

President's Commission On The Status of Women

**Annual Report
2012-2013**

Table of Contents

Leadership Team Membership.....	3
Commission/Committee Membership.....	3
Executive Summary.....	3
Recommendations.....	4
Introduction.....	5
2012 Retreat.....	5
President and Provost Lecture Series.....	6
Diversity and Inclusion Subcommittee	6
Scholarship and Awards Subcommittee.....	7
Table 1 - PCOSW Co-Sponsorships and Scholarships Awarded FY 2013.....	9
Mentoring and Career Advancement Subcommittee.....	12
Work-life Balance Subcommittee.....	14
Table 2 - Infant Care Availability & Costs (3/1/13) for Child care Centers Near & On Campus.....	16
APPENDIX 1 – Family-Friendly Department Toolkit for Academic Administrators.....	18
APPENDIX 2 – Employee Class by Mailing Address.....	54
APPENDIX 3 – Fall 2011 Enrollment – Students with Children.....	55
APPENDIX 4 – Peer Institution List.....	56

Leadership Team

Jan Spitsbergen, chair; Julie Walkin and Anne Gillies, co-treasurer; Candy Pierson-Charlton, secretary; Kim Nguyen, membership officer, Shandin Rickard and Jana Zvibleman, web and publicity officer; Mirabelle Fernandes-Paul and Louisa Hooven, leadership team members

Commission Members/Committee Members

Scholarships and Awards: Tuba Ozkan-Haller, Anita Azarenko, Melinda Manore, Shandin Rickard, Michelle Mehana, Kara Ritzheimer, Kira Hughes, Susan Rodgers, Julie Walkin

Work-Life Balance: Michelle Kutzler, Michelle Maller, Mariette Brouwers, Lari Kayes, Patricia Lacy, Marissa Chappell, Robynn Pease, Amy Kuhn, Toni Doolen

Mentoring and Career Advancement: Louisa Hooven, Jan Spitsbergen, Mary Samuel, Nadia Stegeman, Anne Gillies, Nicole Duplaix, Susana Rivera-Mills, Candy Pierson-Charlton

Diversity and Inclusion: Jennifer Almquist, Elba Moise, Laurel Kincl, Lisa Price, Julie Walkin, Kim Nguyen, Toni Doolen, Dana Sanchez, Turner Goins, Mirabelle Fernandes-Paul, Rebecca Vega-Thurber, Amy Davila-Klautzsch, Christine Kelly, Mehra Shirazi

Executive Summary

The President's Commission on the Status of Women (PCOSW) began its year with a retreat, and organized members into subcommittees focused on important campus issues. The PCOSW Diversity and Inclusion Subcommittee has worked with the Climate Assessment Committee being convened by the Office of Equity and Inclusion, and is advocating for recurring climate assessments and the application of best practices to continue to improve campus climate. The PCOSW Scholarships and Awards Subcommittee has publicized scholarship opportunities for professional development and research, evaluated applications through improved processes, and granted dozens of awards. They also evaluated nominations for the University Mentoring and Professional Development Award, which will be awarded on University Day. The PCOSW Mentoring and Career Advancement Subcommittee has advocated for a campus-wide mentoring resource, discussed strategies to equalize employee access to staff fee privileges, and to collect data and best practices information related to fixed term faculty. The PCOSW Work-Life Balance Subcommittee performed a survey of child care resources available to OSU employees, and compared OSU's lactation room facilities and access to family leave to those at similar institutions. As a commission, PCOSW also organized the President and Provost's Lecture Series, and engaged in other synergistic activities. Many of our activities this year have investigated and compared OSU to other universities, and examined best practices in many areas. Our work has resulted in the following recommendations:

Recommendations for President Ray

Child Care:

- Assess affordability, accessibility and availability of child care by contracting with an external agency to conduct a study to assess child care options near and on campus.
- Take responsibility of available, well equipped lactation rooms on campus. We recommend that OSU revise its lactation policy to require that well-equipped lactation rooms be included in all new buildings and all renovations, and clarify policy for designating space when available in other buildings. To stand out as exceptionally mother-friendly, we also recommend that OSU invest at the university level in room maintenance and improve furnishings in some of the other, less equipped spaces.

Sick/Family Leave:

- Use best practices achieved through collective bargaining by OSU staff to offer the benefit of donated sick leave to all employees in cases of hardship.
- Provide a minimum of six weeks paid family leave for all employees, similar to other institutions.
- Allocate resources and devote attention to developing and implementing short- and long-term family-friendly practices both as a community and as an employer.
- Provide continued attention to and advocacy for the issue of Work-Life Balance through support for speakers and other educational opportunities.

Mentoring:

- Express an expectation that all academic and administrative units develop mentoring programs following the lead of the College of Liberal Arts.
- Expect all faculty and administrators to take responsibility for mentoring and sponsorship at OSU.
- Provide resources as needed to tailor mentoring programs to meet the needs of members of underserved groups.

Advancement:

- Convene a taskforce to collect specific, additional data on fixed term faculty at OSU, and address issues identified at OSU in 2004 and in current scientific literature.
- Allow all staff and faculty equal access to staff fee reduction benefits.
- Revise Ecampus funding model and allow all staff and faculty reduced tuition rates for Ecampus courses.
- Maintain attention on the bullying issue until the policy is fully implemented. Advocate for completion and release of a campus-wide mentoring resource. Make sure that personnel and resources are available to continuously update this resource.

Introduction

The President's Commission on the Status of Women (PCOSW) actively advocates for and promotes a positive climate for all university women including students, staff, faculty, and administrators.

Now in its fourth decade, PCOSW gives voice to women's experiences and perspectives by advocating for gender parity at our university. Rooted in feminist principles, the Commission works to identify and address the changing needs of all women in our university community. By building partnerships and collaborating with others from historically underrepresented groups, PCOSW now seeks to improve the collective status of all who have been silenced or excluded by unexamined norms, beliefs, and practices of the OSU community.

As the 2012-2013 academic year comes to a close, the leadership and members of the PCOSW are pleased to present their year-end report. Monthly Commission meetings were announced in *OSU Today* to encourage interested OSU community members to attend and participate in meetings. Meeting minutes and other documents were posted on the PCOSW Blackboard site and webpage. The PCOSW web address is:

<http://oregonstate.edu/leadership/pcosw/>

2012 PCOSW Retreat Summary

The PCOSW fall retreat was held at OSU's Peavey Lodge from 9 a.m. to 4 p.m. on Monday, September 10, 2012. Approximately 25 PCOSW members attended. The retreat was facilitated by Lisa Hoogesteger, OSU director of Healthy Initiatives.

Members were given an overview of PCOSW history and past accomplishments to make sure new Commission members understood the purpose of the Commission. Other topics presented included:

- An overview of PCOSW projects from 2011-2012 that included the Work/Life Balance toolkit, anti-bullying white paper, mentoring and career advancement, foreign/US born scholars, budget/grants/awards, hiring of an ombuds, childcare and family resource, an update on Title IX and OEI.

PCOSW members brainstormed areas of concern and work opportunities for the coming year. Members were asked to pick their top four choices for possible work by the Commission for the 2012-2013 academic year. Their choices were:

- Affordable Day Care
- Paid Family Leave
- Promotion and Tenure
- Career Advancement

Discussion from the retreat resulted in the formation of four committees to help the Commission accomplish specific work. The committees were:

- Scholarships and Awards
- Work-Life Balance
- Mentoring and Career Advancement
- Diversity and Inclusion

President and Provost's Lecture Series

Diversity, Equity and Inclusion – Woman Citizen Symposium Nov 1-2, 2012: This symposium celebrated the centennial of woman suffrage in Oregon. Cosponsors of this event were OSU Women's Giving Circle; the Horning Endowment in the Humanities; the Hundere Endowment in Religion and Culture; the School of History, Philosophy, and Religion; the School of Language, Culture, and Society; the School of Public Policy; the College of Liberal Arts; the Vice Provost for Student Affairs; OSU Libraries; OSU Center for the Humanities; and the League of Women Voters of Corvallis.

Professional Development and Mentoring – Sylvia Ann Hewlett: Columbia University professor and leading national expert on talent management, workplace transformation and diversity and inclusion, Dr. Hewlett spoke at Oregon State University on October 24th about mentoring and supporting women's success. She lectured to the public, and facilitated a lively and well-attended workshop for the university community.

Her public presentation, "High-Octane Mentoring: Sponsorship and Workplace Flexibility to Maximize Career Advancement" targeted those concerned with the advancement of women. Her workshop, "Roadmaps for Effective Mentoring: Avoiding Tripwires, Ensuring Strong Support Networks" provided the foundations for understanding what it takes to invest in women's advancement.

Dr. Hewlett is the founding director of the Hidden Brain Drain, a Task Force, comprised of 64 global companies committed to the full realization of female and multicultural talent. At Columbia University she directs the Gender and Policy Program in the School of International and Public Affairs. Dr. Hewlett is the founding President of the Center for Work-Life Policy, a Manhattan-based think tank. She recently received the Isabel Benham Award from the Women's Bond Club and Woman of the Year Award from the Financial Women's Association. She writes regularly for the *Harvard Business Review* and the *Financial Times* and has appeared on *Oprah* and *Charlie Rose*.

Work-Life Balance: Nancy Aebersold – May 28, 2013 (Tuesday) "Higher Education Recruiting Consortium"; Brad Harrington – October 8, 2013 (Tuesday) "Men and Work-Life Integration"

Diversity and Inclusion Subcommittee Report

Committee membership: Jennifer Almquist (convener), Elba Moise, Laurel Kincl, Lisa Price, Julie Walkin, Kim Nguyen, Toni Doolen, Dana Sanchez, Turner Goins, Mirabelle Fernandes-Paul, Rebecca Vega-Thurber, Amy Davila-Klautzsch, Christine Kelly, Mehra Shirazi

Summary of committee activities:

During the 2011-12 academic year the Diversity and Inclusion (D&I) Subcommittee members supported the self-study of equity, inclusion, and diversity efforts university-wide by conducting research of best practices at other institutions. This information was used in writing the self-study report and serves as an example of meaningful, but manageable, work that the D&I Subcommittee can do to support efforts already underway at OSU.

