



President's Commission on the Status of Women

2015-2016 Annual Report

Leadership Team 2015-2016

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Mission and Overview

The mission of PCOSW is to actively advocate for, support, and promote the well-being, development, and advancement of all OSU Women.

The Oregon State University President's Commission on the Status of Women (PCOSW) is an independent commission that advises the president on the status of women. Established in 1972, PCOSW gives voice to women's experiences and perspectives by advocating for gender equity. Rooted in feminist principles, the Commission works to identify and address the changing needs of all women in our university community. PCOSW recognizes that the status of women is affected by social location (including but not limited to ability, age, class, ethnicity, gender, language, nation of origin, race, religion, sexual, and other identities). By building partnerships and collaborating with others from historically underrepresented groups, PCOSW seeks to improve the collective status of all who have been limited, silenced, excluded, or otherwise disadvantaged by unexamined norms, beliefs, and practices of the OSU community.

Executive Summary and Recommendations

PCOSW has worked diligently this year on current issues relating to women belonging to the greater OSU community. The intersections between safety, diversity, and social justice were topics of long discussion in the Fall. We discussed the need for inclusiveness across rank in diversity initiatives, and institutional accountability in tracking the success of such efforts. We discussed the need to address the problems brought forward by the Student Speak Out at the intersection between faculty and student, with a focus on providing instructors with appropriate professional development. These conversations at general meetings and in subcommittee work are helping to identify areas of concern for women in our community and focus our work next year on collaborating with offices and programs to address them. We brought speakers to broaden campus conversations, and granted scholarships that supported work related to women from the molecular to the global level.

The following recommendations have emerged from our work:

- Commit development staff to work with the OSU Foundation to increase the Friend-Raiser endowment, and elevate childcare as a fundraising priority.
- Actively continue to support and adopt the recommended goals of the Task Force on Children, Youth and Family, including construction of additional childcare facilities.
- Support expedited construction of student family housing, and housing subsidies for student parents.
- Expand and promote Flexible Work Arrangements (FWA) for all staff and faculty
- Provide continued support for the Work Life Office.
- Include OSU's diversity community on the search committee for the new provost, who should work closely with the new Chief Diversity Officer.

PCOSW's Work in 2015-2016

PCOSW performs our work in monthly meetings of our full membership, and in focused subcommittees. Our monthly membership meetings focus on making connections with other entities on campus, in order to assess current issues on campus that intersect with our work, and generate new collaborative relationships. Invited speakers to our membership meetings provide essential professional development to our members, and inform the work of the subcommittees.

Fall Retreat

Our fall retreat focused on how transnational feminism can be applied to PCOSW's work to address additional intersections of nation of origin, religion, language, citizenship status, with gender, race, class, sexual identity, parenting status, etc. across our OSU community. Committees met and identified the focus areas for the year.

Highlights of Monthly Membership Meetings

Following several incidents related to campus safety, PCOSW's work began in the fall with discussions of campus safety. In one incident, a witness misidentified the race/ethnicity of an alleged perpetrator, which was linked to hurtful comments to members of those groups. Soon after, we observed the number of women speaking up at the Student Speak-Out. This reiterated the intersection between women's issues and campus safety. In November, we met with Lt. Teresa Bloom, Dave Blake, Sgt. Eric Judah, Assistant Station Commander, Judy Neighbours, Angelo Gomez, and Denson Chatfield. We learned that federal law dictating a rapid public alert and sensitivity to victims are prioritized over perpetrator misidentification. We were impressed with efforts to safeguard our campus, and offered PCOSW's assistance, for example inviting speakers or organizing workshops relating to safety. An area of potential future discussion is increased analysis of best practices at other universities, particularly around the intersection between gender and race in prevention of domestic violence and sexual assault. PCOSW asked to provide input into the Chief Diversity Officer search, in order to continue this discussion.

The Student Speak-Out inspired PCOSW to write a letter in solidarity with the concerns of the students. We also invited Daniel Newhart, Director of Student Affairs Research, to our February meeting to discuss the 2015 Student Climate Study. We learned that voices of students of color may not be well represented in the study. Shockingly, students reported they felt intimidated, or were made to feel stupid by professors. Many students had experienced or been impacted by acts of bias. Of great interest to PCOSW, was the disparity in how men and women answered these questions. These data underscore the need to maintain a strong voice for gender issues when discussing campus climate, and establishing training for students and faculty that is intended to improve it.

