

Report of the Academic Senate-Administration Joint Task Force on Family Accommodations

March 31, 2015

Table of Contents

Executive Summary	2
I. Introduction and Background	5
II. Process and Methodology	7
III. Family Accommodation Policies	8
A. Childbearing Leave (APM 760-25; PPM 230-15.II.A).....	8
B. Accommodation of Pregnancy (APM 760-25; PPM 230-15.II.B).....	10
C. Active Service Modified Duties (APM 760-28; PPM 230-15.II.C).....	11
D. Parental Leave (APM 760-27; PPM 230-15.II.D)	13
E. Extension of the Probationary Period (APM 133-17; 760-30; PPM 230-15.II.E)	14
F. Deferral of Academic Review (APM 760-31; PPM 230-15.II.F)	15
G. Part-time Options (APM 220-16 and Appendix B; APM 760-29; PPM 230-15.II.G).....	16
IV. Family-Friendly Programs and Services	18
A. Child Care Services.....	18
B. Lactation Accommodations	21
C. Housing Assistance Programs for Faculty	21
D. Faculty and Staff Assistance Program	22
E. Spousal Employment Assistance	22
F. Dual Academic Partner Hiring.....	22
G. Recommendations for Enhancing Family-Friendly Programs and Services.....	23
V. Other Considerations and Recommendations	27
A. Anticipated Costs	27
B. Implementation and Communication	28
C. Proposals for Future Consideration.....	29
VI. Task Force Composition	30
VII. Attachments	30

Executive Summary

In September 2014, the Academic Senate, in partnership with the Office of the Vice Chancellor for Equity, Diversity, and Inclusion (EDI), convened a Joint Academic-Administrative Task Force on Family Accommodations. The Task Force was charged to *develop a competitive and flexible family accommodation policy to better support the scholarly efforts of faculty who care for children, elder family members or family members with serious illness*. More competitive accommodations, including formal policies as well as family-friendly programs and services, would help recruit and retain talented faculty and help mitigate actual or perceived negative impacts on faculty members' advancement and their collegial relationships. In the competition for recruiting or retaining excellent candidates, universities with more generous and broadly accepted family accommodations have a competitive edge.

Key Findings

Generally, UC San Diego has fairly strong family accommodation policies. For various reasons, however, many of these policies are not widely used. Reasons include insufficient flexibility, limited eligibility (e.g. birth mothers or parents), perceived stigma, poor communication and a lack of knowledge.

UC San Diego also offers a range of family-friendly programs and services. Some are more effective than others. There is a great need for increased availability of child care (especially infant care) on or near campus. The Task Force notes that UC San Diego child care centers currently offer only 234 full- and part-time slots. Only 40 of them have parents with faculty affiliation, despite long faculty wait lists, as the centers are also heavily utilized by UC San Diego staff and students with the enrollment on a first-come-first-served basis. Even with the planned expansion of the Mesa Child Care Development Center (MCDC), there will be less than 300 slots for a campus community of over 30,000 faculty, staff and graduate students. Many UC campuses offer more slots and more types of care. Another great need is more affordable care and/or faculty subsidies for care, as childcare is prohibitively expensive for many faculty. For example, for an Assistant Professor II (off-scale) earning \$63,000, on-campus childcare for one infant (currently \$1,643 per month) would represent ~41% of the faculty member's take home pay and ~82% of income remaining after housing expenses of \$2,000 per month.

Overall, the Task Force finds that the University should be more proactive and explicit in signaling to potential candidates and existing faculty that UC San Diego is a family friendly campus that supports a satisfying professional and personal life.

Key Recommendations

1) *Revise policies to broaden access to family accommodations and make benefits more equitable based on the following presumptions:*

- Parents are now often sharing equally in childrearing/family care responsibilities
- Family responsibilities extend beyond those associated with raising young children; responsibilities such as caring for an elder parent or a seriously ill family member are often equally demanding
- Caregiving responsibilities can be intermittent or ongoing and therefore require some flexibility
- Academic appointees at all levels (assistant, associate and full) may have significant family responsibilities

- 2) *Revise policies in ways that reduce perceived stigma associated with utilizing family accommodations and promote wider use:*
 - With regard to parental accommodations, provide equal benefits to mothers, fathers, and legal guardians to reflect the increasing prevalence of dual-career couples, same-gender couples, and parents who share childcare responsibilities
 - Expand benefits and clarify language to accommodate academics at all ranks (assistant, associate and full professor)
 - Expand circumstances in which benefits are automatic (unless the faculty member specifically requests to opt out)
 - Remove any language that may imply that mothers are the presumptive primary caregiver
 - Write policies in a manner that conveys the assumed good intent of those who request/use family accommodations
- 3) *Conduct a campus-wide survey to assess the need for childcare among faculty, other academic personnel, staff, and students (sample survey items in Appendix B)*
- 4) *Increase the availability (capacity and variety) of child care on or near campus in the short-term, medium-term, and as part of long-range plans:*
 - Increase the capacity for infant care from the current capacity of 6 slots as a part of the ongoing expansion of the MCDC
 - Build relationships with child care vendors to promote further availability for child care near UC San Diego
 - Further expand MCDC through renovation of Mesa Housing Building D for relative cost-effectiveness compared to building a new facility
 - Consider incorporating a child care facility in future plans for a seismic retrofit and renovation of the Hillcrest Medical Center, as well as in the long terms plans for further development of the East Campus medical center, Scripps Institution of Oceanography, and the main campus
 - Consider broader, creative solutions to expand care in the long term, e.g. a lab school for teaching early education and/or research, or a pediatric care unit for sick children at one of the medical facilities
- 5) *Improve communication and training on family accommodation policies, and other family friendly programs and services:*
 - This could include brochures and a website with information in accessible format, short videos to explain key policies, and annual training for chairs and key staff in departments so that chairs can explain policies to faculty and potential recruits
- 6) *Provide a dedicated staff member in Academic Affairs to serve as a faculty family accommodations specialist*
- 7) *Establish and publicize a clear protocol for hiring academic couples across and within divisions*
- 8) *Provide financial assistance in the form of general and travel childcare grants to offset the high cost of childcare locally and during travel for scholarly activities*

9) *Develop a priority childcare waitlist program for faculty or allocate a percentage of available slots at ECEC for faculty to support recruitment and retention*

10) *Consider contracting with services that provide emergency backup care (from a pool of screened and trained caregivers) to fulfill university obligations (e.g., teaching)*

The report includes additional recommendations and a more detailed discussion of each.

Anticipated Costs

The Task Force recommends policy and program changes that decrease stigma and increase utilization of family accommodations among faculty at all levels. Achieving this goal will inherently result in an increase in costs associated with family-friendly benefits. We expect policy change costs to be modest and see them as necessary to meet the University's commitment to providing a balanced work environment and promoting diversity.

The Task Force recognizes that the university must balance numerous campus planning needs and priorities, and that finding the funds to cover costs associated with providing broader and more flexible family accommodation policies and additional child care services is challenging. Yet we find that when compared to the high cost of turnover (e.g., recurring start-up funds in recruiting a faculty member), it is more cost-effective to invest in efforts that improve retention. Moreover, we expect that the impact of the proposed changes on faculty satisfaction and retention will ultimately result in cost savings for the University. We discuss Anticipated Costs in detail on p. 27.

I. Introduction and Background

Recent history of family accommodation policies at UC and UC San Diego

The University of California (UC) has long recognized that providing family-friendly policies and services is good practice to enhance campus climate, retain talented faculty (thereby reducing the turnover costs), support productivity, and increase gender equity. UC has had progressive family accommodation policies for tenure-track faculty since 1988 and by the early 2000s already offered modified duties; tenure clock extension for assistant professors; paid childbearing leave for birth mothers; and unpaid parental leave.

In 2005, UC reassessed its policies and proposed to enhance faculty family accommodations as a way to recruit and retain “the top-flight faculty upon which its continued excellence will depend.”¹ The result was the UC Faculty Family Friendly Edge Report (Edge Report), which recommended a range of policies and programs UC-wide to assist faculty “in achieving a satisfying and productive work and family life.”² The Edge Report found that existing policies and programs were underutilized due to lack of awareness and fear of stigma. The report encouraged increasing visibility of existing policies and normalizing their use, as well as creating new ones to address unmet needs.

UC and UC San Diego made important strides toward improving family accommodations for faculty members. Below we list key Edge Report recommendations and indicate the degree to which they have been adopted by UC San Diego.

- Clear language about ASMD and tenure clock extension being entitlements – *improvement but clearer communication is needed*
- Flexible part-time option for tenure-track faculty with caregiving responsibilities – *policy has been adopted but rarely utilized*
- Comprehensive family- friendly information packages for chairs, deans and others (paper and electronic), including a brochure emphasizing UC’s family friendly policies, resources, and benefits, and an information session during annual chair orientations – *improvement but more could be done to provide easier access to comprehensive information and training for chairs and staff*
- Encourage policy use and a UC family friendly culture through the development of a UC wide listserv/website for faculty and others to share their UC work/life experiences and insights, family friendly scheduling of meetings and seminars for faculty, and campus work/family advisory committees, work/life managers, and faculty equity officers – *improvement but no clear work/life manager for faculty and not currently in scope of other staff or faculty equity advisors*

¹ These recommendations were based on findings from the 2002-2003 UC Work and Family Survey, which received responses from 4,400 tenure-track faculty system-wide. Mason, Mary Ann, et al. “University of California Faculty Family Friendly Edge: An Initiative for Tenure-Track Faculty at the University of California Report,” February 2005, available at <http://ucfamilyedge.berkeley.edu/ucfamilyedge.pdf> (accessed on October 18, 2014).

² Mason, Mary Ann, et al. “University of California Faculty Family Friendly Edge: An Initiative for Tenure-Track Faculty at the University of California Report,” February 2005, available at <http://ucfamilyedge.berkeley.edu/ucfamilyedge.pdf> (accessed on October 18, 2014).

- Relocation and spousal/partner employment assistance for new faculty recruits and their families – *Partner Opportunity Program is helpful for non-academic spouses/partners but more is needed for dual-career academic couples*
- Increased availability of university-sponsored infant and child care – *UC San Diego's child care is high quality but offers too few slots to meet the need, especially for infant care (6 slots for the entire campus)*
- Elder/adult dependent care counseling – *available at UC San Diego*

Other recommendations have not yet been adopted by UC San Diego:

- University-sponsored emergency back-up childcare
- Subsidization or funding for childcare expenses related to travel through faculty travel grants

Need for next step in making UC San Diego more competitive in our family-friendly accommodations

A decade after the Edge Report, it is time for UC San Diego to reassess, strengthen, and better communicate our family accommodations. Recent NSF-funded academic research on STEM faculty at a major research university shows that stigma associated with having significant family commitments and using family accommodation policies creates a poor climate, which infects the entire department and reduces the intent to remain on campus for many faculty, not only parents (e.g., Cech and Blair-Loy 2014).³

UC San Diego works hard to recruit the most talented new faculty, and replacing them is expensive.⁴ Start-up costs vary by field. One recent estimate for the average start-up cost for a new assistant professor in cross-VC areas at UC San Diego is \$700,000. However, in some fields the start-up costs can run in the millions. Comparatively, it is more cost-effective and better for campuses overall to invest in retention.

UC San Diego exit surveys, UC San Diego listening sessions with faculty, and the UCOP climate survey results suggest that faculty continue to find it challenging to balance the demands of work and family life, and that more can be done to improve career satisfaction, productivity, collegiality, and retention. Exit survey data collected from faculty members leaving UC San Diego for another institution shows that 45% reported that family reasons contributed to their decision to accept a competing offer. Forty percent also reported that career opportunities for a spouse or partner specifically contributed to the decision. Family reasons could include spousal or partner employment opportunities, the cost of living, or childcare.⁵

Similar concerns were voiced in the focus groups (“listening sessions”) held by the EDI office in April, 2014. A major concern was the severe shortage of child care for faculty on and near campus. Focus groups also expressed concern about the under-representation of women in many units and implicit bias against women in faculty hiring decisions (which can be fueled by stigma against those perceived to have childcare commitments). A focus group of LGBT faculty expressed concern that LGBT faculty members are treated differently, especially with regards to their same sex domestic partners and family arrangements. Our proposals below to broaden childbearing leave to

³ Cech, Erin A., and Mary Blair-Loy. “Consequences of Flexibility Stigma Among Academic Scientists and Engineers.” *Work and Occupations*, February 2014, vol. 41 no. 1 86-110.

⁴ National Academy of Sciences, National Academy of Engineering, and Institute of Medicine of the National Academies (2007). *Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering*.

⁵ The exit survey data are limited and include only 32 faculty members. Better exit data are needed; however, these results are consistent with the Cech & Blair-Loy (2013) article and indicate that work/life issues affect retention at UC San Diego.

include parents who are not birthmothers would provide more equity and signal a cultural commitment to diversity and equity.

In the 2014 Climate Survey conducted by UCOP, UC San Diego faculty voiced the need for more generous and less stigmatizing policies. As one example, a professor wrote:

“I am expecting and so will be taking leave for childbirth and using ASMD in the upcoming months. The departmental climate is not one that is openly responsive or friendly towards family needs. I am only aware of male colleagues who have used family accommodation policies, and it has been frowned upon.”

Faculty also commented on the need for child care on or near campus, in particular infant care:

“[ECEC] currently accepts 6 babies at a time (yes, SIX!)... for a university as big as UCSD, this is beyond ridiculous. This does not come anywhere close to meeting the need that is out there in the UCSD community.”

Finally, the lack of child care subsidies for faculty was a concern, and a factor in retention:

“San Diego is an expensive city. Salaries are lower in academia, and UCSD does not offset by offering subsidized childcare. Switching to industry may make more sense for our family.”

Perhaps in part because of a stigma attached to having family commitments and to using family accommodation policies, and due to incomplete knowledge of the policies among administrators, chairs, and faculty, policies at UC San Diego appear to be under-utilized. Data provided by UC San Diego Institutional Research shows that between AY 2007-2008 and AY 2012-2013, Academic Senate faculty members used a combination of childbearing or parental leave and modified duties 144 times, suggesting that only 2.1% of faculty use leave or modified duties on average per year.⁶ In comparison, there appears to be high demand and voiced concern for child care on or near campus for a very limited number of slots for faculty children.

II. Process and Methodology

The Task Force met five times during the quarters of Fall 2014 and Winter 2015, with additional focused sub-committee meetings. The EDI office provided background materials, including data on policy use and a broad analysis of how UC San Diego policies compare to our competitors, both within and outside of the UC system.

The Task Force defined family accommodations broadly to include family-friendly policies, programs and services. Policies include all provisions providing leave and other flexibility benefits associated with having a family and family life in general. In addition to childbearing and parental leave, policies include provisions that allow for flexible work arrangements, extensions to the tenure clock, and review deferrals. Programs and services, while not strictly policies, are part of family-friendly benefit packages that give universities a competitive edge and can greatly affect climate; therefore, we included them in the scope of our charge. These include the availability of on-campus childcare, lactation accommodations, eldercare support, faculty assistance programs (e.g. counseling), relocation assistance, and dual-career partner support.

