

Creating a Family-Friendly Department:

Toolkit for Academic Administrators



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Tenured/Tenure-Track Faculty Version

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*A very special Thanks to Becky Warner,
Senior Vice Provost for Academic Affairs,
for her leadership in developing this booklet
as part of OSU's ongoing efforts to cultivate
a work-life friendly institution.*



EXECUTIVE SUMMARY

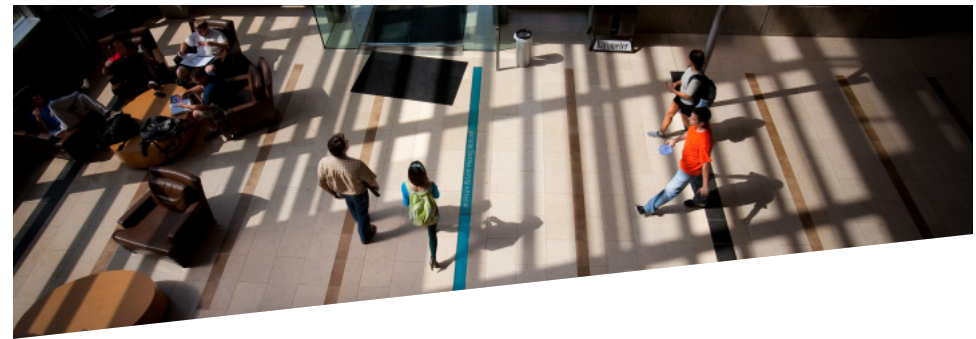
Oregon State University's ability to attract and retain the best faculty depends largely on a culture that values and supports both the work and family/personal life needs of all faculty over the course of their career. Unit leaders have a central responsibility to understand the importance of a family-friendly unit, and to implement policies, share resources, and reinforce 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, and learning and promoting the availability of applicable policies and laws. 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 child care on campus, lactation rooms, informative parent Beaver Family Connections discussions and elder care consultations. 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 created related programs over the past two years, including a University Ombuds, the Dual Career Hiring Initiative, and the Academic Affairs Office of Work-Life and the Greater Oregon Higher Education Recruitment Consortium (GO HERC).

“ Universities do not just recruit individuals. Instead, we recruit faculty and staff who come to us embedded in significant kinship networks (including partners, children, and/or parents). Our hiring processes will only be successful when they include the recognition of these significant relationships. Guiding employees to community resources like childcare options, elder care resources and non-employment related activities will have a positive influence on their productivity by giving them options for a more satisfactory work/life balance. ”

– Becky Warner, Senior Vice Provost, Academic Affairs



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 the 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 that 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 front-line administrators, 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.

“ 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? ”

- Terri Fiez, Professor, Director of Strategic Initiatives, College of Engineering



“ 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 it is a burden. ”

- Larry Rodgers, Dean, College of Liberal Arts

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 2011 ACE 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 caregiving 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
 - and 25% of tenured full professors.⁵



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.

compared to only 47% who said they would hire 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 faculty¹⁰

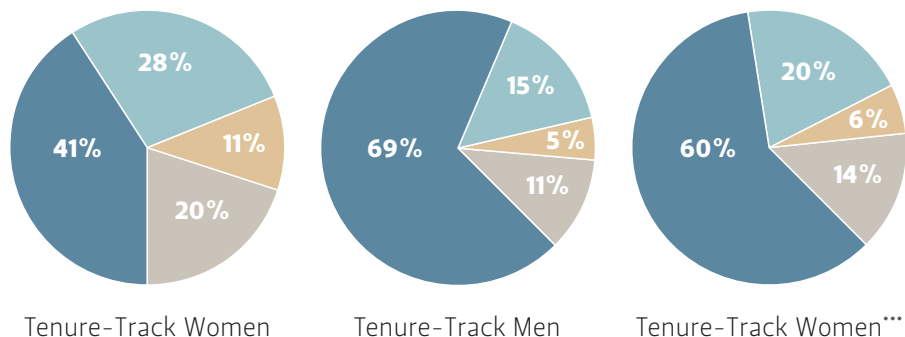
Numerous studies on the role of unconscious and implicit assumptions reveal the fact that even the most careful people have biases related to caregiving and gender.⁸ For example:

- In a study of job seekers⁹, 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,

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

Family Status Twelve Years Out from PhD Receipt*



- Single with children**
- Single without children
- Married with children**
- Married without children

* PhDs from 1978 - 1984 who are track faculty 12 years out from PhD (tenured/pre-tenure)

** Had a child in the household at any point post PhD to 12 years out

*** Non-tenure track, part-time or not working



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 caregiving, 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.
8. Be proactive about recruiting and hiring diverse faculty for your unit, including those who have temporarily slowed down their career for family caregiving 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 caregiving when traveling, and acknowledging the diversity of faculty needs.