In April, we spoke with Interim Chief Diversity Officer Dr. Angela Batista about development of the Chief Diversity Officer position, and to offer our assistance and collaboration in this effort. We were pleased to learn of the efforts already in place or initiated. We also discussed issues that arose repeatedly among our membership this year, including the need to include instructors and other fixed term faculty in any efforts to train faculty on DPD and diversity issues. The fixed-term faculty survey results of 2014 and 2004 were discussed, including the need for additional data broken down by gender, and attention to the recommendations made in both reports. We also discussed how STEM units often come up in discussions of barriers for student success, and that unit-specific data, for example from the Student Climate Study, could be used to identify hot spots on campus that require the most immediate attention.

Institutional accountability is a recurring discussion topic in our meetings. Often those bringing information such as survey data to the table are volunteers, or others who have little institutional power to enact the changes recommended. Taking responsibility for systematically addressing such concerns may help bridge the distance between administration and where OSU's mission is delivered, such as the classroom, the laboratory, and the community. Our hope is that the Chief Diversity Officer will be charged with responsibility for compiling data and recommendations related to campus climate, and either following through, or responding as to why action is unnecessary, impractical, or ill advised.

Along the same lines, we recommend that the diversity community, (PCOSW, The Women's Center, Diversity and Cultural Engagement, Difference, Power, and Discrimination as examples) are represented in the selection of a new provost. Ideally, candidates will have tangible and successful experience implementing initiatives that result in a socially just institution.

Subcommittee Reports:

Work Life Balance (WLB) Subcommittee

Co-conveners Abby Metzger and Amy Luhn

The PCOSW Work Life Balance (WLB) Subcommittee continued its focus on issues of childcare and developing tools and metrics to assess the university's work-life climate in support of OSU's strategic efforts to be a family-friendly community and employer.

Background for This Year's WLB Subcommittee Work:

Flexible Work Arrangements (FWA): The committee agreed to explore Flexible Work Arrangements for different employee classes. FWA contribute to recruitment and retention efforts and are central to employees' work-life balance, improving the quality of the workplace experience for diverse employees. FWA can be used as a strategic business tool. For example, FWA options, such as Reduced Seasonal Hours, can save the university money when employees voluntarily participate in unpaid weeks of leave. Greater promotion of FWA and supervisor training on FWA will improve their utilization of them on campus while regular climate surveys will evaluate their success across the organization.

Child Care Subsidy Fund: The Childcare and Family Resources office disburses subsidy funds through an endowment (Friend-Raiser endowment) at the OSU Foundation to help defray the high cost of childcare and assist employee families in need. Currently, the subsidy is sustained by interest on the Foundation-managed fund started by generous donors in 2007. While this small fund has been a tremendous benefit to families over the years, the need has always far outweighed available support. The committee has been strategizing on ways to build capacity for a sustainable and more substantial source of funding for childcare subsidies. Our previous efforts to engage the Foundation resulted in a recommendation that the committee launch a crowdfunding campaign. However, our small volunteer group could not commit the resources necessary. We have therefore examined how peer institutions support faculty childcare costs to see if Oregon State University can adopt a similar model.

Task Force on Children, Youth and Family: In addition to these measurable goals, the committee will provide ongoing support and advocacy for the Task Force on Children, Youth and Family. Change in leadership between Becky Warner and Brenda McComb created a significant disruption in adopting the recommended goals, but we will continue to support the initiative and ask that PCOSW do so as well.

2015 - 2016 Work Life Balance Subcommittee Activities

Flexible Work Arrangement: The committee has been working to develop best practices and evaluate different flex work schedules. We would like to eventually develop a toolkit or workshop for supervisors on how to address a flex request, as well as guidance for employees on how to approach supervisors. A draft report is in the works.

Child Care Subsidy fund: In an effort to build institutional support for increasing the child care subsidy fund for faculty, we have benchmarked peer institutions to make the "business case" for why adequate financial support for child care is essential to the university's strategic plan and capacity to recruit and retain top talent.

Discussion

Power-based discrimination: At the beginning of the year, we included power-based discrimination as one of our goals. We hoped to develop a climate survey to understand the scope of problem and when/how it may be impacting work-life balance issues (attendance, performance, overall job engagement). However, after consideration and acknowledging the existing resources on campus for such matters, we decided to table this goal for the year. We would like to coordinate with the Office of Equal Opportunity and Access to evaluate current best practices and see where we can move forward.

Work Life Balance Recommendations:

- The PCSOW Work-Life Balance Committee recommends that the university strengthen its commitment to work-life balance with the expansion and promotion of flexible work arrangements for its staff and faculty. Flexible Work Arrangements (FWA) provide the university many benefits, contributing to recruitment and retention efforts, and are central to employees' work-life balance.
- We believe it is important for the university to increase the Friend-Raiser endowment—the longer-term solution for providing vital financial assistance to staff and faculty. Therefore, the committee recommends that university leadership and the OSU Foundation adopt childcare as a fundraising priority and commit development staff towards this effort.
- We recommend that the PCOSW and university leadership continue to support and adopt the recommended goals of the Task Force on Children, Youth and Family.

