

# **Task Force on Women Faculty**

## ***Outline of Recommendations***

May 2005

# Task Force on Women Faculty

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## List of Proposals

Area	Proposal
<b>Oversight Structures</b>	1) Senior position 2) Visiting committee process
<b>Data Collection</b>	3) Climate survey 4) Metrics 5) Status reports
<b>Faculty Recruitment</b>	6) Programs on Diversity 7) Targeted funds 8) Dual-career program
<b>Faculty Retention / Work-Life</b>	9) Expansion of child day care 10) Financial assistance for child care 11) Maternity leave 12) Tenure clock extensions 13) Sexual harassment 14) Additional / broader work-life recommendations

# Proposal 1: Senior Position

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## Recommendation

- Create senior position in central administration that will work closely with the President and Provost in support of faculty development, with a particular charge to increase the representation of women and other under-represented racial/ethnic groups within Harvard so as to enrich the entire academic community.
  - This position will be a singular and permanent position in the central administration of the university.

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## Title

- Senior Vice Provost for Diversity and Faculty Development

## Candidate Profile

- Tenured faculty member with deep understanding and commitment to diversity and gender equity issues
- Strong preference for internal candidate, with knowledge of Harvard's systems, culture and procedures

## Terms of Appointment

- Full-time appointment, with potential limited teaching and research
- Minimum of three years

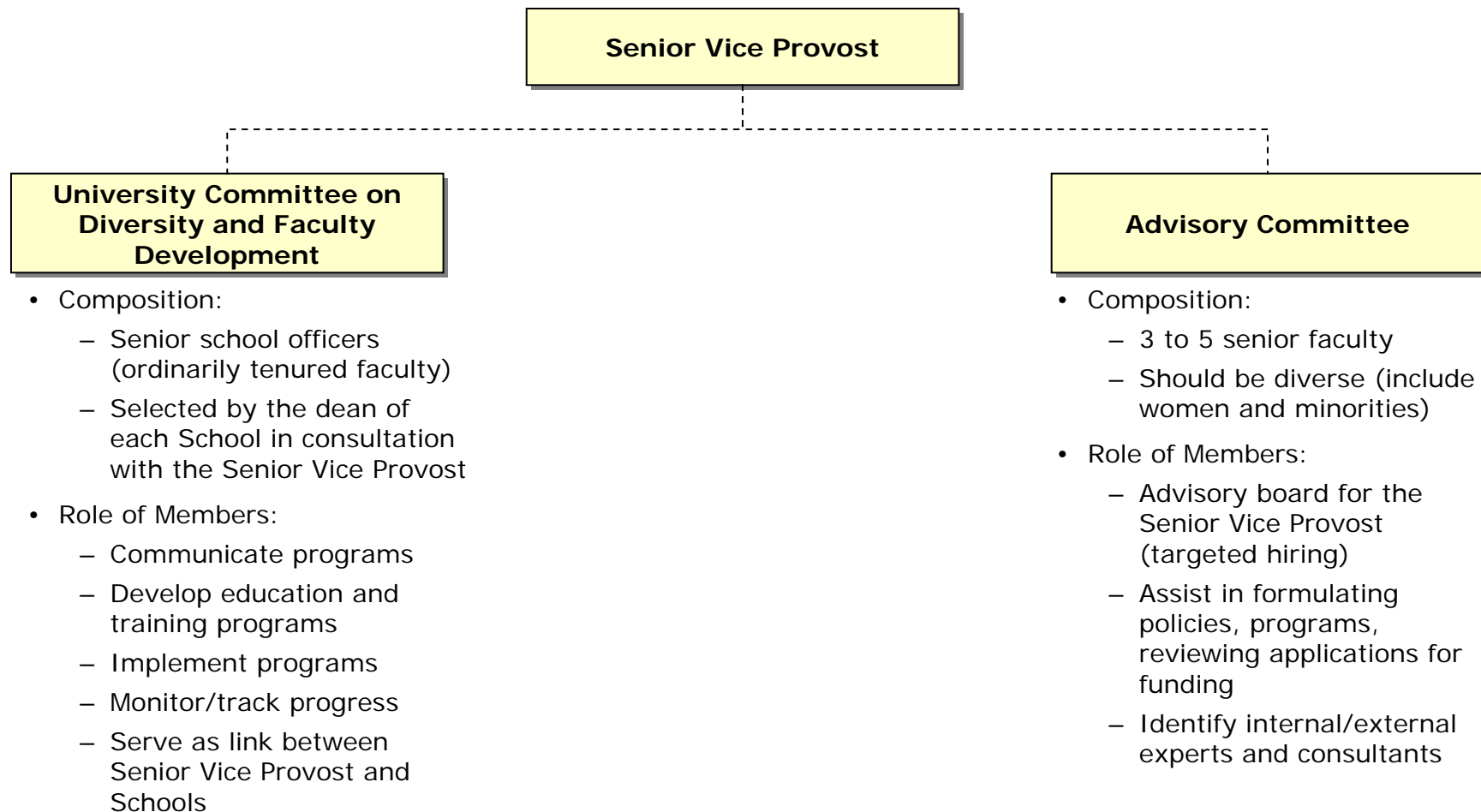
## Timing

- Aim to fill position by September 2005

# Proposal 1: Senior Position

## Supporting Committees

- The Senior Vice Provost will report to both the President and Provost
- The Senior Vice Provost will be advised by two committees



