WOMEN ON THE TENURE TRACK: HOW THE POLICIES AND PRACTICES OF THE UNIVERSITY OF BRITISH COLUMBIA AND LANGARA COLLEGE MAY INFLUENCE WOMEN

by

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BSN
University of Victoria, 2002

A GRADUATING PAPER SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

in

THE FACULTY OF GRADUATE STUDIES

(Adult Education)

THE UNIVERSITY OF BRITISH COLUMBIA

July, 2008

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Abstract

This scholarly paper explores the literature regarding women in higher education and the policies and practices that affect faculty women's decision-making concerning motherhood. It explores some of the policies that impact faculty women in two settings, the University of British Columbia (UBC) and Langara College, both in Vancouver, Canada. The author of the paper is a student at UBC and an instructor at Langara. The paper presents various possibilities for further research on this topic and concludes that the institutions should consider offering more parental leave-time and the option of a part-time tenure track.

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Women on the Tenure Track: How the Policies and Practices of the University of British Columbia and Langara College May Influence Faculty Women

The majority of modern women have the choice whether or not to have children. If they decide they want children, the pressing question then becomes when. What factors does a professional woman consider when she is contemplating having a family? In particular, academic women have many burdening issues involved in having a child. They have spent many years in higher education and, in order to secure their faculty appointments, they often face the lengthy tenure process. Does a woman secure tenure, then have a child, or have a child before that and risk progressing in her career? Women often make childbearing decisions based on practical matters, considering aspects such as accessibility to childcare and the ability to take a work related leave. This scholarly paper explores the literature regarding whether the work of female professors and instructors has an impact on their parenting decisions. It then explores some of the policies and politics that influence faculty women in two settings. The first institution is the University of British Columbia (UBC), a large, research university, and the second is Langara College, a community college. Both institutions are located in Vancouver, Canada.

Selection of the Topic

Initially, (early in 2006) my writing on this topic was for a graduate class on issues in post-secondary education. I was inspired by a 2005 news story about Adriana Iliescu, a 67 year old university professor who gave birth to her first child as a result of fertility treatment. She stated in interviews that she was previously too busy with her university career and did not have

time for a family. The media focused on her age, but not the conditions of her employment that may have led to this late-in-life decision.

My interest in this topic is both personal and professional. As a mature student I commenced a degree in nursing. At that time I was a married to a supportive partner and was a busy mother of my two children, an infant and a preschooler. Therefore, the issue of work/life balance has been a lived experience for me. Women's health is a passionate concern of mine, and this is why I chose to pursue employment as a Registered Nurse at a major maternity hospital working with birthing families. Also, I pursued this position because of my love of babies and helping new mothers. In addition, I am employed as an instructor of nursing and I have taught in both a maternity clinical and classroom setting. My personal effort to achieve a balanced family and work/student life has been challenging and I have felt compelled to write about it.

The selection of the institutions for the comparative policy examination in this paper has also been influenced by my personal experiences. As an undergraduate student I chose to attend Langara College because of the reputation of its nursing program. The program offered far more clinical experience than that of UBC. Also, it was the satellite campus of the University of Victoria where you could complete your degree. Additionally, I live close to the college and did not want to commute. While pursuing my education there, my goals were to work at BC Women's Hospital, and then later return to Langara to become an instructor/educator.

After working for several years at BC Women's, I choose UBC for graduate school for its outstanding reputation and its specialized program, the Master's of Education in Adult Education. While I have written a paper on a higher education topic, it is more practical for me to have an Adult Education specialization. As a working parent, I was particularly encouraged by the availability of classroom instruction during feasible hours.

I have recently been employed at Langara as an instructor in their Nursing program. Langara was the only postsecondary institution that I had applied to teach at for several reasons: having attended there I was familiar with the people, campus, and program; I live within four kilometres of the college; I met the qualifications (particularly with my Master's degree in process and having five years clinical experience); and I liked the idea of working in a small, familiar place. Due to the age of my children, family-friendly policies were not part of my concern at the time of my hire at Langara, but the ability to have a flexible schedule and to be close to home were definite contributing factors in my decision.

Overview of the Content of the Paper

In the first sections of the paper I review selected literature on the history of women in academia, the role of mothers at universities, and the barriers that women have to become mothers as well as complete tenure. I mention some of the theories and methods that have been applied to this work. I look at the parenthood dilemma for academic women by examining the literature, which has been organized by the influences on women's lives, including: career, fertility rates, marital status rates, ability to relocate, ability to take leave, and availability of childcare. In the last section, I compare the policies of the two focal institutions, Langara, where I attended as an undergrad and am presently instructing, and UBC, where I am currently a student. Three of my main concerns for the policy examination are: (1) achieving an understanding of the family-friendly policies that have been implemented; (2) questioning of the extent to which these policies are used; and (3) considering the policies that are still needed to help faculty balance work and family responsibilities. Finally, the concluding remarks and implications will be based on two questions: What should we do? What will the future hold?

Overview of the Literature

This very specific subject matter encompasses a number of broader topics that will be touched upon in the exploration of academic women's lives. Due to the complexity and broad nature of this topic, many disciplines are involved in this issue, including medicine, women's studies, psychology, sociology, economics, and education. Imbedded in both theory and the practical aspects of everyday life are feminism, gender roles, infertility and age, work place flexibility, employment status, and work/life balance. Numerous research articles were found on the fertility rates of female professors and the pertinent policies during an extensive literature review. Several women in academia have devoted much of their writing and research to this subject. For example, Mary Ann Mason from the University of California Berkeley is a pioneer on this topic with her analysis of U.S. Government collected data from 160,000 doctorate earners from 1978 to 1984. A project by the University of Michigan on Academic Worklife was developed by their Centre for the Education of Women; it includes a research venture on the flexibility of faculty policies. In Canada, there is an institute at York University where they publish the *Journal of the Association for Research on Mothering*, which devoted an entire issue to "Mothering in the Academy" in the fall of 2003. While articles were a significant source of information for this paper, books about the broader issues were also used. For example, considerable literature was found on the subject of balancing family and work life, such as by Douglas and Michaels (2004); Hakim (2000); Hattery (2001) Houston (2005) and McKenna (1997).

The literature on this topic exhibits a mixture of quantitative and qualitative work, and is mainly American, but some British and Canadian studies were found. Although adequate literature for this paper was located, many sources noted the lack of research on tenure-track

women's fertility rates. I found that more work needs to be done, such as updating several of the longitudinal studies.

Also, it must be noted that there have been many articles about low fertility rates in popular local and North American publications. I found examples in the *Vancouver Sun*, *Maclean's Magazine*, and *USA Today*. The theme of the popular fictional book, *The Handmaid's Tale* (1985) by Canadian author Margaret Atwood, was also about low fertility. These popular cultural references show that while low fertility is a concern for academic women, it is not relegated solely to academic contexts.

Overview of Applicable Theories

Feminist Theory

Several theories can be applied to the topic of this paper. Feminist theory is the philosophical approach to the roles and lives of women; it focuses and analyzes gender, the unequal power of women, and sexuality. The promotion of women is intrinsic in this theory. This perspective was inherent in much of the literature reviewed, including the works by Mason and Goulden, (2002; 2004) and explicitly by Armenti (2004). De Marneffe (2004) states a connection between feminist theory and the topic of motherhood when she stated that, "time with children is often framed in feminist analyses as a form of drudgery unfairly allotted to women" (p.10). Another researcher, Sallee (2008) theorizes, with the inspiration of the different ideas on feminism by Fraser and Nicholson (1997), Alcoff (1997), and Littleton (1997), ways to build parental policy. Another feminist, Raddon (2002) uses a feminist post-structuralist framework of discursive analysis to look at the ways in which "women academics with children are both positioned and positioning within the complex and often contradictory discourses surrounding

the 'successful academic' and the 'good mother'" (p. 387). As a feminist I subscribe to the philosophy of this theory and find it suitable for this topic.

