

**Tufts University AS&E Committee on Faculty Work/Life  
Dependent Care Needs Assessment Survey  
Executive Summary  
Revised February 5, 2016**

The Tufts University AS&E Committee on Faculty Work/Life conducted a dependent care needs assessment survey, supported by the Deans of Arts, Sciences & Engineering, The Fletcher School, and the Provost's Office, in late February and early March, 2015. The survey was sent electronically to all full- and part-time faculty, staff, postdoctoral fellows, graduate students, and select undergraduates on the Medford Campus. In all, 4,594 people received the survey link, and 1,527 started or completed the survey for a 33% response rate. A demographic comparison between the survey respondents and the general Medford Campus population is presented in Appendix B; the only significantly overrepresented demographic category is women, across all roles at the university. This report consists of key findings from the survey, recommendations, and two appendices with more detailed statistics.

Tufts' mission is to be a student-centered research university with an inclusive, collaborative environment. To achieve this goal, the strategic plan includes ensuring a world-class faculty, improving graduate education, and recognizing our valuable staff. Responses to the survey highlight that insufficient support and resources for faculty, staff, and students with dependent care needs adversely impact the community's ability to carry out the university mission. Cancelled classes and lost work days due to dependent care issues directly affect the core work of the university. Faculty with dependent care needs pass up professional development opportunities, resulting in direct monetary cost to Tufts in the form of fewer external grants, publications, and collaborations, also diminishing the university's visibility and reputation. The risk of high future monetary costs incurred by failure to retain talent is staggering: a quarter of faculty, staff, and graduate students with dependent care needs have considered leaving the university because of difficulties with child care. There is no way to track the number of people who have already left due to such difficulties. Dependent care issues have a disparate impact on women and minorities, undermining our goals of inclusivity and diversity. This report provides short- and long-term recommendations based on the survey results, with the twin aims of supporting the university's core mission and bringing Tufts' practices into line with our peers in order to improve our ability to recruit, retain, and develop top-flight faculty, staff, and students.

## Key findings

### Overarching challenges: child care and adult care

#### **Caring for children and adults impacts professional development among students, faculty, and staff**

More than half of the faculty, staff, and student respondents with children under 12 reported that they: chose not to participate in networking opportunities or academic-related activities due to conflicts between work/school duties and care responsibilities; cut back on their professional aspirations/activities due to conflicts between work/school duties and care responsibilities; or refused or limited work-related travel due to conflicts between work/school and care responsibilities. A quarter of respondents with adult care responsibilities reported the same effects.<sup>1</sup>

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<sup>1</sup> For all questions that included a "not applicable" response option, "N/A" responses were excluded from calculations, following usual practice of the Tufts University Office of Institutional Research and Evaluation (OIRE). Questions about this report may be directed to Elizabeth Remick, Associate Professor, Political Science Department, co-chair of the AS&E Committee on Faculty Work/Life, at [elizabeth.remick@tufts.edu](mailto:elizabeth.remick@tufts.edu). The Committee is deeply grateful to Associate Provost Dawn Terkla, Jessica Sharkness, and Rebecca Hatch of OIRE for their invaluable assistance in producing this report, as well as to Rachel Katz and Misti Jeffers for their contributions to the design, administration, and analysis of the survey.

### **Faculty, staff, and students with caregiving responsibilities lose significant amounts of work time because of conflicts between work/school duties and caregiving**

Significant percentages of faculty, staff, and students with children under 12 reported that, in a 3-month period, they had arrived late or left early from work or class due to child care difficulties on 3 or more days (over 50%); had 3 or more days of work interrupted due to child care difficulties (42%); missed work or class (24% of staff, 16% of students); canceled class/office hours/work-related appointments with students or colleagues (23% of faculty). Similar, though lower, effects were felt by respondents with adult care responsibilities. Altogether, in the 3-month period prior to the survey over 100 Tufts classes and related activities were cancelled due to conflict with dependent care responsibilities.

### **Caring for children and adults affects retention among students, faculty, and staff**

More than 25% of faculty, staff, and student respondents caring for children under 12 and about 15% of staff and faculty caring for adults considered leaving the university because of conflicts between work/school duties and caregiving responsibilities.

### **Caring for children and adults causes high levels of stress among students, faculty and staff**

Almost 75% of faculty, staff, and student respondents with children under 12 who rely on other people for child care or with adult dependents reported feeling stressed or anxious about their responsibilities as a caregiver.

### **Existing resources for child and adult care needs are not widely known nor understood within the Tufts Medford Campus community**

Roughly half of survey respondents reported that they were unaware of many of our existing child care or adult care resources at Tufts. For example, just 51% of faculty and staff with children under 12 were aware of the Bright Horizons at Teele Square child care center, and only 30% of benefits-eligible faculty and staff with current or anticipated adult care responsibilities were aware of Care.com backup dependent care.

### **Problems with child care and dependent care have disparate impacts on different parts of our community**

Difficulties related to child care affected women significantly more than men. In addition, difficulties related to child care affected the professional development of people of color<sup>2</sup> more than of whites. Adult care affected men and women equally, but faculty of color were more likely than white faculty members to have adult care responsibilities, and to report that they had decided not to pursue a promotion as a result of those responsibilities. Unpartnered faculty members had more adult care responsibilities than their partnered counterparts.

## **Concerns specific to child care**

27% of respondents (406 people) had children under age 12, and an additional 24% (358 people) anticipated having or adopting a child in the next 5 years. Respondents had 624 children under 12 altogether. 80% of respondents with children rely on non-spouse caregivers for at least one of their children. Caregiving arrangements are often complicated: about half of all children have 2 or more caregiving arrangements.

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<sup>2</sup> For all data presented in this report, following usual OIRE practice, people of color are defined as people who identify as American Indian/Alaska Native, Asian, Black/African American, Hispanic, or Native Hawaiian/Pacific Islander. Respondents are categorized as white if they identify as White/Caucasian or Middle Eastern/North African. People who identify as White/Caucasian or Middle Eastern/North African *and* American Indian/Alaska Native, Asian, Black/African American, Hispanic, or Native Hawaiian/Pacific Islander are categorized in the people of color category.

### **Child care in the greater Boston area is not affordable for nearly half our community**

The Department of Health and Human Services considers child care "affordable" if it [costs 10% or less of household income](#). In the Boston area, however, child care is rarely "affordable": the [median cost of child care](#) is 19% of family income for those with children ages 4 – 8, and 29% for those with children under age 4. Since full-time infant care in the area costs \$25,000 – \$35,000 per year, family income would have to exceed \$131,000 to meet the median mark. Yet 45% of respondents to the survey had household incomes less than \$100,000; and fully 68% of the respondents reported that finding affordable child care was difficult.

### **Backup child care, care during non-traditional hours, and high quality care were most difficult to find**

Of respondents with children under 12, 72% reported difficulty in finding backup child care, 67% reported difficulty finding child care during non-traditional hours (early morning, evenings, weekends), and 52% reported difficulty finding high quality child care.

### **Infant and toddler care needs are very high**

63% of respondents with infants (age 0 – 14 months) reported difficulty in finding infant care, and over 75% of respondents with infants or toddlers (age 15 months to 2 years, 8 months) reported that finding *affordable* care was difficult. About 90% of those with infants and toddlers said that on-site care would be helpful or very helpful to them.

### **Need for more high-quality full-day preschool slots is high**

85% (63 people) of those with toddlers and 81% (98 people) of those with preschoolers indicated that more full-day on-campus preschool slots would be helpful to them. Currently, the Bright Horizons at Teele Square center has 58 preschool slots and the Eliot-Pearson Children's School has 30. Even if all of the existing preschool slots were filled with Tufts-affiliated children, we would need to double our current capacity to meet the expressed needs just of this survey sample, which likely does not represent the total number of people on the Medford Campus with children.

## **Concerns specific to adult care**

About 15% of respondents (209 people) had care responsibilities for an adult who is an elder or has a permanent disability. Approximately 25% of faculty and staff anticipate expecting to provide such care in the next 5 years.

### **Adults needing care are geographically dispersed**

While two-thirds of adult dependents cared for by staff respondents reside in Massachusetts, adult dependents cared for by faculty and students are about equally likely to reside in Massachusetts or elsewhere in the U.S. In addition, more than a quarter of adult dependents cared for by faculty and students live outside the U.S.

### **Adult care needs vary widely and are unpredictable at the individual level**

In open-ended responses, respondents wrote of caring for parents, partners, adult children, and siblings with an enormous range of conditions, including dementia, physical disabilities, and mental health issues.

