ISU Policies & Guidelines for Flexible Faculty Careers:

Resources for Chairs & Deans

IOWA STATE UNIVERSITY
Office of the Executive Vice President & Provost

ISU ADVANCE
IOWA STATE UNIVERSITY

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Resource Rationale

The proportion of tenure-track positions held by women has slowly increased over the last few decades, but still does not reflect the tremendous increase over the same time period in the number of women earning doctorates. Furthermore, the proportion of women in the academy decreases at each rung up the rank ladder. These trends are most severe among the STEM (science, technology, engineering and math) disciplines - the strength of ISU.

To foster excellence, universities must attract and retain the best faculty. To accomplish this, universities must address the issues underlying the low number of women entering and advancing through tenure-track careers. Competition for the best faculty is intense and family friendly policies can make the difference for a prospective faculty member to choose ISU. To maintain excellence, academic institutions must create a climate conducive to the success of all faculty members and develop and implement policies that address existing barriers to the entrance into and success of women and persons of color in academe.

This resource is intended to support and guide chairs and deans in their efforts and responsibility to facilitate the success of all their faculty members. Practical information is provided following a model developed by the University of California Family Friendly Edge Initiative (Frasch et al. 2007).

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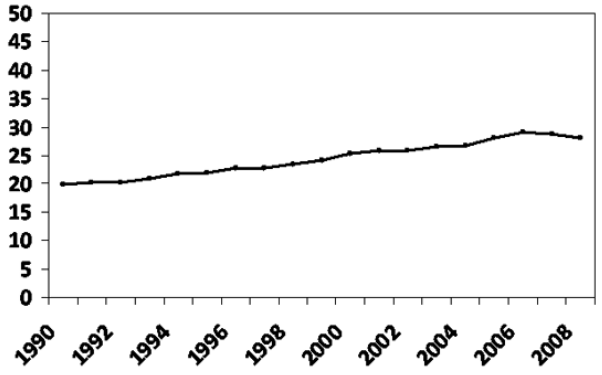
Why Should Departments Be Family Friendly? In Brief.

- ✓ Only 30% of U.S. faculty positions are held by women, 28% at ISU
- ✓ Nationally and at ISU there are fewer women at each successive academic rank.
- ✓ There are half as many female as male faculty to serve as mentors.
- ✓ Married women with young children are half as likely to begin a tenure-track position as married men with young children.
- ✓ Female faculty with early babies (within 5 years of Ph.D.) are tenured at lower rates than male faculty with early babies.
- ✓ For most women who obtain a tenure track position, they are doing so at an age when their fertility is 50% of what it once had been.
- ✓ By the age tenure is typically earned, fertility has dropped another 30%.
- ✓ At ISU, female faculty at each rank have fewer children than their male colleagues.
- ✓ Family friendly policies are being adopted more widely among academic institutions, but such policies are underutilized.
- ✓ More female than male faculty members experience the stress of dual academic careers.
- ✓ Family-friendly policies help *recruit* excellent faculty.
- ✓ Family-friendly policies help *retain* excellent faculty.
- ✓ Flexibility that results in retention may be more cost effective than replacement.

Why Should Departments Be Family Friendly? In Depth.

The proportion of women holding tenure-track positions nationally at research universities is only 30% (West and Curtis 2006). This proportion does not reflect a similar level of parity with the 51% of doctorates now awarded annually to women in the U.S. (National Science Foundation 2004a). ISU has experienced a slow increase in the percentage of female faculty over the last 2 decades from 19% in 1990 to 28% in 2008.

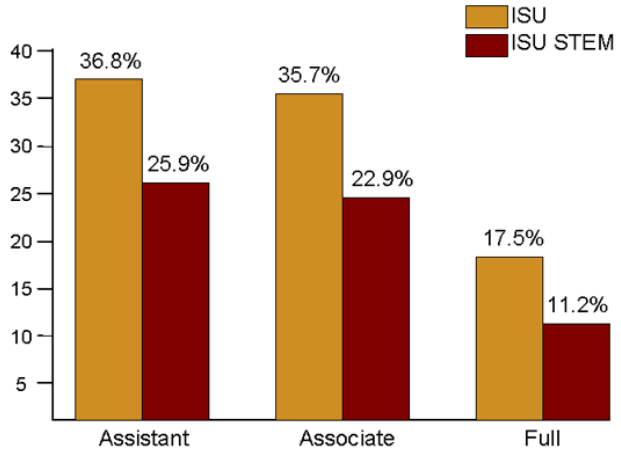
% Female Tenure-Track Faculty at ISU from 1990-2008.