Eighty-five percent OSU of 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.



“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.”

– Mark Abbott, Dean, College of Earth, Ocean, and Atmospheric Sciences

“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 whether we are supportive of families.”

– Stella Coakley, Special Projects, Dean’s Office, College of Agricultural Sciences

Recruitment and Hiring

- Actively highlight your unit’s family-friendly policies, benefits, and resources for faculty recruits and new faculty. Arrange for your candidates to consult with the coordinator of the Academic Affairs Office of Work-Life & GO HERC for more in-depth discussion about OSU’s resources.
- Provide or make use of the Dual-Career Hiring Initiative, Office of Work-Life and GO HERC, and the Office of Childcare and Family Resources when recruiting finalists.
- Communicate that your unit is a place where faculty with caregiving 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/faculty-advancement/faculty-recruitment-toolkit>
 - The University of Michigan’s Faculty Recruitment Handbook <http://www.advance.rackham.umich.edu/handbookpdf>

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.”

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

“ Faculty have the opportunity to activate the one year tenure clock extension for many reasons: birth of a child, parental caregiving, or medical issues. 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. ”

- Leslie Davis Burns, Professor, Apparel Design and Merchandising, College of Business

Best Practices

- Unit culture change rests on wide-scale acknowledgment 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.
- 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: the scheduling of faculty meetings, classes, seminars, and receptions should take into account the competing and often simultaneous demands of work and caregiving 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.

“ Including short presentations about university resources to assist with work-life balance in regular department meetings conveys a message of the university’s commitment to faculty and staff well-being. ”

- Robynn Pease, Director, Academic Affairs Office of Work-Life and GO HERC

“ 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. ”

– Sonny Ramaswamy, Former Dean of the College of Agricultural Sciences at Oregon State University and currently Director of the National Institute of Food and Agriculture in Washington, DC.



“ 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. The Ombuds Office is a safe place to have a conversation with no stigma or risk of repercussions. ”

– Sue Theiss, Director, University Ombuds Office

WHAT FAMILY-FRIENDLY LAWS, POLICIES, AND RESOURCES APPLY TO THE FACULTY IN MY UNIT?

A number of laws, policies, 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.
- The Academic Affairs Office of Work-Life & GO HERC offers dual career consultations, community work-life resources and individual work-life consultations.
- OSU Childcare & Family Resources offers assistance such as subsidized child care on campus, child care subsidies, lactation rooms, and informative parent Beaver Family Connections discussions and Elder Care Connections discussions and consultations.
- 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 Laws

Federal Family Medical Leave Act (FMLA)

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.

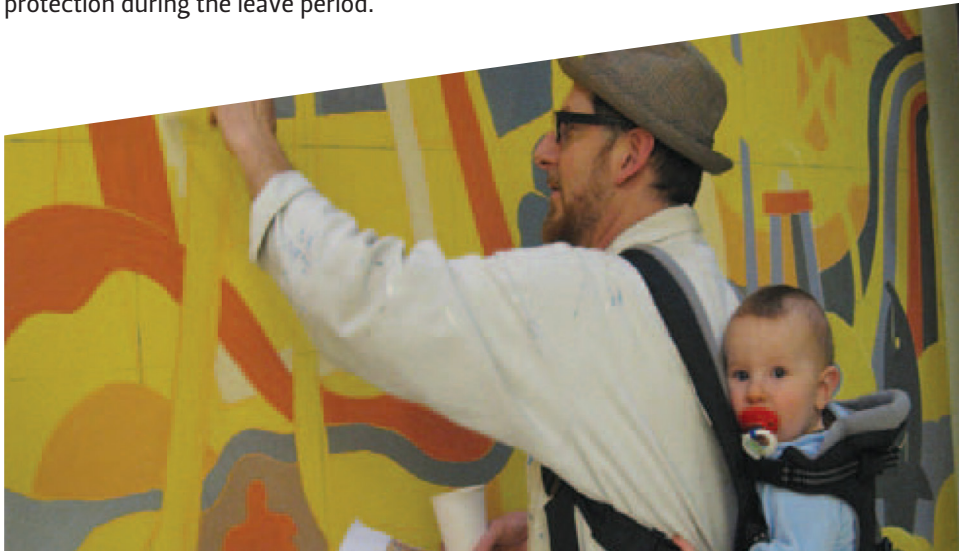
Oregon Family Leave Act (OFLA)