### **Respondents ranked relevant adult care information as one of their most urgent needs**

Top concerns were getting information about medical care management; support of daily living; caregiver support; and financial management.

## Recommendations

### Short-term, low-cost solutions for child care and adult care problems

- 1) Designate a dependent care specialist in Human Resources.
- 2) To combat the very low awareness of existing dependent care support programs, heavily promote the Employee Assistance Program, Care.com Backup Dependent Care, Health Advocate, and Bright Horizons at Teele Square (BHTS) child care center,\* among others.
- 3) To improve the delivery of the above dependent care resources, many of which received middling reviews in the survey, review the performance of existing vendors by surveying users regularly, and then either push the vendors for improvement or find new vendors.
- 4) Charge the University Work/Life Committee with establishing a subcommittee to provide a financial and feasibility assessment of the specific dependent care services recommended in this document. This assessment would include suggestions about components of any future BHTS contract.
- 5) Establish a caregiving website to match Tufts student caregivers with employees and other students who need care, on the model of the [Harvard WATCH portal](#).
- 6) Negotiate agreements with area child care vendors to give Tufts affiliates discounts and/or priority access, as the university does with vendors for other services (e.g., Verizon). A local provider with multiple sites around the greater Boston area would be a good choice from the perspective of community relations.

\*Usage of BHTS is very low. The Committee on Faculty Work/Life is aware from direct communication with the center that only 14 Tufts-affiliated children are currently using the center. There are a total of 57 children at the center, and 25 unfilled slots. Further evaluation is necessary to understand why usage is so low. The number of responses to the relevant questions in this survey was too small for us to draw meaningful conclusions about the cause. We recommend the formation of a committee to investigate this problem in cooperation with a child care consultant. We further urge that a plan for the center's future based on the committee's findings be in place well before the expiration of the BHTS contract in August 2019, so that families have at least a year's notice before any changes come into effect.

### Child care: Medium-term, medium-cost projects

- 1) Expand Tufts-affiliated summer vacation and school holiday offerings for school-age children, on the model of existing programs such as the [Tufts Community Music Summer Music program](#) and [Magic Circle Theater](#).
- 2) Establish a network of family day care providers for infant and toddler care, either in-house or through a non-profit vendor.
- 3) Survey the faculty, staff, and graduate/professional students on all three Tufts campuses about dependent care needs using a comparable instrument every five years to track improvements and identify emerging problems.

### Child care: Longer-term, higher-cost projects

- 1) Develop provision of on-campus infant care and toddler care. Need is high: about 90% of those with infants and toddlers said on-site care would be helpful to them. On-site infant and toddler care would also create a pipeline to our existing preschool care, reducing stress for families around changing care arrangements.
- 2) Provide more high-quality, affordable preschool slots on campus. Both part-time and full-time slots are necessary to meet different families' needs.
- 3) Implement sliding-scale tuition for on-site child care for low-income employees and students, or child care subsidies or scholarships for families with under \$125,000 household income.

Unaffordable child care will not be used by members of the Tufts community and will not solve our child care dilemma.

- 4) Make fundraising for child care a priority in the current capital campaign.

**Elder/Adult Care: medium-term, medium-cost projects**

Respondents indicated a high level of need for information and support across a wide variety of areas. To meet these needs, the university should either contract with vendors or designate an in-house care specialist in support of Tufts community members with adult care responsibilities. Not all needs may be met by a single vendor or specialist. Necessary resources include:

- 1) Access to professionals such as geriatric care managers who can provide practical advice about how to support daily living for dependent adults, whether they are local or elsewhere in the United States or the world.
- 2) Access to professionals such as social workers and ombudspersons who can help caregivers navigate the health care system, find appropriate care, and advocate for the adult who needs care. We recommend that the university explore whether the Health Advocate benefit can meet this need in full or in part.
- 3) Access to legal advisors who specialize in adult care matters. We recommend that the university explore whether the existing Met Legal Plan and EAP meet this need in full or in part.
- 4) Access to professional advisors regarding the Medicaid enrollment process.
- 5) Access to mental health professionals able to counsel employees and students and coach them through caregiving difficulties.
- 6) Access to creative support systems such as support groups, social media, and practical seminars on adult caregiving topics such as legal advice, Medicaid enrollment, caregiver tax rules, housing and care options.
- 7) Access to and information about respite care options for times when faculty and staff have time-consuming or out-of-town responsibilities.

Respectfully submitted,

Amahl Bishara, Associate Professor, Anthropology, co-chair  
Elizabeth Remick, Associate Professor, Political Science, co-chair

On behalf of the members of the Tufts University Arts, Sciences & Engineering Committee on Faculty Work/Life:

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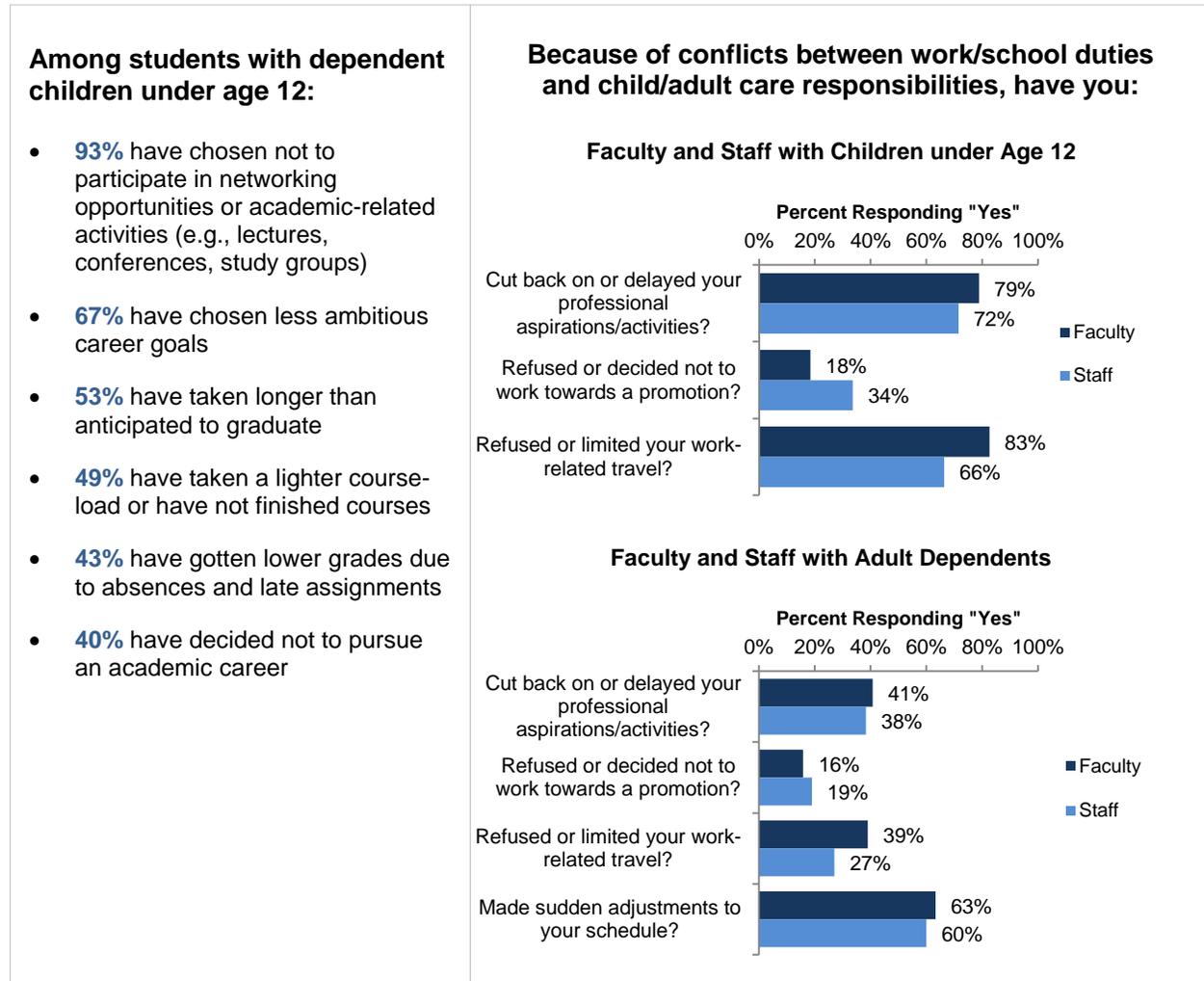
# Appendix A

