



To: Brian Rogers
Chancellor

Through: Jake Poole
Vice Chancellor for University Advancement

From: UAF Family Friendly Task Force
Veronica Plumb, Co-Chair
Carol Brice, Co-Chair
Candace Crews
Angela Foster-Snow
Joe Hayes
Cheryl Keepers
Anne Marie Matheny
Patty Rich
Paige Vonder Haar
Diane Wagner

Date: May 1, 2009

Re: Family Friendly Recommendations

The Family Friendly Task Force is respectfully submitting two recommendation documents.

The first document addresses ways in which UAF may become a more family friendly campus. The task force has adopted the label Work-Life Balance in referring to family friendly campus practices. We believe this label, or something similar, is more inclusive of the range of needs of the campus community.

Campus child care is addressed in the work-life balance recommendations; our second recommendation document focuses solely on this critical issue.

Enclosures:
Work-Life Balance (Family Friendly Campus)
Campus Child Care

**UAF Family Friendly Task Force
Work-Life Balance (Family Friendly Campus)
Recommendations
May 1, 2009**

Veronica Plumb, Co-Chair
Coordinator Distance Early Childhood Programs, UAF

Carol Brice, Co-Chair
Community Member/Child Advocate

Candace Crews
Parent Representative and Adjunct Faculty, TVC

Angela Foster-Snow
Director Fairbanks Native Association Early Head Start Program

Joe Hayes
Executive Director Alumni Association, UAF

Cheryl Keepers
Administrator FNSB Child Care Assistance & Referrals

Anne Marie Matheny
Director Play N Learn Community Head Start

Patty Rich
Director Child Care Services Fairbanks Memorial Hospital

Paige Vonder Haar
Director Bunnell House Early Childhood Lab School, TVC

Diane Wagner
Associate Professor of Biology, UAF



UNIVERSITY OF ALASKA
FAIRBANKS

Work-Life Balance at UAF

Fairbanks, Alaska, is a place of dramatic natural beauty with a vibrant, diverse community. But its isolated location, small size, and extreme environment can also make Fairbanks a challenging place in which to live and raise a family. Many employees and students of UAF come from outside the area and do not have an extended family on which to call upon for support and assistance. Evidence suggests that these challenges are perceived by UAF employees and students, and that they affect both work and study. Among UAF faculty, only 49% of women and 59% of men report that they are “usually satisfied” with the balance between their personal and professional lives, and fully 57% of faculty women and 47% of men say they have seriously considered leaving UAF to achieve better balance in their lives¹. UAF students come from a wide diversity of backgrounds. Our students spend significantly more time caring for dependents than students at peer institutions². Effective implementation of UAF’s Core Values, such as access to comprehensive higher education for Alaska’s citizens and student success in academic pursuits, depends in part on its ability to help students achieve balance between the demands of a university education and personal responsibilities.

Many of UAF’s current policies and practices are progressive and helpful to employees and students. Others could be improved and new programs adopted to better serve the UAF community. While some of the programs suggested below would be expensive to implement, others would not. For example, UAF could provide an important service to families by providing access to information and lists of resources relevant to families through work-life related websites.

I. Recommendations

We recommend that UAF develop a work life initiative (e.g. “UAF Balance”) that pulls together a set of existing and newly-proposed policies and programs aimed at assisting employees and students to better balance their professional/educational pursuits with personal life. Below, we list eight broad topics that should be part of the work-life initiative:

- Assistance to families with children
- Elder care
- Flexibility for staff
- Flexibility for faculty
- Campus housing
- Partner hires
- Wellness benefits
- UAF – community partnership

1. Assistance to families with children

a. On-site child care

Expanding access to high-quality, convenient, affordable child care on campus is the single most powerful action UAF could take to improve work-life balance on campus. We

¹ UAF Study of Faculty Work Life at the University of Alaska Fairbanks: Final Report, 2005