# Proposal 1: Senior Position

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## Key Responsibilities – Faculty Development

- The Senior Vice Provost serves as the key advisor to the Provost on matters relating to faculty appointments. Working closely with the Provost, the Senior Vice Provost will:
  - Review junior faculty and other term professor appointments
  - Participate in tenure decisions through the ad hoc process
  - Prepare an annual report on faculty appointments to the Joint Committee on Appointments (JCA)
  - Review and present to the JCA for approval changes to the appointments processes of the Schools
  - Support the deans' recruitment and retention efforts to build and maintain an outstanding and diverse faculty. Work closely with the deans and members of the University Committee to create new faculty development initiatives
  - Participate in the annual academic planning process that the Provost chairs

**Note:** The Senior Vice Provost will be a member of the Academic Advisory Group, which includes the President, the Provost, and the deans of Faculties.

# Proposal 1: Senior Position

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## Key Responsibilities – Faculty Diversity

### Promote diversity and gender equity in hiring

- Oversee design and implementation of diversity programs for deans, department chairs and search committees (as part of broader leadership and development programs)
- Oversee and administer an augmented Faculty Development and Diversity Fund (formerly Outreach Fund). Please see Proposal 7 for more detail.
- Work closely with deans and their staffs to facilitate dual-career opportunities for partners or spouses in order to maximize Harvard's ability to diversify its faculty

### Improve climate for under-represented groups on campus

- In cooperation with deans, monitor, evaluate and build on existing policies and practices to promote diversity and gender and race/ethnic equity
- Develop metrics, working with the University's Office of Budgets, Financial Planning & Institutional Research, for measuring the University's progress in achieving diversity and gender and race/ethnic equity
- Track progress in increasing diversity and representation by compiling metrics on a regular basis (with assistance from OIR, the deans and school representatives on the University Committee on Diversity and Faculty Development)
- Provide oversight for systematic analysis of equity issues through measurement of such factors as compensation, research space, funding, etc.
- Oversee the Dependent Care Fund for Professional Short-Term Travel to ensure equity across Schools
- Work with and support Visiting Committees; collect observations and advice from these Committees; and meet face-to-face with Committees, as needed
- Develop annual reports (Status of Women and Underrepresented Minority Faculty Reports) for submission to the Corporation, Board of Overseers, President, Provost, deans and the faculties on the status of diversity and development efforts across the University

### Provide intellectual leadership on issues of diversity and gender equity

- Represent the University in national and international fora on issues of diversity and faculty development
- Host seminars and guest speakers, and develop educational/training programs to promote diversity and gender equity on campus

# Proposal 1: Senior Position

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## Related Issues

### Location

- The Office of the Senior Vice Provost will be highly visible within the central administration and will be given priority in the allocation of space in the Provost's office.

### Staff

- The Senior Vice Provost will have access to and support from the following functions / expertise, either within existing central administrative offices (e.g. Office of Budgets, Financial Planning & Institutional Research) or within the newly created Office of the Senior Vice Provost:
  - Research function
  - Data analysis function / statistics expertise
  - Senior level science expertise
  - Administrative support

### Budget

- To be determined

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# Proposal 2: Visiting Committee Process

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## Recommendation

- Establish accountability to governing boards through the visiting committee process for issues of:
  - Gender equity and the climate for women at Harvard
  - Racial and ethnic diversity throughout the university

## Implementation

- Responsibilities of visited units
- Responsibilities of visiting committees
- Responsibilities of the Senior Vice Provost
- Mechanism to report out on visiting committee findings

# Proposal 2: Visiting Committee Process

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## Implementation Guidelines

### Role of Visited Unit

- Provides visiting committees with the following:
  - Data on numbers of women and minorities involved in unit's activities
  - Comparisons of numbers to those available for similar units at peer institutions
  - Changes in the numbers since the last visit
  - Plans for how the unit intends to achieve full inclusion of women and minorities at all levels of its activities (including efforts to recruit individuals from these groups in graduate and post-doctoral training)

### Role of Visiting Committee

- Devotes time in its evaluations and deliberations to representation of women and minorities within Schools/departments, and to the climate within which women and minorities work
- Ensures that there are appropriate channels for individuals within a visited unit to raise candidly and confidentially any qualitative concerns they may have about the teaching, learning and research environments as they relate to issues of gender and racial/ethnic diversity
- May, in some instances, meet directly with the Senior Vice Provost to discuss concerns

### Role of Senior Vice Provost Office

- Provides assistance to visiting committees as needed
- Establishes metrics to be tracked consistently across units that will allow for cross-unit comparisons and monitoring of progress over time
- Works with the visiting committee and relevant department chair or dean to ensure that issues of gender and racial/ethnic diversity receive attention, through discussion with appropriate individuals, as part of the visiting committee's work

### Composition of Committees

- Should include both women and minorities where possible (otherwise, should include members with expertise on questions of diversity)

### Reporting

- Visiting committees should communicate observations and concerns to Senior Vice Provost and other appropriate University officials

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# Proposal 3: Climate Survey

