

TASK FORCE ON WOMEN AND FAMILIES

FINAL REPORT TO THE PRESIDENT

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EXECUTIVE SUMMARY

Defining *family* in the 21st century is no small task and it was certainly a challenge for the members of the President's Task Force on the Status of Women and Families at DePauw University. Possibly, at no other time in United States history has there been such a surplus of definitions for the word and concept of *family*. Standard definitions of family can range from fairly fluid relationships and affiliations to strict legal relationships and jargon, typically reserved for wills and insurance companies. We found in our readings, interviews and surveys that family relationships are dynamic, complicated, and can change based on economic factors. At DePauw, *family* can mean single, married, and/or domestically partnered people who may or may not be providing care for children or adults.

As we gathered DePauw University data, we found that the application of the definition of *family* is quite elastic. For this reason, there are many areas where DePauw University can establish itself as a model higher education employer in the 21st century. In 2009, DePauw received recognition for its clear tenure process in a survey sponsored by the *Chronicle of Higher Education*; similarly, the University can improve morale and job satisfaction by continuing to learn more about benefits and policies in place at peer institutions. One consistent concern about *family* revealed in our data, and voiced by both staff and faculty members, was the challenge to live a more balanced professional and personal life while working at DePauw. From these data we have developed several recommendations. Some of the recommendations ask for changes that require additional resources, but many require the University to simply improve communication and increase training opportunities.

Throughout the process of learning more about the type of campus community we seek to have, we found that faculty and staff have comments about and suggestions on how best to

address or improve the current Family-Friendly Statement, work and pay equity, leave time, flexible work schedules, spousal and partner hiring assistance, and child care. Our employee guides and handbooks need updating and enforcement, but we should begin immediately with regular supervisor education and training. We ask that the University consider supporting new affinity and identity groups for faculty, staff, and students. The Diversity and Equity Committee (DEC), which represents all facets of the local DePauw community, has a weighty charge; but it has no directive to complete specific investigations each year. We ask that DEC add an annual review of the status of women to its duties.

REPORT

Thirty years after its founding, in 1867, Indiana Asbury University, under President Thomas Bowman's leadership, embarked on a brave new path—the admission of coeds. There were five women admitted, four hailed from Putnam County. However, only four became official graduates in 1871. They were Alice Allen, Laura Beswick, Bettie McReynolds Locke, and Mary E. Simmons. Considering the challenges faced by these women, one understands their courage and strength. By 1882, Asbury welcomed its first female faculty member appointed to a full professorship, Alma Holman. In 15 years, the University made great strides with respect to women, during a time when women still lacked suffrage. As one reviews University history, there are many examples where equity, access, and inclusion demonstrate a wide-ranging commitment to diversity.

In 2002, 135 years after the first coeds arrived in Greencastle, the University took another bold step—an assessment of the status of women. Today, women comprise 57% of student enrollment. As for faculty, women comprise 40% of faculty members and almost 60% of staff. The numbers are impressive and demonstrate a long-standing effort by the University to recognize and promote women. The report issued by the Task Force on the Status of Women at DePauw University in 2002 stated:

Women's status at DePauw University mirrors the status of women in western society as a whole: signs of improvement are everywhere, but pockets of institutional and cultural resistance to change remain. DePauw is not the same place as it was 50, 25, or even 10 years ago.

Less than a decade later, this statement is still relevant, but our current study reveals the image of families and frenetic lives consumed by work responsibilities. The 2002 task force demonstratively met the overall challenge to assess the status of women at DePauw. The Task Force on Women and Families has expanded upon that work by an intentional review of family-

friendly policies and work/life balance for faculty, staff, and students. Our investigation illustrates the need for a less harried work life and clear, equitably dispensed benefits.

Creating policies and programs would be easier if DePauw had a single employee type. The challenge emanates not from the impending baby boomer retirement but from the multigenerational workforce, perhaps intensified by current economic conditions, where baby boomers, generation X, and generation Y work alongside one another. DePauw and many other higher education institutions are in a unique situation where policies and benefits must meet the needs of a variety of people. While it is admittedly challenging trying to satisfy diverse needs, we believe the University has an opportunity, in addressing these varied needs, to secure a prominent standing as a model employer for higher education in the 21st century.¹

Although the Great Recession of 2008 has obliged many higher education institutions to review employee handbooks and policies and the benefits offered, this was not the impetus for establishing the current task force on women and families. At the December 2008 faculty meeting, President Casey announced the formation of a task force to revisit the status of women and further address issues related to families. In response to the request from members of the DePauw University community from within academic affairs, President Casey said, "I will ask that this committee have a very wide purview, recognizing that we must create an extremely welcoming environment here at DePauw supportive of those personal and familial decisions we all make." As an institution, firmly set in the 21st century, we are taking the time to ensure that every DePauw University community member is a part of the process, respected, and given an opportunity to succeed. Following is the charge issued by President Brian Casey to this task force:

¹ In the Great Colleges to Work for 2009 survey, DePauw received recognition for its tenure clarity and process, <http://chronicle.com/section/The-Academic-Workplace/156/>.

- To review the practices (for faculty, administrators, staff, and students with regard to the campus and surrounding environment, career development, classroom climate, and employment status and compensation of women) employed at DePauw University since 2002;
- To learn from best practices on the status of women and a family-friendly atmosphere employed by other post-secondary institutions;
- To identify and outline issues which need to be addressed as the University endeavors to provide a healthy and supportive climate for women in all aspects of University life;
- To recommend revisions to policies and structural changes to offices and organizations related to the status of women and of the University as a family-friendly work environment

As we considered this charge, we understood that the task force could investigate many aspects of life at DePauw. With so many possible directions and inquiries before us, we focused our efforts on family-friendly policies. Our interpretation of the charge was to answer the following questions:

1. What changed after the 2002 report?
2. How does it feel to work at DePauw University?
3. Where can DePauw improve in terms of family-friendly policies and programs that promote work/life balance for all employees? How can we begin to address student needs? What can we learn from the best practices of other institutions?

