBILITY IN ACADEMIA, PLEASE SEE http://www.acenet.edu

This questionnaire was developed by staff of the Families and Work Institute, the American Council on Education, and the Alfred P. Sloan Foundation. This questionnaire can be used in whole or in part without permission of the authors; however, we ask that you credit the developing organizations and notify us by email at sloan_awards@ace.nche.edu if you use the instrument.