⁶ Parental leave, which is now unpaid, is rarely used by either men or women. Under the current policy, the only University-paid leave is childbearing leave; this is only available to birth mothers.

We examined what the campus currently offers faculty and the extent to which those policies, programs and services are being utilized. In addition to assessing existing benefits, we explored the need for revised policies, and additional programs and services to attract and retain faculty.

The Task Force invited key stakeholders to share information about the primary family accommodation resources and issues on campus pertaining to faculty. These stakeholders included faculty from general campus, SIO, and the clinical faculty of the School of Medicine, as well as, representatives from the Childcare Oversight Committee, the Chancellor's Committee on the Status of Women, the Early Care and Education Center (ECEC) and Academic Affairs. The Task Force also communicated with staff and representatives of the Graduate Student Association, work/life programs in Human Resources, relocation and spousal assistance programs in Academic Affairs, the Women's Center, and the Office for Resource Management and Planning.

III. Family Accommodation Policies

The Task Force closely examined existing family accommodation policies at UC and UC San Diego, and compared existing benefits with those offered by a subset of peer institutions. We also considered usage rates and researched factors known to contribute to the underutilization of family accommodations in academic institutions. For example, academic research and information gleaned from UC San Diego faculty suggest that there is a perceived stigma associated with using family accommodations, incomplete knowledge about such family accommodations (among administrators, chairs, and faculty), and practical barriers to using the policies. Based upon this information, the Task Force developed recommended revisions to UC San Diego's Family Accommodation Policy, PPM Section 230-15.

Analysis of UC and UC San Diego Family Accommodation Policies

UC and UC San Diego offer faculty a number of benefits intended to accommodate academic appointees as they balance the demands of a rigorous academic career and substantial family responsibilities. System-wide and local policy revisions over the last decade have offered numerous family-friendly benefits for faculty at UC San Diego; however, many of these benefits remain underutilized.

These policies are central to faculty recruitment, retention and satisfaction, and reasons for underutilization should be addressed. The Task Force strongly recommends that UC San Diego's policies be updated to 1) reduce real or perceived stigma associated with using family accommodations, 2) promote gender equity, 3) reflect the changing landscape and diversity of the family unit, and 4) promote broader use by faculty at different levels in their academic careers.

A. Childbearing Leave (APM 760-25; PPM 230-15.II.A)

1) Existing Policy

Both the APM and PPM currently provide birth mothers with childbearing leave for the period of time prior to, during, and/or after childbirth that the appointee is temporarily disabled due to pregnancy, childbirth, or related medical conditions. An academic appointee on childbearing leave is relieved of all duties for the duration of the leave. Generally, childbearing leave is provided for a

period of six weeks⁷; however, childbearing leave may be granted for up to four months when medically necessary. Assistant-level appointees reporting a childbearing leave receive an automatic one-year extension of the probationary period (see Section III.E, below). Additionally, childbearing leave carries with it the right for an appointee to be reinstated to the same position when returning to work immediately following the termination of the leave.

a. *Pay Status for Faculty who do not Accrue Sick or Vacation Leave*

A faculty member appointed in a series who does not accrue sick leave will receive her approved salary for up to six weeks during the period of time she is on childbearing leave. (Any additional compensation negotiated under either the Health Sciences Compensation Plan or General Campus Compensation Plan will be paid in accordance with the Plan.) If childbearing leave continues beyond the initial period due to continued disability, it is generally unpaid; however, faculty may receive pay by using available paid medical leave, in accordance with APM 710.

b. *Pay Status for Faculty who Accrue Sick and/or Vacation Leave*

At UC San Diego, appointees are eligible for paid childbearing leave regardless of length of service, whereas the APM provides childbearing leave only for appointees who have served in a UC academic title for at least 12 consecutive months.

The Executive Vice Chancellor for Academic Affairs provides departments with a one-course temporary FTE reimbursement in each quarter in which a ladder-rank faculty member is on a childbearing leave (undergraduate instruction only).

2) Proposed Revisions to Childbearing Leave Policy

For faculty in series who do not accrue sick or vacation leave, childbearing leave is the only University-paid leave offered when a new child enters the home. Paid childbearing leave is currently offered only to birth mothers within the framework of the temporary disability associated with pregnancy and childbirth⁸; however, childbearing leave also serves to provide childbearers with paid leave during the period in which the family is adjusting to and bonding with a new child in the home.

Providing paid leave in this limited and narrow manner may perpetuate the assumption that women serve as the primary caregivers of children and that managing child care needs on campus is a (younger) woman's problem. This limitation potentially perpetuates a stigma that mothers are less committed scholars than other colleagues (Cech and Blair-Loy 2013).⁹ Offering paid leave solely to birth mothers also fails to recognize the prevalence of dual career couples, the needs of gay male couples, and those of families who bring children into their homes via adoption, surrogacy, or foster care placement. Our family accommodation policies should reflect and address the fact that the

⁷ In the case of a cesarean birth, childbearing leave is typically provided for a period of eight weeks.

⁸ Childbearing leave is analogous to California's Pregnancy Disability Leave Act (PDL), which requires the University to provide appointees with up to four months of leave, for the period of time prior to, during, and/or after childbirth that the appointee is temporarily disabled because of pregnancy, childbirth, or related medical conditions.

⁹ Cech, Erin A., and Mary Blair-Loy. "Consequences of Flexibility Stigma Among Academic Scientists and Engineers." *Work and Occupations*, February 2014, vol. 41 no. 1 86-110.

addition of a child to the family significantly impacts all members of the family. The adjustment period is demanding for all parents – birth mothers, fathers, adoptive and foster parents alike.

It is widely accepted that bonding with a new child is of equal importance and an equal right for all parents, regardless of childbearing status. Accordingly, both federal and state law [the Federal Family Medical Leave Act (FMLA) and the California Family Rights Act (CFRA), respectively] require employers to provide equal amounts of leave to all parents for purposes of bonding with a new child in the home. Our policies should reflect the presumption that the childcare contributions of all parents are of equal value, and our policies should facilitate equal opportunities for parental bonding for all faculty. **The Task Force therefore recommends equal paid leave for all parents welcoming a new child into the home, regardless of childbearing status.**

The Task Force recommends revision of PPM 230-15 to provide two types of leave for the birth of a child or placement of a child in a faculty member's home via adoption or foster care:

- Parental bonding leave for all parents with a new child entering the home, up to six weeks paid; up to four months total, during which the University would continue its contributions to the appointee's University benefits. (Parental bonding leave would run concurrently with FMLA and CFRA for faculty eligible for those benefits, and carry with it the right of reinstatement in the same manner in which it is provided with childbearing leave.)
- Childbearing/Pregnancy Disability leave, up to four months as medically necessary, which would generally be unpaid; however, faculty could receive pay by using available paid medical leave, in accordance with APM 710, or accrued vacation/sick time, as applicable.

Although the APM may continue to provide paid leave to birth mothers via childbearing leave, this proposed PPM revision would not result in a practical reduction in benefits for birth mothers, since up to six weeks of paid bonding leave would still be provided to childbearers via parental bonding leave. (Note that at the time the childbearing leave policy was established, faculty did not have the option of paid medical leave.)

In cases involving assistant-level appointees, the Task Force recommends providing an automatic extension of the probationary period for appointees reporting parental bonding leave, analogous to the manner in which appointees reporting childbearing leave currently receive an automatic extension (see Section III.E, below). Note, that an appointee would be eligible to receive one extension per event of birth or placement for adoption or foster care (i.e., an appointee reporting both childbearing and parental bonding leave based upon the same event could not receive two extensions of the probationary period for the event).

B. Accommodation of Pregnancy (APM 760-25; PPM 230-15.II.B)

Both the APM and PPM currently include provisions stating that the University will provide reasonable accommodations to pregnant appointees, upon request and when medically necessary. The Task Force offers no recommended revisions to this policy; however, generally, improved communication regarding this accommodation (both to administrators and faculty) is suggested.

C. Active Service Modified Duties (APM 760-28; PPM 230-15.II.C)

1) Existing Policy

Active Service Modified Duties (ASMD) is a period of modified work responsibilities provided to an academic appointee to allow the appointee to prepare and/or care for an eligible child joining the appointee's family. For faculty, the modification of duties includes either partial or full relief from teaching without the assignment of additional teaching duties in the previous or subsequent quarter. ASMD is not considered a leave.

At UC San Diego, the Executive Vice Chancellor for Academic Affairs provides departments with a one-course temporary FTE reimbursement in each quarter in which a ladder-rank faculty member is on ASMD (undergraduate instruction only). Birth mothers are currently eligible for a combined total of two quarters of childbearing leave and ASMD¹⁰ for each event of birth.¹¹ All other academic appointees are eligible for one quarter of ASMD for each event of birth or placement of an eligible child for adoption or foster care.

a. Eligibility

Under the current APM, in order to be eligible for ASMD, the appointee must be responsible for "50% or more" of the day-to-day childcare responsibilities. At UC San Diego, the PPM requires that the appointee certify that s/he is responsible for the "more than half" of the day-to-day care of the child (51% or more).

Under current UC and UC San Diego policy, an eligible child is defined as a newborn child of the appointee, the appointee's spouse, or the appointee's domestic partner; or a child under the age of five placed for adoption or foster care in the appointee's household. Notably, revisions to similar provisions of APM 133 and APM 760-30 (pertaining to family accommodations related to a new child in the home) have been proposed to simplify eligibility requirements to provide accommodations for any child who becomes part of an academic appointee's family, regardless of the age of the child.

b. Pay Status

An academic appointee who does not accrue sick leave will receive at least their approved base salary for the period of ASMD. (Any additional compensation paid under the Health Sciences Compensation Plan or General Campus Compensation Plan will be paid in accordance with the Plan.) For academic appointees who accrue sick leave, sick leave and/or vacation leave may be used in proportion to the reduced workload during a period of ASMD. When sick leave and/or vacation leave credit has been exhausted, or if the appointee elects to take the period of ASMD without pay, the appointment will be reduced in proportion to the reduced workload.

¹⁰ Birth mothers with academic-year appointments who deliver and are temporarily disabled during the summer do not receive paid childbearing leave, as they are not disabled during a service period; however, they remain eligible for up to two quarters of ASMD.

¹¹ Multiple births are treated as one event of birth for purposes of family accommodation policies; similarly, simultaneous placement of more than one child for adoption or foster care is treated as one event of placement.

2) Proposed Revisions to ASMD Policy

a. Equal Periods of ASMD

The Task Force recommends revision of PPM 230-15.II.C.1.d **to allow up to two quarters of ASMD for all new parents**, regardless of childbearing status. This modification is proposed in order to provide academic appointees with equal access to family accommodations. It is intended to increase utilization of family accommodations, and reduce any stigma associated with their use.

b. Elimination of Requirement to Certify Substantial Responsibility for Care

At UC San Diego, certification of “substantial responsibility” is required to establish eligibility for ASMD (as well as eligibility for Extension of the Probationary Period, Deferral of Academic Review, and Flexible Workload, as outlined below). This standard is more restrictive than what is required under system-wide policy (“50% or more” of the day-to-day childcare responsibilities”). At a minimum, the Task Force recommends revising the PPM requirement to align with the standard set forth in the APM.

As a larger issue, however, the Task Force questions the necessity and value of any such certification requirement. This requirement is likely a holdover from a time in which faculty were predominantly male, and those who were fathers customarily shared parental responsibilities with a spouse who served as a homemaker and the primary caregiver to the children. With the growing prevalence of dual-career couples, the presumption should be that parents share equally in childrearing responsibilities. Requiring certification of “substantial responsibility” (whether defined as at least 50% or 51% of the responsibility) exhibits a lack of trust and implies, perhaps, that the University must protect against faculty members who do not truly share childcare responsibilities but rather wish to “game” the system. This message potentially serves to increase the stigma associated with using family accommodations, thus discouraging their use. Moreover, in the uncommon instance in which a faculty member with few parental responsibilities seeks family accommodations, the certification requirement is likely an insignificant barrier or deterrent. It is unclear that any value added by the requirement outweighs the potential harm.

To further the goal to revise policies in a manner that conveys the assumed good intent of those who request/use accommodations, **the Task Force recommends removal of the current requirement to certify substantial responsibility as a prerequisite of eligibility** for ASMD, and all other family accommodations.

c. Removal of Age Requirement

In alignment with the proposed revisions to similar provisions of the APM, the **Task Force recommends revision** of PPM 230-15.II.C.1 **to remove the eligibility requirement specifying that the child being cared for must be either a newborn, or a child under the age of five being placed in the home for adoption or foster care.**

d. Expansion of ASMD to Include Additional Family Care Responsibilities

In order to provide academic appointees with equal access to family accommodations in a manner reflecting the presumption that family responsibilities extend beyond those associated with raising young children, and in recognition of the fact that responsibilities such as caring for an elder parent or a seriously ill family member are often equally demanding, **the Task Force recommends expansion of the ASMD benefit to appointees with other significant family care issues**, such as the serious illness of family member or significant eldercare responsibilities.

e. Automatic Extension of the Probationary Period for Assistant-Level Appointees Reporting ASMD (see Section III.E, below).

D. Parental Leave (APM 760-27; PPM 230-15.II.D)

1) Existing Policy

Both the APM and PPM currently allow all academic appointees to take up to one year of full-time or part-time parental leave without pay for the purpose of caring for their own child, or the child of the appointee's spouse or domestic partner. There are no restrictions based on the age of the child, nor is there a requirement that the faculty member is providing increased care for the child due to illness, etc. Parental leave carries with it the right to be reinstated to the same position for appointees returning to work immediately following the termination of the parental leave.

Parental leave is generally without pay; however, for those appointees in titles that accrue sick and vacation leave, accrued leave may be substituted in lieu of unpaid leave.

2) Proposed Revisions to Parental Leave Policy

a. Expansion of Parental Leave to Include All Significant Family Care Responsibilities

The Task Force recommends replacing unpaid parental leave with unpaid “family leave.”

Unpaid family leave would include leave for eldercare and for the care of seriously ill family members.¹² This modification would provide academic appointees with equal access to family accommodations in a manner reflecting the presumption that family responsibilities extend beyond those associated with raising young children, and in recognition of the fact that responsibilities such as caring for an elder parent or a seriously ill family member are often equally demanding.

Expansion of family care leave in this manner would serve to encourage use of family accommodations by faculty members in all ranks, and at all career stages. Wider use of family accommodations by a more diverse group, including those at higher ranks, would further reduce the perceived stigma associated with using family accommodations, thus benefitting all appointees, including those at the assistant level.

