

University of Washington Accelerator Plan:

“Eight By ‘08”

The University of Washington (UW) is pleased to submit this proposal for accelerating the availability and faculty use of flexible options. This accelerator plan, “*Eight by ‘08*,” details eight goals to be achieved by Autumn 2008 vis-à-vis improving work-family climate at UW and increasing use of flexible policies.

HISTORY OF FAMILY-FRIENDLY POLICIES AND PROGRAMS

The UW has a history of supporting work and family balance for its faculty through flexible policy options and programs. As the Academic Human Resources web site states, “It is the goal of the University of Washington that each faculty member understand these policies and feel free to exercise them fully with no adverse effect on her or his academic career.” Faculty sick leave policies with tenure extension were first adopted by the Provost’s office in the early 1970s. They were amended in 1996 following enactment of the Family and Medical Leave Act of 1993 to broaden the reasons for taking leave and tenure extension. Additionally, a part-time tenure track option was adopted by the Faculty Senate in 1998, which permits faculty members to remain on the tenure track in appointments of half-time or more with full benefits.

In addition to family-friendly policies, the UW has various family-friendly programs and resources, including seven lactation stations to facilitate the return to work or school for breast-feeding mothers. Lactation stations, with hospital-grade breast pumps, have been available at the UW since the early 1990s, and the UW recently received the Breastfeeding Coalition of Washington State (BCW) 2006 *Outstanding Employer Award*, which “is given to a Washington business that has shown leadership in and significantly contributed to promoting and supporting

breastfeeding as a vital part of the health and development of children and their families” (BCW). UW President Mark Emmert submitted the following statement to be read at the award ceremony: “We are very pleased to receive this award, which recognizes one of the many ways we support the integration of work and life at the University. The award also highlights the importance of supporting our faculty, staff, and students through the various stages of life, including easing the transition of mothers returning to the workplace. We’re very proud of this program” (Shapiro, 2006).

PRIOR RESEARCH ON POLICY AND WORK-FAMILY CLIMATE

Academic Human Resources is in the process of building a database that will function as a human resources information system (HRIS) for faculty and academic staff. However, at the present time, inquiries into faculty eligibility for or use of family-friendly policies must be done through surveys of the faculty or by manually collecting data from faculty personnel files. In one such study, funded by the Alfred P. Sloan Foundation, the UW ADVANCE Center for Institutional Change explored the part-time tenure and tenure extension policies at the UW and found that policy implementation is not consistent across campus and that many faculty members and chairs are unaware of the availability of family-friendly policies (Quinn, Lange, & Olswang, 2004). Based on these findings, efforts are underway to increase awareness of policy availability among faculty and chairs. These efforts have been facilitated in the twenty-one ADVANCE departments by the quarterly leadership development workshops for department chairs and emerging leaders; work-family issues and policy availability were easily integrated into the existing workshops.

In April 2005, UW President Mark Emmert launched the Leadership, Community, and Values Initiative (LCVI). As part of this initiative, a campus-wide survey addressed employee

perceptions and opinions on several workplace issues, including work and family balance. The response rate for academic faculty¹ was approximately 48% (1,128 respondents). The *Report To The UW Community* (2005) notes that, particularly for faculty, “survey participants believe there is significant room for improvement in how the university supports employees trying to balance work and family” (p. 6.). The LCVI study found that only 30% of academic faculty respondents agree that: 1) “The UW is supportive of faculty who are attempting to balance family and career lives;” and, 2) “Faculty members with young children can thrive professionally at the UW.” More encouraging, 64% of academic faculty respondents indicate being ‘satisfied’ or ‘very satisfied’ with the flexibility to accommodate family or personal needs.² Based on additional LCVI findings, leadership development workshops for department chairs, modeled on those of UW ADVANCE, are being institutionalized across campus to improve such leadership skills as communication and personnel management. Work-family issues will be included to increase both awareness of policy availability and policy utilization.