Status of Women (SoW) Subcommittee

2015 - 2016 SoW Subcommittee Activities:

We began follow-up to 2014 contingent faculty survey to draw to the surface more specific gender data, especially as they relate to age, education level, and college/discipline. One of our members is now working with Faculty Senate on this. We also discussed the next iteration of the survey, what types of questions should be asked, and submitting it to IRB so that the data can be published.

A study is currently underway in Anthropology and Women, Gender, and Sexuality Studies to explore barriers to student parent success at OSU. PCOSW is helping fund the interview research project. Following a student anecdote of waiting 3.5 years for student family housing, we investigated whether additional housing is planned. We learned that student family housing has been a priority for years, with little movement. Current student family housing is very old, expensive to maintain, and inadequate to meet the needs of our campus. We also learned that a space is planned for new housing, and that an RFP is being prepared or will be released soon. However, the planned construction will still be insufficient to meet the need, and housing subsidies could fill the gap. This would be especially important for students with large families, and students at satellite campuses.

Discussion:

The SoW committee is focusing attention on women who occupy vulnerable spaces at OSU to identify areas where improvements in working and learning environments can be made. By addressing concerns of contingent faculty and student parents, the committee hopes to elevate the experiences of all women and underrepresented people at OSU.

Recommendations

We recommend the Faculty Senate conduct the Contingent Faculty Survey on a regular basis to effectively address areas of concern as they emerge or shift. The SoW committee will work with Faculty Senate as the additional data analysis is concluded. Support of the president about the value of contingent faculty sets the tone for OSU at every level to value their work.

We recommend that OSU collect data on housing needs for student parents. It is likely that future construction to replace existing family housing will be inadequate to meet need, and seek funding to subsidize housing outside of dedicated family housing. We anticipate that the student parent survey research will identify further specifics about housing. When new residential satellite facilities are planned, such as the Marine Studies Initiative, the needs of student parents should be considered.

Mentoring and Career Advancement (MCA) Subcommittee

Convener: Anne Gillies

The focus of the mentoring subcommittee is to serve as a partner in furthering conversations about effective mentoring and career advancement that addresses the needs of the entire workforce.

Background for This Year's MCA Subcommittee Work:

The PCOSW has an interest in mentoring and career advancement as an important part of our mission to promote a positive climate for all university women; however, the needs of this group vary greatly. With that in mind, this subcommittee has focused on serving as a partner to help advance existing efforts and advocate for additional efforts where needed.

2015 - 2016 MCA Subcommittee Activities:

In summer and fall, subcommittee members partnered with OREGON STATE ADVANCE to enhance OSU's membership with the National Center for Faculty Development and Diversity. A primary effort was to speak about the benefits of this mentoring resource to encourage people to activate their institutional membership.

We also intended to work in support of Academic Affairs as a partner to help expand conversations about mentoring and career advancement to address the needs of the entire workforce. Activities in this area were limited during the period of transition in leadership; however, we look forward to furthering this partnership in 2016-17.

Discussion:

As demonstrated elsewhere in this report, the President's Commission on the Status of Women engaged in a number of important efforts during the 2015-16 academic year. Because of engagement with other emergent priorities, this subcommittee was not as active as in previous years. Mentoring and professional development remain an important priority and are ongoing items on PCOSW's agenda; we remain ready to respond to institutional needs in this area. We also continue to pay attention to emerging needs and will organize the work of this subcommittee to devise future actions as needed.

Scholarships and Awards (SA) Subcommittee

Convener Natalia Fernandez

The PCOSW Scholarships and Awards subcommittee provides funding for women faculty, students, and staff who are pursuing professional development or research opportunities that support PCOSW's mission. Each year the subcommittee also selects the recipient of the University Mentoring and Professional Development Award.

Background for This Year's SA Subcommittee Work

The PCOSW Scholarships and Awards Subcommittee provides funding opportunities in the form of scholarships and co-sponsorships, an average of \$500 each, once per term with applications due in week 5 and notification in week 7. Over the past several years, the number of applicants has increased and the awards have become more competitive. Each year the subcommittee refines the scholarship criteria based on the previous year's membership feedback and new member ideas.

