

Report of the Tufts University Arts, Sciences and Engineering Faculty Task Force on Work/Life Balance

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Engineering Faculty Task Force on Work/Life Balance

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Report of the Tufts University Arts, Sciences and Engineering Faculty Task Force on Work/Life Balance

Executive Summary

The Task Force on Work/Life Balance was empanelled in the Spring of 2010 by President Emeritus Bacow to investigate where AS&E stood with regard to faculty work/life policies and practices: how we compared to our peers, what best practices we might adopt, and how well our existing policies and practices were serving our faculty. We issued a preliminary report in April 2011 based on extensive data collection including a faculty survey, a chairs' survey, discussion with relevant faculty groups and administrators, and benchmarking of 21 comparison institutions. The full report of the Task Force is available on our wiki, <http://go.tufts.edu/worklife>.

WHERE TUFTS STANDS TODAY

Benchmarking revealed that Tufts lags significantly behind our peers in the area of work/life supports (see the Peer Institution Comparison Table). It is important for Tufts to improve our standing in this area for the following reasons:

1. To make Tufts more competitive in the recruitment and retention of excellent faculty.
2. To support Tufts' pursuit of excellence by allowing faculty to fulfill their full scholarly potential in spite of personal challenges.
3. To make Tufts an "employer of choice" and a great place to work.

That being said, we must emphasize that Tufts already has an outstanding foundation on which to build.

First, Tufts currently has, and has had for many years, numerous policies that support faculty work/life needs. These include generous tuition remission, generous paid sick leave policies, and paid maternity leave for 12 weeks—exceeding the state minimum of 8 weeks of unpaid leave—since the presidency of Jean Mayer (1976-1992). In addition, through Human Resources, Tufts provides the Employee Assistance Program, Flexible Spending Accounts, and a number of other programs. Furthermore, we have two outstanding preschools on campus. AS&E faculty have had a tenure-clock stoppage for primary caregivers of new children since 2002. These are all invaluable building blocks for a comprehensive faculty work/life program.

Second, in many departments, the culture of Tufts is already quite supportive of faculty dealing with work/life issues. In those departments, informal accommodations occur all the time. Over the course of our work, we have heard numerous wrenching stories from faculty who have successfully made their way through personal crises, such as the deaths or serious illnesses of their children, partners, or parents or their own serious illness, and emerged ready to do great things with their careers in large part through the kind, humane response they have received from their colleagues, Chairs, and Deans. These people love

Tufts, and will forever be grateful to Tufts for this reason. This kind of supportive culture for both ordinary and not-so-ordinary life challenges is not something that all universities share, and it is something that is very hard to create where it is absent. This means we already enjoy a great advantage in moving toward an even better work/life situation.

WHAT WE CAN DO TO BE EVEN BETTER

There are some concrete ways we can build on and improve this existing foundation.

First, we can formalize our current policies and practices to improve transparency, fairness, and accessibility. A recurring theme in our discussions with both faculty and administrators is that at Tufts, work/life concerns are very frequently dealt with in an ad hoc, case-by-case manner, depending largely on what or whom a faculty member knows and on the particular conditions in a department. This results in uneven implementation: people in some departments may negotiate excellent accommodations, while people in others get very little to no accommodation. And in addition, because we don't have a mechanism in place to communicate clearly about the policies and practices we do have, often faculty do not take advantage of supports they are entitled to. Many of these problems can be rectified simply by putting policies in writing, explaining eligibility and process more clearly, and publicizing policies more broadly.

Second, we can improve our work/life standing over the long run by building work/life concerns into the structure of our administration, making it someone's responsibility to see that policies are kept up to date. Work/life is a rapidly-changing field, and it would require vigilance to see that our policies and programs become and remain state-of-the-art.

Third, we can invest in some new, basic work/life infrastructure that will put us in line with best practices at other universities, and also serve our faculty and staff better. This includes investment in good websites and also in supports for dependent care.

In this report, we have developed specific recommendations to address these three areas, and we have tried to do so in ways that are realistic and feasible given our institution's particular strengths and character. During the course of our work we have had many constructive discussions with Tufts administrators about their perspectives on faculty work/life concerns, and about the kinds of changes they think would make sense for the Tufts community and our financial position. These conversations have constantly reinforced our commitment to keeping our heads out of the theoretical clouds and instead focusing our attention on the facts on the ground: benchmarking, data, cost, feasibility, responsibility for implementation, and so on.

In short, this report sets out to provide some suggestions for developing a set of formal, transparent policies related to faculty work/life concerns, and for building institutional structures that not only provide programmatic support for work/life issues, but also continue to monitor and update our policies and practices on into the future. We have

done this by focusing on the data, identifying best practices, and thinking carefully about which of them we can realistically implement.

WHAT IS “WORK/LIFE”?

What, specifically, do we mean by the term “work/life”? It is a term used in the field of Human Resources and related fields, including in academic administration, to refer to policies and practices that enable employees to manage the demands of their personal lives while remaining productive at work. Historically, practitioners have referred to this area using different names: “work and family,” “family-friendly policies” and so on. However, these older names make it sound as though they are only about people with small children, and that is not the case. Instead, they are about practices and policies that span an employee’s entire working life, “hire to retire.” Work/life usually encompasses issues related to:

1. work practices, such as adjusted workloads and flexible work schedules;
2. leaves, such as for childbirth, childrearing, or caring for a seriously ill family member;
3. supports for caregivers of elders and other adults;
4. supports for childcare and parenting, such as backup dependent care, childcare centers, and support for children with special needs;
5. housing and relocation;
6. wellness, mental health, and addiction/recovery supports;
7. legal and financial counseling and supports.¹

In this report, we primarily focus on the first five areas.

The practitioner literature on work/life emphasizes that good work/life policies and practices benefit both employees and the employer. They benefit employees by allowing them to perform their jobs with lower stress, better health, better work satisfaction, and better quality of life. They benefit the employer by improving employee retention, engagement/loyalty, and productivity, and reducing absenteeism and health care costs. In short, practitioners make a strong business case for work/life and its benefits for the bottom line.²

Academia has been slower than the private sector to approach work/life systematically. Work/life concerns generally began to make their way into the university setting only after the mid-1990s. They animate many initiatives taken by universities *qua* employers, ranging from Employee Assistance Programs to Wellness programs to Tufts’ own “Excellence@Work” program intended to make Tufts an employer of choice for staff.

GUIDING PRINCIPLES OF THE TASK FORCE

1. We think it is crucial that our recommendations be grounded in data about what is happening in the academy as a whole, as well as about the existing environment for faculty at Tufts. We also think it is crucial for our recommendations to be realistic, feasible, and suited to our community in particular.

2. Work/life policies are key in recruitment and retention of excellent faculty. From a simple market perspective, we need to have work/life programs and policies that will make us look attractive and competitive to prospective faculty members, some of whom are already choosing not to come to Tufts for work/life considerations.
3. Tufts in general, and Arts, Sciences and Engineering in particular, invest a huge amount in recruiting and retaining faculty. We have many faculty development programs to help faculty become and remain productive and successful over the course of their long careers. We should also support these same faculty members when a family or personal situation challenges their productivity and success. Not investing the small amount of additional resources required to support a faculty member through a relatively brief period of personal difficulty seems penny-wise and pound-foolish.
4. The costs of losing talented faculty members for personal reasons are high. Replacing faculty incurs the costs of a search and start-up packages. It also incurs the opportunity cost of the productivity and success that they may take elsewhere.
5. We strongly believe that transparency and fairness, made possible through clearly articulated structures and policies around work/life issues, are key to making sure that work/life accommodations are available to all as a matter of course, not as a special arrangement or privilege.
6. Our recommendations are a jumping-off point for discussions with administrators, faculty committees, and the faculty as a whole. We recognize that these recommendations would cost money, that choices and prioritizations would need to be made among them, and that a long-range perspective is important. We are hoping that the recommendations will give us a systematic place to start these discussions and decisions.

WORK PROCESS OF THE TASK FORCE, SUMMER 2010 TO SPRING 2012

Data collection: benchmarking against peer institutions

After the Task Force was empanelled in the Spring of 2010, its first step was to see where Tufts stood in comparison to peer institutions on work/life issues. Dawn Terkla, Associate Provost, Institutional Research and Evaluation, very kindly offered to help us by providing us research assistance³ to carry out benchmarking. Former Provost Jamshed Bharucha had supplied us with a list of 11 peer institutions against whom Tufts customarily benchmarks, and Associate Provost Terkla also helped us select a group of ten additional universities known to be leaders in the area of work/life so that we could get a broader perspective about what was happening in the academy.⁴

Additional data collection

From the Summer of 2010 through the end of Academic Year 2010-2011, the Task Force dedicated itself to collecting and analyzing data. We met weekly, for two hours a week, during the academic year to discuss our data. Data collection included:

- carrying out further detailed benchmarking against our peer institutions through examining their websites and also by contacting administrators directly;
- examining the data from past Tufts junior faculty COACHE surveys;⁵

- examining the data from past Tufts HERI surveys;⁶
- with the assistance of Associate Provost Terkla, adding 20 work/life-related questions to the HERI survey which Tufts administered to all faculty university-wide in the Fall of 2010;⁷
- conducting an informal survey of AS&E department chairs and program directors (current, and those who had served during the past 5 years) to assess what formal and informal work/life accommodations they already had in place and the extent to which they had observed work/life conflicts affecting faculty careers in their programs;⁸
- soliciting input from relevant constituencies by holding brown-bag lunches with both the Faculty Mothers of Young Children group and faculty fathers who were prospective users of the parental accommodation policies, and with faculty with elder/adult care concerns;
- soliciting input from the LGBT Faculty/Staff Caucus;
- consulting with the Chairs of the Tenure and Promotion Committee;
- reviewing the current scholarly research and literature on work/life in academia;
- consulting with Tufts faculty and staff with expertise in childcare;
- consulting with practitioners at other institutions, including attending conferences on work/life issues and participating in the College and University Work and Family Association (CUWFA) listserv;
- soliciting informal proposals and descriptions of services from consultants and vendors to help us get a grasp on the costs that might be involved in implementing particular work/life programs

Meetings with administrators

During this period, we met with administrators from both the School of Arts and Sciences and the School of Engineering, in some cases multiple times, and with members of the University (Central) administration. From AS&E, we met with the Dean of Arts and Sciences, as well as the Deans of Academic Affairs for Arts and Sciences and the Dean of the Graduate School of Arts and Sciences; the Arts and Sciences Faculty Affairs Officer; the Executive Administrative Dean of Arts and Sciences; the Dean of Engineering; and the Executive Associate Dean of Engineering. From the University administration, we met with the Vice President of Human Resources; the Provost and Senior Vice President ad interim; the Executive Vice President; President Emeritus Bacow; and President Monaco. At these meetings we gave them periodic informal reports on our findings—for example, an extensive memo on our benchmarking around maternity leave, primary caregiver leave, and tenure clock stoppage policies, which we gave to the AS&E Deans in June of 2011.

Formulating recommendations

During the first half of Academic Year 2011-2012, the Task Force worked on formulating our recommendations for this report based on the data we had collected. During this time, we met weekly, for two hours a week, to draft and discuss our recommendations.

FINDINGS: WHERE TUFTS STANDS RELATIVE TO OUR PEERS

In order to gauge where Tufts stands relative to our peers and leaders in work/life, we constructed a peer institution comparison table to illustrate graphically how Tufts measures up on nine foundational faculty work/life policies. The table quite clearly shows that Tufts is lagging behind its peers in its provision of faculty work/life supports.

(See next page)

Peer Institution Comparison Table—Work/Life Supports

These comparisons are based on information publicly available on the Internet, Summer 2010.

Legend: ● full ○ partial

Paid leave after birth/adoption	Tenure clock stop for parental leave	On-site childcare	Backup childcare	On-site elder care counselor, supports	Dependent care travel grants	Tuition benefit for dependents	Univ.-owned housing and mortgage assistance	Work/life office or FTE & quality website
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Tufts	●	●	○		○		●	○		4.5/9
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Peer institutions

Boston College	●	●	○				●			3.5/9
Brown	●	●	●	●	○	●	●	●	○	8/9
Columbia	●	●	●	●	○		●	●	●	7.5/9
Cornell	●	●	●	●	●		●	○	●	7.5/9
Dartmouth	●	●	●				○	○		4/9
Duke	●	●	●	○	●		●	○	●	7/9
Georgetown	●	●	○		●		●	○		5/9
Johns Hopkins	●	●	●	●	●		●		●	7/9
Northwestern	●	●	●	●		●	●		●	7/9
U. Pennsylvania	●	●	●	●	○		●	○	●	7/9
Washington University (St. Louis)	●	●	●	●	○		●	●	○	7/9

Non-peers with excellent work/life practices

Emory	●	●	●	●	●		●		●	7/9
Harvard	●	●	●	●	●	●	○	●	●	8.5/9
MIT	●	●	●	●	●	●	●	○	●	8.5/9
U. Arizona	●	●		●	●		●		●	6/9
UC Berkeley	●	●	●	●	●	●		○	●	7.5/9
UCLA	●	●	●	●	●	●		●	●	8/9
U. Michigan	●	●	●	●	●			○	●	6.5/9
U. Southern California	●	●	●		○		●	●	●	6.5/9
U. Virginia	●	●	●	●	●			○	●	6.5/9
U. Washington	●	●	●	○	●			○	●	6/9

21/21 21/21 19/21 16/21 15.5/21 6/21 15/21 11/21 17/21

Definitions and scoring:

Paid leave after birth or adoption: faculty member receives paid parental leave of any duration after giving birth or adopting a child under the age of 5.

Tenure clock stop for parental leave: upon taking parental leave, faculty member receives tenure clock stop for a year whether automatic or by request.

On-site childcare: university owns/operates, or contracts for, on-site childcare for children infant through kindergarten. Preschool-K only, with no infant/toddler care, receives a “partial” score.

Backup childcare: university makes provisions for on-site or in-home childcare for mildly ill children or for when usual care is unavailable, using an outside vendor or in-house care. Sick childcare only, or bad-weather childcare only, receives a “partial” score.

On-site elder care counselor, supports: institution provides in-house support and counseling for caregivers. Outsourced referrals through national Employee Assistance Program arrangements receive a “partial” score.

Dependent care travel grants: institution provides small grants (usually up to \$500/year) for faculty to defray costs of dependent care while attending conferences, traveling to conduct research, or undertaking other work-related travel.

Tuition benefit for dependents: institution provides significant tuition assistance to children or spouses of employees at home institution. Spouse-only benefit receives a “partial” score; Harvard negotiates individually with faculty and so receives a partial score as well.

University-owned housing and mortgage assistance: institution owns housing for faculty rental and provides substantial financial assistance for purchasing a home through a variety of arrangements. Providing one of these receives a “partial” score.

Work/life office or FTE & quality website: institution has either a multi-FTE office or a single FTE in another office, such as HR, devoted to work/life issues, and has a high-quality work/life website. A high-quality website alone receives a “partial” score—there are no instances of an office/FTE without a good website.

The peer institution comparison table only paints a picture of the situation in the broadest strokes; for example, it shows whether institutions have paid maternity leave, but does not include details such as the length of the leave, whether it is associated with teaching relief, and so on. For a more detailed comparison and discussion of these and other policies and practices in depth, please see the full report.

The bottom line is that our peers are outperforming Tufts in their provision of work/life supports. In order to remain competitive in faculty recruitment and retention vis-à-vis our peers, we need to match or exceed the support they provide around work/life.

Why are our peers doing so much around work/life?

We think it is in Tufts' interest to meet or exceed our peers' performance in the area of work/life; but why are our peers doing so much in this area in the first place?

Universities have adopted work/life supports for faculty as a response to the changing needs of an increasingly diverse faculty. First, many institutions have implemented these practices in order to keep women in the academy.⁹ That is, work/life supports help to level the playing field for women faculty and allow them to succeed in the academy. And in particular, they are designed to prevent women from dropping out of academia at crucial points in their careers (graduate school, the pre-tenure period) as they are faced with heavy caregiving responsibilities.¹⁰ Second, there is also a generational shift taking place in the way that men are engaging in family life and looking at work. That is, younger men are often more active in caregiving than many men in previous generations, and they therefore need work/life supports as well.¹¹ Third, universities have adopted work/life supports for faculty as a response to the changing needs of a professoriate that includes more women, more singles, more people of color, more LGBT faculty, more dual-career couples, and more international faculty than ever before. Finally, the number of single-parent families has increased, and many couples have found two incomes a simple necessity. In practical terms, this means that universities have to do much more in the way of supporting childcare, elder care, leave for care of seriously ill children, elders, and partners, and so on. *It is simply the cost of doing business today given the current composition of the workforce.*

MAJOR RECOMMENDATIONS

If Tufts is going to become more competitive with its peers in the area of work/life, it must update its work/life policies and practices, and put institutional structures in place to make sure that work/life issues receive sustained attention from now on. This will require the commitment of resources and thoughtful prioritization. Our key recommendations are that the University:

1. **Build institutional structures to support work/life policies and programs** with staff who would not only implement programs and policies, but also conduct ongoing benchmarking and tracking of usage. In particular, this would entail creating the following positions/structures:
 - a. **A Work/Life Administrator in the Provost's Office**, devoted entirely or in part to faculty work/life issues as an important aspect of faculty development

Co-chairs:

Kevin Dunn, Associate Professor, English; co-chair, Summer 2010-Fall 2011;
Hugh Gallagher, Associate Professor, Physics; member Summer 2010-Spring
2012 and co-chair, Fall 2011-Spring 2012;
Elizabeth Remick, Associate Professor, Political Science; co-chair, Summer
2010-Spring 2012;

Members:

Laurie Baise, Associate Professor, Civil and Environmental Engineering; Summer
2010-Fall 2010; Fall 2011-Spring 2012;
Lenore Cowen, Professor, Computer Science; Spring 2011;
Margery Davies, Arts, Sciences and Engineering Affirmative Action Officer;
Summer 2010-Spring 2012;
Shiori Koizumi, Lecturer, German, Russian and Asian Languages and Literatures;
Fall 2011-Spring 2012;
Jeanne Penvenne, Associate Professor, History; Summer 2010-Spring 2012;

¹ For definitions of work/life issues from a practitioner/HR perspective, see Susan Seitel, *The 11 Essential Steps to Designing a Successful Work-Life Program* (no publication location: WFC Resources, 2007): 33-34.

² See Seitel (2007): 106-111. For more research related to the business case, see the projects coming out of the Alfred P. Sloan Foundation, including the National Initiative on Workplace Flexibility, (<http://www.sloan.org/program/32/page/81>); the Families and Work Institute (<http://whenworkworks.org/>); Corporate Voices for Working Families' report "Business Impacts of Flexibility" (<http://www.cvworkingfamilies.org/system/files/Business%2520Impacts%2520of%2520Flexibility.pdf>); and the Sloan Work and Family Research Network (<http://wfnetwork.bc.edu/>).

³ Our deep gratitude to Associate Provost Terkla for providing this assistance; to Maxine Napombejra (J '12) for carrying out the benchmarking; and to Stephanie Topping and Jessica Sharkness for their analysis of the HERI data.

⁴ The 11 peer institutions provided by former Provost Bharucha were Boston College, Brown University, Columbia University, Cornell University, Dartmouth College, Duke University, Georgetown University, Johns Hopkins University, Northwestern University, the University of Pennsylvania, and Washington University in St. Louis. The non-peers with excellent work/life practices, chosen in consultation with Associate Provost Terkla, were Emory University, Harvard University, MIT, the University of Arizona, U.C. Berkeley, UCLA, the University of Michigan, the University of Southern California, the University of Virginia, and the University of Washington.

⁵ COACHE (the Collaborative on Academic Careers in Higher Education at the Harvard Graduate School of Education) administers a survey to tenure-track faculty at a select group of universities periodically. Tufts participated in the COACHE surveys in 2006 and 2008. See <http://isites.harvard.edu/icb/icb.do?keyword=coache> for more information.

⁶ HERI, the Higher Education Research Institution, administers a survey to all faculty at a select group of universities every three years. Tufts participated in the HERI survey in 2006, 2009, and 2010-2011. For more information on the HERI survey, see <http://www.heri.ucla.edu/>.

- ⁷ The 2010-2011 HERI survey was administered in November of 2010, with responses coming in over the next several months. At the time that the Task Force was provided with data from the survey, in January 2011, 187 faculty members had responded to the survey, which was a 26% rate of response. Over the next few months, more responses trickled in, such that the final rate of response was 34% among full-time faculty. Our data analysis is based on the initial data provided by the 187 faculty members. While this represents a low rate of response, it is nonetheless fairly typical for the Tufts HERI survey. For example, the 2008/9 HERI survey had a 36% rate of response.
- ⁸ The chairs' survey was administered with the understanding that the responses would be confidential. Therefore, we are not at liberty to release the responses.
- ⁹ Around the academy, the push for more effective work/life policies has come from a number of different directions. One direction is from grassroots faculty women's groups. For example, MIT's excellent programs are in large part a response to the 1999 faculty-led investigation showing that women faculty there were paid less and had less lab space than their male counterparts, without regard to their productivity or grant success. In another such case, in 2005, Harvard University created twin task forces in response to faculty concerns: the Task Force on Women Faculty and the Task Force on Women in Science and Engineering. Their reports ultimately resulted in the creation of the office of Vice Provost of Faculty Development and Diversity. At other institutions, the push has come from Human Resources, or from a president, chancellor, or provost who was particularly concerned about these issues. On this history, see Jaime Lester and Margaret Sallee, eds., *Establishing the Family-Friendly Campus: Models for Effective Practice* (Sterling VA: Stylus, 2009)..
- ¹⁰ On the points in the academic pipeline at which women most commonly drop out, see Mary Ann Mason, Marc Goulden, and Karie Frasch, "Keeping Women in the Science Pipeline," Workplace Flexibility 2010 conference, November 29-30 2010, http://workplaceflexibility.org/images/uploads/program_papers/mason_-_keeping_women_in_the_science_pipeline.pdf
- ¹¹ Maïke Ingrid Philipsen and Timothy B. Bostic, *Helping Faculty Find Work-Life Balance* (San Francisco: Jossey-Bass, 2010): 55-61.

HISTORY AND WORK OF THE TASK FORCE

Understanding the area of work/life can be challenging for many of us “rank-and-file” faculty because it requires us to think beyond our own individual experience. We are often not aware of the life challenges our peers confront, or the obstacles they face in trying to manage personal and work commitments. Our department Chairs and Deans, though, have a much more comprehensive view of the challenges faced by the faculty as a whole because they deal with these issues every day. They know that faculty are, after all, human beings like everyone else, enmeshed in social relationships. We take care of our elders, and negotiate who will take care of us when we are older. We take care of our children, our gravely ill partners, siblings or other relatives, or non-relatives for whom we are caregivers. We deal with our own physical and mental illnesses. Given that we all share these difficulties and joys, the question is: how can we, as a community, make it possible for faculty to do the jobs they love while taking care of the people they love and taking care of themselves, too? We ask readers of this report to try to step out of their own personal experience as they follow our effort to develop some answers to this question.

HISTORY OF THE TASK FORCE

The origins of the Task Force are in an informal group for tenured and tenure-track mothers of young children (the “TTM group”), which has since expanded to include full-time non-tenure-track mothers as well. The TTM group started meeting in the Fall of 2007 to discuss mutual concerns about the experiences of trying to negotiate motherhood and the tenure track, as well as out of the simple desire for mutual support from others in like circumstances. In discussions, it became clear that members had had a lot of good outcomes, but that accommodations were largely negotiated in an ad hoc fashion, with the result that women in the group had had very different experiences. The group concluded that AS&E policies and practices needed to be spelled out more clearly, and made more easily available and more transparent.

Some members of the group also had substantial elder care responsibilities and began to talk to others in the Tufts community who did as well. Some members of the group had also had to negotiate being on the tenure track when coping with the life-threatening (and, in some cases, life-ending) illnesses of partners and children.

Through the group’s outreach, it quickly became clear that issues around motherhood in academia were only the tip of the iceberg: faculty at Tufts were living with difficult personal challenges throughout their life- and career-course, whether they were parents or not, partnered or single, gay or straight, younger or older, and so on. Members of the group started to do informal research on how other universities helped faculty through these challenges, and quickly discovered the field of work/life.

In the Fall of 2009, members of the group submitted a proposal to the AS&E Executive Committee to start an AS&E Faculty Work/Life Balance standing committee. After

some discussion, it was agreed that a Task Force, rather than a standing committee, was the appropriate place to start. The Executive Committee wrote up a formal Task Force proposal to President Emeritus Bacow, and he approved it in December 2009, with the members appointed during the Spring semester of 2010.

The charge of the Task Force was as follows:

Conduct a systematic review of work/life balance policies at colleges and universities with which Tufts compares itself and those schools to whose standards Tufts aspires. Become familiar with relevant published research on the impact of the absence of such policies, and, where possible, the costs and benefits of instituting them. Review current policies and conditions of work/life balance at Tufts. Make recommendations to the Faculty of Arts, Sciences, and Engineering, to relevant faculty committees, and to relevant administrators as appropriate. Prepare a report containing these recommendations and a summary of all information gathered, circulate it to all members of the faculty of AS&E; and present it for review, discussion, and decisions regarding implementation at a regular meeting of the AS&E faculty no later than the end of the Spring 2011 semester.

The Task Force shall be composed of between six and eight members of the full-time faculty of Arts, Sciences, and Engineering. It shall include at least one member from the School of Engineering. One member shall be a non-tenure-track faculty member. Representation shall be sought from the natural sciences, social sciences, and arts and humanities. The following administrators or their designees shall serve without vote: the Dean of Arts and Sciences, the Dean of Engineering, the Affirmative Action Officer for AS&E.

The Task Force shall have the authority to add other members as they deem fit, and to request assistance from the Secretary of the Faculty and any individual or group they consider appropriate in gathering information, preparing the report, and additional tasks they identify as necessary to carry out their work.

<http://ase.tufts.edu/faculty-committees/ase-non-bylaw/worklife.htm>

The Task Force's membership evolved as some members went on leave at various times. From its inception to the present, the membership included:

Co-chairs:

Kevin Dunn, Associate Professor, English; co-chair, Summer 2010-Fall 2011;
Hugh Gallagher, Associate Professor, Physics; member Summer 2010-Spring 2012 and co-chair, Fall 2011-Spring 2012;
Elizabeth Remick, Associate Professor, Political Science; co-chair, Summer 2010-Spring 2012;

Members:

Laurie Baise, Associate Professor, Civil and Environmental Engineering; Summer 2010-Fall 2010; Fall 2011-Spring 2012;
Lenore Cowen, Professor, Computer Science; Spring 2011;
Margery Davies, Arts, Sciences and Engineering Affirmative Action Officer; Summer 2010-Spring 2012;
Shiori Koizumi, Lecturer, German, Russian and Asian Languages and Literatures, Fall 2011-Spring 2012;
Jeanne Penvenne, Associate Professor, History, Summer 2010-Spring 2012;
Jean Wu, Senior Lecturer, American Studies; Summer 2010-Spring 2011.

WORK PROCESS OF THE TASK FORCE, SUMMER 2010 TO SPRING 2012

Data collection: benchmarking against peer institutions

The first step of the newly-constituted Task Force was to see where Tufts stood in comparison to peer institutions on work/life issues. Dawn Terkla, Associate Provost, Institutional Research and Evaluation, very kindly offered to help us by providing us research assistance¹ to carry out benchmarking. Former Provost Jamshed Bharucha had supplied us with a list of 11 peer institutions against whom Tufts customarily benchmarks. To supplement this list, Associate Provost Terkla helped us select a group of ten additional universities known to be leaders in the area of work/life so that we could get a broader perspective about what was happening in the academy.² The benchmarking was carried out during the Summer of 2010. It was driven by a long list of questions we developed based on discussions with practitioners, the scholarly literature on academic work/life, and our own observations of other institutions' work/life-related websites.

We made a conscious decision only to include information that was available to the public on universities' websites. The logic behind that choice was that if the information about programs and policies is not available on the website for faculty to find easily, then faculty cannot take advantage of those programs and policies, and for all practical purposes they do not exist.

In a small number of instances, we also directly contacted administrators from some or all of the benchmarked institutions to find out about important policies or practices about which there was no available information on the web, or to clarify information found on the web. Just to give an example of the former, we contacted numerous administrators to ask whether their institutions used boilerplate language about tenure clock stoppage in soliciting external review letters; this kind of information about the minutiae of internal policy is often not publicly available.

Additional data collection

From the Summer of 2010 through the end of Academic Year 2010-2011, the Task Force dedicated itself to collecting and analyzing both quantitative and qualitative data. We met weekly, for two hours a week, during the academic year to discuss our data. Data collection included:

- with the assistance of Associate Provost Terkla, adding 20 work/life-related questions to the HERI survey which Tufts administered to all faculty university-wide in the Fall of 2010.
- conducting an informal survey of AS&E department chairs and program directors (current, and those who had served during the past 5 years) to assess what formal and informal work/life accommodations they already had in place and the extent to which they had observed work/life conflicts affecting faculty careers in their programs;³
- carrying out further detailed benchmarking against our peer institutions through examining their websites and also by contacting administrators directly as necessary;

- accessing the data from past Tufts junior faculty COACHE surveys;⁴
- accessing the data from past Tufts HERI surveys;
- soliciting input from relevant constituencies by holding brown-bag lunches with both the TTM group and fathers who were prospective users of the parental accommodation policies, and with faculty with elder/adult care concerns;
- soliciting input from the LGBT Faculty/Staff Caucus;
- consulting with the Chairs of the Tenure and Promotion Committee about past T&P practices and concerns going forward.

In addition, we sought to educate ourselves about the field of work/life broadly, about work/life in the academic setting particularly, and also about specific issues in work/life by:

- reviewing the current scholarly research and literature on work/life in academia;
- consulting with Tufts faculty and staff with expertise in childcare;
- working with Human Resources to have Tufts become a member of the College and University Work and Family Association (CUWFA), a professional association for practitioners and scholars in the work/life field in higher education;
- consulting with practitioners at other universities by attending conferences on work/life. In particular, Task Force members attended the CUWFA annual conference held at Harvard in May 2010, and the Department of Labor’s “National Dialogue on Workplace Flexibility” conference focusing on education, held in Cambridge in May 2011;
- drawing on the expertise of CUWFA members by participating in the CUWFA listserv and consulting directly with members about particular issues;
- soliciting informal proposals and descriptions of services from consultants and vendors to help us get a grasp on the costs that might be involved in implementing particular work/life programs.

Meetings with administrators

During this period, we met with administrators from both the School of Arts and Sciences and the School of Engineering, in some cases multiple times, and with members of the University (Central) administration. From AS&E, we met with the Dean of Arts and Sciences, as well as the Deans of Academic Affairs for Arts and Sciences and the Dean of the Graduate School of Arts and Sciences; the Arts and Sciences Faculty Affairs Officer; the Executive Administrative Dean of Arts and Sciences; the Dean of Engineering; and the Executive Associate Dean of Engineering. From the University administration, we met with the Vice President of Human Resources; the Provost and Senior Vice President ad interim; the Executive Vice President; President Emeritus Bacow; and President Monaco. At these meetings we gave them periodic informal reports on our findings—for example, an extensive memo on our benchmarking around maternity leave, primary caregiver leave, and tenure clock stoppage policies, which we gave to the AS&E Deans in June of 2011.

Formulating recommendations

During the first half of Academic Year 2011-2012, the Task Force worked on formulating our recommendations for this report based on the data we had collected. During this time, we met weekly, for two hours a week, to draft and discuss our recommendations.

Other work of the Task Force: work/life supports website and work/life support groups

In order to address some immediate needs facing the faculty, the Task Force also undertook several efforts to provide work/life supports for faculty.