## Key findings

### Overarching challenges: child care and adult care

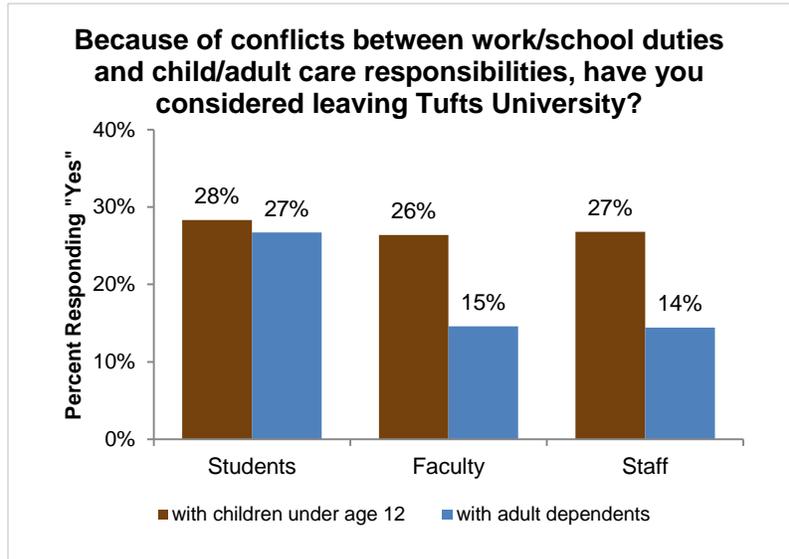
#### Caring for children and adults impacts professional development among students, faculty, and staff

- 93% of students with children under 12 chose not to participate in networking opportunities or academic-related activities due to conflicts between work/school duties and care responsibilities; 64% of students with adult care responsibilities did the same.
- 79% of faculty and 72% staff with children under 12 cut back on their professional aspirations/activities due to conflicts between work/school duties and care responsibilities; 41% of faculty and 38% of staff with adult care responsibilities did the same.
- 83% of faculty and 66% of staff with children under 12 refused or limited work-related travel due to conflicts between work/school and care responsibilities; 39% faculty and 27% staff with adult care responsibilities did the same.
- 18% of faculty and 34% of staff with children under 12 refused or decided not to work towards a promotion due to conflicts between work/school and care responsibilities; 16% faculty and 19% staff with adult care responsibilities did the same.



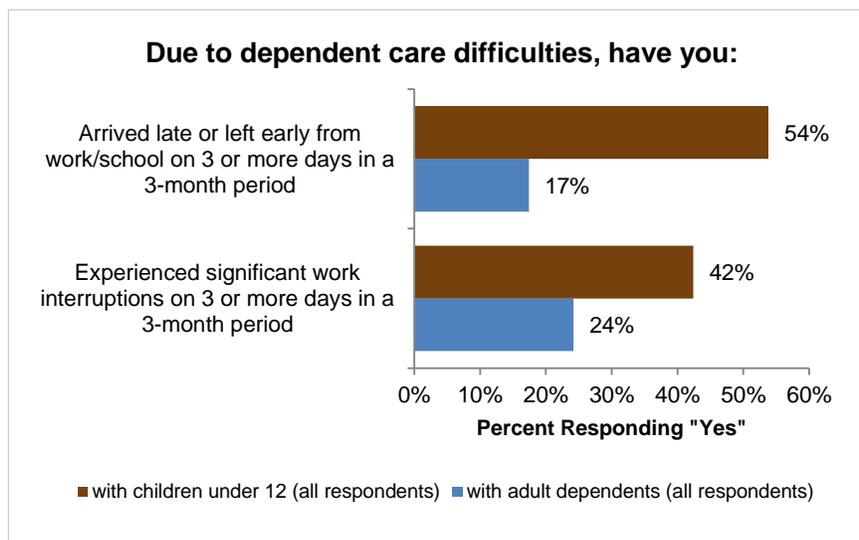
**Caring for children and adults affects retention among students, faculty, and staff**

- Among respondents caring for children under 12, 28% of students, 26% of faculty, and 27% of staff considered leaving the university because of conflicts between work/school duties and childcare responsibilities.
- Among respondents caring for adults, 27% of students, 15% of faculty and 14% staff considered leaving the university because of conflicts between work/school duties and caregiving responsibilities.



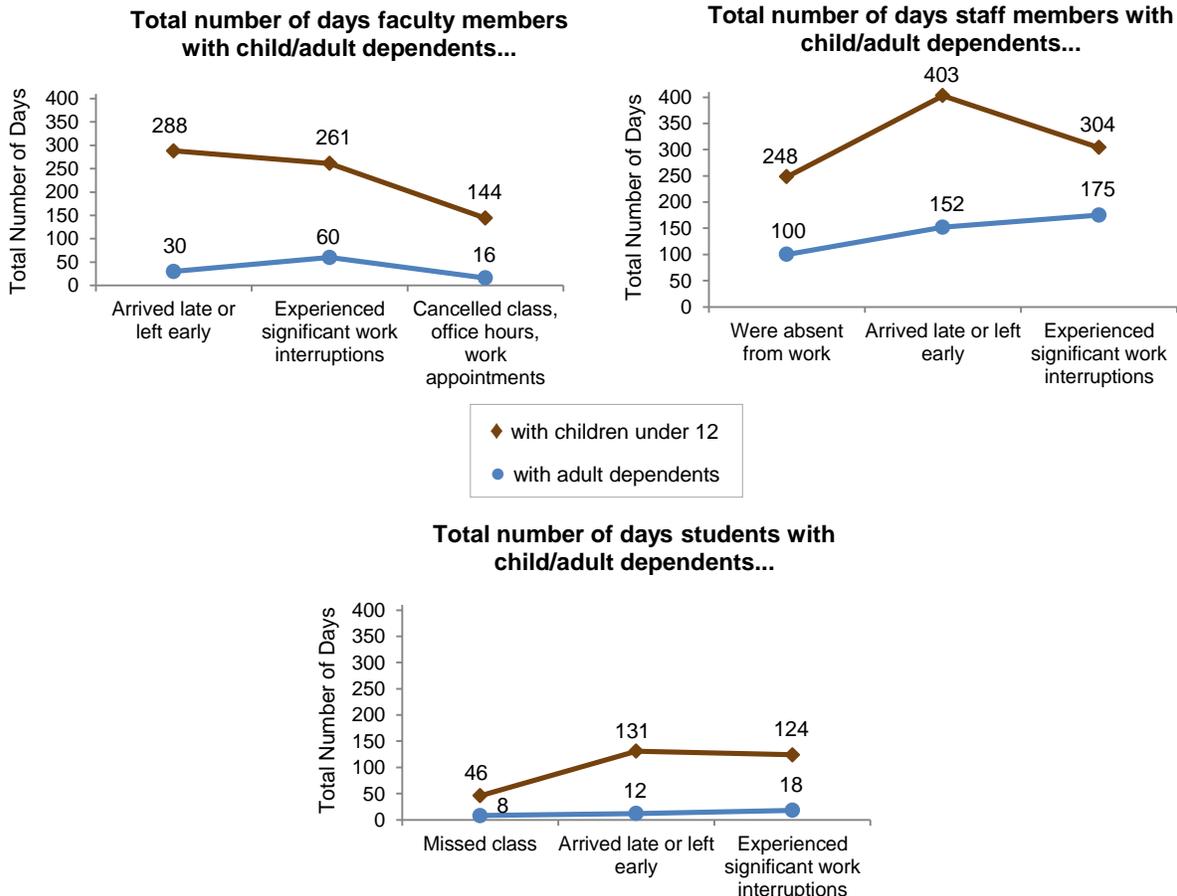
**Faculty, staff, and students with caregiving responsibilities lose significant amounts of work time because of conflicts between work/school duties and caregiving**

- More than 50% of the respondents with children under 12 reported that they had arrived late or left early from work or class due to child care difficulties on 3 or more days in a 3-month period. 17% of the 209 respondents with adult care responsibilities had done the same.
- 42% of respondents with children under 12 reported having 3 or more days of work interrupted over the same period of time due to child care difficulties. 24% of those with adult care responsibilities did the same.