² National Survey on Student Engagement, 2007 Means Comparisons, University of Alaska Fairbanks

advocate expanding the number and the age range of children served by campus-based care to encompass infants through school-age children. In addition, mothers who are breastfeeding infants require access either to their infants, which would be facilitated by on-site infant care, or to clean, private lactation stations in which they can express breast milk. To ensure that all sectors of the campus community can benefit from on-campus child care, the university should pursue means of offsetting cost for low-income families through federal grants and subsidies. More specific child care recommendations appear in the Family Friendly Task Force's May 2009 Child Care Status Report.

b. Backup child care

Backup child care is a common necessity for parents when school is not in session or a child is mildly ill and unable to go to school or to the normal child care provider.

When school is out of session

During the 2008-2009 academic year, the Fairbanks North Star public school schedule included two days devoted to teacher professional development and seven days of early dismissal. These can be challenging days for families across campus. Some universities assist families by contracting with private care providers in the community to provide backup care (e.g. University of Iowa). However, this is not a practical solution in Fairbanks, where quality child care centers tend to operate at capacity. UAF could instead assist parents by conducting educational K-12 outreach programs on at least some of these days.

When children are ill

A relatively small number of universities assist families with care for mildly ill children, so that parents can work or attend class as usual. For example, the Universities of Iowa and Michigan have formed arrangements with private companies to provide at-home care for the mildly-ill children. We suggest that UAF explore options for ill-child care in the community.

Referrals

UAF could assist parents in need of child care by directing them to resources available in the community, such as C.A.R.E.S. Resource & Referral service. In addition, UAF should explore the feasibility of listing more informal contacts on a central website. For example, the Benefits & Work-Life Office of the University of Washington coordinates a Nanny Share Network, a network of university families wishing to hire and share nannies, and a Caregiver Directory which puts parents in contact with caregivers interested in part-time, paid, care-giving work. Similarly, the University of Iowa Human Resources – Family Services office provides a list of university students willing to care for children on an occasional basis.

- c. Use of annual leave.** UAF could help employees by clearly informing them that annual leave may be used to cover absences necessary when backup child care services are not available. Similarly, parents should be encouraged by the UAF administration to attend parent-teacher conferences. By sending a clear message that UAF supports time off for

these activities, the administration can relieve employee stress and communicate the university's support for families.

d. Expansion of the leave share program to include pregnancy and childbirth

The leave share program allows employees to voluntarily transfer hours from their unused sick leave balance to the sick leave balance of an employee with a qualifying medical condition. Leave share is an excellent example of what UAF is already doing right to support its employees. Currently, however, pregnancy and childbirth do not qualify for leave share. The ability to accept leave hour donations for childbirth could be particularly helpful to those whose partners are also UAF employees.

2. Elder care

Nationwide, more than 40% of working adults now provide care for an aging family member. Care giving responsibilities include personal care, financial assistance, household support, and transportation. In addition to providing flexibility to its employees (see below), UAF could assist caregivers by providing information and referrals. For example, the University of Michigan's Work-Life Resource Center provides information on maintaining independence for the elderly, housing options, planning aids, and additional resources.

3. Flexible work time for staff

The ability to work a flexible work schedule can allow employees to meet diverse family needs while excelling at their jobs. Although some jobs must be performed during traditional work hours, others can be done under more flexible circumstances. Some examples of flexible work arrangements include flextime, compressed work week, job sharing, and telecommuting. Many of UAF's employees currently benefit from flexible work arrangements. We advocate the development of clear policies to promote consistency across campus and effective communication to all staff about the flexible options available and the process by which they may apply for them.