Source: Iowa State University Fact Book, 2009. Office of Institutional Research. http://www.ir.iastate.edu/FB09/PDF/FB09-081.pdf

Within the professoriate at U.S. research universities, women hold a decreasing percentage of positions with each step in rank. The faculty demographics at ISU mirror this trend with a sharp decline from the percentage of women at the associate rank to those holding the rank of full professor.

Females as percent ISU faculty at each rank in 2008



Data from ISU Office of Institutional Research, 2008; Reported in ISU ADVANCE Annual Report Year 3, May 2008

The slow increase in women faculty numbers can be understood by considering the differing experiences of men and women as they progress through their training and careers and attempt to balance work and life demands.

College Begins

The university experience starts upon entrance as a first year student and immediately begins to differ for female and male students. Female undergraduate students interact with far fewer same gender professors than their male classmates. Undergraduates in the STEM majors are impacted most severely, particularly those within engineering where fewer than 7% of faculty are women (Nelson 2007).

National Gender Distribution of BS Recipients vs. Role Models.

	% female		% male	
	Students	Faculty	Students	Faculty
Chemistry	47.3	12.1	52.7	87.9
Math	48.2	8.3	51.8	91.7
Computer Science	27.7	10.6	72.3	89.4
Astronomy	32.7	12.4	67.3	87.6
Physics	21.4	6.6	78.6	93.4
Chemical Engineering	35.7	10.5	64.3	89.5
Civil Engineering	24.5	9.8	75.5	90.2
Electrical Engineering	13.1	6.5	86.9	93.5
Mechanical Engineering	13.9	6.7	86.1	93.3
Economics	32.3	11.5	67.7	88.5
Biological Sciences	58.4	20.1	41.6	79.9

Source: Nelson, D. J. 2007.

Results of a regent study suggest "that while professor gender has little impact on male students, it has a powerful effect on female students' performance in math and science classes, their likelihood of taking future math and science courses, and their likelihood of graduating with a STEM degree" (Carrell et al. 2009). Female students with high math and science ability were most strongly impacted by the gender of their professors. High ability female students whose introductory math and science professors were exclusively female were significantly more likely than high ability females whose professors were exclusively male to graduate with a STEM degree.

In turn, graduate students and post-doctoral associates are far less likely to be mentored by a female advisor than a male. "Without tenured, successful women academics, the assumption that women cannot achieve the same level of success as men persists and the pool of mentors who are key to a young scientist's development, remains limited" (Quisenberry and Leach 2001).

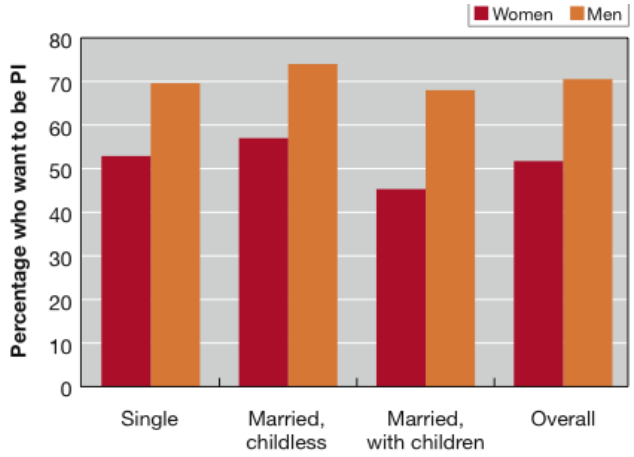
The Progression Declines

The decline in the numbers of women progressing through the academy begins following completion of the Ph.D. An increasing proportion of graduate students (both women *and* men) are turning away from the professoriate (Mason et al. 2009). Graduate students in the University of California (UC) system were surveyed regarding changes in their career goals occurring during their Ph.D. programs. The female students whose original goal was professor with research emphasis dropped from 39 to 27% and among male students from 45 to 36%. Only 29% of female respondents perceived the workplace at research universities to be family friendly in comparison to 46% of male graduate students. Women may be avoiding tenure track careers because they perceive such a career limits their life choices.

The Decline Continues

Nearly 45% of the post-doctoral researchers in the biomedical sciences at research institutions in the U.S. are women. However, the proportion of female principal investigators (PIs) in the NIH Intramural Research Program is only 29% (Martinez et al. 2007). When postdoctoral fellows in this program were surveyed as to their career plans, fewer female than male fellows indicated that they would seek a PI position. If unsuccessful in their first round of applications, fewer females than males indicated that they would continue their pursuit of a PI position.