- During the previous 3 months, 109 staff members missed a total of 248 days of work due to child care difficulties, and 21 students missed 46 days of class.
- During the previous 3 months, 60 faculty members canceled class/office hours/work-related appointments with students or colleagues for a total of 144 days due to child care difficulties.
- During the previous 3 months, faculty, staff, and students with children under 12 reported having left work early or arrived late because of difficulties with childcare on 288 days, 403 days, and 131 days, respectively. In addition, 84 faculty members experienced 261 days of interrupted work, 114 staff members 304 days, and 43 students 124 days due to childcare difficulties.
- During the previous 3 months, 43 staff members and 4 students with adult care responsibilities reported having missed a total of 108 days of work/school because of difficulties with elder/adult care. In addition faculty, staff, and students reported that 253 days of work/school were interrupted due to elder/adult care difficulties. Twelve teaching faculty reported canceling 16 days of class/office hours/work-related appointments with students or colleagues due to adult care difficulties.

### Total Number of Faculty, Staff, and Student Work Days Missed or Interrupted Due to Dependent Care Issues in a 3-Month Period



*Note:* The total number of work days missed or interrupted is calculated using the responses to surveys questions which asked respondents to indicate the number of works days in the past 3 months in which they had experienced absences or various types of work interruptions due to dependent care issues. For the purposes of these calculations, respondents who reported having interruptions or absences on more than 3 days were counted as having 4 days of work absences or interruptions.

Total works days missed/interrupted = (Number of respondents\*1 day) + (Number of respondents\*2 days) + (Number of respondents\*3 days) + (Number of respondents\*4 days)

### **Caring for children and adults causes high levels of stress among students, faculty and staff**

- Across all groups (faculty, staff, and students), 74% of respondents with children under 12 who rely on other people for child care agreed or strongly agreed that they were stressed or anxious about coordinating child care arrangements and ensuring that they had coverage.
- Across all groups (faculty, staff, and students), 74% of respondents with adult dependents agreed or strongly agreed that they felt stressed or anxious about their responsibilities as a caregiver for an adult who requires care.

#### **I feel stressed or anxious about coordinating child care arrangements and ensuring I have coverage.**

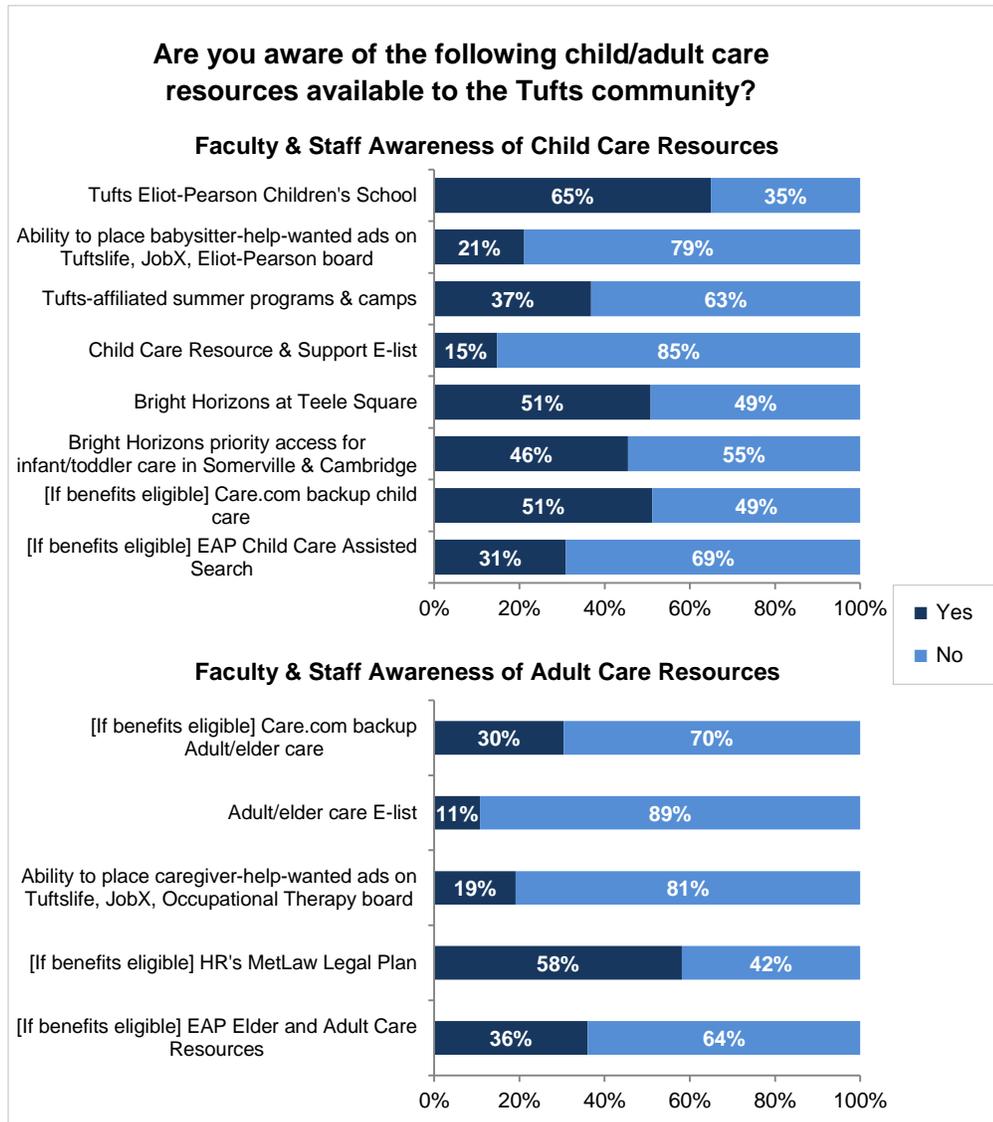
- Percent of respondents with children under 12 and who rely on others for child care who agree with this statement:
  - **71%** of students
  - **82%** of faculty
  - **70%** of staff

#### **I feel stressed or anxious about my responsibilities as a caregiver for an adult who requires care.**

- Percent of respondents who have responsibilities for an adult dependent who agree with this statement:
  - **65%** of students
  - **73%** of faculty
  - **76%** of staff

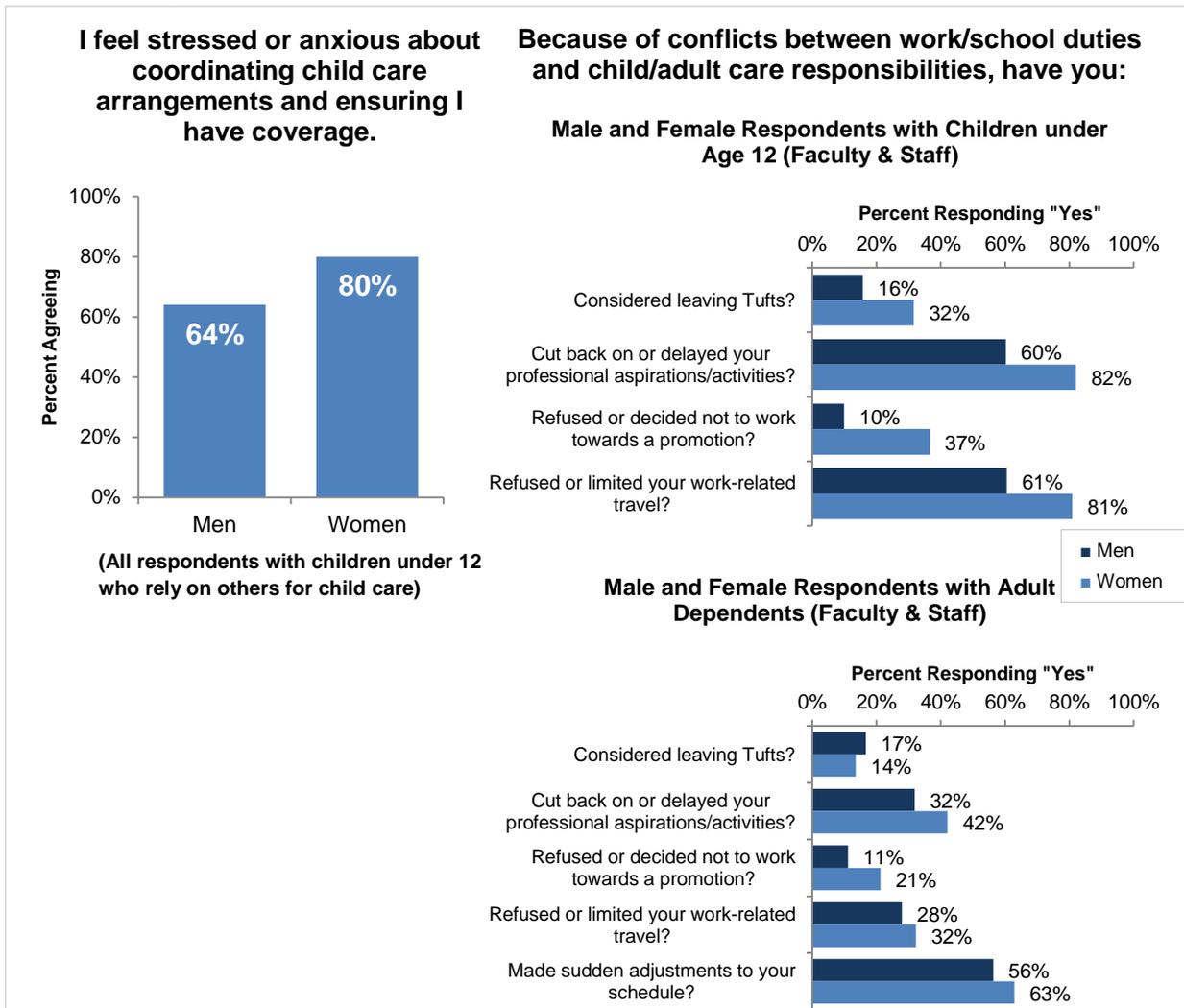
**Existing resources for child and adult care needs are not widely known nor understood within the Tufts Medford Campus community**

