Career Flexibility and Work-Life Balance for SCU Faculty: A Toolkit for Chairs and Deans

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1. Introduction

Santa Clara University’s teaching-scholar model places considerable professional demands on faculty, demands that must frequently be balanced with responsibilities as parents, spouses/partners, caretakers of elders, and the like. To support academic quality, gender equity, and faculty quality of life, SCU has implemented policies and practices that aim to provide faculty members with career flexibility and foster work-life balance. Examples include paid family and medical leave to care for a newborn or ailing parent, tenure clock extensions, and flexible course scheduling. Department chairs play a critical role here, both in providing information to faculty about policies and benefits and in creating a department climate that respects and accommodates faculty needs for flexibility to the greatest extent possible.

This toolkit is designed to inform chairs and deans of relevant SCU policies and best practices. Section 2 presents an overview of the challenges faced by faculty and the arguments for fostering career flexibility and work-life balance. Section 3 turns to the key role of department chairs and suggests best practices. Section 4 summarizes important SCU policies and programs. Finally, Section 5 presents some fictional scenarios of the kind that chairs might confront, for analysis and discussion.

2. Career flexibility: Why does it matter?

Attending to faculty needs for career flexibility and work-life balance is an important priority for the University for at least four reasons:

- **Care for the whole person:** Santa Clara is widely recognized as an institution characterized by *cura personalis* (care for the person) for faculty and staff as well as students. Creating a climate in which each faculty member can thrive not only as a teaching scholar but as a whole person is a central reflection of SCU’s mission.

- **Faculty job satisfaction and performance:** Making faculty careers more manageable and less stressful should improve faculty morale and performance, and therefore recruitment, retention, and promotion. SCU faculty tend to report high rates of job satisfaction, but work-life balance continues to be an important source of stress. In the most recent HERI (Higher Education Research Initiative) Faculty Survey, 76% of Santa Clara faculty reported that their “overall job satisfaction” was very satisfactory or satisfactory, but only 30% reported that, to a great extent, they “achieve a healthy balance” between their personal and professional lives. The demands of the teaching scholar model seem to be a particular source of stress for SCU faculty: 72% of Santa Clara faculty cited research or publishing demands as a source of stress during the previous two years, compared to 63% of faculty nationally.

- **Gender equity:** National studies of faculty careers have found that work-life balance issues—particularly involving care of young children—are an important factor contributing to an ongoing gender gap in the attainment of tenure-track jobs and tenure. Faculty careers have been characterized as a “leaky pipeline,” with women less likely to advance at each stage, from Ph.D. to tenure-track position, tenure, and full professor. Women’s typically greater role in child care

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1 The comparable numbers for all faculty at 4-year institutions nationally were 75% and 34% respectively. All HERI results reported here are for the category “full-time undergraduate faculty” at SCU, of whom there were 156 respondents (74 female) in the 2007-2008 survey. These are defined as faculty who are full-time employees and teach at least one undergraduate course; they represent the large majority of SCU respondents to the survey. Results are qualitatively similar for “all” faculty, which includes administrators, a few part-time faculty, and some who only teach graduate courses.
poses a particular burden because the timing of family formation often coincides closely with the most challenging phase of an academic career, the years surrounding the tenure decision. As a consequence, women in tenure-track academic positions are also more likely than men to delay starting a family.²

The Final Report of the Task Force on Gender Climate at SCU (2003) identified work-life balance as a continuing concern at SCU. The sample size in the gender climate study was too small to draw conclusions about the leaky pipeline phenomenon here, but there is evidence that work-life balance issues affect women more than men on the SCU faculty. In the most recent HERI survey, 39% of female faculty at SCU reported spending more than 12 hours per week on household/childcare duties, compared with 22% of men. Only 19% of female faculty at SCU said they had “to a great extent” achieved a healthy balance between their personal life and their professional life, compared with 40% of men. Some of these differences may reflect differences in the age structure of male and female faculty and thus stages of life cycle. Still, it seems clear that facilitating work-life balance is an important component of the University’s goal of inclusive excellence in the area of hiring and retaining female tenure-track faculty.