Human Capital Theory

Human capital theory by Gary Becker (1964) has also provided a theoretical outline to explore this topic. Human capital theory states that people invest in human capital (e.g., education, training, and experience) to improve their potential to earn higher wages (Becker, 1964). Economic decisions are made by families who assess how and which member will participate in the labour force, and how this is going to offset the cost and benefits of childcare. Imbedded in human capital's definition is educational completion, years in the workforce, and occupation (Hattery, 2001). An example of this theory is the article by De Wet, Ashley, and Kegel (2002) who found that women geoscientists represent only 12.5 percent of faculty and merely 6 percent of full professors; however, 35 percent of the PhDs are women. The conjecture of the researchers is that women leave the discipline due to their unique burden of childbearing which unfortunately coincides with their tenure path. De Wet, Ashley, and Kegel argue that gender inequity does not make sense; it is not just a problem for women. When female talents and abilities are not fully utilized science loses, which in turn negatively impacts the economy.

Schrage (2007) states that there is a persistent negative correlation between women's educational accomplishments and her fertility. She cites a negative correlation between the number of children a woman has and her labour supply or hours spent in paid employment. She explains that these negative correlations are commonly based in Becker's theory. Schrage (2007) finds that these women have less time for child-rearing as it is a time intensive task. She presents a new approach to education and fertility and how women are compelled by policies regarding public childcare. Schrage states explicitly that inexpensive, quality childcare is crucial

for motherhood and labour market participation to be cohesive. Other studies, such as that by Zhan (2006), use human capital development to understand the role of assets in the economic mobility of single mothers. Also, Lyness, Thompson, Francesco, and Judiesch (1999) state that pregnant women whose employers adapt to their pregnancy were more likely to work until late in their pregnancy and to return to work after childbirth, than women whose employers were less agreeable. Some explicitly applied human capital theory to the topic of women's issues in academia, such as Perna (2001) in her study of junior faculty from 817 universities, using data collected from a total of over 25,000 (31,354 sent) questionnaires.

Social Capital

Bezanson and Carter (2006) state that the social capital theorists see the family as the most productive location for social capital formation. The theory assumes that the family will bestow role models that support cohesive relationships and civility. These authors note that social policies should recognize social inequities, and be supportive of a universal model of childcare delivery and substantial paid parental leaves (Bezanson & Carter, 2006). Social capital theory fits well with this topic and incorporates a long-term vision of family and society. The model is supportive of two of the major contributing factors for women debating motherhood: paid-leave and accessible child care. Both these issues are discussed later in this paper.

Research Methods Used in the Literature

The studies range from the large-scale dataset analysis by Mason and Goulden (2002, 2004), to case studies, such as by Wilk (1986). Various other examples of methods and approaches are used. For example, the quantitative studies use various survey methods; McElrath (1992) uses mail-in questionnaires with random sampling. Finkel, Olswang, and She (1994) researched a large research university where they mailed questionnaires to over 2,500

(1,383 returned) faculty members. The qualitative studies often used interviews, such as Ward and Wolf-Wendel (2004), who spoke to 29 women from various research universities in their study.

Overall, the samples of participants varied in their inclusiveness of gender. Armenti (2004) did a qualitative examination of 19 Canadian female professors at one university, who all had or were planning to have children, while Sorcinelli and Near's (1989) sample includes 112 men *and* women from stratified academic rank and various departments. While this topic is visibly about women, its scope is much broader and does affect men. Therefore, it is crucial that men be not only concerned about, but directly involved in participating and researching this matter. Several men were participants in the research process: Marc Goulden, who co-authored with Mary Ann Mason (Mason & Goulden, 2004); Steven Olswang, a professor researching a project on women faculty (Finkel & Olswang, 1996; Finkel, Olswang & She, 1994; Quinn, Lange & Olswang, 2004), Daniel Kegel (De Wet, Ashley & Kegel, 2002), who consulted as an obstetrical-gynecology associate; and Robert Drago, who is a proponent of the part-time tenure track (Drago, 2007; Drago, et al., 2005; Drago & Williams, 2000).

The Literature

Women in Higher Education

Historically in Europe, universities were exclusively for men. Knowledge was produced for men, and by men (Smith, 1997). Men only named other men as important thinkers, and did not see women as equals or colleagues; their work did not count (Smith, 1997). Women who eventually entered the academy were relegated to certain faculties and once there, they often had to forego having children to focus on their careers. Women were seen as not capable of managing a career and family (Armenti, 2004). Women were not seen as serious academics if

they had children, and even being a female faculty member was challenging. Rita Simon (2000) states "half a lifetime ago, when I was just starting my academic career, the situation of women on university faculties was very different from what it is today. We have come a long way and the changes are almost all for the better" (p. 131). Even applying for a job was difficult, Simon states:

> For a woman candidate who was already married, a good part of the interview was spent discussing her husband's situation. Did he have a job in the community in which the candidate was applying for a position?...Could she assure the Department Head that her children would not be in the way, that they would not interfere with her responsibilities at the university? Would she be able to carry on research, serve on committees, and meet her classes, and pay proper attention to her students? Only if, and then when, these issues were satisfactorily resolved would the discussion described in the typical interview with a male candidate begin (p. 132-133).

Those who did have children often gave up their careers (Finkel, Olswang, & She, 1994). Others waited to have children until tenure was granted, although many found that they had waited past their age of fertility (Finkel & Olswang, 1996). Some who did have children went into non-tenure modes, while others left university life altogether; one statistic from 1964 cited in the literature was that 25 percent of women earning a PhD quit their profession to have children (Finkel, Olswang, & She, 1994).

With the increasing participation of women in the workplace in the last generation, the roles and expectations of mothers in society have changed. Feminism and feminist theory are explicit in this, as "one of the goals of feminism in the last twenty-five years has been to

dismantle the ideal of the all-giving, self-sacrificing mother, an ideal with which previous generations of mothers did battle" (de Marneffe, 2004, p. 10). This shift in ideals has led to the realization that women could have a career and become a mother. Their domain was not exclusive to the home front. This change has led many women struggling to balance their careers with motherhood.

The faculty workforce has experienced a significant transformation throughout the Western world. Fifty years ago, the majority of faculty members were men. After the Second World War more students were women; they were largely enrolled in programs that would improve their 'social usefulness' and promote their nurturing abilities. 'Unfeminine' programs were resistant to including women (Stewart, 1990). This has meant that women were segregated to certain faculties, such as nursing and education, and were almost invisible in others, such as geosciences (De Wet, Ashley, and Kegel, 2002). Even now few women are pursuing PhDs in science and engineering due to family commitments and a lack of female role models (Eisenkraft, 2004).

In the United Kingdom, the majority of undergraduate students today are women, as well as a sizable number of all postgraduates (David, 2004). In the social and health sciences and humanities, women make up a significant minority of academics; however, they remain extremely rare in the top tenure rankings and in management in British universities (David, 2004). In Canada we have seen an increase in post-secondary participation, especially by women; in 1990, men and women were equally enrolled (28 percent of young people). By 2006, 36 percent of young men and 44 percent of women took up studies (22 percent of men and 28 percent of women in university) (Canadian Council on Learning, 2007). The Canadian Council on Learning states that over the last 17 years, male Canadian youth have regularly had lower

rates of participation in PSE (Post Secondary Education) than their female peers (Canadian Council on Learning, 2007). In the 1950s and 1960s, women accounted for one in 12 doctoral graduates from Canadian universities; today the percentage of female graduate students is 44 percent (University of British Columbia Board of Governors (1995). While by 1998 in the US, women were the majority of undergraduate students, they only accounted for 36 percent of faculty at colleges and universities (Sallee, 2008).