For the 2012-13 academic year, one area of focus for the D&I Subcommittee has been engagement with university-wide climate assessment efforts. Two subcommittee members are serving as PCOSW liaisons to the climate assessment committee being convened by the Office of Equity and Inclusion. The group has met

regularly and is working to develop a concise survey to which PCOSW D&I Subcommittee members have made valuable contributions. While the climate assessment group is thinking about immediate assessment needs, they are also working on a plan for assessment on a recurring basis (e.g., every two years). The D&I Subcommittee plans to continue to support the climate assessment efforts through the remainder of this academic year and into 2013-14.

The D&I Subcommittee has also been working to identify training and resources that we know are currently available at OSU and that exist elsewhere as best practices. We have started to think about gaps and what recommendations we might make to address them. We have been interested in programs, training, and resources that address equity, inclusion, and diversity, including by serving the needs of diverse populations. One subcommittee member compiled a list that can serve as a starting point, and other subcommittee members have worked to identify what should be removed from the list because it no longer exists and what should be added. This project will continue in 2013-14 as we start to identify gaps, either where there are no programs and services, or where they exist but are not effective. No one was aware of a comprehensive list of training that is already in existence, so members have started to generate a list of what we are aware of in our units and at the university. In the future, subcommittee members will also look at best practices at other institutions so that we might recommend particular training models that could meet the needs of the OSU community.

Scholarship and Awards Subcommittee Report

Subcommittee membership: Tuba Ozkan-Haller (convener), Shandin Rickard, Kara Ritzheimer, Susan Rodgers, Michelle Mahana, Julie Walkin

Summary of committee activities:

PCOSW offers scholarships for women faculty, students, and staff that are pursuing professional development or research opportunities. Any individual at OSU conducting research on women's issues is also eligible to apply for the scholarships. In addition, the PCOSW sponsors the University Professional Development Award (now called the University Mentoring and Professional Development Award). The primary function of the Awards and Scholarship Subcommittee is to publicize, seek nominations and applications for, and help choose recipients for these awards and scholarships.

In the 2012-2013 fiscal/academic year, the subcommittee adopted the goal of increasing the number of high quality applications and nominations for the PCOSW awards and scholarships. To that end, the subcommittee focused on a number of activities.

First, the subcommittee worked on streamlining the application process for the awards and scholarships. Significant effort went into:

- altering the landing web page for the awards and scholarships
- creating online application and summary report forms to manage incoming applications and to collect activity summaries and photos to post on the PCOSW website
- making the campus community aware of the scholarships through emails to specific lists and consistent listings in campus-wide forums (e.g. OSU Today)

The changes had a profound effect on the number of applications received, and the subcommittee's ability to review them efficiently. After the changes were implemented in January 2013, we saw an immediate increase in the number of applications. As a result, in the 2012-13 academic year, PCOSW has so far awarded 21 scholarships (16 students and 5 faculty) with an additional 8-9 applications still pending at this time. The applications also covered a broader range of proposed activities, from faculty participating in national and international conferences on women's issues, e.g. the Oregon Women in Higher Education conference, to students traveling to gather data for research, such as health care in Sierra Leone, to staff members striving to improve their on-the-job performance, such as Intercultural Development Inventory training related to DPD.

In addition, the subcommittee funded a total of \$2,525 to OSU faculty and students to attend the Women of Higher Education Conference (OWHE) held at OSU on January 25. The subcommittee supported 34 attendees (23 students and 11 faculty/staff), with award amounts ranging from \$50 to \$125. This was the first year the conference was held on campus; we hope to sponsor similar awards whenever OSU hosts the OWHE conference.

A second focus of the committee involved an overhaul of the PCOSW Professional Development Award. In the past, we have received few or no nominations for this award. The subcommittee tackled the problem by first identifying the reasons for the lack of nominations: the purpose of the award was potentially too narrow, the nomination process was onerous, the awareness about the award was low, and the application deadline was too early in the academic year. We worked on remedying each of these issues by:

- broadening the focus of the award to apply more generally to mentoring activities that result in professional and personal growth for OSU community members from under-represented groups, especially women.
- simplifying the application process using an online application form, and distilling the nomination process into a letter addressing the relevant questions stated clearly on the web site and the nomination material.
- calling for nominations using both standard OSU networks as well as the personal networks of the PCOSW membership.

The resulting pool of nominations identified 10 highly qualified individuals. The subcommittee had significant and considered discussion about the award and recommended Susan Shaw as the recipient of the Mentoring and Professional Development Award for 2013. This Award will be amongst those highlighted at University Day in fall 2013. The subcommittee was impressed and inspired by the level of mentoring and professional development activities and the PCOSW hopes to continue to honor, reward, and encourage mentoring activities at Oregon State University.

Our work on the Mentoring and Professional Development award will conclude with a final re-evaluation of the award announcements and application material. For example, we are considering broadening the award further to also include mentoring activities that extend to students, highlighting the desire to reward activities that go above and beyond the duties of the position description of the individuals, and encouraging application letters that are collectively written by multiple individuals to document the different aspects of the nominees mentoring activities.

As a final focus, the Awards and Scholarship Subcommittee thought strategically about how the PCOSW budget can be put to use for maximum impact in future years. Generally, the conclusion was that PCOSW should carry out a strategic planning effort early in the new fiscal/academic year and assemble more specific goals and

PCOSW Annual Report | 2012-13

related budgetary guidelines. The subcommittee sees great value in the PCOSW continuing to give many awards to OSU faculty, staff, and students, and to co-sponsor PCOSW mission-related events and projects at OSU. The subcommittee recommends the following for awards:

- Individual awards of standard \$500, with \$1,000 exceptions. The Awards and Scholarship Subcommittee meets and votes on \$500 awards, and takes recommendations for additional funding to the PCOSW Leadership Team
- Up to \$2,000 for co-sponsored events (outside of Speaker Series events). These requests will be screened and recommendations will be taken to the Leadership Team
- \$500 for the Mentoring and Professional Development Award

The subcommittee also recommends that the PCOSW and Awards and Scholarship Subcommittee designate more efficient, consistent review and award cycles, and work with the UABC accounting office to streamline the actual award payment. The subcommittee recommends that award payment in the case of individual and co-sponsorship awards come in the form of a reimbursement to the concerned party. Exceptions can be made for students or other parties with financial difficulty/urgency.

Table 1. PCOSW Co-Sponsorships and Scholarships Awarded FY 2013

Co-Sponsorships	Recipient	Student	Faculty/Staff	Department	Objective
\$ 3,000	Marissa Chapell		X	School of History, Philosophy and Religion	Woman Citizen: Past, Present and Future Symposium
\$ 500	Kara Ritzheimer		X	School of History, Philosophy and Religion	Holocaust Week Lecture and film screening with Dr. Ruth Kluger
Scholarships	Recipient	Student	Faculty/Staff	Department	Objective
\$ 1,311	Mayela Delatorre	Graduate		Computer Science	Women in Engineering conference
\$ 1,000	Megan Cahn	Graduate		Public Health	IE3 Internship in Ecuador - Maternal Health Care
\$ 500	Shandin Rickard		X	International Degree & Education Abroad	Semester at Sea professional development at sea
\$ 500	Caroline (Sudy) Storm	Graduate		Public Health	Research on maternal-child health in Sierra Leone
\$ 500	Mary Kessler	Undergraduate		Public Health	Research on maternal-child health in Sierra Leone
\$ 500	Jennifer Almquist		X	Equity and Inclusion	Society for Applied Anthropology Conference in Denver
\$ 500	Kim Nguyen		X	School of Arts and Communication	International Communication Assn and Film and Media 2013 conferences in London
\$ 500	Lillian Reed		X	International Degree & Education Abroad	National Academic Advising Assn Conference in Alaska
\$ 500	Michelle Bothwell		X	Engineering / Difference, Power & Discrimination	Intercultural Development Inventory Training in Portland
\$ 500	Madalaine Katz	Undergraduate		Zoology	Research on maternal-child health in Sierra Leone
\$ 500	Jaya Conser Lapham	Graduate		Public Health	American College Health Assn Conference in Boston
\$ 500	Hanna Pynn	Graduate		College Student Services Administration	Study Tour: Women, Family and Islam in the Arabian Gulf
\$ 400	Kyle Hatch (replaced Julie Stewart)	Undergraduate		Biology	Student Veterans of America Conference in Florida
\$ 125	McGraw, Lori		X	Public Health	Oregon Women in Higher Education Conference in Corvallis
\$ 125	Kutzler, Michelle		X	Animal Science	Oregon Women in Higher Education Conference
\$ 125	Klotz, Ann Marie		X	University Housing and Dining Services	Oregon Women in Higher Education Conference
\$ 125	Zvibleman, Jana		X	Linus Pauling Institute	Oregon Women in Higher Education Conference
\$ 125	Bunnage, JoAnne		X	Public Health	Oregon Women in Higher Education Conference
\$ 125	Raskauskas, Nancy		X	University Housing and Dining Services	Oregon Women in Higher Education Conference
\$ 125	Howard, Dwane		X	School of History, Philosophy and Religion	Oregon Women in Higher Education Conference
\$ 125	Ahlvin, Katy		X	University Housing and Dining Services	Oregon Women in Higher Education Conference
\$ 125	Bannon, Debbie		X	University Housing and Dining Services	Oregon Women in Higher Education Conference
\$ 125	Glowacz, Susan		X	Office of Institutional Research	Oregon Women in Higher Education Conference
\$ 125	Mattison, Chrysanthemum		X	Office of Academic Affairs	Oregon Women in Higher Education Conference
\$ 50	Lang, Julia	Graduate		College Student Services Administration	Oregon Women in Higher Education Conference
\$ 50	Tonn, Joni	Graduate		College Student Services Administration	Oregon Women in Higher Education Conference
\$ 50	Rhoads, Raphelle	Graduate		Office of Student Conduct	Oregon Women in Higher Education Conference
\$ 50	Garcia, Jenn	Undergraduate		Business Administration	Oregon Women in Higher Education Conference
\$ 50	Houtman, Leah	Graduate		Women's Studies	Oregon Women in Higher Education Conference