- **Legal obligations:** Avoiding legal exposure requires fair and equitable treatment of faculty in accordance with state and federal laws as well as University contractual obligations and policies.

3. **The key role of the department chair**

The department chair plays a key role in facilitating career flexibility for the faculty for several reasons. First, the chair is often the first person faculty members go to for information about SCU policies and programs. In particular, chairs often serve as formal or informal mentors to new faculty, who may be unfamiliar with policies and procedures. Second, chairs often make decisions regarding course scheduling, faculty service duties within and beyond the department, and faculty evaluation. Many of these decisions may seem to be trivial in the larger scheme of things, but they can have significant impact on individual faculty workloads and balance.

Finally, and perhaps most importantly, as department leaders chairs help create and maintain the working climate for all faculty in the department, both by setting a good example and by providing guidance.³ Chairs can go far toward creating a good working climate simply by treating their faculty colleagues with fairness, dignity, and respect.

**Ten best practices for department chairs**

- Make faculty career flexibility and fostering work-life balance department priorities. Regularly review and assess department practices and climate relating to career flexibility and work-life balance.

² For more information see Mary Ann Mason, Angelica Stacy, Marc Goulden, Carol Hoffman and Karie Frasch (2005), “University of California Faculty Family Friendly Edge: An Initiative for Tenure-Track Faculty at the University of California.” Berkeley, CA. [http://ucfamilyedge.berkeley.edu/ucfamilyedge.pdf](http://ucfamilyedge.berkeley.edu/ucfamilyedge.pdf)

³ The importance of chairs is also indicated by a troubling gender gap in the satisfaction of SCU faculty with their departmental leadership. In the HERI survey results, only 55% of female SCU faculty said they were “very satisfied” or “satisfied” with departmental leadership, compared with 80% of males—the largest gender gap in responses to any of the specific job satisfaction questions in the survey. The comparable percentages for all faculty nationally were 66% of women and 71% of men.
• Be familiar with relevant SCU policies and procedures and actively communicate them to faculty (see Section 4 below for an overview). This helps assure faculty that they will not be arbitrarily disadvantaged in promotion, advancement or compensation. Know where to go for answers when you do not know.

• Know and be sensitive to individual faculty situations to an extent consistent with respect for privacy and confidentiality.

• To the extent possible without unduly inconveniencing students or colleagues, accommodate faculty needs with flexible course scheduling, class times, meeting times, etc.

• Practice fairness, consistency, and transparency in applying policies and making decisions.

• Make the use of family accommodations the standard for conducting business in your department rather than viewing them as exceptions or “special privileges.” Encourage colleagues to do the same.

• Actively discourage discrimination, such as disparaging remarks relating to work-life decisions. Become conscious about unconscious bias concerning care giving and gender.

• Ensure that tenure candidates who have been granted an extension of the probationary period (see Section 4) are reviewed under the same academic standards as candidates who have not had an extension; inform colleagues of this policy in advance of evaluating tenure cases.

• Assign tenured faculty mentors to junior faculty; make sure mentors are familiar with career flexibility policies and sensitive to work-life balance issues.

• In faculty recruitment, highlight SCU career flexibility and work-life policies and practices.
4. SCU policies, resources, and the law

The tables in this section provide a summary of key SCU policies and resources that facilitate career flexibility and work-life balance for faculty. Some of the University’s policies are shaped by federal and state mandates, which are also summarized here. The University abides by all federal and state requirements and often offers benefits and leaves that are more generous than required by law. The information presented in this toolkit is a summary only and subject to change: current official policy always takes precedence over information contained in this document. Refer to the Faculty Handbook, Staff Policy Manual, or Summary Plan Description for details, and contact Human Resources with questions about benefit policies: [http://www.scu.edu/hr/](http://www.scu.edu/hr/).

The policies are presented in the following order.

- Table 4.1 summarizes general policies providing career flexibility and professional development opportunities, such as sabbatical leaves and flexible course scheduling, and provides relevant information for chairs.