2015 - 2016 SA Subcommittee Activities

During the 2015 fall retreat the subcommittee set 6 objectives; below are the objectives and our activities for the year:

- Pro-active marketing to off-campus branches - we are in the process of pro-active marketing to off-campus branches, which will be an ongoing effort.
- Revise application to reflect off-campus branches - we revised the application to reflect off-campus branches; there is now an option to list an applicant's affiliated campus location.
- PCOSW presence at OWHE in Bend this year - through a total of 24 scholarships to cover the costs of registration for professional faculty and students, PCOSW and OSU was well represented at the 2016 Oregon Women and Higher Education conference (see below for more information).
- Revisit scholarship criteria - we slightly modified the criteria to make it clearer.
- Get permission to share the applications from previous recipients - we requested and received permission from various successful past applicants and have posted a PDF with examples on the PCOSW website.
- Reception for scholarship and co-sponsorship attendees - we are planning this for the May 11th membership meeting.
- PCOSW OWHE Conference Registration Scholarships
 - 13 Professional (Faculty/Staff) Registrations x \$150 = \$1,950
 - 11 Student Registrations x \$65 = \$715
 - TOTAL AMOUNT: \$2,665
- PCOSW Scholarships and Co-Sponsorships

In the spring term 2015 (funds from the 2015-2016 academic year), we awarded \$2,250 in scholarships and a \$1,000 co-sponsorship. In the fall term 2015, we awarded \$3,255 in scholarships as well as two \$500 co-sponsorships. In the winter term 2016, we awarded \$2,375 in scholarships as well as 3 co-sponsorships totaling \$3,100. The total awarded was \$12,980 (note: the official amount at the end of the fiscal year may vary as on occasion not all awardees claim the full amount awarded or in rare instances plans are canceled). Scholarship and co-sponsorships awardee summary reports are available via the PCOSW website:

<http://leadership.oregonstate.edu/pcosw/awards-scholarships>

Discussion

For the remainder of the academic year, the subcommittee will review applications once more, during the spring term (the spring term awardee funding will come from the 2016-2017 budget), and, we will select a recipient of University Mentoring and Professional Development Award.

Recommendations

The current subcommittee convener will step down at the end of the academic year. The goal is to find a replacement from within the existing subcommittee's membership.



Some of PCOSW's Scholarship awardees at the May 2016 Monthly Meeting

Speaker Series (SS) Subcommittee

Convener Cindy Alexis

The Speaker Series subcommittee works to support meaningful lectures on topics decided on by PCOSW or established collaboratively with OEI, units within Student Affairs, and/or academic units through the process of collaboratively administering the funding for the President and Provost Lecture Series

Background for This Year's SS Subcommittee Work:

Members of the Speaker Series subcommittee wanted to explore ways to engage the entire OSU campus community by creating an infrastructure to bring speakers to campus. We chose a theme for the coming year and have invited other groups to partner with PCOSW. We're also working on confirming spotlight speakers for the year, which will include one in the fall to kick things off and another one in spring to close out the year.

2015 - 2016 SS Subcommittee Activities:

For the fall lecture, the Speaker Series subcommittee invited Rut Martinez-Alicea, coordinator of the Multicultural Center at Portland Community College Southeast Campus and freelance consultant and activist. Rut provided a workshop titled "Working Effectively across Differences" as well as a public lecture on "The Intersection of Intercultural Competence and Sexual Violence Prevention."

In winter 2016, PCOSW partnered with OSU ADVANCE to bring Dr. Kathryn Clancy to OSU. Dr. Clancy is the co-director of the Laboratory for Evolutionary Endocrinology and Assistant Professor of Anthropology at the University of Illinois. She provided two public lectures, "The Effects Of Harassment and Assault on Scientists' Careers" and "Understanding Variation in Female Reproduction Is Inherently Feminist."

In addition, the subcommittee provided support to the Women's Center during Women's Herstory Month in March to bring back to campus Climbing PoeTree, renowned spoken word artists and social justice activists and to the MLK Celebration coordinating committee to support the Peace Breakfast keynote speaker, Jeff Chang, Executive Director of the Institute for Diversity in the Arts at Stanford University and author of Can't Stop Won't Stop and Who We Be: The Colorization of America.

Appendices

Appendix I: AAUP Statement on Faculty Child Care

The statement that follows was approved by the Association's Committee on Women in the Academic Profession, adopted by the Association's Council in June 1989, and endorsed by the Seventy-fifth Annual Meeting.

The American Association of University Professors has long recognized the problems associated with combining academic careers and family responsibilities. It has developed a body of standards and guidelines to encourage sound institutional practices in this area. These include statements on Leaves of Absence for Child-Bearing, Child-Rearing, and Family Emergencies (1974); Senior Appointments with Reduced Loads (1987); and Anticipated Medical Leaves of Absence (1987). The Association has supported key legislation in this area.