- Only 31% of benefits-eligible faculty and staff with children under 12 and 36% of faculty and staff with current or anticipated adult care responsibilities were aware of the Employee Assistance Program (EAP) child care assisted search.
- Only 30% of benefits-eligible faculty and staff with current or anticipated adult care responsibilities were aware of Care.com Backup Dependent Care, while 51% of benefits-eligible faculty and staff with children under 12 were aware of the service.
- Only 51% of faculty and staff with children under 12 were aware of the Bright Horizons at Teele Square child care center; 37% were aware of summer camps and programs affiliated with Tufts.

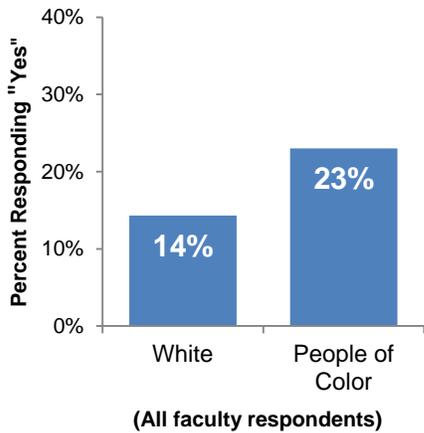


**Problems with child care and dependent care have disparate impacts on different parts of our community**

- 80% of women agreed or strongly agreed that they felt stressed or anxious about coordinating child care arrangements and ensuring they had coverage, compared with 64% of men.
- Among students, faculty, and staff, women were more likely than men to report that they had considered leaving Tufts, cut back on networking and other professional opportunities, and refused or limited work-related travel due to conflicts between work/school duties and childcare responsibilities.
- Students of color (75%) were more likely than white students (65%) to indicate that they had chosen less ambitious career goals due to child care concerns.
- Faculty members of color were more likely than white faculty members to report that they had decided not to work towards a promotion (33% vs. 17%) and had limited work-related travel (87% vs. 81%) due to child care conflicts.
- Faculty of color (23%) were more likely than white faculty members (14%) to have adult care responsibilities and to report that they decided not to pursue a promotion as a result of these responsibilities (40% vs. 10%).
- Unpartnered faculty members (26%) had more adult care responsibilities than their partnered counterparts (16%).

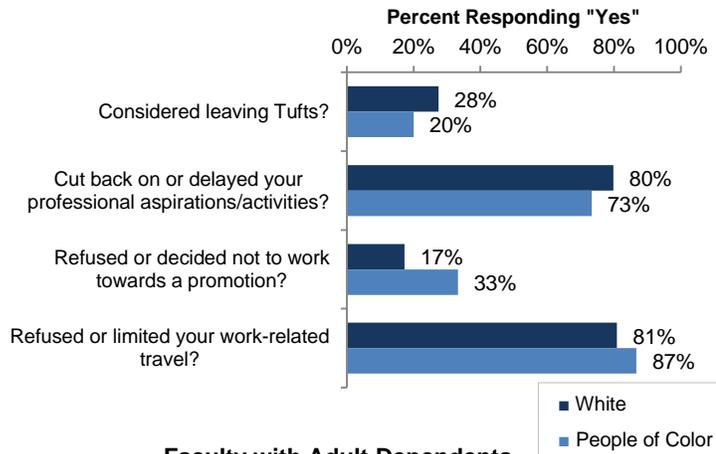


**Do you currently have responsibilities for an adult who is an elder or has a permanent disability?**

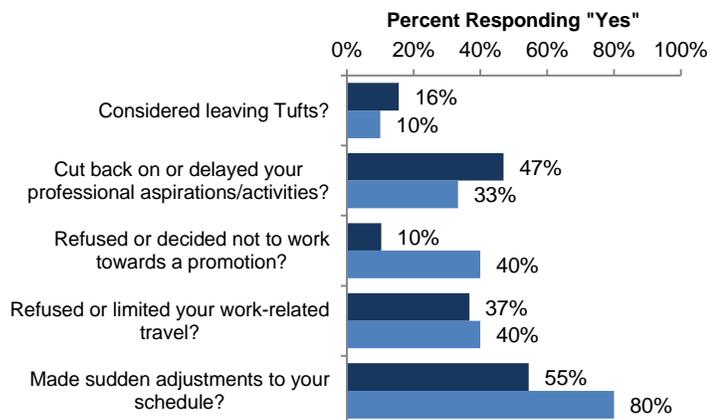


**Because of conflicts between work/school duties and child/adult care responsibilities, have you:**

**Faculty with Children under Age 12**

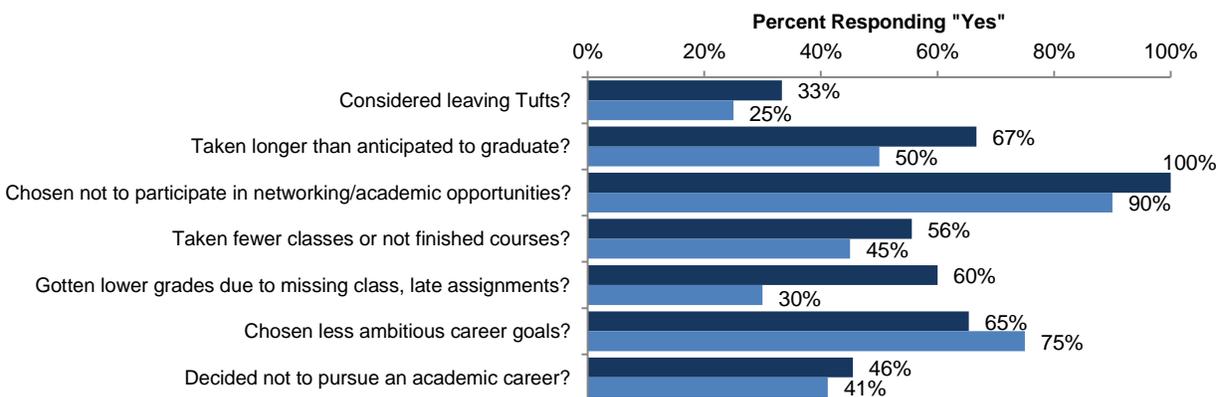


**Faculty with Adult Dependents**



**Because of conflicts between work/school duties and child/adult care responsibilities, have you:**

**Students with Children under Age 12**



## Concerns specific to child care

### Child care in the greater Boston area is extremely expensive

- 68% of respondents reported that finding affordable child care was difficult.