- Table 4.2 covers policies available to faculty with family leave or medical needs, such as pregnancy disability and family medical leaves and tenure clock extensions. The University provides paid leaves to eligible faculty for pregnancy disability, care of a newborn or newly adopted child, care of a close relative with a serious health condition, or own serious health condition. Chairs should pay careful attention to the details and procedures outlined below, but the basic provisions can be summarized as follows. Faculty members of either gender who are new parents may take one academic quarter (maximum of 12 weeks) of paid leave to care for a newborn or newly adopted child. In addition, a faculty member who is the birth mother may also take 8-12 weeks of paid pregnancy disability leave. Faculty may also take paid FMLA/CFRA for the care of a family member with a serious health condition, or for their own health condition, as specified below.
  - New parents who are probationary tenure-track faculty are automatically granted a one-year extension of their tenure clock, and an extension of the tenure clock may also be requested under other circumstances that significantly impede progress toward tenure.

- Table 4.3 summarizes miscellaneous additional policies, programs, and benefits that may help faculty with career flexibility and work-life balance.

Please remember that these policies apply specifically to faculty. Department chairs also usually supervise staff members, such as administrative assistants. University benefits and policies can apply differently to staff. Chairs and staff members should consult with the Human Resources Department for more information regarding policies for staff.
# 4.1 General policies for career flexibility and professional development

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<th>Policy</th>
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<td><strong>Sabbatical Leave</strong></td>
<td>The University’s sabbatical policy provides tenured faculty and senior lecturers with one academic quarter of leave with full pay for every nine quarters of service, subject to approval of the sabbatical proposal. Faculty can accumulate up to 27 quarters of credit toward sabbatical, entitling them to one full year of paid leave. Faculty may carry over unused accrued time from one sabbatical to the next. Sabbatical leaves are generally to be taken within a single academic year. <em>JST and Law have difference sabbatical policies.</em></td>
<td>A tenured faculty member or senior lecturer who is interested in a sabbatical leave should consult with her or his chair on the timing of the proposed leave and the intended project, and then submit a sabbatical application in accordance with current guidelines. The deadline for applications is usually in mid October of the year preceding the academic year in which the leave is to be taken. Information on appropriate projects for sabbaticals, applications, and deadlines can be found at: <a href="http://www.scu.edu/provost/facultydevelopment/leavessabbaticals.cfm">http://www.scu.edu/provost/facultydevelopment/leavessabbaticals.cfm</a>.</td>
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<td><strong>Junior Faculty Development Leave</strong></td>
<td>The Junior Faculty Development Leave supports the professional development of probationary tenure-track faculty. Faculty members who receive a positive Mid-Probationary Review are eligible for one quarter of paid leave to advance their scholarship and/or teaching. <em>JFDL policies are not applicable to faculty in the school of law.</em></td>
<td>Faculty members who are interested in the Junior Faculty Development Leave and chairs who are conducting Mid-Probationary Reviews should review both the Guidelines for Chairs and Faculty and the Application Guidelines at <a href="http://www.scu.edu/provost/facultydevelopment/leavessabbaticals.cfm">http://www.scu.edu/provost/facultydevelopment/leavessabbaticals.cfm</a>.</td>
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<td><strong>First Year Course Reduction</strong></td>
<td>The Provost’s Office offers funding to ensure that all new tenure-track faculty receive a one-course reduction in their first year, in addition to the existing one-course reduction for research that all research-active faculty receive.</td>
<td>Chairs should inform candidates for tenure-track positions of the course reduction policy. Once a new faculty member is hired, the chair should discuss with her or him the timing of the course reduction and schedule it, to the extent possible, to best facilitate the new hire’s professional development and adjustment to the new position.</td>
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<td><strong>Flexible Course Scheduling</strong></td>
<td>The flexible course scheduling policy creates opportunities for tenured or tenure-track faculty to cluster courses during an academic year in order to arrange one term without teaching obligations. This policy is designed to provide faculty with greater flexibly to pursue significant research projects, develop curricular innovations, or address personal needs.</td>
<td>Requests from faculty for flexible course scheduling should be submitted in writing to the chair, who must then obtain approval from the dean. Requests should include a description of the flexible course scheduling plan and the reasons for the proposed adjustment in teaching schedule. Guidelines can be found at <a href="http://www.scu.edu/provost/policy/academicpolicy">http://www.scu.edu/provost/policy/academicpolicy</a>.</td>
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<td><strong>Summer Teaching Policy</strong></td>
<td>The summer teaching policy permits faculty members teaching in year-round graduate programs to fulfill their teaching responsibilities by substituting the summer term for one quarter during the regular academic year.</td>
<td>See Section 3.6.3.1 of the Faculty Handbook at <a href="http://www.scu.edu/provost/policy/handbook">http://www.scu.edu/provost/policy/handbook</a>.</td>
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### 4.2 Policies to support faculty with family responsibilities or own medical needs