Scholarships , continued	Recipient	Student	Faculty/ Staff	Department	Objective
\$ 50	Thomson, Amy	Graduate		College Student Services Administration	Oregon Women in Higher Education Conference
\$ 50	Daye, Rebecca	Graduate		Applied Anthropology	Oregon Women in Higher Education Conference
\$ 50	Hodaie, Sona	Undergraduate		History	Oregon Women in Higher Education Conference
\$ 50	Tuttle, Lillian	Graduate		Zoology	Oregon Women in Higher Education Conference
\$ 50	Penaluna, Brooke	Undergraduate		Fisheries Science	Oregon Women in Higher Education Conference
\$ 50	Taniguchi, Rhianna	Undergraduate		Psychology	Oregon Women in Higher Education Conference
\$ 50	Glick, Stephanie	Graduate			Oregon Women in Higher Education Conference
\$ 50	Pour, Soudeh (Sahar)	Graduate		Women's Studies	Oregon Women in Higher Education Conference
\$ 50	Ast, Karen	Graduate		College Student Services Administration	Oregon Women in Higher Education Conference
\$ 50	Ragan, Elizabeth	Graduate		Public Health	Oregon Women in Higher Education Conference
\$ 50	Rosoff, Nick	Undergraduate		Political Science	Oregon Women in Higher Education Conference
\$ 50	Jones, Whitney	Graduate		College Student Services Administration	Oregon Women in Higher Education Conference
\$ 50	Conte, Kathleen	Graduate		Public Health	Oregon Women in Higher Education Conference
\$ 50	Han, Xiaouu	Graduate		Wood Science	Oregon Women in Higher Education Conference
\$ 50	Wilson, Kelsey	Graduate		Human Development and Family Sciences	Oregon Women in Higher Education Conference
\$ 50	Marias, Danielle	Graduate		Forest Ecosystems and Society	Oregon Women in Higher Education Conference
\$ 50	Stofer, Kathryn	Graduate		Science Education	Oregon Women in Higher Education Conference
\$ 50	McClure, Stephanie	Graduate		Women's Studies	Oregon Women in Higher Education Conference

prepared by Julie Walkin, PCOSW Treasurer

Mentoring and Career Advancement Subcommittee Report

Committee membership: Louisa Hooven (convener), Jan Spitsbergen, Mary Samuel, Nadia Stegeman, Anne Gillies, Nicole Duplaix, Susana Rivera-Mills, Candy Pierson-Charlton

Summary of committee activities:

Bullying: Following through on the emphasis on bullying last year, our subcommittee has followed the progress of the pending bullying policy. We have met with Richard Fields and other members of the OSU Equity and Inclusion Office as the policy was being developed. Fields, a lawyer from the Office of Equity and Inclusion, spoke to the general PCOSW membership in the December meeting on the progress of the policy, and Sue Thiess, OSU ombuds, spoke on the process of bullying, and the need for the policy at OSU. We will continue to follow this issue until the policy is in place and implemented. We will continue to invite speakers addressing this topic.

Mentoring Resources: Receiving appropriate mentoring and sponsorship is essential to academic and career progress. PCOSW hosted economist Sylvia Ann Hewlett fall term to facilitate a workshop on mentoring and to present an evening lecture. In these programs she focused on the importance of sponsorship to accelerate career advancement of women. Sponsorship is mentoring by powerful high status role models who can help women negotiate the barriers to career advancement.

Some units on campus offer information on mentoring and formal programs to facilitate continuous mentoring of faculty from the time of their arrival at OSU. We have advocated for a central mentoring resource. The office of Equity and Inclusion has compiled resources available on and off campus, and is in the process of creating a mentoring website. We will continue to request updates on the availability and curation of this tool, which will be invaluable to students, staff, and faculty.

Minority Mentorship and Retention: Last year, our invited speaker, Daryl Smith, reviewed the demographics of OSU's recent hires into tenure-track positions. She noted that when race/ethnicity data are not disaggregated to consider citizenship we are unable to get a clear picture of how the university is doing with regard to the numbers of underrepresented domestic minorities hired. In the two years of hiring data OSU provided her, 30 percent of the hires categorized as "faculty of color" were not U.S. citizens or permanent residents. While internationalization is an important component of the university's diversity efforts, this aggregation of data risks concealing some of the areas in which the tenure track faculty demographics do not reflect that of the available population. As part of ongoing efforts to monitor disparities, the offices of Equity and Inclusion and Institutional Research now disaggregate hiring data.

Above, we discussed mentoring resources for all faculty, but to improve recruitment, retention, and job satisfaction of OSU's faculty of color, we are exploring additional mentoring resources such as partnering to sponsor a workshop at OSU facilitated by the **National Center for Faculty Development and Diversity** (NCFDD; <http://www.facultydiversity.org/>). NCFDD is highly recommended as a transformative organization that presents excellent workshops.

Employee Access to Staff Fee Privileges and Online Classes: Although all OSU employees are entitled to a tuition discount, not all have the flexibility to use it, which can be a barrier to professional development and

career advancement. This is sometimes due to work scheduling requirements. Anecdotally, we know it is also sometimes due to inconsistency and inflexibility between supervisors. To address the second issue, we have discussed the possibility of modifying the current form required for Staff Fee Privileges to require that supervisors provide a legitimate reason for denying employees approval for attending classes.

When there is a genuine scheduling conflict, Ecampus may provide flexibility for employees wishing to further their education. There is currently no financial model providing for such a possibility. Further data (such as a survey) is needed to gauge the potential cost of providing employees with inflexible schedules access to online classes. PCOSW needs to partner with other units on campus to gather this information and to look for potential ways to equalize access to this important employee benefit.

Fixed-term faculty: In 2004, Faculty Senate created a task force to compile data on fixed term faculty at OSU (<http://oregonstate.edu/senate/committees/other/ftf/>). To follow through on that report, our subcommittee has been seeking available data on campus on these employees, which include instructional, research, and professional faculty. We have gleaned several interesting facts from our campus data search.

1. Fixed term faculty comprise approximately 66 per cent of full-time faculty, and 90 per cent of part-time faculty (OSU Institutional Data 2008-09).
2. Women research associates, which are generally PhDs working in a research capacity, are likely to be paid less than male research associates (Postdoctoral Survey 2013).
3. Women in fixed term positions are more likely to work part-time than their male counterparts (OSU Institutional Data 2008-09).

We also recently learned that the faculty senate is performing an AAUP survey on fixed term faculty, but there is a critical need to collect detailed, OSU-specific information about these employees, who are the front line of OSU research, teaching, and administration. We know non-tenure track researchers author research papers, and bring millions of dollars of grant money to OSU each year. They teach many students, and perform essential services, without which our university could not function. In addition to the AAUP data, we would like to see the contribution of these classes of employees quantified. This information will assist OSU in properly recognizing the expertise, accomplishments, and distinction of these employees across disciplines and departments. Such data will also help us to acknowledge and reward the contributions of those with less linear career tracks.

The work of universities is increasingly performed by non-tenure track faculty. In parallel, best practices for the hiring, evaluation, and promotion of these employees are being developed nationwide. There are accompanying issues around professional development, career advancement, and integrating non-tenure track faculty into department and university governance. Our subcommittee is working to bring a researcher who has published in this area to speak at OSU in the fall. We are seeking partnership with the Faculty Senate and other units on campus, so that OSU can get maximum benefit from this expertise.

Work-Life Balance Subcommittee Report

Committee membership: Michelle Kutzler (convener), Michelle Maller, Mariette Brouwers, Lori Kayes, Patricia Lacy, Marissa Chappell, Robynn Pease, Amy Kuhn, Toni Doolen, Christine Olsen

Summary of committee activities:

The PCOSW Work-Life Balance (WLB) Subcommittee focused on issues of child care and work/life flexibility for faculty and staff.

Work-Life Coordinator: A member of the PCOSW Work-Life Balance Subcommittee served on the search committee for the first Work-Life Coordinator. Dr. Robynn M. Pease began her full-time employment at OSU on January 7, 2013. Robynn received her bachelor's degree in Sociology from the University of California Santa Cruz, a master's degree in German from San Francisco State University and a doctorate in Sociology from the University of Kentucky. She also has a Certificate in Gerontology from the University of Kentucky Sanders Brown Center on Aging. Prior to OSU, Robynn served as the Director of Work-Life at the University of Kentucky. Her areas of focus included elder care, child care, implementation of flexible work arrangements and employee advocacy, serving as the first female Staff Representative to the University of Kentucky Board of Trustees from 2009-2010. Additional activities included collaborations with the University of Kentucky Institute for Workplace Innovation (2007-2012) and teaching part-time in the UK College of Social Work and UK Department of Sociology. Robynn is currently President-elect of the College-University Work-Life-Family Association. In addition to serving OSU as the Work-Life Coordinator, Robynn is the founding director of the Greater Oregon Higher Education Recruitment Consortium (GO HERC), a new program established by the Provost's Office to support dual-career partners within higher educational institutions throughout Oregon and southern Washington.

Work-Life Balance Toolkit: With the help of the PCOSW WLB Subcommittee, Office of Academic Affairs, the graduate student Rebecca Schoon, and many others, the Work-Life Balance toolkit for tenured and tenure-track faculty was completed (**Appendix 1**). The PCOSW WLB Subcommittee recommends that this living document be extended to include staff and professional faculty at Oregon State University.

Childcare: A survey of center-based child care was completed to evaluate the availability of infant child care and to capture current cost structures for child care centers both on and near the Corvallis campus as this is where the majority of our faculty reside (**Appendix 2**). This effort was undertaken to begin efforts to identify potential issues related to cost and availability of adequate child care for OSU community members. This effort was undertaken, in part as a result of a perceived sense of urgency to fully assess these issues, resulting from the dissolution of the OSU/Growing Oaks Child Care Center contract in the spring of 2012. The center-based child care situation has become even more challenging due to recent (February 2013) closure of the Monroe Childcare Center. The University community lost approximately 65+ subsidized child care spots, leaving many University families with one option for affordable, subsidized infant and child care: Beaver Beginnings. In addition, when Growing Oaks moved their operations off of the OSU campus, there was an immediate 15% tuition increase for currently enrolled families. As of March 1, 2013, there has been an additional 7% increase in tuition at Growing Oaks and Lancaster Center (both part of CCCC). The financial gap has further widened between what University families pay at Beaver Beginnings (a University subsidized facility) and what University families pay at local community based child care centers. These increases for many families make childcare centers no longer affordable. For example, full-time infant care for a faculty member at Beaver Beginnings is

\$843/month. At Growing Oaks, a faculty member pays \$1065 for the same service. This is a situation that needs to be addressed through increased financial assistance for families.

The lack of affordable childcare is a problem for OSU students as well but quantifying this problem is difficult based upon difficulties in determining the number of OSU students with children. The Office of Institutional Research provided an estimate of OSU students with children enrolled in Fall 2011 (**Appendix 3**). Based upon these estimates, 45% of married undergraduate, graduate and post-baccalaureate students have children and would be in need of some kind of childcare while attending OSU.