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## Recommendations

- Appoint a committee to oversee the process of launching appropriate climate survey instruments:
  - Potential candidates for the committee include representatives from the University's Office for Institutional Research; individuals within the University with expertise in designing such instruments, as well as external consultants.
- Use peer surveys as a guide, but also measure issues of particular interest to our Schools and faculties
- Target all ladder ranks with a combination of survey instruments
  - Use the existing COACHE survey (developed by a research team at Harvard Graduate School of Education) to survey junior faculty in the fall of 2005
  - Develop appropriate survey instrument to target both junior and senior faculty (longer-term initiative)
  - Ensure that hospitals are appropriately included in surveys and analyses [non-tenure system at the hospitals differentiates affiliated faculty from the rest of the University]
  - The process for developing climate surveys also needs to ensure that fixed-contract faculty are appropriately included
- Work with representatives from the Group of Nine to form a common subset of questions for benchmarking purposes

# Proposal 3: Climate Survey

## Examples of Institutional Climate Surveys

Institution	Year	Target Audiences	Response Rate
1) UC Berkeley Faculty Climate Survey	2004	Tenured and tenure-track faculty	60%
<b>2) Tenure-Track Job Satisfaction Survey Pilot (COACHE) <sup>(1)</sup></b>	<b>2002</b>	<b>Full-time tenure-track faculty</b>	<b>61%</b>
3) U. Michigan Faculty Work-Life Study	1999	Tenured and tenure-track faculty with at least 0.5 appointment	44%
4) MIT Faculty Survey on the Quality of Life	2001	All current faculty	33%
5) Princeton Survey of Faculty in Natural Sciences and Engineering	2003	All faculty in Natural Sciences and Engineering	76%
6) Stanford Faculty Quality of Life Survey	2003	All faculty, including medical tracks	49%
7) U. Wisconsin Study of Faculty Worklife	2003	All current faculty	62%

(1) The Collaborative on Academic Careers in Higher Education. The pilot was developed by a team of researchers at Harvard Graduate School of Education and was conducted in the spring of 2002 with six research universities in the U.S. (two private -- Brown University and Duke University -- and four public -- University of Arizona, University of California at Berkeley, University of Illinois-Urbana Champaign, University of Washington). A total of 1,614 individuals (587 females, 1,027 males) received the survey. A total of 981 university faculty members (389 females, 597 males) responded to the survey for a university response rate of 61%.

# Proposal 3: Climate Survey

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## Initial Guidelines

### Target Populations

- The Task Force recommends targeting faculty at various levels at the University with a combination of survey instruments, pre-existing or to be developed. Special efforts should be made to include faculty affiliated with hospitals [non-tenure system] and fixed-contract faculty such as lecturers and adjuncts
  - Full faculty surveys enable Harvard to compare teaching load distributions across ranks, knowledge of the tenure process across ranks, and differences in the level of satisfaction across ranks

### Distribution Mechanism

- Surveys analyzed by the Task Force were Web-based. The Task Force recommends that Web-based surveying instruments be used.

### Survey Analysis

- The Task Force recommends that survey analyses be vetted by independent third parties.

### Publication of Results

- The Task Force recommends that survey results be made available to those in administrative positions within Schools (e.g., deans, department chairs) and be reported to faculty of each School. Full reports should be made available on a website.

### Survey Frequency

- The Task Force recommends that climate surveys be repeated at regular intervals to create longitudinal data.
- The Office of the Senior Vice Provost will use survey results to monitor changes in climate within school faculties and departments across the University.

# Proposal 3: Climate Survey

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## Potential Survey Topics

- Based on review of existing surveys, the following topics could be included in climate surveys developed by Harvard <sup>(1)</sup>:
  - 1) **Demographic Background** (e.g., current appointment, education, ethnicity, gender, number of children, spouse's employment status, etc.)
  - 2) **Tenure** (e.g., understanding of the process, standards, and decision criteria for tenure; whether expectations/requirements for tenure are reasonable, etc.)
  - 3) **Nature of Work** (e.g., satisfaction with the daily activities of being a faculty member, such as level of courses, quality of students taught, time devoted to research, quality of facilities, etc.)
  - 4) **Policies and Practices** (e.g., importance of policies on mentoring, assistance in obtaining funding, maternity/paternity leave, the effectiveness of these policies, whether the institution could improve child-bearing/rearing policies, etc.)
  - 5) **Workload** (e.g., number of hours spent on various activities, number of committees, number of advisees, number of classes, other administrative burdens, time to pursue research and writing, etc.)
  - 6) **Hiring Process** (e.g., satisfaction with the hiring process, factors which influenced faculty to accept their position, etc.)
  - 7) **Resources and Services** (e.g., institutional support for research, teaching, access to resources, perceptions of compensation, etc.)
  - 8) **Retention** (e.g., responsiveness of departments/institution during retention efforts, etc.)
  - 9) **Climate, Culture, and Collegiality** (e.g., commitment of department/colleagues to tenure-track faculty, interactions with colleagues in department, ethnic and gender diversity of departments, overall climate of department, etc.)
  - 10) **Global Satisfaction** (e.g., overall satisfaction with department/institution as a place to work, satisfaction with leadership, etc.)