- We constructed a **faculty work/life website** pulling together information about, and links to, all of the existing work/life policies and supports for AS&E faculty. The website is now the centerpiece of our Task Force's wiki, <http://go.tufts.edu/worklife>. We hope that it can serve as a template for a future professionally-designed and maintained work/life website for faculty. In the meantime, it is the only website at Tufts where AS&E faculty can find comprehensive work/life information in a single location.
- In recognition that people with elder/adult care responsibilities needed more help, we established an **elder/adult care e-list** to allow Tufts faculty and staff to draw on the experiences of others in the community in finding resources and information.
- We established a **childcare e-list** so that members of the community could draw on the depth of peers' knowledge about local childcare providers and other childcare concerns.
- We helped facilitate a **support group for faculty and staff fathers who were primary caregivers** of young children

SUMMARY OF RECOMMENDATIONS

From a seemingly infinite number of possibilities, we chose to make recommendations only in the following general areas:

- *institutional structures* supporting work/life, namely creating an Implementation Working Group for an initial period, and then administrative positions with work/life portfolios in the Office of the Provost and in Human Resources;
- *communication* about work/life policies and practices, namely constructing work/life websites for faculty and staff;
- policies around *leave* for the birth or care of a new child and for care of a seriously ill family member, most notably creating a formal primary caregiver leave;
- policies around *adjusted workloads* for the purposes of caregiving, most importantly that a semester of teaching relief be associated with pregnancy and childbirth and primary caregiver leave and other qualifying life events, and that a part-time tenure track be created;

- *tenure clock stoppage policy*, most notably updating the policy such that tenure clock stoppage is triggered by pregnancy and childbirth and primary caregiver leaves rather than allowing it by request only;
- policies in support of *LGBT work/life equity*, most notably a gross-up in salary for employees in same-sex partnerships who must pay for their partners' health insurance using after-tax dollars;
- programs offering *dependent care* support, including elder/adult care supports, childcare, backup dependent care, and dependent care travel grants;
- programs in support of *dual-career couples*;
- *housing*, in particular broadening the types of housing available through Walnut Hill Properties;
- *adoption support*, namely providing small subsidies to defray the costs of adoption;
- *lactation support*, in particular providing adequate space for expressing breastmilk, as required by federal law.

We have opted not to make recommendations in several areas in which we did preliminary benchmarking. Those areas are medical leave, personal leave, tuition remission, and supports for special needs children. These are all undoubtedly important topics, but we have chosen not to address them here either because we lacked the proper expertise (for example, in federal law around medical leave); or, as in the case of tuition remission, because the issue at Tufts is both very fraught and very complex, and we thought it deserved its own separate discussion.

GOING FORWARD

We hope that our recommendations will provide valuable information that can act as a set of guideposts for a new and comprehensive approach to work/life for faculty in AS&E. More than that, though, we hope that they will also open the door to some substantive discussions about work/life for other constituencies at the university. In particular, we hope that our report will launch farther-reaching discussions about work/life for staff, graduate students, post-doctoral fellows, and faculty at the other Schools at Tufts.

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- Dawn Terkla, Associate Provost, Institutional Research and Evaluation; Maxine Napombejra (J '12), Stephanie Topping, and Jessica Sharkness of the Office of Institutional Research and Evaluation
- Professor Ann Easterbrooks and Associate Professor Christy McWayne, Department of Child Development;
- Polly Smith, Director, Tufts Educational Day Care Center;
- Debbie LeeKeenan, Director, Eliot-Pearson Children's School
- Inez McCarthy, Faculty Affairs Officer, School of Arts and Sciences

- Ann Mackenzie, Director of Benefits, Human Resources; Robbyn Dewar, Benefits Services Manager, Human Resources
- Jillian Dubman, Secretary of the Faculty, AS&E
- Susan Ostrander, Professor, Department of Sociology
- Members and friends of the TTM group

From the CUWFA community:

- Susan Abramson, Manager, WorkLife and Child Care Programs, Office of Diversity and Inclusion, Yale University
- Elizabeth Ancarana, Assistant Dean for Faculty Development, Faculty of Arts and Sciences, Harvard University;
- Lotte Bailyn, Professor Emerita, MIT;
- Amy Brand, Assistant Provost for Faculty Appointments and Special Advisor to the Office for Scholarly Communication, Harvard University
- Laura Koppes Bryan, Professor and Director, School of Psychological and Behavioral Sciences, University of West Florida and past President, CUWFA;
- Nancy Costikyan, Director, Office of Work/Life, Harvard University;
- Stephanie Duckett, Coordinator, Childcare & Family Resources, Oregon State University;
- Carol Hoffman, Associate Provost and Director of Work/Life, Columbia University;
- Jerry Jacobs, Professor, Sociology Department, University of Pennsylvania;
- Marilyn Kraut, Director of Quality of Worklife Programs, University of Pennsylvania;
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- Helen Remick, former Assistant Provost for Equal Opportunity, University of Washington

¹ Our deep gratitude to Associate Provost Terkla for providing this assistance; to Maxine Napombejra (J '12) for carrying out the benchmarking; and to Stephanie Topping and Jessica Sharkness for their analysis of the HERI data.

² The list of 11 peer institutions provided by former Provost Bharucha included Boston College, Brown University, Columbia University, Cornell University, Dartmouth College, Duke University,

Georgetown University, Johns Hopkins University, Northwestern University, the University of Pennsylvania, and Washington University in St. Louis. The non-peers with excellent work/life practices, chosen in consultation with Associate Provost Terkla, were Emory University, Harvard University, MIT, the University of Arizona, U.C. Berkeley, UCLA, the University of Michigan, the University of Southern California, the University of Virginia, and the University of Washington.

² HERI, the Higher Education Research Institution, administers a survey to all faculty at a select group of universities every three years. Tufts participated in the HERI survey in 2006, 2009, and 2010-2011. For more information on the HERI survey, see <http://www.heri.ucla.edu/>. The 2010-2011 HERI survey was administered in November of 2010, with responses coming in over the next several months. At the time that the Task Force was provided with data from the survey, in January 2011, 187 faculty members had responded to the survey, which was a 26% rate of response. Over the next few months, more responses trickled in, such that the final rate of response was 34% among full-time faculty. While this represents a low rate of response, it is nonetheless fairly typical for the Tufts HERI survey. For example, the 2008/9 HERI survey had a 36% rate of response.

³ The chairs' survey was administered with the understanding that the responses would be confidential. Therefore, we are not at liberty to release the responses.

⁴ COACHE (the Collaborative on Academic Careers in Higher Education at the Harvard Graduate School of Education) administers a survey to untenured tenure-track faculty at a select group of universities periodically. Tufts participated in the COACHE surveys in 2006 and 2008. See <http://isites.harvard.edu/icb/icb.do?keyword=coache> for more information.

Work/Life Administrator

Identifying the Problem

Every broad reform initiative requires ownership throughout the university, but success hinges on identifying the structures and people who will implement and oversee the reforms. The best intentions can languish if not followed up with an institutional plan. The leadership of the Tufts Task Force on the Undergraduate Experience identified finding someone to take ownership of their recommendations as the single most important key to their success.¹ The leadership conveyed the depth of the Task Force's institutional memory into the implementation of recommendations, and subsequently charted the progress of recommendations over time.²

Implementing work/life balance recommendations is even more challenging since they cut across so many different constituencies (faculty and staff, tenure-track and non-tenure-track faculty, full-time and part-time faculty, school and university) and so many different institutional structures (Office of the Provost, Offices of the Deans of different schools, Human Resources) each with its own complex and over-committed organization.

In light of the importance and complexity of implementation, the Task Force on Work/Life Balance proposes the appointment of a Work/Life Administrator in the Office of the Provost, who will prioritize and coordinate recommendations in partnership with the university's top leadership and an Advisory Board on Work/Life Balance (see separate recommendations for Advisory Board and Website). The Work/Life Administrator would oversee work/life issues, advocate policies, periodically review and update policies, coordinate institutional action, supervise the construction and maintenance of a work/life website for faculty, and either advise faculty or refer them to someone who can help them. This person must be at a high enough level within the administration to have a voice in meetings where policy is set. Many work/life issues identified by the Task Force have important implications for Tufts ability to recruit and retain a diverse and excellent faculty. In addition, we recommend that Human Resources designate an administrator to be responsible for overseeing work/life programs that serve both staff and faculty.

To draw from the experience of an institution that has made considerable recent progress in this area, the joint Reports of the Task Force on Women Faculty and the Task Force on Women in Science and Engineering at Harvard University (May 2005)³ prioritized oversight structures, recommended the appointment of a Senior Vice Provost of Diversity and Faculty Development in the central administration, and proposed a robust Transition Committee to oversee continued data collection and implementation of recommendations.

Tufts' Current Policy

There is no clear office or person to spearhead innovations in work/life issues at Tufts, at either the school or university level. The Task Force on Work/Life Balance was formed in part in response to our sense that coherent, transparent, easily accessible (web-based) information about a range of essential faculty work/life issues was lacking at Tufts. In Fall semester 2011, independently of our work, Dean of Arts and Sciences Joanne

Berger-Sweeney addressed this in part by placing faculty affairs into the portfolio of one of the two deans of academic affairs (currently Dean Andrew McClellan).

Comparison with Peer Institutions

A number of our benchmarked universities have administrators in the Office of the Provost to coordinate work/life issues for faculty. Other universities have administrators in Human Resources who serve both faculty and staff. Some have both.

Eleven of our peer and model institutions have work/life offices with a director and varying depth of specialized coordinators, consulting specialists and staff, in alphabetical order:

1. Columbia University, Office of Work/Life
<http://worklife.columbia.edu/>
2. Cornell University, Office of Workforce Diversity and Inclusion
<https://www.hr.cornell.edu/life/support/>
3. Emory University, WorkLife Resource Center
<http://www.worklife.emory.edu/dependentcare/index.html>
4. Harvard University, Office of Work Life
<http://employment.harvard.edu/benefits/worklife/>
5. Johns Hopkins University, Office of Work, Life and Engagement
<http://hopkinsworklife.org/>
6. MIT, Work-Life Center
<http://hrweb.mit.edu/worklife/welcome>
7. University of Arizona, Life and Work Connections
<http://lifework.arizona.edu/wwa>
8. University of California, Berkeley, Work/Life Office
<http://uhs.berkeley.edu/worklife/worklifeoffice.shtml>
9. University of Michigan, Work/Life Resource Center
<http://hr.umich.edu/worklife/flexwork/index.html>
10. University of Southern California, Center for Work and Family Life
<http://www.usc.edu/programs/cwfl/whoarewe.html#staff>
11. University of Virginia, School of Medicine
<http://www.medicine.virginia.edu/administration/faculty/faculty-dev/wordofmouth/balance-page>

Many others locate work/life and family friendly initiatives under the Provost / Chancellor's office, either with the appointment of a Vice Provost (Harvard, Duke, and UCLA), or through diverse initiatives anchored in the Provost's or Dean's office (Brown, Penn, Northwestern, and UC Berkeley).

1. Harvard University, Office of the Senior Vice Provost for Faculty Development and Diversity
<http://www.faculty.harvard.edu/>
2. Duke University, Office of the Provost, Faculty Diversity and Development
<http://provost.duke.edu/units/FacDiversity-Development.html>
3. UCLA, Office of the Provost, Office for Faculty Diversity and Development
<https://faculty.diversity.ucla.edu/>
4. Brown University
<http://www.brown.edu/about/administration/dean-of-faculty/policies-and-procedures-work-life-memo>
5. University of Pennsylvania
http://www.upenn.edu/provost/work_life_balance/
6. Northwestern University
<http://www.northwestern.edu/provost/faculty/work-life-family/>
7. University of California, Berkeley, CALcierge, located in the Office of the Vice Provost for Academic Affairs and Faculty Welfare
<http://calcierge.berkeley.edu/index.html>

The University of Washington has robust work/life policies administered by the Benefits Office in Human Resources (<http://www.washington.edu/admin/hr/benefits/>).

Boston College, Dartmouth, Georgetown, and Washington University in St. Louis, like Tufts, have diffuse employee assistance programs, but no centralized work/life Resource Center or Provost / Dean level involvement.

For more detailed benchmarking, see the table "Work/Life Administrator and/or Office" in the Appendix.

Recommendations

1. We recommend that **the Office of the Provost create the position of Associate Provost for Work/Life Issues**, or at the least make work/life issues a central part of one associate provost's portfolio. The person with that portfolio would appoint and convene a Faculty Work/Life Advisory Board with representatives from each school (see "Advisory Board on Faculty Work/Life Issues" proposal), and would

establish and maintain a faculty work/life website, aimed at faculty and coordinated with Human Resources.

2. We recommend that **Human Resources designate an administrator to be responsible for overseeing work/life programs** that serve both staff and faculty. In terms of the programs about which recommendations are made in this report, this would include elder/adult care, childcare, back-up dependent care, adoption support, and lactation support. This administrator would establish and maintain a work/life website for staff and faculty, containing information about work/life programs and resources that are available for both staff and faculty.

¹ Tufts Task Force on the Undergraduate Experience, Task Force Report 2003, Progress Update 2009, <http://ugtaskforce.tufts.edu/docs/TaskForceProgressReport09.pdf> .

² James M. Glaser, "Dos and Don'ts of Task Forces," *Chronicle of Higher Education*, November 29, 2009, <http://chronicle.com/article/DosDonts-of-Task-Forces/49267/>.

³ Report from the Task Force on Women in Science and Engineering, Harvard University, 2005, http://www.faculty.harvard.edu/sites/default/files/downloads/WISE_Exec_Summ_0.pdf; Report of the Task Force on Women Faculty, Harvard University, 2005, http://www.faculty.harvard.edu/sites/default/files/downloads/Women_Faculty_Exec_0.pdf.

Advisory Board on Faculty Work/Life Issues

Identifying the Problem

The field of work/life and the ways in which institutions are adapting to work/life issues are changing at least as quickly as the lives and careers of faculty. The rapidity of this change is fueled in part by competitiveness issues: our benchmarking shows that our peer institutions have been continually updating their work/life policies as a response to the pressures to recruit new faculty who increasingly expect their employer to help them balance effectively the demands of work and personal life. Because a competitive set of work/life policies is therefore a moving target, many institutions have created committees to keep abreast of scholarship on work/life issues, monitor policies at other schools, continually reassess the needs of faculty and make appropriate on-going policy and program recommendations.

Such a committee could thus serve an important advisory function to the administrators who are doing needs assessments, and then designing and implementing work/life policies and programs. We are not recommending the creation of a committee within the current AS&E faculty governance structure; because of frequent turn-over, such committees often suffer from the loss of institutional memory, ineffective leadership, or both. Instead, we are recommending the creation of a standing Advisory Board on Faculty Work/life Issues, appointed by the Provost, which over time would develop a depth of experience and expertise that could be very useful.

Tufts' Current Policy

Apart from the current Task Force on Work/life Balance, whose responsibilities end with the delivery of this report, Tufts has no committee or advisory group specifically devoted to work/life issues.

Comparison with Peer Institutions

A group or committee serving the function of an advisory board on work/life issues exists at some of Tufts' peer institutions. Sometimes this committee appears to be an outgrowth of a committee that investigated work/life issues, and then made recommendations. Sometimes the committee appears to have been appointed by a senior university administrator, such as a provost, faculty dean, or head of human resources. It is important to note that a number of universities that have robust staffing and/or well-designed websites in the area of work/life balance do not appear to have advisory committees (e.g., Columbia).

On the basis of a review of their websites, these institutions have a group or committee serving the function of an advisory board on work/life issues:

1. Cornell University, Provost's Advisory Committee on Faculty Work-Life: <http://dpb.cornell.edu/documents/1000365.pdf>
2. Duke University, Faculty Diversity Standing Committee: <http://provost.duke.edu/units/FacDiversity-Development.html>
3. MIT, Council on Family and Work: <http://hrweb.mit.edu/workfamily/>
4. University of California system, Campus Advising Committees on Child and Dependent Care Issues: <http://ucfamilyedge.berkeley.edu/Work-family%20committees.pdf>
5. University of Southern California, Advisory Committee on Work and Family Life: <http://www.usc.edu/programs/cwfl/whoarewe.html#advisory>
6. Yale: <http://www.yale.edu/hronline/worklife/AdvisoryCommittee.pdf>

On the basis of a review of their websites, none of the other benchmarked institutions appear to have any group serving the function of an advisory board on faculty work/life issues.

For more detailed benchmarking, see the table "Work/Life Committees or Advisory Boards" in the Appendix.

Recommendation

Our recommendation for the creation of an Advisory Board on Faculty Work/Life Issues consists of two stages:

1. We recommend that, in order to provide continuity, **the Task Force on Work/Life Balance be transformed into an Implementation Working Group on Faculty Work/Life Issues** to serve as a transitional structure until other structures and personnel are in place. Initially composed of administrators from the Office of the Provost, the School of Arts & Sciences, and the School of Engineering, AS&E faculty members, and faculty members from the other schools, this Implementation Working Group would begin the work of assessing and implementing the recommendations, as appropriate. The Implementation Working Group could help to define the position of a work/life administrator in the Office of the Provost, as well as help to define the composition and mandate of an Advisory Board on Faculty Work/Life Issues. When that administrator and advisory board are both in place and can take over the work of the continual assessment, design, and implementation of work/life policies and programs, the Implementation Working Group should be dissolved.

2. We recommend that **the Provost appoint an Advisory Board on Faculty Work/Life Issues**, made up of faculty representatives from each school. The charge of this board would be to stay abreast of developments in the work/life field, monitor Tufts' policies and programs in this area, and recommend the changes to those policies and programs necessary to meet the needs of Tufts faculty and to keep Tufts in line with, if not ahead of, its comparison schools. The Board would work with the work/life administrator in the office of the Provost (see "Work/Life Administrator" proposal). A member or members of this Advisory Board would also serve as liaisons to Human Resources and to any personnel or structure within Human Resources devoted to work/life issues.

Work/Life Websites

Identifying the Problem

Even the best work/life policies will be ineffective if they are not transparent and easily accessible. That is, if faculty do not know that particular policies exist, know they exist but cannot easily find out what they are, or cannot easily tell whether they are eligible to use them, it is unlikely they will be able to make use of those policies. It is therefore important to have a comprehensive, well-publicized, user-friendly website where faculty can find the work/life information they need quickly and easily, particularly when they are experiencing a work/life related crisis.

Such a website performs another important function: it serves as a valuable recruiting mechanism for prospective faculty. Having clear and transparent information available on the web is a strong signal to job candidates that a prospective employer has good work/life policies and will provide the support and services they would need to succeed. In short, this kind of website makes it clear whether a prospective employer is an “employer of choice” or not.

The most effective university work/life websites we have seen link to all available resources, list all relevant policies and programs, provide a uniform terminology for work/life issues, and clearly direct users who come with a specific question.

Tufts’ Current Policy

Due to the scattered nature of work/life resources at Tufts, neither AS&E nor the university have dedicated work/life websites for faculty or staff. Existing work/life policies and resources must be excavated from a variety of sites, including the AS&E Faculty Handbook, the HR website and Employee Handbook, the websites of the two childcare centers, and so on. On the HR website, for example, one can find some useful resources including the Employee Assistance Program and information on the Tuition Remission program, in addition to a Work/Life booklet. Similarly, the Faculty Handbook contains information about maternity leave policy and “life event information,” which is a four-week parental leave policy. The sites are useful but can be hard to navigate, and they often use varied terminology that makes searching even more difficult.

On the Work/Life Task Force wiki, <http://go.tufts.edu/worklife>, we have constructed a bare-bones summary of work/life policies and practices available to AS&E faculty. A more professional version of this would be very helpful for both faculty and staff.

Comparison with Peer Institutions

In our benchmarking, we found that all universities with work/life offices and good policies have websites to convey these policies. The best work/life websites are easy to find and easy to navigate. Some work/life websites are within Human Resources websites, while others stand alone. At many institutions, the Office of the Provost hosts a website highlighting policies and programs for faculty.

Some exemplary websites include:

Columbia University

Office of Work/Life, a site integrating faculty and staff policies

<http://worklife.columbia.edu/>

Harvard University

Office of the Senior Vice Provost for Faculty Development and Diversity

<http://www.faculty.harvard.edu/work/life-benefits-and-perks>

Office of Work/Life, in Human Resources

<http://employment.harvard.edu/benefits/worklife/>

Faculty of Arts and Sciences Office for Faculty Affairs

<http://isites.harvard.edu/icb/icb.do?keyword=k15149>

Massachusetts Institute of Technology

MIT Work-Life Center

<http://hrweb.mit.edu/worklife/welcome>

Faculty Work/Life site, hosted by the Work/Life Center

<http://web.mit.edu/facultyworklife/>

Good websites have easy-to-navigate tabs associated with topics such as adult and elder care, breastfeeding support, childcare and schooling, work/life benefits and policies for faculty, flexible work arrangements, housing and relocation, and wellness. Contacts are clearly listed for each topic.

For more detailed benchmarking, see the table “Work/Life Websites” in the Appendix.

Recommendations

1. We recommend that **the Provost's Office build and maintain a website on faculty work/life issues** to which all the schools and Human Resources could link. This website, which would ideally be overseen by a work/life administrator, should clearly outline the university-wide policies for faculty, give all available resources and list the appropriate person to contact for various issues. It should also provide links to the appropriate sites for each school, such as the Dean's Office or the Faculty Handbook, and to the Human Resources website.
2. We recommend that **Human Resources build a page on its website providing a comprehensive picture of all policies and resources on work/life that apply to both faculty and staff**, including such issues as elder/adult care, childcare, and lactation support. This page should also direct faculty to the Provost's work/life site.

Tenure Clock Stoppage

Over the last 20 years, it has become standard practice in the academy to grant tenure clock stoppage to tenure-track faculty women who have given birth, in recognition that the demands of caring for a new child make it very difficult to carry out a research program. In the last ten years, this accommodation has also increasingly been extended to other new parents who are primary caregivers. This takes into account the reality that caring for new children is no longer the exclusive province of birth mothers, and extends the accommodation to fathers who take full responsibility for care of new children while their female partners return to work, adoptive parents of both genders, and LGBT adoptive or birth parents. More recently, our peer institutions have also begun to codify additional acceptable reasons for stopping the tenure clock in recognition of other personal challenges facing faculty members over the life course. These include most notably the faculty member's own serious medical condition, or caregiving for seriously ill family members.

Our current policy of tenure clock stoppage, adopted in 2002, is a good foundation to build on. It already applies both to birth mothers and to other primary caregivers, following birth or adoption. However, a few changes would bring it in line with current best practices.

Tufts' Current Policy

Current AS&E policy (<http://ase.tufts.edu/faculty-handbook/chapter9.htm>) reads:

PROPOSAL TO STOP TENURE CLOCK FOR BIRTH OR ADOPTION

A tenure-track faculty member will be permitted to defer the tenure decision for one year after the birth or adoption of a child, if requested in writing of the School Dean within 3 months of the birth or adoption of a child. To be granted a deferral of the tenure decision for birth or adoption, the faculty member must declare that he/she is the primary care giver. This policy applies to both female and male tenure-track faculty members, and may be used up to two times. Faculty members who request such a deferral in the academic year preceding the tenure review must do so by May 1st of the 5th year on the tenure track.

Identifying the Problem

1. Our tenure clock stoppage is “opt-in” rather than “opt-out.” In other words, it is not automatically triggered by taking a maternity or primary caregiver leave, but must be requested. Experts in the field agree that automatic clock stoppage is necessary to protect junior faculty from pressure from chairs or other senior faculty not to stop the clock because it will “look bad” at tenure time. Anecdotal reports from faculty members indicate that both mothers and fathers at Tufts have been pressured not to stop the clock.
2. Our current policy gives a new parent three months from the birth or adoption of a child to decide whether to request tenure clock stoppage. A three-month window may not be long enough for a new parent to make an informed decision about how much a new child will affect his or her research. Some faculty have told us

they have realized too late that they should have requested stoppage. In addition, some parents have indicated that the procedure for requesting a stoppage is not clear, preventing them from requesting it in a timely fashion.

3. Our current policy does not specify how long someone has to be a primary caregiver in order to be eligible for tenure clock stoppage. Is six weeks, one semester, or one year of caregiving long enough?
4. Our written policy does not specify that there might be other legitimate personal reasons (e.g., intensive and long-term caregiving for a seriously ill family member, or one's own serious illness) for stopping the tenure clock, although in fact the Tenure and Promotion Committee has sometimes granted tenure clock extensions for such reasons if candidates have known to ask. This raises problems of fairness and transparency.
5. Until January 2012, our existing Tenure and Promotion procedures did not include a mechanism to let external evaluators know that the tenure clock had been stopped, and for how long. This may have led external evaluators to compare our tenure candidates to the wrong peer group, holding them to a higher standard of productivity than they should have. For example, a candidate whose clock was stopped twice for childbirth leaves might erroneously be compared to others on an 8-year clock instead of those on a 6-year clock. AAUP, the American Council on Education (ACE), and scholarly work¹ on this subject point to this as a serious problem with tenure clock stoppage policies because it can have the perverse effect of disadvantaging people who exercise their right to stop the clock.
6. Although it might be desirable to limit the number of allowable clock stoppages to two (i.e., for two years) in order to prevent a candidate from prolonging the probationary period indefinitely, one can also easily imagine circumstances in which it would be inhumane to do so: an unexpected third pregnancy, serious illness or death of a child or partner following two clock stops for childbearing, etc.

Comparison with Peer Institutions

1. Eleven of the 21 universities benchmarked have automatic tenure clock extensions (i.e., an “opt-out” policy) for faculty members who take childbirth or primary caregiver leave, or, alternatively, automatic extensions for birth mothers and by-request extensions for all other new parents. In all of these cases, no faculty member is forced to stop the clock; they simply come up for tenure earlier if they wish. This is the best practice that many institutions are moving toward.
2. Almost all of the 10 institutions with an “opt-in” policy have a longer window within which to request clock stoppage. Some simply say “as early as possible,” or choose a relative time frame such as a year before review/tenure, and four of the 10 opt-in institutions specify one year.

3. Fourteen of 21 universities specify two conditions, in addition to welcoming a new baby, under which tenure clock stoppage can be requested: one's own serious medical condition, and being primary caregiver for a seriously ill family member. A smaller number of universities include death of a partner or child (Michigan, Duke). Some other conditions mentioned in policies outside our benchmarking group include extreme personal hardship, public or military service, exigent circumstances related to a spouse or partner's military service, catastrophic residential property loss, catastrophic destruction of research materials, or placement of a foster child in the faculty member's home.²
4. Some variation exists in how the benchmarked institutions deal with the issue of boilerplate language about tenure clock stoppage.
 - Two of our benchmarked institutions have posted on their websites mandatory boilerplate language about tenure clock stoppage to be used in letters soliciting external reviewers for tenure reviews (UC Berkeley and UCLA). Through additional inquiries we have discovered that the University of Michigan, the University of Pennsylvania, and one of the schools at Harvard also have mandatory boilerplate about tenure clock stoppage.
 - At Cornell, boilerplate is made available in the Faculty Handbook so that candidates may elect to use it, but its use is not mandatory. Some of the school deans at Washington University in St. Louis make boilerplate available to department chairs, but it is not mandatory; and at other universities, it may be handled differently among the various schools.
 - According to administrators at Columbia, the institution has made a conscious decision not to use such boilerplate, on the premise that it is better for reviewers not to know that candidates might have had "extra" time.
 - MIT deals with the problem in a different way: for all candidates, a statement goes out saying,

The rank of Associate Professor without Tenure represents an intermediate rank on a potential path to tenure at a future date. The time period for this promotion can vary, including the possibility of one or more extensions of the tenure clock for family, medical or other reasons. Our policy states that length of service is not among the criteria we consider for this promotion.³

In professional association guidelines, we find strong support for using boilerplate. In particular, the American Council on Education strongly encourages its use as a key component in recommended strategies for eliminating bias in tenure evaluations.⁴ In addition, the AAUP also strongly urges reviewers be instructed that clock stoppage should not affect review of a candidate's case, in its "Statement of Principles on Family Responsibilities and Academic Work."⁵

5. Twelve of the 21 universities benchmarked had a two-year maximum for clock stoppage, usually defined as one year per child for up to two children. Six

universities either mentioned no limit, or specifically stated there was no limit on the number of stops for childbirth. Of the remaining universities, one limited the clock stoppage to one year, one limited it to three one-year stops during a seven-year probationary period, and one did not have central policies but left it up to the individual schools. Duke has an unlimited number of stops for childbirth, but limits the number of semesters allowed for other kinds of events, each of which is allowed either a semester or a year of stoppage (for example, one semester of stoppage for the death of a parent, partner or child).⁶ A 2005 ACE survey of 55 research universities found that “[a]t almost half (46%) of the institutions, faculty have an unlimited amount of times they can adjust the tenure clock for family care (i.e., childbirth, adoption, eldercare) as well as their own disability. At the remainder of institutions, faculty could stop the clock twice for family care (35%) and for reasons other than family care (29%).”⁷

For more detailed benchmarking on tenure clock stoppage, see the table “Tenure Clock Stoppage” in the Appendix.

Recommendations

1. We recommend that **tenure clock stoppage be automatically triggered by taking a maternity or primary caregiver leave** (i.e., make it an “opt-out” policy), and specify that a faculty member needs to be a caregiver for one semester in order to qualify for clock stoppage if he or she chooses not to take the primary caregiver leave. Anyone who wishes not to stop the clock may simply schedule his or her review early.
2. **If #1 is not feasible**, we recommend retaining the “opt-in” tenure clock stoppage policy, but **extending the window for making the decision to stop the clock to one year**, and clarifying and formalizing the procedure for requesting a stoppage. Specify that a faculty member needs to be a caregiver for one semester in order to qualify for clock stoppage.
3. We recommend **specifying in Tenure and Promotion Committee policy legitimate reasons for stopping the tenure clock in addition to birth or adoption of a new child**. These reasons might include taking a semester-long (or some other specified length of time) leave for one’s own serious medical condition, taking a full 12-week or semester-long leave to act as primary caregiver for a seriously ill family member (as defined by our FMLA policy), extreme personal hardship such as the death of a partner or child, or military or public service. These clock stoppages should be by request, rather than being automatic, and should be subject to approval by the Deans and/or Provost. Defining qualifying situations can be a slippery slope, and the Deans and T&P need to retain some flexibility in making determinations about eligibility. However, we should acknowledge that exceptions are already made for extraordinary circumstances, and should clearly communicate to faculty that they *may* be eligible for clock stoppage for certain specified reasons in addition to welcoming a new child into the home.

4. We recommend that **Tenure and Promotion Committee materials for preparators include boilerplate language to be used in letters soliciting external reviews for tenure candidates who have stopped the clock.** The language should include a statement indicating that the candidate has stopped the clock, for how long, and specifying the appropriate comparison cohort (in terms of years); but *not revealing for what purpose* the clock was stopped so as to preserve the candidate's privacy with regard to family status, disability, etc. Specifically we recommend that our boilerplate be based on the best example of language we have found, from Northeastern University:⁸

Dr. _____'s tenure clock was stopped for ____ years under the University's Tenure Clock Extension Policy. Your review should be based on a ____-year probationary period without consideration of extra time. We request that your review be performed without prejudice to the fact that Dr. _____ had a longer probationary record.

We recommend that the boilerplate be presented as a default "opt-out" feature, with candidates encouraged to use it but allowed to opt out if they so desire. We are pleased that as of January 2012 a version of this boilerplate language will be available for use in letters soliciting external tenure reviews.

We recommend that **the AS&E stakeholders in the Tenure and Promotion process (minimally, the Deans and the Tenure and Promotion Committee) have a discussion about whether or not to limit the number of childbirth or primary caregiver year-long clock stops to two**, and whether or not there should be limits on the number of clock stops for other reasons, such as caring for a seriously ill family member.

¹ See Saranna Thornton, "The Implementation and Utilization of Stop the Tenure Clock Policies in Canadian and U.S. Economics Departments," unpublished paper, December 2008 (available in full at www.aeaweb.org/assa/2009/retrieve.php?pdfid=522; cited in *Inside Higher Ed*, "Ignorance about Stop the Clock Policies," <http://www.insidehighered.com/news/2009/01/06/stc>, January 6, 2009; AAUP, "Statement of Principles on Family Responsibilities and Academic Work," <http://www.aaup.org/AAUP/pubsres/policydocs/contents/workfam-stmt.htm>; the American Council on Education's "Toolkit: Resources for Administrators," The Alfred P. Sloan Projects for Faculty Career Flexibility, <http://www.acenet.edu/AM/Template.cfm?Section=Search&Template=/CM/HTMLDisplay.cfm&ContentID=39688>

² See, for example, Lehigh University's "Rules and Procedures of the Faculty of Lehigh University and Related Information Concerning Tenure-Clock Extensions," sec. 2.2.5.7.2 "Extension of probationary period for personal disability, family care, public service, military service, or extreme personal hardship," <http://www.lehigh.edu/~inprv/pdfs/TenureClockExtensionPolicies.pdf>

³ From MIT School of Science, Promotion Policies, available upon request.