4. Flexibility for faculty

Since the 1990s, many universities have recognized that the demands of childbirth, adoption, and the care of ill family members can conflict with the time- and energy-intensive process of earning tenure. Although these conflicts can apply to both men and women, on average women spend more of their time caring for family members than men³, and as a result, conflicts between work and family can be particularly intense for women. By analyzing longitudinal data provided by the National Science Foundation's Survey of Doctorate Recipients, Mason and Goulden⁴ found that women faculty with children are less likely to attain tenure than their male counterparts. Although less studied than childbirth, the need to care for elderly parents and ill family members can also conflict with the intensive demands of the tenure process. Results of the 2005

³ US Department of Labor American Time Use Survey, 2007

⁴ Mason and Goulden AAUP Nov/Dec 2002

Study of Faculty Work Life at UAF support the contention that a large proportion of UAF faculty perceive a conflict between work and family life.

Faculty members are recruited from an international pool of scholars. Increasingly, universities across the US are adopting flexible approaches to faculty work, as well as comprehensive packages work-life benefits (see appendix 1). As a result of its location, UAF already faces some disadvantages in competing for the best scholars. UAF should therefore consider the following flexible policies and programs in order to recruit and retain the best faculty.

a. Tenure clock extension

Infrequently, circumstances such as family responsibilities or personal illness can result in temporarily reduced academic productivity. Because the average instructional faculty member at a public doctoral university works over 55 hours per week⁵, a temporary increase in time and energy devoted to personal responsibilities can cause a decline in scholarship even if the faculty member continues to work full time. The American Association of University Professors recommends that a faculty member be entitled to an extension of the probationary period “with or without taking a full or partial leave of absence, if the faculty member (whether male or female) is a primary or equal caregiver of newborn or newly adopted children”⁶. We recommend that UAF adopt a formal, written policy that permits an extension of the pre-tenure probationary period for a variety of family- and health-related reasons that is not tied to the requirement of leave.

b. Active Service Modified Duties

Parents with newborns need time to bond with the child and provide intensive care. Some faculty responsibilities, such as commitments to research funding agencies, can be difficult to put on hold during a period of leave. Active Service Modified Duties programs allow a temporary reduction in the workload of a new faculty parent without a substantial reduction in pay. For example, at Utah State University, a faculty member who is the primary caregiver to a newborn or newly adopted child is eligible for the Caregiving with Modified Duties program, which reduces teaching duties by up to two courses for one semester. Funding for the benefit is shared among central administration, the faculty member’s home department, and the faculty member receiving the benefit (10% of the base salary).

c. Part-time tenure-track faculty positions

Although tenure track positions are generally full time, the option to work part time temporarily gives faculty members the flexibility to care for a new baby, provide intensive care to an ill family member, or recover from a personal illness. Under Virginia Tech University’s Part Time Tenure Track policy, for example, faculty members may apply to convert their positions to part time for one to four semesters. Although UAF employs

⁵ National Center for Education Statistics, The Condition of Education 2006. Report 2006-176.

⁶ AAUP (2001) Statement of Principles on Family Responsibilities and Academic Work.

permanent, part time tenure track faculty, the university has no formal policy on temporary full time / part time tenure track conversions. We encourage the university to develop a policy in which faculty can apply to convert their positions temporarily to part time.

5. Partner hires

Increasingly, university professionals are part of dual-career couples⁷. The ability to recruit and retain high quality employees depends in part on the availability of suitable employment for partners. By virtue of its small population size and isolation from other population centers, Fairbanks provides somewhat limited prospects for many partners of UAF employees. In a 2005 survey, over one third of UAF faculty reported having considered leaving UAF to enhance their spouse or partner's career opportunities⁸. Some universities have developed partner-hire programs to enhance their ability to recruit and retain employees (e.g. University of California, University of Minnesota, Missouri State University). Western Illinois University, for example, has a dual career recruitment and retention program in which department chairs work with appropriate units to locate a position for the partner of a prospective hire. Funding for the partner hire is temporarily shared by the departments hiring the two individuals and the appropriate Dean.