Consistent with its recommended policies, the AAUP recognizes that, for faculty members with child-rearing responsibilities to participate successfully in teaching, research, and service to their institution, they must have access to quality child-care facilities. Universities and colleges should assume a share of the responsibility for the provision of such services to their faculties. Employers in and out of academe have found that the provision of on-site facilities has led to stronger and more contented families and increased productivity. The ability to reach parents easily in an emergency, the time and money they save in transportation, the opportunity provided them to share an occasional lunch or other daytime activity with their children, the retention and recruitment of faculty—these are just some of the benefits that accrue from child-care arrangements on campus. Faculty members derive peace of mind from knowing that their children are receiving quality care and that the operation has long-term stability. If the institution has an early-childhood-education program, the opportunity to use the facility for training students provides an additional benefit and contributes to high standards of child care. Some colleges and universities, because of size or other considerations, cannot support onsite child care. There are alternatives: cooperative arrangements with other nearby employers, resource and referral services, and cost sharing, either as a separate benefit or as part of a cafeteria plan. As with other fringe benefits, recommendations on the extent and form of institutional support (whether through subsidized on-campus care or through a fringe-benefit plan) should be sought from an appropriate body of the faculty in consultation with other groups on campus.

The Association strongly recommends an institutional commitment to the provision of quality childcare.

Appendix II: Benchmarking Childcare at Peer Institutions

These are notes from the Work Life Balance Subcommittee's research into other university's childcare availability and subsidies.

Best Colleges.com provides a list of **Best Colleges for Students with Children:**

<http://www.bestcolleges.com/features/students-with-children/>

Oregon State University does not make the list.

In 2013, a study of childcare needs and recommendations at OSU was created:

Growing Child and Youthcare and Education Programs:

http://childcare.oregonstate.edu/sites/childcare.oregonstate.edu/files/tfcyf_final_report_8.20.15.pdf

To summarize, there are huge gaps in childcare need for students, staff, and faculty.

Current situation at Oregon State University

Currently, OSU offers on campus childcare for approximately 70 employees families with about an equal amount of employee families on the wait list. Campus childcare has been subsidized for employees but is shifting toward a model where employees need to qualify for subsidized care. We have a second childcare center opening in early Sept. that will be able to serve approx. 24 additional employee families. We need a third center.

As mentioned in the World-Life Balance section, we offer a childcare subsidy through the Foundation. With this small fund of \$9K, we were able to assist five families this year, but we turned away many families in need. Basically, if a family is spending upwards of 17 percent of their annual income on childcare, they will not likely qualify for a subsidy. It's a dire situation. Our office could be the point person/unit for the work with the Foundation regarding this issue becoming a true fund raising/development priority.

To better assess our current situation, the WLB subcommittee conversed with several universities about current childcare resources to benchmark against our aspiration peers. Details below:

The Ohio State

-Offers employee childcare subsidies - up to 40% of the cost of care

-Pro rate amount based on their employment status, i.e. custodian pays less for childcare than a professor

-Offer Flexible Spending benefit – set aside desired amount needed for childcare tax free

Cornell

-Has a childcare grant program – employees choose the provider and the grant is provided by Cornell. Grant pays up to \$5000/year-

-Beyond the Cornell Child Care Grant, all Cornell affiliated families pay the same rate at their on-campus center (it is closed to those who are not Cornell related). The center's operating budget is funded by parent tuition and Cornell subsidy. Cornell also has a relationship with a local preschool to provide priority to Cornell families – however, the rates do not differ.

Colorado State University

-Has a concerted fundraising effort to support subsidized care.

-Offers a tax credit for people who donate to their center-based care.

-Has a dedicated development officer supporting fundraising initiatives, campaigns, and naming opportunities.

Oklahoma State University

-Has partnered with the Department of Human Services to provide child care financial assistance. Amount offered is based on income.

-University has been supplementing the Child Development Lab Center

-Recently established a grant to support emergency/drop-in care.

WSU

Who can use the subsidies? Only students

How is it funded: They receive 30% of student fees monies generated (new request each year through the board of trustees); CCAMPIS grant.

(I could only reach a student worker and after many attempt to get actual numbers, was unable to.)

U of O

Who can use the subsidies? Only students; must reapply every year. ~190 students per year are funded; \$250,000 annual budget

How is it funded: Solely by student fees

UC Davis

-No subsidy available for employees

-No subsidized child care

-No reservable slots

University of Nebraska-Lincoln

-Doesn't have any financial support/subsidy program

-Does offer a sliding scale model where rates depend on status (student/staff) and income

