Report on Faculty Birth and Adoption Policies in the Planning Academy

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1. Background

This report highlights the results of recent surveys (2009-2010) addressing the availability and adequacy of policies related to birth and adoption for urban planning faculty. The research was initiated by the Association of Collegiate Schools of Planning (ACSP) Faculty Women's Interest Group (FWIG), in response to interest by an ad hoc group of mostly junior faculty from a number of universities – the informal "parental leave interest group." The group identified potential research needs, including the need for surveys of planning faculty and program/departmental administrators related to existing policies and their implementation. FWIG submitted a proposal to ACSP for nominal funding and support for conducting the two surveys. The funding was allocated in spring 2009 and the surveys were then developed and administered by faculty at the University of Minnesota, with feedback provided additional interested faculty.

This report highlights the outcomes of the two surveys, which address three key birth and adoption-related policies: (1) parental leave, (2) tenure clock stoppage, and (3) flexible work hours. For each of these policies, data were collected relative to availability, applicability, implementation, and respondents' experience in using or administering the policies. In addition, for both the chairs/administrators' and faculty surveys, information is collected about perceptions of adequacy, fairness, and effectiveness of existing policies. The surveys also gathered perspectives on the role of the Planning Academy in addressing birth and adoption policies. Additional data was collected related to career commitment, family decision making, and details about clock stoppage decisions that will be used in manuscripts for future publication.

Preliminary results of the faculty survey were presented in a roundtable session and at the FWIG Business Meeting at the ACSP Conference in Crystal City, Virginia, in October 2009. A summary of the results of the full study and a draft report were presented to the ACSP Governing Board in April 2010 in New Orleans.

2. Methodology

The study relies on two survey efforts, including a survey of planning faculty in August 2009 and a survey of planning program/department chairs in January 2010. The survey content was informed by feedback from the parental leave interest group and researchers engaged in work on this topic, insights from relevant literature, and reviews of similar surveys completed by other organizations. The questions on the two surveys are largely similar, though tailored somewhat to address topics of particular relevance to each audience.

The first survey was distributed to 700 planning faculty members in 83 U.S. and Canadian schools with master's level planning degree programs. The faculty members, their affiliations, and contact information, were identified in the *Guide to Undergraduate and Graduate Education in Urban and Regional Planning* (14th edition). Only those faculty members designated as assistant, associate, or full

professors were invited to participate, including those who currently serve in leadership roles (e.g. chair, dean, provost). Research faculty, professors of practice, and other non-tenure track/non-tenured faculty were excluded. The *Guide* does not include a complete list of all planning graduate programs, as schools voluntarily contribute information, but it is a readily accessible source for identifying faculty members and contact information for most programs. The survey was administered online, with faculty members receiving unique individualized links to maintain anonymity and to limit each to a single response. Responses were tracked using a coding system to protect identities and at the same time allow for multiple targeted follow-up emails to non-respondents. The coding system also allowed for basic non-identifying information to be tracked for survey recipients and each respondent, including planning program and university size, Carnegie classification, and accreditation status. The survey response rate was 22.6 percent (158 responses).

The second survey was distributed to 83 program/department chairs for the schools represented by faculty included in the first survey. The list of chairs and their contact information was provided by ACSP. The survey was administered in the same manner as that used for the faculty survey. The response rate for the chairs' survey was 26.5 percent (22 responses). Schools represented by the responding chairs accounted for 38.6 percent of the respondents to the faculty survey.

In general, the respondents to both surveys were relatively representative of the populations from which they were drawn, as shown in Table 1. Notable differences include an 11 percent higher response rate for females relative to the population for the faculty survey and a seven percent higher response rate on the chairs' survey. Assistant professors were also more likely to respond to the faculty survey relative to the population, while full professors were less likely to respond. While these differences in response rate are not major cause for concern, it is important to note that those more motivated or with a more direct stake in the outcomes, may have been more likely to participate than the broader faculty population.

For the other characteristics in Table 1 related to size and program characteristics, there was not substantial variation between survey respondents and the populations, though for the chairs' survey respondents working in larger programs and universities, those in very high research activity universities, and those in accredited programs were more likely to respond. This outcome may indicate that chairs' survey respondents may be somewhat exceptional compared to the population of chairs, with potentially greater capacity and exposure to the survey topic. Also included in the table is the percentage of respondents who indicated that they have children – approximately 70 percent. While it is not possible to calculate the percentage of the population with children and a question about having children was not asked in the chairs' survey, this statistic provides a useful indication of the characteristics of faculty survey respondents.

Table 1. Characteristics of Survey Respondents

		Faculty Survey (n=158)		Chairs' Survey (n=22)	
		Population	*Respondents*	*Population*	*Respondents*
Gender	*Female*	30.7%	42.1%	19.5%	27.0%
	Male	69.3%	45.9%	80.5%	73.0%
Faculty Rank	*Assistant*	27.6%	36.5%		
	Associate	29.0%	28.3%		
	Full	43.4%	34.6%		
Have Children	*Yes*		62.9%		
	No		25.2%		
Total Planning Students 2008-09[1]	*<80*	50.5%	44.75%	66.2%	54.5%
	>80	49.5%	55.3%	33.7%	45.4%
University Total Students 2004[2]	*1-20,000*	27.4%	20.7%	30.1%	22.7%
	20,001-40,000	62.6%	62.3%	61.5%	63.6%
	40,001-60,000	10.0%	14.4%	8.4%	13.6%
Carnegie Classification[3]	*RU/VH*	64.7%	69.2%	50.6%	63.6%
	RU/H	13.4%	12.6%	24.1%	13.6%
	Other	21.9%	17.2%	25.2%	9.0%
Accredited Program[4]	*Yes*	87.0%	89.3%	78.3%	90.9%
	No	13.0%	10.1%	21.7%	9.1%

[1]Source: *Guide to Undergraduate and Graduate Education in Urban Planning,* 14th edition.
[2]Carnegie Foundation, 2009.
[3]Source: Carnegie Foundation. Classifications include RU/VH=Research Universities (very high research activity), RU/H=Research Universities (high research activities), other includes planning programs in Doctoral/Research Universities, Master's Colleges and Universities, Special Focus/Arts Institutions, and non-U.S. schools.
[4]Planning Accreditation Board.

3. Findings

The findings presented here integrate insights from both the faculty and chairs' surveys. As described earlier, many of the survey questions were asked in both surveys. Where appropriate, responses will be compared between the two surveys. The findings presented relate to the availability of key birth and adoption policies; details about the implementation and effectiveness of these policies; and insights about potential responses and resources that might be provided by ACSP and/or FWIG.