UAF currently hires partners from time to time in order to recruit and retain, but has no formal policy to this regard. Developing a uniform policy will make UAF more attractive to potential employees and increase the consistency with which units across campus treat partner hires. We recommend that UAF adopt a program in which Chairs work with a contact in the Human Resources Department to identify possible employment for partners of prospective hires. A process should be identified to share the costs of the partner hire with the central administration and the unit attempting to make the primary hire, where appropriate. Concerns that such a policy might violate Equal Employment Opportunity laws should be investigated. However, we note that UAF currently hires does partners, albeit on an ad hoc basis and that other, competing universities have successfully implemented partner hire policies.

We further recommend that UAF develop a referral program for partners. By establishing a network of contacts with other major employers in the Fairbanks area, UAF could link the partners of potential hires with suitable job prospects outside the university.

6. Campus housing

Providing on-campus housing is a crucial step in attracting the best and brightest new employees and students with families. We encourage UAF to continue providing on-campus housing and to seek opportunities to expand and improve housing where possible.

7. Wellness benefits

Fairbanks's extreme climate can limit opportunities for regular physical exercise and negatively impact mental health. These challenges can be exacerbated by busy work schedules and work-

⁷ Clayman Institute for Gender Research (2006) Dual-career academic couples. Stanford University.

⁸ UAF Study of Faculty Work Life at the University of Alaska Fairbanks: Final Report, 2005

related stress. UAF should expand its current efforts to improve wellness on campus by improving staff and employee access to exercise facilities. Currently, UAF employees may purchase membership to the Student Recreation Center; however, tight family budgets can discourage employees from taking advantage of this option. We advocate encouraging employees and dependents to use the Student Recreation Center at no cost, or to invest in a new facility for staff and faculty. In addition, we advocate increasing employee and dependent access to preventative wellness checks like blood pressure levels, cholesterol and glucose screening. These services could perhaps be made available periodically at an existing facility such as the Student Health Center. Employees are more likely to utilize these valuable health monitoring tools if they can do so at no or low cost, as part of their work day on campus. As the cost of health care climbs, we strongly advocate that UAF take advantage of these relatively low-cost means of improving employee health and well-being.

8. UAF – community partnership

UAF could help families and demonstrate its commitment to the Fairbanks community by encouraging employees to devote a small number of paid hours per month to activities that benefit the community at large. Community work hours could be spent, for example, assisting in the public schools, contributing to literacy programs, or delivering outreach programs such as those suggested for school age children on school closure days (see section 1b).

II. Implementation of Work-Life Policies and Programs

Work-life policies work best when comprehensive and integrated. The committee recommends that a comprehensive set of policies and programs be developed for formal implementation beginning in fall 2010. Successful implementation will require the following:

1. Develop clearly written policies and programs.

2. Communicate broadly and well

A major obstacle to effective implementation of work-life policies at universities is that employees are often unaware that such policies exist⁹. At UAF, there is currently no cohesive set of work-life policies and no central source of information about them. In addition to changes in policy and practice, UAF should improve access to information about resources that can assist employees and students with work-life conflicts. The following suggestions are intended to improve communication:

- a. Establish a web site listing relevant programs and policies, easily accessible from the UAF home page and by searching the university website for appropriate key words. For example, see the university work-life websites shown in Appendix 1.
- b. Produce and disseminate flyers advertising UAF's work-life policies, also available on the website.

⁹ Quinn, K (2004) Academe Nov/Dec

- c. Ensure that deans, department chairs, and institute directors are well informed about the programs and policies that apply to their employees, using workshops and webinars.
- d. Encourage prospective employees to learn about UAF's work-life policies, e.g. during interviews. Easy access to the range of benefits UAF provides to its students and employees could serve as an important recruitment tool

3. Track the use of work-life programs.

Internal assessments are necessary to establish whether programs are meeting the intended goals. Assessments should address the following¹⁰:

- a. Who are the users, and what are their career or academic outcomes?
- b. Do users think that the policies are of benefit?
- c. Is availability and utilization consistent across groups of users and units across campus?
- d. What is the return on investment?
- e. What improvements are needed?