NEW LEADERSHIP – RENEWED EFFORTS FOR CULTURAL TRANSFORMATION

Provost Phyllis Wise joined the University of Washington in August 2005 and immediately began assessing the campus climate through the Leadership, Community, and Values Initiative. Dr. Wise is committed to flexibility in faculty careers and enthusiastically participated in the ACE-Sloan Invitational Conference *Advancing an Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers* in September 2005 in Chicago, only one month after joining the UW. Additionally, Provost Wise appointed Dr. Ana Mari Cauce, Principal Investigator for UW ADVANCE, to the newly created position of Executive Vice

¹ Academic Faculty include tenured, tenure track, and off-track titles, but exclude clinical faculty who were surveyed separately.

² The summary of academic faculty responses to the LCVI survey is in Appendix A.

Provost. Dr. Cauce and Dr. Wise have stated their commitment both to gender equity and to diversifying the faculty. They have indicated that flexibility in faculty careers is crucial to achieving both goals.

In addition to this leadership, Dr. Eve A. Riskin provides valuable expertise in transforming institutional climate and culture. Dr. Riskin is Director of the UW ADVANCE Center for Institutional Change and the College of Engineering Associate Dean for Organizational Infrastructure. She received the 2006 Women in Engineering Programs and Advocates Network (WEPAN) *University Change Agent Award*, which “recognizes and honors an individual who has had a positive impact on their institution with regard to the climate for women in STEM (Science, Technology, Engineering and Mathematics) fields” (WEPAN, 2006).

EIGHT GOALS TO IMPROVE CLIMATE AND INCREASE FACULTY USE OF POLICIES

Review of the benchmark analysis provided by ACE-Sloan indicated that the UW is competitive on several policy options and faculty benefits, including benefits for same-sex partners, support for faculty experiencing career-threatening transitions, and flexible part-time options on the tenure track. A weakness was identified in paid leave options for adoptive parents and for birth fathers. Therefore, **implementing a paid parental leave policy for faculty for the purpose of ‘bonding’ is the first accelerator goal.** The policy will entitle faculty who are adoptive or birth parents to ten days of paid leave, taken from their available sick leave. The current policy permits paid leave only when medically necessary for the individual or to provide care for a sick family member. The cost of implementing this policy will depend on faculty utilization, and central funds will be used to cover substitute teaching as needed. Indicator measures for the success of this goal include: the number and percent of faculty using the

policy;³ career outcomes, such as retention, of policy users compared to non-users;⁴ and, changes in family-friendly perceptions of faculty respondents on the LCVI and the ACE-Sloan surveys.

The second goal is to expand the quarterly *ADVANCE Leadership Development Workshops for Chairs and Emerging Leaders* to non-ADVANCE departments to increase both awareness of policy merit and availability, and chair support of policy utilization by faculty. This effort is already underway as a result of the LCVI, but an accelerator grant would literally accelerate the process. Based on the ADVANCE model, funding is needed for room reservations, lunch for workshop participants, workshop materials, and administrative support for workshop logistics. Indicator measures for the success of this goal include: the number and percent of chairs attending the workshops; participant feedback on the workshops; the number and percent of faculty (by department/college) using the policies; career outcomes of policy users compared to non-users; and, changes in family-friendly perceptions of faculty respondents on the LCVI and the ACE-Sloan surveys.

The third goal is to increase the number of faculty using these policies by making deans and department chairs accountable for the work-family climate of their respective colleges and departments. By including a review of the number and percent of faculty within a college or department who are eligible and utilizing policy options, deans and department chairs will be aware of how these issues impact their faculty and will be in a good position to advocate for their faculty. During annual reviews, department chairs can discuss with pre-tenure faculty whether they experienced anything that year that would make them want a tenure clock extension. Then, department chairs can report the results of these discussions with their dean

³ A complete list of flexible policy options and work-family programs is provided in Appendix B.

⁴ Appendix C provides a lists of indicator measures, many of which have been used effectively to assess the impact of ADVANCE at the University of Washington.

each year. By institutionalizing accountability, the risk of ‘back-sliding’ is minimized. At MIT, for example, it was found that efforts for increasing the number of women faculty have been sporadic and that, between periods of improvement, efforts were relaxed and the number of women faculty actually decreased (Hopkins, 2006; Wasley, 2006). There are no costs associated with implementing this goal. Indicator measures for the success of this goal include: inclusion of policy-use by faculty in department chair and dean reviews; the number and percent of faculty using the policies (by department/college); career outcomes of policy users compared to non-users; and, changes in family-friendly perceptions of faculty respondents on the LCVI and the ACE-Sloan surveys.