⁴ See the ACE's "Toolkit: Resources for Administrators," The Alfred P. Sloan Projects for Faculty Career Flexibility, http://www.acenet.edu/AM/Template.cfm?Section=fcf_toolkit&Template=/CM/ContentDisplay.cfm&ContentID=42210

- ⁵ AAUP “Statement of Principles on Family Responsibilities and Academic Work,” <http://www.aaup.org/AAUP/pubsres/policydocs/contents/workfam-stmt.htm>; viz., “In extending the probationary period in recognition of the time required for faculty members to care for newborn or newly adopted children, institutional policies should clearly provide that the tenure candidate be reviewed under the same academic standards as a candidate who has not extended the probationary period;” and in fn. 17, “Institutions should inform external reviewers that the candidate's probationary period has been extended under institutional policy and that the candidate's record should be reviewed as if he or she had only the normal probationary period.”
- ⁶ Duke’s tenure clock stoppage policy can be found in the Faculty Handbook Chapter 4, p. 15, at http://www.provost.duke.edu/pdfs/fhb/FHB_Chap_4.pdf.
- ⁷ From the American Council on Education’s “Toolkit: Resources for Administrators,” The Alfred P. Sloan Projects for Faculty Career Flexibility, <http://www.acenet.edu/AM/Template.cfm?Section=Search&Template=/CM/HTMLDisplay.cfm&ContentID=39688>
- ⁸ From Northeastern University, “Preparation and Format of the Tenure and Promotion Dossier,” at <http://www.northeastern.edu/provost/faculty/documents/ModelTenureDossier2011.pdf>

Pregnancy and Childbirth Leave

Paid leave for pregnancy and childbirth, a.k.a. maternity leave, is one of the foundational policies in work/life because it is crucial in keeping many women in the academy. It became widespread in American universities starting about twenty years ago, and every university we benchmarked had it in 2010. Universities have rightly concluded that giving a woman paid time off for the birth of a child and the post-partum period is a small institutional investment with huge long-term benefits for both the faculty member and the institution. Tufts was an early leader in this area. President Emeritus Jean Mayer, a nutritionist, strongly believed that breastfeeding was crucial for maternal and infant health, and that paid leave was the best way to encourage it. As a result, under his leadership Tufts adopted a 12-week paid maternity leave, exceeding by half the Massachusetts state requirement of up to eight weeks of unpaid leave. However, our pregnancy and childbirth leave policy has not changed much since its inception, and has therefore has not been fine-tuned in response to the problems that twenty or more years of experience have revealed across the academy.

The goals of a good pregnancy and childbirth leave should be 1) to give the mother time away from work to recover physically from childbirth and to bond with her new baby; and 2) especially for junior faculty, to allow faculty to stay productive even with a new baby in the house. For these reasons, the leave should be administered so as to make sure that new mothers are not rushed back to work prematurely, since that does not benefit the mother, the child, or the mother's co-workers or students; and leave should be associated with at least a semester of teaching relief.

Pregnancy and childbirth leave has some intrinsic complexities built into it because babies often arrive at inconvenient times in the very rigid school calendar. This means that our policies need to strike a difficult-to-achieve balance between flexibility/informality and transparency/fairness. Our existing policy is generous by US standards, and we should retain many aspects of it. Some important changes would, however, help create more transparency and fairness in its implementation.

Identifying the Problem

Our existing pregnancy and childbirth leave has several problems:

1. Defining the accommodation strictly as a fixed number of weeks, rather than with an eye to the academic calendar, results in uneven implementation. The main problem is that some mothers receive teaching relief, but others do not, depending on the timing of the birth. In particular, a mother who gives birth in May or June does not receive any teaching relief, although she loses an entire summer of research time.
2. Mothers who have been employed at Tufts for less than one year receive only 8 weeks of childbirth leave rather than 12 weeks. This is bad for morale and can be a disincentive for hiring. A longer leave could in theory be negotiated at the time of hire, but new hires may not know that longer-term employees receive a longer

- leave and/or that the length of the leave is something they can negotiate. They also might not know that they are pregnant at the time of contract negotiations, especially if they delay their start dates for a post-doc or the like. Reliance on negotiation therefore introduces some unnecessary unfairness that a formal policy could eliminate.
3. A new hire who gives birth just before starting at Tufts is not entitled to any kind of teaching relief or leave and must know to negotiate for it in advance, as, in practice, many current Tufts faculty do. This can result in new mothers being in the classroom far sooner than is good for them, their babies, or their students. Again, reliance on negotiation introduces the possibility of unfairness and bad outcomes that a more transparent formal policy could eliminate.
 4. The only existing childbirth leave option is 12 weeks of leave at full pay. For some mothers, particularly those who supervise labs or graduate students, it is not really possible to walk away completely from work for long periods of time. More flexible accommodations might serve these women better.

Tufts' Current Policy

The existing AS&E maternity leave policy (<http://ase.tufts.edu/faculty-handbook/chapter9.htm>) reads:

MATERNITY LEAVE

The University grants a leave of absence for pregnancy, childbirth, recovery from childbirth and breast feeding to those full-time faculty who indicate their intention to return to work at Tufts at the end of their leave. This leave should be requested as far in advance as possible to allow for department planning, but at least one month prior to the beginning of the leave.

A full-time faculty member who has completed one or more years of service at the time the leave commences or the date of birth of the child, whichever is earlier, may take a paid leave of up to twelve calendar weeks. If she has completed less than one year of service, she may take a paid leave of up to eight weeks.

Upon return from this leave, the faculty member is entitled to the same position with the same status, pay, and length of service credit held before the leave began. However, since faculty is hired for specific periods (one year, two years, etc.) the obligations of this policy do not extend beyond the period for which teaching time has already been contracted.

If the faculty member is unable to return to work upon the expiration of the maternity leave, she may apply for sick leave benefits and reinstatement. For full-time faculty members, the Sick Leave Policy provides full-salary to a maximum of six months when disability is proven. After the twelve-week maternity leave of absence, women who desire an unpaid leave of absence for purposes of childrearing should make such a request through the normal University procedures. If the faculty member becomes permanently and totally disabled, and has enrolled in the Long-term Disability (LTD) Plan, she may apply for LTD benefits through the Human Resources Department.

Comparison with Peer Institutions

1. 14 of the 21 institutions benchmarked divide pregnancy and childbirth accommodations into a medical leave (6-8 weeks, and longer for Caesarian deliveries, depending on state law) and a separate accommodation for childrearing, usually teaching relief rather than full leave. Some schools have the leave and teaching relief run concurrently, and some have them run consecutively. If they run consecutively, this takes into account the medical recovery needs of birth mothers over and above the caregiving duties shared by all new parents. When a semester or two quarters of teaching relief is associated with the medical leave in this way, as it is at 13 of the schools benchmarked, if a mother gives birth during the summer, she receives teaching relief the following semester.
2. Nine of 21 institutions give pregnancy and childbirth accommodations of equal duration to all faculty mothers, regardless of length of service.
3. One institution, Harvard's FAS, has a policy of giving teaching relief to new hires who have recently given birth or adopted a child. It reads: "It is not required that the birth or adoption of the child occur while the faculty member is appointed at Harvard. That is, faculty members who begin their appointments with a child under the age of one may take advantage of this policy within the first year following the birth or adoption."¹ This means that a new hire can receive full teaching relief in her first semester even if she gave birth before her employment began.
4. A small number of institutions offer options for pregnancy- and childbirth-related teaching relief other than one semester of full relief. For example, Columbia² offers three levels of workload relief: one semester of full teaching relief at full pay, two semesters of full teaching relief at half pay, or two semesters of half-time teaching and full service at full pay.
5. Thirteen of the 21 institutions offer some form of teaching relief to non-tenure-track as well as tenure-track faculty, provided certain conditions are met, such as length of service (e.g., one or more years), or length of contract (e.g., three years).

For detailed benchmarking on pregnancy and childbirth leaves, see the table "Pregnancy and Childbirth Leave" in the Appendix; for teaching relief associated with the leave, see the table "ASMD (Active Service, Modified Duties): Teaching Relief Policies," also in the Appendix.

Recommendations

1. We recommend that, for benefits-eligible faculty, **the accommodation for women who give birth be defined as a 12-week medical leave.** We also suggest **eliminating the length-of-service requirement** for receiving the full 12-week pregnancy and childbirth medical leave.

2. **For full-time teaching faculty, we suggest complementing the medical leave with a post-partum teaching relief accommodation of either one semester of full relief or two semesters at half time teaching relief, at full pay.** This teaching relief would be available to tenured, untenured tenure-track, and full-time non-tenure-track teaching faculty alike. We suggest having a discussion among relevant parties about whether non-tenure-track faculty eligibility should be subject to conditions such as length of service or length of contract.

The semester of full teaching relief would run concurrently with the 12-week medical leave, unless that medical leave begins after the middle of the Fall or Spring semester, or during the Summer. In those cases, the semester of teaching relief would generally take place in the semester following the onset of medical leave. However, the exact timing of the teaching relief for mothers giving birth late in the semester might need to take into account the needs of the faculty member and her department.

During the period of teaching relief, we recommend that, as a matter of policy, neither Deans nor chairs give the faculty member additional service or administrative assignments to “replace” the teaching they are not doing that semester.

3. We recommend making an official policy that **if a new full-time faculty member gives birth during the Summer before she begins employment at Tufts, she receives full teaching relief in the Fall semester.** If she gives birth just prior to beginning a January appointment, she receives full teaching relief in the Spring semester.

¹ Office for Faculty Affairs, Harvard University Faculty of Arts and Sciences, “Birth, Adoption, and Dependent Care,” <http://isites.harvard.edu/icb/icb.do?keyword=k15149&pageid=icb.page377296>

² Columbia University Office of Work/Life, “Parental Workload Relief for Officers of Instruction at the Morningside Campus,” <http://worklife.columbia.edu/parental-leave-policies-resources>

Primary Caregiver Leave

Until relatively recently, the only kind of accommodation for new parents offered by most universities was maternity leave for birth mothers. However, in the last ten years or so, universities have begun to recognize that contemporary families do not all look like the traditional model of a married, heterosexual man and woman, with the woman shouldering all of the childcare responsibilities. Societal norms about gender roles and the involvement of fathers in parenting have changed; adoption has become more open; and LGBT families have become more visible as a family form that policymakers need to take into account. To deal with these changes, over the last ten years most of our peer universities have developed a policy of “primary caregiver” accommodation, analogous to the traditional maternity leave, for parents other than birth mothers. The idea is that any parent who is the main caregiver of a newly-arrived child (through birth, adoption, or fostering) should receive leave and/or teaching relief. As is the case with childbearing leave, the leave gives the parent time to bond with his or her new child. At the same time, the associated teaching relief allows the faculty member to recover research time lost during the leave, allowing him or her to continue his or her research program.

As of February 2012, Tufts had a 12-week primary caregiver leave for staff, but it did not have a written primary caregiver leave policy for AS&E faculty.

Identifying the Problem

1. For reasons of equity—faculty/staff, LGBT/ heterosexual, adoptive/biological parents, male/female—we need to have a faculty primary caregiver leave policy for AS&E.
2. If the staff policy is the basis for the faculty policy, then the leave is for preparing for childbirth, birth/adoption/foster placement, and caring for a “newborn,” implying that it must commence at the time of birth/adoption/placement. This would seem to exclude a parent from taking primary caregiver leave if his or her female partner takes maternity leave at the time she gives birth, since the other parent cannot take it at the time of birth.
3. For faculty, defining the primary caregiver accommodation in terms of weeks rather than semesters creates problems around timing and implementation.
4. The staff policy limits a couple to a total of 12 weeks (or 8 weeks if employed for less than one year) of leave if both are employed at Tufts. This is the “floor” for leave established by FMLA law, but Tufts can provide a more generous benefit if desired. The current policy means that a couple is better off if both do not work at Tufts, which goes against our objective of being the “employer of choice.”
5. Limiting the leave to 8 weeks for new hires creates disincentives for faculty to come to Tufts and creates morale problems for new hires.

Tufts' Current Policy

There is no existing written policy for faculty. The staff policy can be found on pp. 47-48 of the Tufts Employee Handbook

(<http://www.tufts.edu/hr/webcm/docs/handbooks/EmployeeHandbook.pdf>).

Parental Leave

Employees who are primary caregivers and who have completed at least one (1) year of service prior to the first day of taking Parental Leave may take a leave of absence of up to twelve (12) weeks for the purpose of giving birth; preparing for or participating in the birth, adoption, or foster care of their child; and for caring for their newborn or newly adopted or foster care child.

Employees may choose to apply available paid sick time. If the employee's sick time has been exhausted, the University will continue to pay the employee's salary for the duration of the leave. Employees who use available sick time will be allowed to retain up to three (3) sick days for future use upon returning to work.

Primary care givers with less than one (1) year of service prior to the first day of the leave may take Parental Leave of up to eight (8) weeks for the purpose of giving birth; preparing for or participating in the birth, adoption, or foster care of their child; and for caring for their newborn or newly adopted or foster care child. Employees may choose to use available sick, vacation, and/or personal time. If the employee's sick time is exhausted during the first two (2) weeks of leave, the University will continue to pay the employee's salary for the duration of the first two (2) weeks. Any portion of the leave not covered by sick, vacation, or personal time will be unpaid. Please refer to different types of parental leave for more details.

Only one parent may be designated as the primary caregiver at any one time during a parental leave of absence. Employees are required to sign an affidavit certifying that the employee taking the leave of absence is the primary caregiver.

If both parents are employed by the University, the two employees are allowed to take combined parental leaves totaling eight (8) or twelve (12) leave weeks, depending on the employees' length of University service.

Employees not covered by the above Parental Leave policy may be eligible to take a leave of up to two (2) weeks for the purpose of preparing for or participating in the birth, adoption, or foster care of their child and for caring for their newborn or newly adopted or foster care child. Employees may choose to apply available paid sick time. Should employees' sick time be exhausted, the University will continue salary payment for the duration of the two (2) week leave. Please contact your Human Resources Representative for more information.

Parental leave runs concurrently with applicable disability and FMLA leave arising from pregnancy, birth, adoption, or foster care placement.

Comparison with Peer Institutions

1. Fourteen of 21 universities in our benchmarking group have a semester-long paid primary caregiver accommodation. Of these, two universities give a full semester of leave to primary caregivers, and 11 give a primary caregiver one semester of teaching relief, but not a full leave. Some universities are still lagging considerably on this policy: one gives a paid 6-week childrearing leave, one gives

a 6-week FMLA leave using paid sick leave and vacation with unpaid leave thereafter, and three have only unpaid leave for primary caregivers. The remaining universities have no primary caregiver accommodation policy at all.

2. Universities have a variety of definitions of “primary caregiver.” Some offer no definition at all; some say still rather vaguely that a faculty member must be the “primary or coequal caregiver;” and others specify something as concrete as saying a faculty member must take care of a child for “20 hours a week Monday-Friday 9 am to 5 pm” in order to qualify. The difficulty is that deans do not generally want to get into the business of examining, rejecting or accepting, and then monitoring faculty members’ childcare plans. The alternative to this, used by most institutions, is to use an honor system in which faculty members attest in a signed affidavit that they are the primary caregiver of a new child, with no further definition of the term.
3. Five universities require that the leave commence during the first year of a child’s arrival in the home. Other universities specify that the leave must be taken during the child’s first 6 months (2 universities), or 12 weeks (1 university) in the home. The remainder do not give a time frame.
4. No other universities in our benchmarking group offer a shorter primary caregiver accommodation for employees in their first year.
5. A small number of other institutions place a “per-couple” limit on the amount of primary caregiver accommodation faculty can take (e.g., MIT). Some specify that only one partner at a time can be declared the primary caregiver but make it clear that both partners can take the accommodation if they are both employed at the institution (e.g., Harvard). The vast majority of schools do not make mention of this kind of limitation.

For detailed benchmarking on primary caregiver leaves, see the table “Primary Caregiver Leave” in the Appendix; for teaching relief associated with the leave, see the table “ASMD (Active Service, Modified Duties): Teaching Relief Policies,” also in the Appendix.

Recommendations

1. We recommend **developing a primary caregiver accommodation policy for AS&E faculty**. For all benefits-eligible faculty, this should consist of a 12-week leave to create parity with staff. For full-time teaching faculty, this leave should usually run concurrently with one semester of teaching relief. Exceptions should be made for children arriving after the middle of the Fall or Spring semester, or during the Summer. In those cases, the semester of teaching relief would take place in the semester following the arrival of the child. In order to be eligible for the leave, the parent should testify in a signed affidavit that he or she is the primary caregiver of the newly-arrived child. The length-of-service limitation should be eliminated.

2. We recommend that the **leave be allowed to begin at any time during the first year** of a child's life or first year after adoption or foster placement.
3. We recommend **making the benefit more generous than the FMLA "floor" by allowing both members of a couple working at Tufts to receive a full primary caregiver leave and semester of teaching relief**, instead of limiting them to a shared 12 weeks.
4. We recommend it be a matter of official policy that **if a newly-hired faculty primary caregiver has welcomed a new child into his or her family during the Summer prior to a September start date, he or she receives full teaching relief in the Fall semester**; or if the child arrives during the Fall semester prior to a January start date, the parent receives full teaching relief in the Spring semester. Doing so would make this policy parallel to the pregnancy and childbirth leave policy.

Leave to Care for a Seriously Ill Family Member (FMLA Leave)

The federal Family and Medical Leave Act of 1993 (FMLA) provides a basic policy floor with respect to the needs of employees for time off from their jobs to take care of dependent-care responsibilities and their own medical conditions. The core provisions of the FMLA include 12 weeks of *unpaid* leave, annually, with the promise that the employee may return to his/her job or a similar job; and the employer's continuance of the employee's group health insurance coverage, with the employer continuing to pay its share of the health insurance premium. These core provisions are subject to a number of stipulations – number of employees, length of employment, half-time or greater employment status, etc. It is important to remember that this landmark legislation in the United States provides a *floor*, not a *ceiling*, with respect to family and medical leave policies.

Many employers, including Tufts University, have family and medical leave policies that go significantly beyond the provisions of the federal FMLA. Specifics are referred to at various places in this report. It is commendable that Tufts offers as strong paid family and medical leave policies as it does, for both staff and faculty. There are places, however, where the policies about family and medical leave for faculty would benefit from clarification.

Identifying the Problem: Definitions of Family

1. Federal law specifies that, with respect to family leave, the FMLA applies only to care of one's spouse, parent, son or daughter (and now also step-relationships and people acting *in loco parentis*). Because Federal law does not recognize same-sex marriage, "spouse" is taken to exclude married same-sex partners. Current policy at Tufts for faculty (in the AS&E Faculty Handbook, Chapter 9, "Family and Medical Leave," <http://ase.tufts.edu/faculty-handbook/chapter9.htm>) says the leave is for "the health condition of a close family member," but the term "close family member" is not defined. In the absence of any clarification, it may appear to the reader to have the limited meaning of the federal law.

For staff at Tufts, the Employee Handbook defines family for the purposes of FMLA leave in the narrowest sense as spouse, child, or parent (see p. 43).

However, a broader definition of family is explicit in the policy for family sick days, on p. 40 of the Tufts Employee Handbook,

<http://www.tufts.edu/hr/webcm/docs/handbooks/EmployeeHandbook.pdf>:

For the purposes of this policy, a "relative" is defined as a spouse, qualified same-sex domestic partner, parent, child, sibling, grandparent, or grandchild of the employee or of the employee's spouse. Relatives also include "step" relationships such as stepchild and stepparent and in-law relationships, such as brother/sister-in-law, and mother/father-in-law.

2. Limiting qualified domestic partner status to same-sex couples and not providing that status for opposite-sex couples raises questions of equity.

Comparison with Peer Institutions:

1. Fourteen of the 21 institutions in our benchmarked group have a more expansive definition of family than federal law:
 - Two have broader but vague definitions of family (“spouse or spousal equivalent” or “family member or the like”).
 - Six specifically add same-sex partners to the FMLA definition of family.
 - Six institutions have a more expansive definition that includes both same-sex and opposite-sex partners.
2. Five of our 21 benchmarked institutions limit the definition of the family to the strictest interpretation, which is for care of a spouse, parent, son or daughter only, including step-relationships and people acting *in loco parentis*.
3. Two institutions’ policies do not list any definition of family.

For more detailed benchmarking on leaves related to taking care of a seriously ill family member, see the table “Family and Medical Leave Act (FMLA) Interpretation” in the Appendix.

Recommendations:

1. We recommend that, in the statement of family leave policies for faculty, **the definition of family be at least as broad as that for staff family sick days at Tufts**. That is, the definition of family would include as a minimum “a spouse, qualified same-sex domestic partner, parent, child, sibling, grandparent, or grandchild of the employee or of the employee's spouse,” and also “‘step’ relationships such as stepchild and stepparent and in-law relationships, such as brother/sister-in-law, and mother/father-in-law.”
2. We recommend that, for reasons of equity, **opposite-sex domestic partners be included in the definition of family** for whom a faculty member may take caregiving leave.

“Active Service, Modified Duties” (ASMD) Status

Identifying the Problem

Under many circumstances involving family or personal exigencies, it is appropriate for faculty members (and staff members) to take leave, for example to care full-time for an infant, elder, partner, or other family member. However, there may be other circumstances where a more appropriate accommodation might be an adjusted workload. And indeed the Family and Medical Leave Act specifies that the 12 weeks of (unpaid) leave to which an employee is entitled need not be taken all at once as a full leave, but can instead be taken in smaller increments as “intermittent leave.” For example, it could be taken as time off one day a week to care for someone receiving chemotherapy. At present, Tufts does not have a way to name and classify this kind of accommodation formally, although we do make such accommodations all the time on an informal basis.

In fact, on an ad hoc basis AS&E has done an excellent and humane job over the years of giving faculty adjusted workloads, where faculty receive full pay and benefits for a short period of time while dealing with a qualifying circumstance. The informal nature of the accommodation, however, does create some intrinsic problems around transparency and fairness. Faculty may not know that they can request workload accommodation when they need it, or may not feel comfortable doing so particularly if they are junior or non-tenure-track.

To solve this problem, and also as a way of conceptualizing teaching relief for primary caregivers of young children, an increasing number of universities are using the employment status of “Active Service–Modified Duties” (ASMD). This can be used as a rubric for all kinds of workload modifications undertaken while an employee is receiving full pay with continuing benefits. For faculty, the most obvious form of workload modification is teaching relief, but being excused from committee or other administrative responsibilities might also be appropriate in some cases. ASMD could also be used for staff employees.

Tufts’ Current Policy

Tufts does not currently have a formal written policy about workload adjustment for faculty.

Comparison with Peer Institutions

The trend toward using a formal category of ASMD for parental teaching relief following the arrival of a new child started with the University of California system, which has been a leader in this area. All of the UC campuses have ASMD status. But other universities that are leaders in work/life policies are extending this concept beyond parental accommodation. For example:

- Duke University has a Flexible Work Arrangements Policy that extends the idea of ASMD beyond new parents:

This policy allows regular rank faculty members to request alterations in their work responsibilities to suit their professional/personal needs, ranging from a single semester

to three years at a time, renewable with approval. This policy seeks to help faculty care for young children or for an ill parent, child or partner. It can also ease the transition to retirement. (<http://provost.duke.edu/faculty/balance/index.html>)

- The University of Arizona’s Temporary Alternative Duty Assignment policy applies to “employees,” which presumably includes faculty as well. (http://www.hr.arizona.edu/10_hs/tada-awfbooklet.doc)
- The University of Southern California notes that for faculty with heavy family caregiving responsibilities, the provost can approve faculty workload accommodations so as to limit a faculty member’s service, large classes, night classes, and new class preparations. (http://www.usc.edu/academe/faculty/private/Full_2010_HB.pdf)
- The University of Virginia has a “Modified Service Leave of up to one semester for teaching faculty or six months for administrative or non-teaching faculty” that “will be granted on request to the primary caretaker of one’s child, spouse, or other disabled or elderly adult. During this period, salary will be prorated to amount worked, with the restriction that the modified service must involve no less than a 50% work commitment.” (http://www.virginia.edu/provost/docs_policies/leaves.html)

For detailed benchmarking on this subject, see the table “ASMD (Active Service, Modified Duties): Teaching Relief Policies” in the Appendix.

Recommendations

1. We recommend **adoption of the term “Active Service—Modified Duties” to describe faculty workload adjustments**, such as teaching relief or reduction in committee assignments and/or administrative responsibilities, when these adjustments are made for a qualifying personal circumstance. Such circumstances would include any accommodations under the FMLA (one’s own medical condition, care for an ill family member, arrival of a new child). This would formalize and make more transparent the process of giving a faculty member an adjusted workload.

Lesbian, Gay, Bisexual, Transgender (LGBT)-Related Policies¹

In the United States, many universities, businesses, state and municipal governments have taken incremental steps to secure equal standing in law and practice for people regardless of sexual orientation. Since May of 2004, same-sex marriage has been legal in Massachusetts. Tufts recently extended primary caregiver leave to same-sex partners, whether as adoptive or birth parents.²

Tufts University is an Equal Opportunity employer, and committed to non-discrimination. Tufts stands against the unfair and inequitable treatment of people on the basis of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status (special disabled veterans, disabled veterans and Vietnam-era veterans), or any other characteristic protected under applicable federal or state law.

The Federal Defense of Marriage Act (DOMA), passed in 1996, undercuts Tufts' commitment to fair and equitable treatment before the law by denying legally married same-sex couples the benefits and protections enjoyed by legally married heterosexual couples. Although the Obama Administration takes the position that DOMA is unconstitutional and will not defend it in court, it remains Federal law.

Identifying the Problem

DOMA inequitably burdens same-sex couples through the federal immigration and taxation systems. One member of a same-sex couple cannot sponsor his or her partner for citizenship, and a surviving partner cannot receive social security spousal benefits. A same-sex couple cannot file joint federal tax returns, and cannot pay for a partner's health benefits in pre-tax dollars. If a faculty member in a heterosexual international marriage is hired, Tufts attends to the visa status of the faculty member's spouse if necessary. However, DOMA prevents equal visa consideration for partners in same-sex marriages. In short, DOMA imposes higher and measurable financial costs on same-sex couples, and creates legal barriers to the immigration of dual career same-sex couples.

Two particular implications of this for Tufts faculty are: 1) the cost of identical health insurance is higher for same-sex couples than for heterosexual couples because it has to be paid using after-tax dollars; and, 2) prospective international faculty with same-sex partners may choose not to come to Tufts, or not to remain at Tufts, if their partners are unable to come to the U.S. on a spousal visa.

We know from communications with members of the Tufts faculty and staff LGBT community that the higher cost of health insurance for their partners is onerous, costing them up to an additional \$5,000 per year depending on their tax bracket. We also understand that at least one international scholar chose not to come to Tufts or to leave Tufts because his/her partner was not able to obtain a job or the proper visa status to accompany him/her to the U.S.

Tufts' Current Policy

It is our understanding that at present Tufts complies with DOMA with regard to payment for health insurance in post-tax dollars and visas for international couples. This appears to be in contradiction with Tufts' Non-Discrimination Policy:

Tufts prohibits discrimination against and harassment of any employee or any applicant for employment because of race, color, national or ethnic origin, age, religion, disability, sex, sexual orientation, gender identity and expression, veteran status (special disabled veterans, disabled veterans and Vietnam-era veterans), or any other characteristic protected under applicable federal or state law. All personnel who are responsible for hiring and promoting employees and for the development and implementation of university programs or activities are charged to support this effort and to respond promptly and appropriately to any concerns that are brought to their attention. (<http://oeo.tufts.edu/?pid=9>)

Comparison with Peer Institutions

Columbia University and Yale University recently committed to grossing up pay to offset the cost of after-tax health insurance costs for same-sex partners, joining Bowdoin College, Barnard College, and Syracuse University as educational institutions taking this step.³ None of our other benchmarked peer universities has a policy posted on their websites about same-sex couples' payment of health benefits in post-tax dollars or on partner immigration issues.

Outside of academia, numerous institutions and firms have longstanding policies of grossing up pay for same-sex partners. One of the first to adopt such a policy was the Unitarian Universalist (UU) Church, which did so in the aftermath of DOMA passage. Tufts has a UU heritage, and we think this connection adds a philosophical imperative to the other compelling reasons such a policy would be right for Tufts. Since the late 1990s, scores of America's leading employers, including Google, Apple, Barclay's Bank and the Gates Foundation, have followed the UU lead by grossing up the pay of their employees, and lobbying to have DOMA repealed. In 2010, the City of Cambridge, Massachusetts also began grossing up salaries to address this inequity. Indeed, the number and pace of universities, businesses and other groups following this route have increased considerably in the last several years (see note 4 for a comprehensive list).⁴

Recommendations

1. We recommend that, in order to comply with its own non-discrimination policy, Tufts **gross-up pay for faculty in same-sex partnerships who have to pay for spousal health benefits using after-tax dollars.**

According to the Tufts Director of Benefits, in October of 2011, 25 employees (faculty and staff across the entire university) would benefit from such a policy. If all chose to do so the total annual cost to Tufts would be \$70,000. Experience elsewhere suggests that not all couples will require or accept such a subsidy, opting instead for each partner to insure him or herself as an individual. It is also possible that DOMA will be overturned in the not too distant future, in which case this would be a short-term expenditure.

2. We recommend that Tufts **make particular efforts to help the same-sex partners of international faculty hires obtain employment since they cannot obtain spousal visas.** Since DOMA prohibits a spousal visa, Tufts should try to identify a potential employment opportunity at Tufts or within the larger Boston/Medford community that would enable the spouse to secure a visa as an individual.⁵

¹ The Task Force opted for the older umbrella acronym LGBT for simplicity. We do not intend to exclude other sexual identities through use of this term.

² The Task Force addresses this in our recommendations on Primary Caregiver Leave.

³ Tara Siegel Bernard, “Yale and Columbia Reimburse Gay Employees for Extra Taxes,” Bucks.blogs, *The New York Times*, December 20, 2011, <http://bucks.blogs.nytimes.com/2011/12/20/yale-and-columbia-reimburse-gay-employees-for-extra-taxes/>

⁴ For a comprehensive list of employers who gross up pay for employees in same-sex couples, see Tara Siegel Bernard, “A Progress Report on Gay Employee Health Benefits,” Bucks.blogs, *The New York Times*, December 14, 2010, updated January 25, 2012, <http://bucks.blogs.nytimes.com/2010/12/14/a-progress-report-on-gay-employee-health-benefits/>.

⁵ The Task Force addresses this in our recommendations on Dual Career Couples.

Dual-Career Couples

Professional opportunities for a spouse or partner are an important consideration for scholars considering taking a tenure-track position and remaining in a position. With a broader range of partnerships recognized and more women earning doctorates and entering the academy, the number of dual-career couples has increased in many fields. Universities are grappling with ways to address this reality, and to develop dual-career couple strategies as recruiting and retention tools.

Identifying the Problem

A 2008 report by Stanford University surveyed more than 9,000 full time faculty in 13 leading research universities and found that 72% of full time faculty have employed partners and fully half of that group's partners are academics (36%).¹ The issue has gained sufficient profile for the American Association of University Professors [AAUP] to formulate Recommendations on Partner Accommodation for Dual Career Appointments in 2010.²

The HERI survey at Tufts revealed that 2/3 of respondents felt it was very important or important for Tufts to help locate employment for the spouse/partner of a faculty hire. It was particularly important for tenure-track faculty (45.5%) and faculty of color. If Tufts aspires to be an employer of choice, the needs of faculty members' spouses/partners must be taken into account.

Given the importance of any faculty hire, however, negotiating a joint hire or accommodations for partner hires can in practice be very challenging. Furthermore, in light of the Defense of Marriage Act (DOMA), dual-career hiring and accommodation can be particularly difficult for lesbian, gay, bisexual, and transgender couples. If an international faculty member in a heterosexual marriage is hired, Tufts attends to the visa status of the faculty member's spouse. DOMA prevents equal visa consideration for partners in same-sex marriages. (See also Recommendations for LGBT faculty)

Tufts' Current Policy

Tufts' policy on hiring family members can be found in the AS&E Faculty Handbook, Chapter 2 (<http://ase.tufts.edu/faculty-handbook/chapter2.htm>):

POLICY ON APPOINTMENT OF FAMILY MEMBERS

It is University policy that spouses or other relatives of current family members may hold academic appointments at the same time without regard to these family relationships and with the usual prerequisites of appointment. However, the hiring of one family member does not obligate the University to hire another.