4. Develop a Work-Life Coordinating Office

Universities that have adopted comprehensive work-life policies and practices typically have a single office through which associated programs are administered, often (but not always) operating within Human Resources (e.g. Universities of Oregon and Washington). At UAF, such an office could provide information to employees, handle related inquiries and concerns, coordinate referrals (e.g. for child care and partner hires), organize outreach activities. This office would bear responsibility for communicating work-life policy and programs to the UAF community.

¹⁰ Quinn, K (2008) Benchmarks for 'Family Friendly' Policies: Why They Matter and How to Create Them. Inside Ed audio conference, Nov 2008

Appendix 1. Work-Life-related websites of selected universities.

University of Montana, <http://www.umt.edu/hrs/qualityworklife/wlbatoz.htm>



[A to Z Index](#) | [Directory](#)

[Academics](#) [Administration](#) [Athletics](#) [Campus Life](#) [Employment](#) [Libraries](#) [Research](#)

QUALITY WORK LIFE: WORK-LIFE BALANCE

[Return Home](#)

BENEFITS

- Commuter Meal Plan
- Employee Benefits
- Griz Card
- Health Care For Adult Dependents
- Medical & Dependent Care Reimbursement
- The Life Connection (TLC)

CHILD CARE, SUMMER CAMPS, and COLLEGE TUITION

CHILD CARE

- ASUM Child Care
- Co-Teach
- Learning & Belonging Preschool

SUMMER CAMPS

- ASUM
- Athletics
- Missoula
- Music
- SpectrUM

COLLEGE TUITION SUPPORT

- Employee Tuition Fee Waiver
- Partial Dependent Tuition Waiver

ELDER CARE

- Geriatric Education Center
- Gerontology Society
- Senior Relatives Resources

FLEXIBLE WORK OPTIONS

Dependent Care/Workplace Alternatives may include, but are not limited to;

- job sharing
- telecommuting
- alternate work schedules
- telephone access
- family business leave
- work-site child care
- reduced work hours

PREGNANCY, ADOPTION, and FOSTER CARE PLACEMENT

ADOPTION

- Resources coming soon

FOSTER CARE PLACEMENT

- Resources coming soon

PREGNANCY

- Breast-feeding Support Services

RETIREE PERKS

Retirees 15 Years+ Service

- UM Sponsored Athletics Tickets
- UM Sponsored Events Discounted Tickets
- CIS Computer Lab Access
- Campus Parking
- Mansfield Library Borrowing Privileges
- Bookstore Discounts
- Campus Recreation-Grizzly Pool Access
- Mountain Line Bus Complimentary Service
- President's Office Sponsored Griz Card

Retirees <15 Years Service

- CIS Computer Lab Access
- Mansfield Library Borrowing Privileges
- Mountain Line Bus Complimentary Service
- Campus Recreation-Grizzly Pool Access
- \$15 Griz Card

SPOUSAL/PARTNER EMPLOYMENT

- Spousal/Partner Accommodation Policy

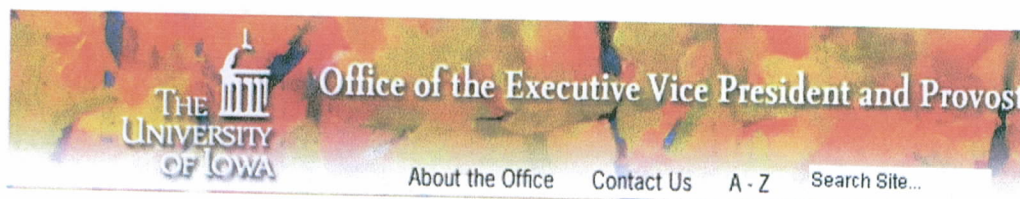
STAFF DEVELOPMENT

- Continuing Education

TRANSPORTATION

- Guaranteed Ride Home
- Parking
- Personal Safety Escort
- Transportation services





About the Provost
Communications & Reports
Task Forces & Initiatives
For Faculty & Departments
For Students & Parents
Events & Deadlines