3.1 Availability of Policies
The faculty survey assessed whether three key birth/adoption-related policies are available to faculty who give birth or adopt a child. According to Figure 1, approximately 55 percent of faculty indicated that their institution provides paid parental leave and over 75 percent indicated that tenure clock

stoppage is available. Slightly less than half have access to policies related to flexible work hours. For the three types of policies, approximately one-fifth to one-third of faculty respondents indicated that they did not know if policies were available.   The responses to the chairs' survey are quite similar, though the percentage of "don't know" responses was smaller at nine percent for paid leave and clock stoppage and five percent for flexible work hours. This finding suggests a higher level of knowledge about policy availability among chairs, as compared to faculty.
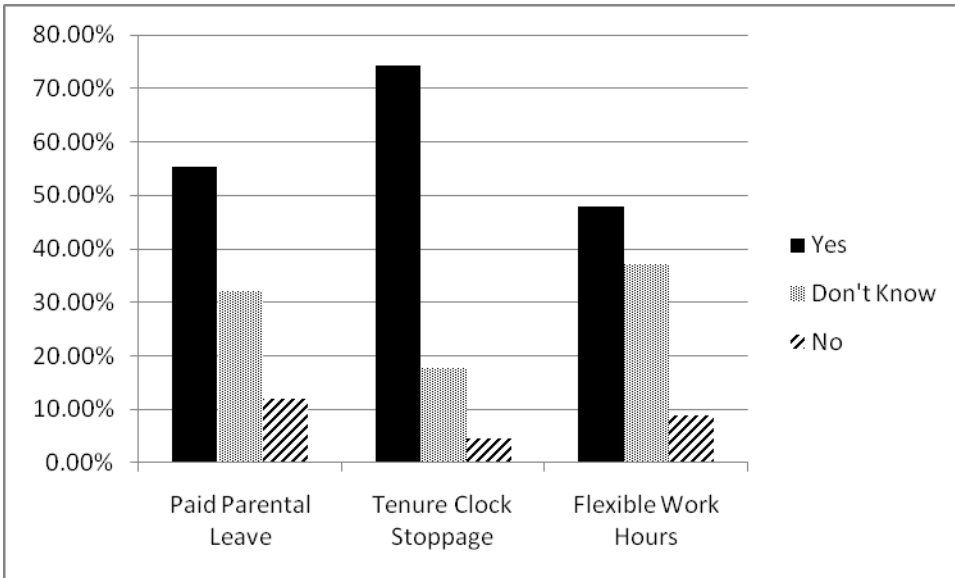
n=158

Figure 1. Faculty Assessment of Availability of Paid Parental Leave, Tenure Clock Stoppage, and Flexible Work Hours Policies

For faculty members in institutions with the policies noted above, the level (e.g. university, college, program/department) at which such policies are administered varies. Respondents were allowed to select all that apply, as well as indicate that they did not know. As shown in Figure 2, while paid parental leave and tenure clock stoppage are most often administered at the university level, flexible work hours policies are administered at the program/department level. In general, the figure suggests that authority is distributed across multiple levels, as percentages across the various responses for each policy total well over 100.
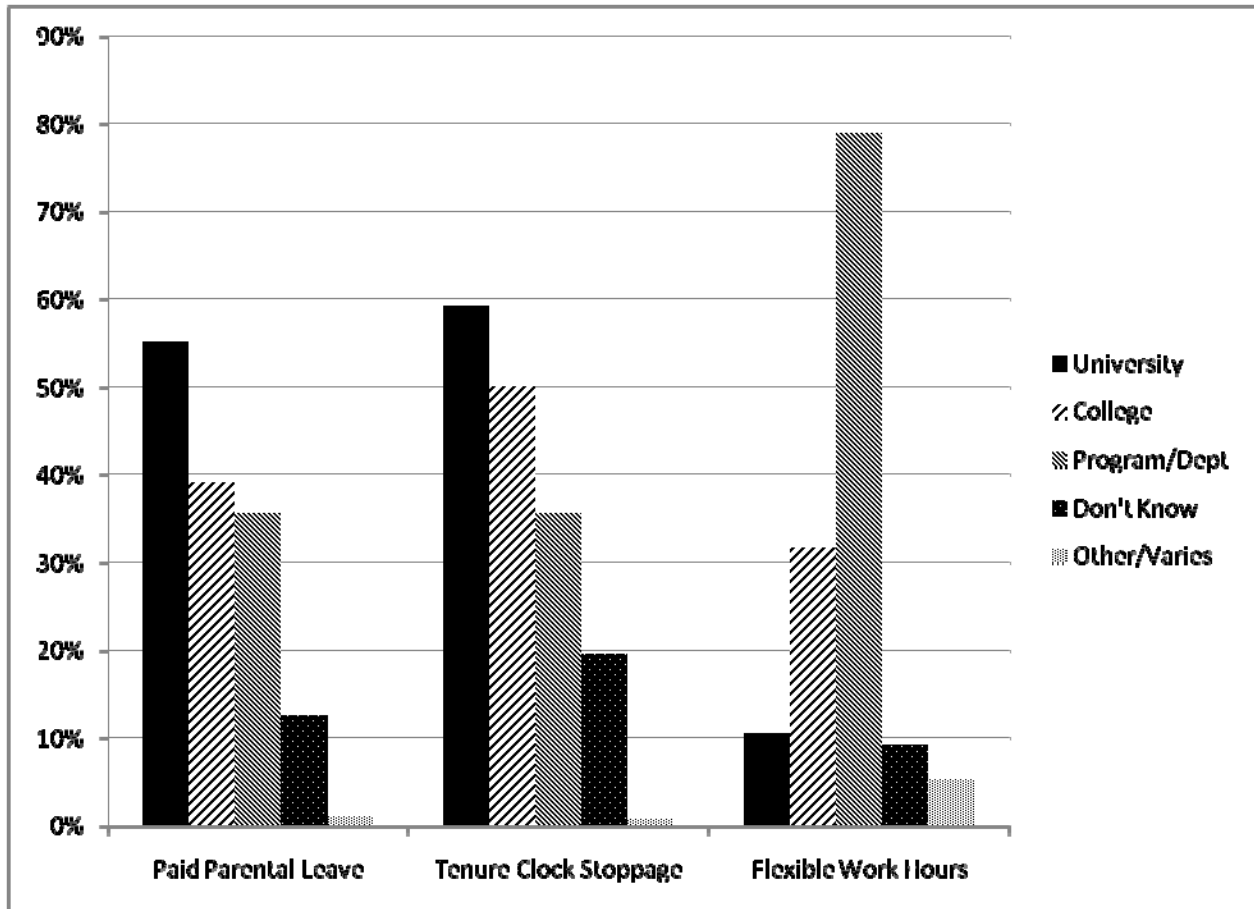
Figure 2. Faculty Assessment of Responsibility for Administering Birth/Adoption Policies