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<td><strong>Pregnancy Disability Leave</strong></td>
<td>Under the California Fair Employment and Housing Act (FEHA), a University employee who is disabled due to pregnancy, childbirth, or related medical condition may take up to a maximum of 12 weeks of Pregnancy Disability Leave (PDL). The University offers paid pregnancy disability leave to all faculty members for a period of 8 to 12 weeks. The length of paid leave is based on a doctor’s certification, after which an additional 12 weeks of leave is provided under California Family Rights Act (CFRA). The chair and faculty member should consult with their dean and the provost’s office regarding modified duties for faculty whose disability leave does not coincide with an entire academic term.</td>
<td>Faculty members who are planning to take a pregnancy disability leave should review Section 4.2.1 of the Faculty Personnel Policies and Procedures Manual at <a href="http://www.scu.edu/provost/policies/procedures.cfm">http://www.scu.edu/provost/policies/procedures.cfm</a>; contact the Department of Human Resources at 408-554-4392 to request a copy of the Faculty Leave of Absence Guide; discuss the leave with a Benefits Specialist in the Department of Human Resources; and inform their department chair of the pending leave. All requests for a pregnancy disability leave must be made at least 30 days prior to the anticipated start of the leave or at the earliest reasonable time.</td>
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<td><strong>Family and Medical Leave</strong></td>
<td>The University offers paid family and medical leave to eligible faculty. To be eligible, an employee must have worked for a total of at least 12 months, and have worked at least 1,250 hours over the previous 12 months. Leave under the FMLA/CFRA, may last up to 12 weeks, is designed to support faculty members who are attending to one or more of the following responsibilities: (1) birth of a child and care for a newborn child during the first year of life or placement of a child for adoption or foster care and care for that child during the first year (if both parents, biological or adoptive, are SCU employees working in the same department, leave may be granted to only one parent at a time.); (2) care of a spouse (or person who stands in substantially the same relationship), parent, son, daughter, and/or anyone with whom the employee has an in loco parentis relationship with a serious health condition; (3) employee’s own serious health condition that renders the employee unable to perform the functions of the employee’s job.</td>
<td>Faculty members who are planning to take a family and medical leave should review Section 4.2.1 of the Faculty Personnel Policies and Procedures Manual at <a href="http://www.scu.edu/provost/policies/procedures.cfm">http://www.scu.edu/provost/policies/procedures.cfm</a>; contact the Department of Human Resources at 408-554-4392 to request a copy of the Faculty Leave of Absence Guide; discuss the leave with a Benefits Specialist in the Department of Human Resources; and inform their department chair of the pending leave. All requests for a FMLA/CFRA leave must be made at least 30 days prior to the anticipated start of the leave or at the earliest reasonable time. An e-mail notification should be sent by the department chair to Benefits Specialist in the Department of Human Resources on the same day she or he is contacted by the faculty member and informed of the intended leave. Only the minimum necessary information should be included in the e-mail. For more information and sample text, see <a href="http://www.scu.edu/provost/policies/upload/4-2-1-Medical-and-Family-Leaves-of-Absence.pdf">http://www.scu.edu/provost/policies/upload/4-2-1-Medical-and-Family-Leaves-of-Absence.pdf</a></td>
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<td><strong>Modified Duties</strong></td>
<td>This policy complements family and medical leave, pregnancy disability leave, or short-term disability leave so that a faculty member can apply for modified duties for the segment of the academic term that is not covered by a leave of absence. This period may precede or follow the leave.</td>
<td>For more information, see Section 3.6.3.4 of the Faculty Handbook at <a href="http://www.scu.edu/provost/policy/handbook">http://www.scu.edu/provost/policy/handbook</a>.</td>
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<td>During the period of modified duties, the faculty member will be afforded some flexibility in meeting responsibilities related to teaching, scholarship or creative work, and service as appropriate to the circumstances of the faculty member and the needs of the department.</td>
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<td><strong>Tenure Clock Extension</strong></td>
<td>This policy provides an automatic one-year extension of the tenure clock for probationary tenure-track faculty who experience the birth or adoption of a child or the death of the faculty member’s spouse, registered domestic partner, or child. In addition, a one-year extension of the probationary period may be granted for other circumstances that significantly impede progress toward tenure. Extensions of the probationary period for any reason will normally be limited to a total of two years.</td>
<td>Faculty who are interested in a tenure clock extension should review Section 3.4 of the Faculty Handbook and complete the Tenure Clock Extension Form available at <a href="http://www.scu.edu/provost/policy/tenure">http://www.scu.edu/provost/policy/tenure</a>. A Tenure Clock Extension Form should be submitted to the Provost as soon as possible after the qualifying event or circumstance, but no later than September 15 of the penultimate year of the probationary period. Tenure candidates who have been granted an extension of the probationary period should be reviewed under the same standards (of both quantity and quality) as candidates who have not had an extension.</td>
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Career Flexibility Toolkit, p. 7
### 4.3 Additional policies and programs supporting career flexibility and work/life balance