(1) With the understanding that certain categories/questions may not be applicable to hospital-affiliated faculty, or may need to be adapted to reflect the realities of the affiliate system [non-tenure system]

# Proposal 3: Climate Survey

## Cooperation with Other Schools as Basis for Benchmarking

### Current Collaboration Efforts

- COACHE completed a pilot junior faculty survey in Spring 2002; the provisional list of COACHE participants for the next round of surveys (Fall 2005) counts 9 liberal arts colleges and 14 research universities, including Duke and Stanford.
- Duke administering a version of the MIT survey this spring
- Stanford and MIT collaborating on survey analysis. MIT has included six questions directly from the Stanford survey, which ask the faculty to what extent they agree or do not agree with the following statements:
  - 1) *Women faculty with family responsibilities are viewed or treated differently from men faculty with family responsibilities in my academic unit*
  - 2) *I have enough time to manage both my responsibilities as a faculty member and my personal/family responsibilities*
  - 3) *My department/unit is a place where individual faculty may comfortably raise personal and/or family issues when scheduling departmental responsibilities*
  - 4) *I have personal health issues that affect my ability to do my research, teaching, and/or other faculty responsibilities*
  - 5) *My colleagues solicit my opinions about their research ideas and problems*
  - 6) *I constantly feel under scrutiny by my colleagues*

### Potential for Expanding Collaboration

- COACHE available Fall 2005
- Stanford and MIT have expressed an interest in working with other universities from the Group of Nine (Berkeley, Caltech, Harvard, MIT, Princeton, Stanford, University of Michigan, University of Pennsylvania, and Yale).
- The Task Force recommends that Harvard work with representatives from the Group of Nine to form a common subset of questions that most institutions will implement.
- The Task Force also recommends that the six questions listed above be included in the Harvard climate survey so that Harvard can benchmark responses against the responses of faculty from the 2003 and 2004 Stanford and MIT surveys.



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# Proposal 4: Metrics

## To be Tracked Annually

All metrics listed below to be tracked at the appropriate unit level (department, division, School, University), and by gender and ethnicity

1. Overall Representation	2. Leadership Representation	3. Hiring Statistics	4. Utilization Factors	5. Compensation	6. Start-up Funds
<ul style="list-style-type: none"> <li>• Percent women and minorities</li> <li>• Populations should include, as appropriate and feasible, tenured faculty, tenure-track faculty, instructors at hospitals, fixed-contract faculty, post docs, graduate students and undergraduates</li> <li>• Comparisons against external benchmarks (at school or department level, as appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>• Percent women and minorities in positions of academic leadership (e.g., deans, associate deans, department chairs), committee leadership and named chairs</li> <li>• Populations will include tenured and tenure-track faculty</li> <li>• Comparisons against overall representation metrics</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of offers to women and minorities (tenured and tenure-track)</li> <li>• Percent of acceptances by women and minorities (tenure and tenure-track)</li> </ul>	<ul style="list-style-type: none"> <li>• Percent women faculty vs. percent women in relevant Ph.D. pools</li> <li>• Percent minority faculty vs. percent minority in relevant Ph.D. pools</li> </ul>	<ul style="list-style-type: none"> <li>• Salaries for women faculty vs. men faculty and for minority faculty vs. non-minority faculty</li> <li>• Other compensation (e.g., housing subsidies) for same groups</li> </ul>	<ul style="list-style-type: none"> <li>• For women faculty vs. men faculty and for minority faculty vs. non-minority faculty</li> </ul>

# Proposal 4: Metrics

## To be Tracked at Periodic Intervals

All metrics listed below to be tracked at the appropriate unit level (department, division, School, University), and by gender and ethnicity

7. Promotion Rates	8. Time to Tenure	9. Retention Rates	10. Resource Allocations	11. Utilization of Policies	12. Workload Assessment <sup>(1)</sup>
<ul style="list-style-type: none"> <li>Internal promotions from Instructor to Assistant (hospitals)</li> <li>Internal promotions from Assistant to Associate</li> <li>Internal promotions from Associate to Full Professor</li> </ul>	<ul style="list-style-type: none"> <li>Years to obtain promotion to Associate</li> <li>Years to obtain promotion to Full Professor</li> </ul>	<ul style="list-style-type: none"> <li>Duration of stay for tenure-track faculty</li> <li>Retention rates for tenured faculty</li> </ul>	<ul style="list-style-type: none"> <li>Space allocations / lab space</li> </ul>	<ul style="list-style-type: none"> <li>Tenure extension policies</li> <li>Workload relief policies</li> </ul>	<ul style="list-style-type: none"> <li>Teaching</li> <li>Research</li> <li>Advising</li> <li>Mentoring</li> <li>Recommendations</li> <li>Committees</li> <li>Other administrative duties, to be specified</li> </ul>

(1) Potentially measured through climate survey, administered every three years

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# Proposal 5: Status Reports

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## Recommendations

- Establish the following mechanisms for data collection and report publication:
  - School officers, nominated by the deans (these could be the same representatives who are part of the University Committee on Diversity and Faculty Development), drive the data collection process within each School;
  - The dean of each School signs off on information provided to the Office of the Senior Vice Provost;
  - The Office of the Senior Vice Provost prepares annual Status Reports;
  - The Senior Vice Provost prepares key results for sharing with the faculties and governing boards, as appropriate;
  - The Office of the Senior Vice Provost publishes the Status Report on the web [model followed by other institutions].