In addition to availability, the faculty survey also explored the nature of information provided about birth/adoption policies, using two different questions. As reported in Table 2, faculty were asked when policies were explained (e.g. before being hired, in the event of pregnancy or adoption) and chairs were asked when policies are typically explained to faculty in their department/program. While the small number of respondents to the chairs' survey limits interpretation of the findings, reports of information provision at various times are much higher for chairs. For example, only six percent of faculty reported that they were provided with information prior to being hired, while over 22 percent of responding chairs indicate that information is typically provided at this time. Forty-four percent of faculty responded that they were never given information about birth/adoption policies, while none of the chairs answered "never." This finding suggests a potential disconnect between the information that chairs believe faculty are receiving and what they actually receive. Another explanation is that faculty respondents may be from those universities that lack policies, thus providing motivation to respond, and chairs may be from those that have policies, similarly increasing their motivation. The survey data provide imperfect evidence for this explanation, as we are only able to determine the amount of overlap between schools represented in the two surveys – 39 percent as described earlier.

Respondents who indicated "other" as the timing for information provision, noted that information was provided only when inquiry was made or that information was available in union contracts, faculty handbooks, central administration memos and other documents, but not actively communicated. Notable in interpreting these findings, is that over 58 percent of faculty survey respondents indicated that university and/or department/program policies related to birth/adoption are an important considerations when candidates consider a faculty employment offer.

Table 2. Faculty and Chairs' Perspectives on Timing of Information Provision about Birth/Adoption Policies

Timing of information provision	Faculty (n=158) *Were birth/adoption policies explained to you at any of the following times at your current institution?*	Chairs (n=22) *In your department/program, are birth and adoption policies explained to faculty at any of the following times?*
Before being hired	6.3%	22.3%
After being hired (e.g. at orientation)	16.4%	36.4%
In the event of pregnancy or adoption	14.5%	40.9%
Other	13.2%	22.7%
Never	44.0%	0.0%
Don't know	7.5%	18.2%

Another issue explored related to information availability is where one might go to learn about birth/adoption policies, specifically whether information is available at the department level, from higher levels of administration, or specialized services/organizations. Faculty and chairs' responses are summarized in Table 3. In general there is continuity between the faculty and chairs' responses. Faculty members or chairs who indicated "other" as a source of information most commonly referred to union contracts. The largest difference between the two sets of survey responses is related to departments as a source of information. For those chairs that responded to the survey, over 40 percent indicated that information is available at the department-level, as opposed to 26 percent of faculty – suggesting that either faculty are unaware of departmental information or that respondents to the chairs' survey are exceptional in providing more information in their own departments than is provided by chairs who did not respond.   The survey results also suggest that chairs may be more aware of additional information resources from women's or disability-focused organizations than are faculty members.

Table 3. Faculty and Chairs' Perspectives on Sources of Information about Birth/Adoption Policies

| Sources of information about birth/adoption policies	**Faculty** (n=158)	**Chairs** (n=22)
University-level human resources department (or website)	82.4%	90.9%
College/school human resource department (or website)	28.9%	31.8%
Academic department (or website)	25.8%	40.9%
Women's center or women's advocacy organization	7.5%	13.6%
Disability services center or disability advocacy organization (or website)	0.6%	9.1%
Other	17.6%	9.1%
Don't know	3.8%	0.0%

Additional details related to the implementation and effectiveness of paid parental leave, tenure clock stoppage, and flexible hours are explored in the next three sections.

3.2 Implementation and Effectiveness of Paid Parental Leave Policies

This section explores additional details related to the implementation and effectiveness of paid leave policies, integrating findings from the faculty and chairs' surveys where relevant. Key issues include the amount of paid leave available to male and female faculty, paid leave available in the event of adoption, availability of paid leave in the summer, and conditions associated with unpaid leave. The surveys also explored the management of course responsibilities during leave periods and collected faculty perspectives on their experience of negotiating paid and unpaid leave and responsibilities during the leave period.

First, the faculty survey reveals significant variation in the amount of paid leave available. As noted earlier, about 55 percent of respondents indicated that paid parental leave was available in their institution. For those with paid leave available, Figure 3 summarizes the number of weeks available to female and male faculty. Again, a large number of respondents were not aware of the amount of time available. In general, men have access to slightly less paid leave time. For those respondents who indicated that the amount of leave varies, responses refer to the opportunity to use sick or annual leave to accomplish or supplement paid parental leave. Other responses suggest that paid leave is negotiated, includes relief from teaching duties, or requires documentation of special conditions such as disability or primary caretaker role. For example,

- *"Duration of leave for faculty is available but given at the discretion of the Dean though there are guidelines available through University HR and precedents have been set (there is a fixed policy for staff)."* (female, associate professor)
- *"The time is negotiated ad hoc between faculty and dean, but is usually one semester."* (male, associate professor)
- *"not 'leave', but 'course releases' can be negotiated"* (female, assistant professor)
- *"[leave available] if primary caretaker"* (female, assistant professor)
- *"There is a university policy, but you have to pull teeth to find it and then pull more to get the school and department to acknowledge it"* (male, associate professor)
- *"10 paid days leave; up to 125 days disability for complications associated with pregnancy"* (female, assistant professor)
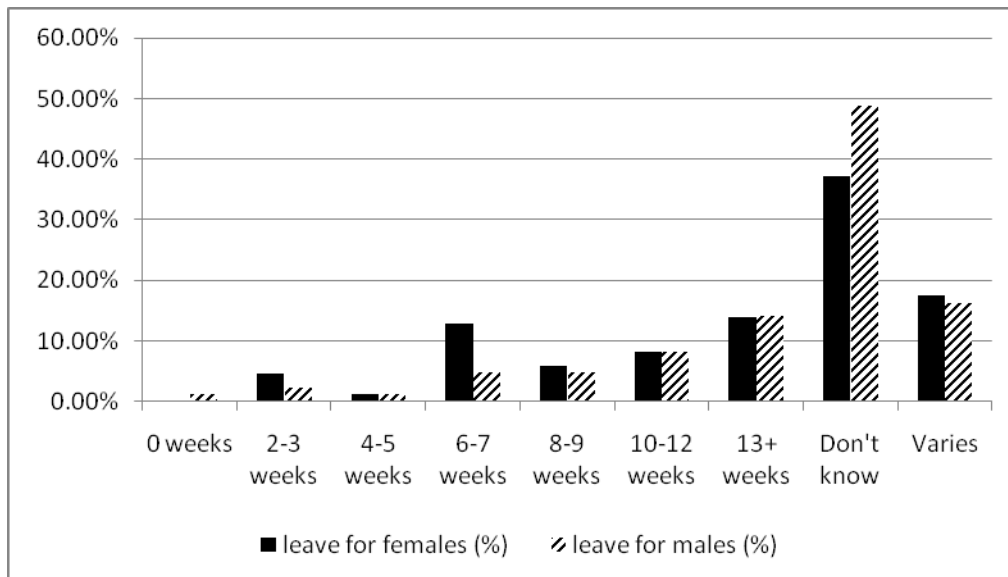
n=86