Tufts belongs to the New England Higher Education Recruitment Consortium (HERC), which maintains an efficient website listing job opportunities at many Boston-area universities and hospitals. Tufts encourages dual-career couples to make full use of New England HERC.

From time to time, Deans are able to help the spouse of a Tufts faculty member locate a position within or outside of Tufts, but there is no guarantee that Tufts will be able to identify an employment opportunity for a spouse.

The chair of a Tufts Department or program can petition the relevant Dean to request Visiting Scholar status for a partner. Visiting Scholar status enhances a scholar's access to electronic databases, digital resources, inter-library loans and the like.

Comparison with Peer Institutions

Literature on work/life in colleges and universities confirms both the increasing importance and fraught nature of dual-career hiring. The following recommendations appear in several publications: allow the couple access to employment services within the university; provide university access to the local Higher Education Recruitment Consortium; create incentives for positions without forcing a partner into a Department; communicate an incentive policy to all potential departments; and provide couples access to Human Relations Career Counseling.³

Twelve of the 21 universities benchmarked offered assistance to place faculty partners.

- Some universities proactively recruit academic couples, and others encourage dual-career support for hiring faculty who contribute to university diversity and for retaining women faculty.
- Some have a pool of strategic hiring funds to support a “Dual-Career Couple Program,” and website links to a checklist for departments wishing to pursue funding for dual-career couples.
- Some universities develop visiting positions, usually for up to three years, funding them from soft money sources.

Dual-Career Couple Programs typically involve cost sharing of the partner's salary among the university administration and the academic departments or programs hiring the faculty member and partner. The sharing arrangement usually continues for up to three years, at which time the full cost of the partner's salary passes to her/his department or program.

For more detailed benchmarking on supports for dual-career couples, see table “Dual-Career Couple Supports” in the Appendix.

Recommendations

1. We recommend that all the relevant administrators have a **discussion about how best to support the development of Dual-Career programs for faculty at Tufts**, for couples where both members are academics, as well as for couples where the partner is not an academic. The 2008 Stanford University “Dual Career Academic Couples” report could serve as a jumping-off point for this discussion. (http://test.clayman.gotpantheon.com/sites/default/files/DualCareerFinal_0.pdf) It outlines a range of strategies to supplement spousal placement with a pool of strategic hiring funds through organizations like the New England Higher Education Recruitment Consortium. The greater Boston area, and the Boston Consortium, provide richer opportunities to support faculty aspirations for spouse/partner placement than more rural or isolated colleges and universities. Tufts should therefore investigate the possibility of cross-institution cooperation in the Boston area.
2. From among the tools discussed in the Stanford Dual Career Couples report, we particularly recommend the **development of a Dual-Career Couple Program with a pool of strategic hiring funds and shared funding to use as a tool to recruit, hire and retain faculty in dual-academic-career couples**.
3. Also in order to support dual-academic-career couples, we recommend that Tufts develop **a range of temporary bridging positions (up to three years) from post-docs to visiting faculty appointments**, supported with a pool of soft money. In this case the goal would not be to place the spouse in a faculty line, but to provide appropriate support of their scholarly careers for a transition period.
4. We recommend that **the policies developed to support dual-career couples be clearly and prominently displayed on the Tufts website as a recruiting tool** for prospective faculty.

¹ Londa Schiebinger, Andrea Davies Henderson, Shannon K. Gilmartin, *Dual-Career Academic Couples: What Universities Need to Know*. (Stanford: Stanford University Michelle R. Clayman Institute for Gender Research, 2008): 1.
http://test.clayman.gotpantheon.com/sites/default/files/DualCareerFinal_0.pdf

² American Association of University Professors, “Recommendations on Partner Accommodation and Dual Career Appointments (2010), <http://www.aaup.org/AAUP/comm/rep/dual.htm>.

³ Maïke Ingrid Philipsen and Timothy B. Bostic, *Helping Faculty Find Work-Life Balance* (San Francisco: Jossey-Bass, 2010): 43-50 esp. 49-50; Jaime Lester and Margaret Sallee, *Establishing the Family-Friendly Campus; Models for Effective Practice* (Sterling, Virginia: Stylus. Publishing, 2009): 2, 10-11.

Part-Time Tenure-Track Appointments

Since 2003, the American Council on Education (ACE) has conducted a project on faculty career flexibility. One of the project's key recommendations is that institutions "[d]evelop opportunities throughout the career cycle for tenured and tenure-track faculty members to opt for part-time positions that can be used for a specified period (up to five years) as personal needs arise."¹ Of particular interest are times during the career and life course when faculty have heavy caregiving responsibilities, and phased retirement at the end of a career. The idea is that a faculty member can, for short, defined periods of time, move from a full-time tenure-track position to a part-time position, and in some cases back again to full-time. A 2010 study, "Keeping Women in the Science Pipeline,"² also identifies part-time tenure-track appointments, and defined-period part-time appointments that might later be ramped to full-time, as being important components in efforts to hire and retain women, particularly in the natural sciences.

Tufts' Current Policy

Arts, Sciences and Engineering does not have part-time tenure-track appointments. Chapter 2 of the AS&E Faculty Handbook, "Faculty Appointments" under "Modified Professorial Ranks," (<http://ase.tufts.edu/faculty-handbook/chapter2.htm>) states:

The ranks of Professor, Associate Professor, Assistant Professor, and Instructor may be modified by: research, emeritus, visiting, adjunct, or part-time. Faculty with modified titles are not eligible for tenure.

Comparison with Peer Institutions

Eight of our 21 benchmarked institutions provide the option for a part-time tenure-track faculty appointment, in almost every case to accommodate dependent care, childcare, personal or family-related medical circumstances. In some cases a part-time appointment is made in anticipation of retirement. In most cases the university maintains benefits, but cuts pay, responsibilities and re-sets the tenure clock to accommodate the part-time appointment. Some universities also allow faculty not just the two choices of full-time or half-time, but permit them a range of part-time options on a specific scale.³

For more detailed benchmarking on part-time tenure-track appointments, see the table "Part-Time Tenure-Track Appointments" in the Appendix.

Recommendation

1. We recommend that **all the relevant parties at Tufts have a discussion about whether the university should develop part-time tenure-track appointments, and if so, what kind.** The kinds of part-time tenure-track appointments to be considered might include initial part-time tenure-track appointments, and time-

limited part-time tenure-track appointments for caregiving or prior to retirement. Participants in this discussion might include the Deans of Arts and Sciences and Engineering, the Tenure and Promotion Committee, the Provost, and the Faculty as a whole.

¹ American Council on Education, Office on Women in Higher Education, “An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers,” 2005, Executive Summary, http://www.acenet.edu/bookstore/pdf/2005_tenure_flex_summary.pdf: 10.

² Mary Ann Mason, Marc Goulden, Karie Frasch, “Keeping Women in the Science Pipeline,” University of California, funded by Arthur P. Sloan Foundation’s Workplace Flexibility 2010 initiative: http://workplaceflexibility.org/images/uploads/program_papers/mason_-_keeping_women_in_the_science_pipeline.pdf

The study revealed important discrepancies linked to marriage and parenthood in the career experiences of men and women entering the sciences. Among scholars earning PhDs in sciences, women with young children are 35 percent less likely to enter a tenure-track position than men in the same position, and 27 percent less likely to achieve tenure in a tenure-track job in the sciences than men with young children. They are also 28 percent less likely than women without children to achieve tenure in the sciences. Single women without young children are about as successful as married men with children in attaining tenure-track jobs. The discrepancy also obtains after tenure: a quarter of women are single without children, whereas that is true for only 9 percent of men; 73 percent of tenured male scientists are married with children, whereas among women the number is 53 percent. In short, an academic scientist who is a woman labors at a considerable disadvantage if she has children.

³For example, see the part-time tenure-track appointment policy of Washington University in St. Louis, <http://www.wustl.edu/policies/tenure.html#TENURE>

Elder/Adult Care

Elder/adult care affects a significant number of our faculty, and that number is likely to grow over time as the Baby Boom generation ages. Of the 187 faculty in the School of Arts and Sciences and the School of Engineering who responded to the Higher Education Research Institute (HERI) survey, 26% reported that they had some or extensive stress from elder/adult care issues. Elder/adult care situations, whether they involve caring for a chronically-ill, ageing and/or disabled parent, partner, adult child or other relative, are often complex, long-term, and extraordinarily challenging for the caregiver. For faculty, the additional challenge is how to provide care for their loved one while remaining active professionally and maintaining an ongoing research program.

Identifying the Problem

In order to deal with these complex caregiving situations, caregivers for elders/adults may benefit from counseling and advice on a variety of practical and emotional issues. Caregivers may, for example, need assistance with determining how best to get an elderly relative to stop driving, or to help them get their bills paid and keep track of a bank account. They may need to obtain legal or financial advice; to get referrals for good agencies providing in-home health care aides and/or personal care assistants; to find information about elder care institutions (independent living, assisted living, skilled nursing, and continuous care retirement communities); and even to receive general counseling and support for the stress involved in elder/adult care. An additional complexity is that, while some faculty are caring for elderly/adult relatives who either live with them or live locally, others are arranging care for relatives who live far away. Simply gathering the information needed to make informed decisions about elder/adult care issues is a very time-consuming process, not to mention the time involved in arranging for or providing the care.

A specific need of faculty members who are caregivers is backup care for their adult dependents. That is, faculty may find it difficult to go to work, and to teach class, when their regular caregiving arrangements fall through.

In addition to the kinds of supports just mentioned, a crucial need for caregivers is paid time off during periods of intense family caregiving responsibilities.

It is worth noting that, according to an AAUP report, elder/adult care issues disproportionately affect mid-career and senior faculty, particularly women.¹ In addition, across the academy, institutions are beginning to consider elder/adult care among dependent care issues that may impede faculty success. For example, in the recently-released National Science Foundation *Career-Life Balance Initiative*, it is noted that “Foundation-wide policies permit the extension of NSF awards for researchers who take a leave of absence for dependent care responsibilities,” which specifically include “elder care, and extended family illness.”²

Tufts' Current Policy

1. Currently, the support Tufts provides for employees dealing with elder/adult care issues consists of the Employee Assistance Program (EAP), a service contracted with AllOne Health through a company called Workplace Options. The EAP, accessible through the Tufts Human Resources website, has some general information about elder care, primarily in the form of tip sheets. It can also provide an assisted search to help employees find different kinds of elder care options and resources. After the user specifies criteria using a drop-down menu on the website, the assisted search can provide, for example, a list of residential options or home health care options. The service will call facilities or organizations to find out about availability and provide users with a list of facilities with openings and other relevant information. The user can also call an 800 number for counseling and advice. The EAP also has a small section about Elder Law. As in the Elder care section of the EAP, it primarily consists of tip sheets; but it also contains a Lawyer Locator, which again uses drop-down menus to help users find a lawyer fitting their needs.
2. In general, it has been AS&E practice that faculty who need to take leave to care for an ill family member may do so using their paid sick leave, just as non-exempt staff can use 10 of their 13 annual sick days to do so.³ However, there is not a clear policy in the AS&E Faculty Handbook about how faculty are to do this, or how much paid time off they may receive for this purpose. That is, full-time faculty are eligible for six months of paid sick leave per year, but it is not specified how much, if any, of this sick leave may be used to care for a seriously ill or disabled family member.

Comparison with Peer Institutions

Fourteen (Cornell, Duke, Emory, Harvard, Johns Hopkins, MIT, UC Berkeley, UCLA, University of Arizona, University of Michigan, University of Southern California, University of Virginia, University of Washington, Washington University) of 21 institutions benchmarked had elder/adult care support programs deemed superior to what Tufts offers. In general, these programs provided local services including referrals, counseling, and support groups. Many of these institutions have a staff person whose job is focused on providing dependent care consultation. In one case (Emory), there was even on-site daycare for elderly/adult relatives.

For more detailed benchmarking on elder care supports, see the table "Elder/Adult Care" in the Appendix.

Recommendations

1. We recommend that there be a **Tufts staff person, located in Human Resources, whose position is dedicated at least in part to providing elder/adult care**

consultations and advice for Tufts faculty and staff (see item #2 in our Work/Life Administrator recommendation). Although the lists of resources available through EAP are a good start, a knowledgeable staffperson who can meet one-on-one with Tufts employees to help them assess their individual situations would be a big improvement. Calling a consultant at an 800 number for counseling and advice can be off-putting, and such a consultant is not likely to be thoroughly knowledgeable about Boston-area resources. At a minimum, a Tufts staffperson should be very familiar with the elder/adult care options and resources in the Boston metropolitan area, and should know how to contact organizations and geriatric care counselors/managers beyond Boston, for those faculty and staff with elderly/adult relatives who live far away.

2. We recommend that Tufts **contract with a backup dependent-care service to provide access to backup caregivers for elder/adult care**. See our recommendation on Backup Dependent Care for details.
3. We recommend that Tufts **clarify the policy for faculty on using paid sick time to care for an ill family member**. While the federal Family and Medical Leave Act (FMLA) guarantees the right of Tufts employees to take 12 weeks/year of unpaid leave to care for a partner or parent with a serious health condition, the law does not require that the leave be paid. Tufts employees are granted paid leave by the university for other situations covered by the FMLA, including care for a newborn, newly-adopted, or new foster child, and the employee's own serious health condition (including pregnancy). Providing paid leave for an employee to care for a spouse, parent, or other adult dependent with a serious health condition would mean that the Tufts paid-leave policies would match the FMLA unpaid-leave policies and criteria.

¹ See the AAUP *Statement of Principles on Family Responsibilities and Academic Work*, May 2001: <http://www.aaup.org/AAUP/pubsres/policydocs/contents/workfam-stmt.htm>.

² National Science Foundation, *Balancing the Scale: NSF's Career-Life Balance Initiative*, September 26, 2011: <http://www.nsf.gov/career-life-balance/>

³ For non-exempt staff Family Sick Days policy, see the Tufts Employee Handbook, p. 40, at <http://www.tufts.edu/hr/webcm/docs/handbooks/EmployeeHandbook.pdf>. The text reads:

FAMILY SICK DAYS

In order to help employees balance their family responsibilities, Tufts employees may apply up to ten (10) sick days (70 hours) annually from their accrued sick time to care for a relative or an individual residing with the employee. Family days are pro-rated for part time employees.

For the purposes of this policy, a "relative" is defined as a spouse, qualified same-sex domestic partner, parent, child, sibling, grandparent or grandchild of the employee or of the employee's spouse. Relatives also include "step" relationships such as stepchild and stepparent and in-law relationships, such as brother/sister-in-law and mother/father-in-law.

Childcare Recommendations

Childcare is one of the major problems facing working parents; parents cannot do their work if they do not have access to childcare. Moreover, parents want childcare that has what people in the childcare business call the “Three Cs”: Cost, Convenience, and Quality [sic]. That is, it is not prohibitively expensive, it is located near where they work or live, and the quality of care is high enough that they feel comfortable and maybe even happy leaving their children there. In some countries, national childcare policies help to put this “holy grail” of Three Cs childcare within the reach of working parents. However, in the U.S., we have no such policy, and so, like many other kinds of social policy, it is left to individuals to find and pay for childcare. This is why subsidized childcare is one of the most important benefits an employer can provide. Its provision has a significant positive effect on employee retention, recruitment, and productivity.¹

Identifying the Problem

Tufts has a mixed record on the provision of childcare. On one hand, it has two excellent preschool facilities on campus, The Eliot-Pearson Children’s School (EPCS) and Tufts Educational Day Care Center (TEDCC). On the other hand, the Medford/Somerville Campus has no on-campus infant/toddler care, and no other supports for infant/toddler care except for a caregiver referral service through the Employee Assistance Program. This is a problem because Tufts faculty and staff parents tell us that the availability of high quality infant/toddler childcare in the area surrounding Tufts’ Medford/Somerville campus is limited; in addition, the cost of childcare in the greater Boston area is very high. In fact, a recent article in the Boston Globe reports that Massachusetts has the highest average daycare cost in the nation (e.g. \$2500/month for full-time infant care at a daycare center).²

And Tufts employees clearly have childcare needs. According to January 2012 figures from the Benefits Office, Tufts employees have 443 children under the age of five (159 children of Boston-campus; 51 children of Grafton-campus; and 233 children of Medford/Somerville-campus employees).³ In the HERI survey, 93.9% of faculty respondents indicated that it was important for Tufts to broaden childcare/educational provision, especially in the area of infant and toddler care. The Tufts community already has many of the crucial intellectual resources and skills it would take to do so, from the expertise of faculty in the Child Development Department and experienced childcare administrators at EPCS and TEDCC to a pool of potential student caregivers. It would take a significant financial commitment to make this happen, but doing so would go a long way toward making Tufts an employer of choice.

Tufts’ Current Policy

Flexible Spending Accounts for dependent care expenses

Tufts provides a very important program to help defray the cost of childcare via dependent care Flexible Spending Accounts, administered by the Human Resources

Benefits Office (http://hr.tufts.edu/1172048125288/Human_Resources-Page-hr2ws_1172048132197.html).

Flexible Spending Accounts allow you to set aside a portion of your pay on a pre-tax basis to pay for eligible medical, dental, vision, child care and elder care expenses. The money you contribute to these plans reduces your taxable income, thereby reducing your taxes. You may set aside up to:

- \$5,000 per calendar year for health care expenses, and
- \$5,000 per calendar year for dependent care expenses.

Pre-school and Kindergarten through Second Grade Education

EPCS and TEDCC have a long history of providing excellent care and education. However, given their particular missions, their service to the Tufts faculty and staff is more limited than it may appear at first glance.

EPCS offers 80 spots for children (2.9-8 yrs) on a modified public school calendar, and according to a school schedule (8:30-3), with a half-day for preschoolers. EPCS offers Kindergarten through second grade in addition to their preschool programs. Preschool children can enroll for fewer than five days a week. The relatively short hours and long school vacations make EPCS a good choice for families with very flexible work schedules, one stay-at-home parent, or good supplemental childcare options. However, it is less suited to others who need full-time care. EPCS's primary purpose is to act as a laboratory school for the Child Development Department in service to its intellectual goals. Creating a diverse student population is essential to the Department's mission to prepare early childhood education professionals for addressing issues of equity in education within urban education settings. In particular, the school places a strong emphasis on providing an inclusive educational environment for children with special needs, and is a nationally recognized leader in this regard. Since these important lab school-related goals are so central to its mission, the school does not hold spots for faculty or staff children. Historically, about 70% of Tufts-affiliated applicants to the school have been accepted. However, members of the Department tell us that we should expect this number to decrease in the coming years as the Department and EPCS shift their core academic focus to issues in urban education, including a focus on English Language Learners. In short, Tufts' faculty and staff access to EPCS is expected to decline in the coming years.⁴

TEDCC offers 82 spots for children (2.9-6 yrs) for the full calendar year according to the workday schedule (8-5:30), five days a week. Because it sits under Arts & Sciences, with the Center's director reporting to Executive Administrative Dean Leah Rosovsky and shortfalls (if any) coming from the A&S budget, its primary mission is to serve the childcare needs of AS&E faculty. As such, TEDCC gives AS&E faculty children preference for enrollment, followed by AS&E staff, faculty and staff from other schools, and post-docs and graduate students from all schools. However, in practice, the siblings of children who have already attended or currently attend TEDCC are given absolute first priority, regardless of their affiliation at Tufts. At the same time, the Center has a secondary goal of providing childcare to the Medford/Somerville community, working to

enroll 20% children with special needs and 20% children from low-income families who receive state and local childcare funding. Since 2009, all Tufts-affiliated faculty and staff (not just AS&E), and all but one or two graduate students, who have applied to TEDCC have been offered enrollment.⁵

Infant and Toddler Childcare

Since no infant or toddler care is available on campus, faculty must look elsewhere for care during at least the first 2 years, 9 months of their children's lives. This is a very difficult, stressful, and time-consuming process. There is some infant and toddler care available in local childcare centers. For many parents, however, non-center care, such as family daycare in a provider's home, is preferable. Other families use nannies or babysitters. Finding infant and toddler care thus often involves posting ads in Tufts news outlets, the work/study office, on Tuftslife.com, at Eliot Pearson and TEDCC, asking around for recommendations, using classified ads on websites like sittercity.com or Craigslist, or scrambling to find friends or neighbors with compatible care needs to share a caregiver with. Once potential caregivers are identified, they have to be interviewed, which is also very time-consuming. Many faculty end up with uneven and unreliable care, using multiple caregivers in a patchwork that constantly threatens to fall apart.

Employee Assistance Program Childcare Assisted Search

In order to provide some assistance to faculty and staff looking for childcare, Tufts' Employee Assistance Program offers a caregiver referral service. Users fill out drop-down menus that ask about the kind of care (center-based, family daycare, nanny) they are seeking and the town where they seek it. Several days later, users receive a list of childcare providers in the areas specified, with information about availability. Anecdotes collected through the tenured and tenure-track mothers of young children group listserv indicate that most mothers were not aware of this service's existence; and those who used it found it only somewhat helpful.

Comparison with Peer Institutions

On-campus childcare facilities

Twenty out of 21 of our comparison institutions have university-affiliated childcare either on or just off campus, and the remaining university (the University of Arizona) has an extensive childcare voucher system. Many of these institutions have university-run facilities while others contract with providers to run the centers. In addition, some form partnerships with large private daycare providers to guarantee spots for their communities. The peer institutions in expensive urban regions (e.g. Harvard, MIT, Columbia) have typically invested heavily in childcare facilities on campus and often have subsidized childcare in some way, for example through childcare scholarships and/or direct subsidies to the facility in terms of reduced or free rent.

Infant and toddler care

One of the most significant gaps between Tufts and the peer group is in the area of infant and toddler care: 18 out of 21 of the benchmarked schools offer infant and toddler care in

their centers and also through other kinds of provisions. Providing better support for infant and toddler care at the Tufts campuses would require a significant investment of resources, no matter what form it took. However, it would also serve the broader Tufts community (staff and graduate students), in addition to faculty.

Possible models for supporting infant and toddler care needs: For a school of Tufts' size and location, there are a number of possible models for infant/toddler care that would need to be considered, and we would like to thank members of the Child Development Department for their assistance in identifying them. These might include:

- expansion of University-run facilities;
- contracting with private companies to run facilities in University-owned buildings;
- purchasing a fixed number of spots in local facilities;
- supporting a voucher system in which vouchers could be used to subsidize care at approved centers or family daycares; and
- providing resources for 'match-making' between employees of Tufts and student care providers

In addition, the Child Development Department is closely linked with child-care organizations in our host communities (the Somerville Early Childhood Action Council and the Medford Family Network), and our efforts to expand could involve leveraging these partnerships. For example, the University could work with local communities to increase the number and quality of child-care providers in the vicinity of the Medford/Somerville campus through assistance in achieving licensure, providing resources to support training, and giving vouchers for providers to take Tufts classes. Many universities that we benchmarked employ more than one of these methods simultaneously in order to accommodate a range of needs and preferences in infant and toddler care.

At many of our peer institutions, a certain number of infant/toddler childcare slots at affiliated facilities are reserved for the purposes of retention and recruitment; these reserved spots are often managed by the Provost's office at the University.

Matching student caregivers with faculty/staff with dependent care needs.

Some Boston-area schools and others around the country attempt to capitalize on the availability of students for providing childcare by implementing protected web sites that link students with faculty and staff families in need of childcare. For example, Harvard has recently started its in-house WATCH portal (Web Access to Care at Harvard, <http://www.faculty.harvard.edu/work-life-benefits-and-perks/child-care/watch-portal>). WATCH is based on Yale's Babysitting Service (<http://www.yale.edu/babysitting/>), and Cornell, MIT, and the University of Washington also host in-house dependent care "matchmaking" websites for people in their respective communities. Other institutions (e.g., Oregon State University) contract with a commercial caregiving website, for example care.com, which produces a customized website for them. This is a relatively

low-cost solution for helping employees find childcare, and could also be leveraged to find caregivers for elders/adults.

For more detailed benchmarking about childcare, see the table “Childcare” in the Appendix.

Recommendations

1. We recommend that **the university commission a needs assessment study to determine childcare needs at Tufts, and to formulate an action plan.** In order to help determine the best way to support the provision of childcare for the Tufts community and our particular population, we recommend that the university hire a consulting firm specializing in childcare to conduct a needs assessment study. Ideally this study would be completed within one year and take into account the academic expertise of the University in this area as well as the operational expertise of the existing facilities. The fundamental questions that such a study would seek to answer would include: How many people a year would use university-supported childcare? What kind of care are they looking for? Do they prefer to have care near their homes or near their workplace? How much are they willing and/or able to pay? The answers to these and similar questions would help determine the path forward by establishing whether it makes sense for Tufts to invest, for example, in on-campus or affiliated childcare, and what mix of other kinds of supports we should adopt to meet our community’s needs best. Experienced outside consulting firms can be hired to undertake this big job, which would be accomplished through surveys and focus groups, a market analysis of childcare availability in the surrounding community, and development of an action plan.

A high-quality study using a consultant with expertise in childcare at universities, such as Work-Family Directions (WFD) or the Mills Consulting Group, would require a significant expense in terms of time and effort. We solicited needs-assessment proposals from both WFD and Mills Consulting Group, and will gladly share them upon request. Depending on precisely what we asked the consultants to do, for example which groups at Tufts they would survey and how they would do it, such a study could cost between \$11,000 and \$81,000.

2. We recommend that **the university commit to increasing the supply of childcare available to Tufts faculty and staff, with the most urgent needs in infant and toddler care.** The particular means through which this can be accomplished would be determined by the findings of the childcare needs assessment.
3. We recommend that Tufts invest in **developing either an in-house or an outsourced dependent care website** that would help link student caregivers with faculty and staff who are looking for childcare or elder/adult care providers.

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- ¹ “Questions and Answers about Employer-supported Child Care: A Sloan Work and Family Research Network Fact Sheet.” <http://wfnetwork.bc.edu/pdfs/ESCC.pdf>.
- ² Schorr, M. “The Day Care Squeeze: How families cope with the highest-priced child-care in the nation,” The Boston Globe, December 12, 2010, http://articles.boston.com/2010-12-12/lifestyle/29324404_1_child-care-child-care-day-care .
- ³ The figures for children reported here are those listed as dependents for the purposes of health insurance coverage.
- ⁴ Thanks to Ann Easterbrooks and Christy McWayne of the Child Development Department, and Debbie LeeKeenan, Director of EPCS, for consulting with us and providing us with information about EPCS.
- ⁵ Thanks to Polly Smith, Director of TEDCC, for consulting with us and providing us with information about TEDCC.

Dependent Care Travel Grants

Identifying the Problem

Travel for conferences, meetings, and research is a vital component of scholarly work. Conference travel is particularly crucial for tenure-track faculty as they seek to make connections with others in their discipline, present their work to experts in their field, and establish their scholarly reputations. The additional dependent care expenses that can be incurred while a faculty member is traveling can be substantial, and can serve as a significant obstacle to ensuring that one's scholarly work is widely known and appreciated.

Availability of conference care. In recognition that it is difficult for many scholars to attend conferences without childcare, many of the larger professional association conferences have begun providing on-site childcare. Medium-sized and small-sized conferences rarely do so, however.¹ Some conferences that do not provide on-site care refer attendees to area drop-in centers, or to the hotel concierge for babysitting referrals, but many do nothing at all.

Granting agencies are also recognizing that childcare can be a barrier to conference participation, especially for women. For example, the NIH guidelines for conference grants explicitly state that applicants should include information about childcare in their proposal, with the justification that “part of the application for NIH support of conferences/meetings is documentation of appropriate representation of ... individuals who have been traditionally underrepresented in science. Attendance for some individuals will be dependent on the availability of resources for family care.”² This approach is helpful for people who can bring their children with them, but it does not overcome the problem of cost, and it also is not useful for attendees whose dependents cannot travel with them (ill elders, for example).

Cost of care during conferences or research travel. Some professional associations have tried to lower the cost barrier by providing childcare scholarships for conference participants who bring their children with them. And a number of universities have also tried to remove the financial barrier to conference attendance by giving small taxable dependent care travel grants for use during conference or research-related travel. These grants can be used for conference-provided care, for bringing another caregiver along to care for dependents, or for extra care at home required by the faculty member's absence, and other applicable caregiving situations. This approach means, for example, that if a faculty member needs to hire extra caregiving for an ill elder who cannot travel to the conference, the cost can be partially defrayed by the grant.

The basic principle of these dependent care travel grants is that for faculty with dependent care responsibilities, out-of-the-ordinary dependent care costs are an unavoidable part of carrying out their professional duties, in the same way that transportation and hotel costs are, and therefore they should be subsidized.

Tufts HERI data confirm that the cost of conference or research-related dependent care is a problem for our faculty. Of survey respondents, female faculty are 2.4 times more likely than male faculty to have missed professional travel opportunities because of the high cost of dependent care. Furthermore, 63% of all faculty respondents, and 78.5% of female faculty respondents, stated that having dependent care grants was ‘important’ or ‘very important’.

Tufts’ Current Policy

Tufts does not have Dependent Care Travel Grants.

Comparison with Peer Institutions

While only a small number of universities in our benchmarking group already provide dependent care travel grants, this appears to be an emerging policy that is catching on at an increasing number of schools. Six universities (Brown, Northwestern, Harvard, MIT, UC Berkeley, and UCLA) in our benchmarking group provide taxable dependent care travel grants for faculty who incur dependent care costs while traveling to conferences or doing scholarly research. Applicants are asked to show documentation that the dependent care is connected to work-related travel.³ In order to limit costs, these universities put limits on the amount of funding for which each faculty member is eligible to apply, ranging from \$500 to \$1,000 per year. In addition, some schools limit eligibility to pre-tenure faculty and/or post-docs, and others have a fixed number of such grants available each year. MIT’s fund includes an additional 25% towards the tax due on the expense.

Outside of our benchmarking group, the following other universities also provide dependent care travel grants: Stanford, Princeton, NYU, and the University of Chicago. In addition, the Five Colleges (Amherst, UMass Amherst, Smith, Mount Holyoke, and Hampshire College) have a STEM Family Travel program, which is funded by the Elsevier Foundation as part of its efforts to support women scientists. Some of the other dependent care travel grants are also funded in part through the ADVANCE programs for women in the STEM fields (e.g., NYU).⁴

As we address in our recommendations on Backup Dependent Care, the vast majority of our peers contract with backup dependent care vendors. A number of these vendors (Parents in a Pinch, Bright Horizons, Caregivers on Call) have nation-wide caregiving networks, allowing faculty to use those services when they are away from home for work-related travel. These backup dependent care services can thus help resolve the problem of getting access to dependent care at conferences or other research-related sites, when a faculty member needs to bring a dependent (such as a nursing infant) along.

For more detailed benchmarking on dependent care travel grants, see the table “Dependent Care Travel Grants” in the Appendix.

Recommendation

1. **We recommend that Tufts establish a Dependent Care Travel Grant fund similar to those at peer institutions, either at the AS&E level or at the university level.** These would be taxable grants handled as additional compensation through the payroll system. The particulars of the program would need to be discussed, including which faculty members would be eligible, the maximum allowable grant per faculty member per year, and the total amount of funds available. We suggest that AS&E consider launching a small-scale pilot program with a modest budget and limited eligibility, with small grants (perhaps a maximum \$500 per faculty per year, with a maximum budget of \$15,000) given out on a first-come, first-served basis, in order to gauge demand. Depending on the outcome of the pilot program, eligibility might be expanded. Ultimately we recommend that the grants be available not only to tenure stream faculty, but also to full-time teaching faculty who attend conferences on pedagogy, and perhaps to research faculty as well should that be deemed appropriate after discussion.

¹ This information about the provision of childcare at conferences is based on some benchmarking members of the Tufts Tenured and Tenure-Track Mothers group did on this subject in 2009. Members benchmarked all of the conferences they regularly attend. The full benchmarking results are available upon request.