Drago and Williams (2000) state that while there are increased numbers of women awarded PhDs, their increase in the number of faculty has been slow. In 1920, just 26 percent of full-time faculty were women, but by 1995 it only improved by five percentage points, to 31 percent. By 1995, women have made gains in all ranks, but only 20 percent are full professors and slightly over 30 percent were professors at the associate level, and this is not equally spread among the faculties (Drago & Williams, 2000).

The imbalance in not only in job representation, but in other realms as well. Men who have children within five years of obtaining their PhDs are 38 percent more likely to obtain tenure than women (Mason & Goulden, 2004). When comparing men to women who secure their assistant professorship, it was found that men were more likely to have children. Most men at doctoral level universities reached tenure (73 percent) compared to 44.9 percent of the women (Finkel & Olswang, 1996). Also, men receive tenure in less time, and were paid greater salaries (McElrath, 1992; Perna, 2001).

These statistics show that the nature of the scholarship in the modern university remains that of a "solitary male thinker who, upon producing enough intellectual work on a strict schedule, is rewarded with a lifetime position" (Stockdell-Giesler & Ingalls, 2007, p. 38).

Biological Timing and Age of PhD Attainment

In previous generations faculty men relied on stay-at-home wives for childcare. Today, both genders struggle with work/family balance. The trend of our current culture is to delay pregnancy until a career has been established. In her book on reproductive health, Anderson (2005) finds that many women in developed countries choose to delay childbearing until their mid-thirties or early forties. This is accurate for Canada; in 1987, 19 percent of childbearing women were 30 or older (Johnson, Lero, & Rooney, 2001). By 1997, 31 percent of mothers were 30 or older, and this number continues to increase (Johnson, Lero, & Rooney, 2001).

According to the research done by Mason and Goulden (2004), the average age at which a PhD is completed is age 33. Most faculty members do not secure tenure before the age of 40. Usually women faculty members commence their tenure periods during their biological child-bearing time; these circumstances are a given, not chosen (Finkel, Olswang, & She, 1996). It is an undisputed fact that fertility declines with age, progressively after age 30, with a steep decline after age 40 (Anderson, 2005; Mason & Goulden 2002; 2004; Radford, 1998; Varner, 2000). Based on biology, Radford (1998) argues that having children does not fit well with the current structure of many occupations. Associated with age are: infertility, sub-fertility, and prolonged time in achieving conception, miscarriage, expensive fertility treatment, pre-term delivery, genetic abnormalities and low-birth weight babies. This delay may also impact menopausal health by increasing the risk for cardiovascular disease, hypertension, and diabetes (Anderson, 2005). Nevertheless, around the world there are large numbers of infants that are born to women over 35 years (Anderson, 2005). "In general birth outcomes are quite good among older mothers and their infants if the mother is healthy" (Anderson, 2005, p. 101). This is reassuring news for women.

Varner (2000) in her article "The consequences and costs of delaying attempted childbirth for women faculty," cites the risks associated with delayed childbirth. Varner (2000) states that reduced pregnancy rates with increasing age are also similar to the chances of pregnancy through in-vitro fertilization (IVF). In other words, science will not necessarily help with conception that needs assistance due to advanced age. She cites that assisted women over 40 had an 8 percent success rate, not to mention the enormous associated costs and psychological stress (Varner, 2000). Also devastating is the occurrence of miscarriage and the profound loss it can have (Layne, 2003). Infertility also has a detrimental effect on psychological health and relationships; 50 percent of women who had a miscarriage stated that this is the most upsetting experience of their lives (Jessup, 2005). If women are unaware of these scientific facts, it can be both shocking and devastating news.

De Marneffe (2004) writes that maternal desire is currently seen as 'a problem.' She states that "the taboo against wanting to mother operates as a strange new source of inhibition for women. Some try not to think about motherhood while they pursue more immediate professional goals" (de Marneffe, 2004, p. 4). Some academics recommend having children while in the early years of graduate school to avoid the risk of infertility. In the study by Ward and Wolf-Wendel (2004), they found that women carefully choose the timing of their children, as some waited until doing postdoctoral work and others until they were in a tenure track position. De Wet, Ashley, and Kegel (2002) question whether a woman should choose a healthy baby or publish, should she help preserve her partner's career while giving up hers, or should she put up with discrimination. They state that "The most fundamental gender specific issue is childbearing. Women face a difficult choice: wait to have children until their professional life is secure, but risk serious health consequences for their children (or selves), or bear their children

earlier, and risk their professional success" (p.24) This is not a chosen situation; "This kind of emotional dilemma is what may lead some women (to) leave the discipline. Those who stay in the profession experience tension that may seriously impact their quality of life, their career (research productivity, field and lab work), and their ability to successfully compete for jobs and grants" (p.24) De Wet, Ashely, and Kegel conclude that "Due to the inevitable tick of the biological clock, there is an unavoidable collision between a woman's optimum childbearing years and her career trajectory... Biological realities should to be acknowledged if we are to attain a critical mass of women in the geosciences" (p.24) While the choices may seem binary, due to biological factors, career demands, and the limit of options that there has been this has been the reality for these women. Armenti (2004) concludes that infertility treatments, related to age, would not be needed if an academic career would accept and accommodate women with children. Williams (2004) argues that the timing of career formation and childbearing is discriminatory for women. Unfortunately, delaying childbearing until tenure could mean childlessness, and the suggestion that women can defer having children until such an age is unfair as men are not usually faced with these same risks (Drago & Williams, 2000). Finkel and Olswang cite that 49 percent of women faculty postponed having a child with 34 percent of them relating it directly to their career (Finkel & Olswang, 1996). Only 15 percent of the women who said that they postponed children for their career actually went on to have children (Finkel & Olswang, 1996). This is a depressing statistic and gives startling insight into the consideration of this issue.

Role of Mother and Impact on Career

Armenti (2004) found that most women believed that having children before achieving tenure status was harmful to their careers. Eighty-two percent of faculty women with small

children stated that the time required to spend with their children was a serious threat to tenure (Finkel & Olswang, 1996). In contrast, Ward and Wolf-Wendel (2004) find that many women, however busy, claim that having children made them more expeditious and organized in their work. Conflicting research findings exist on the career productivity of academic mothers, with some finding a negative correlation with greater amounts of work (Ward & Wolf-Wendel, 2004).

Armenti (2004) examined how in the past women would try to time their babies in the month of May (after the school calendar year), for fewer disruptions in their career. Not only is there the dilemma of combining children and their profession during their pregnancy period, it is about when to time their pregnancy. In Canada, May is when summer break begins and was seen as a timely opportunity to give birth and be able to take time off without putting one's career into peril. Women faculty could adjust to motherhood before the next teaching session. This strategy is fraught with difficulty, as women cannot always get pregnant when they want or can they guarantee that a baby will be healthy and term.