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<td><strong>Child Care</strong></td>
<td>Kids on Campus is a self-funded, non-profit, parent participation pre-school and childcare center serving children whose parents are SCU faculty, staff, students, and alumni. The infant room is a full-time program for ages six weeks to two years and the preschool program is for children from two to six years of age. Because capacity may be limited, faculty should be encouraged to contact the center as far in advance as possible. For information faculty should call 408-554-4771 or visit <a href="http://www.scu.edu/koc/index.cfm">http://www.scu.edu/koc/index.cfm</a>.</td>
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<tr>
<td><strong>Flexible Spending Accounts</strong></td>
<td>Flexible spending accounts (FSAs) allow employees to set aside money to pay for certain medical, dental or dependent care expenses, pre-tax. Information is available at Human Resources, 408-554-4392 or <a href="http://www.scu.edu/hr/benefits/fsa.cfm">http://www.scu.edu/hr/benefits/fsa.cfm</a>.</td>
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<td><strong>Faculty Housing Program</strong></td>
<td>Recognizing the importance of local affordable housing and shorter commute times, the University has established two housing assistance programs for tenured and tenure-track faculty: a rental assistance program and a purchase assistance program. The rental assistance program, which provides monthly rent support and, dependent on availability, makes University-owned rental units available, is intended to ease the transition into the local housing market for tenure-track faculty during their probationary period and for newly hired tenured faculty during the first year of their appointment. The purchase assistance program, which provides assistance with the down payment and closing costs of a primary personal residence, is intended to enhance the affordability of owning a home in the local area for newly appointed tenured faculty and tenure-track faculty who have had a successful mid-probationary review, and existing tenured faculty who are first-time home buyers. For more information, visit <a href="http://www.scu.edu/provost/policy/handbook/Faculty-Housing-Assistance.cfm">http://www.scu.edu/provost/policy/handbook/Faculty-Housing-Assistance.cfm</a> or contact the Provost’s Office at 408-554-4774.</td>
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<td><strong>Phased Retirement</strong></td>
<td>The Phased Retirement program offers senior lecturers and tenured faculty members the opportunity to gradually transition into retirement. Through this program, eligible faculty members reduce their workload with a commensurate reduction in salary. During the period of phased retirement, faculty members retain their benefits, rights, and privileges along with office space. Individuals interested in phased retirement should review Section 3.5.1.3 of the Faculty Handbook at <a href="http://www.scu.edu/provost/policy/handbook/index.cfm">http://www.scu.edu/provost/policy/handbook/index.cfm</a>.</td>
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<td><strong>Faculty Development Program</strong></td>
<td>The Faculty Development Program offers a range of programs for faculty professional development in the areas of teaching, scholarship, career planning, and work-life balance. Programs include one-on-one consultations, classroom visits, workshops, and internal grants. More information can be found at <a href="http://www.scu.edu/facultydevelopment/">http://www.scu.edu/facultydevelopment/</a>.</td>
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<td><strong>Benefits</strong></td>
<td>Information on other employee benefits can be found at <a href="http://www.scu.edu/hr/benefits">http://www.scu.edu/hr/benefits</a>.</td>
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5. Scenarios for discussion