² From National Institutes of Health, “Grants,” FAQ: Conference Grants (R13), http://grants.nih.gov/grants/funding/r13/r13_faqs.htm#570

³ For an example of a dependent care travel grant application form and the kind of documentation it requires, see this page from the Provost’s site at Northwestern University: <http://www.northwestern.edu/provost/faculty/work-life-family/dependent.html>

⁴ For information on the dependent care travel grants at institutions outside our benchmarking group, see:

- Stanford University: <http://www.stanford.edu/dept/worklife/cgi-bin/drupal/travelgrant>
- Princeton University: http://www.princeton.edu/dof/policies/publ/fac/dependent_care/
- University of Chicago: <http://provost.uchicago.edu/initiatives/work-life/>
- STEM Family Travel Initiative at the Five Colleges: <http://stemfamilytravel.org/grants/>
- NYU: <http://advance.as.nyu.edu/object/advance.dependentcaretravelgrants>

Backup Dependent Care

Identifying the Problem

One of the biggest challenges for people with young children or adult dependents is getting to work when their regular care is unavailable. For example, for people with young children, this could be because their child is sick and cannot attend daycare or school, or because school is closed. For people with both elders and children, it could be because their regular caregiver is ill, on holiday, or unavailable for their own personal reasons, often at short notice. In all these cases, employees may have to miss significant amounts of work in order to take care of their dependents. For faculty, this problem can be particularly acute because, given the nation-wide academic job market, most of us do not live near our extended families, who might be able to provide backup care. In addition, while faculty may have flexible schedules in some ways and at particular times of the year, *teaching* faculty have completely inflexible schedules during the school year. When their dependent care falls through, they are left with a set of poor choices, ranging from leaving a school-age child home alone, to bringing a child with them to class, and even to being forced to cancel class.

Universities, as well as hospitals, corporations, and other large employers, have dealt with the problem of lost work days caused by the failure of dependent care through developing systems for employer-sponsored backup dependent care. Institutions contract with a private firm specializing in providing backup care, which may include childcare, elder care, or other dependent and self-care needs. Employees are able to phone the contractor to request service days in advance, or to call the morning that service is needed if dependents wake up feeling ill. There are a number of national networks that provide related services (e.g. Parents in a Pinch, Bright Horizons, Just in Time Care, and Caregivers on Call). These companies use a variety of business models with different associated costs. For example, the higher-cost services like Parents in a Pinch provide their own trained professionals for in-home care, whereas the lower-cost alternatives like Caregivers on Call subcontract with home-care agencies. The lowest-cost model, Just in Time Care, does very little other than provide a database of providers whom the employees can contact. Some of these networks can also be used for care away from the employee's home, which means that services can be used, for example, for conference-related care out of town, or for elders who live far away. The more expensive services also can provide self-care, such as picking an employee up from the hospital following a colonoscopy.

Our HERI survey data indicate the significant impact this issue has on our faculty.

- 67.7% of the faculty have occasional need for emergency backup care, including more than 50% of the faculty *without* children under 18. For tenure-track non-tenured faculty, the number of faculty with occasional need rises to 81.8%.
- 24% of HERI respondents report missing more than five days of work in the past two years to care for dependents.

- 83% of the faculty respondents consider a backup care resource “important” or “very important,” and that includes 85% of female faculty, 91% of tenure-track, non-tenured faculty, and 95.2% of faculty with children under 18.

Finally, when we discussed with the tenured and tenure-track mothers of young children group what work/life policies would make the most difference for them in trying to manage the demands of their families with their work commitments, the mothers said that this was the thing they thought would help most, because they were so concerned about having to miss class.

There is also clear evidence from the HERI survey that Tufts faculty would be able to make use of an emergency backup care service only if the cost to the user were not too high. HERI respondents who stated that they have a need for backup care were asked questions regarding their usage of a service if the cost were more than \$50/usage. In this case the amount of overall faculty usage would drop by half, none of the part-time faculty would make use of it, and only 1/3 of the non-tenured tenure-track faculty would make use of it.

Tufts’ Current Policy

Tufts currently provides no backup dependent care resources.

Comparison with Peer Institutions

Of the 21 peer institutions surveyed, 15 had backup care programs.¹ Most of these schools provide this service through an annual contract with a company such as Parents in a Pinch, or through backup care programs run by larger childcare providers like Bright Horizons. Of the 15 universities, half provide backup care programs for both adult and child dependents. Most schools provide this resource to all benefits-eligible employees, although a few limit it to a very narrow segment of the population (for example, junior faculty only) in order to control costs.

Considerable variation exists in the particular services provided and in the administrative fee (essentially, a membership cost) to the university. In addition, considerable variation exists in the per-use cost to the employee. Some institutions have copayments of as little as \$2 per hour for the first 50 hours of use per year; other schools subsidize the cost at the rate of \$50-\$75/day; and still others require the employee to shoulder the entire hourly fee. Schools also vary significantly in the number of hours of care to which each employee is entitled. For MIT and Harvard the costs to the user are \$16/hr and \$15/hr, respectively, with a four-hour minimum.

For more detailed benchmarking on backup dependent care, see the table “Backup Dependent Care” in the Appendix.

Recommendations

- 1. We recommend that Tufts contract with a high-quality provider, such as Parents in a Pinch or Bright Horizons, to provide Backup Dependent Care services.** Of the possible providers, we think that Parents in a Pinch best matches the needs of the Tufts community in terms of providing licensed, trained staff, and in the range of services provided. These include elder/adult care, out-of-town conference care, special event care on the Tufts campus, and self-care. Our discussions with both vendors and universities in our benchmarking study have revealed that some vendors' business models and some universities' contracts are clearly designed with that hope the service will be used extensively by employees who need it. In contrast, some other vendors' models and contracts are structured to establish cost or other barriers to use, apparently in the hope that the service will rarely be used, and thus cost less. We hear from faculty at Tufts that they have real needs in this area, so we recommend choosing a vendor and a contract structure that will fall in the former camp, providing the service people need at a price they can afford. But even for the higher-cost vendors, costs can be contained by adjusting the hours of service subsidized annually to each employee, the amount of the subsidy, and so on.

In order to get a sense of the potential costs, we have solicited informal estimates from Parents in a Pinch, Bright Horizons, Caregivers On Call, and Just In Time Care, requesting cost estimates varying by the population covered (faculty vs. faculty and staff), the level of subsidy, and the number of subsidized hours. We are glad to share these estimates. The quote from Parents in a Pinch, the vendor we recommend, for in-home care ranges from \$35,000 to \$72,500 per year for all 4,000 Tufts employees, depending on the terms of the contract.

- 2. We recommend that Tufts subsidize the per-use cost of backup dependent care.**

The HERI data indicate that a large fraction of Tufts faculty with backup care needs would not utilize these services if they are required to pay the full cost of care. The precise amount of subsidy would be determined during contract negotiations with the vendor, but the basic principle in determining it should be that this service not be available only to high-income members of the community.

¹ One additional institution, Duke University, had an inclement weather backup dependent care program only, providing coverage, for example, on snow days when schools are closed.

Adoption Supports

Identifying the Problem

For some faculty—for example, for gay male couples, single people, or women who put off childbearing until after they have received tenure and subsequently experience problems with infertility—adoption is the only way to start a family. But some employers, historically including Tufts, do not provide equal benefits for adoptive parents and biological parents. One area of inequality is related to paid leaves at the time of a child's arrival. That is, if an employer defines maternity leave as a medical leave only, then adoptive parents are naturally not eligible for such leave. At Tufts, the Faculty Handbook Chapter 7 currently notes that adoptive parents are eligible to use sick leave for a four-week leave; biological mothers receive 12 weeks of leave. The other area of inequality is related to the cost associated with birth or adoption. While the costs of medical care associated with pregnancy and childbirth are for the most part covered by health insurance, the high legal and agency fees related to adoption are not. Some employers, including a number of universities, seek to offset the cost of adoption as a way to create parity between birth and adoptive parents.

Tufts' Current Policy

1. Leave policies

Tufts' current policy concerning leave for adoptive faculty parents can be found in two locations. First, the "Life Event Information" policy in Chapter 7 of the AS&E Faculty Handbook (<http://ase.tufts.edu/faculty-handbook/chapter7.htm>) states:

Life Event Information

As of June 1, 2004, benefits-eligible faculty and staff who are primary caregivers will be allowed to apply for up to four weeks of available sick time for adoption or paternity leaves. This paid time off must be taken at the time of the adoption or birth and must be taken consecutively.

For more detailed information, go to <http://www.tufts.edu/hr/bene/lifeeventintro.shtml> [dead link]

We understand that this policy is currently being updated, given that staff primary caregivers, whether adoptive or biological, now receive a full 12-week leave.

Second, leave for adoptive parents is also discussed in AS&E's Family and Medical Leave Act (FMLA) policy, found in Chapter 9 of the Faculty Handbook (<http://ase.tufts.edu/faculty-handbook/chapter9.htm>):

Arts, Sciences and Engineering faculty members may be eligible for a family or medical leave due to (a) the health condition of the faculty member, (b) the health condition of a close family member, (c) the birth, **adoption, or foster care of a child**, or (d) care for a family member serving in the Armed Forces, in accordance with applicable state and federal laws. Eligibility for a leave, compensation, and job protection are based on a combination of several factors, including the type of leave requested, length of service, and full-time equivalency. For further information or to request such a leave, please contact the Faculty Affairs Officer in A&S and the Special Projects Coordinator in Engineering.

In practice, in recent years in AS&E, at least some adoptive faculty parents who are primary caregivers have been granted a paid 12-week leave similar to the maternity leave.

2. Tenure clock stoppage:

The tenure clock stoppage policy in AS&E applies to adoptive parents as well as biological parents, as long as the adoptive parent declares him or herself to be the primary caregiver of the new child.

3. Other resources

Some resources for adoptive parents, including a search tool for finding adoption attorneys, are available through the Employee Assistance Program. In addition, the Hyatt Legal Plan benefit may be used to cover some adoption-related legal needs.

Comparison with Peer Institutions

- It is standard practice now for adoptive parents to receive the same parental leave and tenure clock stoppage benefits as biological parents through a primary caregiver leave policy (see recommendations about Primary Caregiver Leave).
- Six of 21 institutions provide a subsidy of up to \$5,000 (in one case, \$2,500 per child for up to two children) to help defray the cost of adoption for full-time faculty and staff. It is not clear from publicly-available information whether this is a taxable benefit or not. The six institutions are Columbia University, Dartmouth College, Harvard University, Johns Hopkins University, MIT, and the University of Pennsylvania.

For more detailed benchmarking on adoption supports, see table “Adoption Supports” in the Appendix.

Recommendations

1. We recommend that the university **develop a faculty primary caregiver leave that applies equally to adoptive and biological parents** (see Primary Caregiver accommodation section).
2. We recommend that the university consider making all full-time benefits-eligible employees who adopt eligible for a **small subsidy to help offset the costs of adoption**, creating financial equity with biological parents whose costs are subsidized through health insurance. Doing this would put Tufts in the top tier of the benchmarked institutions with regard to this policy.

How much would this cost? Based on the experience of a broad range of university and corporate employers, the University of California system Family Friendly Edge project has estimated that utilization would be 0.1-0.2% per year.¹ If we use their formula to calculate cost, we anticipate that the average annual

cost to Tufts of such a subsidy would be as follows, for AS&E faculty only and for all full-time employees across the university:

	\$1,500 subsidy/child	\$2,500 subsidy/child	\$5,000 subsidy/child
450 full-time AS&E faculty	\$675-\$1,350	\$1,125-\$2,250	\$2,250-\$4,500
4,200 full-time faculty and staff university- wide	\$6,300-\$12,600	\$10,500-\$21,000	\$21,000-\$42,000

¹ See the UC Family Friendly Edge, "Adoption Benefits," <http://ucfamilyedge.berkeley.edu/Adoption%20benefits.pdf>

Lactation support

Identifying the Problem

Included in the new Federal health care law (the Patient Protection and Affordable Care Act, P.L. 111-148, known as the “Affordable Care Act”) is the stipulation that all employers with 50 or more employees must provide employees wishing to express breast milk both breaks and a clean and private location, not a bathroom, for doing so.¹ The employer does not have to provide dedicated space for this purpose, but must make it available upon request.

The American Academy of Pediatrics recommends all babies be breast-fed for at least one year because it produces much better health outcomes, among other benefits.² Breast-fed babies get sick less often, and mothers who breast-feed have lower rates of breast and ovarian cancer. This means that breast-feeding babies can reduce health care costs and also reduce the amount of work that parents have to miss to care for a sick infant. It is therefore in the interest of the entire community to support breastfeeding by making it convenient and easy for mothers who have returned to work to express milk.

Finding space to express breast milk is, on average, more of a problem for staff than for faculty because many staff do not have private offices while many faculty do. However, while tenure-track faculty usually have their own private space, many full-time non-tenure-track faculty and most part-time faculty do not.

Tufts’ Current Policy

In the Spring of 2011, Human Resources established two lactation rooms on the Medford/Somerville Campus, and rooms on each of the other campuses as well. On the Medford campus, one room is on the first floor of Ballou Hall, and the other is in the Health Services building. However, as of the date of this report, the Tufts website does not contain information about either the locations or policies for these rooms.

According to anecdotal reports to members of this Task Force, many women at Tufts successfully make ad hoc arrangements for space with their departments or units. Some women report feeling awkward about discussing lactation (time and space) with their supervisors.

Comparison with Peer Institutions

- Some institutions have established minimum standards for ad hoc lactation space, including size, privacy, ventilation, lighting, a locking door, a table/shelf, and a comfortable chair. They also make minimum and recommended standards for dedicated space, including the addition of a small refrigerator, internet access, and in some cases a sink. MIT is a good example of this:
<http://hrweb.mit.edu/worklife/child-care-parenting/breastfeeding-support/lactation-rooms>

- Some institutions provide guidelines for helping employees and managers negotiate break time and space for lactation, for example Cornell and MIT: <http://www.hr.cornell.edu/life/support/lactation.html>
<http://hrweb.mit.edu/worklife/child-care-parenting/breastfeeding-support/for-employers>
- Fifteen of 21 institutions have at least one dedicated lactation station, though of course the number varies according to the size of the institution. Harvard has 20 dedicated locations, University of Michigan 16, Emory 13, Cornell 12, Duke 12, MIT 6, Johns Hopkins 6, and so on.
- Ten of 21 institutions benchmarked had at least one lactation station with a hospital-grade pump, with users bringing accessories. A high-grade pump makes expressing milk much faster and easier, minimizing the length of lactation break times.
- Several schools had on-line calendars to allow for scheduling of lactation room use, some allowing anonymous sign-ups for greater privacy.
- Four of 21 institutions had lactation support groups or e-lists.
- Nine of 21 institutions provided breastfeeding consultants, usually at their hospitals, or lactation consultant referrals.
- Some universities offered information about pump rentals and/or gave subsidies for purchasing a pump, generally through the medical school.

For more detailed benchmarking on lactation supports, see the table “Lactation Support” in the Appendix.

Recommendations

1. We recommend that Tufts **make sure that existing lactation rooms meet minimum standards of size, ventilation, privacy, and accessibility, and publicize them** campus-wide.
2. We recommend **adding a dedicated lactation room to the downhill side of the Medford campus** in either the School of Engineering buildings or the Psychology Building to better serve employees on that side of campus.
3. We recommend that Tufts **purchase a hospital-grade pump for at least one lactation room on each campus**. One commonly-used hospital-grade pump is the Medela Lactina model, at approximately \$1,200.00 per pump.
4. We recommend **establishing an on-line scheduling mechanism for lactation stations**, to be administered by the work/life specialist in Human Resources.
5. We recommend **establishing and publicizing guidelines for helping employees and managers negotiate ad hoc lactation space (if a dedicated space is not conveniently located) and lactation break time**.

6. We recommend creating a **webpage with breastfeeding support information linked to the Work/Life Websites hosted by the Office of the Provost and by Human Resources** (see Work/Life Websites recommendation).

¹ For more information on the parts of the Affordable Care Act that affect employer responsibility to provide lactation support, see <http://www.dol.gov/whd/nursingmothers/faqBTNM.htm>.

² American Academy of Pediatrics, "Policy Statement: Breast Feeding and the Use of Human Milk," <http://aappolicy.aappublications.org/cgi/content/full/pediatrics;115/2/496#SEC6>; Centers for Disease Control, "Breastfeeding," Frequently Asked Questions, <http://www.cdc.gov/breastfeeding/faq/>.

Housing

Helping faculty find and pay for housing can be an expensive proposition. How much it is reasonable to expect that a university does in this regard is very dependent on local housing-market conditions. The Boston housing market is expensive relative to most other areas of the country, and both the School of Arts and Sciences and the School of Engineering have either failed to hire faculty, or lost faculty, for this reason.¹ Tufts has a few programs designed to help faculty find or pay for housing, and there are some incremental improvements that could be made. Even modest programs can make a big difference for faculty because they demonstrate that Tufts is doing what it can to help faculty deal with a challenging housing market. Some other universities have more substantial programs, designed (1) to provide either low-cost housing close to campus (e.g., constructing/renovating additional housing); and/or (2) to provide significant discounts on mortgage rates or other substantial help in purchasing housing (e.g., providing funding for the down payment on a house). However, developing any of these more substantial programs would be very expensive.

Identifying the Problem

While the existing housing owned by Walnut Hill meets many people's needs, it tends to be all of one kind: it is mostly two-bedroom apartments in the area immediately surrounding the Medford/Somerville campus. The housing stock in that area is limited in certain ways. First, it has a very limited supply of one-bedroom apartments, which some faculty prefer. Second, given the age of the housing stock in the area, lead paint poses a significant problem. Apartments that have not been de-leaded may not legally be rented to families with children under the age of six. Finally, people's preferences about where they want to live are often influenced by factors such as the availability of public transportation, the diversity of the community, and the quality of the schools. Thus, ideally, there would be a wider range of options in the location of housing supported, in various ways, by university programs.

Tufts' Current Policy

The School of Arts and Sciences and the School of Engineering have access to three programs with respect to housing:

Faculty Transitional Housing Program (available to new full-time faculty in Arts and Sciences/Engineering only; <http://as.tufts.edu/about/workingas/housingassist.htm>.)

The Faculty Transitional Housing Program in the School of Arts and Sciences and the School of Engineering is designed to help incoming faculty find a place to live for the first year or so that they are at Tufts, until they have had a chance to become familiar with the area and make decisions about where they want to live on a more long-term basis. Incoming faculty for AY 2012-2013 have the possibility of renting a unit for up to three years.

The Program consists of rental property owned by Walnut Hill Properties, which manages real estate for Tufts University. Some units are one-, two- and three-bedroom apartments in the recently renovated Hillside School Apartments, occupied primarily by Tufts faculty and administrators. Others are two- or three-bedroom apartments in wood-frame houses. These

wood-frame houses typically contain two or three apartments, which Walnut Hill rents primarily to Tufts faculty, staff, and graduate students. All are within easy walking distance of campus. The rents are market-rate.

Incoming faculty for AY 2012-2013 have the possibility of renting a unit for up to three years. When feasible, Walnut Hill tries to make it possible for faculty who rent apartments in the wood-frame houses to stay on in their units after the three years are up. Faculty who rent units in the Hillside School Apartments are not able to extend their leases beyond three years.

If incoming faculty do decide to rent from Walnut Hill, within certain limits, the Arts and Sciences/Engineering budget covers the rent from the date a lease is signed to the date of the beginning of the lease. Current policy is that the A&S/E Transitional Housing Program pays the cost of holding a Walnut Hill Properties unit for an incoming faculty member up to the following maximums: Monthly rent up to a maximum of \$1500/month; maximum period of time covered, two months. (For example, if an incoming faculty member signs a lease on an apartment whose rent is up to \$1500/month on June 1, but the beginning date of the lease is August 1, Arts and Sciences/Engineering covers the rent for June and July.) This way Walnut Hill is able to hold an apartment for an incoming faculty member without incurring financial loss. And the faculty member does not have to pay rent on an apartment until the lease begins, but can be assured of a place to live.

The A&S/E budget subsidizes this program in three ways: (1) By paying the cost of holding a Walnut Hill Properties unit, as outlined above; (2) By subsidizing the rents in the renovated Hillside School Apartments, in order that the rents can be maintained at the lower end of market-rate; and (3) By paying the entire rent on any Hillside School Apartments unit that is not being rented by a faculty member. The total A&S/E subsidy amounts to approximately \$50,000/year.

Scholar-in-Residence Program (available to faculty in Arts and Sciences/Engineering only)
The Office of Residential Life and Learning has Scholar-in-Residence positions available for faculty members who are interested in providing an intentional intellectual and academic component to undergraduate residential living. Remuneration includes an unfurnished one- or two-bedroom apartment (depending on availability) with all utilities included, and a limited meal plan. Positions have a three-year limit; currently there are four positions.

Mortgage Service Program (available to all Tufts University employees)
For people who are interested in purchasing a home, Tufts offers as a benefit a Mortgage Service Program, which is provided to Tufts employees by Professional Advantage Financial Group/Eastern Bank. The program provides savings to homebuyers, including rebates for using a preferred realtor, a free consultation with a lawyer on the Purchase and Sale agreement, pre-approvals, several hundred dollars off of closing costs, and competitive mortgage rates. This program may be particularly helpful to first-time homebuyers. For further information, see the Professional Advantage website, <http://www.proadvantage.com/index.aspx?code=tufts> .

Relocation Assistance Program (available to all full-time Tufts University employees)
Tufts has contracted with Coldwell Banker Residential Brokerage (CBRB) to provide assistance with relocation. Relocation assistance includes guided tours of communities in the Boston area;

help with selling a house/buying a house; help with finding a realtor; help with procuring short-term or rental housing; and help with arranging for a moving company. Some of the services are free to the employee, while others are not. In some cases Tufts subsidizes the employee's cost as part of a new faculty member's moving expenses allocation.

Comparison with Peer Institutions

Six of 21 institutions benchmarked had more generous housing-related programs (Brown, Columbia, Harvard, MIT, UCLA, Washington University). Although details differed, these more generous programs provided more help with mortgages, committed to re-purchasing housing, and/or awarded housing supplements to certain faculty (e.g., Columbia).

Because the Boston-area housing market is particularly challenging, we also investigated the housing-related programs of some Boston-area universities and colleges outside our benchmarking group to see how they worked to meet faculty needs.

Selected Boston-area institutions:

- *Boston College* maintains an Off-Campus Housing website, maintained by their Office of Residential Life, whose resources and listings are targeted for undergraduate and graduate students.
- *Boston University* offers a benefit program through Real Estate Advantage for those employees and/or their immediate family members who are buying, selling, or refinancing their home. The program provides a cash back bonus of from \$300 to over \$2,000 on the purchase or sale of a property, depending on the property's value; and \$300 to \$1,000 in mortgage credits depending on the mortgage loan amount.
- *Brandeis University* does not appear to have any programs that support faculty in finding, renting, or purchasing housing. (This is on the basis of a review of the Brandeis University website.)
- *Harvard University* offers extensive services through its Faculty Real Estate Services, including a mortgage assistance program; a relocation assistance program (through Coldwell Banker Residential Brokerage); university-owned rentals; access to selected real estate rental brokers for a reduced fee; housing complexes developed by the university that faculty may purchase; and a sabbatical listing service where faculty can list their units for rent.
- *MIT* established in 2005 a Faculty Housing Assistance Program (a significant enhancement over its pre-existing Housing Assistance Loan Program [HALP]) to support junior faculty and recently tenured faculty to purchase a primary residence in the local [expensive] housing market. The essence of the program is a tax-efficient, minimum interest, second mortgage program; it is not clear from the MIT website whether this program is still in existence at the end of 2011, following the financial crisis.

For more detailed benchmarking on housing supports, see the table "Housing" in the Appendix.

Recommendations

1. We recommend that **Walnut Hill Properties routinely de-lead any rental units that become vacant.** The Hillside School Apartments are all de-leaded, but not all of the wood-frame house apartments are. The lack of de-leaded apartments has at times caused problems: Walnut Hill is not legally permitted to rent an apartment that has not been de-leaded to faculty with children under the age of 6.
2. We recommend **exploring with Walnut Hill Properties the possibility of purchasing additional housing (1) in Arlington, West Medford, and other nearby communities** to provide a wider range of choice in the diversity of neighborhoods and the public school systems within their portfolio of housing; and (2) to **provide a larger number of one-bedroom units.**

¹ Universities in other areas of the United States have also found that relocation and housing issues can pose problems in recruiting and retaining faculty. For a report from the University of California, Berkeley, see <http://ucfamilyedge.berkeley.edu/Relocation%20assistance.pdf>.

APPENDIX: TUFTS UNIVERSITY ARTS, SCIENCES AND ENGINEERING FACULTY TASK FORCE ON WORK/LIFE BALANCE REPORT BENCHMARKING SUMMARY

WORK/LIFE ADMINISTRATOR AND/OR OFFICE

	Yes/No?	Provost Link?
Tufts University	No Admin or Office / Diffuse through HR	No
Boston College	No Admin or Office / Diffuse through HR	No
Brown University	Work/ Life Family Friendly Initiative through Dean of Faculty http://www.brown.edu/about/administration/dean-of-faculty/policies-and-procedures-work-life-memo	No
Columbia University	Yes; Office of Work/Life http://worklife.columbia.edu/	
Cornell University	Yes; Office of Workforce Diversity and Inclusion https://www.hr.cornell.edu/life/support/	Yes
Dartmouth College	No Admin or Office / Diffuse through HR	No
Duke University	Yes; Vice Provost for Faculty Diversity and Development http://provost.duke.edu/units/FacDiversity-Development.html	Yes
Emory	Yes; WorkLife Resource Center http://www.worklife.emory.edu/dependentcare/index.html	Yes link with Provost
Georgetown University	No Admin or Office / Diffuse through HR	No
Harvard University	Yes (2); Office of Work Life (HR) and Senior Vice Provost for Faculty Diversity and Development http://employment.harvard.edu/benefits/worklife/ http://www.faculty.harvard.edu/	Yes
Johns Hopkins	Yes; Office of Work, Life and Engagement http://hopkinsworklife.org/	No
MIT	Yes; Work/Life Center (with Co-Directors and Robust Staffing) http://hrweb.mit.edu/worklife/welcome	No

Northwestern	Yes Work/Life Office with Director and 2 Coordinators / Robust http://www.northwestern.edu/provost/faculty/work-life-family/	No
UC Berkeley	Yes Work/Life Office (with Director and 2 Coordinators / Robust) http://uhs.berkeley.edu/worklife/worklifeoffice.shtml http://calcierge.berkeley.edu/index.html	Chancellor's Office link
UCLA	Yes, Vice Provost for Faculty Diversity and Development https://faculty.diversity.ucla.edu/	Yes
University of Arizona	Yes, Life and Work Connections (with Director and Staff / Robust) http://lifework.arizona.edu/www	No
University of Michigan	Yes, Work/Life Resource Center (with Manager and several specialists) http://hr.umich.edu/worklife/flexwork/index.html	No
University of Pennsylvania	Yes, Family Friendly Initiative linked to Provost Office http://www.upenn.edu/provost/work_life_balance/	Yes
University of Virginia	Yes, Work/Life Office with Director, Faculty and Empee Reps and 3 consultants http://www.medicine.virginia.edu/administration/faculty/faculty-dev/wordofmouth/balance-page	No
University of Southern California	Yes, Center for Work and Family Life (with Director and Robust Staffing) http://www.usc.edu/programs/cwfl/	No
University of Washington	Yes, Interim Program Manager within Human Resources	No
Washington University (St. Louis)	Work/Life under Human Resources / No specific administrator clearly named	No

Evaluation rubric:

Most Robust	Medium	Basic
Has a robustly staffed Work/Life office	Has a useful Work/Life website	Has no Work/Life office or website

WORK/LIFE COMMITTEES OR ADVISORY BOARDS

	Committees / Advisory Boards
Tufts University	none
Boston College	none found
Brown University	none found
Columbia University	none found
Cornell University	Provost's Advisory Committee on Faculty Work-Life http://dpb.cornell.edu/documents/1000365.pdf
Dartmouth College	none found
Duke University	Faculty Diversity Standing Committee http://provost.duke.edu/units/FacDiversity-Development.html
Emory	none found
Georgetown University	none found
Harvard University	none found
Johns Hopkins	none found
MIT	Council on Family and Work http://hrweb.mit.edu/workfamily/
Northwestern	none found
UC Berkeley	Campus Advising Committees on Child and Dependent Care Issues (UC System) http://ucfamilyedge.berkeley.edu/Work-family%20committees.pdf
UCLA	Campus Advising Committees on Child and Dependent Care Issues (UC System) http://ucfamilyedge.berkeley.edu/Work-family%20committees.pdf
University of Arizona	none found
University of Michigan	none found
University of Pennsylvania	none found
University of Southern California	Advisory Committee on Work and Family Life

	http://www.usc.edu/programs/cwfl/whoarewe.html
University of Virginia	none found
University of Washington	none found
Washington University (St. Louis)	none found

Evaluation rubric:

Most Robust	Medium	Basic
Has an advisory committee or board	n/a	None

WORK/LIFE WEBSITES

	Web Address	Easy to find (from home page / Google)	Two sample policies (parental leave and tenure clock stoppage) easy to find?	Notes
Tufts University	http://go.tufts.edu/worklife http://hr.tufts.edu/1172048125288/Human_Resources-Page-hr2w_1215766819611.html http://hr.tufts.edu/1171973088695/Human_Resources-Page-hr2ws_1172135611610.html http://ase.tufts.edu/faculty-handbook/Default.htm	No	Both on Wiki; tenure clock stoppage in Faculty Handbook; primary caregiver leave for staff in Employee Handbook	
Boston College	http://www.bc.edu/offices/hr/about/contact.html	Yes	No	
Brown University	http://www.brown.edu/Administration/ffpf/work-life/	Yes	No	Does not have policies/more HR benefits focussed
Columbia University	http://worklife.columbia.edu/	Yes	No	Does not have policies/more HR benefits focussed
Cornell University	http://hr.cornell.edu/life/support/	Yes	No	Does not have policies/more HR benefits focussed
Dartmouth College	http://www.dartmouth.edu/~deancoll/recruit/worklife.html	Yes but not well organized	No	Does not have policies/more HR benefits focussed
Duke University	http://www.hr.duke.edu/benefits/index.php http://provost.duke.edu/policies/index.html http://www.hr.duke.edu/about/departments/benefits/index.php http://www.hr.duke.edu/about/departments/sfp/index.php	Not easy to find, but policies listed on provost page	Yes	Not centralized, but policies listed on Provost
Emory	http://www.worklife.emory.edu/index.html	Yes	Yes	Complete website, benefits and policies
Georgetown University	http://www3.georgetown.edu/hr/fsap/index.html	No	No	could not find a website

Harvard University	http://employment.harvard.edu/benefits/worklife/ http://www.faculty.harvard.edu/work-life-benefits-and-perks http://isites.harvard.edu/icb/icb.do?keyword=k15149	Yes	Yes	Three separate and complete websites; one for faculty and one in HR and one for faculty policies (leaves, tenure, etc.)
Johns Hopkins	http://hopkinsworklife.org/	Yes	No	Does not have policies/more HR benefits focussed
MIT	http://hrweb.mit.edu/worklife/welcome http://web.mit.edu/facultyworklife/	Yes	Yes	A single website that links to other sites that have policies
Northwestern	http://www.northwestern.edu/provost/faculty/work-life-family/index.html	Yes	Yes	A single website (Provost's Office) describing benefits and policies
UC Berkeley	http://calcierge.berkeley.edu/resources-faculty-programs.html	Yes	Yes	
UCLA	http://faculty.diversity.ucla.edu/resources-for/work-life	Yes	Yes	Centralized under "Faculty Diversity and Development"
University of Arizona	http://lifework.arizona.edu	No	Yes	Web site more HR-oriented. Not easy to find, but most policies on Provost page
University of Michigan	http://www.hr.umich.edu/worklife/	Yes	Yes	Good general page, separate faculty page in Provost's office
University of Pennsylvania	http://www.hr.upenn.edu/quality/WorkLife	No	No	Some policies listed from Provost's page. Some password protected
University of Southern California	http://www.usc.edu/programs/cwfl/	Yes	Yes	Good HR focused page. Clear 'Academic and Family Life Balance' section of Faculty Handbook

University of Virginia	http://www.virginia.edu/provost/policies.html http://www.hr.virginia.edu/other-hr-services/work-life-wellness	No	Buried in tenure policy	Not centralized, but policies listed on Provost's page.
University of Washington	http://www.washington.edu/admin/acadpers/faculty/index.html	Yes - in Academic Human Resources, somewhat challenging to find	Yes	HR-focused site, also ADVANCE (research center),
Washington University (St. Louis)	http://hr.wustl.edu/work_life/Pages/default.aspx	Yes, in faculty handbook	Yes	Good HR-focused site, faculty handbook from Provost's office

Evaluation rubric:

Most Robust	Medium	Basic
Has a website that is easily located that addresses general HR issues as well as specific faculty issues.	HR-focused site only, policies affecting faculty can be located relatively easily.	Has no Work/Life website or lists general HR resources only, policies affecting faculty difficult to locate.