Appendix III: Work Life Initiatives at Peer Institutions

Institution	Dedicated Work-Life Office	Work-Life Office Location	Related Work-Life Resources	Comments
Oregon State University	Yes	Academic Affairs http://oregonstate.edu/admin/aa/work-life	HR http://hr.oregonstate.edu/lifebalance-osu/work-life	
Colorado State University, Fort Collins	No		Office of the Provost lists Work-Life Balance Resources http://provost.colostate.edu/work-life-resources/	
Cornell University Ithaca	No	Work-Life Programs managed by the Department for Inclusion and Workforce Diversity	Wellbeing Programs https://www.hr.cornell.edu/life/ Dedicated Dual Career Program https://www.hr.cornell.edu/jobs/dual_career.html	Dedicated Dual Career Program
Iowa State University, Ames	No		Office of the Senior Vice President and Provost http://www.provost.iastate.edu/faculty-and-staff-resources/development/isu-advance/advance-resources/worklife-balance	
Michigan State University, East Lansing	Yes	Office of the Provost http://worklife.msu.edu/	Women's Resource Center http://wrc.msu.edu/fastfacts/WorkLife.html	
North Carolina State University, Raleigh	No		HR Faculty & Staff Assistance Program https://www.ncsu.edu/human_resources/er/fasap.php Dual Career Assistance Program https://www.ncsu.edu/human_resources/dual_career_assistance/	(From a 2012-13 annual report, it looks like the Council on the Status of Women addresses work-life and other associated subjects; colleges handle work-life on their own)
Ohio State University, Columbus	No		College of Engineering brochure: https://engineering.osu.edu/sites/eng.web.engadmin.ohio-state.edu/files/uploads/faculty/Faculty_Career_Flexibility_Brochure.pdf	A search of work-life references are mostly associated with hr.osu.edu; however, all info on that site requires enrollment or login.
Penn State, University Park	No		Many elusive references to the "Office of Human Resources Work/Life Programs" mostly leading to Faculty Handbook and benefits info: http://www.psu.edu/dept/prov/FacultyHandbook/Chapter5/humanres.htm http://ohr.psu.edu/prospective-employee/benefits/	
Purdue University, West Lafayette	No		WorkLife Programs consolidated into the Center for Healthy Living 2/13: https://www.purdue.edu/newsroom/purduetoday/releases/2013/Q1/worklife-programs-services-to-integrate-with-new-center-for-healthy-living.html	
Texas A&M University, College Station	No		HR http://employees.tamu.edu/reasons/work-personal/balance/	
University of	Yes	Life & Work		Info on Child Care,

Institution	Dedicated Work-Life Office	Work-Life Office Location	Related Work-Life Resources	Comments
Arizona, Tucson		Connections http://lifework.arizona.edu/ Human Resources and Institutional Effectiveness http://provost.arizona.edu/node/56		Elder Care, Employee Assistance, Employee Wellness, and Work/Life Integration all in one place
University of California, Davis	Yes	Academic Affairs http://academicaffairs.ucdavis.edu/programs/work-life/index.html	Worklife and Wellness http://worklife-wellness.ucdavis.edu/ Work-Life Integration http://ucd-advance.ucdavis.edu/work-life-integration	
University of Illinois, Urbana-Champaign	No		Office of the Provost http://www.provost.illinois.edu/worklife/	
University of Wisconsin, Madison	No		Office of the Provost http://provost.wisc.edu/women.htm	Info falls under "Women Faculty and Staff Issues"

Appendix IV: Flexible Work Arrangements at OSU (Draft)

Introduction

The PCSOW Work-Life Balance Committee recommends that the university strengthen its commitment to work-life balance with the expansion and promotion of flexible work arrangements for its staff and faculty. Flexible Work Arrangements (FWA) provide the university many benefits, contributing to recruitment and retention efforts, and are central to employees' work-life balance (Cite references). More specifically, FWA improve the quality of the workplace experience, contributing to the creation of an inclusive campus while assisting diverse employees in managing their work and life needs. Workplace flexibility can increase employee productivity and engagement. Studies also suggest that flexible work arrangements can reduce employee stress and burnout which can, in turn, lower employees' utilization of health care service (cite references). Some FWA options, such as Reduced Seasonal Hours, can save the university money when employees voluntarily participate in unpaid weeks of leave. Lastly, organizational promotion of flexible work arrangements can be used as strategic business tool to attract and retain talented employees (Cite references).

FWA allow individual employees some flexibility in choosing when they work while keeping the business needs in mind. Rather than evaluating employees' performances primarily on "face time" in the work place, performance is measured by evidence of productivity.

Examples of flexible work arrangements vary (probably need to briefly describe each option):

- Flex Time or the variation in the start and end time of the work day
- Compressed work week
- Telecommuting
- Job sharing
- Reduced hours
- Change to part-time status
- Phased retirement
- Reduced seasonal hours

OSU offers many of the flexible work arrangements just mentioned, but anecdotal information suggests that the implementation of flexible work arrangements is not widespread. Employees seem to not be fully aware of their options for flexing their work time and supervisors may not be sure what FWA options are appropriate for their departments and they may not know how to effectively manage alternate work schedules.