¹² Note that family leave, as proposed, is distinct from parental bonding leave, in that the purpose of family leave is to allow a faculty member to care for any family member; whereas the proposed parental bonding leave is provided for the express purpose of allowing parents the opportunity to bond with a new child, regardless of the degree to which the parent is directly responsible for day to day care of the child.

b. Revision of Policy to Increase Flexibility

The Task Force recommends revising the policy language to explicitly allow up to one year of FTE parental/family leave for full-time appointees. For example, a full-time appointee would be permitted to leave at 50% time over a period of two years, rather than a full leave without pay for one year.

E. Extension of the Probationary Period (APM 133-17; 760-30; PPM 230-15.II.E)

1) Existing Policy

Both the APM and PPM provide that an assistant-level academic appointee who is subject to the eight-year limit may be eligible to receive a one-year extension of the probationary period when caring for an eligible child, up to a maximum of two extensions.

a. Eligibility

As in the case of ASMD (see Section III.C, above) under the APM, in order to be eligible for an extension of the probationary period, the appointee must be responsible for “50% or more” of the day-to-day childcare responsibilities of an eligible child. At UC San Diego, the PPM requires that the appointee certify that s/he is responsible for the “more than half” of the day-to-day care of the child (51% or more).

Current UC San Diego policy defines an eligible child as the child of the appointee, the appointee’s spouse, or the appointee’s domestic partner, or a child under five placed for adoption or foster care in the appointee’s household. Revisions to the APM have been proposed which simplify these requirements and provide an academic appointee with a one-year extension of the probationary period for any child who becomes part of his or her family, regardless of the age of the child (up to a maximum of two extensions). (See above)

b. Automatic Extension of the Probationary Period

In cases in which an appointee requests childbearing leave or parental leave equal to one quarter or more, extension of the probationary period is automatically applied. Faculty who do not wish to have the probationary period extended must affirmatively opt out of the extension.

2) Proposed Revisions to Policy on Extension of the Probationary Period

a. Elimination of Requirement to Certify Substantial Responsibility for Care

As discussed in detail in relation to ASMD (see Section III.C, above), in order to revise policies in a manner that conveys the assumed good intent of those who request/use accommodations, **the Task Force recommends removal of the current requirement to certify substantial responsibility as a prerequisite to eligibility for extension of the probationary period.**

b. Removal of Age Requirement

In alignment with proposed revisions to the APM specific to this accommodation, **the Task Force recommends revision of PPM 230-15.II.E.1 to remove the eligibility requirement specifying that the child being cared for must be either a newborn, or a child under the age of five being placed in the home for adoption or foster care.**

c. Expansion of the Basis for an Extension of the Probationary Period to include Additional Family Care Responsibilities, and other Significant Circumstances or Events

In alignment with proposed revisions to the APM, and in order to provide academic appointees with equal access to family accommodations, **the Task Force recommends expansion of this accommodation to appointees with other significant family care issues**, such as the serious illness of family member or eldercare responsibilities. In alignment with proposed revisions to the APM, the Task Force also recommends extending the benefit to appointees who have experienced a significant circumstance or event beyond their control that has disrupted their ability to pursue their duties.

d. Expansion of the Basis for an Extension of the Probationary Period to Include Appointees with Young Children in the Home at the Time of Hire

e. Expansion of the Circumstances in which Extension of the Probationary Period is Automatic:

- ASMD
- Family bonding leave
- Flexible workload

f. Revision to Allow up to Two Extensions of the Probationary Period in Cases of Multiple Births or Simultaneous Placement of More than One Child for Adoption or Foster Care (No Additional Extensions Permitted).

F. Deferral of Academic Review (APM 760-31; PPM 230-15.II.F)

1) Existing Policy

An academic appointee (at any rank) who has substantial responsibility during the academic review period for the care of an eligible child may receive a deferral of the academic review as a family accommodation.

Appointees subject to the eight-year probationary period may request deferral of the academic review only in conjunction with an extension of the probationary period.

Eligibility requirements are the same as that for extension of the probationary period (see Section III.E, above). Birth mothers and appointees with over half of the day-to-day responsibility for the care of an eligible child meet the requirement of substantial responsibility.

2) Proposed Revisions to Policy

a. *Elimination of Requirement to Certify Substantial Responsibility for Care*

As discussed in detail in relation to ASMD (see Section III.C, above), at a minimum, the Task Force recommends removal of the current requirement to certify substantial responsibility as a prerequisite to eligibility for deferral of the academic review.

b. *Expansion of the Basis for Deferral of the Academic Review*

The Task Force recommends expansion of the deferral benefit to appointees with other significant family care issues, such as the serious illness of family member or significant eldercare responsibilities. This would provide academic appointees with equal access to family accommodations in a manner reflecting the presumption that family responsibilities extend beyond those associated with raising young children, and in recognition of the fact that responsibilities such as caring for an elder parent or a seriously ill family member are often equally demanding.

We further recommend that deferral of the academic review be available to all appointees who receive an extension of the probationary period for any reason.

G. Part-Time Options (APM 220-16 and Appendix B; APM 760-29; PPM 230-15.II.G)

1) Existing Policy

The APM currently allows for the appointment of ladder rank faculty on a permanent part-time basis and allows ladder rank faculty to request a temporary or permanent change to a part-time appointment as a family accommodation. Although APM 220-16 stipulates that teaching and service requirements for part-time appointees should be evaluated on a prorated basis, the University acknowledges in APM 220, Appendix B, the difficulty in fairly evaluating scholarly work on a pro-rated basis, particularly in book disciplines.¹³

At UC San Diego, the Family Accommodation Policy is silent regarding part-time faculty appointments for tenured faculty and instead provides guidelines only for temporary reduction to part-time status for assistant-level ladder rank appointees. This temporary reduction is what is known as a “flexible workload” (see PPM 230-15.II.G). Essentially, the flexible workload is available to assistant-level appointees with substantial responsibility for the care of an eligible child and consists of a temporary reduction in time to 50% effort (for a period of either one or two full years) with a commensurate reduction in teaching and service responsibilities. The reduction in time is characterized as a parental leave without pay at 50% time, with the caveat that appointees may supplement their pay with extramural funds or accrued sabbatical credits.

The flexible workload period may not begin until at least one academic review has been completed (typically after two years of service). For review periods incorporating a period of flexible workload,

¹³ These are disciplines in which the primary scholarly activity involves authoring books and monographs that have a significantly longer time frame in comparison to relatively short scientific articles.

teaching and service are considered on a pro-rated basis; however, in order to achieve tenure, the appointee must demonstrate a sufficient record in teaching and service. The policy notes that a teaching record is “normally achieved by carrying a full undergraduate and graduate teaching load in the years prior to or following a period of flexible workload.” As research responsibilities are not reduced as part of a flexible workload accommodation, the standards for scholarly achievement are unaffected by use of this accommodation.

The flexible workload accommodation is used very infrequently (approximately four have been approved since the policy was established). The reasons for this are likely manifold. First, it is available to a relatively small subset of faculty (assistant-level ladder rank faculty who have completed their second year in the series). Second, as with other family accommodations, faculty and administrators may be unaware of its availability. Third, it may be difficult to meet living expenses with a 50% reduction in salary.

Finally, it is simply impracticable for many faculty members to participate in a flexible workload while preparing for a future tenure review. The first academic review typically commences late in the first year of appointment or early in the second. In addition, it is not uncommon for assistant-level appointees to be assigned limited teaching and/or service duties in the first year as they establish their research and creative programs. Many assistant-level appointees therefore have not yet demonstrated a sufficient teaching and/or service record at the time of the first review. Assistant Professors in this position may be reticent to participate in a flexible workload until contributions in this area can be properly evaluated during the fourth-year review, leaving a relatively small window of time prior to the tenure review to utilize this accommodation.

2) Proposed Revisions to Flexible Workload Policy

As noted in APM 220, Appendix B, the issues surrounding part-time appointments for faculty are numerous and complex, and warrant further consideration. **In the short term, however, the Task Force recommends several revisions to UC San Diego’s existing flexible workload policy** which are consistent with its current framework to increase its usefulness and application:

- *Expand eligibility to include all Academic Senate faculty at all ranks*
- *Remove the requirement for “substantial responsibility” for the care of a child*
- *Expand policy to allow a flexible workload based upon other family care issues, including eldercare and the care of a seriously ill family member*
- *Allow faculty at the associate level or higher to participate for longer periods of time and/or allow them to participate in flexible workload for a second time if they experience two separate qualifying events*
- *Provide an automatic extension of the probationary period for assistant-level appointees.*

Additional proposals for future consideration, including longer-term part-time appointments, are listed at the end of this report (see Section V.C, below).

IV. Family-Friendly Programs and Services

A key to increased competitiveness, recruitment, and retention, is to provide high quality and affordable childcare, especially in areas with a high cost of living. “A University that offers on-campus childcare and childcare subsidy programs will enhance the ability of faculty to succeed professionally, increase faculty satisfaction and ultimately improve the university’s ability to attract and retain the best talent.”¹⁴

Other programs and services, such as housing assistance and spousal employment assistance, are also important ingredients in offering a competitive and attractive package to potential candidates and making sure they are quickly rooted after they arrive.

A. Child Care Services

Providing quality childcare is now an expectation at top-tier universities. Based on our analysis, peer institutions are providing more childcare options, both in number of spaces and number of centers, than UC San Diego. It is also becoming standard for leading companies in industry (e.g. Genentech) and leading medical centers (e.g. Scripps) to provide childcare services. UC San Diego is falling behind other UC campuses like UCLA and UCB, which could affect our ability to attract and retain the top talent.

Just as UC and UC San Diego recognized years ago that it needed to offer assistance with mortgage loans and down payments for the purchase of a home in order to compete with universities located in areas with a lower cost of living, so too should we view the availability, quality, and affordability of childcare as a recruitment tool.

1) Early Childhood Education Center

The highly regarded Early Childhood Education Center (ECEC) and the ECEC-operated Mesa Child Development Center (MCDC) provide childcare services on campus for faculty, staff, and graduate students. Both centers are located on East Campus in the Mesa graduate student housing complex.

ECEC offers full-time childcare for children from ages three months to six years. The current hours of operation are 7:30am to 5:00pm, with an optional after-hours program from 5:00pm to 6:00pm, excluding holidays. Table 1 shows the current capacity and waitlist at ECEC. There are only six infant care slots for the entire UC San Diego community, with 16 times more on the wait list. Of the total enrollment at ECEC, **36** are faculty children.

¹⁴ WorkLife Law, UC Hastings College of the Law. “Effective Policies and Programs for Retention and Advancement of Women in Academia,” available at http://www.worklifelaw.org/pubs/worklife_academia_FINAL.pdf (accessed on February 18, 2015).

Table 1. Current capacity and waitlist at ECEC

Age	Capacity	Waitlist	Capacity/Waitlist	# Faculty Children Waitlisted
3-12 mo	6	94	15.7	15
12-24 mo	36	77	2.2	15
2 yrs to Kindergarten	168	155	0.9	17
TOTAL	210	326		47

2) Mesa Child Development Center

The Mesa Child Development Center (MCDC) offers a part-time flexible program for children from age two-and-a-half to five years old. The current capacity is 24 and is utilized primarily by staff children. Faculty children currently use 17% of the slots (**four**) but comprise 27% of the waitlist (four of 15 children).

The University has already approved funding (\$2.8 million) for a plan to expand MCDC to increase the capacity by up to 56 spaces by March 2016. The expansion will provide full time care and is expected to address the full-time childcare needs of families currently on the ECEC waitlist.

3) Back-up Emergency Care (Sitter Database Services)

Sittercity is a resource for childcare services to help faculty and staff find pre-screened, in-home care for children, adults, pets and more. UC and Sittercity, however, do not endorse service providers. Sittercity also does not routinely screen providers or conduct any criminal records checks. Users are encouraged to exercise caution and perform their own screening before connecting with or employing anyone through the site. As a back-up emergency care option, this service has many limitations.

4) Unmet Needs

There is an unmet need for high quality and affordable care for the UC San Diego campus community. With long waitlists at ECEC, families who are unable to obtain placement on campus must look off campus for other childcare options. These options include local preschools (often providing care not starting until 18 months or two years), hiring a nanny, or home day care. Many of these options do not provide infant care or vary widely in quality.¹⁵

ECEC provides high quality care, yet the number of slots is grossly insufficient for the campus, particularly for infant care (six slots and 94 children waitlisted). Faculty children only fill 40 of the 234 slots at ECEC and MCDC, despite long faculty wait lists. UC San Diego is the second largest

¹⁵ In addition to on-campus facilities, GC and SIO faculty and staff use two childcare centers: the La Jolla YMCA and Lawrence Family Jewish Community Center-Jacobs Family Campus. Space is limited and open to the public. Infant care is not offered at either center.

employer in the county, second only to the State of California.¹⁶ In 2014, the University employed approximately 28,000 people. This number does not capture many of the student parents who also need access to childcare. Even with the additional 56 slots that will soon be available at MCDC, the campus population will still have access to fewer than 300 childcare spaces.

ECEC and MCDC are conveniently located for students living in graduate housing but are less convenient for faculty. In addition, there is no available on-campus childcare at Hillcrest or Thornton Hospitals, or near SIO. The UCSD Medical Center should have its own childcare center to remain competitive with Scripps and other leading medical centers that provide in-house childcare services.

Another concern is the affordability of care. Childcare is generally expensive and in some cities, equivalent to the cost of a home mortgage payment. The monthly tuition for care at ECEC, for example, ranges between \$1,643 for infants, to \$1,254 for preschool and kindergarten¹⁷, which is cost prohibitive for many faculty.¹⁸ (Faculty incomes do not qualify for the California Department of Education subsidies available at ECEC.¹⁹)

To consider an example, an Assistant Professor II (off-scale) making \$63,000²⁰ would not be eligible for a subsidy. After taxes, he or she would make around \$4,000 a month. If that faculty member spends \$2,000 for rent or a mortgage, that would leave \$2,000 a month for other expenses, including childcare. Infant care at ECEC would essentially represent ~41% of this faculty member's take home pay, or ~82% of his or her income remaining after housing expenses.

5) Comparison to Other UC Campuses

In comparing the availability of childcare at UC San Diego with nearby UC campuses, the Task Force found that other campuses offer both a greater number of slots and a greater variety of options.

For example, UCLA operates three centers for early childcare for infants, toddlers, pre-kindergarten, and kindergarten that offer 337 slots, of which 52% are allocated to Academic Senate Faculty for recruitment and retention purposes. Other UCLA affiliated facilities include (1) Infant Development Program (lab school in the Department of Psychology) – 25 slots, for three months to three years old; (2) University Parents Nursery School, a cooperative preschool for the children aged two to three years old (open to the public but priority is given to UCLA affiliates)– 45-60 slots; (3) the UCLA Intervention Program in the Department of Pediatrics, Mattel Children's Hospital UCLA, which provides care to infants and toddlers with a range of developmental risks and disabilities; and (4) the UCLA Westwood Childcare Center operated by Bright Horizons for infants through Pre-K.