Survey of NIH Intramural Research Program Postdoctoral Fellows



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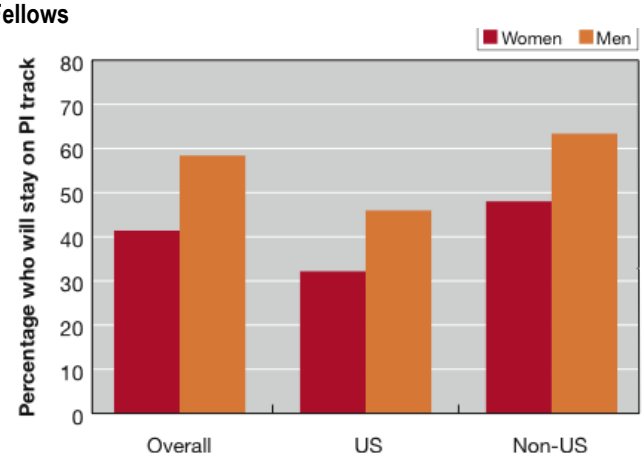


Source: Martinez et al. 2007.

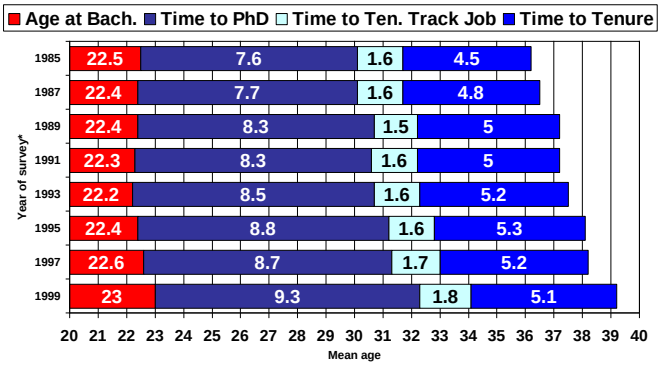
Work/Life . . . Work/Family

Family formation is often a consideration during the typical ages spent in pre- and post-doctoral training. The consequences of initiating a family for women PhDs seeking a tenure track career are profoundly different than those for men. An analysis of NSF data in the Survey of Doctorate Recipients (Frasch et al. 2007) indicates that for each year following the Ph.D., married women with children under age 6 are half as likely to begin a tenure-track position as married men with children under age 6. These findings are similar to ones reported in an NSF Special Report on Gender Differences in the Careers of Academic Scientists and Engineers (National Science Foundation 2004b).

On the Tenure Track

For most women who obtain a tenure track position they are doing so at an age when their fertility is 50% of what it once had been. And so, the biological clock ticks simultaneously with the tenure clock. The workload as an assistant professor is demanding and the idea of adding caregiving responsibilities is daunting. Each year she chooses to delay conception, the likelihood of achieving pregnancy drops further. By the age tenure is typically earned, fertility has dropped another 30%. Furthermore, the imperative to start a family has grown stronger as career timelines have elongated (Mason et al. 2009b).

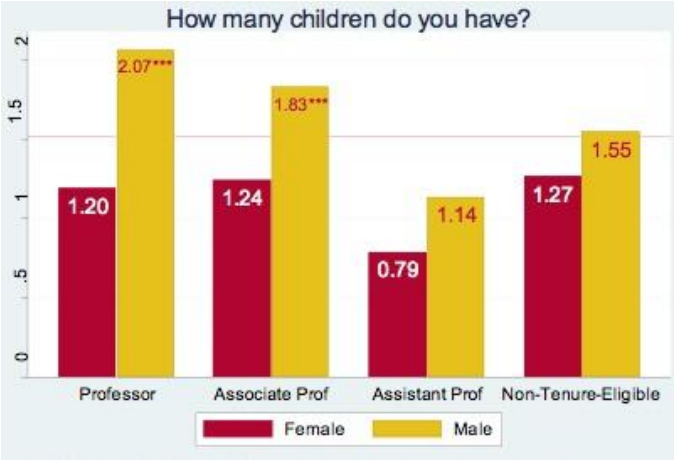
Elongating Career Timelines (Mean Time-to-Events): U.S. Science & Social Science PhDs Who Achieve Tenure, 1985-1999*



*Mean age Calculations are based on PhD Recipients who are given up to 14 years from PhD receipt to achieve tenure
Source: Mason et al. 2009b

When surveyed, female faculty in the University of California system indicated that the average number of hours per week they devoted to professional activities was 51.2, whereas male faculty indicated working 55.6 hours per week (Mason et al. 2003). Women faculty with children spent 35.5 hours per week caregiving, whereas men with children provided 20.3 hours of care. At ISU, childcare was shown to be a higher source of stress for female than male faculty at all ranks with the difference being most pronounced among assistant professors (Pontius and Gahn 2009).