To improve the implementation and utilization of FWA among employees at OSU, the PCSOW Work-Life Balance Committee recommends the following:

- Increase supervisors training on how to implement and manage flexible work arrangements.
- Increase promotion of flexible work arrangements as a viable tool for managing work-life needs.
- Collect data on the utilization of flexible work arrangements and their impact on the workplace experience, including employee productivity and engagement, and work-life balance.
- Explore additional FWA options for implementation at OSU, such as Reduced Seasonal Hours, which could be a cost-saving benefit to the university

OSU's Current Support for Flexible Work Arrangements

Although most university offices are open from 8AM to 5PM Monday through Friday, OSU recognizes that there are many variations in work schedules for individual positions within the organization. To accommodate the many variations, the university supports flexible work schedules for its employees when work duties and business operations permit. FWA are to be arranged and approved with supervisors.

Reference: <http://hr.oregonstate.edu/e-book/working-conditions>

To aid supervisors and employees in making these arrangements, OSU provides the following two templates:

- Irregular or Flexible Work Schedule Request Form
<http://oregonstate.edu/admin/hristeam/irrflex.pdf>
- Telecommuting Policy
<http://oregonstate.edu/admin/hristeam/forms/TeleCommAgree.pdf>

In addition to the nature of university business, an employee's access to a flexible work schedule will be shaped by his or her job classification. For example, **Classified Employees** are contracted to work set hours per week and must seek the approval of their supervisors for flexible schedules, ideally completing the Irregular Flexible Work Schedule form (<http://oregonstate.edu/admin/hristeam/irrflex.pdf>).

In contrast, **Exempt Unclassified Employees** that are **FLSA Exempt** (not eligible for overtime) are paid on a salary basis to perform a job on a professional workweek basis. In other words, there is no maximum, or set number of hours per week. As Tracy Yee, director of HR Compensation explains, "the employee is expected to work for the salaried rate of pay to deliver the work. The general expectation is that the employee will work approximately 40 hours per week, but it may be more or less, and the employee will receive the same salary regardless of hours worked. This does not include scheduled or unscheduled time off for sick,

vacation, or other forms of paid or unpaid leave.” At the same time, while these employees have more flexibility in their schedules, they may nevertheless be subject to structured work schedules as set by their supervisors and may be required to receive prior approval to be absent from or leave work during the normal work week.

Lastly, **Exempt Unclassified Employees** are eligible for overtime and must be compensated either with cash or compensatory time at the rate of 1.5 times their regular rate of pay (the employee can decide). Unclassified, non-exempt employees may accrue up to 240 hours of compensatory time, which they must receive cash overtime. As this classification of employees must track and account for time spent in the workplace, supervisors may have greater influence over employees’ work schedules. Nevertheless, flexible work arrangements are possible with supervisor approval. The Irregular Flexible Work Schedule form can be useful in arranging schedules that do not exceed contracted hours for work while ensuring that business and work-life needs are met.

Supervisor Training on Flexible Work Arrangements

Supervisors play a pivotal role in whether employees request and utilize flex time. A recent study of supervisors at a public university reported that supervisors perceived FWA as contributing to improved employee job satisfaction; increase in staff morale; increase in employees’ work-life fit, health and well-being. Supervisors also reported that FWA helped to reduce employee burn-out, increased employee productivity and improved retention (Wells-Lepley, Thelan and Swanberg 2015).

At the same time, supervisors reported a number of challenges regarding their implementation. Challenges included the structure of jobs and the day-to-day management of FWA, along with hours of operation, scheduling, and the nature of the department’s work. Supervisors also reported concerns about abuse of FWA, unequal access to FWA across all positions and co-worker resentment and administrative hassles.

Moreover, at OSU, supervisors may hesitate to provide employees with FWA options because they are not sure what kinds of FWA are available, what options might be most suitable for their workplaces and how to best communicate to employees what FWA are best suited for their units. To guide their decision making process, supervisors may want to consider the following series of questions, such as the following*:

Step I: Workplace Considerations:

What is the nature of your work?

- What does your unit produce or what service(s) does it provide?
- What are your unit's hours of operation?
- What is evidence of your unit's productivity?

How does the work get done?

- What are your employees' responsibilities? What are your employees' current work schedules?
- Who are your customers? What are the **formal** and **informal** expectations for service?
- How does your unit communicate to its customers? How does your unit communicate with its employees?
How do your employees communicate to each other?

Where does the work get done?

- What is the location or place of work? Can you imagine aspects of the work being done in another location?