Methodology

The task force, composed of faculty, and representatives from Academic Affairs, Student Life and Library Information Services, began working March 2009. Initially, we met every two weeks, but by fall 2009, we decided that meeting every week was appropriate. We focused on using the charge as a guide for completing the work. Three subcommittees were developed to work on current practices, external postsecondary review, and data collection.² Each group collaborated with one another, gathering information, developing survey and focus group questions. Ultimately, the task force shaped the recommendations by reviewing the information gathered and linking the recommendations to actual campus needs.

The current practices group reviewed the practices employed by DePauw University since 2002. These practices included those affecting faculty, administrators, staff, and students. Topics included the campus and surrounding environment, career development, classroom climate, and employment status and compensation of women. The subcommittee members were Mandy Henk, Jeannette Johnson-Licon, Lesley Lytle, and Dorian Shager. The group reviewed prior recommendations and existing documents, such as the 2002 task force on the status of women report, our current Family-Friendly Statement, our employee guide, and the academic handbook. In May 2009, representatives of this group met with Neal Abraham (Academic Affairs), Cara Setchell (Student Life), Jana Grimes (Human Resources), and Bill Tobin (Institutional Research). They received women athletics advocacy information from Page Cotton (Director of Athletics). The practices group helped the other subcommittees frame their work by briefing them on campus data already available and highlighting women and family-related concerns.

² In the recommendations section, we discuss the student component to the task force.

Based upon this preparatory work, the external post-secondary group, seeking to learn more about the status of women and family-friendly policies at other post-secondary institutions and by corporate employers, wrote a set of questions to ask representatives of each employer (human resource directors, campus diversity officers, etc.).³ The subcommittee members were Kate Knaul, Marie Pickerill, Francesca Seaman, and Carol Steele. Their external policy review included 30 institutions that represented peer institutions, geographically distributed universities, and larger colleges and universities. They also reviewed ten businesses and corporations.

The data collection group included Alicia Suarez, Michael Roberts, and Ray Burgman. They closely followed the outcomes of the internal and external groups' work, which then formed the basis of their work. This group was involved in identifying and outlining issues that the University should address to provide a healthy and supportive climate for women and families. They worked with the Office of Institutional Research (OIR) to develop a preliminary set of questions to share with the entire committee. Over several meetings, the questions were refined by the entire committee and by further consultation with OIR. OIR fashioned these questions into surveys for faculty and staff. The surveys were distributed electronically to faculty and staff, and the responses collected and reviewed to ensure confidentiality. Finally, task force members, after receiving some cursory training, led separate focus groups for staff and faculty.

Our discussions were lively and educational. Passion for the topic was natural, since our work centered both on caring for one's family and self outside of work as well as focusing on improving life at work. All task force members contributed readings, relevant websites, and institutional documents from both DePauw and other colleges and universities. Therefore, our conversations were also enlightening. As a result, the findings and recommendations presented in

³ The questions are available in a separate document labeled appendix A. You may obtain a subset of responses and results from the senior administration.

this report include information that does not come from one singular source but from many sources.

What Changed After the 2002 Report?

Evaluation of the 2002 Task Force Recommendations⁴

As we reviewed the 2002 report from the Task Force on the Status of Women, we noted how DePauw has grown and has made significant strides since that time. We found programming that we encourage the University to continue sponsoring because of its positive impacts on the campus and because of the positive responses from our survey respondents. In addition, we found policy changes and hires that are now integral to campus life and to everyone's well-being. Essentially, as a result of the 2002 report, campus leaders committed themselves to improving conditions on campus for women, which in turn improved the campus climate for everyone.

At this point, we would like to revisit the recommendations from the 2002 task force and provide an update on each. They suggested “three structural changes” that would “have the greatest potential to impact, immediately and directly, the lives of women on campus.” We laud the campus on implementation and continued commitment to the first three recommendations.

- Until recently, we had a registered dietician on campus. Currently, students do have access to nutritional consultations and there is a counselor on staff trained to assist with body dysmorphia and disordered eating.⁵ Though we no longer have someone full-time, the second Friday of every month students can schedule an appointment with a nutritionist.
- The University established a “loose” non-contractual affiliation with a local provider and increased child care availability for children under the age of 18 months for

⁴ You can access that report at http://www.depauw.edu/admin/hr/Policies/WomensTask_forceReport.pdf.

⁵ Students can use MyStudentBody.com. It is a confidential, online web resource available 24 hours a day. It provides comprehensive health information related to alcohol, stress, STDs and tobacco.

faculty, staff, and non-DePauw affiliated Greencastle residents. DePauw owns and maintains the building but the private business supplies the services.⁶

- The Women's Center is located alongside other campus affinity and cultural centers (Association of African American Students House and the Dorothy Brown Cultural Resource Center). The Women's Center is a "hub for activities and programs available for women [and men] of all walks [and from all parts of campus]." The Women's Center staff include: a director (10 hours per week), a Sexual Assault Services Coordinator (10 hours per week), an administrative assistant (12-15 hours per week), five work-study students, and a student intern who lives at the Center and provides after-hours support to students in crisis.

We believe the following recommendations need more frequent review and/or reassignment to faculty and staff committees, student leadership, and senior administrative teams.

- Since we narrowed our focus to family-friendly or work/life balance policies, we cannot speak about how DePauw faculty and staff feel about the frequency of Dr. Bottoms' administration or the current administration's comments on the "zero tolerance stance toward harassment of women." However, having an inclusive campus is something toward which all campus constituencies (faculty, staff, students, alumni, and visitors) should strive. We understand reaching this goal will be easier if the President, Cabinet, and other senior administrative staff and advisors speak openly about ending any form of harassment at DePauw University.
- New employees, supervisors, and department chairs currently receive information on gender issues and the policy on harassment. However, the quality of these sessions varies. For example, for the last few years, new faculty received this training from a Human Resources (Human Resources) representative during orientation. In the recent past, all new academic chairs and program directors received a chair's handbook and employee guide from Academic Affairs during an orientation session directed by the Vice President of Academic Affairs.⁷ Human Resources indicated that beginning February 2009, their office added the New Supervisor Orientation workshop, which is open to all managers or supervisors, but is mandatory for persons assuming a new role. Note that Human Resources conducted mandatory harassment workshops until six years ago. Ever since that time, department or division heads must request sessions (some areas do consistently schedule harassment training).