Perhaps the most telling difference between female and male academics attempting to balance work and family is the number of children they choose to have. At ISU male and female faculty differ in the number of children, with female faculty at each rank having fewer than their male colleagues. The differences are statistically significant among associate and full professors, ranks usually achieved after family formation is complete. Responses to the University of California Work and Family Survey (Mason et al. 2003) revealed that 40% of women faculty past the age of likely fertility had fewer children than they wanted compared to only 20% of similar chronological aged male faculty.



Pontius, J. and S. W. Gahn, 2009. ISU 2008 Faculty Satisfaction Survey.

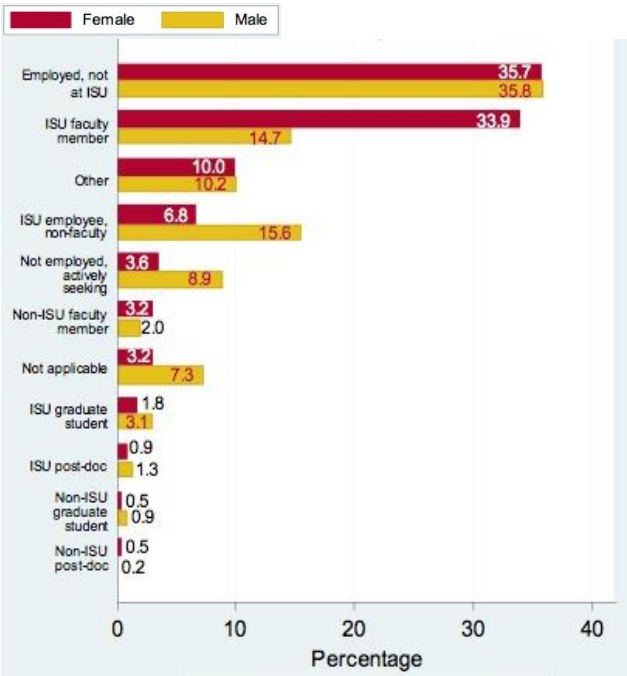
The pursuit of tenure and family formation are each demanding endeavors. Without a means of reducing the stress associated with seeking tenure, female faculty have chosen more frequently than male faculty to have fewer children or remain childless or single. Recent work suggests that when success depends upon few outside responsibilities there is a bias against caregiving and that this bias is gendered, as women must deal with greater demands for caregiving (Drago et al. 2005). The arrival of early babies, those arriving within five years of completing the Ph.D., appears to differently affect tenure rates of males and females. An examination of the rates at which assistant professors earn tenure revealed that men with early babies were tenured at higher rates than women with early babies, as well as men without early babies (Mason and Goulden 2004).

Policies which address family demands associated with arrival of children are being adopted more widely among academic institutions. However, a number of studies are reporting low frequency of use of such family-friendly policies. The reason cited by 51% of female survey respondents in the University of California system for not using an Active Service Modified Duties policy was fear of disapproval for tenure or promotion, whereas only 26% of male respondents cited this fear (Mason et al. 2003). In a national survey of more than 4,000 faculty members in English and chemistry departments, 51% of faculty mothers returned to work sooner than they would have preferred after the arrival of a child (Drago et al. 2005). The most frequently cited reason was the desire to be perceived as being serious about their work.

Dual Career Stress

A 2006 survey of faculty at 13 U.S. research universities found that the majority of faculty has an employed partner and that 40% of women and 34% of men faculty frequently have academic partners (Schiebinger et al. 2008). ISU demographics are similar in that the majority of faculty has an employed spouse or partner. However, the percentage of female faculty with academic partners is more than double that of male faculty (Pontius and Gahn 2009). The result is that a greater proportion of female than male faculty experience the added stress of a dual academic household.

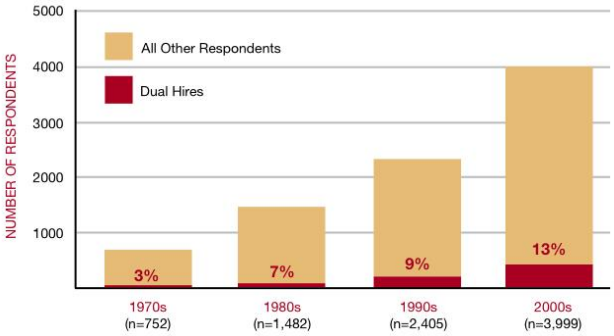
Employment Status of ISU Faculty Responding to 2008 Survey



Pontius, J. and S. W. Gahn, 2009. ISU 2008 Faculty Satisfaction Survey.