These fictitious cases are designed to illustrate situations of the kind that department chairs might face. Some notes relating to best practice are provided in an Appendix.

Case A

Angela Merkel is an untenured assistant professor in her third year. At a meeting with you (her chair) she tells you that she is pregnant with her first child, with a due date in October. She inquires about what leaves she is entitled to take and expresses concern about the impact of the birth and care of her child on her scholarly projects and prospects for tenure.

Case B

Filipe Calderón is a tenured associate professor. He is married and has two school-age children. His elderly widowed father, who has Alzheimer’s disease, lives nearby in an assisted living situation. Prof. Calderón spends many hours each week helping to care for his father. He comes to you because he is having an increasingly difficult time balancing his work with providing care to his family and father. He feels that his work, as well as his physical and mental health, is suffering and does not know what to do about the situation.

Case C

Assistant professor Blaise Compaoré has submitted his petition for tenure and promotion. His probationary period was extended two years for the births of his two children. In her letter evaluating the tenure case, your colleague Yulia Tymoshenko notes that Professor Compaoré’s publication record is “quite thin,” given that he has had fully seven years at Santa Clara to do his research.

Case D

You have been hearing colleagues in your department grumble about Gordon Brown, an assistant professor in his fourth year. This quarter Professor Brown is taking a paid family and medical leave to help care for his newly adopted son, and he plans to extend his tenure clock by one year. Some colleagues claim that Brown cannot be providing much parental care, because he seems to be in his office doing research all day every day, and his wife does not have paid employment. Ellen Sirleaf, another assistant professor in your department who was hired the year after Professor Brown, is particularly concerned that Brown’s leave and tenure clock extension will place her at a disadvantage when she comes up for tenure the same year as Brown.

Case E

Your department offers its required major capstone course every spring quarter. Two faculty specialize in teaching the course: Hasina Wazed and Michelle Bachelet. Professor Wazed, an untenured assistant professor, has requested that she be permitted to cluster all of her teaching next year in the fall and winter quarters, so that she can more easily travel to two important conferences to present her research in the spring. Professor Bachelet, a senior lecturer, has made plans to adopt a child in late winter next year, and has requested a parental leave for the spring. You do not have another faculty member who could cover the course.
6. Acknowledgments

This toolkit was prepared by William A. Sundstrom, Associate Provost for Faculty Development, with input from Don Dodson, Molly McDonald, Ed Ryan, and others. Portions of Sections 2 and 3 were adapted (with permission) from “Creating a Family Friendly Department: Chairs and Deans Toolkit,” UC Faculty Family Friendly Edge (July 1, 2007). We gratefully acknowledge support provided in 2008-2009 from the Alfred P. Sloan Award for Faculty Career Flexibility from the American Council on Education.

7. References, resources


For additional information and links, see http://www.scu.edu/provost/facultydevelopment/work-life.
Appendix: Notes on best practice for scenarios (p. 9)
Draft, 9/8/09

These notes are intended to remind the reader of University policies relevant to each case and to sketch out courses of action. Each real-world case is, of course, unique, and often requires judgment on the chair’s part.

Case A

Angela Merkel is an untenured assistant professor in her third year. At a meeting with you (her chair) she tells you that she is pregnant with her first child, with a due date in October. She inquires about what leaves she is entitled to take and expresses concern about the impact of the birth and care of her child on her scholarly projects and prospects for tenure.