⁶ New Pathways, owned and operated by Mary Jane Scamahorn, provides the on-campus center and special event care. The on-campus center is a DePauw University owned and maintained building, but New Pathways carries the licensure, sets facility hours and rules, covers the liability insurance, and provides the child care service (employee pay and training, food, lactation accommodations, etc.). There is no subsidization from DePauw to those parents or families using the center. If you have multiple children using the center, there is a sliding scale to increase affordability. Typically, Gobin United Methodist Church provides special events care, but both the Church and New Pathways were not able to provide such care.

⁷ The chair's handbook is available on a Moodle site for academic department chairs only.

- First-Year Programs, specifically *depauw.year1*, include peer mentoring sessions where first-year students discuss a variety of issues and concerns in a safe and welcoming environment. They are free to ask questions and receive judgment free, affirming responses.⁸ Since the mentors have close relationships with the first-year students and seminar instructor, it is possible to create a first-year experience that covers all aspects of the students' transition to college. In the recent past, student life and academic affairs experimented with adding programming that addressed "eating disorders, alcohol abuse, drug use, sexual assault, etc." over the Winter Term and some events have been well-received by students.
- In addition to the programs discussed earlier, students living within University-owned housing have Housing Councils and the Resident Student Association as resources. Both give students a voice within their living units. The university also has established the G.E.A.R. program, which is a peer education program in select fraternities and sororities that aims to increase healthy life choices and reduce risky behavior.⁹
- Mary Bretscher, Associate Athletics Director, works as the advocate for female student-athletes.
- The faculty mentoring program, administered by the Faculty Development Coordinator, is voluntary but quite active. Both men and women participate in the program.¹⁰ It is important to have a senior faculty member who can help a junior faculty member understand his/her new environment (academic department, local community, etc.). We agree that the Coordinator must show care when assigning mentors to mentees as success is dependent on mutual respect and trust.
- Over the last eight years, DePauw hired many women in the sciences as well as in other academic areas. In 2002, there were 82 women faculty members, and today there are 96. In 2002, women were 32.5% of the tenured faculty. In the next five to ten years, retaining current faculty, half the faculty at DePauw could be women.
- Women faculty members wishing to move to academic administrative positions received support through many programs. The Mellon Career Enhancement Grant awarded in 2003 and 2007 supported many faculty projects. Faculty in general

⁸ The first-year program, *depauw.year1*, is a comprehensive approach to the transition all new students face as they arrive on campus. The unique blend of in-class and out-of-class experiences is designed to both support and challenge students and to introduce them to the rights, responsibilities, and opportunities involved in being a member of the DePauw campus community.

⁹ The G.E.A.R. (Greek Educators, Advocates, and Resources) peer education program includes selected sorority and fraternity members who promote well-being in their chapters. Training in alcohol abuse, sexual assault, nutrition, and a variety of mental health issues allows the chapter representatives to recognize at-risk behaviors in their chapter, serve as a resource to their members, and present programs to benefit the larger Greek community. For more information, <http://www.depauw.edu/student/greek/gear.asp>, last accessed February 26, 2010.

¹⁰ Scholars such as Caroline Sotello Viernes Turner, Arizona State University Lincoln Professor of Ethics and Education and Doctoral Program Director for Higher and Postsecondary Education, have explored the increased job satisfaction and retention of faculty who have strong mentoring relationships.

benefited from GLCA Academic Leadership and Innovation Institute and Council on Undergraduate Research professional development seminars and workshops; many women specifically learned how best to advance their careers through these seminars and workshops.

The remaining recommendations definitely need improvement.

- Most programming for students has focused on sexual misconduct and not on sexual harassment. A Women's Center staff member, who in conducting a recent grant-funded project, worked extensively on sexual assault and relationship violence education on campus. More work is needed to make students aware of the sexual harassment policy.
- Each DePauw handbook contains the official harassment policy.¹¹ Members of our committee formally and informally canvassed the administrators of this policy: Human Resources (for cases involving employees), the Dean of the Faculty (for cases involving faculty members), and the Dean of Students (for cases involving students). Anecdotally, the process appears to be working, but a more formal review is needed.
- We discuss family-friendly policies (job sharing, contract reductions, and flex time) in the following text and in our recommendations.
- We understand that some recommendations do not reach an implementation stage, but in this case, it truly is unfortunate that no one felt compelled to “design and conduct a comprehensive, longitudinal survey of students that will assess their attitudes, perceptions, experiences, behaviors, and values about what it means to be a successful women student at DePauw...” This would be an interesting and revealing exercise for women staff and faculty as well.

Some other campus programs and policies that were not explicitly requested in 2002 but that are now in place and critical to professional and personal life balance are:

- A revised and comprehensive harassment policy that includes faculty, staff, students, and administrators. It clearly defines harassment and sexual harassment. The policy outlines the reporting and investigation procedure as well how the University resolves complaints.¹²
- Long-term disability is now available to hourly-paid staff.¹³

¹¹ You may access the academic and student handbooks at <http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=310&parentid=300>. The employee guide, <http://www.depauw.edu/admin/hr/documents/EmployeeGuide/Employee%20Guide%20%20November%202009.pdf> is maintained by the Office of Human Resources.

¹² The policy on harassment was revised in 2003.

¹³ The University pays the premium, and the employee is eligible for long-term disability if disabled for at least six months. The employee and his/her doctor must submit paperwork to the insurance company and the insurance

- The Office of Spiritual Life, though currently without a director, is staffed by an able staff and enjoys much student involvement. Spiritual Life offers programming that fits most of the campus needs. We have more spiritually diverse students, faculty, and staff than in 2002.
- The health risk assessment provided through our healthcare provider is seen as beneficial.
- The Health and Wellness Program, which includes flu immunizations, Weight Watchers, fitness classes (yoga, Pilates, Zumba, swimming, etc.), and the Lilly Fitness Center are used by faculty, staff, and students. Additionally, the Nature Park and the Bartlett Reflection Center provide many on campus and in the Greencastle community a place to reflect and meditate.
- Human Resources currently conducts a voluntary professional development series (lunch n' learn, excellence in leadership, etc.) open to everyone but tailored to supervisors and managers. The topics included diversity leadership, electronic communications and document retention/destruction policies, foundations of 21st century leadership, leave policies, and managing and benefiting from conflict.
- There are many women's support groups on campus. There is a vibrant Women of Color group that is self-sustaining, and there was a series of panel discussions called, "Leading Ladies," for female staff and faculty members, which focused on the experiences of women in higher education. Students receive curricular support from groups such as Women in Science (WIS) and Women in Economics and Business (WEB). There are many student organizations that allow students to network and hone their notion of active and successful women.