## Frequency

- Basic statistics updated and published annually
- Other data updated and published at appropriate time intervals

## Content

- Narrative describing progress to date
- Supported by data from climate surveys and ongoing collection of key metrics (please see Proposals 3 and 4 for more detail)

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# Proposal 6: Leadership and Development Programs

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- The following recommendations have been developed by the Task Force on Women in Science and Engineering to support the objective of building and sustaining the pipeline of women pursuing academic careers in science.
  - The Task Force on Women Faculty fully endorses this proposal and strongly believes that the substance and intent of the WISE recommendations are applicable to all departments. The Task Force on Women Faculty recommends that the proposal be adopted by Schools and departments University-wide.
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## Recommendation 1

- Design a training program on diversity in university departments for the president, provost, and deans to be given at the deans' summer retreat.
  - The main goals of this program include: to demonstrate the importance of such programs; to convey the importance of decanal leadership in the successful development of departmental leadership and improving faculty diversity; and to help launch programs for department chairs within individual faculties.

## Recommendation 2

- Design a program on diversity for department chairs as part of a larger session on departmental leadership and management.
  - Deans should develop plans and appoint committees to create a program on bias to be implemented in their respective Schools.

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# Proposal 7: Targeted Funds

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## Recommendations

- Create two funds (with different objectives) rather than a single fund (today's Outreach Fund)
- Seek endowment or other durable funding mechanism to support these funds fully
- Make the process of overseeing and administering the funds more formal and transparent without slowing it down
- Develop an education and communication effort to raise awareness about funding programs and to position the programs appropriately with the deans and faculties

# Proposal 7: Targeted Funds

## Two Funds Instead of a Single Fund

### Faculty Development and Diversity Fund

- **Mission:** Provide fractional salary support for new appointments of outstanding scholars, with the expectation that such appointments would contribute to increased diversity within a department, unit or School where women or minorities are substantially underrepresented:
  - Up to ½ salary for life of appointment
  - Available for junior and senior hires

### Special Assistance Fund

- **Mission:** Provide support, as needed and appropriate, for other expenses related to the hiring and settlement of targeted new faculty, for example:
  - Lab set up
  - Special research needs
  - Dual-career funding (some fraction of the partner/spouse salary over a period of three years)
- The term “new faculty” refers, in this context, to appointments that contribute to increased diversity within a department, unit, or School where women or minorities are substantially underrepresented

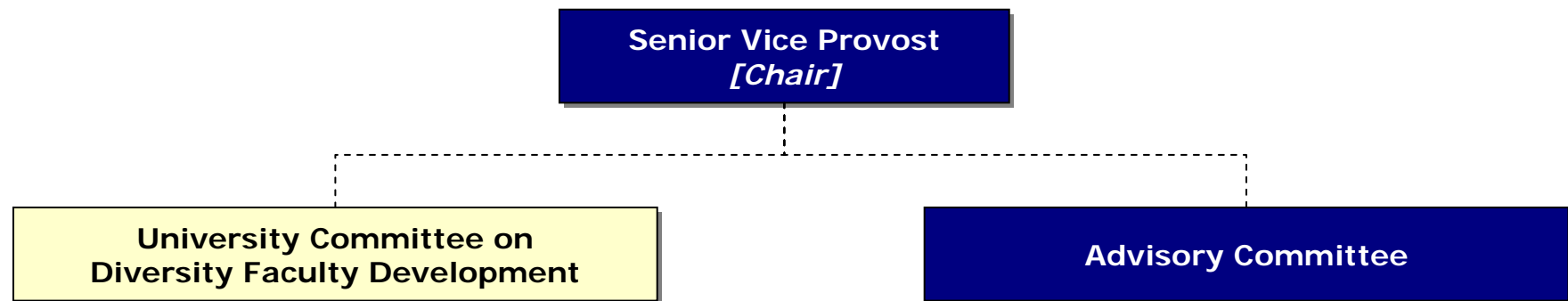


**Goal:** Provide funds to support 8-10 hires per year. This is suggested as a target, not a limit on hiring. A limit should not be specified.

# Proposal 7: Targeted Funds

## Management / Oversight of Funds

- The Senior Vice Provost, with assistance from a new Advisory Committee, will oversee administration of the funds and make recommendations to the President and Provost on how funds for the two different purposes are used.