In order to hold department chairs and deans accountable for the work-family climate of their units, or to assess the effectiveness of flexible policies, data are needed. Therefore, **the fourth goal is to create a tracking mechanism for policy use and faculty career outcomes and to perform policy analyses of all flexible policy options.** In order to perform cost-benefit analyses, both the costs and benefits of policy use will need to be measured. Currently, these kinds of data are kept for the ADVANCE Transitional Support Program (TSP) and preliminary evaluation indicates that, over a five year period, 23 faculty members have received TSP grants totaling \$458,328 (averaging \$19,927 per grant) for ‘personal reasons.’⁵ Despite these personal challenges, all 23 of these recipients are still at the UW. Another source of policy use data is the tenure recalculation letters obtained from Academic Human Resources, which indicate that 20 of the 376 faculty members currently in the probationary period for tenure have requested and

⁵ Through the UW ADVANCE program, TSP grants are awarded for a broader array of reasons than they are through the UW TSP. Personal reasons for ADVANCE TSP grants include: maternity and return to work; emergency health condition of faculty member, infant or child; and eldercare or death in the family. Additionally, ADVANCE TSP grants have been awarded for professional reasons including: accepting major leadership roles; mid-career development; and tenure track development. The UW TSP grants are awarded for: severe or acute personal illness extending beyond the standard disability coverage; severe or acute family illness; childbirth complications; and, other critical situations.

received a total of 23 years waived from their tenure clocks. However, automatic extensions resulting from 6 months of leave in a year are not requested and, therefore, letters granting extensions do not exist. Additional baseline information regarding policy use, including tenure outcomes and faculty retention, cannot be provided due to the absence of a central tracking mechanism. Costs related to implementing this goal include personnel to finish building the database, as well as to perform policy analyses. Indicator measures for the success of this goal include: completion of a tracking mechanism for policy use by faculty and for career outcomes such as promotion and tenure or merit reviews; the number and percent of faculty using the policies; career outcomes of policy users compared to non-users; and, costs of policy use.

The fifth goal is to use the availability of these flexible policy options as a faculty recruitment tool. Policy availability and details will be included in the nationally recognized *Recruitment Toolkit* designed at the University of Washington. To encourage faculty who desire work-life balance to apply to the UW, a statement to the effect of “the University of Washington is committed to supporting the work-life balance of its faculty” will be added to the template advertisement provided by Academic Human Resources. Additionally, hiring officials will be encouraged to include a one-page synopsis of the family-friendly policies, programs, and resources with offer letters. To assist with evaluating this goal, questions addressing faculty care-giver status will be added to the two Affirmative Action forms (one for applicants and one for new employees). Costs associated with implementing this goal include personnel to create the one-page policy/program synopsis and to modify the Affirmative Action Forms. Indicator measures for the success of this goal include: the proportion of faculty who desire career flexibility in interviews; proportion hired annually; and, acceptance rate of offers made.

The sixth goal is to assess the ‘fit’ between faculty eligible to use a policy and those actually choosing to do so and, if needed, to improve faculty perception of the family-friendliness of the University so that more faculty are comfortable using policies. Missing in many discussions of work and family for faculty is data-driven evidence that faculty are comfortable using these policies. While doubtful, it is possible that the low utilization of family-friendly policies indicates that faculty do not wish to use them. More plausible, however, is that there is something about department climate that is discouraging use. Faculty will need to be questioned about whether they are aware of policy availability, whether they felt pressured not to use a policy, whether they did not feel they wanted or needed to use a policy, etc. If faculty are found to be afraid to use policies or unaware of policy availability, communication efforts such as workshops, brochures, and web sites will be created to increase awareness of and willingness to use family-friendly policies. Costs associated with implementing this goal include personnel to perform research, with the possibility of needing rooms for workshops, etc. Indicator measures for the success of this goal include: changes in family-friendly perceptions of faculty respondents on the LCVI and the ACE-Sloan surveys; changes in the number and percent of faculty using policies; and, faculty responses to a survey regarding non-use of policy.