¹⁶ Available at

http://sourcebook.sddt.com/Source/index.cfm?Target=List&luid=VWNQGQM2&cm=San%20Diego%20County%20Largest%20Employers%20-%20.VQxgPuFmq_0#.VRHyzk1FA08 (accessed on March 23, 2015).

¹⁷ Available at <http://blink.ucsd.edu/HR/services/support/child/ECEC/index.html#Monthly-Tuition> (accessed on March 17, 2015).

¹⁸ By comparison, the cost of childcare at Scripps Health (which employed close to 14,000 people in San Diego in 2014) ranges between \$1,376 for infants, to \$1,040 for preschool. Available at http://www.scripps.org/about-us__gluck-child-care-center__tuition-fee-schedule (accessed on March 23, 2015).

¹⁹ To qualify for CA Dept. of Education. subsidies available to lower-income parents at ECEC, the maximum monthly salary for a single parent with one child is \$3,283 or \$39,396 annually. Available at <http://blink.ucsd.edu/HR/services/support/child/ECEC/subsidized.html>, (accessed on March 17, 2015).

²⁰ Calculations are based on the salary scale for an Assistant Professor II (currently \$61,100), available at <http://academicaffairs.ucsd.edu/aps/compensation/salary-scales.html> (accessed on March 23, 2015).

UC Irvine also offers several childcare options: (1) Early Care and Education Center – 92 slots, open to the public but priority is given to UCI affiliates; (2) Infant Toddler Center – 62 slots; (3) University Montessori School of Irvine –200 slots, for ages three months to first grade, open to the public but priority is given to UCI affiliates; (4) Children’s Center – 50 slots; and (5) Verano Preschool – 25 slots, open to the public but priority is given to UCI affiliates; and (6) Extended Day Center for school aged children—45 slots.

B. Lactation Accommodations

In compliance with state law, UC San Diego provides lactation accommodations for nursing mothers so they can express breast milk in private. These accommodations include offices, conference rooms, and other rooms that can be locked for privacy; currently, there are 11 spaces. All breast-feeding students, staff, faculty, and visitors of the university are eligible to use these spaces.

To use the lactation facilities, breast-feeding mothers must register with the Women's Center, which manages the online registration and room reservation processes, as well as a large portion of the communications. Between 200 and 250 women are registered in the program at any given time. Faculty comprise the minority of users (2% to 5%).

Most faculty have a private, lockable space, so they are less likely to need lactation accommodations. The same is not true for clinical faculty (Health Sciences), who often do not have private office space. Often, there is a wait to use the lactation rooms available and it is not always feasible for clinical faculty to leave their work stations to pump on another floor. Consequently, they must sometimes pump in locker rooms or restrooms, which is not ideal or sanitary.

Finding space is the main challenge. The System-Wide Advisory Committee on the Status of Women (SACSW) encourages all campuses to designate lactation rooms that are spaced out by no more than a five-minute walk (so that nursing mother can reasonably access a room from any location). In practice, this means that most buildings would need a devoted space, which currently is not feasible.

Another challenge is how the lactation accommodations program is structured. In contrast to programs at other UC campuses, where the program is centrally managed by HR or campus health services, at UC San Diego multiple units, including HR, Facilities Management, Resources and Planning, the Women’s Center, and Academic Personnel—are responsible for different aspects of the program, so establishing new locations and making changes or needed improvements is difficult.

C. Housing Assistance Programs for Faculty

UC and UC San Diego offer a variety of housing programs to support recruitment efforts and help newly hired faculty and senior management group employees relocate to San Diego. These include 1) the Mortgage Origination Program (MOP) and its offshoot 5/1 Mortgage Origination Program (5/1 MOP), which provide competitive first deed of trust mortgages to eligible faculty and senior management to assist them in purchasing a principal residence near UC San Diego; 2) the Faculty Recruitment Allowance Program (FRAP), which provides a cash payment to assist newly recruited faculty with the down payment for purchasing a home (max \$62,700); and 3) the Faculty Housing Priority Program, which gives wait list priority to newly recruited faculty for rental housing at the university-owned and operated La

Jolla Del Sol Apartments. A centralized housing assistance coordinator works directly with candidates after they are hired to facilitate the housing settlement process.

D. Faculty and Staff Assistance Program

Faculty experiencing work-related, personal, or family difficulties can receive counseling, referrals, and other services through the **Faculty and Staff Assistance Program (FSAP)** with professionally licensed staff. In addition to one-on-one counseling, FSAP provides educational workshops and support groups, including support for eldercare (there are three eldercare and caregiver support groups on campus). All services are confidential and free for UC San Diego faculty, staff, postdoctoral scholars, and visiting scholars, as well as their immediate families. In spite of broad outreach efforts, awareness about the program and its services among faculty should be improved.

E. Spousal Employment Assistance

The Partner Opportunities Program (POP) is a service of Academic Affairs that provides employment assistance to spouses or partners of ladder-rank faculty candidates and appointees (general campus only). The program assesses client needs and provides guidance on career search tools, preparing resumes and cover letters, networking, industry trends, interviewing techniques, and informational interviews.

To participate in POP, clients must be referred by the department in which their spouse or partner is a candidate or appointee. Over the past 10 years, the program has serviced more than 260 clients, averaging to 26 clients per year.

As part of a broader range of services, POP also provides general relocation information on San Diego neighborhoods, moving service companies, rental companies, housing assistance programs for faculty, transportation and parking, utilities, schools, etc.

F. Dual Academic Partner Hiring

If a department at UC San Diego wants to hire a faculty candidate with a spouse or partner who is seeking an academic appointment in a department in another division, the divisional Dean responsible for the first department may approach the divisional Dean responsible for the other department to see if there is interest in hiring the partner. If there is interest on both sides, the two Deans will take the issue to the EVC. In a scenario where all parties are in agreement, each Dean would provide a third of the spouse or partner salary and start-up, and the EVC would provide the other third. If the department approached to hire the spouse or partner is not sufficiently interested in hiring the person, there is no undue pressure on that department and the process does not continue. The cost sharing model is meant to both incentivize spousal hires but also to ensure that the department hiring the spouse or partner is really interested and invested in that person. Each Dean is allotted funds especially for partner hires.

While there is an established process for dual career partners in different divisions, there is no clear procedure for dual career partners in the same division or department. In such cases, costs cannot be shared as easily, and Deans must get special permission to use funds allotted for spousal hires.

According to a survey of 9,043 full-time faculty from 13 leading research universities, 72% of full-time faculty have employed partners, and half of those (36%) have partners employed in academia.²¹ Other reports have noted that providing a dual academic career program is especially important for the recruitment and retention of women, as more women than men have spouses in academia (particularly in science and engineering). Also, women are more likely than men to decline an offer unless they can also secure a position for their spouse or partner.

G. Recommendations for Enhancing Family-Friendly Programs and Services

The following recommendations are based on the Task Force's analysis of existing programs, services, and unmet needs. They take into account the time, resources, and planning needed for implementation and are therefore presented as recommendations for the short-term, medium-term, and long-term.

1) Recommendations for the Short Term

➤ *Conduct a comprehensive needs assessment for childcare and other family accommodations*

In order to understand the real need for childcare on or near campus, and to be able to address it, more data are needed. While the ECEC waitlist provides some indication of need, it is not an accurate measure. For one, parents discouraged by the year-long wait-times for ECEC may decide to not even bother getting on the waitlist. The ECEC/MCDC waitlist also does not reflect the number of parents who need on or near campus childcare but who cannot afford it or who, for other reasons, prefer not to use it (e.g. faculty at Hillcrest for whom the location of ECEC and MCDC is inconvenient), or those who are in need of more flexible or part-time childcare. We recommend that the University conduct a campus-wide survey to assess childcare needs on campus for planning.

To complement a campus-wide survey, a modified survey specifically for faculty could assess how the availability of childcare affects faculty recruitment and retention. This survey could also assess the need for or interest in using family accommodation policies and other family-friendly services to help estimate the cost associated with broader accommodations. (See Appendix B of this Report for sample questions.)

➤ *Increase the capacity for infant care through the MCDC expansion project already underway*

Important decisions about the allocation of resources for the MCDC expansion will be made this spring. The Task Force recommends that the University use the expansion of the center, which currently has no plan to accommodate young infants, as an opportunity to increase the availability of infant care on campus. As described in Section IV.A, infant care has the longest waitlist at ECEC (94 infants, or 16 times the number of spaces available), and infants are the most difficult age to find options for off campus.

The Task Force understands that infant care requires more resources and is thus more costly than other types of childcare and that providing infant care at MCDC would reduce the overall number of children that the center can accommodate. However, given the demand (especially among faculty)

²¹ Clayman Institute for Gender Research, Stanford University. "Dual-Career Academic Couples: What Universities Need to Know" August 2008, available at http://gender.stanford.edu/sites/default/files/DualCareerFinal_0.pdf (accessed on February 18, 2015).

and current availability for infant care, the benefit to parents and the University (e.g., increased productivity of parents of infant children, recruitment, retention, etc.) would outweigh the costs.

➤ ***Develop a reserved space or priority waitlist for faculty members to support faculty recruitment***

Setting aside a limited number of reserved faculty spaces or a priority waitlist program for faculty (e.g. similar to the Faculty Housing Priority Program described in Section IV.C, above) would support recruitment efforts. The availability of high quality and convenient care would help us attract top candidates who now have or plan to have children. These could be used in faculty offer packages, just as we use on-campus student housing as a recruitment tool for top graduate students. A priority waitlist for faculty (up to a limited number) would be another option, but this could be less effective, given long wait times.

The Task Force acknowledges the great need for childcare generally on campus and the negative impact of reducing available spaces to others in the UC San Diego community. Therefore, we suggest that the university increase capacity overall, as described in the Recommendations for the Medium Term (see below), and in the meantime set aside a limited number of slots for faculty recruitment.

➤ ***Improve online sitter services available to faculty***

The University currently provides two online services for sitter and backup care services: the UC San Diego babysitter website (online board), in which faculty can hire students to care for their children; and Sittercity, an independent online service that allows faculty to find and hire care providers for childcare, eldercare, pet care, and more. The UC San Diego-operated babysitting site is outdated and difficult to use and should be re-designed to be more user-friendly, updated on a regular basis, and allow for other UC San Diego exchanges between faculty, including nanny-sharing and referrals. Although the Sittercity site also allows faculty to find sitters on a regular basis or for backup care situations, the providers are not vetted and are not required to undergo background checks or CPR training. Some faculty would feel more comfortable following faculty referrals or hiring UC San Diego students. Offering both services would provide more flexibility and options.

➤ ***Expand and strengthen the Lactation Accommodation Program***

The Task Force recommends expanding and centralizing oversight of the Lactation Accommodation Program. Firstly, more lactation rooms are needed across the University (at all campus locations) that can be reasonably accessed by faculty and staff. Secondly, the program should be centrally managed by HR or another appropriate administrative unit. The Women's Center stepped in to fill an important need and has been essential to the program launch and operation. However, the issues of compliance, policy, resource planning, facility maintenance, and sanitation are beyond the scope of what the Women's Center should be expected to oversee for a university of this size.

➤ ***Publicize a clear protocol for hiring academic couples across and within divisions***

The Task Force recommends publicizing a clear protocol for hiring academic couples. While the established procedure for hiring partners in different divisions is understood by deans, it is not clearly publicized. A report by UC Hastings suggests that “developing and publicizing a clear academic

couple hiring protocol creates transparency and fairness across departments.”²² It may also encourage potential candidates with academic partners or spouses to apply for a position.

UC Berkeley, for example, has a process for dual academic hiring that is clearly described online.²³ In addition, candidates visiting the website for UC Berkeley’s Faculty Recruitment and Retention Services (CALcierge) will read the statement: “For partner hires who may meet the standards for Berkeley faculty or research appointments, the Vice Provost will coordinate and facilitate cooperation between departments and schools.”²⁴

The Task Force also recommends that the University develop a formal policy for both cross-divisional and intra-divisional hires, thereby extending the thirds funding model (or something similar) to situations in which the spouse or partner is looking for a position in the same division or department as the initial candidate.

2) Recommendations for the Medium Term

In the medium term, the Task Force recommends continuing to expand the availability of childcare on or near campus, especially as an investment in faculty recruitment, retention, and productivity. There is no “one size fits all” to accommodate the childcare needs of the entire campus community. The most sustainable and impactful solutions will be multi-faceted, varied, and flexible.

➤ *Expand capacity of care at ECEC and MCDC*

The Task Force applauds the University for renovating the Mesa Housing Buildings B and C to expand the capacity for full-time child care at MCDC. According to staff in Resource Management and Planning, the University has access to a fourth space, Building D, for purposes of childcare. The Task Force recommends renovating this space to create additional slots, on top of the current expansion project, for the medium to long term.

We understand that the ECEC and MCDC will not be able to meet all childcare needs. However, adding 20-30 more slots for the age groups with the greatest demand could lessen the long wait periods. While renovating Mesa Building D will require substantial funds (see Anticipated Costs section, p. 27), renovating an existing space is less expensive than purchasing or building a new space. More importantly, quality childcare has become an expectation at top-tier universities, and UC San Diego needs to make a broader investment to be able to compete, both with other UC campuses and other research universities.

➤ *Build relationships with outside vendors to attract more providers to area*

Compared to UC San Diego, other UC campuses offer more child care slots and more options, including positive relationships with outside vendors.

²² WorkLife Law, UC Hastings College of the Law. “Effective Policies and Programs for Retention and Advancement of Women in Academia,” available at http://www.worklifelaw.org/pubs/worklife_academia_FINAL.pdf (accessed on February 18, 2015).

²³ Available at <http://ofew.berkeley.edu/resources/partnerhire.shtml> (accessed on February 24, 2015).

²⁴ CALcierge Faculty Recruitment and Retention Services, UC Berkeley, available at <http://calcierge.berkeley.edu/dual-career-services.html> (accessed on February 24, 2015).

➤ *Provide a childcare grant as a tool for recruitment or retention*

Given San Diego's high cost of living, a childcare stipend or grant program would help faculty with children pay for childcare expenses, increase job satisfaction, and improve the University's ability to attract and retain the best talent. Cornell University²⁵ and Stanford University²⁶ each offer up to \$5,000 annual childcare grants to eligible faculty and staff based on different factors, including household income, age of child, and cost of child care. A stipend or grant would allow faculty to apply funds toward their preferred childcare center, including ECEC and MCDC. This would provide faculty with more options and increase flexibility for faculty who prefer part-time or in-home care.