- Composition:
  - 3 to 5 senior faculty
  - Should include individuals who are sensitive to the concerns of women and minority faculty members, as well as a member who can advise on legal issues
- Role:
  - Sounding board for the Senior Vice Provost (targeted hiring)
  - Assists in reviewing applications for funding

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# Proposal 8: Dual Career Program

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## Recommendation

- Establish a University-wide dual-career program within the Office of the Senior Vice Provost to respond more effectively to the “dual career dilemma” facing Harvard and its faculty candidates. The program would be charged with facilitating spousal or partner hires (academic and non-academic) and would work with existing networks (e.g., FAS Office for Faculty Development and their local career management partner, Essex Partners) as well as establish new networks.
- Equip the program with appropriate tools that will a) enhance ability to identify suitable job opportunities and b) strengthen relationships with neighboring institutions:
  - Explore feasibility of creating a Higher Education Recruitment Consortium for the Greater Boston or Massachusetts area to promote awareness of employment opportunities with participating members.<sup>(1)</sup> Next steps might include:
    - Defining the region
    - Assessing interest from other institutions
    - Selecting the optimal funding option (e.g., lead vs. member)
    - Enlisting members
    - Developing a process to ensure that all positions (academic and non-academic are posted/advertised)

# Proposal 8: Dual Career Program

## Dual Career Function – Some Examples of Leading Programs

University	Responsibility	Staff	Services
<b>U. of Michigan</b> Dual Career Program	1) Office of the Provost 2) Schools	1) 2 liaisons within the Provost's office, including Assistant Provost for Academic and Faculty Affairs 2) Director of Academic Dual Career Services, jointly appointed by the College of Literature, Science, and the Arts; the Medical School; and the College of Engineering	1) Dual Career Resources website with access to U Michigan job opportunities, community information and links to other institutions, available to everyone. 2) Additional services (networking, introductions, etc.) to partners of tenure-track and tenured faculty, with academic careers as well as non-academic careers.
<b>U. of Wisconsin</b> Dual Career Couple Program	1) Office of the Provost	1) Associate Vice Chancellor	1) Dual Career Couple Hire funding available through Strategic Hiring Funds overseen by the Office of the Provost. May be used to support a faculty, academic staff, or classified staff position for the spouse /partner of a new faculty member. The typical split is one-third Strategic Fund, one-third the department doing the first faculty hire, and one-third the department hiring the spouse/partner. The Provost typically provides support for 3 years, after which time the salary is the responsibility of the department hiring the spouse/partner.

# Proposal 8: Dual Career Program

## HERC as a Recruiting Tool

### Examples of Existing HERCs

HERC	Number of Members	Lead Institution (s)
<b>Northern California</b> <a href="http://www.norcalherc.org">www.norcalherc.org</a>	22	UC Santa Cruz Also includes Stanford
<b>Southern California</b> <a href="http://www.socalherc.org">www.socalherc.org</a>	27	Includes CalTech
<b>New Jersey</b> <a href="http://www.njherc.org">www.njherc.org</a>	21	Princeton and Rutgers as lead institutions
<b>Cornell and SUNY</b> considering a potential New York HERC	NA	

### Benefits

- **Consortium website (shared database) serves as a “one-stop resource”**
  - Lists all faculty and staff positions available at member institutions
  - Helpful school and community information
- **Regular member meetings provide networking opportunities**
  - A forum for exchanging best practices
  - A way to strengthen relationships between representatives from member institutions and further uncover job possibilities for spouses or partners
- **Powerful recruiting signal**
  - Demonstrates University’s recognition of dual-career dilemma and commitment to addressing this issue

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# Work-Life Related Proposals

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## Important Notes

### Further Refinement and Analysis

- Recommendations described in this section are based on research that was possible in the short timeframe allotted to the task force.
- The task force recognizes that the work-life recommendations that follow touch on complicated issues and have implications far broader than just the faculty body.
- Data collected by the Office of Human Resources and Bright Horizons, as well as faculty climate survey data, will continue to inform the process of analyzing and further refining work-life proposals developed by the task force.
- A thorough investigation and vetting of peer institution policies will be part of this process.

### University Committee on Child Care

- With regard to child-care proposals, the task force specifically recommends that a University Committee on Child Care be appointed to:
  - Develop an implementation plan to address the two immediate action items proposed by the task force (availability of child care and financial support for child care);
  - Conduct an in-depth analysis of other child-care related issues raised in consultation with faculty (including flexibility of care; back-up care; school-vacation programs; etc.)
- Potential representatives on the Committee include, in addition to faculty members, representatives from the Office of Work/Life Resources in central HR, representatives from the Office of Work and Family at the Harvard Medical School, and experts in the fields of child care and child education both within the University and externally, as appropriate.

# Proposal 9: Expansion of Child Care

## Recommendation

- Ensure that faculty at each School have significantly improved access to child care by developing immediate plans to increase the number of available child care slots in Cambridge, Longwood, Allston and surrounding areas.

## Center Capacity and Waiting Lists

Provider	All Faculty <sup>(1)</sup>	Capacity	"Real" Waiting Lists
<b>6 Harvard-Affiliated Centers in Cambridge</b>	1,831	354	150 – 300 <sup>(2)</sup>
<b>Slots allotted to HMS in Longwood area</b>	379	34	NA
<b>Slots allotted to HSPH in Longwood area</b>	224	5	NA
<b>Slots allotted to Affiliates in Longwood area</b>	9,688	342	NA

Note: 3 key caveats with regards to waiting lists: 1) lists managed by centers and not centralized, resulting in doublecounting (multiple applications for same child); 2) some "active" names on lists may already be accommodated elsewhere; 3) waiting lists not divided by faculty and staff.

(1) For Harvard-affiliated centers in Cambridge, includes all Schools except HMS, HSPH and HSDM. For HMS, includes Quad-based faculty in the Medical and Dental Schools; for HSPH, includes all HSPH faculty; for Affiliates, includes hospital-based faculty on Harvard payroll and clinical unpaid appointments.