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 Information:
<http://hr.oregonstate.edu/benefits/leaves/family-and-medical-leave>



United States Unit of Labor FMLA information:
<http://www.dol.gov/compliance/laws/comp-fmla.htm>

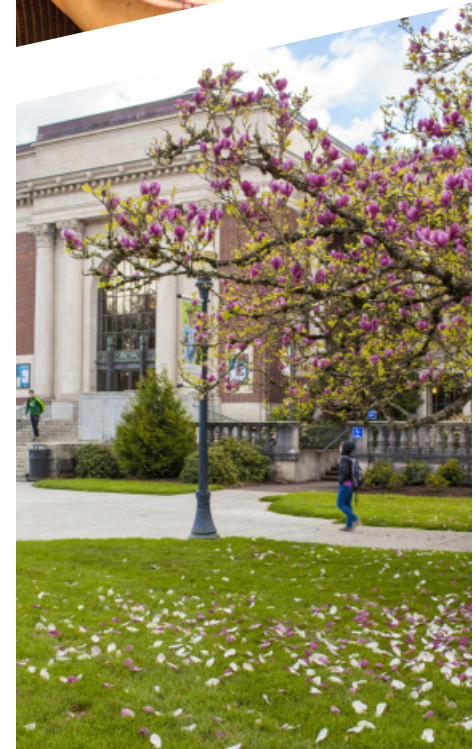
Breastfeeding Law

Enacted January 1, 2008, the law provides employees who are nursing mothers with the private space and time to nurse and/or 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>



*To find out more about FMLA and OFLA – what they cover and how they differ – see the Family Medical Leave FAQs at:
[http://hr.oregonstate.edu/faq-topics?field_training_topics_tid\[\]=185](http://hr.oregonstate.edu/faq-topics?field_training_topics_tid[]=185)*

Policies

OSU Expressing Milk in the Workplace

In accordance with State of Oregon rules and law, it is the policy of OSU to provide a private location and rest periods for employees to nurse and/or express 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://fa.oregonstate.edu/gen-manual/expressing-milk-workplace>

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/main/documents/leave-administration-policy-and-procedures>

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 on 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/main/documents/leave-administration-policy-and-procedures>



OSU Parental Leave

An employee may take FMLA/OFLA leave for the delivery of 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 Information: <http://hr.oregonstate.edu/benefits/leaves/family-and-medical-leave>

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://hr.oregonstate.edu/Manual/faculty-requested-leave-without-pay>

Resources

Short-Term & Long-Term Disability Leave (STDL/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/Option/STD.shtml>

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

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 that is deposited into the FSA account throughout the year; claims may be submitted to the FSA Administrator to cover out-of-pocket expenses. These accounts are a “use it 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>

Child Care Subsidies

The OSU Child Care Friend-Raisers 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.

Childcare subsidy assistance:
<http://childcare.oregonstate.edu>

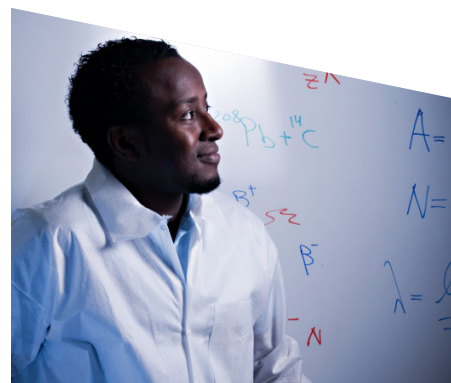


Work-Life Resources and Programs at OSU

Academic Affairs Office of Work Life & GO HERC

In an effort to support work-life balance, the director is available to consult with faculty and staff about various work-life needs, such as employment, child care, elder care housing, or other issues related to the candidates' needs, partners and families. The office offers partners of faculty and professional faculty assistance in finding employment inside and outside the OSU community for up to one year. Individuals are also encouraged to utilize the Greater Oregon Higher Education Recruitment Consortium (www.goherc.org) free job board to explore employment at other institutions of higher education within the greater Oregon and southern Washington region.