Dual hires have been increasing in frequency among newly hired faculty since the 1970s (Schiebinger et al. 2008). This trend is likely to continue with near equal numbers of males and females earning doctorates and the increasing, however slowly, proportion of women in the academy. Also growing is the proportion of dual career (including non-academic) males reporting work-life conflict; 35% in 1977 and 59% in 2008.

Dual Hires as a Proportion of All Respondents Hired Each Decade



Source: Schiebinger, et al. 2008.

Recruitment and Retention

Policies which allow faculty to meet the demands of both work and family are weighed heavily now by faculty candidates when considering a job offer (Mason et al. 2009a). Not only are dual-academic hires becoming more common, but also a generational difference is emerging in what first time job seekers consider most important (Galinsky et al. 2009). Work-life balance is a goal of many contemporary job candidates and the availability and implementation of family friendly policies can help universities secure the most prized job candidates.

Once recruited, retention becomes paramount and job flexibility may be the crucial incentive a highly talented faculty member needs to remain at ISU. Retention may be considered expensive, however, there are several costs associated with the departure and subsequent replacement of a faculty member: financial and time costs as well as the erosion of departmental climate. Career flexibility resulting in retention may be less costly than replacement. At ISU a conservative estimate of the cost of replacing a STEM faculty member can be as high as $383,000 whereas the cost of retention with flexibility as small as $79,000 (Gahn and Carlson 2008). The benefits of retention, however, are great; small financial cost, short time cost (particularly when the career span of a typical faculty member is considered) and strengthening of a positive departmental climate.

Economic incentive for retention:

Costs of Retention	Costs of Replacement	Savings
$79,000	$383,000	$304,000
-Salary - Administration of Flexibility Policy	-Advertising -Committee -Interview -Start up*	

*STEM disciplines Source: Gahn and Carlson, 2008.

How to Create a Family Friendly Department

Chairs are pivotal to establishing family friendly climates and career flexibility within their departments. Several steps can be taken to create such an environment in which flexibility is both available and regularly utilized, enabling the success of all faculty members.

Make a family friendly culture a major department goal.

- Dispel myths that associate family caregiving with a lack of seriousness and flexibility policies as special privileges.

- Promote a culture of inclusion. Schedule meetings to accommodate competing needs of work and family. Usual hours of childcare providers are 8-5 and parents may need to arrive late or leave early to accommodate the daycare hours. Create opportunities for junior faculty to interact with senior faculty. These meetings may occur at department luncheons once a month or receptions prior to seminars.

- Foster a department wide recognition of diversity in family circumstances and needs. Flexibility for the arrival of a child is a common situation occurring most often among junior faculty. The need to provide eldercare is becoming more common, particularly for faculty in the senior ranks. Flexibility policies will more readily be utilized if faculty members believe their colleagues are supportive.

- Develop a department wide awareness of unconscious bias. "Bias literacy: a review of concepts in research on discrimination" offers a thorough treatment of the forms of unconscious gender and racial bias. (wiseli.engr.wisc.edu/bias/BiasLiteracy_SevoChubin2008.pdf)

- Maintain zero tolerance for a negative climate. Discriminatory comments and behaviors can quickly erode departmental climate. Such conduct is unacceptable and is prohibited in the Faculty Conduct Policy (Faculty Handbook, Chapter 7).

Know flexibility policies and guidelines.

- Actively support and advertise family friendly policies for all faculty. Faculty cannot utilize policies of which they are unaware. Make policy use the norm and not the exception.

- Chairs must make every effort to see that policy users will not be penalized. Faculty often are reluctant to utilize flexibility policies for fear of negative repercussions particularly associated with their promotion and tenure. For faculty who utilized tenure clock extensions, direct both internal and external reviewers to focus on scholarship achieved in the accepted probationary period and not the time since hire, (see Faculty Handbook section 5.2.1.4). Include such direction in requests for external review letters. Example language for such requests can be found on the provost's website (http://www.provost.iastate.edu/faculty-and-staff-resources/advancement), under "ISU guidelines for promotion and tenure review" and "examples of letters to external evaluators".

Proactively recruit and hire diverse faculty.

- Follow best practices for hiring. Increase the diversity of the applicant pool by diversifying search committees. Create search committees that are enthusiastic and committed to faculty diversity. Evaluate and broaden efforts to publicize position openings.

- Communicate the importance of diversity in recruiting. Signal the importance of faculty diversity through positive statements in ads for faculty openings and on the departmental website.