Impact of Motherhood on Tenure

In her article, "How babies alter careers for academics," Wilson (2003, December 5) states women who have babies early (within 5 years of a PhD) are 30 percent less likely than peers without children to ever achieve tenure. When compared to men who had children during this same period, 77 percent earned tenure. In addition, apparently fathers do better than their childless male counterparts, as only 71 percent of non-fathers achieve tenure (Wilson, 2003, December 5). Indeed, men it seems are rewarded for having children. There is substantial data that shows that for women, academic careers and babies are difficult to combine (Wilson, October 7, 2005). The conclusion is that there is a penalty for women who jump on and off the tenure track due to motherhood. Drago and Williams (2000) state "though woman's rate of

tenure was the same in 1992 as it was in 1975, men's rate of tenure rose sharply over a similar time period, from 46 percent in 1975 to 72 percent in 1994-1995" (p. 47-48).

Thompson, Beauvais and Lyness (1999) state that employees are hesitant to reduce their work hours to be present for their families. They suggest that these employees fear that their lack of long hours would mean that their careers would suffer, and according to their workplace culture, that they were not dedicated to their careers. Drago, Colbeck, Stauffer, Pirretti, Burkum, Fazioli, Lazarro, and Habasevich (2005) quote a focus group participant who stated, "I think women have an issue of proving they're committed. … It's always bizarre to me that I could have gone through four years of college, five years of graduate school, nine years as a postdoctoral fellow … and … [be] in my sixth year here now working my butt off, and people are wondering about my commitment" (p. 22-25). Lyness, Thompson, Francesco, and Judiesch (1999) state that a recent survey of professional women found 73 percent believed that after becoming a mother women would automatically be perceived as being less committed to their careers.

Drago, et al. (2005) found a total of 18.9 percent of men and 32.8 percent of women did not ask for a reduced teaching load when they needed it for family reasons, "because it would lead to adverse career repercussions" (p. 22-25). As many as 33 percent of faculty fathers and mothers in their study did not ask for parental leave, despite the fact that it would have been beneficial for their family. Just under 20 percent of faculty fathers and mothers did not ask to stop the tenure clock for a new baby, even though they agreed that they it would have been beneficial. Just over fifty percent of faculty mothers went back to work after a baby earlier than they desired. They fear being viewed as not serious about their careers. More troubling were the 37 percent of fathers and 46.2 percent of mothers who reported that they were not in attendance

for some of their children's important events; they did not want to appear uncommitted to their jobs (Drago, et al. 2005).

Influence of Institutional Culture on Parenting

While many universities are now providing "tenure-clock stoppage" policies to allow parents to spend time with newborn or newly adopted children, the policies are not enough as institutional culture prevents many parents from taking leave. Competition and knowledge of what their peers have done while on leave raises expectations of one's research agenda. Significantly, Yoest (2004) reports that, in relation to the topic of work while on leave, one administrator said, "No research expected, but it frequently happens " (p. 12). Yoest also mentioned a faculty memo regarding stopped clock policy that stated that "work accomplished during the excluded period may be cited in the promotion/tenure case" (p. 12), and that an interview participant said that there was "no bias against clock stop but what is done during stopped clock is taken into consideration during tenure decision" (Yoest, 2004, p. 12). Yoest (2004) states that some women have been told by their department chair not to use tenure clock stoppage as it would count against them. This instils the fear that they will be stigmatized by using family-friendly policies like tenure-clock stoppage.

Thompson, Beauvais and Lyness (1999) find that the perceptions of how accommodating to work/family culture an employer would be is directly related to the degree of the use of family-friendly policies by employees. This suggests that even with formal policies, an unsupportive culture will undermine their use. Unfortunately, the literature suggests that there may be evidence that women with families will face consequences for using these benefits (Thompson, Beauvais & Lyness, 1999). Similar findings were reported by Waltman and August (2005) where they found that stopping the tenure clock was not associated with success.

Thompson, Beauvais and Lyness (1999) contend that managerial support and understanding of their employees' family commitments reduce work/life stressors and contribute to balance. Sallee (2008) encourages faculty members of both sexes to stop the tenure clock after the birth of a baby. She argues that making the clock stop for both parents is essential to promote equality in parenting. Indeed, if all faculty were onboard in stopping the tenure clock and management were supportive, fertility rates would undoubtedly be increased.

For men and women who want children, the desire to be a parent is not only wanting to have babies, it is also the desire to care for them (de Marneffe, 2004). Approximately 66 percent of female faculty, and 33 percent of men, state they are overwhelmed by the combination of childcare and employment (Perna, 2001). Twenty-eight percent more women than men experience conflicts between work and childcare (Perna, 2001).

Childcare can vary in coordination, management, and type offered (Skinner, 2003). Many parents are very concerned about the quality of childcare and what it does to children. Without a national childcare system, the increase in mother's labour participation has not only had an impact on the view that a good mother should be involved in parenting, but that a good father should be as well (Reynolds, Callender, & Edwards, 2003). While more fathers drop off and pick up their children to daycare than before, this is primarily done by the mother (Douglas & Michaels, 2004).

Family-Friendly Policies—Making Changes

Yoest (2004) states that paid family leave *should* work in the academy where the commitment to social justice is typically high and the incentive to recruit and retain female faculty is prominent. Flexibility will be necessary as women become empowered as employees. Smith (2005) states that "The deep epistemological problems for sociology posed by the

women's movement originated historically in a division between men's and women's work in Europe and North America that assigned women to the domestic sphere and excluded them from the male-dominated sphere of intellect, science, and rationality" (p. 62). Women have come a long way since the beginning of the woman's movement, yet academic culture in many ways is slow to change, especially in the top positions of professorship. Changes in policy and practice with the guidance of feminism have been proposed to level the playing field for parents, and particularly women in academia.

Research universities are more likely than other types of institutions to have 'family-friendly' policies, often due to the nature of the tenure system and its impact on family life. (Ward & Wolf-Wendel, 2004). Unfortunately, numerous studies have found that faculty typically underuse proactive work/family policies. Those faculty who do have children often avoid using available policies for fear of reprisal. Stockdell-Giesler and Ingalls (2007) confirm this in their study of American faculty by stating that while "the AAUP (American Association of University Professors) and other groups have urged colleges and universities to strike a work/life balance, academic culture is slow to change" (p. 38). They further state that "It's time to rewrite the rhetoric of motherhood in higher education, and we can use AAUP recommendations to help" (p. 38). In 2001, the AAUP introduced a policy resource with their "Statement of Principles on Family Responsibilities and Academic Work" American Association of University Professors, 2001). This statement is meant to encourage institutions to be equal, fair, and considerate for families. They want faculty and administrators to be familiar with the benefits of the U.S. federal Family and Medical Leave Act (FMLA) and promote general policies that address family responsibilities and specific policies such as tenure clock stoppage for new parents. Their overall goal is to have more "responsible and flexible" workplaces, while promoting a viable

career path, maintaining quality faculty work, and offering high quality education. Policies should be at an institutional level, not on a case-by-case basis American Association of University Professors, 2001). These recommendations are similar to those that will be mentioned in Trek 2010.

Wilson (2006, June 23) wrote about changes at Harvard University, where the institution will spend $7.5 million over a three-year period to advance the working climate for its professors. The report cites that women represent less than 25 percent of tenured faculty (in 10 of its 13 colleges and schools). Harvard has committed this funding to add 100 new daycare spots and will contribute money to childcare reimbursements for faculty and staff. In addition they would pay professors for an entire semester off from teaching after the birth or adoption of a child. It will be interesting to see how this transpires and a long-term research study could investigate whether fertility rates increased and whether leaves are used. Also, it would be interesting to see if any other U.S. universities follow suit and how these advancements have been perceived in Canada.