Step II: Identifying Appropriate Flexible Work Arrangements for Your Unit

- Now that you have outlined the nature of your work, how might current employee schedules be altered while maintaining productivity?
Types of Flexible Work Arrangements for your consideration:
 - Flex time - altering the start and end time of the work day
 - Compressed work week - compressing a five day work week into four
 - Telecommuting – working from another location, generally from home
 - Change to part-time status – reducing the formal work time of an employee
 - Temporary time off via special leave requests
- What types of flexible work arrangements would work best in your unit?
Examples:
 - If your unit must be open for customers from 8:00am to 5:00pm, employee start time might begin as early as 7:00am and end at 6:00pm to accommodate closing and ending procedures.
 - If you have adequate staff who share responsibilities, the work day might extend to accommodate 10 or 12 hour days
 - If the nature of your employee's work is web work, the work could be done in another location.
 - If the productivity of your unit's dramatically declines during certain times of the year, employees might reduce the number of hours they work during slow times.
- If all of your employees were to ask for flexible work arrangements, what kinds of flexible work arrangements might you be able to offer? *Note: Not every employee will ask for a flexible work arrangement.*

- How will job responsibilities, customer service and productivity be maintained in new arrangements?
- How will the employees maintain communication with your customers, co-workers and you when working an altered schedule?
- Do the proposed flexible work arrangements *unintentionally* increase co-workers' responsibilities or work?
 - Example: if the employee proposes to work at home, will her phone be forwarded to her home office or will another employee in the office be expected to answer it?
- How will productivity be measured when the employees work altered schedules?
 - Example: if the employee is telecommuting and is assigned a project, evidence of productivity is its on-time completion.
 - *Note:* to demonstrate individual employee productivity, you might consider requiring that a PE Score of 3.0 for FWA consideration

Step III: Approval of a FWA Schedules

- Using the Irregular or Flexible Work Schedule Request form, you and your employee should discuss appropriate flexible work arrangement options for your unit.
- The letter becomes part of your employee's in-house personnel file.

Step IV: Implement and Monitor

- The FWA agreement should be reviewed periodically, perhaps every three months, and adjusted to meet business needs and to best accommodate an employee's work-life needs.
- Failure to meet obligations of the agreement should result in the modification or termination of the agreement.

*Questions developed by Robynn Pease, Academic Affairs Office of Work-Life & GO HERC.

Promotion of Flexible Work Arrangements

While OSU offers a number of FWA options, anecdotal information suggests that staff and faculty are not aware of them and would benefit from greater promotion of them. The OSU HR website currently posts some information about FWA, including a study about their benefits (<http://classes.engr.oregonstate.edu/mime/winter2011/ie366-001/Bibliography/Flexible%20work%20arrangements,%20job%20satisfaction,%20and%20turnover%20intentions%20The%20mediating%20role%20of%20work-to-family%20enrichment.pdf>). At the same time, promotion of FWA in association with work-life balance is limited to a link to the telecommuting form under the category of "Work-Life OSU Websites" (<http://hr.oregonstate.edu/lifebalance-osu/work-life>). At the same time, supervisors are not trained on how to best implement FWA as tools for improving employee productivity and engagement. The PCOSW recommends that the committee and representatives from Human

Resources work together to improve the information about FWA available to the campus community and to work with HR Center for Learning and Organizational Development to train supervisors on the implementation of FWA in their departments.

Conclusion

In conclusion, the PCSOW Work-Life Balance Committee recommends that the expansion and promotion of FWA will strengthen the university's commitment to work-life balance. FWA contributes to recruitment and retention efforts and are central to employees' work-life balance, improving the quality of the workplace experience for diverse employees. FWA can be used as a strategic business tool. For example, FWA options, such as Reduced Seasonal Hours, can save the university money when employees voluntarily participate in unpaid weeks of leave. Greater promotion of FWA and supervisor training on FWA will improve their utilization of them on campus while regular climate surveys will evaluate their success across the organization.

Recommendations

OSU offers flexible work arrangements, but anecdotal information suggests that the implementation of flexible work arrangements is not widespread. Employees seem to not be fully aware of their options for flexing their work time and supervisors may not be sure what FWA options are appropriate for their units and may not know how to effectively manage alternate work schedules. Consequently, the PCSOW Work-Life Balance Committee would like to recommend the following:

- Provide supervisors training on how to implement and manage flexible work arrangements.
- Promote flexible work arrangements as a viable business strategic for units to implement as part of their recruitment and retention outreach.
- Promote flexible work arrangements as a viable tool for managing work-life needs.
- Collect data on the utilization of flexible work arrangements and their impact on the workplace experience, including employee productivity and engagement.
- Explore additional FWA options for implementation at OSU, such as Reduced Seasonal Hours, which could be a cost-saving benefit to the university.

References (citations only)