- Inform candidates of work/life support policies. Career flexibility policies and programs should be emphasized to job candidates as well as related programs:
  - Flexible Faculty Policies
  - Dual Career Resources
  - Mentoring for New Faculty

To assist efforts to increase diversity among hires, ISU ADVANCE has assembled the following downloadable publications:

- Administrators' Checklist of Best Practices for a Diverse Search
- Tips for Creating an Inclusive Position Description
- Strategies for Recruiting Women Faculty
- Tips and Suggestions for Broadening the Candidate Pool
- Best Practices Checklist for Running a Faculty Search

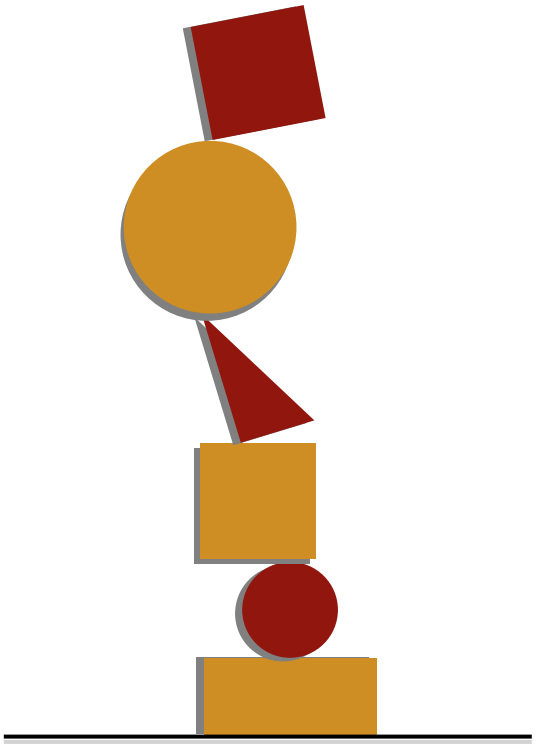
- Develop a critical mass in the department. Critical mass can be achieved not only through numbers but also through connections. New and underrepresented faculty gain institutional knowledge, form collaborations and feel less isolated when well connected to faculty groups. Increase numbers of underrepresented faculty through searches. And, increase opportunities for interaction by creating networking events and cohort formation.

Maintain transparency in P & T process.

- Establish open communication about the process. Review the promotion and tenure process with new faculty and annually thereafter. Refer to the Faculty Handbook Procedures for Promotion and Tenure Review in section 5.2.4. Organize group meetings to address questions junior faculty may have regarding the tenure process.

- Provide annual review feedback. Complete annual reviews including development of dossiers in the format required for tenure review. Provide feedback indicating areas in which sufficient progress is being made or areas in need of improvement.

- Allow junior faculty access to review process. Arrange opportunities for junior faculty to attend departmental review committee meetings to gain a better understanding of how tenure portfolios are evaluated. If this cannot be done in the home department then observation in another department could be arranged. Transparency and confidentiality are difficult to maintain simultaneously however: each is essential to achieving equitable and candid evaluation.



ISU Policies and Guidelines for Career Flexibility

Extension of Probationary Period (tenure-clock extension)
Significant life changes may arise which severely impact a faculty member's ability to develop qualifications for tenure. Such changes include a need for family caregiving, a health change or the arrival of a child (either during the probationary period or within the two years prior to appointment). When these circumstances arise, an extension of the probationary period for pre-tenure faculty may help balance work and life demands. A written request must be submitted by April 1 by the faculty member prior to the third-year or tenure review. An extension request for arrival of a child must be made within two years of birth or placement. A request due to family caregiving or health must include documentation of the need for care or medical condition.

Conversion to Part-time
Tenured faculty may request conversion to part-time for either professional or personal reasons. Tenure eligible faculty may request conversion for the same situations for which an extension of probationary period may be made: the arrival of a child, family caregiving or a medical reason. Non-permanent part-time appointments (a minimum of 50%) may be made in consecutive or non-consecutive half-year segments not to exceed a total longer than two calendar years. A written request must be submitted that contains the reason for the reduction, percent reduction, time period of reduction and the date of return to full-time. The chair facilitates the reduction and the responsibilities of the faculty member with the needs of the department. Service responsibilities are generally proportional to appointment.

Guidelines for Accommodating Employees' Need to Care for Family
A faculty member who needs increased flexibility to address certain family situations should inform his/her chair and together develop accommodations that allow the department and the faculty member to maintain quality work. These accommodations may include combinations of accumulated sick or vacation leave, temporary reduction to part-time, use of Family and Medical Leave Act (FMLA) and work responsibilities/schedule flexibility. The chair and faculty member must develop a written work plan for accommodating caregiving that includes changes in responsibilities and schedules, extension of probationary period (if faculty member is pre-tenure), use of paid or unpaid leave and anticipated time frame of accommodations. The chair must coordinate coverage of faculty member's duties during the accommodations. Also, the chair must maintain consistent communication with the accommodated faculty member as well as the department's benefits contribution.