Based on an informal survey of childcare centers on and nearby campus (**Table 2**) performed by the PCOSW WLB Subcommittee, it appears that both the availability of center-based care that is on or nearby campus, as well as the cost of center-based care are potential issues for many different members of the campus community. In parallel to the effort to assess center-based child care on and nearby campus, members of the PCOSW WLB Subcommittee also conducted a survey of family child care providers (non-center providers) in Linn and Benton Counties. We used lists provided by both Benton County and Child Care Resource and Referral Agencies (through Family Connections at LBCC) and collected data on each provider's capacity, hours, cost, ages served, and whether they accepted OSU subsidies. We were unable to obtain reliable overall data due to inability to contact many providers and the frequent turnover of family child care businesses. This instability was confirmed in a conversation with Bobbie Weber, a researcher of child care in OSU's Family Policy Program. We would also note that while these lists include providers who have some level of licensure, we are not fully educated in the nature of such licensure, and it is tremendously difficult for parents to determine and ensure the safety and quality of family providers (as opposed to centers, for which there are more structured systems of evaluation and accreditation).

While this research points out some of the issues faced by campus members, the PCOSW WLB Subcommittee does not have access to the full range of information to complete a detailed assessment to help define appropriate solutions to these issues. The PCOSW WLB Subcommittee has recommended that we contract with an independent agency to conduct a detailed assessment and analysis to determine the availability of and affordability of appropriate child care near and on campus in light of current and projected child care need in support of the OSU community of faculty, staff and students. This assessment will help provide the basis for a recommendation that will address immediate and, potentially longer-term OSU community needs. In effort to address this, the PCOSW WLB Subcommittee in conjunction with the Office for Childcare and Family Resources are in the early stages of contracting for an independent assessment / analysis of available child care in the Corvallis community as well as current and projected needs for child care serving OSU faculty, staff and students. This will yield important information to be used in creating additional subsidized child care slots.

The PCOSW WLB Subcommittee also noted that one important service that is currently planned that will address the need for back-up and drop-off child care is coming with the building of the student resource center, informally known as SR3. This center will include square footage dedicated to short-term child care needs for the University community. The SR3 is a collaboration between Childcare and Family Resources, Human Services Resource Center and Veteran's Affairs and will be utilizing \$6.6M in funds currently set aside for this project.

Table 2. Summary of Infant Care Availability and Costs (as of 3/1/13) for Child care Centers Near and On Campus

Center Name	Infant Capacity	Fill Rates	PT/FT options	Infant/Wobbler/Toddler Cost	Wait List Details (priority is always given to families with siblings currently enrolled)	Subsidies & Tuition Assistance
Growing Oaks	8 infants	Usually full	Offer 2, 3, 4, or 5 full day and half day options	Full time: 5 days is \$1065/mo; 4 days is \$970/mo; 3 days is \$715/mo; 2 days is \$490/mo; random add day is \$65/day. Half Day: 5 days is \$780/mo; 4 days is \$670/mo; 3 days is \$520/mo; 2 days is \$455/mo; random add day is \$55/half day	Can always get on wait list; very dynamic	UWS SFF FS DHS/AFS
Lancaster Center	8 infants	Right now, not that full	Offer 2, 3, 4, or 5 full day and half day options	Full time: 5 days is \$1065/mo; 4 days is \$970/mo; 3 days is \$715/mo; 2 days is \$490/mo; random add day is \$65/day. Half Day: 5 days is \$780/mo; 4 days is \$670/mo; 3 days is \$520/mo; 2 days is \$455/mo; random add day is \$55/half day	Can always get on wait list; very dynamic	UWS SFF FS DHS/AFS
Little Beavers Preschool	8 infants	Always full	Have full time or 25 hours/week	Full time: \$922/mo and part time is \$767/mo	Do have a wait list and usually doesn't really matter except for parents with older children at the center. Most people have found other alternatives by the time they are called.	SFF FS DHS/AFS
OSU Beaver Beginnings	16 (2 rooms up to 8 infants/room)	Usually at capacity	Offer 2, 3, or 5 full day options	Students: 5 days is \$595/mo; 3 days is \$445/mo; 2 days is \$355/mo. Faculty/Staff: 5 days is \$820/mo; 3 days is \$620/mo; 2 days is \$505/mo	Waiting list about 2 years long for infants, 1.5 years for non-infant rooms.	SFF FS DHS/AFS
Presbyterian Preschool & Child Care Center	9 (mix of FT/HT)	Usually full, but length of time on waitlist is quite variable; add new infants regularly;	Offer full time and half time options. Infants tend to transition from half time to full time and this is allowed	Full-time: \$1034/month; Half-time (<=25 hours/week; totally flexible): \$785/month	Waiting list currently has 17 infants and 22 other ages. Out of every 5 families on the wait list, 2 families will eventually be served.	SFF FS DHS/AFS CSSS Tuition assistance from in-house fundraising is also available depending on income
Zion Lutheran Hand in Hand Early Learning Center	8 infant and 7 toddler	Usually full	Offer full time and part time. Can do 1 hour - 40+ hours per week. Pay only for time you contract for.	Full time: is \$975/mo and 20 hours is \$685. Have all other options inbetween for graded amounts. Less than 15 hours/week pays at an hourly rate of \$9/hour	Waiting list currently has 7 waiting for infant space and 8 for toddler space. Typically 1 - 2 months is the longest time on the waiting list. Very dynamic	SFF FS DHS/AFS Give a 5% discount to OSU staff or students

UWS: United Way subsidy available for students only; SFF: Student fee funded OSU subsidy for students; FS: Friendraisers subsidy funded through an OSU Foundation endowment for faculty and staff; DHS/AFS: Department of Human Services/Adult Family Services partner (accepts public assistance); 5: CSSS: City Social Services subsidy available for local city residents

Lactation Rooms: The PCOSW Work-Life Balance Subcommittee investigated lactation rooms on the at Oregon State University campus and other campuses across the country. Our intent was to gather information about the number of lactation rooms that are available, as well as the condition, location, resources, and entry procedures. We also sought to learn how universities were incorporating the costs for construction and maintenance of the rooms into their budgets. In addition, we collected other information that is relevant to nursing mothers. In total, we investigated lactation resources on 22 campuses (see box to right). We found that the availability of lactation rooms varied considerably. Some schools made it very difficult to find any information, while others had online resources that were searchable, included photos and directions, and were very inviting. The number of rooms varied from 5 to 88 (OSU has 15). Some schools provided very comfortable rooms with rockers, sinks, refrigerators, breast pumps, televisions, stereos, magazines, and other tools. Some schools had formal plans adopted by the administrations for future creation of lactation rooms in all new buildings and renovations, including a list of room requirements. Access to the rooms was predominately by electronic keypad. Several schools used grant funds for start-up costs and then have incorporated maintenance into the regular university or building budget.

Paid Family Leave Policy: Access to paid family leave at Oregon State University varies among employees. During the period of family leave, a classified employee is entitled to paid family leave if they use accrued vacation leave, compensatory time, sick leave, or hardship leave. Hardship leave is an irrevocable donation of accumulated vacation leave and compensatory time from one classified employee to another classified employee. The receiving employee must make application for donated leave with the Office of Human Resources and provide a treating physician's certification that the employee's illness or injury will continue for at least thirty days following the employee's projected exhaustion of his/her accumulated leave. Refer to Article 40, Sick Leave, Section 8, Hardship Leave, of the OUS/SEIU collective bargaining agreement for provisions covering hardship leave. However, an unclassified employee is only entitled to paid parental leave if they use accrued sick leave (and vacation leave for 12-month faculty). Based upon statistics provided by the Office of Institutional Research at Oregon State University, more than a quarter of our faculty (28.6 percent) hold nine-month appointments, which limits their paid family leave to their accrued sick leave. Well-developed shared and paid family leave policies exist at Colorado State University, Pennsylvania State University, Purdue University, Texas A&M University, Boise State University, University of California (Berkley), and University of Washington. At Purdue University, new parents may receive up to 120 hours of pay at their regular pay rate that in addition to their sick and vacation. The paid parental leave extends to their graduate student employees as well. At Pennsylvania State University, birth mothers receive up to six weeks paid time off in addition to sick and vacation time, birth fathers receive up to two weeks. Up to six weeks is granted for adoptive parents, if both parents are employed at the university, they are eligible for up to eight weeks combined. Additionally, Pennsylvania State University stipulates no maximum benefit, and instead leaves that to the dean and/or supervisor.

Creating a Family Friendly Department: Toolkit for Academic Administrators

A Joint Venture between OSU's Office of Academic Affairs
and President's Commission on the Status of Women



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Oregon State
UNIVERSITY

Creating a Family Friendly Department: Toolkit for Academic Administrators Tenured/Tenure-Track Faculty Version

TABLE OF CONTENTS

	Executive Summary	
I.	Introduction	3
II.	Why should units be family friendly?	5
	• Facts about faculty experiences in the academy	
III.	Creating a family friendly unit	9
	• Ten essential steps for unit heads	
	• Recruitment and hiring	
	• Advancement and tenure	
	• Best practices	
IV.	Family accommodation policies, laws and resources	15
	• Policies	
	• Laws	
	• Resources	
V.	What can happen if a faculty member in my unit is denied or discouraged from making use of applicable policies or laws?	24
	• Legal do's and don'ts for unit leaders	
	• Evidence of discrimination	
	• Legal case examples	
VI.	Vision for Future Directions	27
	• Suggestions from unit leaders for future supports	
VII.	Additional Information	28
	• Online family friendly resources/programs	

Executive Summary

Oregon State University's ability to attract and retain the best faculty depends largely on a culture that values and supports both the work and family/personal life needs of all faculty over the course of their career. Unit leaders have a central responsibility in understanding the importance of a family friendly unit, and in implementing policies, sharing resources, and reinforcing cultural practices to assist all faculty.

Family friendly units are essential to the continued vitality of Oregon State University. This toolkit is aimed at academic leaders (including department chairs/heads as well as academic school directors) as they seek to recruit and retain the best faculty.

National studies illustrate the significance of work life balance as an issue of recruitment, retention, professional success, and life satisfaction of academic men and women. A 2011 survey of OSU tenure-line faculty similarly echoed these themes. While OSU is perceived to have an overall positive climate, tensions around competing needs related to employment and family life are also prominent.