Office of Work-Life & GO HERC
Waldo Hall 314
541-737-2804 or 737-4852
<http://oregonstate.edu/admin/aa/faculty-resources>



Childcare & Family Resources

The office of Childcare & Family Resources supports families on the Oregon State University Corvallis campus with resources about on site and community childcare centers, childcare subsidies, breastfeeding/lactation room information, Beaver Family Connections, elder care resources, and care.com membership.

Childcare & Family Resources
151 Snell Hall
541-737-4906
<http://childcare.oregonstate.edu/>

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, non-binding mediation.

University Ombuds
Waldo Hall 113
541-737-7028
<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.)

Dual-Career Hiring Initiative

If, during a faculty position search, a unit finds that a top candidate has a partner who will be seeking 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 an accompanying partner. The 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 will jointly fund the academic partner. A third of the partner's salary, plus OPE, will therefore be permanently funded by:

- 1) A centralized OSU fund
- 2) The primary hire unit
- 3) And the partner hire unit

Variations of this funding model are encouraged if additional units might be involved. Questions can be directed to the Office of Academic Affairs.



“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.”

– Ben Mutschler, Director, School of History, Philosophy and Religion

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^{15 16}

- 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.¹⁷
- 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.”¹⁸
 - 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.”¹⁹

- “The promotions committee decided that you wouldn’t be happy here, and that other members of the unit would resent you and be demoralized.”²⁰
- A female faculty member who once received rave reviews from her department until she began taking leaves to care for her children was denied tenured based on her colleagues accusations that she would be less productive.²¹