Suggestions for best practice: You inform Professor Merkel that the University offers paid pregnancy disability leave to her as the birth mother for a period of 8 to 12 weeks, and remind her of the steps she needs to take to request the leave (see Table 4.2 above). You also remind her that in addition, as a parent caring for a new child, she may take a quarter of paid Family and Medical Leave (4.2). You note that she is entitled to an automatic one-year extension of the tenure clock. You assure her that her tenure case will be evaluated according to the same standards as a faculty member who did not have a tenure clock extension. You also tell her that you will do your best to accommodate the requirements of her schedule as a new parent, subject to other departmental and staffing constraints.

Case B

Filipe Calderón is a tenured associate professor. He is married and has two school-age children. His elderly widowed father, who has Alzheimer’s disease, lives nearby in an assisted living situation. Prof. Calderón spends many hours each week helping to care for his father. He comes to you because he is having an increasingly difficult time balancing his work with providing care to his family and father. He feels that his work, as well as his physical and mental health, is suffering and does not know what to do about the situation.

Suggestions for best practice: You assure Professor Calderón that he is a valued member of the department. You remind him that he may request a quarter of paid Family and Medical Leave to care for an ailing parent (4.2). You tell him that you will do your best to accommodate his scheduling requirements, subject to other departmental and staffing constraints. You note that it might be possible to initiate a discussion with the Dean and Provost’s office regarding the possibility of modified duties or a personal leave of absence. You could also bring to Professor Calderón’s attention the University’s Employee Assistance Program, a benefit offering confidential counseling to faculty and staff.

Case C

Assistant professor Blaise Compaoré has submitted his petition for tenure and promotion. His probationary period was extended two years for the births of his two children. In her letter evaluating the tenure case, your colleague Yulia Tymoshenko notes that Professor Compaoré’s publication record is “quite thin,” given that he has had fully seven years at Santa Clara to do his research.

Suggestions for best practice: It would have been best practice to inform all tenured faculty in the department in advance that faculty who have taken a tenure-clock extension are to be evaluated according to the same standards (of quantity and quality) as those who have not. In other words, Professor Compaoré’s scholarship should be judged as if he had just completed five years of full-time teaching and scholarship at SCU without an extension. At this point, you should meet privately with Professor Tymoshenko and remind her of this policy for future reference. Assuming her letter enters the record as is, you may use your chair’s letter on the case to contextualize her evaluation.
Case D

You have been hearing colleagues in your department grumble about Gordon Brown, an assistant professor in his fourth year. This quarter Professor Brown is taking a paid family and medical leave to help care for his newly adopted son, and he plans to extend his tenure clock by one year. Some colleagues claim that Brown cannot be providing much parental care, because he seems to be in his office doing research all day every day, and his wife does not have paid employment. Ellen Sirleaf, another assistant professor in your department who was hired the year after Professor Brown, is particularly concerned that Brown’s leave and tenure clock extension will place her at a disadvantage when she comes up for tenure the same year as Brown.

Suggestions for best practice: Under the circumstances, Professor Brown must be given the benefit of the doubt. It would be a good idea to explain the terms of the automatic tenure-clock extension to Professor Sirleaf – that the policy is based largely on an honor system, and that it may be difficult for outside observers to evaluate the demands that parenting is making on Professor Brown. You should of course assure Professor Sirleaf that you and your colleagues are committed to her success, and act accordingly.

Case E

Your department offers its required major capstone course every spring quarter. Two faculty specialize in teaching the course: Hasina Wazed and Michelle Bachelet. Professor Wazed, an untenured assistant professor, has requested that she be permitted to cluster all of her teaching next year in the fall and winter quarters, so that she can more easily travel to two important conferences to present her research in the spring. Professor Bachelet, a senior lecturer, has made plans to adopt a child in late winter next year, and has requested a parental leave for the spring. You do not have another faculty member who could cover the course.

Suggestions for best practice: A parental (Family and Medical) leave timed to coincide with a new adoption would presumably receive higher priority than course clustering to facilitate conference travel, even for an untenured assistant professor. A potential solution would be to work with Professor Wazed to arrange a spring teaching schedule and support that would make her conference travel feasible.