Academic unit leaders play a critical role in creating a family friendly culture. Essential steps for unit heads include assessing current practices, learning applicable policies and laws, and promoting the availability of such supports. Supporting a collegial climate and hiring diverse faculty—including those who are caregivers—are equally necessary. Recruitment and hiring processes should highlight family friendly policies, while dual career hire options might need to be considered. Advancement and tenure processes must involve active, clear communication with faculty around their progress. Review committees should also be reminded to review dossiers without penalizing faculty for having been granted a tenure clock extension after taking family/personal leave.



Department chairs/heads should work with individuals to craft a plan for structuring leave that meets both the faculty member and unit needs. Academic unit leaders have legal responsibilities to uphold the policies and laws that support a family friendly environment.

A number of policies, laws, and campus resources exist to assist faculty in balancing their needs between work and family. The Offices of Human Resources and Academic Affairs manage Federal/State laws and provide policies and resources to assist in areas that may impact work life balance. OSU Childcare & Family Resources offers assistance such as subsidized childcare on campus, lactation rooms, and informative parent “Lunch & Learn” discussions. Resources for stress management, financial and retirement planning, improving faculty fitness, tobacco cessation, weight management and more are available through programs such as the Healthy Campus Initiative and the Employee Assistance Program. OSU has also produced several new related programs over the past two years, including a University Ombuds, the Dual Career Hiring Initiative and a Work Life Coordinator.

We should be thinking about it as creating a people-friendly environment. It’s not about work versus life; it’s how you create a successful environment. It’s a culture, which starts with values. What are the common values that you create within your unit for people to be professionally and personally successful?

–OSU Department Head

I. Introduction

Over the course of their careers, nearly all faculty, regardless of family status, will need the flexibility to adjust the balance between their academic and family lives, whether for the birth of a child, personal illness or disability, or illness of a family member.

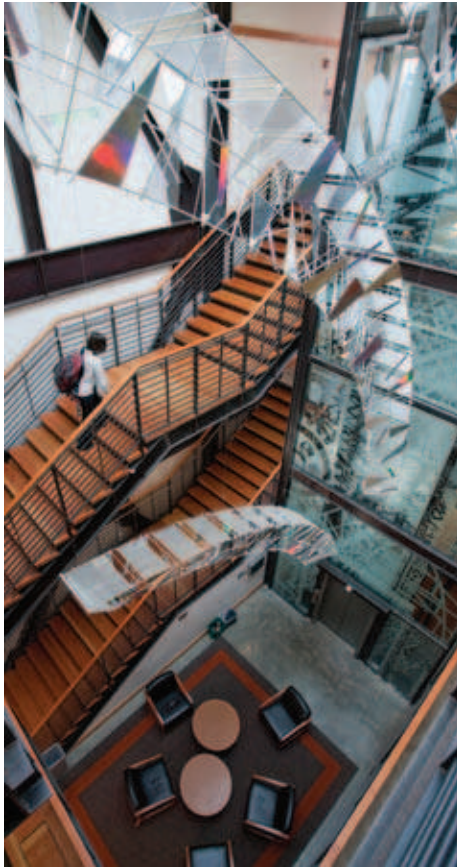
To begin, there are varying understandings of “family”. Laws such as Federal Family Medical Leave Act (FMLA) restrict family members to a son, daughter, spouse or parent. The Oregon Family Leave Act (OFLA) definition is the same, but also includes a parent-in-law and same-gender domestic partner. *Although OSU uses the definitions from these laws in connection with family leave, it takes a broader position in some other contexts, understanding family as a relationship by blood, marriage or affection, in which members may consider their identity to be intimately connected to the larger group.¹*

The excellence of OSU depends on attracting and retaining top scholars to its ranks. Making all units “family friendly” – by creating and implementing policies, resources, and cultural practices to assist faculty in integrating workplace and personal needs – is a crucial aspect of this process. Women and men want to have both a satisfying and successful professional and personal life.

The job of academic unit leader requires that one person wear many hats – simultaneously handling an enormous range of responsibilities. This Toolkit provides a rationale for the importance of a family friendly unit, as well as practical how-to information to achieve that goal.

As the front-line administrators for each unit, it is the responsibility of all unit leaders to be knowledgeable about these policies and practices, and to promote and support them. The use of many of OSU’s family accommodation policies and laws is an entitlement for all eligible faculty men and women, not an area for negotiation.

Units that are family friendly have the best opportunity to achieve the highest level of excellence in teaching and scholarship from all its members.



“If there are 400 people inside our circle of influence, there is going to be a set number over time who are going to have medical problems, parenting challenges, who are going to get divorced and need counseling – it’s predictable; it’s life, so we should not be surprised. Work life balance is not an anomaly. This is a very predictable part of a large organization that we can be friendly about and not make anyone feel is a burden.

–OSU Dean

“There’s a need for recognition that one of the draws of higher education over other careers is flexibility. If we deny that flexibility, our faculty can make much more money in industry – particularly when companies are implementing very family friendly policies. We need to make our ability to have flexibility a strength of strength of being in higher education.”

– OSU Associate Dean



II. Why should units be family friendly?

Raising children, caring for aging parents, managing a serious illness or disability and other personal priorities can deeply impact the lives of all faculty.

Nationally, many faculty attempt to minimize the negative consequences associated with family obligations. While family friendly policies are increasingly available, their use can be influenced by both real and perceived penalties.

- Substantial proportions of faculty parents may miss important events in their families' lives or return to work sooner than they would have liked after taking family leave in order to appear fully committed to their career.²
- A recent study of a large, public research institution demonstrated that faculty members who use Tenure Clock Extension policies for family reasons experience a wage penalty, which could not be explained by differences in productivity.³

Data from the 2011ACE Career Flexibility Survey⁴, a survey of 287 tenured or tenure-track faculty from OSU, shed light on these issues:

- Of faculty members who have at some time initiated steps to leave OSU, 43% stated a desire for a better work life balance among their reasons—only a “desire for better pay” garnered a higher response.
- While 79% of respondents felt that unit heads are supportive of their personal life needs, 60% also indicated that career pressures at OSU make it difficult to achieve a good balance between their work and personal life.
- Three quarters of respondents agreed that career pressures keep them from devoting as much time and attention to personal and family needs as they would like.
 - 54% felt they “often” or “very often” put their career before their personal or family life.

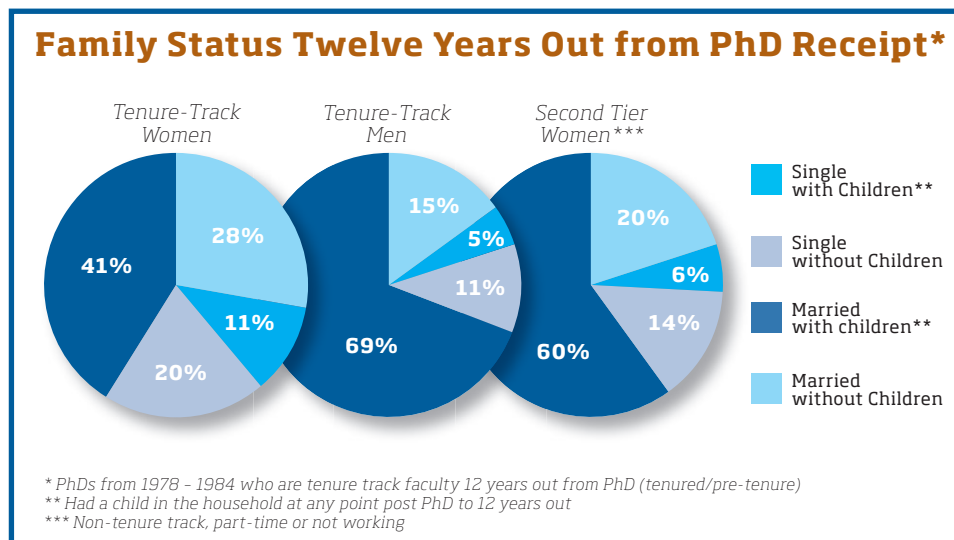
Although OSU offers a range of family accommodation policies and supports— from tenure-clock extension to paid leave —, too few faculty are familiar with their options and too few eligible faculty use them. According to the ACE Career Flexibility Survey:

- Over half of respondents did not know if faculty members are allowed temporary relief with no loss of pay to attend to family and personal duties under certain circumstances.

- When eligible OSU faculty were asked why they did not extend the tenure clock, one major issue came to the forefront: fear of policy use impacting their career.
 - 55% of respondents feared it would make them appear less committed to their career.
 - 48% percent were afraid it would hurt their chances for tenure.
- Of respondents who had elected to stop the tenure clock, 40% felt they had to demonstrate relatively greater academic productivity than others to obtain tenure.
- **Many OSU faculty appear to avoid behavior to further their personal lives if they fear it might result in negative repercussions at work.**
 - 22% of survey respondents delayed having children or had fewer children than desired in response to career pressures. While this is an improvement over statistics from UC Berkeley, where 43% of women delayed child rearing, OSU can still improve the climate for family friendly decisions.

Historically, the responsibility of care giving has fallen disproportionately on women. These patterns are changing, but data suggest the career trajectories of women in academia are still negatively impacted by the demands of family life.

- Although women now earn 50% of PhDs granted to U.S. citizens, at OSU women represent
 - 38% of all tenure-track faculty
 - 33% of tenured assistant/associate and full professors ⁵
 - and 25% of tenured full professors.





Family formation helps to explain why, nationally, women are overall less likely than men to enter tenure-track positions and to achieve tenure.⁶

- Analyses from the national Survey of Doctorate Recipients (SDR)⁷ indicate that for each year after the PhD, married men with children under 6 are 50% more likely to enter a tenure-track position than are married women with children under 6.

Numerous studies on the role of unconscious and implicit assumptions reveal the fact that even the most careful people have biases related to care giving and gender.⁸ For example:

- In a study of job seekers,⁹ male and female evaluators rated candidates randomly assigned a male or female name and parental status. When asked if they would hire the applicant, 84% of participants said they would hire the woman without children, compared to only 47% of the mothers. In assigning a pay range, non-mothers were offered \$11,000 more than mothers. In contrast, fathers were offered \$6,000 more in salary than non-fathers.