Position Responsibility Statement
The Faculty Handbook states "A Position Responsibility Statement is a tool that allows for a flexible and individualized system of faculty review". The responsibility statement of the faculty member should be general, covering only the significant responsibilities important for evaluation by the faculty member themselves, their peers and administrators. The PRS must be developed initially or changed only by agreement of both the faculty member and chair.

FMLA
The federal Family and Medical Leave Act provides an eligible employee the option of taking up to 12 workweeks of unpaid leave per calendar year (January 1-December 31) for care for a new child, a family member or themselves due to a serious health condition. (There are also leave rights related to family members in the military.) To be eligible, an employee must have been employed for at least 12 months prior to taking leave and must have worked at least 1250 hours in the preceding 12 months. The eligible employee is able to keep current health benefits during an approved leave. For childbirth, Iowa law similarly provides up to 8 weeks of unpaid leave even if the employee is not eligible for FMLA.

Pregnancy Discrimination
Pregnancy Discrimination is defined and prohibited under an amendment to Title VII of The Civil Rights Act of 1964 and also Chapter 216 of the Iowa Code.

Pregnancy discrimination constitutes unlawful sex discrimination. A pregnant employee may not be treated more harshly than a similarly situated employee (i.e., an employee with a temporary condition or impairment). Accommodations, such as a change in duties or an unpaid leave (up to 8 weeks), must be made that allow her to meet her responsibilities.

Dual Career Resources

The Dual Career Resources offered through the Office of the Senior Vice President and Provost help identify career options for the partners of new faculty and senior-level administrators. The program facilitates discussions of career options and collaboration with University Human Resources to provide information about job openings, employers and job search strategies. Academic partner accommodation at ISU may be requested also. Deans must develop and initiate the *Request for Salary Support for Recruiting and Retaining Tenured and Tenure Eligible Faculty* to the Office of the Senior Vice President and Provost.

Quick Policy Locator

University Policy Library: www.policy.iastate.edu	
Extension of Probationary Period	Faculty Handbook 5.2.1.4
Position Responsibility Statement	Faculty Handbook 3.4.1
Accommodating Family Needs: Guidelines	http://www.provost.iastate.edu/faculty-and-staff-resources/hiring/flexible-faculty-policies/family
Conversion to Part-time	Faculty Handbook 3.3.1.1
FMLA *Family and Medical Leave Act 1993*	http://www.policy.iastate.edu/policy/leave/fmla
Pregnancy Discrimination Title XII	https://www.eeoc.gov/laws/types/pregnancy.cfm
Pregnancy Discrimination Iowa Code	https://humanrights.iowa.gov/sites/default/files/media/Preg_Fact_Sheet.pdf
Dual Career Resources	www.provost.iastate.edu/administrator-resources/recruitment/dual-career

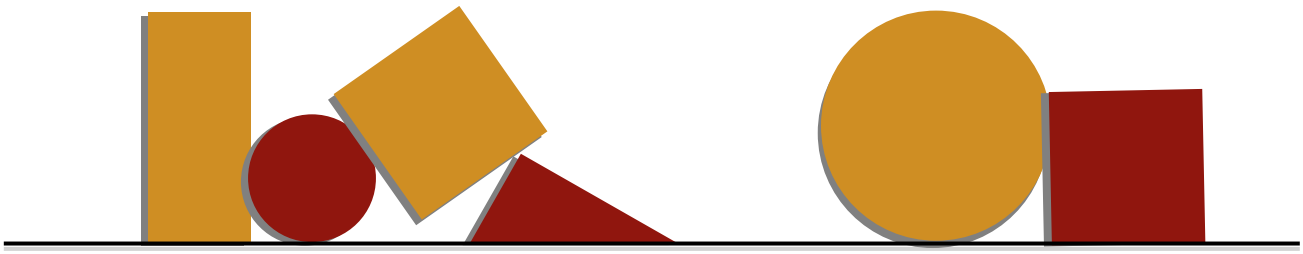
Legal Implications of Decisions

As department chair you will have the responsibility to guide individual faculty members through various academic and personal situations. In so doing, you act not as an individual but as an agent of the University. University policies and guidelines must be followed to arrive at decisions in the best interest of faculty while continuing to address departmental and university needs.

Chairs must become familiar with policies that pertain to the particular issues at hand. As chair you should inform faculty of pertinent policies and never discourage faculty from using policies. Furthermore, chairs should actively work to ensure no other department members discourage policy use. University policies and guidelines have been developed to address the situations you likely will encounter and a wise chair will emphasize the role policy implementation must play in decision making (Hecht et al. 1999). Policies provide the essential elements of a set of best practices.