➤ *Provide travel grants for faculty with young children who must travel for work*

➤ *Provide emergency back-up care*

It is unclear whether any progress has been made since the CSW issued the recommendation for emergency (sick-child) back-up care services in 2010. Existing sitter site services are inadequate or of little utility for this. Faculty members who have teaching, research, and clinical obligations with little flexibility are in great need of quality, emergency back-up care. The Task Force recommends that UC San Diego consider providing a service that faculty members in need can utilize to obtain subsidized emergency back-up care (e.g., a caregiver made available within a few hours of request from a pool of screened and trained emergency caregiver) to fulfill University obligations. The eligible types of University obligations/ activities and the quantity can be clearly delineated.

3) Recommendations for the Long Term

As discussed above, even after the Mesa expansion, our campus will offer less than 300 child care slots for the more than 30,000 faculty, staff, and graduate students. Our campus community offers a strong market for various types of care providers. **To meet these needs in the long-term, the Task Force recommends branching out beyond University-operated care.** Examples include a lab school (for teaching early education and/or research) in collaboration with the Departments of Education Studies or Psychology, a backup care service for mildly sick children operated by the pediatric unit of one of the University's hospitals, and/or adding a third party vendor facility (e.g. Bright Horizons). As mentioned on p. 20, other campuses offer a variety of options, which is necessary to meet the diverse childcare needs of a university of this size.

In addition to more diverse options, **the Task Force recommends facilitating childcare at other campus locations.** One location is not sufficient for the entire University, especially as it continues to expand. Long-range plans should identify childcare needs now and build in the necessary space and resources for new facilities within reasonable proximity for parents at SIO, Hillcrest and Thornton Hospitals, East Campus medical center, and general campus. The campus-wide survey results will be instrumental in estimating current and future childcare needs for planning and resource allocation.

We understand that liability issues and quality need to be monitored. However, University-operated care at ECEC and MCDC cannot meet the needs of all parents and does not provide enough flexibility to reflect the range of families and income levels on campus. Again, we note that UCLA, UCI, and UCB provide a combination of care options through lab models, co-op models, and third-party operated facilities in addition to University-operated care.

²⁵ Cornell University, Office of Human Resources. "Child Care Grant Program for Faculty and Staff," available at https://www.hr.cornell.edu/life/support/child_care_grant.html (accessed on March 9, 2015).

²⁶ Stanford University, WorkLife Office. "Child Care Subsidy Grant Program" available at <https://worklife.stanford.edu/programs/financial-programs/child-care-subsidy-grant-program> (accessed on March 9, 2015).

V. Other Considerations and Recommendations

A. Anticipated Costs

Funding broader policies and child care services would be challenging. Yet when compared to the high cost of turnover, it is more cost-effective to invest in efforts that improve retention. (E.g., one recent estimate for the average start-up cost for a new assistant professor in cross-VC areas is \$700,000.)

1) Broadening Family Accommodation Policies

Table 2 (below) shows the number of family accommodations (leaves and ASMD) taken by Academic Senate faculty at UC San Diego across six academic years, between 2007 and 2013. The table only reflects accommodations that were formally requested and recorded; however, there may be more cases in which family accommodations (e.g. teaching relief or moving scheduled courses to a different quarter) were informally provided at the department level.

Table 2. Family Accommodations taken by Academic Senate Faculty, 2007-2013

Academic Year	Total Accommodations	Unique Users	% of Faculty Using Accommodations
2007-2008	27	25	2.6
2008-2009	22	18	1.8
2009-2010	33	29	2.9
2010-2011	19	19	1.9
2011-2012	20	17	1.7
2012-2013	23	19	1.9
AVERAGE	24	21	2.1

The average headcount over the six-year period is 978. The average number of people using family accommodations—childbearing leave, parental leave, and ASMD—on an annual basis is 21, which leads to an average usage rate of 2.1%. If each incident of family accommodations required a course buy-out, that would amount to \$168,000 in direct costs to the University (assuming \$8,000 per buy out). Even if the number of teaching relief (either due to ASMD or leave) requested per year doubled to grant non-birthmothers more time on ASMD (two quarters versus one) and paid leave, or to extend ASMD to other family situations, the cost of such changes would still be modest. The cost of extending paid leave for bonding would present additional costs.

The Task Force is not able to accurately determine how many faculty members would be eligible for childbearing leave, parental leave, and ASMD during an academic year. However, we assume that the percentage of eligible faculty (those with a new child in the home) is greater than actual users (2.1%). For this reason and others, we strongly encourage the University to include questions about broader family accommodations in the survey of faculty on childcare needs.

2) Increasing the availability of quality childcare on or near campus

Based on the current cost of expanding MCDC and subsidizing the operational costs of ECEC, the cost of providing additional high quality and affordable childcare on or near campus would be significantly more than broadening family accommodation policies. The original expansion of

MCDC, which essentially created the facility (Mesa Building A), was completed in February 2009. The total cost of the project was approximately \$2,200,000, of which UC San Diego funded \$950,000. The more recent and current expansion of MCDC, which will add Mesa Buildings B and C and nearly 60 more slots (if none are for infants) is costing about \$2.8 million. In addition to building and renovation costs, the University has been providing \$760,000 annually to subsidize ECEC operational costs. In addition, a few years ago the University assumed responsibility for the remaining debt on the ECEC facility, which has an annual cost of approximately \$200,000, expected to be paid off in May 2023.

If the University were to expand Mesa Building D, the cost could be perhaps between \$1.5 and \$2.5 million. If operations were to increase as a result, the University would probably need to increase the annual subsidy for operations to maintain the cost of care to parents. Establishing new locations to provide more access to other areas of campus would add considerably greater costs that would easily amount to millions. For this reason, the Task Force included recommendations that would significantly increase care for the longer term. The cost of some of the other recommendations—particularly in the short term—would be relatively modest. In order to more accurately estimate the cost of expanding and improving access to care, however, a campus-wide survey of child care needs is essential. (See Appendix B of this Report for sample questions.)

B. Implementation and Communication

Effective communication and dissemination of information is essential to increase awareness of existing policies, programs and services available to faculty, both for recruitment and retention, and to communicate changes in accommodations. Enhanced communication will promote greater understanding and wider use of family accommodation policies and thereby decrease any perceived stigma associated with their use. The Task Force recommends the following strategies:

- 1) Provide comprehensive information about family-friendly policies, programs, and services to candidates during recruitment, hiring, and on a regular basis for existing academic appointees (except for those programs that are new-hire specific)

Faculty will only use programs and services that they are familiar with; therefore effective communication is essential. Information about benefits can be communicated during recruitment via online, campus visits, in offer letters or other correspondence from the department and, once hired, during the new faculty orientation. After orientation, communication about family accommodation benefits is more sporadic and less consistent. However, communication about these benefits is needed regularly and at all stages of a faculty's career.

Communication tools could include a folder, brochure, and/or a user-friendly website where all information about family friendly policies, programs, and services is contained in one place.²⁷ Other options include the creation of user-friendly and succinct videos on faculty benefits that can be easily shared and make the information more digestible and attractive. The advantage of a website and/or videos over printed materials is that they can be more easily updated and maintained. Also, people

²⁷ Currently, information about benefits can be found online but the format is cumbersome for the user, especially for newly hired faculty. For example, in order to reach information regarding childcare services one would go through Blink > Faculty resources > General resources > Family accommodations > Family friendly programs and services > Child care. Information on family accommodations should be more easily accessible with fewer “clicks”.

tend to lose or misplace printed materials, and they are more likely to want to see the information clearly laid out online.

- 2) Work with UCOP to explore the possibility of integrating all employee benefits in At Your Service to facilitate access to information
- 3) Provide training and regular update meetings to department chairs and departmental staff to increase their knowledge of family accommodation policies, programs, and services

Since faculty recruitment is decentralized and conducted at the department level, candidates may receive different information about benefits, depending on the extent to which their department chairs are familiar with those benefits. Therefore, providing comprehensive training to new department chairs regarding family accommodation policies, and annual refresher training to returning chairs, as well as all departmental staff involved in the provision of benefits, is essential.

- 4) Provide a dedicated staff member in Academic Affairs to serve as an faculty family accommodations specialist

The Task Force recommends allocating resources for a dedicated staff member (50% or more) who can serve as a Faculty Family Accommodations Specialist and be a resource for faculty on all family-friendly policies, programs, and services, including childcare. This specialist would be the go-to person for existing and newly recruited academic personnel and staff and would liaise between Academic Affairs, departments, and other areas involved in the provision of family accommodation services. This person could also be offered as a resource to candidates who may be reticent to ask questions about family accommodations of department members during the recruitment process.

C. Proposals for Future Consideration

The Task Force identified several additional areas in which new family accommodations could be explored further. Areas for consideration include policies or programs that in effect would do the following:

- 1) Provide funding for transitional support (e.g. bridge funding), such as graduate student support, for faculty experiencing family related issues

The University could consider expanding bridge funding to help cover transitional costs associated with or resulting from a faculty member taking ASMD or experiencing other family related issues. In some departments, this is already being done informally.

- 2) Provide assistance to faculty members who adopt a child by providing a reimbursement for adoption fees up to a certain amount

Employers are increasingly likely to provide support to adoptive families to help lessen the costs associated with adoption. The Dave Thomas Foundation for Adoption recently identified the best adoption-friendly workplaces in the United States.²⁸ Among the top 100 companies, five universities

²⁸ Available at <https://www.davethomasfoundation.org/what-we-do/adoption-friendly-workplace/2014-adoption-friendly-workplaces-by-industry/> (accessed on March 6, 2015).

are listed as providing between \$3,000 and \$6,000 in financial assistance or maximum reimbursement. Supporting adoptive parents reflects a changing and more diverse family landscape.

3) Allow for long-term and/or permanent part-time academic appointments

The issues around part-time academic appointments are complex and beyond the scope of this Task Force. However, part-time options would provide additional flexibility for faculty who may need additional time to care for children, elders, ill or disabled family members. Additional options for future consideration are detailed in Appendix A.

VI. Task Force Composition

The Task Force was comprised of 11 faculty and staff, and one consultant. All members are in agreement with this report:

Mary Blair-Loy, Associate Vice Chancellor for Faculty Diversity and Equity (co-chair)

Guy Masters, Institute of Geophysics and Planetary Physics (co-chair)

Robert Continetti, Chemistry and Biochemistry

Suzi Hong, Psychiatry

Lisa Levin, Integrative Oceanography, Scripps Institution of Oceanography

Alison Marsden, Mechanical and Aerospace Engineering

Jeffrey Rimmel, Associate Dean of Physical Sciences

Emily Roxworthy, Theatre

Christina Sigurdson, Pathology

Kelly Lindlar, Academic Policy Development, Academic Affairs

Rebecca Woolston, Academic Affairs, Health Sciences

MarDestinee Gutierrez, Office of Equity, Diversity, and Inclusion (consultant)

VII. Attachments

Appendix A: Policy Changes for Future Consideration

Appendix B: Sample Questions for Childcare Survey

Appendix C: Family Accommodation Policies

APM 760 (Sections 25 - 31)

APM 133-17

APM 220-16

APM 220-Appendix B

PPM 230-15

Appendix A: Policy Changes for Future Consideration

1) Permanent or Long-Term Part-Time Appointments

- a) If feasible, what subset of academic appointees should this option be available to?
 - i) Should eligibility be limited by series?
 - ii) Should eligibility be limited by ranks?

- b) Is it feasible and/or desirable to allow long-term, temporary reductions in time which provide the appointee with the right of reinstatement to full-time employment? If so, explore potential options to allow return to full-time, including:
 - i) Reservation of FTE
 - ii) Increasing percentage of effort via grant funding without restoration of FTE (i.e., transition to a Professor/Research split appointment as a family accommodation)

- c) Should part-time appointment require justification or could it simply be a means to offer flexibility to academic appointees?
 - i) Should it be offered only as a family accommodation, or should this be a generally available choice for those who want more work/life balance?
 - ii) Does this create any APM 025 issues? Should/could we specify any restrictions on outside employment?

- d) Explore the appropriate review criteria and tenure requirements for appointee; options for consideration include:
 - i) Requiring proportionate productivity
 - ii) Slowing down advancement
 - iii) In the case of assistant-level appointees, extending the probationary period in accordance with the percentage of effort of the appointee, such that benchmarks for achievement of tenure are the same for full and part-time appointees (If, as a result, it is deemed necessary to address stagnating salaries of part-time appointees, how could this be accomplished?)
 - iv) Is it feasible to obtain useful external reviews for part-time appointees?
 - v) Would it be appropriate to establish different review guidelines for assistant-level appointees?
 - vi) Would it be appropriate to establish different guidelines for temporary vs. permanent part-time appointments?

- e) Is it feasible and/or desirable to create a part-time option for appointees approaching retirement?
 - i) If so, would it be appropriate to require proportionate contributions in all review criteria, or slow down advancement in accordance with the appointee's percentage of effort?
 - ii) Should such a part-time election be irrevocable?

2) Childcare subsidies for faculty

In the future, the University should consider increasing the income requirements for the childcare subsidy for faculty, to help alleviate the cost of care for households earning less than \$100,000.

Appendix B: Sample Questions for Childcare Survey

Note: Subcategories are listed below with by *sample* questions which are not comprehensive.

Demographics (academic title, age range, gender, work location, dependents' age data will be collected)

Q. What is your academic title?

Q. What is the age of minor dependent(s) in your care?

- a. 0-12 months
- b. 1-2 years
- c. 3-5 years
- d. > 5 years

Current childcare statistics

Q. What is your current type(s) of childcare?

- a. Full-time daycare
- b. Part-time daycare
- c. Care at home
- d. Nanny care
- e. Other

Q. If you have your child at a daycare center which center are you utilizing?

- a. UC San Diego Early Child Education Center
- b. UC San Diego Mesa Child Education Center
- c. Private childcare center
- d. Other

Q. If not currently utilizing or have utilized UC San Diego childcare centers have you considered them?

- a. Yes
- b. No

Q. If not currently utilizing or have utilized UC San Diego childcare center what were the reasons?

- a. Long waitlist
- b. Cost
- c. Location
- d. Hours
- e. Other

Childcare needs: schedule, hours, location, type (e.g., play-based, lab school, etc.)

Q. When do you primarily need childcare?

- a. Part time (e.g., half day)
- b. Full time (8:00am – 5:00pm)
- c. Extended full time in the morning (7:00am – 5:00pm)
- d. Extended full time in the afternoon (8:00am – 6:00pm)

Q. What would be your first choice of childcare location?

- a. Near your home
- b. UC San Diego childcare centers at current location (Mesa)
- c. Central location on general campus (La Jolla)
- d. Hillcrest Medical Center
- e. Thornton Medical Center
- f. SIO
- g. In-home care
- h. Other:

Emergency backup care

Q. What do you currently do for emergency backup care (e.g., ill child)?

- a. Self-care
- b. Family members
- c. Nanny
- d. Other

Appendix C: Family Accommodation Policies

APM 760 (Sections 25 - 31)

APM 133-17

APM 220-16

APM 220-Appendix B

PPM 230-15

760-0 Policy

Family accommodation policies for childbearing and childrearing responsibilities are fundamental to an equitable and productive academic environment. The University of California's family accommodation policies and programs assist faculty and other academic appointees in balancing the needs of work and family.