While this impact on women is still prevalent, social norms are changing and men are increasingly assuming caregiver responsibilities. The importance of work life balance extends to all faculty.¹⁰

Incoming faculty tend to view issues of work life balance as critical for all caregivers in a family—and a significant component in assessing a workplace.¹¹

Family friendly units also make economic sense. The cost of recruiting and hiring a new faculty member can average \$96,000.¹²



III. Creating a family friendly unit

Ten essential steps for unit heads

1. Make becoming family friendly a major priority for your unit. Units are family friendly when they offer and support policies, resources, and cultural practices that allow faculty to successfully integrate work and family needs.
2. Review and assess your unit's current practices and climate around work life balance.
3. Become conscious about unconscious bias issues concerning care giving, culture and gender. See Project Implicit for more information: www.implicit.harvard.edu. Be intentional about assuring that parental status does not affect salary.
4. Know the family accommodation policies and laws that apply to your faculty – most faculty learn about them from their unit leader.
5. Actively advertise and support your unit's family accommodation policies and procedures – this helps assure faculty that they won't be arbitrarily disadvantaged in promotion, advancement or compensation.
6. Make the use of family accommodations the standard for conducting business in your unit rather than viewing them as exceptions or “special privileges.”
7. Establish a standard of collegiality among faculty and staff that supports family identities, e.g. organize events, such as an annual unit picnic, that include family members. Include respectful and collaborative behavior as part of the criteria on which all faculty are evaluated.



85% of OSU faculty respondents to the 2011 ACE Survey indicated that family friendly policies (such as leave and tenure clock adjustments) were discussed very little or not at all in unit meetings.

8. Be proactive about recruiting and hiring diverse faculty for your unit, including those who have temporarily slowed down their career for family care giving reasons.
9. Maintain transparency in the promotion and tenure process, and advocate for your faculty who have used family accommodation policies, e.g., communicating with unit heads, budget committees, and outside reviewers.
10. Implement small changes that can have a significant impact on the culture of your unit, e.g., family friendly scheduling for meetings and teaching schedules, funds for care giving when traveling, and acknowledging the diversity of faculty needs.

“Oregon and Corvallis have a reputation for being family friendly—the university will do well by working to maximize that asset.”

–OSU Dean

Recruitment and Hiring

- Actively highlight your unit’s family friendly policies, benefits, and resources for faculty recruits and new faculty.
- Provide or make use of the Dual Career Hiring Initiative, Greater Oregon Higher Education Recruitment Consortium (GO HERC), childcare support, and relocation assistance when recruiting finalists. See the new Work Life Coordinator under Section IV “New Resources” for more information.
- Communicate that your unit is a place where faculty with care giving responsibilities can thrive. Establish:
 - Clear, well-publicized policies and procedures for evaluation and promotion when family accommodation policies are used
 - Mentoring resources for junior faculty about combining work and family
 - An explicit plan to promote family friendliness within the unit.¹³
- For full toolkits on recruitment and hiring for a diverse faculty, see
 - the University of Washington’s Faculty Recruitment Toolkit (<http://www.washington.edu/diversity/avpfa/toolkit/index.shtml>)
 - the University of Michigan’s Faculty Recruitment Handbook (<http://www.umich.edu/~advproj/handbook.pdf>).

“When we do interviews and orientations, younger faculty ask about these issues. There’s a feeling that they don’t want to give up everything for their jobs and they’re right to question that.”

–OSU Associate Director

Advancement and tenure

- Maintain open communication: The more information faculty who have used family accommodation policies are given about their progress toward advancement or tenure, the greater the likelihood that they will perceive the environment as open and the chair as someone they can trust.
- Ensure transparency in the promotion and tenure process: A common perception of the promotion and tenure process is that it is not transparent or consistent. Units should develop and maintain transparent and consistent criteria for granting tenure and promotions and inform their faculty of these expectations.¹⁴
- Provide information to review committees and external reviewers: Review committees should be directed to focus on quality and total quantity of scholarly productivity rather than time since degree or job hire so that faculty who slow down due to family obligations are not unduly penalized in the peer review process.

See http://oregonstate.edu/admin/aa/sites/default/files/documents/request-for-outside-letter-of-evaluation_9_27_12.doc for a sample letter.

Suggested language to include in letters requesting P&T evaluation:
“Professor [] received approval for a tenure clock extension of [] year[s] in accordance with Oregon State University policy. Therefore, it is important that you evaluate the dossier without prejudice, as if Professor [] had been on probationary status the standard five years.”

“One of our faculty was a single parent and also the long-distance caregiver of a parent who had a serious illness. This person activated the one year tenure clock extension. One of the challenges is that when you send out the dossier, there is an assumption that the person got an extra year and there should be seven years worth of work. It’s vital that the letters that go out to reviewers and P&T committees clearly establish the time period of evaluation.”

–OSU Associate Dean

Best practices

- Unit culture change rests on wide-scale acknowledgement and acceptance of the diversity of faculty family structures, situations and needs. For example, dispelling myths about lack of seriousness among faculty who extend the clock to meet personal needs, or nursing mothers who bring babies to conferences or presentations will go far in fostering a supportive culture.
- Travel funds: A travel fund available to faculty who must bring a young child with them for research or conferences (particularly if breastfeeding), or who must hire additional help when they are away, should exist at the unit or campus level.
- Rainy Day Fund: Units are encouraged to set aside funds at the beginning of the fiscal year to assist in hiring temporary coverage for faculty who might have to take leave.
- Accommodations around modified work schedules: During situations of special need, faculty members may benefit from or need modifications to their position. Units have the flexibility of designing modified duty work schedules.



“It’s not just the macro policy or programmatic pieces; it’s the attitudinal things. I had a faculty member come in to my office visibly nervous about having a baby. The leadership of setting a positive tone has to be present. When a faculty member comes to say he or she is having a baby, it’s important that this is welcomed.”

–OSU Dean



- Accommodations following leave: Chairs should work closely with faculty members to determine course and committee assignments that may be more manageable during the term of their return.
- Family friendly scheduling: Scheduling of faculty meetings, classes, seminars, and receptions should take into account the competing and often simultaneous demands of work and care giving for faculty trying to excel in both realms. When possible, unit events should be scheduled between 8 a.m. and 5 p.m. to allow faculty to more easily meet the dual needs of work and family. A small change of this type can have a large impact on unit culture, feelings of inclusion among faculty, and faculty success in the academic arena.
- Mentoring faculty: Junior faculty can benefit greatly from mentoring by unit leaders or senior faculty about combining work and family. To counter feelings that work/family balance is a unique situation, junior faculty need to hear from others who successfully balance their professional and personal lives without negative repercussions.

“We have had situations when a faculty member has a sick child or a faculty meeting conflicts with care giving obligations. We have the technology to accommodate the person calling in. It’s better to create a supportive culture before problems and complaints arise.”

–OSU Dean

IV. What family friendly policies, laws and resources apply to the faculty in my unit?

A number of policies, laws, and campus resources exist to assist faculty in balancing their needs between work and family:

- The Offices of Human Resources and Academic Affairs manage Federal/State laws and provide policies and resources to assist in areas that may impact work life balance.
- OSU Childcare & Family Resources offers assistance such as subsidized childcare on campus, lactation rooms, and informative parent “Lunch & Learn” discussions.
- Resources for stress management, financial and retirement planning, improving faculty fitness, tobacco cessation, weight management and more are available through programs such as the Healthy Campus Initiative and the Employee Assistance Program.

Key Laws¹⁵

Federal Family Medical Leave Act (FMLA)

Allows employees to take up to 12 weeks of unpaid leave within a leave year for their own serious health condition, the serious health condition of a family member, or to care for a newborn or newly placed adoptive or foster child. Eligible employees can remain in paid status while on FMLA leave by using their accrued sick and/or vacation leave or by requesting an advance of unearned sick leave.

FMLA provides job protection, job restoration, and continuation of medical and dental benefits during the leave period. To be eligible for FMLA, employees must have been employed for at least 12 months and have worked at least 1250 hours in the 12 months immediately preceding the date leave begins. If both parents work for OSU, they are limited to a combined 12 weeks of FMLA leave to care for a newborn or newly placed adoptive or foster child; leave for other reasons do not carry a spousal limit. If an employee is eligible for both FMLA and OFLA leave, these leaves run concurrent.

OSU Human Resources Family and Medical Leave Handbook: <http://oregon-state.edu/admin/hr/sites/default/files/ercc/fmla/fmla-handbook.pdf>

United States Unit of Labor FMLA information: <http://www.dol.gov/dol/topic/benefits-leave/fmla.htm>

Oregon Family Leave Act (OFLA)

Allows employees to take up to 12 weeks of unpaid leave within a leave year for their own serious health condition, the serious health condition of a family member, to care for a newborn or newly placed adoptive or foster child (parental leave), or to take leave to care for a sick child with a non-serious health condition. Eligible employees can remain in paid status while on OFLA leave by using their sick and/or vacation leave or by requesting an advance of unearned sick leave.

The OFLA provides job protection and job restoration; it does not provide benefit protection during the leave period. To be eligible for OFLA, employees must have been employed for at least 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. However for parental leave, employees are eligible after being employed 180 calendar days without regard to the number of hours worked. If an employee is eligible for both FMLA and OFLA leave, these leaves run concurrently.

OSU Human Resources Family and Medical Leave Handbook: <http://oregon-state.edu/admin/hr/sites/default/files/ercc/fmla/fmla-handbook.pdf> United States Unit of Labor FMLA information: <http://www.dol.gov/dol/topic/benefits-leave/fmla.htm>



To find out more about FMLA and OFLA – what they cover and how they differ – see the Family Medical Leave FAQs at: <http://oregonstate.edu/admin/hr/faqs.html>



Breastfeeding Law

Enacted January 1, 2008 the law provides employees with private space and time for nursing mothers to express milk for their newborns through 18 months of age. The law requires that:

- The location must be in close proximity to the employee's work area, and cannot be a toilet stall or restroom.
- Businesses do not have to have a dedicated lactation room – a vacant office or conference room could suffice – however the room must be private and cannot be a cubicle. 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.

Oregon Health Authority-Public Health: <http://public.health.oregon.gov/healthypeoplefamilies/babies/breastfeeding/pages/laws.aspx>

Policies

OSU Expressing Milk in the Workplace

In accordance with State of Oregon rules and law, it is the policy of the OSU to provide a private location and rest periods to employees for expression of milk. Employers will provide reasonable unpaid rest periods and make a reasonable effort to provide locations to accommodate employees who need to express milk for their children.

Expressing Milk in the Workplace policy: <http://oregonstate.edu/fa/manuals/gen/milk>

OSU Tenure Clock Extension

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.