Figure 3. Faculty Assessment of Availability and Amount of Paid Leave for Male and Female Faculty

For the 86 faculty respondents who indicated that paid parent leave was available, the survey also asked about the availability of paid leave in the event of adoption. In general the responses mirrored those for leave associated with the birth of a child, though "don't know" responses were slightly higher at over 50 percent relative to leave for both male and female faculty. Finally, the survey asked whether paid parental leave is available in the summer, outside of the typical academic year contract. Just over 29 percent said that it was available and over 52 percent indicated that they did not know if it was available. In general, it is acknowledged that work expectations and conditions vary significantly during the summer period, with some faculty self-funded with research grants and others unpaid.

As alluded to in some of the comments above, when paid parental leave is not available, some faculty are able to accomplish a leave through other means, such as through sick/vacation time (25.2%), though not all universities provide this benefit to faculty. Unpaid leave under the Family and Medical Leave Act (FMLA) is also used (24.4%). Again, "don't know" responses are relatively high at over 46 percent.

In addition to access to paid parental leave, a related issue is the management of faculty responsibilities during the leave. Here, both faculty and chairs' perspectives become relevant. For the faculty survey, respondents who indicated that paid parental leave was available were asked about how teaching responsibilities were handled during the paid leave period. The survey question was modified somewhat for the chairs' survey to be inclusive of both paid and unpaid parental leave. Despite the slightly different phrasing of the question, the data in Table 4 suggest that responses are quite similar for faculty and chairs. The key exception is that chairs more frequently indicated that negotiation is possible. This finding suggests that faculty may be unaware of their ability to negotiate responsibilities during their leave.

Further insights into these issues are provided by the chairs' survey, which included additional questions related to administering paid and unpaid parental leave at the department/program level. Specifically, chairs were asked about their level of agreement with a series of statements about reactions of faculty in their department when leave occurs, expectations for make-up work, and resources available to support parental leave. In general, the findings presented in Table 5 do not suggest any major challenges associated with implementation. Chairs evaluate faculty in their departments/programs as willing to cover responsibilities for persons on leave, particularly advising and service responsibilities. In general, faculty members are not required to make up for missed responsibilities during their leave period, though the mean score was slightly higher for research responsibilities, suggesting that a share of chairs indicated some expectation. Most often, departments/programs take on responsibility for covering teaching responsibilities during a leave. Negotiation appears to be used somewhat, though the relatively large standard deviation for this survey item suggests substantial variation in responses. Limited resources do not appear to be a significant barrier to offering parental leave, though again a higher standard deviation suggests varied experience relative to this question.

Table 4. Faculty and Chairs' Perspectives on Coverage of Teaching Responsibilities during Leave Period

Typical approach to managing faculty teaching responsibilities during leave period	Faculty (n=85)[1]	Chairs (n=22)
Full semester leave[2] provided via university policy	17.6%	18.2%
Full semester leave[2] provided via program/department policy	8.2%	4.5%
Full semester leave[2] can be negotiated	23.5%	59.1%
Release from all courses for one semester via university policy	12.9%	0.0%
Release from all courses for one semester via program/department policy	5.9%	4.5%
Release from all courses for one semester can be negotiated	15.2%	40.9%
Course(s) can be covered by teaching assistant during absence	5.9%	27.3%
Course(s) can be covered by adjunct instructor during absence	17.6%	59.1%
Course(s) can be covered by other faculty member during absence	23.5%	50.0%
Course materials can be prepared in advance by faculty member to be delivered in his/her absence	5.9%	40.9%
Faculty member is responsible for identifying substitute instructor (e.g. TA, adjunct, other faculty member) during leave period	3.5%	9.1%
Program/department is responsible for identifying substitute instructor (e.g. TA, adjunct, other faculty member) during leave period	23.5%	54.5%
No clear policy exists in my university or program/department related to managing course responsibilities during period absence	25.9%	27.3%

[1]Number of respondents for this set of questions was slightly lower, as one did not respond
[2]Defined as leave from all teaching, advising, service, and research duties

Table 5. Chairs' Perspectives[1] on the Implementation of Parental Leave in their Departments/ Programs

	Mean	Standard Deviation
Faculty in my department/program are willing to cover:		
teaching responsibilities for faculty on leave following birth/adoption	4.64	1.47
advising responsibilities for faculty on leave following birth/adoption	5.86	1.246
service responsibilities for faculty on leave following birth/adoption	5.68	1.359
Faculty on paid/unpaid leave for birth/adoption are expected to make up for missed:		
teaching responsibilities before or after their leave	1.73	0.827
research responsibilities before or after their leave	3.23	1.88
service responsibilities before or after their leave	1.91	0.92
It is the department/program's responsibility to cover teaching responsibilities during a period of paid/unpaid leave	5.91	1.34
It is the faculty member's responsibility to cover teaching responsibilities during a period of paid/unpaid leave	2.41	1.40
The responsibilities of a faculty member on paid/unpaid leave for birth/adoption are negotiated on a case by case basis	4.50	2.02
Limited resources (e.g. staff, financial resources) is the main reason we cannot accommodate paid or unpaid leave for birth/adoption	3.09	1.77

[1]Based on 7-point scale: 7=strongly agree, 6=agree, 5=slightly agree, 4=neutral, 3=slightly disagree, 2=disagree, 1=strongly disagree
n=22

Finally, additional perspectives on the implementation and effectiveness of paid parental leave policies are provided based on those faculty respondents who have utilized either paid or unpaid leave associated with birth or adoption. Twenty-three respondents (14.6%) to the faculty survey indicated that they had taken a leave. The length of the leave period varied and in a number of cases, faculty members utilized a mix of paid and unpaid leave. Responses to an open-ended question about expectations during the leave period show a wide range of experiences.