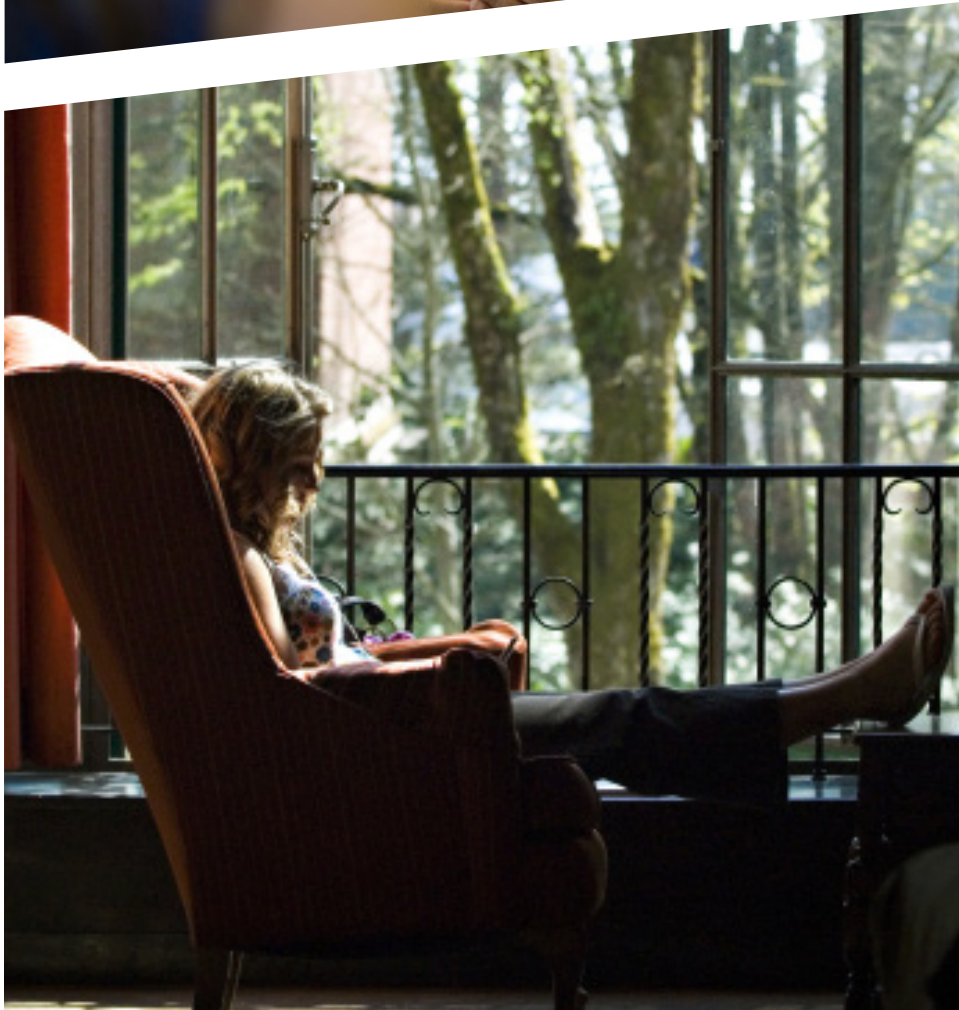
Legal Case Examples

- 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.²²
- 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.”²³

- “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 over generalization 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.”²⁴





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:

- Formal leadership training around how to structure flexible appointments for tenure-track faculty
- Communicating commitment to work-life balance in offer letters
- Developing child care options to address increasing and varied need

- Ensuring lactation rooms across campus that comply with regulations and are convenient to use
- Centralized funding to subsidize the hiring 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.

– Bill Boggess, Executive Associate Dean, College of Agricultural Sciences



ADDITIONAL RESOURCES

Research

- The Collaborative on Academic Careers in Higher Education 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.
<http://sites.gse.harvard.edu/coache>
- The Work and Family Researchers Network 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.
<https://workfamily.sas.upenn.edu>
- Families and Work Institute is a nonprofit center dedicated to providing research in four major areas: the workforce and workplace; education, care and community; parenting; and youth development.
<http://familiesandwork.org>
- The Military Family Research Institute (MFRI) 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.
www.mfri.purdue.edu



- The Wellesley Centers for Women 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.
www.wcwoonline.org
- The Center for Families at Purdue University 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.
www.cfs.purdue.edu/CFF
- The Alfred P. Sloan Family Center on Parents, Children & Work at the University of Chicago, the National Opinion Research Center, and Michigan State University was founded to examine the issues facing working parents and their children by redefining research issues and exploring new methodologies.
<http://www.sloan.org/major-program-areas/recently-completed-programs/workplace-workforce-and-working-families/the-sloan-centers-on-working-families/?L=0>
- The AARP Research Center features information on issues affecting the 50+ population. These research publications, speeches, legal briefs, and opinion pieces seek to provide insight and perspectives to opinion leaders, scholars and other professional audiences.
www.aarp.org/research
- The Center for Talent Innovation (formerly the Center for Work-Life Policy) conducts research around leveraging talent across the divides of gender, generation, geography and culture.
www.worklifepolicy.org

Funding

- The ADVANCE program 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.”

<http://advance.oregonstate.edu>

- The Alfred P. Sloan Foundation is a philanthropic nonprofit institution 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.

www.sloan.org

- The Alfred P. Sloan Awards for Faculty Career Flexibility include \$250,000 accelerator grants that 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. <http://www.acenet.edu/leadership/programs/Pages/Alfred-P-Sloan-Projects-for-Faculty-Career-Flexibility.aspx>



Additional Information

- The College and University Work-Life-Family Association (CUWFA) provides information on work/life/family issues within 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. www.cuwfa.org

- The American Association of University Professors 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 and contains useful articles on the subject: www.aaup.org/AAUP/pubres/academe/2004. www.aaup.org

- The American Association of University Women advances equity for women and girls through advocacy, education, philanthropy, and research. www.aauw.org

- The Children, Youth, and Family Education and Research Network 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. <http://www.findyouthinfo.gov/content/children-youth-and-families-education-and-research-network>

- Alliance for Work-Life Progress 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. www.awlp.org/awlp/home/html/homepage.jsp

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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
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