Institutional Policies: Comparing Langara College and UBC

About UBC

UBC is one of the top ranked universities in Canada, and more prestigiously it is often rated in the top 50 in the world. It is located in the Point Grey area of Vancouver, with another campus located in the Okanagan; it is home to over 40,000 students. UBC has recently (2008) been recognized as one of BC's 'best places to work' and is one of BC's Top 40 employers UBC Public Affairs, 2008). UBC is composed of 12,648 faculty and staff, with just over 4,500 under the 'faculty, research, and associated' category. Although UBC counts sessional and extra-

sessional appointments in their faculty statistics, in 2003 their University teachers were 32 percent female; this is comparable to other universities in Canada (SFU Human Rights Policy Office, 2005).

About Langara

Langara College straddles the east and west side of Vancouver. It is a member of the Association of Canadian Colleges. The majority of its students are taking their first and second years of post secondary education, and intend to transfer to a university to complete their studies. Recently, the college has offered several degree granting programs, including a Bachelor of Science in Nursing and a Bachelor of Business Administration. The college has approximately 23,000 students enrolled annually, 8000 of whom are pursuing academic studies.

Administrative Visionaries?

Both Langara and UBC have similar governance structures, and both are headed by a president with considerable power. Langara is organized with a head, President Linda Holmes, a board of governors, a college executive, four deans, a bursar, and a human resources director (Smalley, 2008, March 20). Notably, there is a coordinator of human rights and employee development.

The UBC president is the Chief Executive Officer and has notable power. Among these are: the ability to recommend appointments, promotions, and removal of members of administrative and teaching staff and employees and officers of the university and to summons meetings (UBC President's Office, 2006).

Martha Piper was president and vice-chancellor of UBC from 1997-2006 and was well respected during her time of leadership; she was particularly recognized for her establishment of the Trek visions. Notably, former UBC president Martha Piper and current president of Langara,

Linda Holmes, were both the first female presidents at each institution. While the literature cites the lack of women at administrative top levels, it is significant that at one point both institutions, have, or had, female presidents. I am encouraged by this fact; it means that I am associated with modern, inclusive institutions. More cynically, I hope that they have not merely been 'token' figures.

In a conversation with Stephen Toope about what initially attracted him to UBC, the first thing he mentioned was Trek 2010. He has been quoted as saying, "I see the full implementation of Trek 2010 as my primary job" (UBC Public Affairs, 2006, July 6). I am supportive of his outlook; it is essential to have a long-term vision to be effective as a local, national, and global competitor.

UBC's Vision-Trek 2010

In 1998, Martha Piper launched Trek 2000; it was the first time in almost ten years that UBC had developed a long-term vision. This was done, according to the website, with "extensive consultation with members of the community, as well as university faculty, staff and students" (UBC Public Affairs, 1998, November 20). Trek 2000 was composed of a series of principles, goals, strategies and timetables to establish UBC as a local, national, and international leader. It focused on five areas: people, learning, research, community and internationalization. Trek 2000 was followed by Trek 2010 that was formulated in 2003, "which emphasizes UBC's unique focus on global citizenship for all members of the campus community" (UBC Public Affairs, 2005, March 24).

Both the 2000 and 2010 Trek strategies emphasize people as UBC's principal asset, and that:

> UBC's first goal should be "To attract and retain outstanding faculty, students, and staff." To that end, the University established an overall academic plan to set priorities and provide guidelines for faculty growth and renewal; increased student financial assistance at both graduate and undergraduate levels; developed new opportunities for students, faculty, and staff to live on campus; greatly improved transit access; streamlined and upgraded services to students; and hired over 260 new faculty members between 1998 and 2003 (Trek 2010: UBC's Vision, 2006).

Indeed UBC has significant goals for all people involved in the University.

As part of UBC's Mission statement, Trek 2010 is composed of five pillars: people, learning, research, community, and internationalization. Under the people category "Focus on People: Workplace Practices at UBC" it outlines the University's commitment to supporting and developing its people (Trek 2010: UBC's Vision, 2005). This focus will be closely examined for the influences it could have on female faculty considering employment at UBC, those employed and considering children, and those who already have children.

As part of Trek 2010's people pillar, the People Plan is a discussion paper for faculty and staff to express their concerns, suggestions, and feedback on how their employer can endeavour to be more healthy and sustainable (The People Plan is now..., n.d.) Through this process five strategies were developed for their future; Strategy One: Develop a sustainable, healthy workplace; Strategy Two: Retain faculty and staff through positive opportunities and incentives; Strategy Three: Foster leadership and management practices; Strategy Four: Attract outstanding faculty and staff; and Strategy Five: Identify and share institution-wide goals. These strategies

are separated into short (3-6 months) and longer term (12-24 months) goals and practices to attend as ongoing priorities. Relevant to the topic of this paper are strategies One, Two and Four.

Strategy One

A majority of the UBC staff and faculty who contributed to the consultation process indicated that attaining a healthy workplace was a first priority; many stated that they were "stretched or even overwhelmed by multiple demands and are time-pressured from work and family responsibilities and life events." Trek 2010 emphasizes the importance of providing "the best possible environment for all members of the campus community," and proposes the promotion of "health, wellness, and safety in the UBC community throughout the year through a variety of programs, such as public lectures or annual symposia." This Strategy could address Ward and Wolf-Wendel's (2004) concerns about female attrition in academia. Addressing burdens of faculty members, regardless of their parenthood status, would benefit their personal lives.

Strategy Two

The second Strategy of Trek 2010 is to retain faculty and staff through positive opportunities and incentives. This strategy explicitly refers to the expansion of childcare within the longer time frame. In July of 2007, the Board of Governors approved an expansion of childcare spaces and states their plan to develop services at UBC's Okanagan campus. In the literature review, Perna (2001) cites how parents were overwhelmed by the combination of childcare and their work.

Strategy Four

In order to attract outstanding faculty and staff, UBC plans to improve the recruiting processes for faculty and staff through the use of web-based tools and a review of the financial

assistance options available through the Employee Housing Program. The strategy also states that UBC plans to repeat the commitment by completing expansion of childcare spaces approved with its implementation by July, 2007. Additionally, the establishment of guidelines for a formal spousal work program and a resolution method for process issues will be implemented. Williams (2001) and many others cite that the availability of spousal work is often problematic. Interestingly, I found no studies that mentioned the difficulties of employee housing; it would seem that UBC has addressed problems that are specific to the Vancouver context. Even for dual earning professionals, Vancouver housing costs are extremely expensive.

The strategies put forward on the UBC's Focus on People policy document addresses several of the key problems identified by people at UBC, as well as those previously outlined in the literature. These strategies acknowledge the themes I found in my review of the literature: that work and family life are difficult to combine, that daycare is important, and that part of the motivation for implementation of family-friendly policies is to attract top talent. As an area of future research, it would be important to know how these strategies impact faculty women *and* men at UBC.

Langara's Mission Statement

Langara, being a smaller institution and community college, is not as research focused; therefore, it does not have anything similar to the elaborate Trek missions of UBC. During my orientation to the college I was handed the Langara College vision, mission, goals and objectives that were approved in late October 2002. The vision statement motto is "Freedom through Knowledge." The Mission Statement reads:

> Langara College provides accessible education that meets the needs of our diverse community. The education and services provided are comprehensive, current, and

> innovative. Our curriculum is based on an integrated and cross-disciplinary approach designed to enhance the learner's ability to apply and transfer knowledge. We value and are committed to a learning and working environment characterized by encouragement, free enquiry, integrity, mutual respect, professionalism, recognition of achievement, and social responsibility (Langara College, 2002, Oct. 29).

In Langara's Mission Statement there are six goals, each having several objectives. These are: educational offerings, learning environment, quality, access, employees, and community. The goal for their employees is that: "Langara College will promote a working environment that enables employees to develop and apply their expertise and innovative abilities" (Langara College, 2002, Oct. 29).

