

ADVANCE

# Project TRACS



## The Family Advocate Facilitator Guide

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BOZEMAN ▲ MONTANA

3<sup>rd</sup> Edition



# The Family Advocate Facilitator Guide

Dear MSU Community,



As numerous studies show, balancing the responsibilities of daily living with professional goals and demands can be challenging. It is a balance many of us strive for and value.

In 2009, MSU began to provide funding for a faculty member to serve as a Family Advocate to help faculty find this balance. The program has expanded and matured over time. This guide is aimed at informing members of the MSU community about the support provided by the Family Advocate program, as well as providing a template for other universities that may wish to adopt such a program. Feeling supported and able to care for self and family members, both young and old, is the foundation upon which a vital and productive career is built. We are pleased to foster a work climate that supports these values.



Sincerely,

A handwritten signature in black ink, reading "Waded Cruzado".

**Dr. Waded Cruzado**  
President

A handwritten signature in black ink, reading "Martha Potvin".

**Dr. Martha Potvin**  
Executive VP for Academic  
Affairs and Provost  
2011 - 2016



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# Overview

## Background:

- Created in 2009 with initial support from the President's Office and the Women's Faculty Caucus.
- First titled the "Parent Advocate," the name was changed in 2011 to better reflect the diversity of family care-giving responsibilities experienced across a life span. Support moved to the Provost's Office.

## Role:

- Support members of the campus community as they navigate the university system and learn about programs and policies available to meet their family care-giving needs.
- Be a "first stop" for anyone in need of direction for thinking through family care-giving options or negotiating arrangements for family care-giving leave with supervisors, professors or Department Heads.
- Serve on a number of campus committees, and be an integral part of MSU's NSF – ADVANCE Grant, aimed at broadening the participation of women in STEM in a way that brings about transformation across campus in the form of greater diversity, equity and inclusiveness for all. [*Specific to ADVANCE Campuses*]

### Remember

**A family-friendly campus is not just about women and babies. The Family Advocate works with all genders at all points of major life transition, whether related to childbirth or adoption, tending to a mentally or physically ill partner or child, caring for an ailing parent, or restructuring family care roles after a divorce.**

## Goals of the Program

**The Family Advocate supports the goal of recruiting and retaining a flourishing university community, by helping to create an inclusive campus that effectively supports diverse identities.**

By working closely with Department Heads, Deans and University Administration, the Family Advocate is able to help ensure that family care-giving supports across campus are as equitable, transparent and consistent as possible.

The Family Advocate seeks to constantly expand and enrich the support network for family care-giving on campus, for example by spearheading a proposal for a Student Family Advocate so the program can better serve the specific needs of students who are also parents (over 10% of undergraduates at MSU!).

*The Family Advocate contributes to MSU's "core value" of respect* – a fundamental part of of any research intensive, land grant institution, the goal of respect includes enhancing work-life integration for all campus community members as “whole persons.”

# Respect



# Family Advocate Position

## FAMILY ADVOCATE

June 2014

**Starting Date:**

**Initial End Date:**

**Compensation:** Approximately half a months salary

**Departmental Information:** The Family Advocate reports to the Provost but works very closely with the Women's Faculty Caucus [WFC], a steering committee that reports to the President. The Family Advocate also works very closely with ADVANCE Project TRACS. ADVANCE Project TRACS is a 5 year Institutional Transformation Cooperative Agreement between the NSF and Montana State University that works to broaden the participation of female faculty in STEM fields at MSU.

**Duties and Responsibilities:** The "Family Advocate" will function as a first stop for faculty and staff to receive information regarding who to contact with questions about current policies and programs available for maternity, child-birth, adoption, breastfeeding, and childcare on campus. With the assistance of Legal Counsel, the Family Advocate will gather, design, and disseminate communication materials regarding family care-related university policies and available parent-related resources on campus. The Family Advocate will also serve as a confidential and informal contact for people to voice family care-giving concerns and suggestions. Further, the Family Advocate may be called upon to serve as an advisory resource to administrators, deans, and directors. The Family Advocate will manage the Family Care Room in Hamilton Hall.

**Required Qualification:** Must be a current Montana State University faculty member.

**Preferred Qualification:** Familiarity with issues on campus, a general knowledge about the workings of campus personal and resources, and leadership experience

**The successful candidate will:** Possess excellent oral, interpersonal, listening, and written communication skills; have excellent organizational skills; develop and establish excellent working relationships with all segments of the university community; be able to work effectively in a team-oriented environment; be able to execute multiple tasks and respond to multiple demands; perform work with a high level of accuracy and close attention to detail; and provide excellent service to MSU faculty, staff, and administrators and be committed to the goals of the Women's Faculty Caucus.