- *"Did not have to teach. Attended some crucial faculty meetings and participated in faculty search."* (male, associate professor)

- *"A person hired to take another professor's place (sabbatical) took one course. The chair took over another – both courses had to be prepped by me so each week was ready. I was given a heavy load in the spring to make up for my "easy" 2 course fall. I continued to serve on a Masters committee as advisor….and served on another defense committee. Also prepped up three spring courses. It was too much with a newborn."* (female, professor)
- *"It was up to me to find a substitute for teaching in my absence. However, the university strictly prohibits working during FMLA leave, so I had to find somebody who would do it without any help from me."* (female, assistant professor)
- *"I received course releases from 2 courses, but was supposed to substitute increased service and research activity. I wrote a memo detailing what my activities would be "in lieu of teaching" to the College, and this was kept on file. Activities including playing a lead role in our planning program's reaccreditation process. I still directed one independent study during my semester "off", and was available to advise students, primarily via email. I also attended several departmental meetings by choice."* (female, assistant professor)
- *"It's very confusing.   Our university has very clear policy on maternity leave for staff members. But for faculty members, it says we need to negotiate with the chair of the department for specific arrangements. There is no official policy. I was lucky that I work in a supportive place. Another issue is that I have never been able to figure out what a sick leave means for faculty members since I always fulfill our teaching and committee duty on schedule. If I need to take a sick leave, I just sacrifice our research time."* (female, assistant professor)
- *"I worked regularly (from home) during this time, answering emails, participating in conference calls, and working on research publications. In month three of my leave, I would bring the baby into work for short meetings."* (female, associate professor)
- *"For my first maternity leave, I taught one of my two classes for a single semester and had very few service requirements. I was paid at 50% of my regular salary. (I should note that I was still fairly new and my service plate was not so full then.) For my second leave, I decided to ask for a slightly better deal. This time I again taught one of my two courses and was paid 75% of my regular salary. I maintained most of my service requirements but they were not very onerous."* (female, associate professor)

A large number of quotes are provided to show the wide range of experiences and responsibilities. The majority of the open-ended responses indicated some challenges, though there were several responses that described clear policies, full semester relief of all responsibilities, and an easy process. Overall, these responses indicate that negotiation is often required, that policies may be unclear or nonexistent, that salary reductions may occur, and expectations for research, teaching, and service vary significantly.

3.3 Implementation and Effectiveness of Tenure Clock Stoppage Policies

As described earlier in Figure 1, nearly 75 percent of faculty respondents indicated that tenure clock stoppage is available in the event of birth and adoption. In addition to considering whether this policy is available, the survey results reveal important insights related to the implementation and effectiveness

of clock stoppage policies. First, based on Figure 4, there appears to be some variation in responses related to when clock stoppage is available. For the 118 faculty respondents who indicated that clock stoppage was available, birth (82.2%) was the most commonly noted reason for eligibility, followed by adoption (69.5%). Slightly more than half of respondents indicated that faculty in their institution are allowed to stop their clocks in the event of personal illness or to care for a family member. Over one-quarter of respondents who indicated that clock stoppage was available "didn't know" when one becomes eligible to use it. Those who indicated "other" as their responses referred to military or union service and referred to policies allowing for clock stoppage for extenuating circumstances subject to approval by university administrators. Of the 97 faculty respondents who indicated that clock stoppage was available specifically for birth and/or adoption, 72 percent said that it was available to both male and female faculty and 27 percent did not know.
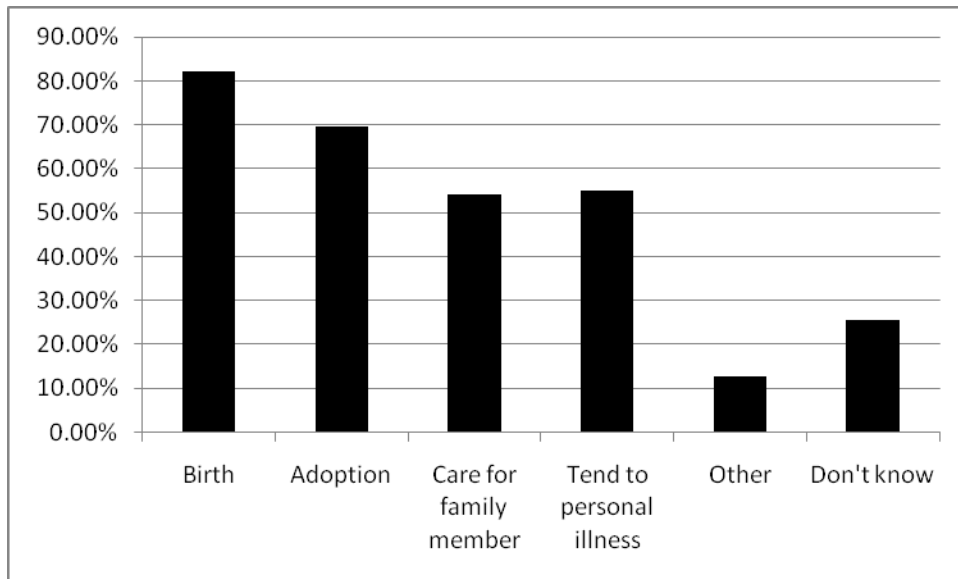
n=118

Figure 4. Faculty Perspectives on Reasons for Eligibility for Tenure Clock Stoppage

Despite wide availability, there appears to variation in perspectives on how clock stoppage is addressed in the tenure review process and the perceived implications of stopping one's clock. Related to the tenure process, the surveys asked both faculty and chairs about instructions given to tenure review committees for those who have stopped their clocks. Here, responses are only provided for those faculty members and chairs who indicated that clock stoppage is available.   Table 6 suggests a potential disconnect between faculty and chairs on this topic, with more than half of faculty members unfamiliar with the nature of instructions.

Table 6. Faculty and Chairs' Perspectives on Instructions to Tenure Review Committees Regarding Clock Stoppage

Instructions given to members of tenure review committees regarding how stopping the tenure clock is treated in evaluation for tenure	Faculty (n=117)[1]	Chairs (n=20)
Evaluate candidate based on full length of the probationary period minus the number of semesters the clock was stopped	25.6%	65.0%
Evaluate the candidate based on full length of probationary period (i.e. evaluated as if probationary period was extended)	6.0%	0.0%
Use own judgment on how to evaluate the candidate	3.4%	5.0%
No instructions are given	11.1%	5.0%
Other	2.6%	5.0%
Do not know what instructions are given	51.2%	20.0%

[1]Number of respondents for this set of questions was slightly lower, as one did not respond

Following on the question related to instructions for tenure committees, the chairs' survey asked respondents what advice is given to tenure-track faculty members who are considering stopping their clocks. Twelve out of twenty (60%) chairs indicated that they refer faculty to university, college, or departmental policies. Some chairs also refer faculty to other colleagues (35%). In terms of whether tenure clock stoppage should be used, none of the responding chairs indicated that they advised against stocking the clock, while 45 percent said they advise faculty to do so. Four out of 20 said that they do not typically give advice on this matter and five said that the issue has not come up while they have served as chair.