### Backup child care, high quality care, and care during non-traditional hours are difficult to find

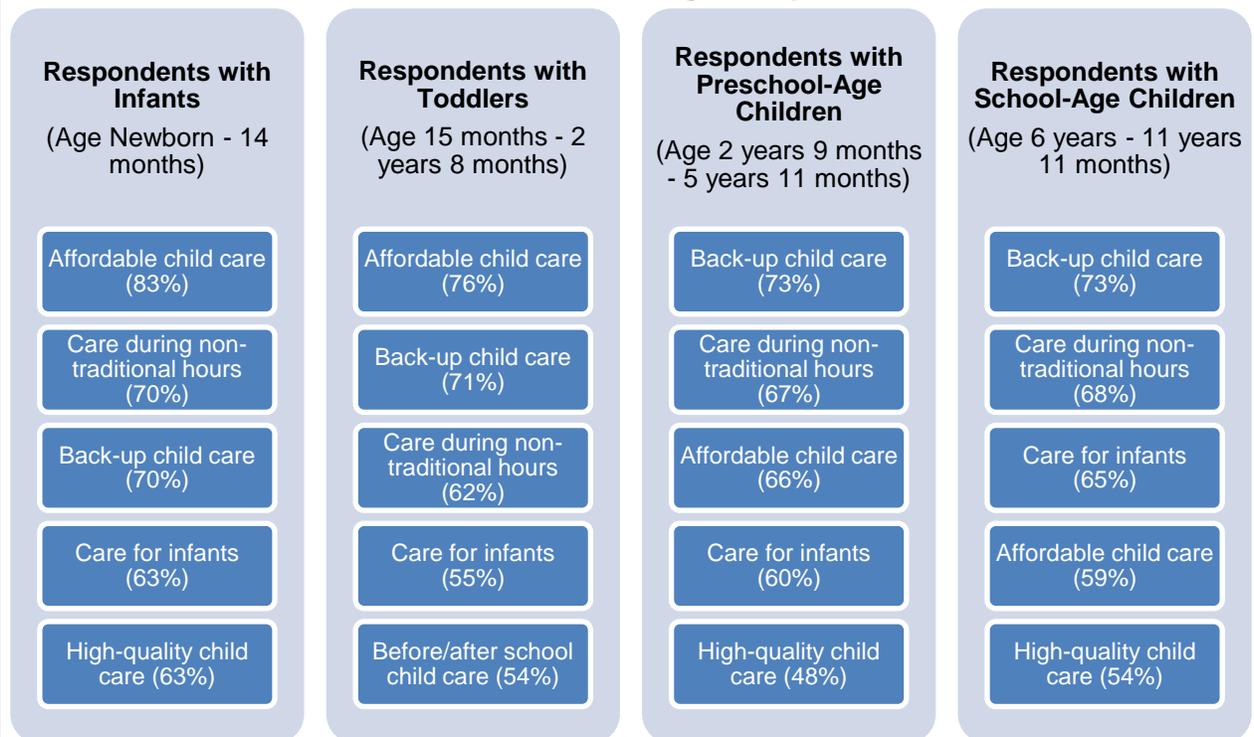
- 72% of respondents with children under 12 reported difficulty in finding back-up child care.
- 67% reported difficulty finding childcare during non-traditional hours.
- 52% of respondents reported difficulty in finding high quality child care.

### Needs are very high in the area of infant and toddler care

- 78 respondents reported having infants in the newborn to 14 months age range.
- 63% of respondents with infants reported difficulty in finding care for infants.
- 89% of respondents with infants said on-site infant care would be helpful or very helpful.
- 103 respondents reported having toddlers in the 15 months to 2 years 8 months age range.
- Only 38% of respondents with toddlers reported difficulty in finding care for toddlers; but 76% report it is difficult to find *affordable* care.
- 92% of respondents with infants or toddlers said on-site toddler care would be helpful or very helpful.

Please rate the level of difficulty you have faced when trying to find the following types of child care:

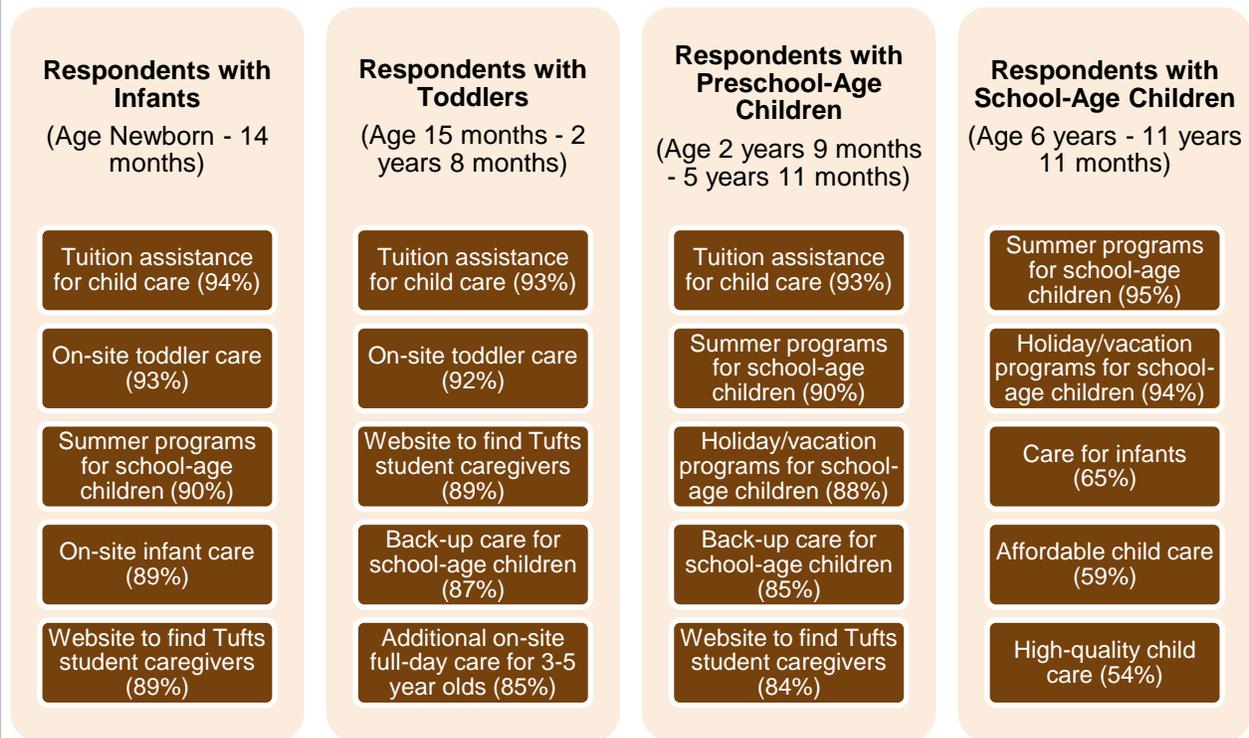
### Top 5 Items that Received the Highest “Difficulty” Ratings from Respondents with Children in Each Age Group



*Note:* Respondents were asked to rate the level of difficulty in trying to find the following: Information about child care, affordable child care, high quality child care, care for infants, care for toddlers, care for preschool-age children, before/after school child care, conveniently located child care, back-up child care, and child care during non-traditional hours (e.g., nights, weekends, evenings, holidays).

**If Tufts were to offer the following services, please rate how helpful they would be for you.**

**Top 5 Items that Received the Highest “Helpfulness” Ratings from Respondents with Children in Each Age Group**



*Note:* Respondents were asked to rate the helpfulness of the following potential services: On-site infant care, on-site toddler care, additional on-site full-day care for 3-5 year olds, additional on-site half-day preschool slots, support for a network of family day care providers, a website to match Tufts student caregivers with Tufts community members who need care, on-campus child care referrals and counseling from individuals who know the local child care market, reserved slots at existing local child care centers, tuition assistance for child care, summer programs for school-age children, programs for school-age children during holidays and vacations, back-up care for school-age children.

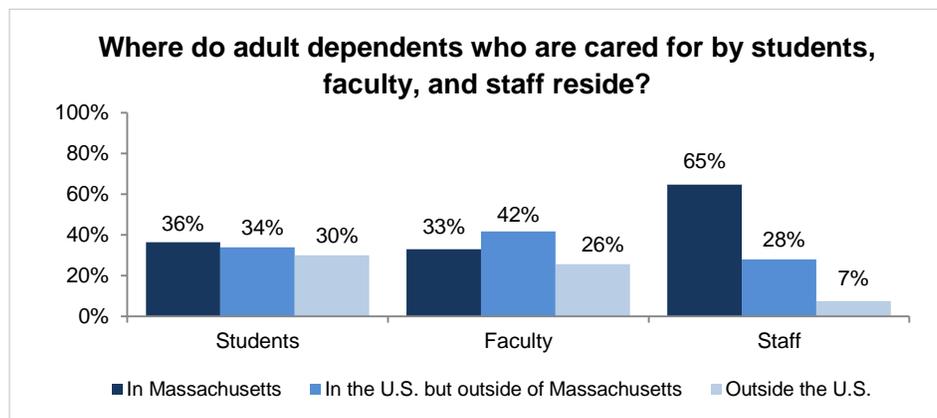
## Concerns specific to adult care

15% of respondents (209 people) had care responsibilities for an adult who is an elder or has a permanent disability. Approximately 25% of faculty and staff anticipate expecting to provide such care in the next 5 years.