The seventh goal is to create a peer support group for ‘new mom’ faculty members. Similar to the Program for Early Parent Support (PEPS) of King County, Washington, this group will be easily accessible to and welcoming of moms with small children. The group would provide an opportunity for faculty who are new moms to avoid feelings of isolation and to network with other academics. Approximately 70 percent of women experience mild depression after giving birth, but between 10 and 20 percent experience serious postpartum depression (PPD) (Brody, 2005). Similarly, adoptive parents may experience feelings of depression,

isolation, and anxiousness (Tarkan, 2006). This support group, with a facilitator trained in recognizing the signs of PPD, would help women faculty successfully transition into the new parental role. The presence of such a group would be a strong public display of UW's support for faculty moms and the group would be included in the *Recruitment Toolkit*. Depending on demand, a similar group could be created for faculty dads. The costs associated with creating this group include room reservations, a paid facilitator, and parking permits near the meeting site. Indicator measures for the success of this goal include: number of faculty participating; participant feedback on the usefulness of the group; financial costs of supporting the group; career outcomes, particularly retention, of participating new-moms compared to non-participating new-moms; and, changes in family-friendly perceptions of faculty respondents on the LCVI and the ACE-Sloan surveys.

The eighth, and final, goal is to increase the number of infant and toddler childcare slots on campus. A frequent complaint of faculty, staff, and students is the long waiting lists for the campus childcare. (One faculty mom actually commented that she thought about requesting a guaranteed space for her second child as part of her competitive offer.) As of March 2006, there were 136 student-families on the waiting list for childcare slots and 332 faculty and staff families.⁶ There are currently 18 infant and 60 toddler slots available on-site; faculty and staff have priority for 9 infant and 15 toddler slots, while students have priority for 18 infant and 45 toddler slots. Space for new childcare facilities is available, but funding is required to accelerate the process of creating additional slots for which faculty would receive priority. To create new childcare slots, a space will need to be renovated or included in a new building. Indicator measures for the success of this goal include: increased number of slots; decreased wait-list;

⁶ There is a \$25 application fee for placement on the waiting list. The number of families on the waiting list may be lower than actual demand, because some families may choose not to 'wait' for slots to open.

decreased average time on wait-list; decreased number of complaints from faculty, staff, and student parents; and, changes in family-friendly perceptions of faculty respondents on the LCVI and the ACE-Sloan surveys.

CONCLUSION

The University of Washington has many flexible options for faculty, but there are ways in which the flexibility of UW faculty careers can be improved. This proposal details eight goals that are measurable ways to improve climate and increase utilization of flexible policy options. The experience of UW ADVANCE in transforming culture and measuring cultural change has prepared the UW to successfully meet these eight goals by Autumn 2008. The President, Provost, and Executive Vice Provost are committed to improving flexibility and efforts are underway. Receipt of an accelerator grant from ACE-Sloan would accelerate and enhance these efforts, and facilitate the dissemination of best practices to other institutions.

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Appendix A: Summary Of Academic Faculty Responses To The 2005 LCVI Survey

**Academic Faculty
n=1128**

#	/ Survey Question	Mean				
			Very Favorable	Somewhat Favorable	Somewhat Unfavorable	Very Unfavorable
1.	I care about the future of the UW	5.69	94%	4%	1%	0%
2.	I am proud to work at the UW	5.39	84%	12%	2%	2%
3.	I get a sense of personal accomplishment from my job at UW	5.32	83%	12%	2%	3%
4.	The UW is a good place to work	4.70	60%	26%	7%	6%
5.	The UW inspires me to do my best work	4.48	52%	30%	10%	8%
6.	I understand how my work contributes to UW success	4.98	72%	18%	6%	4%
7.	I understand how my role relates to UW goals and objectives	4.79	64%	23%	8%	5%
8.	I am willing to put effort into my work, more than is normally needed to succeed	5.56	91%	6%	2%	1%
9.	I enjoy my colleagues at the UW	5.11	77%	16%	3%	3%
10.	Morale is generally good among faculty at the UW	3.68	28%	32%	17%	23%
11.	I am respected by staff I work with at UW	5.26	86%	11%	1%	2%
12.	I am respected by my faculty colleagues at UW	4.84	71%	19%	6%	4%
13.	I am respected by my students at UW	5.34	87%	10%	2%	1%
14.	I am respected by my department chair	5.02	75%	14%	5%	6%
15.	I am respected by my Dean	4.66	64%	17%	10%	9%
16.	I "fit" into my department	4.69	62%	21%	8%	8%
17.	Colleagues in my department solicit my opinion about work-related matters, such as teaching, research or service.	4.73	65%	20%	6%	8%
18.	I am a full and equal participant in the decision-making in my department	4.21	51%	19%	12%	18%
19.	In my department, committee assignments are rotated fairly	4.43	55%	23%	9%	12%
20.	Tenure and promotion processes in my department are fair and straightforward	4.56	60%	19%	10%	11%