TENURE CLOCK STOPPAGE

	Maternity/parental clock stop overview	Opt-out	Opt-in	Time frame for request	Conditions (including parenthood) for stopping the clock	Maximum Length
Tufts University	<u>by request</u> (via letter to the School Dean)--"opt-in"		•	within 3 months of the birth or adoption of a child	birth or adoption of a child	1 year stop; max 2 times
Boston College	<u>for birth mothers by request</u> (via petition to the Provost and Dean of Faculty) within 4 months of event--"opt-in"		•	within four months after the onset of the event or circumstances warranting the request	for "persistent ill health, childbearing, adoption, or unusual requirements for the care of a family member."	not found
Brown University	<u>automatic</u> (unless requested otherwise) for primary caregivers of a biological or adopted child--"opt-out"	•		no later than September 1 of the year in which a review for reappointment or promotion to tenure would be required	extraordinary circumstances: "reasons beyond the faculty member's control which have resulted in the fact that he or she has been deprived of reasonable opportunity to demonstrate his or her ability and potential as a teacher-scholar before the sixth year (e.g., due to a need to care for a seriously ill child or family member, because of a physical disaster affecting research materials, etc.)"	2 years max
Columbia University	<u>automatic</u> for tenure track faculty with pregnancy-related disability leave (if the leave lasts for more than two months)--"opt-out"	•		as early as possible; every up-or-out date is set at June 30		up to 2 years (up to one year of appointment for each of two children)
Cornell University	<u>automatic</u> 2-semester extension for primary or coequal caregiver of a newborn or during an adopted or foster child's first year in the household. Additional deferral may be requested for extraordinary parenting circumstances. "Opt-out"	•		as early as possible	when duties as primary or coequal care-giving parent call tenure-track faculty members away from their work; situations where parenting duties interfere substantially with progress in the academic program; care of others, including eldercare and special needs, and self which substantially disrupt the academic program on which tenure evaluation would be based	up to 2 semesters per child, no stated limit on number of times
Dartmouth College	<u>automatic</u> for primary caregiver for a child, 1 yr advance notice required; "opt-out"	•		a year's advance notification for childcare	Junior faculty members with primary childcare responsibilities or those with extenuating circumstances having to do with health or personal or family matters that impose special and arduous burdens and responsibilities	maximum of one year per dependent child; no limit on total
Duke University	<u>automatic</u> for the birth or adoption of a child; may be declined; specific family/health criteria for extending non-TT contracts.	•		within 3 months of the onset of the life event, or as soon as practicable once the situation has been identified	a child is born or adopted into the faculty member's household; faculty member is required to act as the primary caregiver for a parent, child, spouse, or domestic partner because of a serious health condition; the faculty member is unable to perform the functions of her or his position because of a serious health condition; death of a parent, child, spouse, or domestic partner; catastrophic	up to 1 semester in most cases; up to 2 semesters when child is born or adopted; up to 3 semesters when the birth of a child results in serious health conditions

	"Opt-out"				residential property loss; other family or personal priority for which the faculty member has received approval for a Flexible Work Arrangement; specialized experience or training approved by the department chair; significantly increased administrative duties that were unanticipated at the time of tenure-track appointment; approved period of part-time status	for the mother or child; no limit on # of births, and 2-year limit on all others
Emory University	<u>automatic</u> for birth or adoption of a child, "opt-out"	•		at the earliest date possible	the birth or adoption of a child, responsibility for managing the illness or disability of a family member, or illness of the faculty member	up to 2 years
Georgetown University	<u>by request</u> (via letter to the appropriate Executive Vice President via the Chairman of the Department); people with Family Care needs can apply for a year-long stoppage if they can't afford salary cut of taking leave.		•	the time of the family or medical circumstance	family and medical leaves (and certain family- and medical-related disruptions not resulting in leave), and, very infrequently, leaves for certain public or professional service	up to 1 year, no limit on number
Harvard University	automatic--"opt-out".	•		NOT LISTED	parental leave of absence or a leave for reasons of disability or illness (their own or that of a family member)	one year for each child born or adopted; maximum 2 times
Johns Hopkins University	<u>by request</u> (via letter to the Dean); "opt-in"		•	within twelve months of the time they become eligible for the parental or other qualified dependent care leave	family or medical leave as defined by the "Family and Medical Leave Act Guidelines"; voluntary leave under Dean's specific exception	up to 12 months (i.e., only one year-long stop)
MIT	<u>automatic</u> birth mothers; <u>by request</u> (via written request to the Provost) for more than one child and for adoption; "opt-out" for child #1, "opt-in" for all others	•	•	NOT LISTED	childbearing and child rearing	up to 2 years
Northwestern	<u>automatic</u> for circumstances related to the birth, adoption, and/or rearing of a dependent child for 1 year extension; "opt-out". One year for birth mothers; an additional year for parents taking childrearing leave as primary caregivers, two year maximum deferral	•		prior to the beginning of the tenure review	circumstances related to the birth, adoption, and/or rearing of a dependent child; personal or family emergencies, for example, chronic illness of the faculty member or a member of her/his immediate family; or problems beyond the faculty member's control relating to his/her research or scholarly activities	up to 2 years
UC Berkeley	<u>Automatic for people taking childbearing or parental leave</u> ; opt-out. Can be taken even if no leave is taken	•		prior to July 1 of the year in which the final appraisal is scheduled	caring for a newborn child or newly adopted child under five	up to 1 year per birth or event; up to 2 years total

UCLA	automatic for faculty who take any childbearing or parental leave which is equal to or exceeds one semester or quarter and which is not up to 1 year, paid or unpaid; opt-out; request within 2 years of birth/adoption	•		within 2 years of a birth or adoption	care of a child or children	up to one year for each event of birth or adoption during the probationary period provided that all time off the tenure clock totals no more than two years in the probationary period
University of Arizona	by request (via written notice to the department head); limit two delays; If both spouses hold continuing-eligible appointments at the University, and are otherwise eligible, then both shall be granted a parental delay upon request. "opt-in"	•		no later than one year subsequent to the date of the birth or adoption	leaves of absence without pay	twice within the six successive years of a tenure-eligible appointment
University of Michigan	by request (via written request to the relevant dean) but automatically granted once requested for pregnancy, childbirth, and related medical conditions; "opt-in"	•		NOT LISTED	pregnancy, childbirth, and related medical conditions; caring for dependents (such as children, including newly adopted children, ill or injured spouses or partners, or aging parents); own medical condition	up to one year per child; no apparent limit on number. One year limit for own medical condition
University of Pennsylvania	by request (via written request to the Provost); extension also granted for primary caregiver of elders, spouse, or if faculty member is ill; "opt-in"	•		within one year of the leave	a child is born, adopted, or placed for foster care, into the faculty member's household and the faculty member is the primary or co-equal parental caregiver; by reason of a serious health condition persisting for a substantial portion of the period for which the extension is sought, the faculty member is required to act as the primary or co-equal caregiver for a parent, child, spouse, or domestic partner (as defined in the domestic partner benefits policy); or by reason of a serious health condition persisting for a substantial portion of the period for which the extension is sought, the faculty member is unable to perform the functions of his or her position.	length of each extension shall be one year; total probationary period cannot exceed 10 years, normal probationary period 7 years
University of Southern California	by request (submitted to the Committee on Probationary Deadlines, who then makes a recommendation to the President), although "is entitled" to stoppage for primary caregiver. Fac handbook seems more like "opt-out". Also available for other primary caregivers, e.g. for elderly. Limit two years' stoppage	•		NOT LISTED	family responsibilities, including caring for a child or children or an aged or ill relative	one year per child, two stops maximum
University of Virginia	by request (via written request to the dean and Provost ; "opt-	•		as soon as possible	engagement in important public or University service, maternity or family parenting, serious personal or family	no central policy, but many schools have 2-stop

	in"				illness, etc.	limit
University of Washington	by request (via letter to Department Chair and then to Provost); "opt-in"		•	the year in which the 6 month or more leave is taken	when a faculty member takes a medical and/or family leave (such as leave surrounding the birth of a child) that is six months or more, he/she is automatically entitled to have the tenure clock stopped upon request	1 year; no apparent limit on # of stops
Washington University (St. Louis)	by request (via written request to the Department Chair and Dean)		•	School-specific rules	"child-rearing responsibilities, health or family-related problems, or other personal circumstances" may make faculty eligible for part-time leave of absence, which in turn allows the clock to stop	up to one year per child; schools establish limit on #

Evaluation rubric:

Most Robust	Medium	Basic
Automatic clock-stoppage with encouragement from department, tenure and promotion committee and administration. All documentation normalizes this process. For example, the letters that go out to t & p evaluators, make clear how the candidate should be judged, and that the university firmly stands behind the stoppage.	Request clock-stoppage with basic support from department tenure and promotion committee and administration. All documentation notes the stoppage.	Clock stoppage is by request and allowed.

PREGNANCY AND CHILDBIRTH LEAVE

	Paid or unpaid?	Administered through medical leave?	Limited by length of service?
Tufts University	Paid--12 weeks (8 weeks if faculty member has completed less than one year of service); Sick Leave (paid) can be used for 6 months after this if disability is proven; no written policy about ASMD following medical leave	NO—independent maternity leave policy	YES--full-time faculty members who have completed one or more years of service at the time the leave commences or the date of birth of the child, whichever is earlier get 12 weeks, while those who have completed less than one year get 8 weeks
Boston College	Paid--8 weeks (paid medical leave); Thereafter, unpaid leave of 4 weeks plus any approved extensions (but paid if the employee is medically disabled and is due payments under the University's sick leave policy, or if the employee has accrued vacation time).	YES--first 8 weeks is considered paid medical leave related to childbirth	YES--1 year (1,250 hours) in the last 12 months and eligibility for the University's benefit programs; employees with less than 1 year of service are entitled to one week of paid medical leave for each full month of continuous service (max of 8 weeks paid)
Brown University	Paid--6 weeks; thereafter, Teaching Relief for one semester	YES	Apparently NO for faculty; YES for staff working at least 975 hours per year who have completed at least four years of continuous service
Columbia University	Paid--up to 6 months if medically necessary, but typically physicians certify medical leave of 6 to 8 weeks, followed by parental teaching relief	YES--through Pregnancy-Related Disability Leave	NO--just must be full-time employee
Cornell University	Short-term paid medical leave, usually 8 weeks, for birth mothers; unpaid up to 12 weeks; followed by 1 semester of teaching relief	YES--through FMLA	YES--Employees must have worked at least twelve months for the university and at least 1,000 hours of paid time in the 12-month period immediately prior to the planned commencement of leave"
Dartmouth College	Tenure track: one term (of 3) paid leave; teaching reduced to half load for year, distributed across the remaining 2 terms. Lecturer & senior lecturer: 1 term at full pay, teaching load reduced to lightest term for rest of the year	Counts toward FMLA leave	YES--faculty members in the rank of Lecturer or Senior Lecturer with extant appointments of at least two years' duration and teaching assignments of less than full-time or more in each of the years of the appointment
Duke University	Tenure track: One semester paid leave for primary caregiver; non-tenure track, 3 weeks paid, plus 9 weeks unpaid FMLA for mother or primary caregiver	YES--through FMLA	YES--1 year (1,250 hours) in the last 12 months
Emory University	Paid--but unclear for how long; FMLA 12-week limit mentioned	YES	Full-time employees
Georgetown University	Paid--for length of post-partum recovery period (does not specify duration); unpaid for childcare leave following medical leave	YES--through Disability Leave	YES--faculty at 75% time for more than 4 months
Harvard University	Paid--8 weeks; followed by teaching relief for birth mothers, if taken during the school year	NO--under Massachusetts Maternity Leave Act	YES--employees holding full-time faculty appointments with duration of greater than two years

Johns Hopkins University	Paid--8 weeks for birth mothers	YES--through FMLA	YES--employed at least one year
MIT	Paid--8 weeks for birth mothers	NO--under Massachusetts Fair Employment Practice Law	YES--employed at least 3 consecutive months as a full-time employee
Northwestern	child bearing (medical) leave; followed by 6-week paid child rearing leave	NO--independent maternity leave policy	YES--all full-time tenure stream faculty; full-time instructional staff employed for 3+ years or on a 3+-year contract
UC Berkeley	Paid--normally 6 weeks, but up to 4 months unpaid as certified disabled by a doctor, plus ASMD, concurrently, up to one term; up to one year of unpaid parental leave	NO--independent childbearing leave	YES--eligible after 1 year; less than 6 weeks paid for those employed less than a year
UCLA	Paid--up to 6 weeks; up to 4 months unpaid Pregnancy Disability Leave; up to two semesters of ASMD, concurrently; up to one year of unpaid parental leave	NO--independent childbearing leave	NO--just must be a faculty member
University of Arizona	Paid if using sick leave and vacation; Unpaid up to 6 months, and FMLA applies	YES--through medical leave without pay	YES--regular employees who have satisfactorily completed six months of continuous service, who are employed not less than 20 hours per week; for FMLA- 12 months of cumulative service and have worked at least 1,250 hours at the University during the 12 month period preceding
University of Michigan	Unpaid--up to 6 months; BUT employee may use accrued sick time and vacation time if she wants to be paid during this time; followed by one term of modified duties (teaching relief)	YES--combination of medical and childcare leave	NO
University of Pennsylvania	Paid--up to eight (8) weeks in the case of a normal delivery, and up to ten (10) weeks for a Caesarean Section, using accrued sick time, paid time off (PTO), short-term disability (STD), and FMLA; teaching relief to follow	YES--combination of University sick leave, paid time off (PTO) and short-term disability (STD) policies, as well as Family Medical Leave	NO--just must be an academic appointee
University of Southern California	Paid--up to 10 weeks ; leave may begin no sooner than two weeks before delivery and no later than the date of delivery	YES--disability leave	NO
University of Virginia	Paid--6 weeks; Unpaid--6 weeks (however, when required for medical reasons, the second six weeks may be paid as well)	NO--independent parental leave	NO--just academic faculty in Arts and Sciences
University of Washington	Unpaid--BUT employee may use her 90 days of paid Sick Leave. Medical leave first, then 12-week caregiving entitlement.	YES--through medical and family leaves	Yes, 12 months of employment at State of Washington
Washington University (St. Louis)	Paid--one semester; Unpaid--12 weeks under FMLA	YES--through disability leave	NO--but must be full-time faculty member who is tenured or tenure-track

Evaluation rubric:

Most Robust	Medium	Basic
Paid full leave for a semester for all full-time faculty (tenure stream and all or some non-tenure-stream)	Paid medical leave plus one semester of teaching relief for all full-time faculty (tenure stream and all or some non-tenure-stream)	Paid medical leave only, and/or tenure-stream faculty only, no teaching relief

PRIMARY CAREGIVER LEAVE

	Policy overview	Definition of primary caregiver	Time limitations
Tufts University			
Boston College	None. Paternity leave with pay for one week. Up to 12 weeks unpaid after that.		
Brown University	1 semester of teaching relief (not leave) for primary caregivers of new biological or adoptive children; same-sex primary caregiver can also take 6-week paid maternity leave (staff?). Teaching relief during semester of birth or following it; following if birth takes place in summer or winter break	Not defined	
Columbia University	Parental Workload Relief (teaching relief), but not leave. 3 choices: One term at full salary (no teaching); One year at half salary (no teaching); One year at full salary (reduced course load)	a faculty member is the "primary parent" if he or she is a single parent or, where there are two parents, if the other is working full-time or is enrolled as a full-time student. Faculty may employ a day-care provider and still qualify as the primary parent. When both parents work at the University, only one may be considered the primary parent at any given time.	
Cornell University	Teaching relief for primary caregivers of new biological or adoptive children and birth mothers following medical leave, one semester	primary or coequal parent has significant responsibility for the care of a child, and those responsibilities interfere significantly with academic responsibilities	
Dartmouth College	Apparently no paid leave for other than biological mother; only tenure clock stoppage for primary caregiver. Maybe unpaid FMLA? HR says staff partners can get 2 weeks of paid parental leave		
Duke University	TT only: Full semester paid leave for primary caregiver; 6-week paid leave for fulltime non-TT for birth, adoption, or birth of same-sex partner's childbirth	"someone who has primary responsibility for the care of a child immediately following birth. "Primary Caregivers" are also those individuals who have recently become parents through actions of custody"	must take Paid Parental Leave during the first 12 weeks following the birth or adoption of a child
Emory University	ASMD for one semester for primary caregivers of new biological or adoptive children;	an individual who has primary child-rearing responsibility for his or her child. It is not intended to extend to a parent whose child is primarily in the care of a spouse or other care-giver.	
Georgetown University	Family Care Leave; birth mothers take medical leave first; up to 4 months of unpaid leave, or half time at half pay for 4 months	Not defined	

Harvard University	Teaching relief for primary caregivers of new biological or adoptive children and birth mothers following medical leave, one semester. Two parents may take teaching relief, consecutively	having substantial daily responsibility for childcare of at least 20 hours per week from Monday through Friday, from 9 a.m. to 5 p.m.	taken just prior to, or within one year after, the birth or adoption
Johns Hopkins University	Parental Child Care Leave is unpaid	Not defined	during the first year of a child's life
MIT	Paid parental childcare teaching relief and relief from admin duties for one semester during first year after birth; research and advising duties still active	a faculty member who wishes to spend the majority of his or her time on the care of and responsibility for a newborn child or a newly adopted child	within one year of child's arrival
Northwestern	6-week paid childrearing leave, gender-blind, for primary caregivers	"at least an equal partner in caring for a child"	must commence within twelve months of the birth or adoption of the child
UC Berkeley	ASMD for one quarter/semester, for primary caregivers	must be responsible for 50 percent or more of the care of the child	
UCLA	ASMD for one quarter/semester, for primary caregivers	substantial responsibility for the care of his or her newborn child or child under age five placed for adoption or foster care	3 months prior to 12 months following the birth or placement and shall be concluded within 12 months following the birth or placement.
University of Arizona	FMLA leave available for care of newborn or adopted/fostered child; uses sick leave and vacation first, unpaid thereafter		
University of Michigan	Yes, ASMD for one term for primary caregiver following birth or adoption; non-birth-mothers can also request tenure clock stoppage for dependent care reasons	Significant and sustained responsibility for childcare as a single parent, or equal amount of caregiving if there are two parents	
University of Pennsylvania	Yes using sick leave, paid time off and then unpaid FMLA leave; teaching reduction for primary caregivers 50% of yearly load (one parent only)	performs at least 50% of childcare duties	
University of Southern California	paid 10-week parental leave for primary caregivers following birth or adoption; if taken during a single semester, no teaching responsibilities for that entire semester; may request reduced teaching load and other reduction in duties at full pay for up to two years, or a half-time leave at half pay for up to two years	Not defined	within 6 months of birth/arrival
University of Virginia	Univ policy: unpaid 12wk paternity leave; A&S no more than 13.5 weeks of teaching relief following 6 weeks of parental leave	Not defined	
University of Washington	family care leave available to anyone; not specified parental leave		

Washington University (St. Louis)	One semester of parental leave	to serve as the primary caregiver for that child during the period of leave or to recapture time spent as the primary caregiver during the preceding summer.	semester of birth/arrival or semester beginning within 6 months of arrival
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Evaluation rubric:

Most Robust	Medium	Basic
Paid full leave for a semester for all new parents (including biological fathers, adoptive parents) who attest that they are primary caregivers, taken during the first year of the child's arrival in the home.	One semester of teaching relief for all new parents who attest that they are primary caregivers, taken during the first year of the child's arrival in the home.	Unpaid leave or paid leave of only 2-4 weeks

FAMILY AND MEDICAL LEAVE ACT (FMLA) INTERPRETATION

	Definition of family	Intermittent leave	Restrictions
Tufts University			
Boston College	Spouse, son, daughter, or parent (but not parent-in-law); child is under 18 or over 18 with special needs; can be biological, adoptive, or employee acts in loco parentis		If both spouses work at BC, they receive a combined total of 12 weeks of leave
Brown University	Care of a spouse, same-sex domestic partner*, child or parent with a serious health condition.	Yes	
Columbia University	employee's spouse, son, daughter or parent (but not a parent "in-law"). A "son" or "daughter" is under 18, biological, adoptive, or in loco parentis, or is dependent for benefits. Child of same-sex partner. Parent is biological or adoptive parent, or in loco parentis when the employee was a child. Same sex domestic partners (if qualify for university benefits)	Yes	In the event both spouses are Columbia employees, both spouses may use FMLA leave to a maximum of 12 weeks each. In the event of service member family leave, both spouses may use FMLA leave to a maximum of 26 weeks each during the single 12-month period.
Cornell University	Care of a family member or the like who has a serious or chronic health condition	Yes	
Dartmouth College	Spouse, son, daughter, parent	Yes	
Duke University	Spouse, parent, son, daughter, same-sex partner registered with Duke	Yes	
Emory University	employee's spouse, same-sex domestic partner, child, or parent		
Georgetown University	Covered by FMLA, which specifies spouse, son, daughter, or parent; but also Washington DC law, which specifies persons related by blood, legal custody or marriage; and child for whom in loco parentis; AND person or persons with whom the employee shares or has shared within the last year a mutual residence and with whom the employee maintains a committed relationship		
Harvard University	Spouse, son, daughter, parent		
Johns Hopkins University	parent, child, spouse, or same sex domestic partner		
MIT	child, parent, spouse, or spousal equivalent	Yes	
Northwestern	Can't find it on HR or provost site; the Northwestern medical center specifies child, spouse, domestic partner or parent		
UC Berkeley	parent, spouse, or child of the employee; but there may be some variation depending on employee status or union contract. For academic personnel, same-sex or opposite-sex domestic partners		If both spouses work in UC system, may receive 12 weeks each if leave is taken for your own serious health condition or that of a child, spouse or parent. If both you and your spouse are employed

	are included.		by the University, and you both qualify for leave under the FMLA, you may receive a combined total of 12 weeks of leave for the birth, adoption or placement of a child.
UCLA	same as above (UC System regs)		same as above (UC System regs)
University of Arizona	spouse, child or parent		
University of Michigan	Spouse or other qualified adult; Child, sibling, parent, or grandparent of the employee, the employee's spouse or other qualified adult; Parent means a biological, adoptive, step or foster father or mother, or any other individual who had daily responsibility for the care and financial support of the employee, the employee's spouse, or other qualified adult during the individual's childhood. Other related individual whose care is the responsibility of the employee, the employee's spouse, or other qualified adult. "Other Qualified Adult" means anyone (not an employee or tenant) who has co-resided with the employee for 6 months or more		
University of Pennsylvania	employee's spouse, same-sex domestic partner, child (under age 18 or disabled) or parent		where both parents/domestic partners are employed by the University, they are each entitled to 12 weeks of FML for the birth and care of their newborn child, or for the care and placement of a child for adoption or foster care.
University of Southern California	For California Paid Family Leave, family member is generally defined as child, parent, spouse, or domestic partner. Child: biological, adopted, foster, stepchild, or child of an employee that stands in "loco parentis" to that child. Parent: biological, foster, adoptive, stepparent, legal guardian, or in someone that stood in "loco parentis" to the employee; Registered domestic partner		
University of Virginia	Not listed--instructed to contact HR benefits office		
University of Washington	employee's spouse or same or opposite sex domestic partner, child, parent, grandparent, grandchild, sister, or brother. Family member also means individuals in the following relationships with the employee's spouse or domestic partner: child, parent, or grandparent. It also includes those persons in a "step" relationship.		Husband and Wife: The combined number of workweeks of leave to which both husband and wife may be entitled under "A4" and "B" (military service-related leaves) above may be limited to a combined total of 26 workweeks during the single 12-month period. Under state law, a birth mother's period of temporary pregnancy-related disability is not deducted from the 12-week FMLA leave entitlement.
Washington University (St. Louis)	spouse, child or parent		If both spouses are employed by the University, they are limited to a combined total of 12 workweeks of FMLA leave during any 12-month period for the birth of a child or the placement of a child for adoption or foster care; or to care for the employee's parent with a serious health condition. However, each employee may use up to 12 workweeks of FMLA leave during any 12-month period if the leave is for the care of the employee's spouse or child with a serious health condition or the employee's own serious health condition. If both spouses are employed by the University, they are limited to a combined total of 26 workweeks during the single 12-month period if the leave is Military Caregiver Leave or a combination of Military Caregiver Leave and Family Leave,

			Employee Medical Leave or Military Exigency Leave.
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Evaluation rubric:

Most Robust	Medium	Basic
Definition of family broadened to include same-sex domestic partners, opposite-sex domestic partners, and/or parents-in-law, siblings, grandparents or other family members or qualified adults	Definition of family broadened to include same-sex domestic partners	Definition of family is spouse, parent, son, daughter, step-relationships, and people in "in loco parentis" relationship (Federal minimum)

Active Service, Modified Duties (ASMD): Teaching Relief Policies

	Teaching relief after birth or adoption?	Eligibility?	Non-Tenure track included?	ASMD for other life events?	"ASMD" term used?
Tufts University	NOT FOUND				
Boston College	Not directly addressed--no known policy other than maternity, paternity, adoption leave			FMLA may be used to reduce workload, but not specified how exactly.	No
Brown University	YES--Parental Teaching Relief	full-time regular faculty (professors, associate professors, assistant professors, lecturers, senior lecturers) who are primary caregivers for newborn children or newly adopted children; eligible during the semester in which birth or adoption occurs, or the following semester if event occurs between semesters	•	extraordinary circumstances: "reasons beyond the faculty member's control which have resulted in the fact that he or she has been deprived of reasonable opportunity to demonstrate his or her ability and potential as a teacher-scholar before the sixth year (e.g., due to a need to care for a seriously ill child or family member, because of a physical disaster affecting research materials, etc.)"	No
Columbia University	YES--Parental Workload Relief for Officers of Instruction at the Morningside Campus; 3 options: one term at full salary (no teaching), one year at half salary (no teaching), one year at full salary (reduced course load)	Full-time Officers of Instruction at the Morningside Campus who "are the primary caregiver of a newborn child or newly adopted child of less than school age, or if the child is disabled or meets New York State's legal definition of "hard-to-place" and is less than 18 at the time the leave begins". "Officer of Instruction" includes research faculty, clinical faculty, practice faculty, and special instructional faculty, the latter including senior lecturer, lecturer, associate lecturer, assistant lecturer, and special lecturer	•	Not specified	No
Cornell University	YES--Academic Parental Leave: teaching relief for same or contiguous semester	Teaching relief for tenure-stream faculty; partial relief from duties for lecturers, instructors, research and extension associates, and academic librarians who are eligible under their college, center, or temporary guidelines may be arranged through conversations with the dean or department chair or other relevant academic manager.	•	Short term medical leave; may request tenure clock stoppage for medical leave; no ASMD (FMLA only) for elder or other family care.	No
Dartmouth College	Birth mothers have teaching load reduced to half and then distributed across the 2	Tenure track faculty birth mothers. Lecturers have load reduced by lowest term's load and balance distrib across 2 other terms. Lecturers	•	Not specified	No

	remaining terms of the year.	must have 2-year appt history to be eligible.			
Duke University	YES--Flexible Work Arrangements Policy; TT 1 semester leave	"regular rank faculty members," which includes both tenure stream and non-tenure-stream, i.e. Professor of the Practice of ..., Research Professor, and Lecturer, but not adjuncts	•	FMLA, perhaps	No
Emory	YES--A faculty member with teaching responsibilities who is otherwise eligible for parental leave benefits may request relief from those responsibilities for up to one full teaching load during any single term, or for up to one-half load during two terms; expected to remain in residence and to continue departmental service and advising, as well as scholarly activities during the affected term(s)	"full-time faculty members "	•	Leave may also be available to primary caregivers with any dependent children over the age of five who suffer from a serious illness or other condition that creates extraordinary parenting demands.	No
Georgetown University	NOT FOUND				
Harvard University	YES--Teaching Relief- faculty member is entitled automatically to paid relief from classroom duties for a full load during one semester/term	Ladder faculty members (assistant, associate, or full professors) and family members with an appointment of at least half-time as professor of the practice, senior preceptor, or senior lecturer who assumes substantial and sustained responsibility for the care of a newborn or newly adopted child	•	Not specified	No
Johns Hopkins	YES--Parental Teaching Relief Policy- paid teaching relief from formal classroom duties for either the semester in which the birth or adoption occurs or the subsequent semester; he or she will be expected to remain in residence and to continue departmental service and advising	faculty member who gives birth to, or whose spouse or domestic partner gives birth to, a newborn child, or who adopts a child	Maybe	Not specified	No
MIT	YES--Faculty Teaching Relief- faculty are released from teaching and administrative duties for one semester at full pay, but they will continue to be expected to fulfill their thesis-advising responsibilities and sustain their research program	faculty members, regardless of gender, who wish to spend the majority of their academic time on the care of and responsibility for a newborn child or a child newly placed with them for adoption or foster care. Seems to apply to "full-time faculty."	•	Not specified	No
Northwestern	YES--Family Leave- reduction	Full-time, benefits-eligible tenured or tenure	•	Childbirth, adoption, and	No

	in annual teaching load, equivalent to two courses, preferably to be taken in the semester in which the birth or adoption occurs	track faculty; and other full-time, benefits-eligible instructional faculty who, at the time of the birth or adoption, have completed three years of continuous full time service on the Northwestern faculty or who are serving on an academic appointment of three years or longer at the time of the leave. Persons who hold research faculty appointments and persons who hold faculty appointments but whose activities are primarily non-instructional (administrative) are ineligible		childrearing (defined as “at least an equal partner in the raising of a child”), within a year of birth or adoption	
UC Berkeley	YES--ASMD- non-birth mothers and fathers may take ASMD for one semester, 2 semesters for birth mothers, provided they have had a full-time appointment for at least one full academic year	An academic appointee who is a birth mother and who has a full-time appointment for at least one full academic year (three quarters or two semesters) is eligible for two semesters. Non-birth mothers and fathers responsible for 50 percent or more of a child's care may take ASMD for one quarter/semester.	•	“To prepare and/or care for a newborn or a child under age 5 newly placed for adoption or foster care. Eligibility normally extends from 3 months prior to 12 months following the birth or placement.”	Yes
UCLA	YES--Active Service-Modified Duties- shall be granted on request...in order that the parent can prepare and/or care for the infant	An academic appointee who is a birth mother and who has a full-time appointment for at least one full academic year (three quarters or two semesters) is eligible for two semesters. Non-birth mothers and fathers responsible for 50 percent or more of a child's care may take ASMD for one quarter/semester.	•	For childbearing, adoption and childraising.	Yes
University of Arizona	YES--Temporary Alternative Duty Assignment (TADA)- allows employees and supervisors to work out and agree on the assignment of alternative duties for up to 16 weeks in order to enable employees to remain on active duty employment while affected by the following circumstances: both of the employee's child and to care for the newborn; or a child's placement with the employee for adoption or foster care; or to care for a partner, child or parent with a serious health condition	all appointed personnel who are regularly scheduled for at least 20 hours per week and whose positions are expected to be active for more than six months	•	For “the need to provide temporary care to the employee's spouse/domestic partner, child or parent who has a serious health condition.”	No
University of Michigan	YES--Modified Duties for New Parents	A tenure-track or tenured faculty member who gives birth to a child, or becomes the parent of a newly born or adopted child..., takes a significant and sustained care-giving responsibility for the child ..., begins the period of modified duties within twelve months of the date of the relevant birth or adoption		Not clear, “faculty who bear children, have dependent care responsibilities, or take medical leaves may apply to have one year excluded from the countable years of service that constitute the relevant tenure probationary period and/or may take a period of	No

				modified duties."	
University of Pennsylvania	YES--Faculty Leave of Absence Reduction in Duties, "proportional reduction in salary and in those benefits, such as life insurance and retirement contributions, that are salary-based"; Active Service Modified Duties following arrival of a child.	For a "full-time faculty member". For the arrival of a child a 50% reduction in teaching duties in a given academic year.	•	Reduction in duties (including reduction in pay) for "good and sufficient reason such as serious illness or injury, childcare, elder care or service to the community." ASMD (no reduction in pay) following childbirth/adoption only.	Yes
University of Southern California	YES--reduced teaching and service load- modified responsibilities, up to 2 years, where the faculty member is given special consideration as to assignments of substantial service, large classes, night classes, and new course preparations; no reduction in pay	full-time faculty members, including non-tenure-track working at USC for at least 12 months, who are the primary caregivers of one or more children	•	Not specified	No
University of Virginia	YES--Modified Service Leave-salary will be prorated to amount worked, with the restriction that the modified service must involve no less than a 50% work commitment	up to one semester for teaching faculty or six months for administrative or non-teaching faculty		"on request to the primary caretaker of one's child, spouse, or other disabled or elderly adult."	No
University of Washington	"allowed at the discretion of the appointing unit"		?	Not specified	
Washington University (St. Louis)	One semester of leave, including teaching relief, during the semester in which the child is born or placed for adoption, or during any subsequent semester that begins no later than six months after the birth or adoption.	Full-time tenure-track and tenured faculty only		Not specified	No

Evaluation rubric:

Most Robust	Medium	Basic
Modified duties / teaching relief for faculty (including non-tenure-track) for childbirth, adoption, childraising or other care responsibilities.	Modified duties / teaching relief with restrictions on faculty eligibility or for childcare/adoption/childraising only.	Only as included under FMLA provisions.