The objectives of the college are stated as:

> Langara College will:
>
> 1. Promote a work environment that:
>
> a. enables employees to be accountable for staying current and maintaining their expertise;
>
> b. encourages and assists employees to identify and access training and development opportunities;
>
> c. enables employees to apply their innovative abilities;
>
> d. facilitates the sharing of each employee's expertise, innovative skills and best practices.
>
> 2. Ensure that training is provided for each employee when new technology, policies or procedures are introduced.
>
> 3. Promote an environment and facilitate events that encourage recognition of employee contributions.

4. Inform employees of learning opportunities and best practices in a timely manner.

5. Evaluate employee development opportunities and recognition practices on an ongoing basis.

(Langara College, 2002, Oct. 29).

Through the Mission Statement, goals, and objectives, Langara has expressed that it is an institution very focused on its students and how faculty members can provide quality education for them. It does not concentrate on their personal lives, but rather on their professional lives. department, as well as the extensive continuing studies.

Langara does try to appeal to its faculty in several different ways; there is a faculty member in charge of the Employee Development Centre. The Centre offers free activities such as yoga, and more academic offerings such as short educational courses, for example, the Instructional Skills Workshop (ISW). Langara offerings are aimed at the type of educator they want to produce, as well as those that promote faculty socialization. I have been invited to many social events hosted by the college. None have indicated that I could bring my children, or that childcare would be provided. This may not provide an inclusive solution for all faculty members who want to attend.

Some information about balancing work with family life was given to me during my college wide orientation day; I was given a pamphlet about the Employee and Family Assistance Program. This service offers free (employer paid) counselling, 'worklife' solutions, and a 24 hour toll-free help line. It would be interesting to see how many faculty, in particular women, use this service to solve their 'worklife' problems. Also, in the employment for faculty overview, it states that "Langara College values its employees and we encourage all qualified individuals to pursue a career with us. We strive to offer an inspiring work environment and encourage

employees to reach their potential both personally and professionally" (Langara College Human Resources, 2008). I found in this statement a different focus from the mission statement, goals, and vision. I think that if you are a devoted, dedicated educator, you cannot necessarily meet all of your personal potential - unless of course it is all work related. I also found that Langara does not seem to have any explicit policies on hiring people from diverse backgrounds.

Employment Policies at UBC and Langara

UBC has an explicit set of instructions for their recruiting process. It is very detailed to the consideration of hiring women, aboriginal people, visible minorities and persons with disabilities (see Appendix B for selected excerpts that pertain to women that are from the nine outlined recruitment steps).

At UBC the hiring requirements state that the minimum qualifications for appointment at the

Assistant Professorship level is a PhD; this is consistent across every department with one exception again being Nursing. In Nursing, successful candidates will be expected to have a PhD, but those near completion will also be considered, likely as a consequence of labour-force shortages in the health sector that make academic positions less attractive. To be a sessional clinical faculty in the Department of Nursing a minimum of an undergraduate degree is required, as well as membership with the regulatory body, a 'strong' clinical background, two or more years of recent experience in a clinical setting, teaching experience, and/or a keen interest in teaching, and 'exceptional' interpersonal skills. It must be noted that all nursing students in the Province of British Columbia are required to have a baccalaureate degree as the minimal entry to practice.

Generally, Langara College requires its instructors to have a Master's degree and some teaching experience, the exception being in the Faculty of Nursing where they have a serious shortage of instructors. Although Langara would prefer candidates with doctoral degrees, they will consider a Master's degree in process. They also require five years of practice experience, three years teaching experience, membership in the regulatory body, CPR certification, and scholarly capabilities.

At Langara there is a continuing contract instead of tenure. At least three years after being on an ongoing contract, five years being the average, employment becomes secured. Although this process can be considerably slower if you are part time or covering for the term on a short-term contract (Langara Faculty Association, 2006, Oct.). This process consists of an extensive initial and yearly process of evaluation of the individual by the department; it is repeated in the third year and then every three years. I was told that it is very difficult to terminate a member after an initial satisfactory third year review.

In comparison to Langara, tenure at UBC is a much longer process, as the faculty member can only be promoted from Assistant Professor when they "have maintained a high standard of performance in meeting the criteria [of teaching, scholarly activity and service] ... and show promise of continuing to do so" and that "the decision to grant a tenured appointment shall take into account the interests of the Department and the University in maintaining academic strength and balance" (Policy 4.01(a) and 4.01(d), (UBC Human Resources, 2006). This process typically takes seven-eight years with two preappointment reviews, a periodic review, and a tenure review. This is not to mention the process to move from Associate Professor to Full Professor. Further details are available in Appendix A.

Table 1 summarizes and compares the employment-related policies of UBC and Langara, as discussed above.

Table 1: Employment Related Differences

Policy Aspect	Langara	UBC
Recruiting Focus	No explicit policy although there is a human rights coordinator	Explicit policy on considering diversity when hiring (See Appendix B)
Credentials	Master's degree required. Will consider Master's in progress (esp. for nursing faculty)	PhD or terminal degree required. Will consider PhD in progress (esp. for nursing faculty)
Job security	3 year appointment (full-time) then security	7-8 year tenure track system (See Appendix A)

The workload and commitment to the much longer tenure process at UBC (as compared to Langara) has a greater effect on women who want children. Likely, women at UBC would need to strive harder to have a balance between their work and personal life. Even the difference in requirements for employment at the two institutions of a Master's and PhD is considerable. A PhD is a lengthy undertaking as it takes an average of five years to complete (Mason & Goulden, 2002). The difference between obtaining a Master's and PhD could mean risking fertility problems and childlessness; if the woman waits until tenure is secured she could, as the literature predicts, end up childless. This challenging process is why the choices of when and whether or not to have children is such a contentious issue for women in higher education.

I have seen the implications of these policies in my own experiences at UBC and Langara. One of my coworkers at Langara is 26 years old; she worked full-time while completing her Master's degree and therefore has the required five years of clinical experience.

She is married and plans to start her family in the next two or three years. This likely would not be the circumstance had she chosen to pursue a PhD and employment at a university. Many of my nursing faculty colleagues are mothers but the coworkers with Doctoral degrees have fewer or no children. More research could discover the difference in fertility rates between these two qualifications. Also, there could be a comparison between doctoral degree holders at Langara and UBC, and more generally between faculty at Langara and UBC. Could this mean that that work/family balance is less of an issue at Langara? Is Langara a better workplace for women to start families? Should women make these 'compromises' by working at a community college? Research studies would be beneficial in establishing the answers.

Family Leave Policies at UBC and Langara

Canadian universities need family-supportive policies to remain competitive. All faculty members at UBC and Langara have access to maternity/parental leave(s) (see Appendix A). The length of the leave is based, in part, on Canada's Employment Insurance (EI) and the federal/provincial act pertaining to maternity and parental benefits. The topping up of wages varies according to the agreement with their employer. Langara and UBC vary in their policies, as noted in Table 2.

Table 2: Leave Differences

Policy	Langara	UBC
	(Langara College Faculty Contract, August 1, 2006) Collective Agreement Between Langara College and Langara Faculty Association. Effective April 1, 2004 to March 31, 2010,	(UBC Human Resources, Benefits, 2006) (UBC Human Resources, 2008).