Also related to tenure clock stoppage, the surveys inquired about perceived reactions by other faculty associated with a decision to stop one's clock. Specifically, respondents were asked to evaluate how faculty members in their department as a whole react when a tenure-track faculty member decides to stop his or her clock. Table 7 includes mean responses and standard deviations related to the level of respondent agreement with a series of questions intended to gauge perceived reactions. Data are presented for the 118 faculty and 20 chair respondents who indicated that clock stoppage was available at their institution, with responses also parsed out for key faculty groups based on gender and rank. In some cases, respondents did not provide gender or rank information and thus their responses were left out.

Table 7. Faculty, Chairs', and Sub-group Perspectives[1] on Perceived Reactions from Colleagues to Clock Stoppage Decision

	Faculty (n=118)	Female Faculty (n=60)	Male Faculty (n=55)	Untenured Faculty (n=47)	Tenured Associate Professors (n=28)	Tenured Professors (n=40)	Chairs (n=20)
				Mean (Std. Dev.)			
There is a stigma associated with stopping the clock for female faculty	3.08 (1.78)	3.73 (1.87)	2.36 (1.38)	3.23 (1.86)	3.96 (1.45)	2.28 (1.57)	2.55 (1.76)
There is a stigma associated with stopping the clock for male faculty	3.39 (1.72)	3.68 (1.68)	3.07 (1.71)	3.66 (1.79)	3.85 (1.38)	2.75 (1.69)	2.85 (1.66)
Stopping the clock indicates a tenure track faculty is unwilling to make sacrifices for his/her job	2.62 (1.77)	3.05 (1.87)	2.15 (1.52)	2.98 (1.81)	3.36 (1.79)	1.68 (1.25)	2.10 (1.55)
People react negatively when a tenure-track faculty member stops his/her tenure clock	3.14 (1.72)	3.58 (1.82)	2.65 (1.48)	3.47 (1.89)	3.79 (1.40)	2.30 (1.40)	2.20 (1.64)
Stopping the tenure clock is a signal that a tenure track faculty member lacks commitment to his/her job	2.52 (1.67)	2.92 (1.86)	2.09 (1.32)	2.89 (1.76)	3.21 (1.79)	1.60 (0.96)	1.95 (1.40)

[1]Based on 7-point scale: 7=strongly agree, 6=agree, 5=slightly agree, 4=neutral, 3=slightly disagree, 2=disagree, 1=strongly disagree

Notable findings in Table 7 include a slightly higher perceived stigma associated with clock stoppage for male faculty versus female faculty, based on responses for faculty and chairs as a whole, as well as several sub-groups. Female faculty members generally perceive more negative reactions than male faculty, across all five of the questions included here. Also interesting is that associate professors have some of the highest mean scores, suggesting concerns about negative reactions. Having just completed the tenure process, perhaps these individuals have a unique perspective that requires further study. Finally, in general, tenured full professors and chairs have some of the lowest means, suggesting that junior faculty may have unwarranted concerns about eliciting negative reactions from higher ranked colleagues when stopping their clocks.

3.4 Implementation and Effectiveness of Flexible Work Hours Policies

The third birth and adoption policy examined in the study is flexible work hours. Here, the faculty and chairs' surveys inquired as whether flexible work hours are available and under what circumstances related to birth and adoption. As described earlier, flexible work hours in association with birth/adoption were available to just fewer than 50 percent of respondents to the faculty survey. For most of these faculty members, flexible hours are negotiated at the department/program level and can be made available to both women and men, though the survey revealed greater uncertainty about access for men. Relative to negotiation, over 80 percent of chairs' survey respondents indicated some level of agreement that they have authority to negotiate flexible work hours with faculty.

The experiences of individual faculty members, as captured through responses to an open-ended question about flexible work hours, provide additional useful insights about short-term and long-term flexible options, as well as the inherent flexibility in faculty schedules:

- *"To accommodate child care arrangements, I came in later in the mornings and did more work at home. Classes were in late morning or afternoon."* (female, professor)
- *"Stretched my maternity leave (which was only 6 weeks) to double that by working half time for the entire period."* (female, professor)
- *"I worked at home except when I needed to be at the Department (teaching, office hours, research and administration related meetings) and continue to do so. But I also live a five minute walk from my office and can be there very quickly if something needs to be dealt with immediately."* (female, associate professor)
- *"Outside of classroom hours and faculty meetings, the schedules of most faculty are quite flexible. I've been able to work with my chair(s) to schedule my courses and meetings during the time that my children are in daycare."* (female, associate professor)

Though not asked of faculty members, the chairs' survey included a few additional questions intended to explore the implementation of flexible work hours arrangements. Table 8 provides a summary of these responses for the all but one chair respondent who indicated that flexible hours are available in

association with birth/adoption. Overall, responses are mixed as to the general flexibility of faculty work hours, based on a mid-range mean and relatively large standard deviation. The table also suggests that chairs see a relatively high level of support and accommodation for faculty with children.

Table 8. Chairs' Perspectives[1] on the Implementation of Flexible Hours in their Departments/ Programs

	Mean	Standard Deviation
All faculty members have complete control over their working hours, regardless of whether they have children	4.29	2.08
Faculty in my program/department are generally accommodating of the flexible work hours needed by those with children	5.86	1.01
Faculty in my program/department are generally accommodating of other faculty who occasionally bring their children to work with them	5.57	1.29

[1]Based on 7-point scale: 7=strongly agree, 6=agree, 5=slightly agree, 4=neutral, 3=slightly disagree, 2=disagree, 1=strongly disagree
n=21

3.5 Adequacy and Fairness of Birth and Adoption Policies

Following on the detailed analyses of specific birth and adoption policies, this section provides a broader evaluation of policies administered at the university and department/program levels. In addition, this section provides information about existing disadvantages relative to the implementation of birth/adoption policies. Responses to questions summarized in Table 9 were not required and thus were not answered by all of the survey respondents – a range is provided to show the number of respondents across the set of seven questions. Table 9 reveals general agreement that consistency is lacking in birth/adoption policies across universities and academic planning programs/departments. In addition, there is also general agreement that policies at both levels are not sufficient in meeting the needs of faculty who currently have or plan to have children. It is notable that tenured full professors view these two issues in a slightly more positive light than other sub-groups for which data is provided. Despite the concerns about policy adequacy, in general responses suggest that faculty and chairs do not believe that systematic disadvantage exists for particular groups, including men, women, and tenure-track faculty. Beyond the generalities captured in the survey responses, the relatively large standard deviations, especially for the last three questions, may reflect concerns about disadvantage among individual faculty based on experiences in their own institutions.