Tufts faculty, staff, and students provide care to a total of 304 adult dependents. Among these adult dependents who receive care from Tufts faculty, staff, or students, a majority (67%) receive between 1 and 5 hours of care per week, but 43 (14%) of these adult dependents receive 11 or more hours of care per week.

### Adults needing care may be in state, out of state, or outside of the US

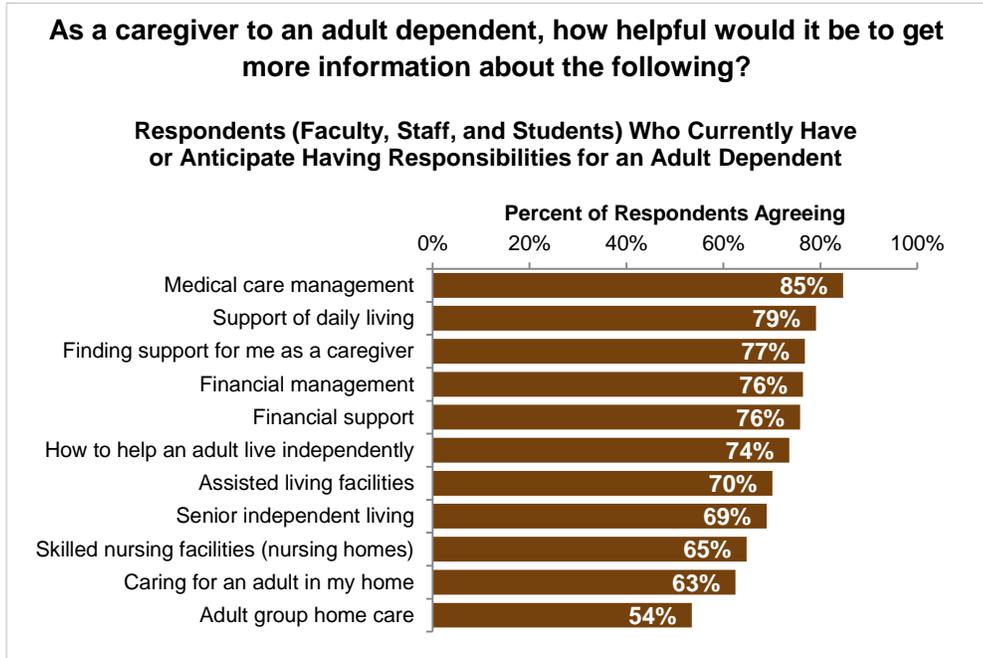
Adult dependents are not evenly distributed geographically: 65% of adult dependents cared for by staff reside in Massachusetts, while adult dependents cared for by faculty and students are about equally likely to reside in Massachusetts or elsewhere in the U.S. Also, 26% of adult dependents cared for by faculty and 30% of those cared for by students reside outside the U.S.



**Tufts community members caring for adults have specific information needs**

Respondents ranked the following categories of adult care information resources as most helpful:

- Medical care management (85%)
- Support of daily living (79%)
- Caregiver support (77%)
- Financial management advice (76%)



## Appendix B

### Representativeness of Respondents

#### Tenure Status of Faculty Survey Respondents, Compared to Faculty Population on Medford Campus

	Faculty	
	Survey Respondents <sup>1</sup>	Campus Population <sup>2</sup>
Tenured	43.5%	37.1%
Tenure Track	17.7%	11.7%
Non-Tenure Track	38.8%	49.2%
Unknown	N/A	1.9%
Total	100.0%	100.0%

<sup>1</sup> These numbers include the responses of individuals who identified as faculty or research faculty on the survey.

<sup>2</sup> The faculty data were obtained from the Human Resources PeopleSoft database in Fall 2015. These data include faculty from the School of Arts & Sciences, School of Engineering, Fletcher, and Central Administration.

#### Exempt Status of Staff Survey Respondents, Compared to Staff Population on Medford Campus

	Staff	
	Survey Respondents <sup>3</sup>	Campus Population <sup>4</sup>
Exempt	73.6%	69.5%
Non-Exempt	26.4%	30.5%
Total	100.0%	100.0%

<sup>3</sup> These numbers include the responses of individuals who identified as staff/administrator or postdoctoral research associate/fellow on the survey.

<sup>4</sup> The staff data were obtained from the Human Resources PeopleSoft database in Fall 2015. These data include staff from the School of Arts & Sciences, School of Engineering, Fletcher, and Central Administration.

**Race/Ethnicity of Survey Respondents, Compared to Medford Campus Population, by Faculty, Staff, and Graduate Students<sup>1</sup>**

	Faculty		Staff		Graduate Students		Overall (Faculty, Staff, and Graduate Students)	
	Survey Respondents <sup>2</sup>	Campus Population <sup>3</sup>	Survey Respondents <sup>4</sup>	Campus Population <sup>5</sup>	Survey Respondents <sup>6</sup>	Campus Population <sup>7</sup>	Survey Respondents	Campus Population
American Indian/Alaska Native	1.1%	0.8%	0.5%	0.9%	1.0%	0.9%	0.8%	0.9%
Asian	9.5%	10.4%	5.5%	8.5%	24.2%	16.7%	11.5%	13.3%
Black/African American	4.9%	4.6%	4.3%	6.6%	4.6%	4.5%	4.5%	5.1%
Hispanic/Latino	4.9%	4.1%	2.9%	4.1%	6.8%	4.7%	4.4%	4.4%
Native Hawaiian/Pacific Islander	1.0%	0.2%	0.4%	0.4%	0.5%	0.1%	0.4%	0.2%
White <sup>8</sup>	80.2%	82.3%	84.0%	78.1%	65.6%	58.4%	78.1%	68.1%
Other <sup>9</sup>	1.4%	N/A	0.9%	N/A	2.7%	N/A	1.5%	N/A
Prefer not to disclose/Unknown <sup>10</sup>	5.5%	2.2%	4.3%	5.4%	3.2%	20.7% <sup>11</sup>	4.2%	13.2%

<sup>1</sup> In this table, all races/ethnicities with which an individual identifies are reported; because some individuals identify with more than one race/ethnicity, total column percentages are greater than 100%.

<sup>2</sup> These numbers include the responses of individuals who identified as faculty or research faculty on the survey.

<sup>3</sup> The faculty data were obtained from the Human Resources PeopleSoft database in Fall 2015. These data include faculty from the School of Arts & Sciences, School of Engineering, Fletcher, and Central Administration.

<sup>4</sup> These numbers include the responses of individuals who identified as staff/administrator or postdoctoral research associate/fellow on the survey.

<sup>5</sup> The staff data were obtained from the Human Resources PeopleSoft database in Fall 2015. These data include staff from the School of Arts & Sciences, School of Engineering, Fletcher, and Central Administration.

<sup>6</sup> These numbers include the responses of individuals who identified as graduate students on the survey. This table does not present data for undergraduate students, since only a small number of survey respondents identified as undergraduates (1.7%, or 7 students).

<sup>7</sup> The student data were obtained from SIS and the 2015 IPEDS Fall Enrollment file. These data include graduate students from the School of Arts & Sciences, School of Engineering, and the Fletcher School, including students in certificate programs.

<sup>8</sup> In addition to the race/ethnicity categories shown in the table above, on the Dependent Care Needs Survey, respondents were given the option to select "Middle Eastern/North African." For comparative purposes, in this table, respondents who identify as Middle Eastern/North African are categorized as "White," which is consistent with how those who identify as Middle Eastern/North African are categorized in PeopleSoft and SIS. On the survey, 1.7% of faculty respondents, 0.3% of staff respondents, and 2.1% of student respondents identified as Middle Eastern/North African.

<sup>9</sup> On the survey, respondents were given the option to select "other" to describe their race/ethnicity; there is not a comparable field available in the Human Resources or SIS data for the campus population.

<sup>10</sup> For survey respondents, this category represents respondents who selected the option "I prefer not to disclose this information" in response to the question asking them to identify their race/ethnicity. For the campus population data, this category represents faculty and staff whose race/ethnicity is listed as "not specified" in PeopleSoft and students whose race/ethnicity is listed as "unknown" in SIS.

<sup>11</sup> In the SIS data reported here, 53% of students with an "unknown" race/ethnicity are foreign students for whom no race/ethnicity data is recorded.