Promotion and Tenure Guidelines in Faculty and Staff Handbook: <http://oregon-state.edu/senate/committees/ptc/agen/2012/PTguidelines.pdf>

OSU Sick Leave

Unclassified employees appointed at .50 FTE or above will receive sick leave accrual, proportional to the employee's appointment percentage, at the rate of eight hours for each full month of service. Sick leave is 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 employee or the employee's spouse. When the absence also qualifies for FMLA/OFLA leave, the employee's use of sick leave will run concurrent to FMLA/OFLA leave.

An unclassified employee may receive an advance of unearned sick leave for an illness or injury. The number of hours advanced depends on whether the employee is tenured/ tenure-track or fixed-term and is prorated based their appointment percentage. When all accrued sick leave has been used, a written request may be submitted to be on sick leave without pay for up to one year.

OSU Leave Administration Policies: http://oregonstate.edu/admin/hr/sites/default/files/benefits/leave_admin_pol.pdf



OSU Vacation Leave

An unclassified employee appointed into a 12-month appointment at .50 FTE or above will receive vacation leave accrual, proportional to the employee's appointment percentage, at the rate of 15 hours per month. Vacation leave is available for usage following six full calendar months of service. When the absence also qualifies for FMLA/OFLA leave, the employee may elect to use vacation leave which will run concurrent to FMLA/OFLA leave.

OSU Leave Administration Policies: http://oregonstate.edu/admin/hr/sites/default/files/benefits/leave_admin_pol.pdf

OSU Parental Leave

Employee may take FMLA/OFLA leave for delivery and to care for their newborn child or newly placed adoptive or foster child. This has commonly been referred to as maternity leave, but extends to both parents. Eligible employees can remain in paid status while on FMLA/OFLA leave through use of their accrued sick leave, requesting an advance of unearned sick leave, or using accrued vacation leave. If requested, vacation pay will apply after the use of sick leave. If the employee chooses not to use vacation leave when they complete their employee leave request, vacation will not be available for use until after the employee returns to work.

OSU Human Resources Family and Medical Leave Handbook: <http://oregonstate.edu/admin/hr/sites/default/files/ercc/fmla/fmla-handbook.pdf>

Leave Without Pay

A faculty member may apply for a leave without pay for either personal or professional reasons. Tenured and tenure track faculty leave requests of one year or less are routinely approved so long as the faculty member's absence does not cause disruption within the program. Insurance benefits are not provided to employees when all jobs held by the employee are on leave without pay. A period of approved leave without pay does not break the continuity of appointment, but time spent on leave without pay does not count toward eligibility for sabbatical leave and retirement.

Leave Without Pay policy: <http://oregonstate.edu/admin/hr/sites/default/files/documents/general/lwoppolicies.doc>



Resources

Short-Term & Long-Term Disability Leave (STD/LTDL)

Faculty can elect to purchase optional short-term and/or long-term disability insurance. Disability insurance pays when an employee is unable to work because of a disability or injury including pregnancy disability. The length of coverage under short term disability for a pregnancy related disability depends on the nature of the pregnancy (complicated or uncomplicated) as well as the type of delivery (natural or C-section). Waiting periods may apply and length of coverage /coverage amount varies based on the plan purchased. Note: employees must follow applicable OSU leave policies while receiving disability benefits and if eligible, must have also applied for FMLA/OFLA leave.

PEBB Short -Term Disability : <http://www.oregon.gov/DAS/PEBB/OpBen/STD.shtml>

PEBB Long -Term Disability: <http://www.oregon.gov/DAS/PEBB/OpBen/LTD.shtm>

Flexible Spending Accounts – Healthcare and Dependent Care

Faculty may elect to participate in a Flexible Spending Account (FSA) for healthcare and/or childcare/eldercare expenses. These accounts allow faculty to save money on a tax-exempt basis by designating a monthly payroll deduction which is deposited into the FSA account. Throughout the year, claims may be submitted to the FSA Administrator to cover out-of-pocket. These accounts are a “use or lose it account” and subject to IRS regulations for eligibility of expenses.

PEBB Flexible Spending Accounts: <http://www.oregon.gov/DAS/PEBB/docs/SPD/subsections/FSA.pdf>

Childcare Subsidies

The OSU Child Care FriendRaisers Subsidy was created to help offset the high cost of child care for OSU staff and faculty so that they may have equal access to high quality child care. The fund is generated through donated dollars via OSU Foundation. The subsidy is now available to parents at: Beaver Beginnings, Corvallis Community Children’s Centers (Westside-Growing Oaks, Lancaster or Monroe), First Presbyterian Preschool and Child Care Center, Noah’s Ark Preschool and Daycare, Zion Lutheran Hand in Hand Learning Center.

Childcare subsidy assistance: <http://oregonstate.edu/childcare/paying-child-care>

New Resources

New resources have been created to further support a family friendly environment. These include:

Work Life Coordinator

The new position of a Work Life Coordinator in the Office of Academic Affairs will serve half-time on faculty recruitment and half-time as Director of the Greater Oregon Higher Education Recruitment Consortium (GO HERC) initiative, which assists partners of University hires to identify employment opportunities throughout Oregon and southern Washington. GO HERC is a consortium of colleges and universities who work together to facilitate up-to-date employment information, resources, technologies, and a professional network to help each other with recruitment and retention issues.

“GO HERC makes a difference for faculty in recognizing the needs of a spouse not in academia. To know you’re not alone in establishing secure employment in a new community is a gesture of immense good will. That alone speaks very well of the institution as a place that one might want to go.”

–OSU Department Director

University Ombuds

The University Ombuds is part of an overall commitment of OSU to create a healthy workplace climate. The Ombuds acts as a neutral referral resource and dispute resolution practitioner. The Ombuds provides *confidential and informal assistance to the university community by listening to concerns, clarifying issues, proposing options for resolution, providing information and referrals, and if all parties agree, facilitating informal, nonbinding mediation.

University Ombuds
Waldo Hall 113
541-737-7028
Email: sue.theiss@oregonstate.edu

For more information, refer to the Ombuds website at: <http://oregonstate.edu/ombuds/>

(*Confidentiality cannot be promised in matters relating to child abuse, if there is imminent risk of serious harm or if compelled by a court of law.)

Perspective from units involved in dual career hires: “Attracting the best faculty candidates involves not just hiring them, but making it possible for them to come to OSU—and that might mean some arrangement of dual career hire.”

- “The larger goal is that units understand the process as a shared opportunity for a community hire--that there is a net gain for all units involved, and that the hire benefits the overall goals we have as a university.”
 - “It was beneficial for us as the ‘partner hire unit’ to have an opportunity to vet an excellent recruit without the expense of an additional search.”
-

Dual Career Hiring Initiative

If during a faculty position search, a unit finds that a top candidate has a partner who will be seeking a tenure-track academic employment, the opportunity for a dual career hire arises. Academic units have often successfully coordinated both an initial hire and that of a trailing partner. The new Dual Career Hiring Initiative augments such collaborations by offering formalized support and centralized funding.

When both candidates are tenure-track or tenured hires, the Provost will entertain a proposal to approve a waiver of search and jointly fund the academic partner. A third of the partner’s salary plus OPE will be funded for three years by:

- 1) a centralized OSU fund,
- 2) the primary hire unit
- 3) and the partner hire unit

After three years, the partner hire unit will assume all responsibility for salary/OPE and related costs. Variations of this funding model are encouraged if additional units might be involved. Questions can be directed to the Office of Academic Affairs.

“I think a lot of people don’t look at policies until there’s a problem and when they do, it’s confusing. People may worry over a colleague who is intimidating them, a sick family member, any time of transition when there is confusion over what policies apply or options they might have. Those are all good times to come to an Ombuds.

...When we talk about work life balance, it’s how to manage what’s happening on campus and how it’s affecting home or vice versa. There aren’t rigid barriers between work and home life. All these issues are connected. This is a safe place to have a conversation with no stigma or risk of repercussions.”

-University Ombuds, Sue Theiss

V. What can happen if a faculty member in my unit is denied or discouraged from making use of applicable policies or laws?

Legal do's and don'ts for academic unit leaders ^{16,17}

- Having responsibility for personnel decisions means that you need to be aware of and understand the variety of legal issues relevant to your role as unit leader.
- Ignoring the legal realities of the chair role can have significant negative consequences for you, the employees you supervise, and the University.
- As unit leader, you are an agent of the institution, meaning your acts are attributable to the University.¹⁸
- As a University agent, one of your major responsibilities is carrying out the University's policies and procedures. Having a working knowledge of the policies that affect faculty is necessary. If conflicts arise and are taken to court, the governing principles of the University will be used as a standard by which your actions are judged.
- When making a decision that has the potential for legal risk, it is important that you inform and involve your academic dean. The University's Office of General Counsel is available to consult with you and your academic dean at any time.
- A wise unit head will emphasize the central role of academic policy implementation in his or her actions and take care to harmonize decision making with the academic objectives of the unit and the University.





Comments made by administrators can be submitted as evidence of discrimination

- Faculty members who bring lawsuits against educational institutions can use comments made in the past by their colleagues or administrators. Examples of comments offered as evidence in litigation over the denial of tenure from various institutions include:
 - A mother who received tenure “would not show the same level of commitment she had shown because she had little ones at home.”
 - Reason given for denial of tenure to a school psychologist.¹⁹
 - In defending his decision to ask women applicants questions about their family lives, an employer said they were relevant “because he did not want to hire a woman who would get pregnant and quit.”²⁰
 - “The promotions committee decided that you wouldn’t be happy here, and that other members of the unit would resent you and be demoralized.”
 - Unit leader’s explanation to a woman who was denied tenure.²¹
 - “That’s a problem. There are different standards for males and females.”
 - Interim dean, discussing with a male colleague the successful tenure candidacy of a female professor. The male was later denied tenure.²²

Legal case examples

- A 2005 ruling by the Equal Employment Opportunity Commission (EEOC) found “reasonable cause” that a female assistant professor was a victim of sex discrimination when she was turned down for tenure. The professor’s complaint stated that her unit gave her work rave reviews until she took two leaves, one each for the birth of her two daughters. After that time, other faculty members raised “doubts” about how productive she would be, and ultimately denied her tenure despite an impressive objective record and positive assessment from experts in her field.²³
- In a tenure-denial lawsuit involving a reported tentative settlement of \$495,000, the provost at the University of Oregon allegedly told another professor that the mother’s decision to “stop the clock” was a “red flag;” the unit leader also wrote in a memo that she “knew as a mother of two infants, she had responsibilities that were incompatible with those of a full-time academician.”²⁴
- “In 2003, the U.S. Supreme Court ruled that states are not immune under the Eleventh Amendment from suits by individuals, including professors at state universities and colleges, for monetary damages under the ‘family leave’ provisions of the Family and Medical Leave Act (FMLA) of 1993. ... The Court described Congress’s enactment of the FMLA as ‘narrowly targeted at the fault line between work and family – [which is] precisely where sex-based overgeneralization has been and remains strongest.’ The Court further reasoned that ‘notions that mothers are insufficiently devoted to work, and that work and motherhood are incompatible’ constitute gender discrimination.”²⁵

It would help to have an emergency fund to tap into for a temporary instructor. Units can manage covering a course for a single term, but there are special situations, such as when dealing with a terminal illness, when the need might be greater.