(2) Estimate of 150 corresponds to worst case scenario (each parent puts name on all 6 waiting lists; Estimate of 300 corresponds to average scenario (each parent puts name down on 3 lists on average).

# Proposal 9: Availability of Child Care

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## Potential Alternatives – for Further Analysis and Costing

- Approaches will necessarily vary by campus and/or School, depending on the supply and demand factors in each geographical area (availability of physical space, number of suitable providers, preferences of faculty parent population, cost and feasibility). Some possible options are:
  - 1) Revisit the current mix of infant/toddler/preschool slots at existing Harvard-affiliated day care centers;
  - 2) Explore the possibility of expanding the size of existing Harvard-affiliated day care centers beyond their current square footage. Might include renovations/retrofitting some areas to gain additional physical space in same facility. Might also include finding a new home for the smallest center to give it space to accommodate more children and achieve better economies of scale;
  - 3) Consider reserving/buying slots in existing local non-Harvard day care centers to accommodate demand;
  - 4) Consider creating a network of licensed family day care providers overseen by a Harvard employee who helps train staff and provides general support to maintain a level of high quality care. In exchange, Harvard affiliates would get preferential treatment in terms of access to slots;
  - 5) Build a new day care facility (or facilities): Ensure that day care is part of the new campus being planned in Allston; investigate options for creating a facility in Longwood (e.g., through retrofitting existing space owned by Harvard).

# Proposal 10: Financial Assistance for Child Care

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## Recommendation

- Increase financial support to faculty for child care expenses
- Conduct a full analysis of various alternatives under the auspices of the University Committee on Child Care and recommend specific plans to increase financial support to faculty for child-care expenses

## Examples of Annual Child Care Costs <sup>(1)</sup>

Provider	Infant	Toddler	Preschool
Oxford Street Daycare Cooperative	\$15,840 - \$22,800	\$14,640 - \$20,040	\$11,880 - \$16,600
Other Harvard-Affiliated Centers	\$19,248 - \$24,360	\$17,004 - \$21,060	\$13,104 - \$16,500
Mulberry	\$20,076	\$17,472	\$15,652 - \$16,640
Kinder Care	\$17,160	\$15,804	\$14,632
Bright Horizons	\$20,964	\$18,312	\$14,688

(1) 2004-05 costs have been annualized based on monthly fees for full-time slots; assume child is in day care year-round, not just during the academic year

# Proposal 10: Financial Assistance for Child Care

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## Potential Alternatives – for Further Analysis and Costing

- Some possible options are:
  - 1) Increase the scholarship pool for faculty to award a larger number of scholarships. All scholarships awarded would be portable, that is the recipient could use the award toward covering the cost of any licensed child care provider (including family day care and at-home child care through a nanny);
  - 2) Explore the possibility of subsidizing a sliding scale tuition program based on household income
    - Caveat: existing Harvard-affiliated child care centers are not run/managed by Harvard. While the University has strong relationships with the centers (including a financial relationship through rent subsidies provided to the centers), the University has no say in how tuition rates are set. Explore whether a sliding scale tuition program could be managed by the centers but somehow subsidized by Harvard;
  - 3) Consider a “per child” or “per family” benefit to any faculty member with children under the age of five (similar in spirit to the annual housing supplement provided by the Faculty of Arts and Science to faculty members);
    - A variation on this theme is being implemented by the Faculty of Arts and Sciences: a one-time benefit of up to \$5,000 per household will be made available for new non-tenured faculty to use toward the expense of hiring a child-care referral service
  - 4) Consider folding existing centers into Harvard to make them part of the institution and allow them to benefit from Harvard’s purchasing power which result in preferential rates from vendors (e.g., medical benefits for employees).
    - Caveat: Converting the centers from Harvard-affiliated to Harvard-owned carries larger liability risks and cost, and should be investigated further.

# Proposal 11: Maternity Leave

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## Recommendation

- Institute a minimum maternity leave policy for faculty -- a leave of 13 weeks at full pay
  - This policy is NOT intended to replace any School's policy that provides better benefits. It should be perceived as a floor, not a ceiling.
  - This policy does not replace any supplementary policy for primary care-givers who are not the birth-giving parent.

## Implementation

- This recommendation carries labor implications (treatment of other employee groups at the University, e.g., exempt staff and non-exempt staff) and legal implications (potential gender discrimination) that will need to be addressed and resolved
- One option is to define the 13-week leave in the following way:
  - The first eight weeks of the leave would duplicate the current paid maternity leave policy of up to 8 weeks, during which period the faculty member is relieved of all faculty obligations, including teaching and committee service;
  - The subsequent five weeks would consist of "active service modified duties" (language borrowed from the University of California Berkeley). These five weeks would not be a leave of absence, but rather relief from teaching and some administrative duties. Research duties and selected administrative / advising duties would continue as usual.

# Proposal 11: Maternity Leave

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## Additional Guidelines

- The leave would be automatic upon notification of pregnancy;
- Mothers giving birth in the summer would be entitled to the leave in the following semester.