760-8 Types of Family Accommodations for Childbearing and Childrearing

- a. Childbearing leave with or without pay (APM - 760-25)
- b. Parental leave without pay (APM - 760-27)
- c. Active service-modified duties (APM - 760-28)
- d. Part-time appointment and reduction in percentage of time of an appointment to accommodate family needs (APM - 760-29)
- e. Stopping the clock for the care of a child or children (APM - 760-30)
- f. Personnel reviews (APM - 760-31)

APM - 760 – Charts I, II, III, and IV illustrate the interaction of childbearing leaves, periods of active service-modified duties, and parental leaves pursuant to University policy, the Federal Family and Medical Leave Act (FMLA), the California Family Rights Act (CFRA), and the California Fair Employment and Housing Act (FEHA) provisions on pregnancy disability leave.

760-25 Childbearing Leave

a. Description and Eligibility

An academic appointee who bears a child is eligible for childbearing leave for the period prior to, during, and after childbirth. Childbearing leave shall consist of time an appointee is temporarily disabled because of pregnancy, childbirth, or related medical conditions. Leave for childbirth and recovery normally will be for at least 6 weeks; more time may be necessary for medical reasons. Consistent with the FEHA, if an academic appointee is disabled because of pregnancy, childbirth, or related medical conditions she is eligible

Family Accommodations for Childbearing and Childrearing

to take an unpaid childbearing leave (“pregnancy disability leave”) for up to 4 months during the period of actual disability. During a childbearing leave, no duties shall be required by the University. Childbearing leave need not be taken in one continuous period of time but may be taken on an intermittent or reduced schedule basis when medically necessary.

An academic appointee may be eligible for employer-paid Short-Term Disability Insurance Plan benefits and, if enrolled, for employee-paid Supplemental Disability Insurance Plan benefits if unable to work because of her physical condition. Before disability benefits under either the Short-Term or Supplemental Disability Insurance Plan can begin, an appointee who accrues sick leave must use accrued sick leave in accordance with the terms of the plan.

b. **Pay Status**

An academic appointee is eligible for childbearing leave regardless of the length of her University service. Pay status during childbearing leave shall be based on the following provisions:

- (1) An academic appointee who accrues sick leave or vacation leave credit may, at her option, use such accrued leave credit in lieu of taking childbearing leave without pay.
- (2) A member of the Academic Senate will receive at least her approved base salary for up to 6 weeks while she is unable to perform her normal University obligations. Any additional compensation under the Health Sciences Compensation Plan shall be paid in accordance with campus policies.
- (3) A non-Senate academic appointee who does not accrue sick leave and who has served in her title or any other UC academic title for at least 12 consecutive months will receive at least her approved base salary for up to 6 weeks while she is unable to perform her normal University obligations. Any additional compensation under the Health Sciences Compensation Plan shall be paid in accordance with campus policies.
- (4) A non-Senate academic appointee who does not accrue sick leave and who has not served in her title or any other UC academic title for at least 12 consecutive months will receive at least her approved base salary for approximately the period which would be accrued during the appointment in accordance with the accrual rates in [APM - 710-18](#). Any additional

compensation under the Health Sciences Compensation Plan shall be paid in accordance with campus policies. If additional leave is needed, leave without pay will be granted for the necessary period in accordance with applicable University policy.

c. **Accommodation of Pregnancy**

As an alternative to or in addition to a childbearing leave, the University shall temporarily modify a pregnant appointee's position or transfer her to a less strenuous or hazardous position upon request if medically necessary and if the temporary modification or transfer can be reasonably accommodated. This temporary modification or transfer shall not be counted against an eligible academic appointee's entitlement to up to 4 months of childbearing leave ("pregnancy disability leave" under the FEHA) or family and medical leave unless the modification has taken the form of intermittent leave or a reduced work schedule.

d. **Interaction with Family and Medical Leave Entitlement**

If an academic appointee on a childbearing leave also is eligible for family and medical leave (see [APM - 715](#)), up to 12 workweeks of the childbearing leave shall run concurrently with family and medical leave under Federal law. At the end of a childbearing leave (which may extend up to 4 months if the individual is certified disabled by her health care provider), an eligible appointee also is entitled to up to 12 workweeks of unpaid leave consistent with the CFRA to care for her newborn child, if the child has been born by this date, or for any other covered reason except pregnancy or pregnancy-related medical conditions, if the appointee has any remaining FMLA/CFRA leave entitlement.

An academic appointee on family and medical leave, with or without pay, shall be entitled to continue participation in health coverage (medical, dental, and vision) as if on pay status for a period of up to 12 workweeks during a calendar year. However, the University will not continue to make employer contributions to health plan premiums for a CFRA leave if it has already done so for 12 workweeks granted under the Federal FMLA. Other group insurance coverage and retirement benefits shall be administered in accordance with the provisions of the applicable group insurance and retirement system regulations. Local Benefits Offices will provide information on how to continue insurance coverage.

760-27 Parental Leave Without Pay

a. Description and Eligibility

An academic appointee is eligible for a full-time or part-time parental leave without pay for up to one year to care for a child. The child may be the appointee's child or that of a spouse or domestic partner. Accrued vacation may be substituted in lieu of unpaid parental leave.

b. Interaction with Family and Medical Leave Entitlement

An academic appointee who is eligible for family and medical leave (see [APM - 715](#)) shall be granted an unpaid leave to care for a newborn child or a child newly placed for adoption or foster care. Up to 12 workweeks of the parental leave shall run concurrently with family and medical leave. Parental leave under State and Federal law has the following additional obligations and benefits.

(1) Timing

Parental leave granted pursuant to the FMLA and/or the CFRA must be concluded within 12 months following the child's birth or placement.

(2) Effect on Benefits

An academic appointee on a family and medical leave, with or without pay, shall be entitled to continue participation in health coverage (medical, dental, and vision) as if on pay status for a period of up to 12 workweeks during a calendar year. Other group insurance coverage and retirement benefits shall be administered in accordance with the provisions of the applicable group insurance and retirement system regulations.

An appointee on a parental leave not covered by State or Federal family and medical leave law is responsible for the continuation of benefits during any unpaid portion of the leave. Details are available from local Benefits Offices.

760-28 **Active Service-Modified Duties**

a. **Description and Eligibility**

Active service-modified duties is a period during which normal duties are reduced so that an academic appointee may prepare for and/or care for a newborn child or a child under age five newly placed for adoption or foster care. To be eligible for active service-modified duties, an academic appointee must be responsible for 50 percent or more of the care of a child. The child may be the appointee's child or that of a spouse or domestic partner. An appointee is eligible for a period of active service-modified duties for each event of birth or placement. The birth or placement of one or more children at the same time constitutes a single event of birth or placement. Eligibility for a period of active service-modified duties shall normally extend from 3 months prior to 12 months following the birth or placement.

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 a total period of childbearing leave plus active service-modified duties of two quarters (or two semesters) to enable her to recover fully from the effects of pregnancy and childbirth and to prepare for and/or care for the newborn child. If she gives birth during the summer or an off-duty term, she is eligible for a total period of active service-modified duties of two quarters (or two semesters).¹

All other academic appointees are eligible for a total period of childbearing leave plus active service-modified duties of one quarter (or one semester).¹

An academic appointee shall provide notice to the department chair or unit head of the need for a period of active service-modified duties. The notice must include a written statement by the appointee certifying that he or she is responsible for 50 percent or more of the care of a newborn child or a child under age five newly placed for adoption or foster care. The proposed modifications should then be discussed with the appointee and are subject to approval by the Dean and/or Chancellor. During a period of active service-modified duties, the appointee is on active service and is expected to perform

¹ Paragraphs footnoted do not apply to Health Sciences Compensation Plan faculty members; see APM - 760-28-c for relevant provisions.

some portion of his or her normal duties. A period of active service-modified duties is not a leave of absence.

For ladder-rank faculty, the modification of duties normally will be either partial or full relief from teaching without the assignment of additional teaching duties before or after to offset the teaching relief. In the quarter or semester of a childbearing leave, there must be full relief from teaching duties. For other eligible faculty who primarily have teaching duties, the modification of duties normally will be partial teaching relief or the assignment of additional resources such as teaching assistants or readers, as appropriate. For all other eligible academic appointees, the modification of duties normally will be a reduced workload (see APM - 760-28-b(2)).¹

b. Pay Status

Pay status during a period of active service-modified duties shall be based on the following provisions:

- (1) A faculty member will continue to receive his or her regular monthly salary.¹
- (2) An academic appointee who accrues sick leave shall use such accrued sick leave credit in proportion to the reduced workload. When sick leave credit has been exhausted or for those non-faculty academic appointees who do not accrue sick leave, pay will be reduced in proportion to the reduced workload. A reduction in appointment percentage may affect an appointee's health and welfare and retirement benefits.

c. Provisions for Health Sciences Compensation Plan Faculty Members

During a period of active service-modified duties, faculty who are members of the Health Sciences Compensation Plan with clinical responsibilities may reduce clinical duties in lieu of teaching relief, as appropriate. At a minimum, Health Sciences Compensation Plan faculty members are eligible for a total period of childbearing leave plus active service-modified duties of up to one quarter (or one semester) for each event of birth or placement for adoption or foster care. For a Health Sciences Compensation Plan faculty member who is a birth mother, an additional quarter (or semester) of active service-modified

¹ Paragraphs footnoted do not apply to Health Sciences Compensation Plan faculty members; see APM - 760-28-c for relevant provisions.

Family Accommodations for Childbearing and Childrearing

duties to enable her to recover fully from the effects of pregnancy and childbirth and to prepare for and/or care for the newborn child may be approved in accordance with campus policies. During a period of active service-modified duties, a Health Sciences Compensation Plan faculty member will receive pay no less than his or her approved base monthly salary. Any additional compensation under the Health Sciences Compensation Plan shall be paid in accordance with campus policies.

760-29 Part-Time Appointment and Reduction in Percentage of Time of an Appointment to Accommodate Family Needs

Academic appointees may be eligible for 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 for a specified period of time or permanently to accommodate family needs. The Chancellor has authority to approve such appointments. Members of the Health Sciences Compensation Plan who reduce the percentage of time of their appointment remain under the same terms of the Plan during the period that their appointment is reduced (see [APM - 670](#)). For provisions regarding part-time appointments in the Professor series, see [APM - 220-10, -16-c, -16-d, -18-b](#), and Appendix B.

760-30 Stopping the Clock for the Care of a Child or Children

- a. An academic appointee may stop the clock during the probationary period to care for a newborn child or a child under age five newly placed for adoption or foster care. To be eligible to stop the clock, an appointee at the Assistant level must be responsible for 50 percent or more of the care of a child. The child may be the appointee's child or that of the appointee's spouse or domestic partner. The clock may be stopped for up to one year for each event of birth or placement; provided that all time off the clock totals no more than two years in the probationary period. The birth or placement of one or more children at the same time constitutes a single event of birth or placement. An appointee is eligible to stop the clock even if the appointee does not take a formal leave or have a modification of duties. (See [APM - 133-17-h](#).)
- b. An academic appointee must provide notice of his or her intent to stop the clock within two years of a birth or placement and before July 1 of the academic year in which a promotion review is to occur. Each notice must include a written statement by the appointee certifying that he or she is responsible for 50 percent or more of the care of the child or children.

- c. The clock may not be stopped after July 1 of the academic year in which a promotion review is to occur or in cases where there has been a review that has resulted in a decision not to continue the individual's appointment.
- d. Stopping the clock will not delay the timing of a merit or reappointment review. However, academic appointees may request to defer a formal appraisal or promotion review by one year to correspond with the stopping of the clock in accordance with campus policies.

760-31 Personnel Reviews

An academic appointee at the Associate level or above may request deferral of a personnel review to accommodate family needs in accordance with campus policies.

Academic appointees shall not be arbitrarily disadvantaged in their promotion, advancement, or compensation because they have elected to take a childbearing or parental leave, to stop the clock, or to defer a personnel review. Personnel reviews that are deferred due to a family accommodation as defined in APM - 760 should be treated procedurally in the same manner as personnel reviews conducted at the usual intervals. The file shall be evaluated without prejudice as if the work were done in the normal period of service and so stated in the department chair's or unit head's letter.

760-35 General Provisions

a. Notice

When academic appointees are aware that they will need to take a childbearing or parental leave or to participate in a period of active service-modified duties, they should provide sufficient advance notice to allow their department or unit to make replacement teaching and other arrangements. At a minimum, 30 days advance notice should be given.

b. Duration

- (1) The aggregate duration of all leaves plus periods of active service-modified duties may not exceed one year for a single event of birth of a child or of placement of a child under age five for adoption or foster care. The child may be the appointee's child or that of a spouse or domestic

Limitation on Total Period of Service with Certain Academic Titles

employment and the Chancellor must make in writing an affirmative decision which stems from a review process that involves consultation with the Academic Senate.

- c. Appointment at less than full time to a title listed in APM - 133-0-a while in student status on any campus of the University of California will not count toward the eight-year period of maximum service specified in that section.

133-17 Computation of Years of Service

The following rules of computation shall be observed for service by an appointee with any of the titles listed in APM - 133-0-a:

- a. Years of service are calculated from the beginning of the first complete semester or quarter of service.
- b. For an academic-year appointee, the eight-year period shall consist of sixteen complete semesters or, under the quarter system, twenty-four complete quarters, or a combination of these two with one semester equal to one and one-half quarters. However, no academic-year appointee shall accrue more than three quarters of service credit in any one fiscal year toward the eight-year period unless the fourth quarter was approved under an arrangement to provide compensatory time off and that year is immediately preceded or succeeded by a two-quarter year of service.
- c. For a fiscal-year appointee, the eight-year period shall consist of ninety-six months of completed service, inclusive of accrued vacation time.
- d. Complete semesters or quarters of service for an academic-year appointee and complete months of service for a fiscal-year appointee shall be counted regardless of the percentage of time of the appointment, except for those titles listed in APM -133-0-a requiring a stated minimum percent of full-time appointment.
- e. Any break in service, whether because of leave without salary or because of resignation and subsequent reappointment, does not invalidate the counting of service prior to the interruption.
- f. Service on any campus of the University of California is included in the computation.