**Academic Faculty
n=1128**

#	/ Survey Question	Mean				
			Very Favorable	Somewhat Favorable	Somewhat Unfavorable	Very Unfavorable
21.	I understand how and why decisions are made in my department	4.30	50%	23%	13%	14%
22.	There is effective leadership in my department	4.47	59%	17%	9%	15%
23.	I "fit" into my College	4.62	59%	26%	8%	7%
24.	Colleagues in my College solicit my opinion about work-related matters, such as teaching, research or service.	4.10	40%	31%	14%	15%
25.	I am a full and equal participant in the decision-making in my College	3.44	26%	24%	19%	31%
26.	In my College, committee assignments are rotated fairly	4.00	38%	31%	16%	15%
27.	Tenure and promotion processes in my College are fair and straightforward	4.28	50%	23%	13%	13%
28.	I understand how and why decisions are made in my College	3.54	27%	26%	20%	27%
29.	There is effective leadership in my College	4.08	45%	23%	11%	20%
30.	I "fit" into UW	4.64	58%	30%	8%	5%
31.	I have a fair opportunity to participate in committees or task forces at the university-level	4.29	50%	26%	13%	11%
32.	I understand how and why decisions are made in Central Administration	3.22	15%	28%	28%	29%
33.	Relationships between faculty and administrators are generally positive at UW	3.81	27%	40%	19%	15%
34.	There are effective procedures to resolve problems between faculty members and members of the administration	3.72	27%	35%	20%	18%
35.	I trust in leadership in Central Administration	3.87	31%	38%	15%	15%
36.	There is effective leadership in Central Administration	4.02	36%	38%	13%	13%
37.	How satisfied are you, in general, with your job at the UW?	4.76	64%	24%	6%	5%
38.	How satisfied are you, in general, with how your career has progressed at the UW?	4.60	58%	25%	9%	9%
39.	Your prospects with career advancement	4.23	49%	25%	13%	14%
40.	Your prospects for moving into a leadership position if desired	4.17	47%	23%	14%	15%
41.	The formal mentoring available to you	3.60	31%	22%	21%	26%

**Academic Faculty
n=1128**

#	/ Survey Question	Mean				
			Very Favorable	Somewhat Favorable	Somewhat Unfavorable	Very Unfavorable
42.	The informal mentoring available to you	4.31	51%	23%	13%	13%
43.	The intellectual stimulation you get at work	5.05	75%	15%	6%	5%
44.	Your employee benefits (health insurance, life insurance, etc)	4.76	66%	21%	6%	7%
45.	Your research space	4.07	47%	20%	13%	20%
46.	Opportunities for collaboration on research, grants, etc	4.64	60%	22%	10%	7%
47.	Support for your research, scholarship, or creative work	4.04	40%	28%	15%	17%
48.	Support for your teaching	4.29	48%	26%	14%	12%
49.	Support for your service contributions	3.97	37%	30%	17%	16%
50.	Recognition for your research, scholarship, or creative work	4.21	46%	29%	12%	13%
51.	Recognition for your teaching	4.11	42%	28%	15%	14%
52.	Recognition for your service contributions	3.90	35%	29%	19%	17%
53.	The balance between research, teaching, and service at the UW	3.93	37%	29%	18%	16%
54.	Opportunities for professional development (conferences, travel, etc)	4.16	47%	23%	15%	15%
55.	Flexibility to accommodate your family or personal needs	4.71	64%	23%	6%	8%
56.	Your UW salary (amount of your salary)	3.07	21%	20%	19%	40%
57.	The source of your salary (state, research grants, etc)	4.03	41%	27%	15%	17%
58.	How likely is it that you will stay at the UW for at least the next 5 yrs?	4.38	50%	26%	12%	12%
59.	The UW has a positive climate for female faculty	4.31	44%	36%	11%	8%
60.	The UW has a positive climate for male faculty	5.17	79%	18%	2%	1%
61.	The UW has a positive climate for faculty of color	3.88	34%	31%	21%	14%
62.	The UW has a positive climate for gay, lesbian, bisexual, and transgender (GLBT) faculty	4.30	45%	35%	12%	8%