**Application Procedure:** An email letter of application that addresses the required and preferred qualifications listed above along with current curriculum vita and contact information. Send email to [xxx@university.edu](mailto:xxx@university.edu).



# What a Family Advocate Needs

# ADVOCATE

## **Listening Skills**

The ability to listen and provide support to people undergoing major life transitions, such as giving birth or adopting a child, taking time away from work to care for a partner or helping an ailing parent die.

## **Confidential Meeting Place**

A confidential meeting place is important so that people can speak openly and vent about frustrations or fears they may have.

## **Communication Savvy**

The Family Advocate must be able to promote and advertise the position so that everyone on campus is aware of this important service. Examples include: new faculty and student orientations, brochures at key locations, campus news articles that reach students and bring attention to the support for work-life integration, campus mailers, wellness events, student health services, and childcare centers on campus. A dedicated email address helps: [familyadvocate@montana.edu](mailto:familyadvocate@montana.edu)

## **Knowledge of Campus Resources**

An in depth knowledge of important campus actors, resources, offices, policies and practices is imperative. The ability to put people in touch with these people or services, on campus or in town, will make the Family Advocate a successful conduit between key actors.

## Family Care Room

✓The Family Advocate may serve as the contact person to maintain and oversee the Family Care Rooms on campus, for example by contacting Facilities Services if the room is overheated, the extension cord frayed, or the garbage is overflowing; or by leaving a welcome note every semester that explains the sign-up process and informs users about available parking passes for the dedicated FCR space. The Family Advocate may also be charged with distributing those parking passes to actively breastfeeding parents and their partners or childcare providers. *MSU has four Family Care Rooms on campus.*



### BOZEMAN DAILY CHRONICLE

#### MSU's new Family Care Room helps parents of infants

By GAIL SCHONTZLER, Chronicle Staff Writer

Posted: Saturday, October 23, 2010 12:15 am

Chronicle Staff Writer

It may be the tiniest room on the Montana State University campus, but to nursing mothers like math instructor Alana Rehberger, it's a big deal.

The new Family Care Room in Hamilton Hall offers a private space where moms can lock the door, sit in a comfortable chair and nurse their babies, pump breast milk or change dirty diapers on a changing table.

The Family Care Room, room 123 on the first floor of recently renovated Hamilton, has been open about a month. It is available to faculty, students, staff and visitors, although sign-up time slots appear to fill quickly.

"I love it," said Rehberger, a 35-year-old adjunct math instructor.

## Duties (continued)

### **Family Care Giving Arrangements**

✓Meet with faculty, students and staff about family care-giving support needs and help advocate for them so they are able to arrange leave or other accommodations they need. Topics may include parental leave, faculty modified duties, FMLA, use of sick leave, Care.com, taking leave for elder care, sick partner care, tenure clock extensions, helping students talk to professors about a modified semester plan, retroactive withdrawals, support for students-who-are-parents.

### **Sick Leave Donations**

✓If a university does not have a functioning sick leave donation pool, the Family Advocate may help faculty or staff arrange donated sick leave for maternity leave or urgent family care-giving leave.

*Did you know? In the United States, family care-giving leave tends to be covered by the use of sick leave. If you are a new full-time employee, it takes you about three years to accrue enough hours to cover an extended family care-giving leave.*

### **Tenure Clock Extensions**

✓The Family Advocate works with tenure track faculty and Department Heads to understand and implement our tenure extension policy for family care-giving leave.

## Duties (continued)

### Dual Career

✓ Serve as a contact person for faculty who have questions about dual career practices and policies, and facilitate discussions with appropriate parties in Human Resources or the Provost's Office, depending on what sort of partner employment is sought.

### Outreach to Campus

✓ Reach out to Deans, Department Heads, Unit Supervisors, the Division of Student Success and other key leaders on campus about work-life supports and help facilitate an understanding of what a “family friendly” campus looks like. Additional outreach can include: attending new faculty orientation, sending posters through campus mail, making brochures for all administrative offices, sending quarterly emails to all Deans and Department heads and keeping an updated website, social media presence and email address: [familyadvocate@montana.edu](mailto:familyadvocate@montana.edu)

### Meet with Faculty Job Candidates

✓ Meet with faculty job candidates during their on-campus interviews to provide a confidential setting that is independent from the search committee, so candidates can learn about work-life integration practices, policy and culture at the university and discuss things like dual career support, tenure policies related to family care-giving, and parental leave.