Table 9. Faculty, Chairs, and Sub-group Perspectives[1] on Fairness and Effectiveness of Birth and Adoption Policies

	Faculty (n=135-137)	Female Faculty (n=66-67)	Male Faculty (n=69-70)	Un-tenured Faculty (n=54-55)	Tenured Assoc. Profs. (n=31)	Tenured Profs. (n=50-51)	Faculty with children (n=96-97)	Faculty with no children (n=38-39)	Chairs (n=22)
					Mean (Std. Dev.)				
In general, there is consistency in policies across *universities*	1.54 (1.81)	1.27 (1.27)	1.79 (2.17)	1.15 (1.67)	1.29 (1.47)	2.12 (2.01)	1.64 (1.82)	1.28 (1.79)	0.73 (1.24)
In general, there is consistency in policies across *academic planning programs/departments*	1.70 (1.93)	1.48 (1.54)	1.90 (2.22)	1.46 (1.95)	1.29 (1.44)	2.20 (2.08)	1.72 (1.89)	1.58 (2.02)	1.18 (2.06)
In general, at the *university-level,* policies are sufficient to meet the needs of faculty who currently have or plan to have children	2.30 (2.11)	1.79 (1.69)	2.79 (2.35)	1.78 (1.89)	1.94 (1.75)	3.08 (2.31)	2.37 (2.05)	2.15 (2.28)	3.50 (2.52)
In general, at the *program/department-level*, policies are sufficient to meet the needs of faculty who currently have or plan to have children	2.26 (2.10)	1.70 (1.46)	2.81 (2.46)	1.89 (1.98)	1.65 (1.62)	3.04 (2.26)	2.34 (2.08)	2.11 (2.17)	3.50 (2.61)
Tenure-track faculty are disadvantaged in efforts to negotiate paid parental leave and other benefits associated with birth/adoption	2.94 (2.54)	3.38 (2.63)	2.53 (2.40)	3.15 (2.73)	3.03 (2.60)	2.66 (2.30)	3.05 (2.51)	2.74 (2.64)	1.82 (1.59)
Female faculty are disadvantaged in efforts to negotiate paid parental leave and other benefits associated with birth or adoption	3.01 (2.56)	3.57 (2.69)	2.46 (2.33)	3.07 (2.73)	2.84 (2.58)	3.04 (2.42)	3.20 (2.58)	2.51 (2.52)	1.95 (1.91)
Male faculty are disadvantaged in efforts to negotiate paid parental leave and other benefits associated with birth or adoption	2.62 (2.40)	2.73 (2.41)	2.51 (2.41)	2.28 (2.51)	2.87 (2.62)	2.82 (2.15)	2.73 (2.42)	2.32 (2.38)	2.27 (1.78)

[1]Based on 7-point scale: 7=strongly agree, 6=agree, 5=slightly agree, 4=neutral, 3=slightly disagree, 2=disagree, 1=strongly disagree

3.6 Role of the Planning Academy in Addressing Birth and Adoption Policy Issues

The final set of findings examines potential roles that the Planning Academy, including ACSP and FWIG, might take to address birth and adoption policy issues. Specifically, Table 10 suggests that there is a level of support among faculty and chairs for both ACSP and FWIG to play a role in fostering conversation around this issue. There appears to be somewhat less support for ACSP and FWIG to advocate for consistency in policies, though relatively large standard deviations suggest differing opinions on these issues across respondents.

Table 10. Faculty and Chairs' Perspectives[1] on the Role of ACSP and FWIG in Addressing Birth/Adoption Policy Issues

	Faculty (n=137)[2] Mean (Std. Dev.)	Chairs (n=22) Mean (Std. Dev.)
ACSP has an important role to play in fostering a conversation about policies related to birth and adoption among planning faculty	4.93 (2.13)	5.23 (1.57)
FWIG has an important role to play in fostering a conversation about policies related to birth and adoption among planning faculty	5.02 (2.16)	5.14 (1.58)
ACSP should advocate for greater consistency in policies across planning programs/departments	4.47 (2.49)	4.27 (1.83)
FWIG should advocate for greater consistency in policies across planning programs/departments	4.54 (2.47)	4.41 (1.79)

[1]Based on 7-point scale: 7=strongly agree, 6=agree, 5=slightly agree, 4=neutral, 3=slightly disagree, 2=disagree, 1=strongly disagree
[2]Due to attrition toward the end of the survey and lack of responses to some non-required questions, fewer respondents provided responses to these questions

Acknowledging a potential role for ACSP and FWIG related to these policies, the survey findings suggest a number of potential efforts that might be undertaken. According to Figure 5, both faculty and chairs are most interested in planning school policy links on the ACSP and/or FWIG websites, as well as sessions at the ACSP Administrators Conference. Faculty in particular are interested in FWIG-sponsored negotiation training. ACSP conference sessions related to birth/adoption policies research were seen as least valuable of the options presented in the survey, though responses were more favorable than not.
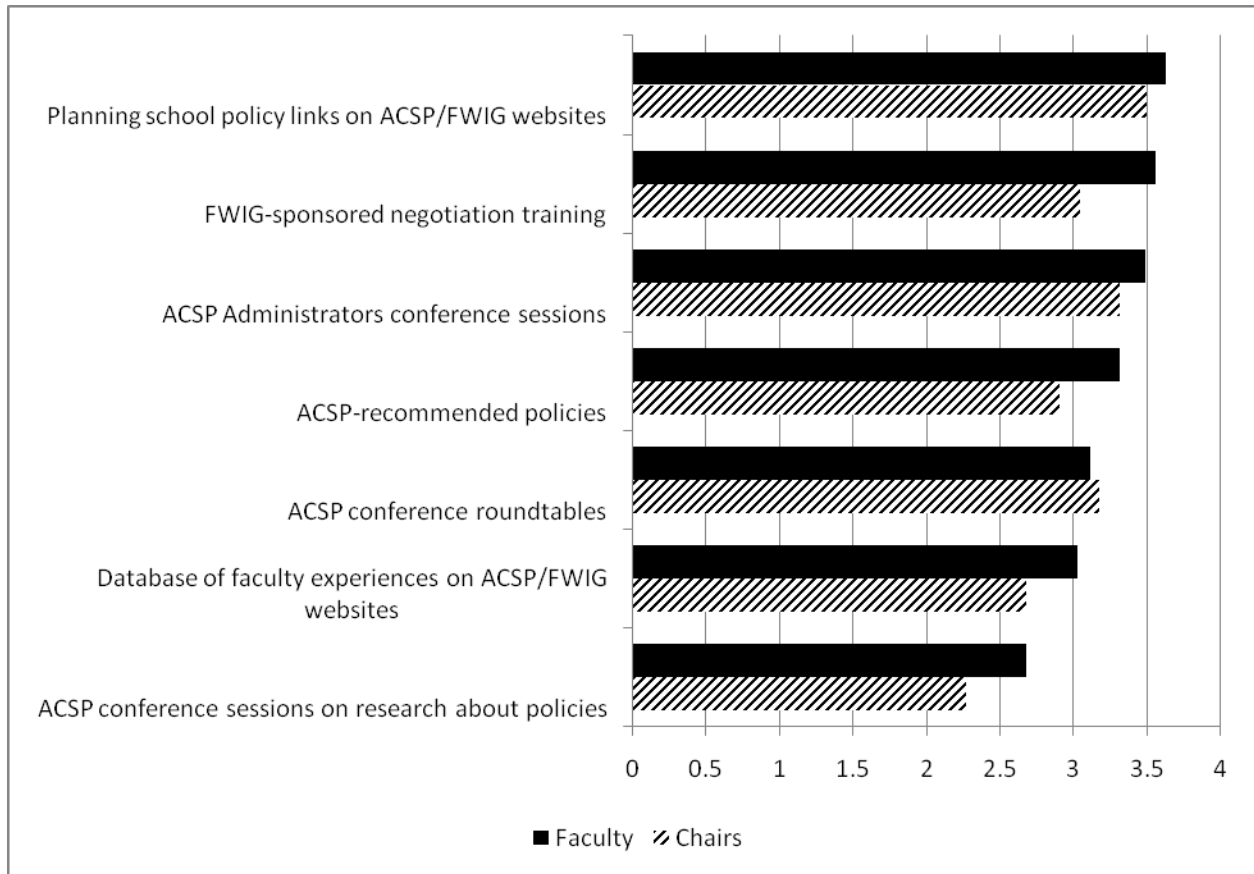
Note: Scores represent means measured on a five point scale, 5 = very valuable, 1 = not valuable