Decisions, allegations of arbitrary and capricious action or of discrimination may arise. If allegations are taken to court, compliance with the governing policies and principles of the University will be used as the basis for judgment.

When as chair, you must make a personnel decision that you suspect may have legal implications, you should inform and involve your dean. Implications of various decisions may become evident later, such as at the time of or following tenure review of the faculty member. Research shows that ambiguous standards, bias and administrator's comments have formed the basis of some tenure denial lawsuits under Title VII of the Civil Rights Act of 1964 (Title VII). In a number of cases disparate treatment has been argued in instances of sex discrimination when tenure had been denied. "Plaintiffs cited bias in measuring accomplishments, the failure to accommodate pregnancy and infant care, and unequal distribution of assignments and resources as reasons for pursuing legal action (Hill and Warbelow, 2008)."



Citations and Resources

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Additional Resources and Links for Chairs

AAUP Statement of principles on family responsibilities and academic work. http://aaup.org/AAUP/pubsres/policydocs/contents/workfam-stmt.htm

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ISU Family Friendly Programs and Resources

- Child Care and Family Resource Services
- University Child Care Center at Veterinary Medicine
- University Community Childcare at University Village
- ISU Child Development Laboratory School
- The Comfort Zone-ISU Sick Child Care Service
- Emergency and Back-Up Child Care Services
- ISU WellBeing
- YWCA Sitter's List
- Lactation Locations
- Iowa State Programs for Youth
- Nutrition and Wellness Research Center
- Flexible Spending Accounts
- Fitness Programs
- Relationship Counseling
- ADVANCE
- Margaret Sloss Women's Center

ISU Policies & Guidelines for Flexible Faculty Careers
Case Examples and Best Practices
November 4, 2009

Case 1. First-year assistant professor expecting arrival of a child.

Susan is two months into her first year as an assistant professor in your department. She informs you that she is due to deliver a baby in March and hopes to be able to provide the care for her newborn for several weeks following birth. She is worried that she will be unable to teach and continue her research next semester after her baby arrives.

As chair you assure Susan that you are supportive and will work with her to develop a plan for increased flexibility to **accommodate a need to care for family**. Because Susan has been a faculty member for less than a year she is ineligible for leave under the **Family and Medical Leave Act** (FMLA). B-base Faculty benefits do not include vacation leave, and as a new faculty employee she will have accrued very little sick leave by March (a little over two weeks). Susan has limited options for leave with pay. While she does not qualify for FMLA, her chair can still approve leave without pay (LWOP). Under Iowa law, she is eligible for up to 8 weeks of unpaid leave.

The arrival of Susan's baby will occur well into spring semester, which makes semester-long teaching assignments difficult. As chair you can arrange the teaching schedule to relieve Susan of lecture responsibilities for the semester in which her child will arrive or you and she could work on developing a first-half semester course. Some chairs have arranged a team-teaching assignment in such situations. It is likely that you will need to work with her to revise her position responsibility statement (PRS) for the semester, to reflect a revised set of duties for the time she is on appointment during the semester. It's important that you not have any performance expectations for the time she is off on sick-leave or leave without pay. You will likely not have any service expectations during this time. With this set of options for flexibility, Susan can continue to develop her research program while she provides care for her newborn.

Inform Susan of the policy for an **extension of the probationary period** for the arrival of a child. Also, inform her that she may wait to decide to take an extension, but she must submit a written request no later than April 1 prior to her third-year review. As chair, you are required to approve such a written request and forward to the dean and provost. When Susan is reviewed for tenure, you must be sure as chair to instruct those from whom letters of evaluation are requested to base the evaluation on years since hire minus the stoppage time. Be sure to review section 5.2.1.4 in the Faculty Handbook.

Case 2. Associate professor with family caregiving responsibilities.

Allen is a third year associate professor who is married with two middle school children. Allen's father lives nearby and needs an increasing amount of care. Allen is finding it stressful to maintain work quality while spending time with his family and caring for his father. He relates his situation to you and inquires if something can be arranged to alleviate some of his stress.

As chair you assure Allen that you are supportive and will work with him to develop the flexibility to address his work and life demands. Allen is eligible to use 5 days of his accumulated sick leave to care for a family member, this runs concurrently with 12 weeks of unpaid leave under the **FMLA.** Consult with University Human Resources about the appropriate use of accumulated paid leave.

Additional flexibility policies for Allen include a **conversion to part-time**, made in half-year segments for up to two calendar years. To convert to part-time, Allen must submit a written request that contains the reason for the reduction, percent reduction, time period of reduction and the date of return to full-time. See section 3.3.1.1. for the policy on conversions to part-time appointments.