	2004).	
Leave policy	Guaranteed a position that was comparable before the arrival of their child. Retain existing seniority and accrue seniority during their leave period.	"Stop the clock" policy for parents (maternity and/or parental) on the tenure track, unless waived by the member
Maternity top up (over the Federal EI)	The birth mother(only) gets 6 weeks at full time pay	17 weeks at 95 % pay
Parental top up (over the Federal EI)	12 weeks unpaid with premium benefits also covered for the duration of their leave. 12 weeks 55% top-up to Employment Insurance benefits for the birth mother, birth father, or other parent	37 weeks either parent; 12 weeks at 95 % pay
Adoption	5 days paid parental leave and 52 weeks leave without contract termination, with premium benefits covered	37 week unpaid leave, 12 weeks at 95% pay. 5 additional weeks if child is 6 months or older at adoption and has a physical, psychological or emotional condition requiring longer care.

The UBC maternity and parental policy is considerably better than Langara's. Langara has fulltime pay for six weeks and 55 percent for the rest of the leave(s), while UBC's is 95 percent for the entire time. Langara's adoption policy is considerably poorer than UBC's with only five days of full pay compared to 12 weeks at 95 percent. Also, UBC, under special adoption circumstances, allows five more weeks. In my opinion, adoption policies should provide benefits equivalent to that given to birth mothers who have the ability to take the combination of topped-up maternity and parental leave. This is especially important given the fertility-implications of academic positions for faculty women who intend to be mothers.

Canadian policy is quite inclusive of fathers as parents, particularly when it comes to paid leave; we do not have the 'women-only' policies cited by Yoest (2004). The tenure/appointment clock can be stopped by either gender at both institutions. These policies are recent developments, however. I was unable to find out how many men actually take parental leave, or if this type of leave is mainly taken by the mother. A study on this would be valuable. Considering Sallee's (2008) findings, how does this legitimize traditional gender roles?

Given these leave considerations; UBC is a far more attractive employer for men and women considering families. However, a study would be required as to how much the policies are actually used, particularly across the various faculties and departments. This would be especially important considering the present competitive research environment. It would be interesting to know how many faculty members are aware of these benefits, and how much, if any, weight they have in choosing their employment and family planning.

Although some employers have substantial offerings, it must be noted that the American government and institutions have far less generous maternity or parental leave policies. These differences have made Canadian universities very competitive when compared to similar institutions in the US (Eisenkraft, June/July 2004). Yet it seems that despite these generous policies, Canadians do not fully utilize them (Eisenkraft, June/July 2004). It would be interesting to compare equivalent institutions in the US and Canada to note parenthood differences in the faculty ranks. Do American female professors have fewer children?

Childcare at UBC and Langara

Both UBC and Langara have on-site daycare, although UBC's daycare has a problematic waitlist. Langara has on-site childcare that is located in the centre of the campus. It can be seen by the classroom and office windows in the inner square; it is noted by its large outdoor

playground structure. It is available for students, faculty and staff. It must be noted that limited information was available on the daycare from the internet and due to there being no ethical agreement in place to gather data for this paper I was unable to formally ask them.

According to a *Ubyssey* article (Tang, 2006, Dec. 5) the "Trek goal for daycare expansion failed, expansion plan only alleviates ten per cent of the total 1,200 waiting list applicants." At the time of publication, the daycare's application numbers had been rising every year for three years and the waitlist was extremely long (more than two years). The daycare is used by those who have priority, namely faculty, staff, and students. The daycare is divided into three age groups and admittance into one group does not guarantee entry into the next group; often parents are given one month's notice that there is not a space for their child. The journalist concludes that UBC needs to focus on being prepared for the overwhelming and increasing demand for these services. Funding was problematic; the Infrastructure Impact Charge (IIC) money went instead to the construction of a new underground bus exchange. The article concludes with a statement by the AMS (Alma Mater Society) Vice-President who expressed that she thought more of the IIC money should have been spent fixing childcare

The faculty association expresses grave concern about the inaccessibility of daycare at UBC. They state that there is a crisis for access to these services; they are not only concerned for themselves, but also for their students and in the recruitment of faculty members. There is an increased demand, and an over two year waitlist. The association recommends that due to the failure of the commitment to provide of quality childcare as outlined in Trek 2010, the university should make this a top priority by expanding and meeting demands. They state that it is vital to uphold the goals of the People Plan regarding childcare (UBC Faculty Association, 2008). It would appear that the waitlist has not improved since the AMS and faculty statements were

made. In fact, by May 2007, the waitlist had grown to include over 1500 children waiting a period of 36 months (UBC Faculty Association, 2008; UBC Daycare Parent Council, n.d.).

UBC Childcare Services is an employer run daycare and each space is subsidized by the University. The Childcare Services cites several reasons for the length of the waitlists including "the lack of licensed daycare spots in Vancouver (particularly for children under 3), new residential developments on campus, and recent hiring of large numbers of new, young faculty members" (UBC Child Care Services: A Division of Housing and Conferences, 2008). I would strongly support the recommendations put forth by the faculty association. I feel that with upcoming retirements, and potential recruits who desire to have children, this measure will be essential.

Other Options?

In their 2000 publication, Drago and Williams drafted the creation of a part-time tenure track plan, where pre-tenured faculty members could assume a part-time appointment for between two and twelve years. During this time, pay and responsibilities would be reduced by half while they continued to work on their tenure. This would be a short-term solution while tenure track members are balancing their family responsibilities. Drago and Williams state that while a part-time tenure track would not be the solution for every problem, it would be an improvement from the current choices available and would aid women to stay on the tenure track. They stated that 42.5 percent of all college and university teachers are part-time, with a substantial majority of them being off the tenure track (and female). They state that an academic appointment with no opportunity for tenure was the very epitome of the 'mommy track.' They theorize that if this were an option, more parents would choose the slower career path, rather than one partner working an extreme amount of hours and the other off the career path. Drago

and Williams state that their half-time tenure would also favour colleges and universities as they could consider all talented recruits, not only those available to work long hours. Drago and Williams acknowledge that many faculty members could not afford this policy, particularly single parents.

I think that what women need are choices; options that include having children, and having the number of children that one would prefer. I think the part-time tenure option, while not perfect, is one of the best alternatives for reasons argued in feminist, social capital, and human capital theories. Armenti (2004), in her explicitly feminist publication, states that a part-time tenure option should be available.

Some of the recommendations need to be culturally and institutionally acceptable before parents will utilize them. For example, being on a part-time tenure track needs to be seen as acceptable to all faculty members. Part-time faculty should not be seen as 'inferior' members. While searching through the job openings at UBC, I did not notice any part-time tenure track positions. Perhaps there are not any, or is it that they are all filled? Researching this type of position would be an extremely interesting study.

In the Nursing Department at Langara there are many part-time permanent positions. The head of our department is very flexible in accommodating our mainly female faculty's lives. Some of this flexibility is for women with families; a couple of my coworkers have four children. She also accommodates employees with other occupations, as almost all part-time workers have other teaching or nursing jobs. The Nursing Department Head has expressed to me that the President jokes in an irritated way with her; complaining that she accommodates too many people and that she is only making more work for herself. I cannot speak about other

departments, but I understand from coworkers that this is not commonplace in other departments. I feel fortunate to work at Langara in this flexible department.

Fulton (2007) comments on Drago's assumption that all female academics desire to work at elite universities and that success is measured by being on the tenure track. In fact, Fulton (2007) argues that many teachers have ambitions to work at a community college where they do not need to sacrifice family life for their careers. Similarly, while I have admired the professors I have had at UBC, I have no desire to work there. My personal ambitions confirm Fulton's argument; I am content to work at a community college and proudly strive to meet the objectives and missions of my employer, Langara College. I recognize that this would not be every woman's choice and that there are lower salaries, prestige, and research opportunities. In fact, the pay at Langara is lower than my hospital job. I would argue that while women cannot necessarily have it all, there should be several desirable career choices for women choosing to have children.