**Academic Faculty
n=1128**

#	/ Survey Question	Mean				
			Very Favorable	Somewhat Favorable	Somewhat Unfavorable	Very Unfavorable
63.	The UW has a positive climate for faculty with disabilities	4.23	42%	34%	16%	7%
64.	The UW has a positive climate for all faculty of all ages	4.38	52%	30%	11%	8%
65.	The UW has made effective efforts to promote female faculty into leadership positions	4.30	47%	31%	13%	9%
66.	The UW has made effective efforts to promote faculty of color into leadership positions	4.13	42%	25%	19%	13%
67.	The UW had made effective efforts to promote GLBT faculty into leadership positions	3.75	28%	33%	25%	15%
68.	The UW has made effective efforts to promote faculty with disabilities into leadership positions	3.47	17%	31%	34%	17%
69.	UW is supportive of faculty who are attempting to balance family and career lives	3.86	31%	35%	19%	15%
70.	Faculty with young children can thrive professionally at the UW	3.83	30%	33%	22%	15%
71.	People at the UW do not hold strong gender stereotypes	4.03	38%	33%	17%	13%
72.	People at the UW do not hold strong ethnic/racial stereotypes	4.04	38%	32%	18%	12%
73.	The UW has effective policies to deal with sexual harassment	4.55	58%	28%	8%	7%
74.	The UW has effective policies to deal with discrimination based on gender, race, ethnicity, religion, sexual orientation, age, marital, and disability status	4.37	50%	32%	10%	9%

Response Key

- 6 = Strongly Agree/Very Satisfied □ % Very Favorable
- 5 □ % Somewhat Favorable
- 4 = Somewhat Agree/Satisfied □ % Somewhat Favorable
- 3 = Somewhat Disagree/Dissatisfied □ % Somewhat Unfavorable
- 2 □ % Very Unfavorable
- 1 = Strongly Disagree/Very Dissatisfied □ % Very Unfavorable

Appendix B: List Of Flexible Policy Options And Work-Family Programs

1. Paid parental ‘bonding’ leave (not yet implemented)
2. Sick leave, including birth mothers
3. Family care leave (paid leave to care for a sick family-member)
4. Leave without salary (unpaid leave to care for a sick family-member)
5. Tenure clock extension
6. Transitional support program
7. Part-time tenure track
8. Partial re-employment (part-time for retired faculty)
9. Leadership development workshops (not yet institutionalized)
10. Faculty parent support group (not yet implemented)
11. On-site childcare
12. Tender loving care (sick child care)
13. Nanny-share network
14. Care-giver directory
15. Dual-career hiring

Appendix C: Lists Of Indicator Measures**Policy/Program Use Indicators:**

1. Number and percentage of faculty (by gender, rank, and department/college) using each policy or program
2. Cost of implementing policy or program

Career Outcome Indicators:

1. Tenure and promotion outcomes (policy-users vs. non-users, by gender and department/college)
2. Years in rank (policy-users vs. non-users, by gender and department/college)
3. Time at institution (policy-users vs. non-users, by gender and department/college)
4. Salary (policy-users vs. non-users, by gender and department/college)
5. Attrition (policy-users vs. non-users, by gender and department/college)
6. Number and percentage of policy-users in leadership positions (by gender and department/college)
7. Number and percentage of policy-users in endowed/named chairs (by gender and department/college)
8. Number and percentage of policy-users on promotion and tenure committees (by gender and department/college)

Recruitment Indicators:

1. Proportion in interviews of faculty desiring flexibility (from Affirmative Action forms)
2. Proportion hired annually of faculty desiring flexibility
3. Acceptance rate of offers made to candidates desiring flexibility

Climate Indicators:

1. Perceptions about departmental climate/culture (from 2004-5 UW LCVI survey, 2006 ACE-Sloan faculty survey, and re-administered ACE-Sloan faculty survey)
2. Deans and department chairs are accountable for work-family climate