Limitation on Total Period of Service with Certain Academic Titles

g. Applicability of Periods of Leave

The applicability of periods of leave toward the eight-year period shall be as follows:

- (1) Temporary transfers or changes of status from Assistant Professor (or any other title listed in APM - 133-0) to any other title or title series shall be regarded as periods of academically-related leave under this rule and shall be included as service toward the eight-year period.
- (2) A leave of absence, with or without salary, taken in the year in which the promotion review of an Assistant Professor is otherwise scheduled shall not provide a basis for postponement of that review.
- (3) Periods of leave, whether with or without salary, shall be included as service toward the eight-year period unless, upon the basis of a petition filed at the time leave is requested, or in the case of sick leave, normally within one quarter or semester after the leave is taken, the Chancellor, after consultation with the appropriate committee of the Academic Senate, determines that the activity undertaken during the course of the leave is substantially unrelated to the individual's academic career. The Chancellor shall report such a decision in writing to the individual.

However, any childbearing or parental leave, provided for in [APM - 760-25 and 760-27](#) which is equal to or exceeds one semester or one quarter and which is not greater than one year, whether with or without salary, shall automatically be excluded from service toward the eight-year period unless the faculty member informs the department chair in writing before, during, or within one quarter or semester after the leave that it should not be excluded from service toward the eight-year period. (See APM - 133-17-a, -b, -c, -d, and -i.)

Note: Exclusion of one or two quarters or one semester will not necessarily delay the timing of a review.

- (4) For determining years toward the eight-year limitation of service, the combined total of periods of leave unrelated to academic duties and time off the clock may not exceed two years.

Limitation on Total Period of Service with Certain Academic Titles

h. Stopping the Clock for the Care of a Child or Children

A faculty member may stop the clock during the probationary period to care for a newborn child or a child under age five newly placed for adoption or foster care. To be eligible to stop the clock, a faculty member at the Assistant level must be responsible for 50 percent or more of the care of the child. The child may be the appointee's child or that of the appointee's spouse or domestic partner. The clock may be stopped for up to one year for each event of birth or placement; provided that all the time off the clock totals no more than two years in the probationary period. The birth or placement of one or more children at the same time constitutes a single event of birth or placement. A faculty member is eligible to stop the clock even if the faculty member does not take a formal leave or have a modification of duties. (See [APM - 760-30](#) for additional provisions.)

i. Provisions of APM - 133-17-g and -h when combined may not exceed one year for each event of birth or placement for adoption or foster care.

j. Faculty members shall not be arbitrarily disadvantaged in their promotion, advancement, or compensation because they have elected to take a childbearing or parental leave, to stop the clock, or to defer a personnel review. Personnel reviews that are deferred due to a family accommodation as defined in [APM - 760](#) should be treated procedurally in the same manner as personnel reviews conducted at the usual intervals. The file shall be evaluated without prejudice as if the work were done in the normal period of service and so stated in the department chair's letter.

133-20 **Notice of Non-Reappointment**

The schedule for the Professor series set forth in [APM - 220-20](#) applies also to notice not to reappoint individuals with titles listed in APM - 133-0-a except for individuals with Acting or Visiting appointments. Appointments of these latter types are self-terminating with specified ending dates, and no further notice is required.

133-96 **Reports**

See [APM - 200-96](#).

Advancement of a part-time appointee with a title in this series shall depend on quality of performance at a level of distinction comparable to that demanded of a full-time appointee, although, when circumstances warrant, a lesser rate of scholarly accomplishment or an extended time frame for review will be acceptable. For appointees at the Assistant level, the eight-year limitation of service ([APM - 133](#)) still applies. Teaching assignments and departmental, committee, and other service are to be kept in proportion to the percentage of time of the assignment, but the same quality of performance is expected as for a full-time appointee. For guidelines on part-time appointments to accommodate family needs, see APM - 220, Appendix B.

220-16 Restrictions

The following restrictions apply to use of titles in this series:

- a. An appointment or reappointment to the title Instructor or Assistant Professor must be for a specified term and may not be for an “indefinite” period.
- b. “It is the policy of the University of California that no appointment shall be made to a title in the Professor Series (i.e., to any of the titles Instructor, Assistant Professor, Associate Professor, and Professor) unless there is an appropriately budgeted provision for the appointment.” The foregoing is a quotation from the Regents’ Policy on Funding of Regular Ranks Faculty Appointments, approved on November 19, 1971, and amended on September 22, 2005. This same Regental policy statement authorizes the President to make certain specified exceptions. The full text of this statement which includes the listing of the permissible exceptions is set forth in APM - 220, Appendix A.
- c. An appointment is normally for full-time service to the University under the title in question, although there may subsequently be a temporary reduction in the percentage of time of the appointment by agreement between the appointee and the University. Full-time appointees with a temporary reduction in the percentage of time of an appointment will return to full-time service at the end of the agreed-upon period of temporary reduction. The period of temporary reduction in percentage of time of an appointment shall be set forth in a memorandum of understanding (see APM - 220-16-d) and may be shortened or extended by written agreement between the appointee and the University. Members of the Health Sciences Compensation Plan who reduce the percentage of their appointment remain under the same terms of the Plan during the period that their appointment is reduced (see [APM - 670](#)).

- d. An initial appointment for less than full-time service with a title in this series may be authorized under appropriate circumstances, provided that the Chancellor specifically approves the arrangement as being in the best interests of the University. Such part-time appointments will ordinarily be limited to cases in which the professional commitment is to the University. In the rare case of a part-time appointment of an individual with a professional commitment other than the one to the University, the Chancellor must be assured that the appointee will fulfill all the obligations entailed in the University appointment.

When an appointment for less than full-time service is approved, the University is not obligated to increase the percentage of time of the appointment, even if the appointee and the department should desire such an increase in the future.

An initial part-time appointment to the rank of Associate Professor or Professor or subsequent promotion to one of these ranks on a part-time basis shall be subject to the provisions which apply in the case of a full-time appointment; and the appointee shall execute a memorandum of understanding agreeing that the tenure status and other benefits of the appointment as described below are limited to the specified percentage of time. The memorandum of understanding also shall specify expectations as to workload, productivity, reviews, and any other applicable conditions of the appointment. A copy of the memorandum of understanding should be included in the personnel review file.

The memorandum of understanding shall be set forth in a letter from the Chancellor advising the individual that the part-time appointment is subject to the specific understanding that there are no implied rights to a full-time tenure appointment; and, further, that the rate at which credit for University service accrues for various University fringe and retirement benefits as well as related academic privileges will likewise be affected. The individual shall be asked to sign and return a copy of such letter to indicate consent.

A voluntary permanent part-time appointment or a voluntary temporary reduction by an appointee in the percentage of time of the appointment shall be subject to the same restrictions stipulated above for an initial part-time appointment.

In addition, a permanent change to a part-time appointment, or a temporary reduction in percentage of time of a full-time appointment, may be granted to accommodate family needs as defined in [APM - 760](#). For guidelines on part-time appointments and reduction in time of appointment to accommodate family needs, see APM - 220, Appendix B.

Membership and voting privileges in the Academic Senate for part-time appointees to this series are the same as for full-time appointees.

- e. Promotions and merit increases may be made only within the limits of available funds.

220-17 **Terms of Service**

a. **Instructor**

An appointment is limited to a maximum of a one-year term. The appointment may be made for a shorter term. Reappointment for one additional term of not more than one year may be approved. The total University service as Instructor may not exceed two years.

b. **Assistant Professor**

Each appointment and reappointment is limited to a maximum term of two years. The total University service with this and certain other titles (see [APM - 133-0-a and 133-0-b](#)) may not exceed eight years except as provided in [APM - 133-12-b and 133-12-c](#).

The appointment or reappointment of an Assistant Professor may be for a period of less than two years only under the following circumstances.

- (1) An appointment or reappointment with an effective date other than July 1 shall normally end on the second June 30 following.
- (2) A promotion or merit increase may become effective before the end of a two-year term, but such advancement shall mark the beginning of a new term of appointment.
- (3) When the status of an Acting or Visiting Assistant Professor is changed to Assistant Professor during a given year, the term of the new appointment shall normally end on the second June 30 following.
- (4) A terminal appointment for an Assistant Professor may be for a term of less than two years provided adequate notice has been given, as stipulated in [APM - 220-20-c](#).

Guidelines for Part-Time Appointment and Reduction in Percentage of Time of an Appointment to Accommodate Family Needs

An appointee in the Professor series may be appointed initially in a permanent part-time position, or may request a change to a permanent part-time appointment or a temporary reduction in percentage of time of a full-time appointment to accommodate family needs as defined in [APM - 760](#). The general terms of such part-time or temporarily reduced appointments are governed by APM - 220. The following guidelines address issues that may arise regarding review and evaluation of appointees with temporary reductions or permanent part-time appointments.

The University wishes to accommodate the family needs of academic appointees by providing fair and flexible work arrangements. However, the University recognizes that the nature of professorial work is such that it may be difficult to evaluate scholarly productivity on a pro-rated basis. APM - 220-10 clearly states that teaching and service expectations for part-time appointees shall be pro-rated in accordance with the percentage of time of the appointment. However, questions have been raised about the feasibility of similarly pro-rating scholarly productivity for part-time appointees. On the one hand, in a discipline where the normal level of scholarly productivity for promotion requires publication of multiple peer-reviewed articles, it may be possible that a half-time appointee, for example, could be advanced based on half the normal quantity of articles, as long as the quality and impact of the work is commensurate with that of full-time appointees. On the other hand, in a discipline where a book is the normal measure of productivity meriting promotion, it would be difficult to consider a half-time appointee for advancement on the basis of "half a book." In that case, a work in progress could be evaluated by the solicitation of qualified outside reviews of completed chapters of a book manuscript underway or of a project comparable to a book. Alternatively, the faculty member could publish some or all chapters of an envisioned book as articles in scholarly journals or other periodicals held in esteem. In these times of reduced outlets for publishing a book, scholarly articles in journals are increasingly used in those disciplines that in the past have been mainly oriented to books as venues for scholarship.

If a part-time appointee is held to a full-time expectation for scholarly productivity, then a part-time appointment is not truly part time, but represents a "buy-out" of teaching and service expectations. If an appointee only receives part of a full-time salary, equity demands some effort to arrange an appointment with partial responsibilities. In all cases, when an academic appointee is considering a part-time appointment, or a temporary reduction in the percentage of time of an appointment, the terms of the appointment and the expectations for productivity should be thoroughly discussed at the outset.

The expectations for review and advancement should be set forth in detail in a memorandum of understanding regarding the part-time arrangement. For example, for a temporary reduction in the percentage of time of the appointment as an Assistant Professor for the purpose of childbearing and childrearing, the University policy allowing for “stopping the clock” may provide for additional time for scholarly productivity to meet normal expectations for tenure. For a temporary reduction in the percentage of time of the appointment as an Associate or full Professor, the normal period of review may be extended by mutual agreement to allow for scholarly productivity to meet the normal expectations for a merit review. As set forth in University policy, reviews delayed for these reasons should be treated substantively and procedurally as if they occurred “on time.” For permanent part-time appointments with tenure, the expectations for advancement should reflect the part-time nature of the appointment, with the understanding that reviews for promotion may need to be delayed to allow for scholarly productivity commensurate with academic standards for promotion in the field. Departments should ensure that reviewers, both internal and external, understand the part-time nature of the appointment and are instructed to evaluate the totality of accomplishment, not the rate of accomplishment.

In all cases, every effort should be made to provide flexibility and to apply standards with equity for individuals in professorial series with career ladders, consistent with University standards of excellence. Campuses will be well served by communicating clearly with department chairs and faculty about the possibility of part-time faculty appointments. Understanding the impact of permanent part-time faculty appointments and temporary reductions in full-time faculty appointments on both faculty careers and departmental workloads is important to evaluating the success of such appointments. Campuses should record and evaluate family accommodation policies by tracking data on faculty rank, gender, departmental affiliation, reasons for seeking part-time appointments, and record of advancement to ensure that family needs are accommodated in a fair and flexible manner. Campuses should develop methods for informing internal and external peer reviewers of campus standards for proportionately weighting teaching and service activities and permitting extended time frames for research productivity of part-time faculty appointees. Finally, campuses may consider establishing procedures that allow the unused portion of a part-time faculty member’s salary to be used by the department to cover teaching needs so that full-time faculty are not burdened with additional responsibilities as a result of permanent or temporary part-time faculty appointments.

**FAMILY ACCOMMODATIONS POLICY
TABLE OF CONTENTS**

- I. [INTRODUCTION](#) 1
- II. [FAMILY ACCOMMODATIONS](#) 1
 - A. [Childbearing Leave](#) 1
 - B. [Accommodation of Pregnancy](#) 2
 - C. [Active Service—Modified Duties](#) 2
 - D. [Parental Leave](#) 4
 - E. [Extension of the Probationary Period](#) 5
 - F. [Deferral of Academic Review](#) 6
 - G. [Flexible Workload \(Assistant Ladder-Rank Faculty\)](#)..... 6
- III. [GENERAL PROVISIONS](#) 8
 - A. [Notice](#) 8
 - B. [Duration](#) 8
 - C. [End Dates](#) 8
 - D. [Sabbatical](#) 8

FAMILY ACCOMMODATIONS POLICY

I. INTRODUCTION

UCSD's Family Accommodations policy is intended to assist academic appointees in balancing the needs of work and family and is considered fundamental to an equitable and productive academic environment.

II. FAMILY ACCOMMODATIONS

A. Childbearing Leave

1. Description and Eligibility

Childbearing leave will be granted to an academic appointee who bears a child for the period of time prior to, during, and after childbirth that the appointee is temporarily disabled because of the pregnancy, childbirth, or related medical conditions. Normally this is six weeks; however, up to four months will be granted if necessary for documented medical reasons.

An academic appointee on childbearing leave will be relieved of all duties for the duration of the leave.

Childbearing leave does not need to be taken in one continuous period of time but may be taken on an as-needed basis.

An academic appointee is eligible for childbearing leave regardless of length of service.

2. Pay Status

An appointee's pay status during childbearing leave will be based on the following provisions:

- a. An academic appointee who accrues sick leave may, at her option, use accrued sick or vacation leave credit for childbearing leave. If an academic appointee exhausts sick leave or vacation leave accruals or chooses not to use accruals, childbearing leave will be unpaid.
- b. An academic appointee who does not accrue sick leave (because of her title) will receive at least her approved base salary for up to six weeks during the period of time she is on childbearing leave. Any additional compensation paid under the Health Sciences Compensation Plan will be paid in accordance with the Plan.
- c. Consistent with state law, an academic appointee who is disabled for more than six weeks because of pregnancy, childbirth, or related medical conditions is eligible to take unpaid childbearing leave for up to four months.
- d. An academic appointee may be eligible for University of California Employer-Paid Disability Plan benefits, and, if enrolled, for University of California Employee-Paid Disability Plan benefits if she is unable to work because of her physical condition. Appointees should consult the UCSD Benefits Office for further information on Plan benefits, rules, and procedures.