Conclusion

Traditionally the rigid leave policies have hampered the promotion of women, and tenure has been very inflexible. The model was designed by and for men. In the literature, there are a variety of opinions about how to resolve this issue and implement change. Radford (1998) was pessimistic, stating that "having children does not fit well with the current structure of many occupations – some more than others. Of course these structures *are* amenable to change, but the radical shift that would be necessary seems unlikely in the foreseeable future" (p. 180). More optimistic was Armenti (2004), who considered a career path where a faculty member could make the transition between part-time and full-time work, or have job sharing to obtain an easier

work/life balance. However, when both men and women are encouraged to re-examine gender roles and timetables, the process can provoke discordant emotions (Wilk, 1986).

What should we do? Most of the research cited in this paper was undertaken by women. More men need to be part of this research agenda, as scholars and participants, to enact change in the workplace.

The research on tenure track women has led me to conclude that regardless of family choices, the structure of the traditional tenure system needs to be revised, institutional culture needs to change, and men need to be more supportive of their partner's work, as well as caring for their children. Women should be both informed and supported in their choices to have a family and, *if desired*, to pursue studies to qualify to work at research institutions rather than community colleges.

Based on my review of the literature and policy environment, I think that women at UBC should have the option of having a part-time tenure track position. Perusal of the faculty job openings at UBC did not reveal any such options, but the number of part-time tenure track positions should meet faculty demand. In contrast, Langara has many part-time options. Flexibility with meeting times, classes and examinations are important to be more agreeable with people's lives. The mission by UBC to aid both partners who work in academe should be upheld, either hiring their spouses/partners to positions, or at least, providing assistance for them to find jobs in the area.

Institutional policies for leave should not only include maternity; but also make available family inclusive policies to aid with work life balance in order to attract and keep female talent. The stopping of the tenure clock for childbirth or caring for an infant is important for everyone:

the infant, the parents, seasoned faculty who are seen by new faculty as mentors, and future mentors. Tenure clock stoppage policies should be used by men and women.

Further research needs to be done to examine what institutional implementations and attitudes have been effective at fostering change. For example, would the instalment of accessible quality daycare improve work/life conditions for faculty parents at UBC? Interesting studies could include comparing the number of children of women professors to women working in other capacities in the same university, given the same access to childcare. Another study could look at faculty members at a university and a community college to determine differences between the groups of women.

While UBC does well at supplementing federal employment benefits, Langara could improve its employee contributions and be vastly more supportive of its faculty who choose to adopt. In my opinion, adoption leave should equal the length of maternity and parental leaves available to biological parents in order to benefit the bonding of this new family. As the educational and early career phases of faculty positions have been shown to have a negative impact on women's fertility rates, adoption policies should be particularly important to institutions that wish to recruit and retain female faculty.

While not expressed in employment policies at UBC or Langara, teaching commitments could be structured to be more amenable to family care. At both Langara and UBC there is a strong push by students to have more online courses. It would be interesting to study what impact online teaching has on parenthood, work, and childcare. I taught a mixed mode course in the January term and spent many hours working at home in front of my computer while my family was present. The parental benefits of online teaching and learning would likely extend to faculty as well as students.

Finally, little mention was made in the literature or policy review about gay or lesbian faculty parents and how their circumstances should be reflected in family-friendly policies. While no literature on this was specifically found, it could be the subject of a larger study. This matter was brought to my attention when I learned that UBC was recognized for its "Positive Space" campaign, which aims to "create an inclusive working environment for LGBT employees across the university campus" (Canada's Best Diversity Employers, 2008). It would be interesting to know how policies and practices surrounding motherhood affect gay, lesbian, and transgender faculty, and their partners. This is just one of the interesting and under-researched aspects of faculty parenthood that could be undertaken.

What will the future hold? What will the next generation of educators be like? Will they sacrifice their families for their work or even will they want to have a family at all? Perhaps we should consider the motto of UBC: *tuum est*, it's up to you. Time and further research will likely provide the answers to the many questions posed in this paper.

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Appendix A: UBC Tenure Timeline

(UBC Human Resources, 2008)

Name: Dr. Future Nobel Laureate

Scheduled Activity	**Effective Date(s)**		
Initial appointment at UBC	January 1, 2007	to	June 30, 2010
Start date of tenure clock	July 1, 2007		
Year in rank for purpose of placement on the CPI scale	0		
Start date of sabbatical accrual	January 1, 2007		
1st Reappointment Review	2009/2010		
1st Reappointment	July 1, 2010	to	June 30, 2013
Maternity/Parental Leave	September 1, 2010		February 28, 2011
Tenure Clock Extension	End date of current appointment changed to June 30, 2014		
1st Periodic Review for Promotion	2012/2013*		
2nd Reappointment Review	2013/2014		
2nd Reappointment	July 1, 2014	to	June 30, 2016
Tenure Review (mandatory)	2014/2015		

2nd Periodic Review for Promotion	2014/2015*
If Tenure Denied, Terminal Year	2015/2016

Appendix B: Faculty Recruiting Process

The Faculty Recruitment Guide is designed to assist selection committees in recruiting, interviewing, and selecting the best candidate for tenure and tenure track faculty positions. We hope this guide provides you with the tools to develop a selection process that is bias-free, that complies with federal government regulations on hiring foreign academics and avoids potential complaints about human rights and privacy violations. (UBC Human Resources, 2008)

UBC's Recruiting Process

1. Prior to Recruiting

   Are members of the groups designated in UBC's Employment Equity Policy - women, aboriginal people, visible minorities and persons with disabilities - represented at all levels of employment?

2. Preparing the Advertisement

   Prepare the advertisement using inclusive language in order not to exclude designated employment-equity group members-women, aboriginal people, visible minorities and persons with disabilities.
3. Placing the Advertisement

   Consider advertising positions in the Canadian Research Institute for the Advancement of Women (CRIAW) or other specialized publications such as the Canadian Journal of Native Studies, Society for Canadian Women in Science and Technology Newsletter, or Senior Women Academic Administrators (SWAAC).
4. Selection Committee

   Ensure that members of employment-equity groups are included on selection committees.
5. Selection Process: General Guidelines

   In order to comply with provincial Freedom of Information and Protection of Privacy (FOIPOP) and Human Rights legislation, all members of the selection committee should ensure an objective and transparent process.
6. Selection Process: Screening Applications

Ensure that you do not unreasonably exclude part-time and sessional faculty from the search process, given that women and visible minority faculty may be more represented in these ranks.

If members of employment equity groups do not make it to the short-list, review the applications to ensure the list does not reflect bias. For example, stereotypical assumptions about the importance of an uninterrupted work record may disadvantage women, persons with disabilities, or recent immigrants. Ask yourself: is an uninterrupted work record a valid test of a candidate's ability to meet the requirements of a position?

7. Selection Process: Interviewing Candidates

Prior to the interview, develop a set of questions based on job-related criteria and ask all candidates, including internal ones, the same questions. For example, if the job requires travel, do not ask female candidates to describe their family responsibilities. Ask all candidates - men and women alike - if they are available to travel. In this way you can make valid comparative judgments.

Ask questions that relate directly to the BFORs of the position and avoid questions relating to protected human rights grounds, such as sex, ancestry, disability, or sexual orientation. For guidelines on questions employers may ask to gather information that relates to ability to do the job, review The Employers Guide to Human Rights and A Guide to Screening and Selection in Employment.

8. Identifying the Successful Candidate

9. The Appointment Process

The Department is responsible for preparing the necessary documentation for submission as follows: See guide.