Figure 5. Faculty and Chairs' Preferences for ACSP and FWIG Efforts to Address Birth/Adoption Policies

4. Findings

This report provides a significant amount of information related to birth and adoption policies that affect urban planning faculty. One of the benefits of these data is that they provide a baseline assessment of perceptions related to a policy issue that has not previously been addressed by ACSP or FWIG. In addition, the findings help point to potential actions that might be taken on the part of individual faculty members and chairs, as well as broader institutional changes in planning departments/programs and universities. Finally, the findings provide clear support for ACSP and FWIG to remain engaged on these issues and respond to needs for conversation, information, support, and training.

A number of the most compelling findings are presented below, along with recommendations for potential action steps to address them.

- **Birth and adoption policies appear to be "off the radar" for a substantial share of faculty members.** Considering that those who had previously engaged with this issue may have been more likely to respond to the survey, it is possible that lack of knowledge of these policies may be even more widespread than indicated by the survey. In general, chairs seem to have somewhat higher levels of knowledge about relevant policies than the faculty respondents, perhaps due to their length of time at an institution or experience gained through administrative responsibilities. Bringing the birth/adoption policy issue to faculty meetings for discussion, as well as making information available about relevant policies (e.g. in faculty handbook, on department website) might be a useful way of increasing knowledge and visibility of birth/adoption policy issues. Ensuring that chairs are familiar with relevant policies and are sharing this information with faculty is also encouraged. The survey showed support for birth/adoption policy sessions at the ACSP Administrators Conference, which could be a vehicle for engaging chairs in this issue and providing them with information to take back to faculty.

- **Lack of written birth/adoption policies and access to information about them seems to be limited in some institutions and departments/programs, leading to the need for negotiation.** The survey clearly reveals that some institutions and departments/programs lack written policies. Even where they exist, faculty may not be aware of the policies or other informational resources, particularly at the department/program level. When written policies are lacking, administrators have significant discretion in implementing policies (i.e. determining the length and conditions of parental leave), putting faculty in the position of having to negotiate, which may be challenging for untenured faculty, particularly if no other faculty members have recently taken a leave. Further, faculty may be unaware of the potential for negotiation, as opposed to chairs who were more likely to say in the survey that negotiation is possible. There is also the concern that negotiated outcomes may be perceived as unfair or inconsistent. Codifying department/program policies or at least negotiation processes can enhance faculty knowledge of relevant information, promote consistent implementation to minimize concerns about fairness, and inform faculty about options available through negotiation. In addition, in response to recommendations from the survey, FWIG or ACSP might offer negotiation training to help build faculty negotiation skills.

- **Clock stoppage is the most widely available of the three policies examined in the surveys and has the highest level of knowledge associated with it, though some faculty may face stigma in utilizing it**. The survey results reveal a couple of important insights. First is that the stigma associated with clock stoppage may be slightly greater for men than women and seems to vary across planning schools. This finding emphasizes that discussions of birth/adoption policies should remain inclusive of the concerns of both male and female faculty and also emphasizes the need for resources that can be shared across schools. The second insight is that chairs and full professors perceive lower levels of stigma and negative faculty reaction to clock stoppage decisions than do more junior faculty. This finding suggests that more conversation, perhaps through faculty meetings or mentoring programs, might be pursued with

departments/programs about clock stoppage and other birth/adoption policies so that faculty can develop a more informed sense of their colleagues likely reactions.

- **Flexible work hours do not appear to be an issue of significant concern among the survey respondents.** This finding is likely associated with the inherent flexibility of faculty schedules in most departments. The survey revealed that much authority related to flexible work hours is held by departments/programs and most chairs indicate the ability to negotiate flexible arrangements. Also, faculty comments suggest positive experiences with flexible schedules that respond to diverse needs. As with the earlier discussion of negotiation, it is again recommended that departments/programs codify relevant policies to ensure consistency and increase faculty knowledge of what is possible.

- Overall, there is a general **acknowledgement that birth/adoption policies are inadequate at department/program and university levels.** This finding suggests that further work is needed to understand what those inadequacies are and identify approaches to address them, such as best practices and model policies drawn from a variety of institutions. While the survey suggests no overwhelming concern about disadvantage to particular groups (e.g. women, tenure track faculty) due to existing policies, the large variation in responses suggests that there may be issues in particular universities/departments that might benefit from broader discussion and awareness building. Survey respondents recommended that sample policies be made available on the ACSP or FWIG websites. Doing so might be useful in providing resources to departments/programs, especially for those institutions with lower levels of capacity or experience with this issue.

As significant turnover continues in the Planning Academy and new mostly younger faculty enter the ranks of planning departments/programs, birth/adoption policy issues are likely to come up more frequently. Anticipating the changing needs of faculty and unique family situations will be important in attracting and retaining faculty. The survey results clearly indicate that birth/adoption policies are an important consideration when evaluating a job offer. Proactive engagement with these issues can help to create an open environment for discussing the challenges of addressing birth/adoption, drawing on the perspectives of both faculty members and chairs.

Acknowledgements