How Does It Feel to Work at DePauw University?

As stated earlier, there are policies and programs that resulted from campus efforts to enact and carry out the recommendations from the last task force. In less than a decade, DePauw's campus environment has a more welcoming feel for women students, faculty, and staff. At this point, as we consider the 2002 task force recommendation:

Document the family-friendly policies (job sharing, contract reductions, and flex-time) that the University honors and work with supervisors to employ these flexible practices on a more consistent basis. We believe that flexibility is possible more often than not, but we also believe that women employees do not

company will determine if the disability meets the definition of the policy. If so, the insurance will provide 2/3 of monthly income for the remaining period of the disability or until the age of 65 is reached, whichever comes first.

request flexibility because they presume it will be denied. The Human Resources office should conduct an in-service training for all supervisors so that everyone is on the same page about this issue.¹⁴

The current task force intentionally reviewed the items asked for in this recommendation. However, we went beyond this and also asked about policies and programs related to job satisfaction and work/life balance.

The Survey

As noted previously, the data collection subcommittee worked with the Office of Institutional Research to focus on the issues most pertinent to women in the DePauw community. The subcommittee then created, with the assistance of OIR, separate surveys for faculty and staff. The entire task force committee reviewed and refined the survey questions, and OIR developed the survey instruments. All faculty and staff were invited to respond to the (appropriate) survey, which was administered electronically and confidentially. OIR continued to assist the task force by evaluating the results of the survey. They used several variables to help us understand our work community. For both staff and faculty, we first considered results that cover a general analysis including everyone who responded to the survey. For staff, we then used the following additional variables: gender; staff types - salaried and hourly employees; and job satisfaction – seriously considered leaving DePauw. For faculty we used the following additional values: gender; faculty rank; job satisfaction – seriously considered leaving DePauw. We discuss those results below. To clarify these results, we also include additional observations garnered from respondent comments collected in the surveys and from focus group conversations.

¹⁴ The Task Force on the Status of Women at DePauw University, pg. 4.

Staff

Survey Demographic Information

A high number of staff members completed the survey. The survey over represents the perspectives of women, as they completed 114 of the 148 valid (or completed) surveys.¹⁵ In addition, there are only three missing records or invalid surveys: this fact further supports the collectively strong response.¹⁶ Fifty-nine percent of the staff respondents were full-time salaried workers. Thirty-four percent selected full-time hourly staff when asked to classify their primary position at DePauw. One percent and seven percent, respectively, were part-time salaried and part-time hourly staff members. In terms of length of service at DePauw, 33% of respondents had worked at the University less than five years and 25% had worked at the University more than 15 years. The staff age distribution from the survey is split evenly between 18 – 45 and 46 – 70. Mostly individuals identified as racially/ethnically white (90%). Women (77%), heterosexuals (97%) and people who are married or in a recognized University domestic partnership (75%) identified themselves as such in the survey. Additionally, though many respondents (26%) were not commuting to work, of those respondents who do commute, approximately 50% commute 15 miles or less, 12% have commutes from 15 – 30 miles, and 11% commute 30 to 50 miles to work.

Gender¹⁷

¹⁵ When reporting raw numbers or percentages, we have different response rates. Some respondents skipped survey questions. We do not speculate why respondents skipped some questions.

¹⁶ Unless otherwise noted, though we classify values as significant, the small sample sizes mean that we must be careful about over emphasizing the *importance* of some results. When comparing groups, the numbers were not always large enough to accept the significance values with full reliability. The more numbers there are across the categories the more reliable the significant values are. Where we have less than five records, we need to approach the results with caution.

¹⁷ OIR indicated that the number of men (N=34) is almost too low to reliably run any statistical comparison. Typically, OIR uses N=30 as the cutoff but feels that N=40 is best for reliable results. Using gender as the dependent variable, the only question that showed significance was question 14 about rules and interacting with colleagues.

Though the response rate from male staff members was low, on the question, “There are many unwritten rules concerning how one is expected to interact with colleagues in my department/unit,” there was a difference between males and females.¹⁸ For males, 33.4% strongly disagreed or disagreed with the statement. For females, 55.3% strongly disagreed or disagreed with the statement. Male and female respondents strongly agree or agree at about the same rate. The variance, or rather the significance we see between the two groups is likely occurring in the disagree categories. Over half of women thought there were not unwritten rules that governed their interactions with others. Only one-third of male respondents did not believe that unwritten rules governed their interactions with others. This is the only result we can report using gender as the dependent variable. None of the other questions showed a significant difference between men and women. However, we have additional pertinent information from the survey comments and the focus group sessions, which is used to support recommendations relating to gender.

Staff Type: Professional/Salaried and Hourly Staff

After finding that gender was not providing clear answers about how policies and practices affect DePauw employees, we reviewed the difference between salaried and hourly employees. On the question, “Do you feel that your work and personal life are in balance?” salaried employees responded in the survey with 58.4% stating their work/personal life was very or somewhat balanced. For hourly employees, 88.4% stated their work/personal life was very or somewhat balanced.¹⁹ We can conjecture that hourly employees have more defined work hours while salaried employees are asked to perform more tasks and work additional hours; but similar to the results for gender, this is the extent of significant results.

¹⁸ This question is significant at the ($p < .05$) level.

¹⁹ It is significant at the ($p < .000$) level. However, there may be a type I error emanating from the data. The difference between the two groups is interesting; however, it is most safe to simply describe the difference.

Job Satisfaction: Seriously Considered Leaving DePauw

While using gender as an anchor proved problematic because of response rates, the question evaluating job satisfaction was more informative. There were many differences between those who were “happy” working at DePauw and those who were not.²⁰ A majority of faculty and staff respondents considered leaving the University. For the staff who considered leaving, 61.3% stated that their work and personal life was very balanced or somewhat balanced. For those who have not considered leaving, 80.9% reported their work and personal life to be very balanced or somewhat balanced.²¹ While this seems like a large difference, there is no statistically significant difference between the two groups; the job satisfaction proxy does not show a clear connection to work/life balance. Overall, respondents indicated that their work and personal life was balanced or somewhat balanced; it does not matter if someone indicated a desire to leave DePauw.