Faculty Handbook

Work/Life Balance

Handbook Contents

- [Introduction](#)
- [University Mission and Goals](#)
- [University Organization and Governance](#)
- [Faculty Development Programs](#)
- [Faculty Benefit Guide](#)
- [Policies and Procedures](#)
- [Teaching, Research, and Service Resources](#)
- [University Resources](#)
- [Cultural Opportunities](#)
- [Recreational Opportunities](#)
- [Getting Around Campus](#)
- [Work/Life Balance](#)

- [Adoption Resources](#) – Are you hoping to adopt? Do you have a million questions? Would you like to meet another UI family who has already adopted a child?
- [Center for Disabilities and Development](#) – A state-of-the-art evaluation, diagnosis and treatment center working to improve the health, independence, productivity, and community participations of Iowans with Disabilities
- [Child Care Partners](#) – A resource listing on or near campus child care programs.
- [Domestic Partner Benefit Coverage](#) – The opportunity to insure your domestic partner under various benefit programs, including health, dental and accident death and dismemberment insurance.
- [Dual Career Network](#) – An office to assist faculty and staff spouses/partners in their job search efforts.
- [Elder Care Services](#) – Do you have questions about your aging parent's housing situation or health needs? Would you like to know what community resources are available to aging adults?
- [Employee Assistance Program](#) – Resources include 1:1 counseling, depression support to help University employees cope with personal, family and work-related problems.
- [Employee Discount Program](#) – Offers discounts or incentives to a number of community and area businesses.
- [Extension of Tenure](#) – University of Iowa Operations Manual policy.
- [Faculty and Staff Housing](#) – A resource listing University-owned houses and apartments available for use by faculty on a temporary basis.
- [Lactation Rooms](#) – A listing of the available rooms, their location on campus, and contents of the rooms.
- [Noon Networking Opportunities](#) – An opportunity for new and junior women faculty and faculty of color to network.
- [Off-Campus Housing](#) – A free service which provides listings of current or soon-to-be available rental housing in the Iowa City area and nearby communities.
- [Part-Time Faculty](#) – University of Iowa Operations Manual policy.
- [School Age Summer Child Care Programs and Camps](#) – Summer opportunities for children in the community and surrounding area.
- [Wellness Programs](#) – Participate in a variety of activities to enhance your health and well-being.



The Work/Life Resource Center

Family Friendly for Faculty

Parenting

Child Care

Elder Care

Flexible Work Arrangements

Educational Resources

Library

Contact Us

Site Map

**FIND
Child Care
NOW**

You will need your UMICH username and Kerberos password in order to login to the child care referral system. If you do not know your username or Kerberos password please contact ITCS at (734) 764-8000, Mon-Fri 8:00-4:30.

[Early Childhood Education & Care at the University of Michigan](#)

WLRC News:

[Alzheimer's Caregiver Event March 29](#)

[TAKE YOUR CHILD TO WORK DAY](#)

[OPENINGS AVAILABLE NOW AT UM CHILDCARE CENTERS](#)

[Connecting the Dots 2008 Conference Presentations and Material Now Available!](#)

On-campus lactation rooms now available. To find one near you, [click here!](#)

[See the latest issue of resolutions newsletter!](#)

SPECIAL ANNOUNCEMENTS:

- [New Program: Family Helpers - Hire a Student for Odd Jobs](#)
- [TAKE YOUR CHILD TO WORK DAY INFORMATION AVAILABLE](#)
- [OPENINGS AVAILABLE NOW AT UM CHILDCARE CENTERS](#)
- [Summer Camp Information is Available](#)
Please call 936-8677 for assistance

The programs and services available through the Work/Life Resource Center (WLRC) exist to assist staff, faculty, and students achieve work/life integration.

The Work/Life Resource Center is a starting point for people as they begin to investigate resources for eldercare, childcare, and other tools for work/life balance, such as flexible scheduling and child care leaves of absence.