## Soft Money Faculty

- Women faculty on “soft money” / grant funds (many faculty at the Medical School, Dental School and the School of Public Health) are often encouraged to remain on their current funding sources while on maternity leave (and are consequently left with less time to complete the proposed research before funding runs out once they have returned from maternity leave).
- Harvard University should work with peer institutions and national granting agencies to develop mechanisms to support women faculty on soft money:
  - There is currently a pilot program in place at the Medical and Dental Schools. The *pilot Maternity and Parental Leave Benefits Program*, in place since April 1, 2005, was created to provide equity for both school funded and grant/soft money funded employees. It offers 8 weeks of maternity leave and 4 weeks of parental leave for a total leave of 12 weeks to birth mothers. The program will be evaluated at the six-month mark and again in January 2006.

# Proposal 12: Tenure Clock Extension

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## Recommendation

- Make tenure clock extension / appointment extension automatic upon granting a faculty member maternity leave or parental teaching relief leave.
  - For all other cases (e.g., personal illness; family/dependent care), tenure extensions would still need to be requested (opt-in rather than opt-out mechanism)

## Peer Institution Policy Examples

University	Policy Description
<b>Princeton</b>	Automatic upon granting childbearing or parental leave.
<b>MIT</b>	5-year pilot program that automatically grants tenure clock extension to childbearing women faculty. Other instances of child care (adoption; childbearing spouse/partner) are also eligible for tenure clock extensions, but need to be requested.
<b>UC Berkeley</b>	"Childbearing or parental leave, equal to one semester and not greater than one year; with or without salary, is automatically excluded from service toward the eight-year probationary period unless the faculty member informs the department chair in writing that the leave should not be excluded from service (before, during, or within one semester after the leave)."



# Proposal 13: Sexual Harassment

## Recommendation

- Review practice of existing sexual harassment policies and make improvements as necessary:
  - The task force recommends that the central officer responsible for sexual harassment oversight work with the Schools to ensure that each School has in place programs that address current issues of clarity, transparency, access to information and relative lack of training / education.
- By working with the deans or with school officers designated by the deans, the central officer would oversee:
  - Development and implementation of a comprehensive faculty / staff / student training and education program. Decisions about which forms of training should be mandatory vs. voluntary should be left to each School, with oversight provided by the central officer to ensure that the issue of sexual harassment receives equal attention across Schools.
  - Improvements in the visibility and ease of access to information about policies and procedures (through a variety of channels and formats including brochures, pamphlets, orientation workshops, websites).
    - Could consider creating a central website with policies, procedures and access points (a la Stanford model)

## Examples of Best Practices

Area	Practice	University
<b>Training</b>	Mandatory for those in supervisory positions; for faculty who serve as faculty co-investigators; for access points. Additional online sexual harassment training program is optional for all employees.	Stanford
<b>Recordkeeping</b>	Records kept of individuals receiving training. Emails sent to all untrained faculty members/staff/administrators until they have completed training.	Stanford
<b>Visibility / Ease of access</b>	All information easily accessible through a single place on the web (Sexual Harassment Policy Office) Presentation of information within the policy document itself (Cornell policy as a model)	Stanford Cornell
<b>Oversight</b>	Officer with university-wide responsibility for sexual harassment and discrimination, with law degree	Northwestern

# Proposal 14: Additional Work-Life Recommendations

## Issue



## Recommendation

1) The Task Force has investigated several areas of importance to women faculty and has identified what appear to be “best practice” policies in some of these areas. The Task Force has also identified areas in which Harvard appears to lag behind the best practice.

- The Task Force recommends that the dean of every School discuss with his or her faculty the Work-Life Gap between Harvard and “best practice” institutions, and identify approaches to bridging the gap that are best suited to meet faculty needs in the context of the particular requirements and environment of each School. The University Committee on Diversity and Faculty Development (one representative per School, designated by the dean of each School) should report back to the president on the results of these consultations by May 2006 .

2) Various issues related to child care (in addition to improved availability of child care and increased financial assistance) have surfaced through faculty feedback, including:

- Flexibility (hours of operation)
- Back-up care
- Child care during school holidays
- Greater publicity for existing policies/programs

- The Task Force recommends that the proposed University Committee on Child Care research options and set priorities, with support from appropriate central administrative offices.

3) Faculty feedback also surfaced issues in areas such as:

- Mentoring
- Workload
- Compensation
- Access to resources
- Time to pursue research and writing
- Lack of clarity around promotion criteria
- Utilization of policies by gender

- The Task Force recommends that that these issues be included in a University-wide climate survey targeted at faculty. The Office of the Senior Vice Provost would provide oversight for collecting, analyzing and publishing survey data.

## **NEXT STEPS**

# NEXT STEPS

## 12-Month Transition Plan

	2005								2006				
	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>1) Search Advisory Committee</b> Identify and recruit candidate for Senior Position	█												
<b>2) Transition Committee</b> Initial implementation and oversight until accountability delegated to appropriate people throughout Harvard.	█												
<b>3) Staff Activity</b> Further analysis, costing, refinement of proposals	█												
<b>4) Senior Position and Other Points of Accountability throughout the University</b> Take over from the Transition Committee.					█								
<b>5) Committees Supporting Senior Position</b>	█ University Committee on Diversity and Faculty Development												
						█ Senior Vice Provost's Advisory Committee							