DUAL CAREER COUPLE SUPPORTS

	Pro-Active Policy Accommodation?	HERC / Internal Hire / Outreach?
Tufts University	Accommodation	Advocate with HERC and Internal
Boston College	Not found	Not Found
Brown University	Accommodation - Brown does not have a specific dual career partners program but offers resources to address concerns	Dean of Faculty will advocate
Columbia University	Yes, offers dual career services in academic and non-academic areas	Six month window to access services and then 12 months of services. HERC, Internal and Recruitment of Academic Personnel System via office of work/life
Cornell University	Yes, services supporting resumes, networking, re-location	HERC / Openings at Cornell and local hiring market
Dartmouth College	Accommodation, guidance and support with applications and use of networks at Dartmouth	Outreach to local job markets, social and skills building support.
Duke University	Yes, pro-active dual career strategy from the Provost's office	Actively promotes the dual career couples hired at Duke
Emory	Accommodation at present but advocating for a dual-career program through Emory's Work Life in consultation with Provost's office	HERC and Internal
Georgetown University	NOT FOUND	NOT FOUND
Harvard University	Yes, Harvard's Dual-Career Reserch Initiative (2007) to support a successful program. Outreach / dialogue/	Program still in progress, but works via Faculty Development and Diversity to assist in placing partner / spouses
Johns Hopkins	Yes, Dual Career Assistance Program supports career counseling, job search	Access to JHU networks / active outreach
MIT	Yes, Pro-Active job search support for Spouses & Partners Group, acknowledging international needs.	Yes
Northwestern	Accommodation within Northwestern's University Career Services	Yes
UC Berkeley	Yes, Dual Career Services through CALcierge consult, support, network, career development	Yes usual supports
UCLA	Yes, Dual Career Services through CALcierge consult, support, network, career development	Yes usual support plus alums
University of Arizona	Yes, Pro-Active dual career strategy through Provost	Yes but with specific outreach and internal strategies.
University of Michigan	Yes, Pro Active "Strongest in country..." http://www.provost.umich.edu/programs/dual_career/	Yes but with specific outreach and internal strategies.
University of	Yes, in the process of developing stronger policy	Yes but with specific outreach and internal strategies.

Pennsylvania		
University of Southern California	Yes, "Support for dual careers has been part of USC's heritage from the start."	Yes
University of Virginia	Yes, Pro-Active policy with supporting materials and outreach	Yes but with specific outreach and internal strategies.
University of Washington	Advance Center for Institutional Change specifically includes advice on handling dual career candidates.	Yes but with specific outreach and internal strategies.
Washington University (St. Louis)	Yes, active outreach with a staff person connection	HERC and usual supports

Evaluation rubric:

Most Robust	Medium	Basic
Universities see dual career appointments as a recruiting and retention tool and pro-actively pursue couples and creatively accommodate their needs.	Universities particularly seek to accommodate partners of candidates who contribute to the university's diversity. Outreach within the university and broader community.	A partner / spouse is accorded access to HERC, and courtesy access to university facilities, some counseling from Human Resources, but not pro-active outreach.

PART-TIME TENURE-TRACK APPOINTMENTS

	Yes/No?	For dependent care, or phased retirement?
Tufts University	NO	Mentioned under Flexible Arrangement in Employee Handbook
Boston College	NO	BC has a Center for Retirement Research and Work /Life, but does not seem to offer part time appointments to faculty in either case
Brown University	NO	N/A
Columbia University	YES--Part-Time Career Appointment- faculty member performs half of their normal responsibilities, receives half of their normal salary, but retains full benefits; the clock moves at half speed: each year counts as only one semester	Dependent care--faculty member must serve as primary caregiver for a child less than 9 years old
Cornell University	YES--Part-Time Appointment- made when the position requires less than full-time service, when there are funding limitations, or when the individual is not available full-time	Not listed--but states: "part-time appointments for short and definite terms have always been possible"
Dartmouth College	YES--Less Than Full-Time Appointments- governed by all rules applying to full-time faculty appointments regarding such matters as compensation, sabbaticals, and support for research opportunities	NOT LISTED
Duke University	NO	NOT FOUND
Emory	NO	NOT LISTED
Georgetown University	NOT FOUND	NOT FOUND
Harvard University	NOT FOUND	NOT FOUND
Johns Hopkins	NOT FOUND	NOT FOUND
MIT	Part-time with tenure for family care	Yes
Northwestern	YES--in some cases, part-time appointments can be made when it is mutually agreeable to the candidate and the department or center, and when the work effort is consistent with the salary paid	NOT LISTED
UC Berkeley	YES--Flexible Part-Time option- faculty may be eligible for an appointment to a part-time position or may be eligible to reduce their percentage of time of an appointment from full-time to part-time, temporarily or permanently to accommodate family needs	Dependent care--to accommodate family needs
UCLA	YES--Part-Time Appointment and Reduction in Percentage of Time of an Appointment to Accommodate Family Needs	Dependent care--to accommodate family needs
University of Arizona	NOT FOUND	NOT FOUND

University of Michigan	NO--not currently but recommendation made that a new policy to make it possible for faculty members to work part time and remain on the tenure track, accruing years of service on a prorated basis be made	N/A
University of Pennsylvania	NOT FOUND	NOT FOUND
University of Virginia	NOT FOUND	NOT FOUND
University of Southern California	YES—Part-time leave of up to two years	To accommodate family responsibilities, including caring for a child or an aged or ill relative. In addition a phased retirement program (up to two years).
University of Washington	YES--Appointment of Part-Time Professors	NOT LISTED
Washington University (St. Louis)	YES--part-time leave of absence and other policies designed to ameliorate conflicts between professional responsibilities and family responsibilities or other exceptional circumstances	Dependent care--child-rearing responsibilities, health or family-related problems, or other personal circumstances

Evaluation rubric:

Most Robust	Medium	Basic
Part-time appointments are embraced as a creative, helpful way to accommodate a faculty member's parental or care-giving needs. The appointment is either permanent or endures for an agreed upon period of time, and then shifts to full time. Tenure clock is adjusted to reflect part-time work, and the university normalizes and fully supports the process.	A temporary part-time appointment is a permitted with specific time limits as an accommodation for caretaking responsibility or a path to retirement.	Not mentioned.

ELDER/ADULT CARE

	Eligibility?	On-site care?	Referrals?	Counseling?	Support Groups?
Tufts University	all faculty and staff, their dependents, and household members	NO	YES--toll-free number and general web access information	YES--Tufts University has contracted with an outside organization, Health Resources, to provide free and confidential counseling- no contact information given	NOT FOUND
Boston College	NOT FOUND				
Brown University	NOT FOUND	NO	NO--just telephone and web access information	NO	NOT FOUND
Columbia University	faculty, researchers, administrators and staff who are eligible to receive medical benefits from Columbia	NO	YES--toll-free EAP phone number and website given "to receive customized referrals to adult and elder care resources or providers nationwide"	YES--"short-term counseling to help you and your household members with the management of adult/elder care responsibilities"	YES--link to Caregiving.com which "links you to on and off-line support groups"
Cornell University	staff, faculty, and students	NO	YES--"consultant will help with locating adult/elder care resources in the community as well as help caregivers who are providing care from a distance"	YES--"consultative assistance from the Dependent Care Consultant in the Office of Workforce Diversity and Inclusion"	YES--Caregiver Support & Education Network, adult care concern e-list, and a monthly Adult Caregiving Newsletter
Dartmouth College	NOT FOUND	NOT FOUND	NOT FOUND	NOT FOUND	YES--Elder Care Support Group- "on-campus support group for employees who face elder care issues"
Duke University	faculty and staff who require assistance; any NC resident (for "free confidential personalized tips on caring for people with memory disorders"	NO	YES--"Duke Family Support Program provides elder care referrals and resources"; Duke phone number given	YES--Duke Family Support Program's Elder Care Consultations- "free confidential elder care family consultation"; Duke phone number given	YES--"free Durham monthly support groups"; "help in selecting and locating support groups"
Emory University	faculty, staff, and their immediate family	YES--Wesley Woods Center at Emory University and Emory Department of Geriatric Medicine and Gerontology	YES--Brown Richards & Associates- elder care counselors offer "nationwide assistance for issues that pertain to elder care law, health, housing, finances, and case management"	YES--free confidential counseling through the Faculty and Staff Assistance Program	YES--Dependent Care Networking; "Emory Healthcare and The Wesley Woods Center hosts a free caregiver support group for the Emory community"
Georgetown University	faculty, staff, and their family members	NO	YES--"referrals to area services and housing options, as well as to resources for caregivers"	YES--"individual counseling sessions"	YES--list of support groups in the area (not provided through Georgetown)

Harvard University	employees and their family members	NO	YES--"Harvard's EAP can advise you on arranging for an assessment of an adult's condition and needs; help you plan and arrange for whatever care may be needed; and address many emotional, practical, and legal issues"; referrals for an elder care lawyer, a private geriatric care provider, an adult day care program, etc.	YES--"direct access to EAP counselors"	YES--"Harvard School of Public Health Work-Life Liaison Ronnie Mae Weiss facilitates a monthly "Caring for Your Aging Relative" support group; "Harvard University Health Services sponsors Life Raft, an ongoing, drop-in support group where people can talk about their own or others' life-threatening illness or about their grief and bereavement"
Johns Hopkins	employees who are caregivers	NO	YES--Milestones Elder Care Referral System- "database includes regional and national information on nursing homes, home care agencies, adult day care centers, assisted living facilities, elder law attorneys, retirement and continuing care communities, geriatric care managers, and area agencies on aging"	YES--"confidential consultations and assistance for all stages of the caregiving process. Staff members trained in elder care issues will talk with you about your individual situation and your questions and concerns. They also can recommend alternative options to assist you in decision-making"	YES--"caregivers' discussion group that meets monthly"
MIT	employees	NO	YES--but only Adultcare Referrals through Parents in a Pinch, Inc. and Griswold Special Care	YES--"meet with staff from MIT Medical on issues of elder care and aging, or with staff in Human Resources who specialize in career and retirement planning"; meetings are individual and by appointment	NO--but "a wide variety of seminars, workshops, and classes on topics related to elder care and aging"
Northwestern	NOT FOUND				
UC Berkeley	"faculty and staff who are caring for parents or other adults, or anticipate doing so in the future"	NO	YES--"free, confidential...referral to local and long-distance resources"	YES--"free, confidential counseling, consultation, assessment"; "consultation for supervisors, managers and colleagues regarding faculty and staff who are experiencing stress and/or performance problems due to caregiving responsibilities"	YES--"bi-monthly caregiver support group meetings...Participants offer one another emotional support and share information and resources"; referrals to community support groups as well
UCLA	staff and faculty	NO	YES--referrals to community eldercare services provided by UCLA's Staff and Faculty Counseling Center (SFCC)	YES--SFCC provides assessment and referral to community eldercare services	YES--"SFCC offers a learn-at-lunch series on eldercare topics and support groups for caregivers"
University of Arizona	staff and faculty	NO	YES--elder care consultations provide "specific referrals to	YES--"customized elder care consultations are available in	YES--UA Caregiver Support

			community agencies for additional services"	person, by phone or via email that enable individuals to identify relevant issues and develop care strategies"	Groups
University of Michigan	staff and faculty	NO	YES--Work/Life Resource Specialist can help with "referring clients to assisted living and nursing home resources, assisting clients locating local and nationwide resources, locating Medicare & Medicaid assistance, locating medical & legal resource assistance, locating informative articles related to your specific situation, locating counseling services"	YES--appointments with the elder care specialist to discuss particular elder care concerns	YES--Work/Life Resource Specialist can help with locating support groups for caregivers
University of Arizona	staff and faculty	NO	YES--elder care consultations provide "specific referrals to community agencies for additional services"	YES--"customized elder care consultations are available in person, by phone or via email that enable individuals to identify relevant issues and develop care strategies"	YES--UA Caregiver Support Groups
University of Michigan	staff and faculty	NO	YES--Work/Life Resource Specialist can help with "referring clients to assisted living and nursing home resources, assisting clients locating local and nationwide resources, locating Medicare & Medicaid assistance, locating medical & legal resource assistance, locating informative articles related to your specific situation, locating counseling services"	YES--appointments with the elder care specialist to discuss particular elder care concerns	YES--Work/Life Resource Specialist can help with locating support groups for caregivers
University of Pennsylvania	staff and faculty	NO	YES--Worklife Resources help find elder care services to meet a family's needs and preferences	NOT FOUND (need PennKey and password to access information)	NOT FOUND (need PennKey and password to access information)
University of Southern California	Staff and faculty	NO—but Home Visit Program, in which "geriatric specialists bring crucial medical care to homebound seniors"	YES—through the Memory and Aging Center/Alzheimer's Disease Research center.	YES—a staff member in the Center for Work and Family Life "is available to meet with you to discuss your needs and concerns". In addition, legal advice specializing in the care of the elderly. Also Memory and Aging Center has a host of	YES--link to a variety of support groups and local resources

				services around Alzheimer's care and age-related memory loss.	
University of Virginia	faculty, staff, and their family members	NO	YES--Elder Caregiving Program, a Faculty Employee Assistance Program (FEAP) offers referral services relating to personal and professional matters	YES--"Certified Geriatric Care Specialist Brenda Wilson is available for meeting with the employee &/or other family members in order to discuss concerns and provide concrete resource information, help with problem solving, develop long-term care plans, or provide a safe space for discussion"	NOT FOUND
University of Washington	staff and faculty	NO	YES--Family Caregiver Network Individual Consultations- trained staff can provide information about various resource options	YES--Family Caregiver Network- group sessions ("informal, confidential, guided discussions where caregivers can share their experiences and successes") and individual consultations ("trained staff are available to consult with members of the University community about their personal caregiving situation")	YES--Family Caregiver Network Group Sessions
Washington University (St. Louis)	staff and faculty	NO	YES--Resource and Referral counselors- "housing options for elders, legal and financial issues of older people, Medicare and Medicaid questions, Long Term care options, Community resources for things like meals, transportation and adult day care"; sent a prepared individualized list of resources	YES--"private telephone consultation to discuss caring for older relatives in your home"	NOT FOUND

Evaluation rubric:

Most Robust	Medium	Basic
Local services including local referrals, counseling, and support groups.	Connection to network of referrals and counseling - like EAP - does not typically include local support groups. May include link to off-campus support groups.	Nothing was found

CHILDCARE

	Childcare		Schools		Other			
					Childcare Referrals	Support Groups	Babysitting Job Board	Summer Care Resources
Tufts	Number: 2 Location: Tufts Educational Day Care Center (off-campus) Tufts Eliot-Pearson Children's School (on-campus) Slots: 80 Ages: 2 years, 9 months-8 yrs Subsidies: YES--Tufts Educational day Care Center has subsidized slots and tuition on a sliding scale based on family size and gross monthly income; both schools have scholarships available	Tufts Eliot-Pearson Children's School (on-campus) Highest Grade: 2 Slots: 78 Subsidies: No			✓			
Boston College	Number: 1 Location: Boston College Children's Center (on-campus) Slots: 42 Ages: 2 years, 9 months to 5 years Subsidies: No	None	✓			✓		
Brown University	Number: 0 (3 affiliated) Location: YMCA Mt. Hope Childcare Center, Taft Avenue Infant/Toddler Day Care Center, The Brown/Fox Point Early Childhood Education Center; accepts range of ages from 6 weeks to 5 years Slots: Ages: 6 weeks- 5 yrs Subsidies:	None	✓					
Columbia University	Number: 3+10 affiliates Location: 3 at The School at Columbia and Teacher's College (on-campus) 10 at off-campus affiliates Slots: 295 Ages: 6 weeks – 5 yrs, K-8 th grade Subsidies: YES--Columbia Primary Tuition Scholarship	Highest Grade: 8 Slots: 495 Subsidies: Yes				✓		
Cornell University	Number: 1 Location: Cornell Child Care Center (on campus) Slots: 158 (48 infants, 50 toddlers, and 60 preschool children)	None	✓	✓	✓	✓		

	Ages: Subsidies	6 weeks to 5 years YES-Child Care Grant Subsidy Program					
Dartmouth College	Number: Location: Slots: Ages: Subsidies	1 Dartmouth College Child Care Center (off-campus) 86 6 weeks to 6 years YES--Child Care Subsidy Program	None	✓			
Duke University	Number: Location: Slots: Ages: Subsidies	1+ Affiliates Duke Children's Campus (on campus) 153 6 weeks to 5 years YES--Duke Children's Campus Tuition Subsidy; State or County Tuition Assistance; available for families earning less than \$75,000 per year	None		✓		✓
Emory University	Number: Location: Slots: Ages: Subsidies	3 Clifton School on Clifton and Clairmont Campuses; Walden Early Childhood Center (on campus; autism specialty) unknown infant-K YES--different discounts or subsidies offered at the different providers in the Emory Child Care Network	None	✓			✓
Georgetown University	Number: Location: Slots: Ages: Subsidies	2 Hoya Kids Learning Center (on-campus); Child Care Center (on-campus); Georgetown Law Early Learning Center Hoya Kids Learning Center--58; Child Care Center—limited Hoya Kids Learning Center--18 months to 5 years; Child Care Center--toddler through pre-school aged children YES--dependent-care flexible spending account for up to \$5,000; childcare scholarship programs; financial aid for childcare for Massachusetts families; childcare subsidies in Cambridge	None				✓
Harvard University	Number: Location: Slots: Ages: Subsidies	6 Cambridge and Allston Campuses unknown 1 mo. – 5 yrs yes	None	✓	✓	✓	✓
Johns Hopkins	Number: Location:	2 The John Hopkins Child Care and Early Learning	None	✓	✓	✓	

	Slots: Center (on-campus); Walter F. Perkins Day Care Center (off-campus) The John Hopkins Child Care and Early Learning Center--limited; Walter F. Perkins Day Care Center--45 Ages: The John Hopkins Child Care and Early Learning Center--6 weeks to preschool; Walter F. Perkins Day Care Center--2 years to 5 years Subsidies: YES--Dependent Care Voucher Program for full- or part-time fully-benefited employee with a total net family income of less than \$50,000; p to \$5,000 per year					
MIT	Number: 4 Location: TCC Eastgate(on-campus), TCC Stata (on-campus), TCC Westgate (on-campus), TCC Lincoln (off-campus) Slots: TCC Eastgate--43; TCC Stata--75; TCC Westgate--15 ; TCC Lincoln--111 Ages: 2 months to 5 years Subsidies: YES--MIT Dependent Care Reimbursement Program, MIT Scholarship programs, federal childcare tax credit, and state subsidy programs	None	✓	✓	✓	✓
Northwestern	Number: 2+affiliates Location: McGaw YMCA Children's Center (off-campus); KinderCare (on-campus--Northwestern University Medical School campus) Slots: limited Ages: McGaw YMCA Children's Center --infants through children five years of age and after-school program for K-5 ; KinderCare--6 weeks to 5 years Subsidies: YES--tuition scholarships for full-time faculty, staff or undergraduate/graduate school students	None	✓		✓	✓
UC Berkeley	Number: 8 Location: Clark Kerr Infant Center (on-campus) Infant Toddler Center (off-campus),Haste Street Child Development (off-campus), Girton Hall (on-campus), Clark Kerr Campus Preschool (off-campus), The Harold E. Jones Child Study Center (off-campus), University Village (UVA 1 & 2) (off-campus), K-2 (off-campus) Slots: over 280; depending on the center, each serves anywhere between 16 and 78 Ages: 3 months- 7 years, depending on the center: Clark Kerr Infant Center--3 months to 31 months, Infant Toddler Center--3 months to 20	None				✓

	Subsidies	months, Haste Street Child Development--3 months to 56 months, Girton Hall--24 months to 56 months, Clark Kerr Campus Preschool--30 months to 56 months, The Harold E. Jones Child Study Center--32 months to 56 months, University Village (UVA 1 & 2) --28 months to 56 months, K-2--58 months to 84 months NO--for eligible students only				
UCLA	Number: Location: Slots: Ages: Subsidies	5+affiliates Fernald Center (on-campus), Krieger Center (on-campus), University Village Center (off-campus), Megan E. Daly Infant Development Program (on-campus), UCLA Westwood Child Care Center (off-campus) Fernald Center--60, Krieger Center--165, University Village Center--115, Megan E. Daly Infant Development Program--25, UCLA Westwood Child Care Center--limited Fernald Center, Krieger Center, and University Village Center--2 months to 6 years; Megan E. Daly Infant Development Program --3 months to 3 years; UCLA Westwood Child Care Center--infants to pre-K YES--Academic Senate Faculty and Staff Child Care Support Program	None	✓	✓	✓
University of Arizona	Number: Location: Slots: Ages: Subsidies	0 - - - YES--Employee Child Care Voucher Program	None	✓		
University of Michigan	Number: Location: Slots: Ages: Subsidies	6+affiliates Towsley Children's House (on-campus), Children's Center (on-campus), Health System (on-campus), Northwood (on-campus), Dearborn (on-campus), Flint (on-campus) Towsley Children's House--not listed/limited, Children's Center--190, Health System--200, Northwood--18/classroom, Dearborn--131, Flint--148 Towsley Children's House--3 month- 5 yrs, Children's Center--infant to kindergarten, Health System--infants through preschoolers, Northwood--2 1/2- 5, Dearborn--1-6, Flint--all ages? YES--U-M Child Care Tuition Grant for Faculty,	None	✓	✓	✓

	s	Staff and Students					
University of Pennsylvania	Number: Location: Slots: Ages: Subsidies	1 Penn Children's Center 162 (32 infants, 50 toddlers and 80 pre-school children) 3 months to 5 years YES--U-M Child Care Tuition Grant for Faculty, Staff and Students	None				
University of Southern California	Number: Location: Slots: Ages: Subsidies	2 Health Science Program (on-campus)University Park Program (on-campus) Not listed 6 weeks to 12 years YES-- Child Care Subsidy- available to doctoral students, postdoctoral fellows, or faculty members with children at USC Child Care Programs; \$4,000 anually	None	✓	✓		✓
University of Virginia	Number: Location: Slots: Ages: Subsidies	1 Child Development Center (on-campus) 74 (7 infants, 8 toddlers, 15 two-year-olds, 17 three-to-four-year-olds, 17 five-year-olds) infants to 5 years NO	None				
University of Washington	Number: Location: Slots: Ages: Subsidies	4 West Campus (on-campus), Radford Court (on-campus), Laurel Village (on-campus), and UW Children's Center at Harborview (on-campus) West Campus--79; Radford Court--44; Laurel Village--70; and UW Children's Center at Harborview--limited West Campus, Radford Court & Laurel Village--3 months- 5 yrs; UW Children's Center at Harborview--4 weeks to 5yrs No	None	✓		✓	✓
Washington University (St. Louis)	Number: Location: Slots: Ages:	2 Washington University Nursery School (on-campus); Washington University family Learning Center (on-campus) Washington University Nursery School--not listed but 70% of the children come from Washington University families ; Washington University family Learning Center--156 Washington University Nursery School--2 years, 7 months to 5 years; Washington University family Learning Center--6 weeks to 6 years	None		✓		✓

	Subsidies	No				
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Evaluation rubric:

Most Robust	Medium	Basic
On-campus child-care, including infant care, with guaranteed placements and subsidies. Some additional resources such as support groups, referrals, identifying summer care, babysitting boards.	Some number of the resources at left.	University-run or affiliated child-care centers on or near campus are very limited or non-existent.

DEPENDENT CARE TRAVEL GRANTS

School	Yes/No?	Up to how much?	Eligibility
Tufts University	NONE		
Boston College	NO—"Child care expenses" listed under "Other Miscellaneous Expenditures Not Reimbursable"	N/A	N/A
Brown University	YES--Faculty Travel Fund- for aid in supporting travel expenses for scholarly research incurred in the course of one trip during that leave	\$850 maximum payment	voting members of the Brown faculty
Columbia University	NOT FOUND		
Cornell University	NOT FOUND		
Dartmouth College	NO--Childcare and baby-sitting expenses listed under Non-Reimbursable Expenses	N/A	N/A
Duke University	NOT FOUND		
Emory University	NO--but subsidy study was done and the cost of implementing a program is currently being discussed by the Work-Life Advisory Committee	N/A	N/A
Georgetown University	NOT FOUND		
Harvard University	YES--Dependent Care Fund for Short-term Professional Travel (DCF)- intended to provide financial assistance to Harvard Ladder faculty who would like to travel for a professional event that will advance their academic careers, and who also have childcare or adult dependent care obligations	\$1,000 funding cap per scholar, per academic year	Harvard Ladder Faculty, Tenure-track FAS faculty; most work in a benefits-eligible position (work at least half-time at Harvard and on a regular Harvard payroll)
Johns Hopkins	NOT FOUND		

MIT	YES--Policy on Faculty Travel on MIT Business- provides for financial support to faculty for additional dependent care expenses associated with travel on MIT business, above those normally incurred by the faculty member while at MIT	up to \$1,000 in direct expenses, plus 25% towards tax due on the expenses, per year in reasonable dependent care expenses	NOT LISTED
Northwestern	YES--Dependent Care Travel Grant Program- a taxable grant for qualified short-term dependent care expenses incurred when traveling to attend professional meetings, conferences, workshops and professional development opportunities	up to a maximum of \$500 post-tax per academic year	tenure-track (pre-tenure) faculty
UC Berkeley	YES--Faculty Dependent Care Travel- compensation to cover exceptional dependent care expenses necessary for research, scholarship or professional engagement	NOT LISTED	limited to instances where funds already exist, such as when the appointee has a grant or other funding to cover research-related dependent care expenses
UCLA	YES--Travel Childcare Awards (TCA)- to help them attend professional conferences, meetings, workshops and symposia	\$500 (25 awards available each year)	female postdoctoral scholars and assistant professors with childcare responsibilities (for children under the age of 12)
University of Arizona	NOT FOUND		
University of Michigan	NOT FOUND		
University of Pennsylvania	NOT FOUND		
University of Southern California	NOT FOUND		

University of Virginia	NO--Travel expenses related to family members or companions (including childcare) listed under Non-reimbursable Business Travel Expenses	N/A	N/A
University of Washington	NOT FOUND		
Washington University (St. Louis)	NOT FOUND		

Evaluation rubric:

Most Robust	Medium	Basic
University-funded grants available to all faculty up to some maximum amount per year.	University-funded grant with restrictions on eligible faculty or number of grants issued University-wide.	Explicitly considered a non-reimbursable business travel expense.