However, the next question, which had six parts, showed that apprehension over work/life balance and the climate within the work environment is not universal. As we might expect viewpoints differed: some University employees have balance between their jobs and personal lives and feel that their work environments are comfortable and inclusive, while others are struggling to maintain balance and to find comfort within their unit or area. For example, the question, “I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation and/or promotion,” showed the difference in how the two groups view

²⁰ It was significant at the ($p < .05$) level. We will not speculate about morale because of possible self-selection effects. Perhaps, “happier” employees opted to not complete the survey because they did not feel aggrieved or did not feel they had any information to share.

²¹ On the one sample t-test results both those who have and have not considered leaving were significantly ($p < .05$ and $p < .000$ respectively) different from the neutral value of three. The mean for those who have considered leaving was 2.66 and 2.07 for those who have not considered leaving.

the institution.²² For those who considered leaving, 48.1% strongly disagree or disagree with the statement. For those who have not considered leaving, 73.2% strongly disagree or disagree with the statement.²³

The same divide between those who are satisfied with the job and those who are not holds true in the next set of questions. When asked, “I have missed out on important things in my personal life because of professional responsibilities,” for those who considered leaving DePauw, 30.4% strongly disagree or disagree with the statement. For those who have not considered leaving, 56.1% strongly disagree or disagree with the statement.²⁴ The question, “I feel that staff who do not have children are given additional work responsibilities (e.g., stay late) beyond those who do have children,” showed similar results.²⁵ For those who have considered leaving DePauw, 28.2% strongly disagree or disagree with the statement. For those who have not considered leaving, 58.4% strongly disagree or disagree with the statement. There seem to be similar feelings about working outside usual hours between these two groups. For those who have considered leaving, 57.8% stated working outside usual hours was not difficult or somewhat difficult. For those who have not considered leaving, 81.9% stated working outside usual hours was not difficult of somewhat difficult.²⁶

²² There is a significant ($p < .001$) difference between the two groups.

²³ One the one sample t-test only those who have not considered leaving had a mean of 3.93 significantly different from the neutral value of three. Those who have considered leaving had a mean of 3.06. The rest of the items were significantly different between the two groups also. The remaining responses were significant but the response rates were low. There was also a number of t-test that had a significant mean difference from the neutral value.

²⁴ There was a significant ($p < .005$) difference between the two groups with no concerns over response rates. The mean of those who have considered leaving was 2.78. On the one sample t-test the mean (3.53) of those who have not considered leaving was significantly ($p < .000$) different from the neutral value of three.

²⁵ The difference is significant at the ($p < .05$). On the one sample t-test the mean (3.52) of those who have not considered leaving was significantly ($p < .001$) different from the neutral value of three. The mean of those who have considered leaving was 2.85.

²⁶ There was a significant difference between the two groups. The question “Working outside usual hours” had a significant ($p < .05$) between the two groups. Both groups were significantly different from the neutral value of three. Those who have considered leaving were significantly ($p < .05$) different from the neutral value of three with a mean of 2.56. Those who have not considered leaving were significantly ($p < .000$) from the neutral value of three with a mean of 1.87.

In summary, employees who considered leaving stated their departments were less understanding of their need to balance work and personal life and less comfortable asking colleagues for assistance. Furthermore, they were more reluctant to take time off and felt there were more unspoken rules governing behavior in their department. For those who considered leaving the institution, they feel that their personal life is diminished due to work obligations and that working outside normal hours was not easy. In addition, these individuals believe that staff members without children receive additional work.

Overall staff responses demonstrate that staff members do not view the University in the same way.

Faculty

Survey Demographic Information

A high number of faculty members completed the survey. The survey over represents the perspective of women, as they completed 84 of the 138 valid (or completed) surveys.²⁷ Eighty-eight percent of the faculty respondents were full-time workers. Twelve percent selected part-time faculty when asked to select their status at DePauw. Associate and assistant professors are equally represented in the data: 33% each. Some 29% of respondents were full professors, and only 5% selected instructor. Almost half of the survey respondents (53%) worked at DePauw for less than ten years. The faculty age distribution, not surprisingly, has 97% of faculty over the age of 30, with 53% of faculty members completing the survey identifying as between the age of 40 and 60. Mostly individuals identified as racially/ethnically white (86%). Women (61%), heterosexuals (93%), and people who are married or in a recognized University domestic

²⁷ When reporting raw numbers or percentages, we have different response rates. Some respondents skipped survey questions. We do not speculate why respondents skipped some questions. Unless otherwise noted, all the significant values need to be taken with a (sometimes large) grain of salt. This is because when comparing groups the numbers were not always large enough to accept the significance values with full reliability. The more numbers there are across the categories the more reliable the significant values are.

partnership (76%) identified themselves as such in the survey. Additionally, though many respondents (49%) were not commuting to work, of those respondents who do commute, approximately 21% commute 15 miles or less, 9% have commutes from 15 – 30 miles, and 13% commute 30 – 50 miles to work.

Gender

Unlike the staff survey, there were quite a few differences between male and female faculty members. However, there were still limitations and we believe that the descriptive statements about the data provide assistance in understanding the survey data. Males reported their work/personal life to be more in balance than females.²⁸ Males reported that their supervisor/department chair and department were significantly more supportive of their need to balance work/personal life than did women.²⁹ Yet, for two questions, “My supervisor or department chair has been supportive of my need to balance work and family life” and, “My department has been supportive of my need to balance work and family life,” men and women indicated an agreement with the statements - but not to the same degree.³⁰ When asked, “I feel that faculty who do not have children are given additional work responsibilities (e.g., stay late, early classes) beyond those who do have children,” there was a difference between male and female responses.³¹ On the question asking about expectations around teaching, scholarship, and

²⁸ The significance level ($p < .05$) was observed. After running the one sample t-test on the neutral value (3), we found that the mean of male responses (2.67) was significantly ($p < .05$) different from the neutral values. The same significance was not found with females. Their mean was 3.27.