–OSU Associate Director

VI. Vision for Future Directions

OSU's commitment to work life balance goes beyond compliance toward strengthening this university as a destination of success. Conversations with administrators and supervisors at OSU have contributed creative, forward-thinking ideas for future programs and policies to support a family friendly environment. These suggestions include:

- Workshops/Training Sessions on topics related to work life balance
 - Financial planning
 - Preparing for retirement
 - Formal leadership training around how to structure flexible appointments for tenure-track faculty
- On-site facilitated support groups for issues such as eldercare and dementia
- Communicating commitment to work life balance in offer letters
- Developing childcare options to address increasing and varied need
- Ensuring lactation rooms not only comply with regulations but are also reasonably convenient to use.
- Centralized funding to subsidize hire of temporary instructors under extenuating circumstances
- Enabling unclassified employees to pool and share leave
- Future toolkits on other supports for work life balance, e.g. time management/efficient work styles

Your ideas are a valued part of strengthening OSU's family friendly culture. If you have suggestions, please share them with the Office of Academic Affairs.

One thing I think we need to do is formally develop more flexible appointments. For example, we might start with the creation of a temporary half time appointment if someone is having children that can be rolled back up to full-time. In my estimation, OSU has been ahead of the curve in creatively addressing these challenges. Tenure clock extensions in our college have been routine; to my knowledge we've never had one turned down. Even so we need to be as intentional as possible in scripting out opportunities to work half-time if there are, for example, young children.

-OSU Dean

VII. Additional Information

Research

- The Collaborative on Academic Careers in Higher Education <http://isites.harvard.edu/icb/icb.do?keyword=coache&tabgroupid=icb.tabgroup104863> is a consortium of over 160 colleges and universities across North America committed to making the academic workplace more attractive and equitable for early-career faculty.
- The Work and Family Research Network <https://workfamily.sas.upenn.edu/> targets the information needs of academics and researchers, workplace practitioners, state public policy makers, and interested individuals, offering research and reports, summary sheets and briefs, and work-family topic pages.
- Families and Work Institute <http://familiesandwork.org/> is a nonprofit center dedicated to providing research in four major areas: the workforce and workplace; education, care and community; parenting; and youth development.
- The Military Family Research Institute www.mfri.purdue.edu/ is a research program housed at Purdue University, funded by the Unit of Defense, Office of Military Community and Family Policy. The MFRI conducts interdisciplinary, multilevel research that provides insight into the impact of quality of life factors on military families.
- The Wellesley Centers for Women www.wcwonline.org/ is one of the largest gender-focused research-and-action organizations in the world. Scholars at the Centers conduct social science research and evaluation, develop theory and publications, and implement training programs on issues that put women's lives and concerns at the center.
- The Center for Families at Purdue University www.cfs.purdue.edu/CFF/ focuses on improving the quality of life and strengthening the capacity of families to provide nurturing environments for their members. The center works with four groups: extension educators, human service providers, employers, and policymakers.
- The Alfred P. Sloan Family Center on Parents, Children & Work at The University of Chicago, the National Opinion Research Center, and Michigan State University www.sloanworking-families.com/ was founded to examine the issues facing working parents and their children by redefining research issues and exploring new methodologies.



- AARP Research Center www.aarp.org/research/ features information on issues affecting the 50+ population. These research publications, speeches, legal briefs and opinion pieces seeks to provide insight and perspectives to opinion leaders, scholars and other professional audiences.
- The Center for Talent Innovation www.worklifepolicy.org/ (formerly the Center for Work-Life Policy) conducts research around leveraging talent across the divides of gender, generation, geography and culture.

Funding

- The ADVANCE program www.portal.advance.vt.edu/index.php develops systemic approaches to increase the representation and advancement of women in academic science, technology, engineering and mathematics careers: "One of the largest concerns that women in science and engineering face is the delicate balance between work and life."
- The Alfred P. Sloan Foundation www.sloan.org/, a philanthropic nonprofit institution, was established in 1934 by Alfred Pritchard Sloan, Jr., then President and Chief Executive Officer of the General Motors Corporation. Its funding has supported work-family research, initiatives to expand workplace flexibility, and outreach to mobilize the nation.
- The Alfred P. Sloan Awards for Faculty Career Flexibility www.acenet.edu/leadership/programs/Pages/Alfred-P-Sloan-Projects-for-Faculty-Career-Flexibility.aspx include a \$250,000 accelerator grant that will enable universities to expand flexible career paths for faculty. These awards recognize research universities for their leadership in implementing groundbreaking policies and practices supporting career flexibility for tenured and tenure-track faculty.

Additional Information

- The College and University Work/Family Association (CUWFA) www.cuwfa.org/index.php?option=com_content&view=article&id=27 provides information on work/family issues within the higher education. CUWFA offers services to support the 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 American Association of University Professors' www.aaup.org/AAUP/about/ 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. [Its Nov.-Dec., 2004 issue of *Academe* is devoted to building family careers www.aaup.org/AAUP/pubsres/academe/2004 and contains useful articles on the subject.]
- The American Association of University Women www.aauw.org/index.cfm advances equity for women and girls through advocacy, education, philanthropy and research.
- The National Clearinghouse on Academic Worklife at the University of Michigan www.academicworklife.org/ provides resources to faculty, graduate students, administrators and researchers on modern academic career issues, including tenure track and non tenure track appointments, benefits, climate and satisfaction, flexibility and work/life balance, and policy development.



- The Children, Youth, and Family Education and Research Network www.cyfernet.org/ 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.
- The Center for Families at Purdue University www.cfs.purdue.edu/CFF/ focuses on improving the quality of life and capacity of families to provide nurturing environments for their members. The center works with four important groups whose efforts directly impact quality of life for families: extension educators, human service providers, employers, and policymakers.
- Alliance for Work-Life Progress www.awlp.org/awlp/home/html/homepage.jsp is dedicated to advancing work/life as a business strategy integrating work, family and community. AWLP defines and recognizes innovation and best practices, facilitates dialogue among various sectors and promotes work/life thought leadership.

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A Joint Venture between OSU's Office of Academic Affairs

<http://oregonstate.edu/admin/aa/>

and President's Commission on the Status of Women

<http://oregonstate.edu/leadership/pcosw/>

For more information, contact: Rebecca Warner 541-737-0732 or Robynn Pease 541-737-4852

Employee Class by Current Mailing Address City on November 1, 2012

Mailing Address City	9 Month	12 Month	Classified	Academic Wage	Total
Adair Village	3	9	6	0	18
Albany	48	211	232	17	508
Alsea	2	6	5	0	13
Corvallis	697	1505	547	121	2870
Dallas	1	17	15	1	34
Eugene	33	53	26	7	119
Lebanon	2	33	61	2	98
Monmouth	5	25	13	0	43
Monroe	3	13	11	1	28
Newport	3	51	13	7	74
Philomath	36	135	95	7	273
Portland	24	66	23	6	119
Salem	15	43	45	6	109
Sweet Home	0	8	12	0	20
Tangent	4	5	8	0	17
Other location*	173	435	305	57	970
TOTAL	1049	2615	1417	232	5313

*Includes rest of Oregon, other US States and foreign locations.

% Albany	4.6%	8.1%	16.4%	7.3%	9.6%
% Corvallis	66.4%	57.6%	38.6%	52.2%	54.0%
% Lebanon	0.2%	1.3%	4.3%	0.9%	1.8%
% Philomath	3.4%	5.2%	6.7%	3.0%	5.1%

Fall 2011 Enrolled (excluding INTO, non-degree) Corvallis Campus Financial Aid Applicants: Marital Status, Gender and Estimated Children

Student Level	Gender	Married	Enrolls	Est # with Children	% w/children	Total Est Children	avg child /enroll
Undergraduate	Female	Unknown	873	0	0%	0	
	Female	Married	291	131	45%	254	1.9
	Female	Unmarried	5993	637	11%	1660	2.6
	Male	Unknown	1024	0	0%	0	
	Male	Married	357	169	47%	313	1.9
	Male	Unmarried	6233	485	8%	1319	2.7
	Unknown	Unmarried	7	1	14%	5	5.0
Graduate(inc 1st Professional)	Female	Unknown	279	0	0%	0	
	Female	Married	145	42	29%	72	1.7
	Female	Unmarried	641	36	6%	54	1.5
	Male	Unknown	265	0	0%	0	
	Male	Married	164	90	55%	155	1.7
	Male	Unmarried	433	18	4%	35	1.9
	Unknown	Unmarried	1	0	0%	0	
Post-baccalaureate seeking	Female	Unknown	9	0	0%	0	
	Female	Married	38	16	42%	25	1.6
	Female	Unmarried	85	7	8%	14	2.0
	Male	Unknown	7	0	0%	0	
	Male	Married	28	14	50%	28	2.0
	Male	Unmarried	77	2	3%	4	2.0
TOTAL			16950	1648	10%	3938	2.4
TOTAL- adjusting unmarried undergrads by post-bac rate			16950	1191	7%	2287	1.9

There is no general source of data on student marital status or number of children. Financial aid applicants self-report marital status and number of dependents (for income tax purposes). To estimate the number of children, for married students I subtracted 2 from the reported family size and from unmarried students, I subtracted 1 from the reported family size. Note: dependents could be parents or other relatives.

It is easy for unmarried undergraduates to get confused on the question: number of student family members (as opposed to parent family members, which would include student). I assume the error rate for that item is high and one may want be suspicious of those numbers. I provide an adjustment to account for the error rate, but it is an educated guess.

Appendix 4. Peer Institutions Used in Policy Evaluations

University of Arizona

Boise State University

Colorado State University

Cornell University

University of California, Berkeley

University of California, Davis

University of Illinois, Chicago

University of Illinois, Champagne

Iowa State University

Michigan State University

University of Michigan, Ann Arbor

North Carolina State University