BACKUP DEPENDENT CARE

School	Yes/No?	Eligibility	Cost	Parents in a Pinch or similar contractor?	For children and adults?
Tufts University	NOT FOUND				
Boston College	NO			NO	
Brown University	YES-- Emergency Backup Childcare	individuals currently working on the regular payroll	copayment of \$2-\$4 per hour	YES--Bright Horizons	YES--employees will be able to schedule care for a child and/or an adult when needed
Columbia University	YES--Back-Up Care Advantage Program	full-time Officers of Instruction, Officers of Research, Officers of the Library, Officers of Administration, Noon-Union Support Staff, Post-Doctoral fellows, Doctoral Students, Teaching Fellows not in a Ph. D. program	\$2 copay per hour per child for childcare facilities; \$6 copay per hour for the first 50 hours used; \$8 per hour for each hour in excess of 50	YES--Bright Horizons	YES--"anyone you have or feel a responsibility toward"
Cornell University	YES--Back-Up Care available at Cornell Child Care Center	students, staff and faculty	NOT LISTED	YES--Bright Horizons	NO--just children
Dartmouth College	NOT FOUND				
Duke University	NO--only Severe Weather Child Care	NOT LISTED	NOT LISTED	YES--Bright Horizons	NO--just children ages 3 to 14
Emory University	YES--3 of Emory's Child Care Network centers have Back-Up Care	NOT LISTED	up to \$55 per day registration fee	YES--Bright Horizons	NO--just children

Georgetown University	NOT FOUND				
Harvard University	YES--Back-up and Emergency Child Care for Employees	benefits-eligible faculty, administrative and professional staff, support staff in HUCTW, Noon-bargaining-unit support staff, and postdoctoral fellows	\$15 per hour	YES--Parents in a Pinch	NO--just children
Johns Hopkins	YES--Back-up Care Program	regular full-time and part-time staff and faculty	\$6 to \$10 per hour, depending on employee's income	YES--Parents in a Pinch	YES--children under age 13 and any dependent (including your spouse or parent) who is physically or mentally incapable of caring for himself or herself
MIT	YES--Backup Childcare and Adultcare Referral Program	benefits-eligible faculty, staff, and postdocs	\$16 per hour	YES--Parents in a Pinch	YES--childcare, care for an aging parent, another family member who needs assistance, or even yourself"
Northwestern	YES--Backup Care Program	NOT LISTED	\$75 per child per day for KinderCare	YES--KinderCare and McGraw YMCA	NO--just children
UC Berkeley	YES--Back Up Care Advantage Program	assistant professors	\$2 per hour for center based childcare and \$4 per hour for in-home child and/or adult/elder care	YES--Bright Horizons	YES—"care for infants through the elderly"

UCLA	YES--Back-Up Care available at UCLA Westwood Child Care Center	NOT LISTED	NOT LISTED	YES--Bright Horizons	NO-just children
University of Arizona	YES--Sick Child and Emergency/Back-Up Care Program	benefits eligible employees and students	NOT LISTED	YES--The Choice Care Agency, Inc. (CCA)	NO--just children ages birth to 12 years
University of Michigan	NO	families at the University of Michigan	NOT LISTED	Yes - Kids Kare at Home	NO--just children ages 13 and under (or other children with special needs who cannot be left alone)
University of Pennsylvania	YES--Backup Care Program	regular full-time faculty and staff members	Not Listed--but Penn will partially offset the cost of care	YES--Parents in a Pinch	YES--in-home backup child and/or elder care
University of Southern California	NOT FOUND				
University of Virginia	YES--Backup Care	benefit-eligible employees	\$15 per day per child for center-based care and \$30 per day (up to 3 dependents) for in-home care	YES--Bright Horizons	YES--child, adult and elder care
University of Washington	YES, mildly sick childcare	benefits-eligible employees working .50 FTE or more and academic student employees"	one-time registration fee of \$5 per child	YES--Tender Loving Care	NO--just children between 1 and 12 years old

Washington University (St. Louis)	YES--Back-Up Care Advantage Program	benefits-eligible faculty and staff, clinical fellows and post-docs	center-based care: \$20 per child per visit with a \$30 per family per visit maximum; in-home care: \$4 per hour (4 hour minimum)	YES--Bright Horizons	YES--in-home care for children and adults/elders
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Evaluation rubric:

Most Robust	Medium	Basic
Backup care and contractors at reduced cost (<\$15/hr). Covers all employees Care for children and adults	Coverage is available with, but with full costs passed on to users, or limitations on who can be covered.	Nothing was found

ADOPTION SUPPORTS

	Adoption subsidies?
Tufts University	NO
Boston College	NO
Brown University	NO
Columbia University	YES--University's Adoption Assistance Program- for eligible officers and non-union support staff; reimbursement of up to \$5,000 (\$10,000 for two or more or if both parents are eligible employees) per adoption for qualified expenses incurred on or after your first day of full-time employment.
Cornell University	NO
Dartmouth College	YES--full-time eligible employees can be reimbursed up to \$5,000 per adoption transaction for expenses related to the adoption of a child
Duke University	NO
Emory	NO
Georgetown University	NO
Harvard University	YES--Harvard Adoption Assistance Plan- \$5000 will be granted for expenses directly related to the legal adoption of a child, excluding the adoption of the child of an employee's spouse or domestic partner; for Active members of the faculty, administrative and professional staff, non-bargaining unit support staff, and members of HUCTW
Johns Hopkins	YES--Adoption Assistance Plan- for full-time faculty or staff member with at least two consecutive years of full-time JHU service immediately prior to the initiation of the adoption process; plan covers documented, eligible expenses for a single child adoption up to a maximum of \$2,500 per family (\$5,000 for 2 children)
MIT	YES--Adoption Assistance Program- reimbursement to eligible employees for qualified adoption expenses up to \$5,000 per finalized adoption, not to exceed a lifetime benefit of \$20,000 per employee
Northwestern	NO
UC Berkeley	
UCLA	
University of Arizona	no
University of Michigan	
University of Pennsylvania	YES--up to \$5,000 in qualified adoption expenses for eligible faculty and staff
University of Southern California	NO
University of Virginia	NO

University of Washington	NO
Washington University (St. Louis)	NO

Evaluation rubric:

Most Robust	Medium	Basic
Reimbursement up to \$5,000 to eligible employees for qualified adoption expenses.	n/a	None

LACTATION SUPPORT

	Lactations stations (number of locations and details)	Breast pump equipment provided in rooms?	Other room equipment?	Discounts on breast pump equipment?	Support groups?	Referrals and Consultations?	Other resources?
Tufts University	Yes – 2 locations on Medford campus (Ballou Hall and Health Services)	NO	Comfortable seating, table, outlet, internet connection	NO	NO	NO	NO
Boston College	NOT FOUND						
Brown University	NOT FOUND						
Columbia University	YES-- 8 locations (3 with 24/7 access, 7 open 7 days a week)	YES--Madel hospital grade breast pumps provided in each room (accessories will need to be provided by each individual user and can be purchased from the Office of Work/Life	All of the rooms are equipped with a table, chair, and lock from the inside; some contain refrigerators and sinks- 4 rooms with refrigerators, 4 rooms with sink in room	YES--Breast pump accessories for lactation room users at a substantial discounted rate	YES--information and referrals for support groups (available upon request)	YES--information and referrals for lactation consultants (available upon request)	YES--educational materials and breastfeeding-related programs on campus; map of lactation station locations available upon request
Cornell University	YES--12 locations and possibility of making informal accommodations	NO	comfortable seating, an electrical outlet, lighting, and a sink nearby	NO-- recommendation to contact your insurance provider for information on manual and electric breast pumps	YES--E-list available for faculty, staff, and students which allows members to interact by asking questions and providing support to fellow breastfeeding mothers	NO	YES--Breastfeeding Education 3-Part Series, temporary parking permits
Dartmouth College	NOT FOUND			NO--but The Lactation Clinic sells and rents breast pumps	NOT FOUND	YES--The Lactation Clinic provides lactation consults	YES--The Lactation Clinic teaches Breastfeeding and First Days at Home classes
Duke University	YES--12 locations	YES--each room is equipped with a hospital grade electric pump	ventilated, have a door that locks, electrical power	NO--but attachments available at the Bouncing Ball Gift Shops in Duke Children's Hospital	YES-- Communication List-serve	NO	NO

Emory University	YES--13 locations (contact information given for each location)	YES--8 rooms have a hospital-quality breastfeeding pump available	NOT LISTED	NO	NO	YES--phone number and email address given	
Georgetown University	YES--Employee Pumping Room at Georgetown University Hospital	NO	NOT LISTED	NO--but sale and rental of breastfeeding equipment at Georgetown University Hospital	YES--Mother's Breastfeeding Support Group run through the Lactation Center	YES--Georgetown University Hospital Lactation Center offers counseling	YES--year round community-wide prenatal birth & parenting education program
Harvard University	YES--20 locations (contact information given for each location)	YES--rooms are equipped with a hospital-grade Medela pump and many have another space for private pump use	NOT LISTED	NO--but can be purchased from the University Health Services Pharmacy	NO	NO	YES--"Getting Started Breastfeeding" classes
Johns Hopkins	YES--6 locations and others upon request (rooms must be reserved)	YES--3 rooms are fully equipped with hospital grade breast pumps	5 rooms have refrigerators, 5 rooms have sinks,	NO	NO	NO	NO
MIT	YES--6 locations (contact information given for each); no sign-up required for 4 rooms	YES--some of the rooms have hospital-grade pumps	1 room has a locker, 2 have microwaves, 3 have refrigerators	NO--but list of local hospitals and vendors that offer breast pump rental or purchase provided	NO	YES--breastfeeding counselor-breastfeeding consultations are available to members of the MIT community, at no cost to families with insurance through MIT Medical, and for a fee to others	YES--Center for Health Promotion and Wellness, Book & Video Library
Northwestern	YES--4 locations	NO	NOT LISTED	NO	NO	NO	NO
UC Berkeley	YES--8 locations	YES--7 rooms have a hospital-grade electric breast pump	NOT LISTED	YES-- Breastfeeding Support Program included sales of personal, electric breast pumps and personal kits for use at a discounted price	NO	YES--breastfeeding classes with a lactation consultant	YES--Employees' Guide to Breastfeeding and Working
UCLA	NO--but appropriate private space shall be provided with reasonable efforts made for the location to be in close proximity to the nursing	NO	NOT LISTED	NO	NO	NO	NO

	mother's work area						
University of Arizona	YES--5 locations, 1 with multiple private rooms (contact information given for 3 locations)	NO	NOT LISTED	YES--Mommy Connections Lactation Program offers one-time discount off the purchase price of a personal-grade breast pump or subsidizes the first month's rental of a personal-grade breast pump from University Medical Center (UMC), on a first come, first served basis	NO	YES--LWC is partnering with UMC lactation consultant, Renee Palting, RN, IBCLC (International Board Certified Lactation Consultant), to offer individualized, voluntary, short-term support to students and benefits-eligible employees free of charge	NO
University of Michigan	YES--16 locations (contact information given for each location)	YES—hospital-grade pump provided in all rooms	some rooms may have chairs, tables, lockers, etc.	NO--but Ameda Egnell Double pump kit available for purchase from the MedEquip or Busch's Pharmacies	NO	YES--Lactation Consultant list	YES--"Working and Breastfeeding" information page
University of Pennsylvania	NOT FOUND						
University of Southern California	YES—2 locations (Women's locker room and campus center)	NO	Outlets, lockable door	NO	NO	NO	NO
University of Virginia	YES--1 location in Ova Medical Center (24/7)	YES--2 pumping/nursing stations with hospital-grade pumps	a sink and a refrigerator	NO--but Madela supplies available for purchase in the Hospital's gift shop	NO	YES--certified Lactation Consultants providing 7 days week coverage in the Post Partum units and NICU	YES--Breastfeeding Basics course, email education program-"Nursing Know How"
University of Washington	YES--12 locations (contact information given for each location, most rooms only open M-F, some rooms only available to certain students/employees)	hospital-quality, electric double pumps available at most lactation stations	NOT LISTED	NO--but list of local area merchants	NO	NO	NO
Washington University (St. Louis)	NOT FOUND						

Evaluation rubric:

Most Robust	Medium	Basic
Multiple locations plus additional items like rooms are equipped with electric pumps. Clear lactation policy or advisory committee. Support groups. Universities associated with hospitals often piggy-back off of hospital facilities.	Few lactation facilities listed on website but generally not equipped with pumps. Some form of published policy. Possibly a website with links or lactation support elists.	No published policy, no posted facilities, no information on lactation support.

HOUSING

	University-owned housing?	Sabbatical housing exchange?	Short-term housing? University-owned?	Mortgage assistance?	Mortgage Assistance Eligibility
Tufts University	YES--but only available under Faculty Transitional Housing Program for up to 3 years	NO	YES; University-owned-- Faculty Transitional Housing Program; also a list of non-University-owned Hotels and Inns	YES--Mortgage Service Program for Tufts employees interested in purchasing a home	NOT LISTED
Boston College	NO	NO	YES; not University-owned-- list of Hotels and Motels, Bed & Breakfasts, Guest Houses and Small Inns, Hostels, and Short Term Rentals	NO	N/A
Brown University	YES--through the Brown to Brown Home Ownership Program; Brown is able to repurchase the property at 80% of the market appraisal should it be needed in the future; available to eligible members of the faculty and staff	YES--online listings	YES; not University-owned-- Auxiliary Housing office provides short-term housing located on or near campus to incoming faculty and staff	YES--Mortgage Assistance Program	NOT LISTED
Columbia University	yes--University-owned apartments for lease; for Columbia, only full-time, compensated Officers of Instruction, Research and Libraries (including those with visiting appointments) are eligible to apply; for Medical Center, must be a Assistant Professor, Associate Professor, or Professor; limited apartments for postdocs near their campus of appointment	NO	YES; not University-owned-- list of temporary housing options	YES--Columbia Housing Assistance Program- provides an annual housing supplement (\$40,000 a year for eligible tenured faculty and \$22,000 a year for eligible non-tenured faculty members) and help in acquiring a favorable mortgage; Affinity Lending Program- refinance of current mortgage, consolidation of debt, or purchase of a new home	professorial rank faculty who are also eligible for University housing; Deans decide who to recommend
Cornell University	YES--limited housing options on both the Ithaca and WMC campuses; must hold the title of Instructor, Assistant Professor, Associate Professor or Professor	YES--OCHO list serve provides a forum for those seeking housing, as well as a list of rentable houses available for visiting professors, and is exclusive to members of the Cornell community	YES; some University-owned-- "a few guest rooms and suites are available on the Weill Cornell campus"; studio suites in Homewood Suites Ithaca; Maplewood Park Apartments for visiting international academic staff	NO	NO

Dartmouth College	YES--280 units of housing available to faculty and employees, composed mostly of apartments and duplexes, along with some houses; service employees may reside for a maximum of three years and faculty members on tenure-accruing track may stay until a tenure decision is made	NO	YES; University-owned--College Rental Housing (meant to provide transitional accommodations for new faculty and employees coming to Hanover)	YES--Dartmouth Plus Mortgage assistance program- assists eligible employees with financing or refinancing a primary home in the Hanover area	full-time employees holding regular, benefit-eligible positions
Duke University	YES--West Campus Faculty Houses; the Apartments at President Park	NO	NO	YES--Self-Help services	first-time homebuyers who meet certain income restrictions and plan to live in the home they buy as the primary occupant
Emory	NO	NO	NO	NO	N/A
Georgetown University	YES	YES--Faculty & Sabbatical Housing Board	YES; not University-owned--list of hotels and inns	NO	N/A
Harvard University	YES--both on the Harvard and Medical campuses; must be full-time, non-Harvard-paid visiting faculty, visiting scholar, visiting fellow, non-benefits-eligible postdoctoral fellow, Harvard teaching hospital employee, or have a similar affiliation	YES--online sabbatical listing available to visiting faculty and current Harvard faculty who wish to rent their home while on sabbatical	YES; not University-owned--sabbatical rentals available to visiting faculty members who want a short-term rental while at Harvard	YES--Real Estate Advantage Program, Cash Back on Home Purchases and Sales, Preferred Mortgage Lenders	with approved application
Johns Hopkins	NO	NO	yes; not University-owned--list of "commercial properties and bed & breakfasts"	NO	N/A
MIT	NO	NO	YES; University- owned short-term summer housing on campus for eligible guests, conference visitors, and MIT affiliates; not University-owned--list of hotels, motels, bed & breakfasts, etc.	YES--Faculty Housing Assistance Program (Contingent Interest Mortgage Program and No-Interest, Fully Amortizing Loan)	tenured and junior faculty
Northwestern	NO	YES--Faculty Housing Forum available to faculty and staff members	YES; not University-owned--list of transitional housing options given	YES--preferred banking vendors	NOT LISTED
UC Berkeley	YES--Clark Kerr Faculty Apartments available to new tenure or tenure track faculty	YES--online sabbatical listings posted with Cal Rentals	YES; not University-owned--Cal Rentals online listing	NO	N/A

UCLA	YES--apartments, mixed-use apartments, condominiums and single family homes available for faculty and visiting scholars	NO	YES; not University-owned-- list of short term housing resources and online listings; University owned housing for visiting scholars	YES--Mortgage Origination Program Loan (MOP Loan) and Supplemental Home Loan Program	members in the Academic Senate or in the Senior Management Group; must be nominated and must meet the financial qualifications
University of Arizona	NO	NO	NO	NO	N/A
University of Michigan	YES--Northwood Community Apartments and Townhouses (nearly 1100 apartments)	NO--but Northwood Summer Subcontract	YES; University-owned-- Northwood Community Apartments and Warner-Lambert Suite available to visiting scholars, faculty, staff, families of University Hospital patients and other members of the University community	NO	N/A
University of Pennsylvania	NO	YES--database service to post information and locate available housing as well as "an informal list of sabbatical opportunities and communications with the departments and schools across the University regarding such opportunities"	YES; not University-owned-- "list of real estate companies, bed and breakfast places and individuals that offer short-term housing"	NO--Guaranteed Mortgage Program (GMP) suspended in 2008 due to the financial crisis, but offering a "variety of programs aligned with the new direction of the real estate market"; \$7,500 Enhanced Forgivable Loan (EFL) for home improvements; Closing Cost Reduction Program	full-time employee of University of Pennsylvania or Health System who have successfully completed the probation period
University of Southern California	YES--McCullough Townhomes, on the edge of campus, available on a first-come, first-served basis to new employees (faculty and staff)	YES--online listings	NO	YES--Neighborhood Homeownership Program and Faculty/Staff Housing Program	Faculty and staff
University of Virginia	YES--eligible to non-tenured faculty, research associates, research assistants, post-doctoral candidates, visiting faculty members, and full-time classified staff members	NO	YES; University-owned-- Copley Hill Short Term Apartments and Orchard House Sleeping Rooms	NO	N/A
University of Washington	NO	NO	YES; not University-owned-- Visiting Faculty Housing Service (listing service for new and visiting UW faculty and staff requiring rental housing)	YES--Hometown Home Loan Program, HomeStart Savings Program, HomeSight Program, SnoHome Program, etc.	permanent faculty or staff member of the University of Washington who is eligible for employee medical, dental, life, and LTD insurances; retirees of UW are also eligible
Washington University	YES--provided through	NO	YES; not University-owned-- list of commercial properties	YES--Employer Assisted Housing Program- grants	postdocs, faculty, and staff

(St. Louis)	Quadrangle Housing		and hotels; University-owned Spencer T. Olin Residence Hall is sometimes able to provide temporary accommodations	forgivable home loans up to \$6,000 in certain neighborhoods	
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Evaluation rubric:

Most Robust	Medium	Basic
Help with mortgage; and/or with re-purchasing housing.	University-owned rental housing; and/or referral to mortgage company.	No university-owned rental housing; and/or no help with mortgage.

TUITION ASSISTANCE (EMPLOYEE)

	Yes/No?	Eligibility?	At institution only or at other institutions also?	Limit on usage?	How much?
Tufts University	YES--Tuition Remission Program	employees who have been continuously employed as a benefits eligible employee for at least three months as of the first day of the semester and are an Exempt or Non-Exempt Employee regularly scheduled to work 17.5 hours or more a week, or a Faculty Member with at least a half-time, two-semester appointment	<u>At institution only</u>	full-time employees: up to 2 undergraduate or graduate level courses; part-time employees: up to 1 undergraduate or graduate level course	100% of approved tuition costs up to a maximum of \$4,000 in a fiscal year
Boston College	YES--Tuition Remission	Full-time employees; Available on a pro-rated basis to part-time, benefits-eligible employees who normally work at least 20 hours per week; Part-time employees who have worked 20 or more hours per week for at least 36 weeks per year for 10 consecutive years	<u>At institution only:</u> Undergraduate courses taken through the College of Advancing Studies and the evening Summer Session; Graduate courses;	up to 6 credits per semester, and 6 credits during the entire Summer Session	100% for classes taken through the College of Advancing Studies and the evening Summer Session that do not conflict with regular work schedules
Brown University	YES-- Employee Education Program, EEP (for Staff) & Tuition Aid Program, TAP (for Faculty)	EEP- staff members regularly scheduled to work at least 67% time (1300 hours per year), be in good standing, and have completed six months of employment; faculty no eligible	<u>At institution and other institutions:</u> Brown, non-Brown, or a combination of both	up to 3 degree or job-related courses per fiscal year at Brown; unlimited number of job-related courses not at Brown	\$2,500 per fiscal year
Columbia University	YES--Tuition Exemption Benefits for Officers, College Tuition Scholarship (CTS)	full-time salaried officer of administration, instruction, the libraries, or research, or you're a member of the United Doctors Association	<u>At institution only:</u> available at Columbia University, Barnard College, and Teachers College	1 course per term for those with professorial rank and 15 credits per term for those without professorial rank	100% tuition cost
Cornell University	YES--Employee Degree Program, Tuition Aid, Cornell Children's Tuition Scholarship (CCTS)	Employee Degree Program: all regular full-time, nonacademic employees, non-professorial academic staff members who do not hold voting status on any college, university, or graduate faculty, and ROTC military personnel with a minimum of one year of service who have one year of regular, full-time service at Cornell (35 hours or more each week); Tuition Aid: regular nonacademic employees, and non professorial academic staff and faculty members who do not hold voting status on any college,	<u>At institution only:</u> Employee Degree Program; <u>At institution and other institutions:</u> Tuition Aid	Employee Degree Program: 8 credit hours per semester for undergraduate or graduate degree; Tuition Aid: 4 credit hours (or equivalent) per semester and 8 credit hours per fiscal year	Employee Degree Program: 100%; Tuition Aid: \$111.20 per credit hour

		university, or graduate faculty who have completed one year of regular full-time service at Cornell			
Dartmouth College	YES--Tuition Assistance Program (TAP) & Grant-In-Aid for Dartmouth Courses	TAP- employees who have completed 1 continuous year of service and who are not currently on a leave of absence; Grant-in-Aid Program-available to employees on a space-available basis, after 1 continuous year of employment	<u>At institution and other institutions:</u> courses at any nationally accredited university	1 course per term for undergraduate and graduate, 2 courses in a 5-year-period for professional schools	TAP- up to \$2,000 per fiscal year (pro-rated for part-time employees); Grant-in-Aid-100% for full-time employees, pro-rated for less than full-time employees
Duke University	YES--Duke Employee Tuition Assistance Program	active regular, full-time staff members scheduled to work at least 30 hours per week, faculty employees holding regular rank appointment who are receiving wages for Social Security purposes, or faculty employees holding other than regular rank appointment and classified as full-time members of the faculty who are receiving wages for Social Security purposes; employees who have completed 2 or more years of consecutive full-time service in a benefit-eligible category	<u>At institution and other institutions:</u> Duke or any other higher educational institution in North Carolina that is accredited by the Southern Association of Colleges and Schools and has a physical presence in North Carolina	up to 3 classes per semester/quarter and 9 semester or quarter courses or eight quarter classes per calendar year	\$5,250 per calendar year
Emory University	YES--Tuition Reimbursement Program	regular employees who work at least 20 hours or more per week	<u>At other institutions only:</u> courses may be taken at any accredited college, university (other than Emory University), institute, or technical/trade school	full-time employees: up to 5 credit hours per academic session; part-time employees who work at least 20 hours per week: up to 2.5 hours per academic session	NOT LISTED
Georgetown University	YES--Tuition Assistance Program (TAP)	regular staff employee, hired to work at least 36 hours per week; academic employee hired to work at least 90% time; a retiree; for Georgetown courses, completion of one year of continuous, full-time service; for courses taken at other institutions, completion of 3 years of continuous, full-time service	<u>At institution and other institutions:</u> for both undergraduate and graduate studies	faculty and academic and administrative professionals: total of 8 semester; staff: 120 credit hours	based on Georgetown's undergraduate tuition, and therefore adjusted annually; based on the 2010-2011 academic year, the maximum benefit is: \$2,060.97 per semester, \$4,121.92 per academic year, and \$16,487.92 per lifetime
Harvard University	YES--Tuition Assistance Plan (TAP), Tuition Reimbursement and Tuition Remission (for children)	TAP- professional, administrative, support and teaching staff; Tuition Reimbursement- eligible employees	<u>At institution and other institutions:</u> most Harvard programs, as well as job-related courses at other accredited institutions	NOT LISTED	TAP- \$40 classes at the Harvard Extension School and 10% off tuition at other eligible Harvard programs; Tuition Reimbursement-employees with less than 7 years of service:

					undergraduate courses- \$2,500 per academic year, graduate courses- \$3,000 per academic year, employees with more than 7 years of service: undergraduate courses- \$3,000 per academic year, graduate courses- \$4,000 per academic year
Johns Hopkins University	YES--Tuition Remission, Tuition Reimbursement and Tuition Grant	Tuition Remission- faculty, staff and retirees who have completed 90 days of full-time employment; Tuition Reimbursement- full-time faculty and staff members who live and work outside of the Baltimore or Washington metropolitan area and have completed 90 days of full-time employment	<u>At institution and other institutions</u> : for Tuition Remission, outside institutions only if required for the employee to maintain a job-required professional certificate or license; <u>At other institutions only</u> : for Tuition Reimbursement	NOT LISTED	Tuition Remission- 100% remission for credit courses and 25% remission for private credit instruction at Peabody, \$5,250 annual family limit
MIT	yes--Tuition Assistance Plan	employees who are paid by MIT, are appointed to work at MIT for at least one year, and work at least 50% of the full-time work schedule in their department, lab or center	At institution and other institutions: to take classes at MIT, employees must be accepted to MIT as Special Students	Not Listed	annual maximum of \$5,250, prorated for part-time employees
Northwestern University	yes--Educational Assistance Plan, Reduced Tuition Plan, Portable Tuition Plan	Educational Assistance Plan- full-time employees and retirees	<u>At institution only</u>	Not Listed	\$10,000 maximum annual educational assistance benefit, up to 85% for undergraduate study, up to 75% for graduate study
UC Berkeley	YES--Reduced Fee Program	career status UC employees who work 50% time or greater who have passed the employee probationary period and are admitted to UC Berkeley as a graduate or undergraduate	<u>At institution only</u>	3 classes or 9 units per semester (only for regular session courses) for an unlimited number of semesters	2/3 reduction off the registration and educational fees
UCLA	NOT FOUND				
University of Arizona	YES--Qualified Tuition Reduction	Regular Classified Staff employees who work .50 FTE through 1.0FTE	<u>At institution and other institutions</u> : among the three state universities	up to 9 credit hours per regular semester, up to 6 credit hours per regular summer session, and up to 4 credit hours per winter session	reduced rate of \$25 per semester
University of Michigan	YES--Tuition Support Program	staff member in a regular non-bargained-for full-time appointment, or part-time appointment of at least 50% who has been employed for at least 6	<u>At institution and other institutions</u> : at accredited educational institutions	4 credit hours per term	UofM courses: full-time staff- 75% tuition plus registration fees, part-time staff- tuition support proportional to their

		consecutive months			appointment fraction; Non-UofM courses: full-time staff- the lesser of 75% of the cost of in-state tuition plus registration fees or \$1,428 per term, part-time staff- tuition support proportional to their appointment fraction
University of Pennsylvania	YES--Tuition Assistance for Faculty and Staff	full-time faculty with benefits-eligible titles, regular full-time staff, limited service staff, retired faculty and staff who meet University eligibility requirements, and specified visiting instructional staff members	<u>At institution only</u>	2 courses per semester (Fall and Spring) and 2 courses per summer	NOT LISTED
University of Southern California	YES—Tuition Assistance Program	Full-time staff and faculty.	<u>At Institution Only</u>	Staff (degree candidates) six units per semester (max 4 graduate level). Staff (non-degree candidates) may audit one work-related course. Faculty may audit one course or take a 'limited number' for credit.	Up to 100%
University of Virginia	YES--Tuition Benefits Program	Centrally-funded Education Benefits- full and part-time employees, including classified and university staff and faculty, with one year of benefits-eligible service; Departmentally-Funded Education Benefits- benefits-eligible full-time and part-time employees, including classified and university staff and faculty, are eligible for departmentally-funded education benefits after 90 days of service	<u>At institution and other institutions</u>	up to 7 undergraduate credits, or 6 graduate credits	tuition will be paid at the in-state rate when applicable
University of Washington	YES--Tuition Exemption Program	professional staff, faculty and permanent classified staff who are employed half-time or more, employed on the first day of the quarter, and paid monthly	<u>At institution only:</u> University of Washington Seattle, Bothell and Tacoma campuses	up to six credits when enrollment is on a "space-available" basis	100% tuition cost
Washington University (St. Louis)	YES--Employee Tuition Remission	regular full-time benefits-eligible employee who has been employed for one year prior to the first day of classes	<u>At institution only</u>	up to 7 units per semester	100% for University College undergraduate for-credit courses and 50% for University College graduate for-credit courses

TUITION ASSISTANCE (SPOUSE AND DEPENDENTS)

	Eligibility?	At institution only or at other institutions also?	Limit on usage?	How much?
Tufts University	spouses and same-sex domestic partners of full- and part-time benefits eligible employees; dependent child (ren) of full-time regular benefits eligible employees and the dependent child (ren) of the employee's spouse or qualified same-sex domestic partner; in regards to dependent children, the employee must also have been employed for at least 5 consecutive years as a full-time benefits eligible employee, at the beginning of the semester you are applying for benefits	<u>At institution only</u>	spouse: up to 1 undergraduate or graduate level course; dependent child formally admitted: 4 years of undergraduate study; dependent child not formally admitted: 2 courses in a non-degree status during the summer semester only	Full tuition remission
Boston College	Spouses of employees who have completed 5 consecutive years of full-time service; Spouses of employees with less than 5 consecutive years of full-time service; children (by birth, marriage, or legal adoption) of employees who have completed at least 5 consecutive years of full-time service	<u>At institution only:</u> Undergraduate programs only; No Summer Session classes; No Graduate classes; International Programs through Boston College offered during the regular year	spouse: up to 6 credits per semester; child: up to 8 semesters	100%; 50% for spouses of employees who have completed less than 5 years of service
Brown University	Spouse: Not Listed; Dependent children of employees: TAP- naturally or legally adopted children of active employee on payroll working 66.7% time or greater with no breaks in service or changes in payroll status and have four years continuous full-time service natural or legally adopted children of eligible employees	<u>At institution and other institutions:</u> institution must be institution eligible for federal Title IV grants	children: up to 4 years, including summer and special session enrollment	up to \$10,000 per eligible dependent child per academic year for active tenured faculty member with a permanent appointment working 66.7% time or more on the Brown University regular payroll; up to \$5,000 for other situations
Columbia University	CTS- dependent children of full-time salaried officer of administration, instruction, the libraries, or research, or members of the United Doctors Association (UDA)	<u>At institution and other institutions:</u> CTS- undergraduate degree at an accredited college or university other than Columbia or Barnard College; Tuition Exemption Benefit for Officers- undergraduate and graduate courses at Columbia University, Barnard College, and Teachers College.	children: 8 semesters	CTS- half of a student's undergraduate tuition for eight semesters (full tuition if two parents are eligible)
Cornell University	CCTS- dependent children of regular full-time employee who works thirty-five (35) or more hours per week for a term of eight (8) or more months and have satisfied a four year, full-time service requirement	<u>At institution and other institutions:</u> Cornell or other accredited institutions.	CCTS- 10 semesters of undergraduate study or a bachelor's degree, whichever comes first. Graduate study is not available.	CCTS- 50% of tuition and administrative fees

Dartmouth College	spouses or domestic partners of employees	1 course per term for undergraduate and graduate, 2 courses in a 5-year-period for professional schools	Not Listed	50% for spouses/domestic partners
Duke University	natural, adopted, or stepchildren of employees, or children of registered same-sex spousal equivalent, who meet the established Duke payroll/benefits classification s and have at least 5 years of consecutive full-time service	<u>At institution and other institutions:</u> full-time study at any accredited college or university	up to 8 semesters per child with a maximum usage of 16 semesters total	up to 75% of the weighted average of Duke's tuition
Emory University	spouse/same-sex domestic partner of a regular full-time employee or regular part-time employee, working at least 20 hours per week; dependent children of a regular full-time employee who has completed 2 years of service and part-time employees who have completed 4 years of service	<u>At institution and other institutions:</u>	spouses/same-sex domestic partners: full-time- 5 credit hours per academic session, part-time- 4 credit hours per academic session	50% to 100%, depending on length of employment
Georgetown University	children (natural, adopted, under legal guardianship, or stepchildren dependent for support) of eligible faculty and staff who are enrolled in an undergraduate degree program and are under 30 years of age	<u>At institution and other institutions:</u> for undergraduate studies only	up to 8 semesters of study per child	for courses taken at Georgetown: 33% of tuition if employee has served between 3 and 5 years, 67% of tuition if employee has served 5 or more years; for courses not taken at Georgetown, \$6,561.72 per academic year if employee has served between 3 and 5 years, 13,123.44 if employee has served 5 or more years
Harvard University	children of full time faculty members with approved appointments; children must be full-time students in an accredited college or university	<u>At institution and other institutions:</u> an accredited college or university	NOT LISTED	\$5,200 per calendar year per child, or 75% of tuition, less scholarships or other financial aid
Johns Hopkins University	Tuition Reimbursement--spouses, dependent children, same-sex domestic partners (and their children) of eligible employees; Tuition Grant--dependent children of full-time faculty staff or retirees who have completed a minimum of 2 consecutive years of full-time employment	<u>At institution and other institutions: for dependent children; At institution only: for spouses and same-sex domestic partners</u>	Tuition Grant--4 years (8 semesters of full-time, undergraduate tuition	Tuition Remission--spouses, same-sex domestic partners and dependent children: 50% remission for credit courses at JHU and 25% remission for private credit instruction at Peabody. Children: \$100/term or \$50/quarter at all other schools; \$2,625 annual spending limit for dependents; Tuition Grant--50% of each dependent child's full-time, undergraduate tuition and universal mandatory academic fees, up to a maximum of one-half of JHU's freshman undergraduate tuition
MIT	NOT FOUND			
Northwestern University	Portable Tuition Benefits- dependent children of employees with 5 or more years of Qualified Service; Reduced Tuition Plan- spouses and dependent children of employees with 5 or more years of	<u>At institution and other institutions:</u> employee's children taking undergraduate courses at Northwestern	dependent children- up to 8 semesters (12 quarters	Reduced Tuition Plan- 40% to 90% of a Northwestern undergraduate degree program; Portable Tuition Plan- 40% of the billed tuition up to the current NU

	Qualified Service	University or other accredited schools; <u>At institution only</u> : spouses		tuition bill or up to \$5,616
UC Berkeley	NOT FOUND			
UCLA	NOT FOUND			
University of Arizona	spouses and dependent children of Classified Staff employees	<u>At institution and other institutions</u> : among the three state universities	spouses- 1-9 or more credit hours per regular semester and 1-6 per summer session; dependent children- one or more courses	spouses- pay a reduced rate of \$25 per semester; dependent children- one or more courses at the rate of 25% of the full fees plus any laboratory, course or material fees
University of Michigan	NOT FOUND			
University of Pennsylvania				
University of Southern California	Spouses and dependent children of staff and faculty. Two year service requirement for staff, none for faculty.	At Institution	one degree program / or 144 undergraduate units / or 72 graduate units (whichever comes first)	100% for children, 50% for spouses
University of Virginia	NOT FOUND			
University of Washington	NOT FOUND			
Washington University (St. Louis)	spouses and domestic partners of employees who have completed 5 years of benefit eligible full-time years of service; dependent children of employees who have completed 7 years of benefit eligible full-time years of service	<u>At institution only</u> : for spouses and domestic partners; <u>At institution and other institutions</u> : for dependent children	NOT LISTED	spouses and domestic partners- 50% tuition remission for day and evening undergraduate for-credit courses; dependent children- 100% of University tuition or 40% of the University's undergraduate tuition charge toward another accredited university

Evaluation rubric:

Most Robust	Medium	Basic
For employees' dependents, undergraduate tuition at one's own or other higher education institution.	For employees and/or their dependents, tuition remission on a per-course basis at their own institution, capped at a certain dollar amount per year.	For employees, tuition remission on a per-course basis at their own institution.