²⁹ The results are significant at the ($p < .05$) level.

³⁰ The t-test results illustrated that both male and female mean responses were significantly ($p < .001$) higher than the neutral value for the questions of “Question 15: My supervisor or department chair has been supportive of my need to balance work and family life” (male mean 1.76; female mean 2.09) and “Question 15: My department has been supportive of my need to balance work and family life” (male mean 1.94; female mean 2.46).

³¹ The mean response of females (2.81) was slightly above the neutral of three. The male mean response (3.67) was significantly lower than the neutral value of three. There was a significant difference ($p < .05$) between men and women on this questions, however, this may be a false positive in accepting this difference.

service, both males and females stated that slightly more is expected of women in teaching and service obligations at DePauw.³²

Faculty Rank³³

Using faculty rank as a dependent variable was not satisfactory. The number of respondents was small for individual questions and thus made any analysis suspect. Therefore, our findings will turn to using the job satisfaction proxy.

Job Satisfaction: Seriously Considered Leaving DePauw

While there were some statistically significant responses in this part of the survey, many results are best explained by descriptive statements. For example, almost 54% of faculty individuals that have considered leaving DePauw reported they do not have proper work/life balance. Comparatively, we see a sharp decrease, approximately 35%, for individuals who have not considered leaving. On the question asking about receiving support with work/life balance from the department chair or department generally, those who had considered leaving DePauw had a different opinion than those who had not considered leaving the institution.³⁴ For the question, “I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation and/or tenure decision,” those who have considered leaving responded differently from those who have not considered leaving. There was an almost even split between strongly agree and agree, 45.8%, and strongly disagree or disagree, 44.4%, with the statement.

³² This question had no statistical significance but the numbers are interesting. However, for this question, we must note that women are overrepresented in the survey.

³³ For doing any statistical comparisons between faculty groups, the numbers were too small. OIR could not satisfactorily run an ANOVA for comparison of three or more groups.

³⁴ Individuals who considered leaving DePauw were significantly ($p < .05$) different from individuals who have not on questions “My supervisor or department chair has been supportive of my need to balance work and family life” and “My department has been supportive of my need to balance work and family life.” Each group was significantly higher ($p < .001$ for each question, in each group) than the neutral value of three. Those who have considered leaving had a mean score of 2.19 and 2.53, while those who have not considered leaving had a mean score of 1.64 and 1.85 for each question respectively.

For those who have not considered leaving, 66.7% strongly disagreed or disagreed with the statement.³⁵

The next results discuss perceptions of faculty who do and do not have children. Both groups felt that faculty with children were not less committed to their careers; however, the two groups differed in their magnitude of disagreement with the statement. 38.2% of faculty who had considered leaving strongly disagreed or disagreed with the statement and 61.1% of those who had not strongly disagreed or disagreed.³⁶ Between the two groups there is also agreement over disagreement about the statement, “I feel that faculty who do not have children are given additional work responsibilities (e.g., stay late, early classes) beyond those who do have children”: 33.8% for those who considered leaving and 60% for those who have not.³⁷

Overall, faculty who considered leaving the institution have less work/life balance and do not feel as if they are receiving assistance from their department chairs or colleagues to achieve balance. Additionally, faculty who considered leaving did not view colleagues with children as less committed to their careers and did not believe that colleagues without children received more work.

³⁵ This response is significantly ($p < .05$) different.

³⁶ For the question “I feel that faculty who have children are considered less committed to their careers” there was a significant ($p < .05$) difference between the two groups. Since the gap in the count between the two groups in the neutral category is so wide, some of the variance might be occurring there. On the one sample t-test, only the respondents that have not considered leaving was significantly ($p < .000$) different from the neutral value of three with a mean of 3.67.

³⁷ For this question, there is significance ($p < .005$) between the groups. Of those who have considered leaving, 39% were in some form of agreement with the statement and 33.8% were in some form of disagreement. Of those who have not considered leaving, 28.1% were in some form of agreement with the statement and 60% were in some form of disagreement with the statement. Again, since the gap in the count between the two groups in the neutral category is so wide some of the variance might be occurring there. On the one sample t-test, only the have not considered leaving group was significantly ($p < .005$) different from the neutral value of three with a mean of 3.51.

Where Can DePauw Improve in Terms of Family-Friendly Policies and Programs that Promote Work/Life Balance for All Employees?

Recommendations

Following are the recommendations of the Task Force on Women and Families. Note that each recommendation is preceded by a justification and followed by details for implementation.

Family-Friendly Philosophy, Statement, and Environment

While DePauw has a “Family-Friendly Statement,” (adopted on September 1, 2003) it is vague and awkwardly worded. We recommend that:

- The President’s Cabinet develop and clearly articulate a family-friendly philosophy and work/life balance statement for inclusion in university promotional materials, the website and employee manuals and handbooks.
- The Office of Institutional Research conduct, analyze, and report on ongoing longitudinal surveys of DPU students to gauge the campus climate for women students and assess their attitudes, perceptions, experiences, behaviors, and values.
- Human Resources and the Office of Institutional Research conduct periodic reviews of employee satisfaction and job climate for women and families, to be reviewed by the Diversity and Equity Committee.

The “spirit” of the Family-Friendly Statement needs to be rewritten, while the “letter” should be included more formally in the handbook of policies and/or practices. We request that the University follow through on the 2002 Task Force recommendations that have not been completed, such as the yearly survey on women's issues.

Policy Clarifications and Changes

Some comments from the surveys and from anonymous reporting indicate that the current bereavement policy creates hardships for some employees. We found that the leave and salary continuation policies are not clear or comprehensive. The rationale behind policy differences between faculty and staff members is not always clear. Respondents feel that maternity/paternity leave should be longer and distributed equitably. Faculty comments indicate many faculty

members did not know or were too afraid to ask for tenure/review clock pausing while on leave. 19% of respondents said it would have been useful for child care, and 10% said it would have been useful for adult care. We recommend that:

- Human Resources expand the definition of "immediate family" for bereavement leave or allow for a process to request "immediate family" status. This will address the unique family ties of our faculty and staff where one day of leave does not seem appropriate.
- Human Resources revise the parental leave policy so that it does not require authorization from a physician.
- COF craft and the faculty should vote on a clearly defined and equitably applied, publically available tenure/ review clock pausing policy for faculty with child care or elder care needs.