3. Relation to Family and Medical Leave

If an academic appointee on a childbearing leave also is eligible for family and medical leave (see [APM - 715](#)), up to 12 workweeks of the childbearing leave will run concurrently with the family and medical leave. Upon termination of a childbearing leave (up to four months if certified disabled by a health care provider), an eligible appointee is also entitled to up to 12 additional workweeks of unpaid family and medical leave consistent with the California Family Rights Act (CFRA) for reason of the birth of her child, if the child has been born by this date, or for any other covered reason except pregnancy or related medical conditions, provided the appointee has time remaining in her leave entitlement.

Appointees should consult with their departmental benefits contact or the UCSD Benefits Office for information on the effect of the Family Medical Leave Act (FMLA) and CFRA on benefits coverage.

4. Reinstatement

An academic appointee who takes childbearing leave consistent with state law must be reinstated to the same position, provided the appointee returns to work within four months and immediately following the termination of the childbearing leave. If an appointee would have been laid off or terminated had she remained on pay status during the leave period, she will be reinstated to a similar position at the same location. If a similar position is not available, the appointee will be afforded the same policy considerations afforded to other appointees in the same series.

5. Application

Childbearing leave is reported on the [Family Accommodations Reporting](#) (FAR) form. The appointee should coordinate any benefits issues, such as disability and insurance coverage, with her departmental benefits contact or through the UCSD Benefits Office.

B. Accommodation of Pregnancy

As an alternative to or in addition to childbearing leave, the University will provide reasonable accommodations to a pregnant appointee, including transfer to a less strenuous or hazardous position, upon request and if medically necessary. This temporary modification or transfer will not be counted against an eligible academic appointee's entitlement to up to four months of childbearing leave ("pregnancy disability leave" under the California Fair Employment and Housing Act "FEHA") or family and medical leave unless the accommodation has taken the form of intermittent leave or a reduced work schedule.

C. Active Service—Modified Duties

1. Description and Eligibility

Active Service—Modified Duties (ASMD) is a period of time in which the appointee is permitted to modify his or her duties in order to prepare and/or care for an eligible child. An academic appointee is eligible for a period of ASMD if he or she has or will have substantial responsibility for the care of a newborn child or a child under age five placed for adoption or foster care. The child may be the appointee's own child or that of a spouse or domestic partner.

Effective: 10/24/2011

Supersedes: 01/01/2007

Review Date:

Issuing Office: [Academic Personnel Services](#)

- a. For faculty, the modification of duties will include either partial or full relief from teaching without the assignment of additional teaching duties in the previous or subsequent quarter. In the quarter of a childbearing leave, there must be full relief from scheduled teaching duties without the assignment of additional teaching duties in the previous or subsequent quarters, unless the faculty member requests a partial teaching assignment. In the case of health sciences faculty, clinical duties may be reduced, as appropriate.
- b. An academic appointee is considered to have substantial responsibility if he or she has more than half of the day-to-day responsibility for the care of an eligible child.
- c. A period of ASMD may be taken from three months prior to 12 months following the birth or placement of an eligible child for adoption or foster care.
- d. For a birth mother, the total combined period of ASMD and childbearing leave will not exceed the equivalent of two quarters for each birth. For all other academic appointees, the period of ASMD will not exceed the equivalent of one quarter for each birth or placement of an eligible child for adoption or foster care.

2. Pay Status

During a period of ASMD, the appointee is considered to be on active status; ASMD is not a leave of absence.

Pay status during a period of ASMD will be based on the following provisions:

- a. An academic appointee who does not accrue sick leave (because of his or her title) will receive at least his or her approved base salary for the period of ASMD. Any additional compensation paid under the Health Sciences Compensation Plan will be paid in accordance with the Plan.
- b. An academic appointee who accrues sick leave may use the leave in proportion to the reduced workload during a period of ASMD. When sick leave and/or vacation leave credit has been exhausted, or if the appointee elects to take the period of ASMD without pay, the appointment will be reduced in proportion to the reduced workload. A reduction in appointment percentage will reduce pay and may affect an appointee's health and retirement benefits.

3. Application

ASMD is reported on the [Family Accommodations Reporting](#) (FAR) form. The appointee must provide a written plan for modification of duties and must certify that he or she has substantial responsibility for the care of an eligible child (unless ASMD is taken in combination with childbearing leave). The proposed modification of duties is subject to approval by the Senior Vice Chancellor–Academic Affairs.

D. Parental Leave

1. Description and Eligibility

An academic appointee is eligible for up to one year of full-time or part-time parental leave without pay for the purpose of caring for his or her own child or the child of the appointee's spouse, or domestic partner.

2. Pay Status

A parental leave is without pay, although an academic appointee who accrues vacation may substitute vacation leave for unpaid parental leave.

3. Relation to Family and Medical Leave

If an academic appointee on parental leave is also eligible for leave pursuant to FMLA or CFRA (see [APM - 715](#)), the family and medical leave will run concurrently with up to 12 workweeks of the parental leave without pay.

4. Benefits While on a Parental Leave Without Pay

An academic appointee on a parental leave without pay that runs concurrently with a state or federal family and medical leave will be entitled to continue participation in health coverage (medical, dental, and vision) as if on pay status for a period of up to 12 workweeks during a calendar year. Appointees should consult with their departmental benefits contact or the UCSD Benefits Office for additional information on eligibility and the effect of FMLA and CFRA on benefits coverage.

An academic appointee on a parental leave without pay that does not run concurrently with CFRA or FMLA will be responsible for the continuation of benefits during any unpaid portion of the leave. Appointees should consult with their departmental benefits contact or the UCSD Benefits Office for additional information on benefits coverage during a parental leave without pay.

5. Reinstatement

An academic appointee who takes parental leave will be reinstated to the same or equivalent position, provided the appointee returns to work immediately following the termination of the parental leave. If a non-Senate appointee would have been laid off or terminated had the appointee remained on pay status during the leave period, the appointee will be reinstated to a similar position at the same location. If a similar position is not available, the appointee will be afforded the same policy considerations afforded to other appointees in the same series.

6. Application

Parental leave is reported on the [Family Accommodations Reporting](#) (FAR) form. The appointee should consult with the departmental benefits contact or the UCSD Benefits Office regarding benefits issues.

E. Extension of the Probationary Period

1. Description and Eligibility

An appointee in an assistant level title and subject to the eight-year limit may not be continued in that series after the eighth year unless promoted to the associate or full level. The period of time prior to consideration of a candidate for promotion is referred to as the probationary period. An academic appointee who has substantial responsibility during the probationary period for the care of his or her own newborn child or child under age five placed for adoption, or the child of a spouse or domestic partner, is eligible to receive a one-year extension of the probationary period for each event of birth or adoption, up to a maximum of two extensions.

- a. An academic appointee is considered to have substantial responsibility if he or she has more than half of the day-to-day responsibility for the care of an eligible child during the probationary period.
- b. An academic appointee reporting childbearing leave or parental leave equal to or in excess of one quarter, whether with or without salary, will automatically receive a one-year extension, unless the appointee opts out of the extension on the [Family Accommodations Reporting](#) (FAR) form.
- c. Extension of the probationary period will not necessarily delay the timing of an academic review. An appointee may, however, at his or her option, defer the academic review by one year to correspond with the extension of the probationary period.
- d. The probationary period and academic review may be extended even if the appointee with substantial responsibility does not take a formal leave of absence.
- e. An extension of the probationary period cannot be provided if notification of the event of birth or adoption occurs after the beginning of the sixth year of appointment.
- f. An extension of the probationary period cannot be provided in cases where there has been a review that has resulted in a decision not to continue the individual's appointment in that series.
- g. An extension of the probationary period will not prevent an appointee from requesting consideration of promotion sooner than is required.

2. Application

Extension of the probationary period will occur automatically for appointees reporting childbearing leave or a parental leave equal to or in excess of one quarter on the [Family Accommodations Reporting](#) (FAR) form. An appointee may choose to opt out of the one-year extension on the Family Accommodations Reporting (FAR) form. In all other cases, an extension of the probationary period is requested on the Family Accommodations Reporting (FAR) form. The appointee must include certification that he or she has substantial responsibility for the care of an eligible child during the probationary period.

F. Deferral of Academic Review

1. Description and Eligibility

An academic appointee who has substantial responsibility during the academic review period for the care of his or her own newborn child or child under age five placed for adoption, or that of a spouse or domestic partner, is eligible to receive a one-year deferral per event of the normally scheduled academic review, up to a maximum of two deferrals.

- a. An academic appointee is considered to have substantial responsibility if he or she has more than half of the day-to-day responsibility for the care of an eligible child.
- b. A deferral may be granted even if the appointee with substantial responsibility does not take formal leave.
- c. A deferral cannot be provided after the initiation of the academic review.
- d. For assistant level appointees, a deferral of an academic review may only be requested in conjunction with an extension of the probationary period.

2. Application

A deferral of an academic review as a family accommodation should be requested on the [Family Accommodations Reporting](#) (FAR) form. The appointee must include certification that he or she has substantial responsibility for the care of an eligible child during the academic review period.

G. Flexible Workload (Assistant Ladder-Rank Faculty)

1. Description and Eligibility

- a. An assistant ladder-rank professor who is engaged in undergraduate teaching and who has substantial responsibility for the care of his or her own child or the child of the appointee's spouse or domestic partner may request a flexible workload for up to two years to accommodate his or her family responsibilities.
- b. An appointee¹ granted a flexible workload will be relieved of structured teaching and most service responsibilities for the specified period; an appointee is not relieved of scholarly responsibility. Participating appointees are expected to continue in other department activities, such as attending and participating in seminars and department meetings and engaging in research student advising.
- c. An appointee is considered to have substantial responsibility if he or she has more than half of the day-to-day responsibility for the care of the child.

2. Terms and Conditions

¹ In Section G, "appointee" refers to an assistant ladder-rank professor only

Effective: 10/24/2011

Supersedes: 01/01/2007

Review Date:

Issuing Office: [Academic Personnel Services](#)

- a. Participation in the flexible workload program will begin on July 1 following approval of the written request. A request must be approved no later than the first day of spring quarter to be effective on the next July 1.
- b. A flexible workload may be granted for a total of two years, in one-year increments. For academic-year appointees, this is a total of six consecutive quarters.
- c. An appointee may be granted a flexible workload only one time during his or her appointment at the assistant rank.
- d. An appointee granted a flexible workload is expected to be in residence during the specified period.
- e. A flexible workload may be requested at any time during appointment at the assistant rank. However, participation in the program may not commence until at least one academic review has been completed. In most cases this is July 1 of the appointee's third year of appointment.
- f. A flexible workload may not be requested or continued if there has been a review that has resulted in a decision not to continue the appointee's appointment in the ladder-rank series.
- g. An appointee may be granted a flexible workload at the assistant rank only; a flexible workload may not be continued after the effective date of promotion to tenure.
- h. Although an appointee granted a flexible workload is relieved of structured teaching and most service responsibilities, the appointee is expected to ensure that he or she has developed or will develop a demonstrated record of teaching and service, which is necessary for consideration for promotion to tenure. A teaching record is normally achieved by carrying a full undergraduate and graduate teaching load in the years prior to or following a period of flexible workload.
- i. Participation in the flexible workload program does not delay merit/reappointment, appraisal, or tenure review dates (see Sections E and F above for information on deferral and/or extension of the probationary period).
- j. An appointee will be reviewed for reappointment and advancement on the basis of his or her scholarly productivity and service (as outlined in the MOU) during the time the appointee participated in the flexible workload program. Appraisal and tenure reviews are career reviews, and therefore will include an assessment of the appointee's achievements since his or her appointment or previous career review.
- k. Participation in the flexible workload program may be denied or revoked by the Senior Vice Chancellor if the appointee receives a problematic or unfavorable appraisal, a no-change decision in any review, a review that results in a decision not to continue the individual's appointment in the ladder-rank series, or if the University determines that participation in the flexible workload program is not in the best interest of the University or the appointee.

3. Appointment and Salary Status
 - a. The provisions for appointment and salary status apply to base salary only.
 - b. For the period of an approved flexible workload, the appointee's ladder-rank appointment will be temporarily reduced to 50%.
 - c. An appointee's salary may be managed in one or a combination of three ways:
 - i. An appointee may reduce his or her salaried appointment to 50%
 - ii. An appointee with sufficient extramural grant funding may temporarily supplement his or her 50% ladder-rank appointment using extramural funds. An appointee who elects this option will be temporarily assigned a Research Scientist title for the supplemented portion of his or her appointment (up to 50%). In all cases, the total percentage of salaried appointment must reflect the appointee's actual effort
 - iii. An appointee may use accrued sabbatical leave credits to supplement his or her 50% ladder-rank appointment.
 - d. Any non-salaried percentage of appointment (up to 50%) will be reported as parental leave without pay.
4. Memorandum of Understanding
 - a. An appointee must sign a Memorandum of Understanding (MOU) in order to participate in the flexible workload program. The MOU is intended to detail the terms and conditions of the flexible workload, including the services and responsibilities expected of the appointee by the department. A request for a flexible workload is not considered approved until the MOU is signed by the Senior Vice Chancellor and the appointee.
 - b. The MOU will be included in the appointee's academic review file for any review in which work completed during the period of flexible workload is considered.
5. Revocation or Reduction
 - a. To revoke an appointee's flexible workload status, a department chair or dean may submit a request to the Senior Vice Chancellor explaining the reasons for revocation. The Senior Vice Chancellor will consider the request and will notify the appointee, department chair, and the division or school dean in writing of his or her decision.

Effective: 10/24/2011

Supersedes: 01/01/2007

Review Date:

Issuing Office: [Academic Personnel Services](#)

- b. If the Senior Vice Chancellor determines that an appointee's flexible workload status should be revoked, the appointee will be notified in writing and will return to regular assistant professor status on the first day of the next academic quarter. Wherever possible, an appointee should be given at least 30 day's notice of return to full assistant professor status.
- c. An appointee who has requested a flexible workload for two years may request to shorten the flexible workload period to one year, provided the request is received no later than the first day of spring quarter of the first year of the flexible workload.

6. Application

An appointee must submit a written proposal; the department chair and division dean must review the proposal and provide written comment. The Senior Vice Chancellor has final authority to approve a request for a flexible workload.

III. GENERAL PROVISIONS

A. Notice

Whenever possible, academic appointees should provide at least 30 days notice when they plan to utilize a family accommodation benefit.

B. Duration

The aggregate duration of all leaves plus periods of ASMD may not exceed one year for each child, event of birth, or placement for adoption or foster care.

C. End Dates

An academic appointee is not eligible for a childbearing leave, parental leave, or period of ASMD beyond the end date of their appointment. In the event the appointment is renewed or extended, or a subsequent appointment is made, an appointee may continue a leave or period of ASMD, provided the maximum time allowed for such accommodations has not been exhausted.

D. Sabbatical

Family accommodation leaves and periods of ASMD may affect the accrual of sabbatical leave credits. Appointees should refer to [APM 740-11](#) for information on leaves and sabbatical leave credit accrual.