We guide and direct people to multiple resources so that they can make informed decisions based on their individual situations, but we **cannot** interpret policy, facilitate leaves of absence, or negotiate flexible scheduling with supervisors.

Specific services available through the WLRC include:

CHILD CARE SERVICES

[Locating child care](#)

A Child Care Referral Specialist is available to assist with identifying a child care program that fits your family's schedule, and that is tailored to your family's specific needs. In-person or phone consultations are available.

Resources include [the Campus Child Care Homes Network](#), and the [UM Children's Centers](#).

For clients who would rather complete a child care search on their own, a web-based referral service is available 24 hours a day.



[Kids Kare at Home](#) (emergency back-up child care)

The Work/Life Resource Specialist is available to register interested parents in the Kids Kare at Home program at any point during the year. It's free to register for the service and you only pay when you use the service. Annual on-line registration for Kids Kare at Home occurs every November.

ELDERCARE

The work/life resource [Eldercare Specialist](#) is available to refer clients to: assisted living and nursing home resources; Medicare & Medicaid assistance programs; medical & legal resources; informative articles related to your specific situation; and counseling services and support groups for the caregiver. Consultations can be done via phone, email or in-person. Local and nationwide connections to resources are available!

FLEXIBLE SCHEDULING

It is at the discretion of the manager/supervisor/director to determine the feasibility of incorporating flexible scheduling into a particular area. The WorkLife Resource Specialist is available to provide clients with information on various modules of flexible scheduling. Sample proposals are available to assist employees in preparing a proposal.

Please note that the WLRC does not negotiate flexible schedules between employees and managers nor mediate disagreements over flexible schedules.

EDUCATIONAL PROGRAMS

Brown Bag Presentations

Informative & educational 45 minute presentations are available on topics such as eldercare and work/life integration. The presentations, offered free of charge, are available to any faculty/staff group or unit upon request. They are provided at the requestor's site and are ideal offerings for a lunch hour or during a staff development session.

Annual Conference

The 3rd Annual WorkLife conference, Connecting the Dots, was held on October 14, 2008 at the Michigan League. This full-day event offered a variety of sessions providing insight and practical information into integrating work and personal life. Management focused sessions included tools and information on developing and maintaining a work environment that is supportive of work/life integration.

ELIGIBILITY

The WorkLife Resource Center provides consultation and referral services to full-time and part-time U-M faculty, staff and students at no charge.

Disclaimer: The WorkLife Resource Center does not endorse or represent any resources listed within this website as recommended by the University.

WorkLife Resource Center | 2072 Administrative Services, 1009 Greene Street | Ann Arbor, MI 48109-1432
Phone: 734-936-8877 | Fax: 734-936-8894 | worklife@umich.edu | www.hr.umich.edu | [U-M Human Resources](http://www.umich.edu/worklife)





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News & Events

Ohio State recognized as one of Great Colleges to Work For
OSU recognized for commitment to adoption
[Caregiver's Toolbox Series](#)
[FREE community seminars and events](#)



Work Life

- [Caring for Children](#)
- [Caring for Older Adults](#)
- [Domestic Partnership](#)
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- [Education and Training](#)
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- [Awards and Recognition of OSU](#)

Work Life at The Ohio State University

The Ohio State University is committed to providing a work environment that is healthy, supportive and considerate of employees' work and personal life obligations. The university's work life effort entails providing programs, policies, and services to help you better integrate your professional and personal life to help you feel more productive, engaged, and satisfied in your work environment.

Contacts

Mona Fitzer - Project Manager, Work Life
(614) 247-2591

Katie Purcell - Work Life Specialist
(614) 292-0583

1590 N. High St. Suite 300
Columbus, OH 43201-2190
(614) 688-3213 (fax)



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Preface

The Family Friendly Task Force has resolved that the need for child care serving the UAF community, including the TVC downtown campus, is best met by providing a high quality program, supported by the university administration. The task force acknowledges that the Bunnell House Early Childhood Lab School, located on the main UAF campus, is widely recognized as high quality care that serves as a model example of an early childhood program; however, the licensed capacity of Bunnell House (30 children, ages 3 through 6 years) limits the number of university families that are served to roughly 33% of those who contact Bunnell House for preschooler care (Bunnell House wait list) and fails to meet the needs of families with infants, toddlers, or school-aged children.