We support further exploration and clarification on the part of Human Resources and the Administration on the sick time policy to care for family members. We support exploring a 12-week paid parental leave benefit for all employees, which incorporates both Family Leave and Medical Act (FMLA) and the salary continuation policy. Based on comments in the survey and focus groups, 12 weeks seemed to meet the need for a more generous leave time, while also alleviating some of the issues with faculty scheduling. We support expanding parental leave benefits to adoptive parents and offering a job guarantee to part-time workers. We also support allowing dual DePauw couples to decide how to split the leave between them, in appropriate cases. Finally, we support clarifying faculty leave options regarding teaching to provide greater consistency in practice.

We encourage Human Resources to set up a review system to ensure that the handbook is up-to-date and that our employment policies are fair and equitably enforced. Whether legitimate or not, a significant number of respondents to the faculty and staff surveys perceived university policies to be unclear or selectively enforced.

Mandatory Supervisor Training on Gender Issues, Family-Friendly Policies, FMLA and Other Leaves

Currently, when someone moves to a supervisory role for the first time on campus, s/he receives supervisor training/supervisor manual and is invited to participate in voluntary training. Faculty and staff survey respondents repeatedly said they did not know about leave availability; specifically, FMLA and/or variations across the University, indicating a lack of uniform application.³⁸ One way to address this is through educating all supervisors of the available policies. We recommend that:

- Human Resources create a resource packet for all employees about leave policies. Both supervisors and employees could refer to this packet of information.
- Human Resources provide a professional development training series for supervisors. We support a training process that includes a discussion on harassment, gender bias, and family-friendly policies and practices at DePauw.
- Human Resources provide annual or bi-annual mandatory in-service training on FMLA and other leave policies for department chairs, division heads, and standing committee chairs.

We support assessment of the in-service training, such as having participants complete a quiz on Moodle that tests their understanding of policy.³⁹ Having more informed chairs/supervisors with the ability to communicate policies accurately would help junior faculty

³⁸ Human Resources should provide formalized, ongoing training for all employee supervisors on DPU family-friendly policies. Focus group responses, the faculty and staff surveys all reference the need for DPU employees to know and understand family-friendly policies such as Family Medical Leave. This survey comment about FMLA is illustrative, "I don't know what the (FMLA) policy is, and I don't know who's responsible for my not knowing. Certainly no friends, colleagues, or supervisors told me that there was an assistance available." Human Resources should encourage departments to have posted vacation time policy posted, put in writing vacation time policies/guidelines; we believe that consistency across employees within a department, division, and unit/area if appropriate (e.g. numbers of days ahead of time need to ask for time off, etc.) is important.

³⁹ Several comments in focus groups (e.g. female hourly staff) comment that supervisors often do not know about these policies, apply them unevenly, or simply do not pay attention to whether people are suffering or in need of relief. People in focus group commented that a "culture of caring" could start simply by the departmental chairs and supervisors showing more concern with employees on a personal level. In general, if we, as a task force, recommend substantive proposals, then it is important that supervisors are more aware of the options, as they apparently are often unaware of the existing policies.

and staff feel more comfortable asking for time off or leaves and lead to a more comfortable and safe environment for everyone.

Support for Breastfeeding and Lactation

Approximately 30% of staff and 21% of faculty reported being uncomfortable pumping or breastfeeding at work. This is especially true for staff that do not have private offices. Some reported not being supported in pumping and/or breastfeeding or having difficulty making time to pump. We recommend that:

- Human Resources increase the number of centrally-located places on campus for breastfeeding, pumping and expressing breast milk.
- Human Resources help create and publicize a campus breastfeeding support network.

Pay Equity

As an institution, we need to address issues of gender inequity in work responsibilities. For example, respondents to the faculty survey reported that they believe female faculty take on more emotional labor with students and more teaching and service responsibilities: 44% of faculty members think that not only do women contribute more or much more to service but 43% believe that expectations of service are higher for women. In addition, male respondents were significantly more likely to say their work and family life was in balance. This may be explained by outside research that finds that most women, regardless of career, work a “second shift” upon returning home (Hochschild 1990). To this end we recommend that:

- Human Resources conduct a wage and salary analysis for all employees, beginning in fall 2010. While male/female faculty salary is similar and the faculty rank gap is closing, we should continue to assess wages and compensation for faculty and staff.
- Human Resources work with the Office of Institutional Research to obtain staff data and conduct a comparison of staff salaries by gender for similar level positions and share this information with the Diversity and Equity Committee (DEC).

- DEC (with assistance from the Office of Institutional Research) conduct this analysis across the University every five years and report the information to the President and appropriate vice presidents.

We believe that more research and analysis needs to be done on inequities between and among salaried staff. We support a formal review process for pay raises for all employees based on performance reviews and believe that salaries, wages, and promotion should be compared across various demographic markers and between similar jobs. We further support the principle of salary adjustments for long-time employees to match service/experience years with current hires or in areas where salary is at odds when compared with employees with similar work duties, skills, and training.

Flexible Work Schedule (Flex-Time Options)

We support a culture where flexible work schedules and alternative work venues are common and accepted. Some areas of the University already offer these options and employees spoke highly of them in the comments and focus groups. This could be a low-cost benefit as long as work is completed and would be very helpful for all employees. This was a heavily supported policy suggestion especially by all respondents: 55% found it very useful and 40% of the faculty found it very useful. We recommend that:

- Each Vice-President develop a clear process to respond to those requesting to work at home. This policy would be open to all employees with approval based upon job requirements.
- Each Vice-President include a family-friendliness progress report in his/her annual report.

We support an evaluation of job descriptions and responsibility for salaried employees to encourage work/family balance in job design when new jobs are posted.

Wellness and Other Programs for Faculty and Staff

We recommend that:

- Student Life and Academic Atmosphere Committee (SLAAC) develop a series of wellness programs for faculty and staff.⁴⁰
- Human Resources develop and implement a series of work/life seminars.
- The Women's Center should receive University support and funding to sponsor programs for faculty and staff on women's issues.