**Gender of Survey Respondents, Compared to Medford Campus Population, by Faculty, Staff, and Graduate Students**

	Faculty		Staff		Graduate Students		Overall (Faculty, Staff, and Graduate Students)	
	Survey Respondents <sup>1</sup>	Campus Population <sup>2</sup>	Survey Respondents <sup>3</sup>	Campus Population <sup>4</sup>	Survey Respondents <sup>5</sup>	Campus Population <sup>6</sup>	Survey Respondents	Campus Population
Male	41.3%	55.3%	26.7%	35.5%	32.8%	44.8%	31.7%	44.3%
Female	58.7%	44.7%	73.0%	64.5%	66.3%	54.1%	67.9%	55.1%
Other <sup>7</sup>	0.0%	N/A	0.3%	N/A	1.0%	0.0%	0.4%	0.0%
Unknown	N/A	N/A	N/A	N/A	N/A	1.0%	N/A	0.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

<sup>1</sup> These numbers include the responses of individuals who identified as faculty or research faculty on the survey.

<sup>2</sup> The faculty data were obtained from the Human Resources PeopleSoft database in Fall 2015. These data include faculty from the School of Arts & Sciences, School of Engineering, Fletcher, and Central Administration.

<sup>3</sup> These numbers include the responses of individuals who identified as staff/administrator or postdoctoral research associate/fellow on the survey.

<sup>4</sup> The staff data were obtained from the Human Resources PeopleSoft database in Fall 2015. These data include staff from the School of Arts & Sciences, School of Engineering, Fletcher, and Central Administration.

<sup>5</sup> These numbers include the responses of individuals who identified as graduate students on the survey. This table does not present data for undergraduate students, since only a small number of survey respondents identified as undergraduates (1.7%, or 7 students).

<sup>6</sup> The student data were obtained from SIS and the 2015 IPEDS Fall Enrollment file. These data include graduate students from the School of Arts & Sciences, School of Engineering, and the Fletcher School, including students in certificate programs. These numbers represent gender as reported by the students.

<sup>7</sup> On the survey, respondents were given the choices of "male," "female," and "other." There is not a comparable "other" field available in the Human Resources data for faculty and staff, but self-reported student gender in SIS contains "other" and "unknown" categories.

**School/Division of Survey Respondents, Compared to Medford Campus Population, by Faculty, Staff, and Graduate Students**

	Faculty		Staff		Graduate Students		Overall (Faculty, Staff, and Graduate Students)	
	Survey Respondents <sup>1</sup>	Campus Population <sup>2</sup>	Survey Respondents <sup>3</sup>	Campus Population <sup>4</sup>	Survey Respondents <sup>5</sup>	Campus Population <sup>6</sup>	Survey Respondents	Campus Population
School of Arts & Sciences	85.1%	73.1%	38.0%	45.6%	58.8%	45.2%	54.5%	50.6%
School of Engineering	10.3%	19.2%	5.1%	9.1%	22.3%	27.6%	11.0%	20.9%
Fletcher School	3.2%	7.7%	5.6%	6.5%	18.9%	27.2%	8.6%	17.7%
Central Administration	1.4%	0.1%	48.5%	38.7%	N/A	N/A	24.5%	10.8%
Other	0.0%	N/A	2.8%	N/A	0.0%	N/A	1.4%	N/A
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

<sup>1</sup> These numbers include the responses of individuals who identified as faculty or research faculty on the survey.

<sup>2</sup> The faculty data were obtained from the Human Resources PeopleSoft database in Fall 2015. These data include faculty from the School of Arts & Sciences, School of Engineering, Fletcher, and Central Administration.

<sup>3</sup> These numbers include the responses of individuals who identified as staff/administrator or postdoctoral research associate/fellow on the survey.

<sup>4</sup> The staff data were obtained from the Human Resources PeopleSoft database in Fall 2015. These data include staff from the School of Arts & Sciences, School of Engineering, Fletcher, and Central Administration.

<sup>5</sup> These numbers include the responses of individuals who identified as graduate students on the survey. This table does not present data for undergraduate students, since only a small number of survey respondents identified as undergraduates (1.7%, or 7 students).

<sup>6</sup> The student data were obtained from SIS and the 2015 IPEDS Fall Enrollment file. These data include graduate students from the School of Arts & Sciences, School of Engineering, and the Fletcher School, including students in certificate programs.

**Top 10 Home Zip Codes for Faculty and Staff Respondents, Compared to Faculty and Staff Populations on Medford Campus**

**Faculty**

**Survey Respondents<sup>1</sup>**

City, State, Zip code	Percent of Faculty Respondents
Medford, MA 02155	15.5%
Somerville, MA 02144	8.1%
Arlington, MA 02474	4.7%
Belmont, MA 02478	4.3%
Cambridge, MA 02138	4.0%
Lexington, MA 02421	3.7%
Arlington, MA 02476	3.1%
Winchester, MA 01890	3.1%
Somerville, MA 02143	3.1%
Brookline, MA 02446	2.2%
Cambridge, MA 02140	2.2%
Concord, MA 01742	2.2%
Cambridge, MA 02139	2.2%
Lexington, MA 02420	1.9%
Lincoln, MA 01773	1.9%
Brookline, MA 02445	1.6%
Ipswich, MA 01938	1.2%
Boxborough, MA 01719	1.2%
Acton, MA 01720	1.2%
Brighton, MA 02135	0.9%

**Campus Population<sup>2</sup>**

City, State, Zip code	Percent of Faculty
Medford, MA 02155	10.4%
Somerville, MA 02144	5.9%
Cambridge, MA 02138	4.2%
Arlington, MA 02474	4.1%
Winchester, MA 01890	3.6%
Belmont, MA 02478	3.6%
Lexington, MA 02421	3.2%
Somerville, MA 02143	2.6%
Lexington, MA 02420	2.6%
Cambridge, MA 02140	2.5%
Concord, MA 01742	2.4%
Arlington, MA 02476	2.2%
Cambridge, MA 02139	2.0%
Brookline, MA 02446	1.7%
Boston, MA 02130	1.4%
Lincoln, MA 01773	1.3%
Andover, MA 01810	1.2%
Brookline, MA 02445	1.1%
Newton, MA 02468	1.1%
Boston, MA 02116	1.0%

<sup>1</sup> These numbers include the responses of individuals who identified as faculty or research faculty on the survey.

<sup>2</sup> The faculty data were obtained from the Human Resources PeopleSoft database in Fall 2015. These data include faculty from the School of Arts & Sciences, School of Engineering, Fletcher, and Central Administration.

**Staff**

**Survey Respondents<sup>3</sup>**

City, State, Zip code	Percent of Staff Respondents
Medford, MA 02155	16.7%
Somerville, MA 02144	7.3%
Arlington, MA 02474	3.9%
Somerville, MA 02145	3.6%
Somerville, MA 02143	3.5%
Melrose, MA 02176	2.9%
Winchester, MA 01890	2.7%
Malden, MA 02148	2.4%
Arlington, MA 02476	2.4%
Stoneham, MA 02180	1.9%
Woburn, MA 01801	1.7%
Cambridge, MA 02140	1.6%
Watertown, MA 02472	1.4%
Tewksbury, MA 01876	1.4%
Reading, MA 01867	1.4%
Belmont, MA 02478	1.4%
Waltham, MA 02453	1.3%
Cambridge, MA 02139	1.3%
Cambridge, MA 02138	1.3%
Brookline, MA 02446	1.2%

**Campus Population<sup>4</sup>**

City, State, Zip code	Percent of Staff
Medford, MA 02155	15.1%
Somerville, MA 02144	6.5%
Arlington, MA 02474	4.1%
Somerville, MA 02145	3.2%
Malden, MA 02148	3.0%
Somerville, MA 02143	2.8%
Winchester, MA 01890	2.6%
Melrose, MA 02176	2.1%
Arlington, MA 02476	2.1%
Stoneham, MA 02180	1.9%
Reading, MA 01867	1.8%
Woburn, MA 01801	1.7%
Cambridge, MA 02139	1.6%
Cambridge, MA 02138	1.5%
Cambridge, MA 02140	1.5%
Belmont, MA 02478	1.5%
Tewksbury, MA 01876	1.2%
Wakefield, MA 01880	1.0%
Billerica, MA 01821	0.9%
Boston, MA 02135	0.9%

<sup>3</sup> These numbers include the responses of individuals who identified as staff/administrator or postdoctoral research associate/fellow on the survey.

<sup>4</sup> The staff data were obtained from the Human Resources PeopleSoft database in Fall 2015. These data include staff from the School of Arts & Sciences, School of Engineering, Fletcher, and Central Administration.