Goals

The overall goal is to provide UAF students, staff, and faculty access to high quality, “gold standard” child care that is convenient and affordable. An associated goal is to continue to support UAF’s Early Childhood Education program with an exemplary lab school.

Gold Standard

gold standard ► *n.* A model of excellence; a paragon

The American Heritage® Dictionary of the English Language, Fourth Edition
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National Association for the Education of Young Children (NAEYC) accreditation standards should be utilized to achieve a gold standard. NAEYC standards address:

- Adult/child ratios
- Group size
- Staff education and training
- Facility (e.g., building, outdoor play space)
- Curriculum and assessment
- Teaching
- Leadership and management
- Families
- Community relationships
- Health and safety

Convenience

The location of a university child care program should take into consideration where most UAF families are working and/or attending classes. The task force has identified two dominant

locations for the university community: UAF main campus and TVC downtown. UAF campus is considered by the task force as the primary location with TVC downtown as a satellite. In addition to the above, convenience considerations must include:

- Hours of operation that reflect the hours when care is needed (e.g., evenings, year-round)
- Flexible schedules offered to meet needs of students and faculty whose schedules vary from semester to semester
- Infant through elementary age care provided, including a kindergarten program
- Ingress/egress/parking
- Drop-in and mildly-ill care
- Shuttle service for school-age program

Affordability

Quality care and education programs require sufficient funding in order to attract, hire, and retain educated and qualified staff as well as provide and maintain appropriate furnishings and curriculum materials. Parent fees (what parents are charged) are inadequate to cover the true cost of quality care, particularly for infants. In order to achieve and sustain a gold standard program associated with UAF, the task force has determined that the program must receive support from the university. Affordability for parents may be achieved in the following ways:

- Sliding scale fees that take into consideration family income and size
- Child care scholarships/ subsidies
- TRIO grant: Child Care Access Means Parents in School (CCAMPIS)
- Alumni (UAF and/or Bunnell House) support
- Other sources of funds to cover remaining costs

Availability

The task force recognizes the urgency for a solution to meet the child care needs of the UAF community. Although an option may be pursued that addresses immediate critical needs, it is imperative that a permanent solution be achieved through sustained and deliberate effort.

Short Term Option:

Reserve a limited number of spaces in existing, quality programs for use by UAF affiliated families. This option would be an interim solution while a permanent solution is being completed.

Long Term Solution – UAF Campus:

Build a facility on or close to main campus that not only meets the child care needs of the UAF community, but meets the needs of the Early Childhood Education A.A.S. and B.A. academic programs. UAF should operate the program, utilizing the experts who are part of the university community. The program should include:

- 120-200 child capacity
- ages 6 weeks through 12 years
- academic lab school model
- State of Alaska licensed
- NAEYC accredited
- certified kindergarten program
- offices for ECE faculty
- ECE classrooms
- observation rooms

Long Term Solution – TVC Downtown:

Lease, purchase, or build space close to TVCC (Barnette Street location). The program should include:

- 30-80 child capacity
- ages 6 weeks through 12 years
- State of Alaska licensed
- NAEYC accredited
- extended hours for evening/weekend classes
- open to community to assure full enrollment

Bottom Line

Resolving the existing child care crisis for the UAF community is critical in moving toward being a Family Friendly Campus. A model child care program will aid in attracting and retaining outstanding faculty, staff and students. In addition, the program will provide a lab to educate the caregivers and early childhood teachers of the future, as well as be utilized by a variety of disciplines requiring students to study and assess healthy children.

The task force is resolute in its belief that the university must be an active stakeholder in order to provide a high quality child care solution and must secure the funding necessary to achieve the ultimate gold standard solution.