Family Housing Options for Students

DePauw does not offer our students "family housing" (housing for DePauw students with a child or children), nor do the privately owned Greek living units do so, primarily because of cultural fit and liability issues. Students with children must apply for an exemption to the rules of on-campus residency to find adequate housing for their lifestyle. We recommend that:

- Student Life amend the current housing policy to allow for an automatic exemption to the on-campus residency requirement for these students.
- Residence Life explore more fully issues related to pregnant/parenting students and family housing.

Because of the complexity of this issue, the infrequent need for family housing, and other issues related to pregnant and parenting students, we support ongoing conversations on this issue. The conversations are to be led by Student Life, with input from the University attorney,

⁴⁰ We recommend SLAAC (with generous assistance from students, Office of Student Life and the Kinesiology department) because use of the Lilly Center and other recreational facilities, which are funded by student fees, most likely, would be necessary for an expanded faculty and staff wellness program. However, other committees such as the Committee on Administration (COA) could also undertake this endeavor.

Financial Aid, and the Business Office (among others), about the liability and cost implications of family housing.⁴¹

Liaison with On-Campus Child Care Facility

DePauw currently has a formal relationship with the New Pathways on-campus location, which lasts until the end of this fiscal year. Survey respondents brought up child care issues consistently across different groups of respondents (faculty, salaried, and hourly staff). The most common complaints were the cost of New Pathways, hours, lack of part-time options and issues related to child nutrition, including breast feeding. Despite the complaints, 48% of staff members and 61% of faculty indicated that a readily available university-sponsored infant care facility is very useful. We recommend that:

- The Vice President of Finance appoint a liaison with New Pathways to formalize the University's relationship with our on-site child care provider. This agreement would be assessed and review the agreement bi-annually.

It is in everyone's best interest to get clear expectations from all parties in writing. The relationship should explore: a requirement that the New Pathways-on-campus location accept Indiana FSSA Child Care Development benefits to help defray cost of care for some, a statement of hours and an extension of hours that can meet the hours needed for most required functions, and an arrangement for additional care for campus events provided to the whole campus. We support the exploration of a University-affiliated, sliding scale (based on household income) child care payment system for all employees and students with children, as well as the exploration of creative solutions to meet the temporary child care needs (e.g.; babysitting) of university employees and students with children.

⁴¹ Some students also have adult or elder care concerns. We should consider a mechanism for discussing these concerns as well.

Other Recommendations: Questions Raised by the Survey Data and Areas for Further Review

Neutral Mediator

Survey responses indicated a need for someone outside the “system” who can inform, investigate, and negotiate. Respondents argued that there is no one outside of the Administration to help them resolve a problem or negotiate a condition. One person writes in the survey, “The creation of a University Ombudsman with a professional support staff, an appropriate budget, and a mandate to serve the University community—students, faculty, and staff—who reports to the President but is not evaluated by the President and who has a long, fixed term appointment (5 – 10 years) who can cut through the red tape, neglect, and obtuseness of this institution for any and all.”⁴²

We support the consideration of an Ombudsperson as well as the consideration of other models from similarly situated liberal arts institutions.⁴³

Addressing Critiques of Nepotism While Supporting the Hire of Family Members, Spouses/Partners

We support Human Resources revisiting the current process on spousal/partner hiring. We feel that a written policy will help quell concerns about favoritism and allow candidates to understand what DePauw’s policy is when deciding whether to accept job offers. To attract and

⁴² *Ombudsperson reports only to President*; He or she can be evaluated, based on blinded results, by, perhaps, COA and recommended for re-appointment.

⁴³ For example, Oberlin has an official ombudsperson office. When they began the office, they moved a staff person (from residential life) into the role. If we established an office, we should expect a starting salary of at least \$65,000. In addition, the Ombudsperson office shares space and resources with the Communications office in order to reduce overhead. They share operational costs and professional staff. The overhead is approximately \$18,000 a year. The ombudsperson office operates a Mediation Center and a Social Justice Institute. In the Mediation Center, they train people (primarily students) in mediation and conflict resolution techniques. This costs around \$20,000 a year. The Social Justice Institute has a separate \$50,000 a year budget. Finally, they set aside \$3,000 for staff development, which they rarely spend.

retain dedicated faculty and staff, we need to make consistent and transparent efforts to accommodate spouses/partners.⁴⁴

Benefit Expansion and Exploration

We would like Human Resources to investigate allowing opposite sex domestic partners access to benefits using the same documentation requested from recognized domestic partnerships. This means allowing heterosexual domestic partners the same benefits as same-sex and married partners. This request is supported by respondents indicating that this would be a desirable change. Some felt that the University was mandating marriage to receive benefits. Human Resources recently announced a new health care task force. We should strive to improve health insurance options and pricing. Several respondents asked if it were possible to have a cafeteria style benefit plan where employees can select options based on needs and stage of life.

While elder care did not receive a significant amount of feedback or responses, considering the average age of DePauw employees, this will become a more prominent issue. We need to review elder care from the viewpoint of FMLA and we need to assess the need of employees to learn more about long-term care options for themselves.

Final Thoughts

If someone happened upon the DePauw University profile, she would read:

Nationally recognized, DePauw provides a set of exceptional college experiences marked by intellectual rigor and shaped by a dynamic faculty. These experiences are further enhanced by an engaging residential campus community and a breadth and depth of perspectives inside and outside of the classroom. For nearly 175 years, a DePauw education has provided students with a solid foundation for a lifetime of living and learning and helped our graduates achieve uncommon success in a wide variety of fields around the nation and the world.

⁴⁴ We should implement a process that would evaluate the dossier of a employee's partner. This will require additional education or a workshop on framework and structure for requesting job share to assist with new hires, accompanying spouses, maternity leaves, retirements, etc. The survey reveals that over 64% of faculty would find helpful to have the option for job sharing.

Why does DePauw University stand out from other liberal arts institutions? We have excellent faculty, staff, and students. *However*, we can make the campus even better by simplifying processes and increasing communication; and by providing equal benefits and opportunities for all employees.

Task Force Members

From spring 2009 – spring 2010, we collaborated with one another, conducted research, discussed various topics, and created this document. We support the findings and recommendations made herein.

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