### Work with Campus Partners

✓ Participate in (or facilitate the creation of) relevant campus committees such as a work-life task force, leave policy committee, President's Commission on the Status of University Women, equity advocate team, or the Women's Faculty Caucus.

## Frequently Asked Questions

### ***Must the Family Advocate be a peer?***

Yes. Although there are many ways that Human Resources can support the Family Advocate, our feedback to date suggests that having a peer in this role is crucial. Oftentimes people just want to puzzle through options for family care-giving leave, without feeling like they are talking to someone “official” who may start a file. These initial conversations can be sensitive, and are often more about the personal and professional changes a major life transition will bring than about the technical details of FMLA or donated sick leave. Many times faculty members want to hear from another faculty member how they have been able to balance work and family care-giving responsibilities. Finally, a peer can serve as an advocate in a way that someone in HR or another official office may not be able to.

### ***How many Family Advocates should a campus have?***

This depends on how big your campus is. But ideally a campus can develop a Family Advocate program that allows at least one dedicated Staff Family Advocate, Student Family Advocate, and Faculty Family Advocate. Having peer FAs serving each one of these demographics is an excellent way to support groups with different needs and constraints.

### ***What about confidentiality?***

Family Advocates must be trained to understand how to provide support and keep details to themselves, but also know what confidences they cannot keep and how to direct people to other services on campus that are firmly confidential (for example the Health Center, a sexual abuse victim support center, etc.). Learning these boundaries and how to communicate them effectively to people is key.

## Frequently Asked Questions

### *Why can't department heads, deans or supervisors advise faculty, students and staff on family-related policies and practices?*

People do not necessarily want to approach their “boss” as a first stop for discussing their family care-giving needs. Also, many supervisors do not regularly deal with these issues and requests, so they do not have a university-wide perspective on what “best practices” are. Though supervisors certainly mean well, they are often concerned about how they will replace a person, who will teach a course, or what a student taking an “Incomplete” grade will mean for them. Thus they are not specifically dedicated to advocating for the student, faculty member or staff, no matter how good their intentions are. Having a Family Advocate available is often greatly appreciated by supervisors, because that FA can provide information and examples so they don't have to reinvent the wheel!

### *How long should a Family Advocate serve?*

Long enough, but not too long! It takes a while to develop the expertise and relationships that equip one to serve well as a Family Advocate. Turning the position over frequently diminishes that institutional knowledge. But serving for too long may mean that a person starts to see these conversations as mundane – and they certainly are not mundane for the faculty, staff or student who is approaching the FA for assistance. Striking a productive balance between expertise and enthusiasm is important. For this reason, it also makes sense to have a Family Advocate Team that is rotating, so there is always someone on the team with new perspectives and with tried and true knowledge and experience.



# Training

- Experience suggests that a rolling team of 2-3 Family Advocates is effective, with more experienced team members available to train new members.
- New Family Advocates benefit from shadowing current Family Advocates for one semester.
- New Family Advocates should be provided with a “Frequently Asked Questions” sheet that helps them know how to address certain issues, or who to direct a student or a faculty or staff member to.
- New team members should meet with HR, Affirmative Action, the Office of Institutional Equity, on-campus day cares, benefits and payroll, and the Office of Student Success so as to develop relationships with supportive experts that they can rely on for advice and to coordinate services.
- The Family Advocate Program should ensure that training includes understanding the difference between an advocate role and legal counsel, counselor, or HR.
- New Family Advocates should meet with Administrative and student leadership



*One of MSU's Faculty Family Advocates, Dr. Sara Rushing*

# Training || Resources Family Advocate Should be Familiar With

## Gather information on your university and community resources

- Elder care
- Child care
- Schools
- Breastfeeding
- LGBTQ resources
- Religious organizations
- Key community, art or cultural events relevant to diverse campus constituencies
- ADA compliance issues
- Community family services
- Pet care resources



### MSU Community Cat Walk

August 22, 2014 11:00 AM - August 22, 2014 1:00 PM

Join us for the Montana State University Cat Walk on Friday, Aug. 22 from 11 a.m. to 1 p.m. MSU President Waded Cruzado, Champ, the MSU Spirit of the West Marching Band and other MSU representatives and community members will make their way down Main Street and through the Mall to create some "Bobcat Buzz" throughout the community by visiting businesses and stores, playing the fight song and passing out Bobcat gear, schedules and Bobcat window decals along the way. Heading into our 5th year, the MSU Cat Walk has already become a "cannot miss" community tradition!

# Training || Resources Family Advocate Should be Familiar With

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## Dual Career Resources

Dual career support and accommodation is crucial for recruiting and retaining an excellent workforce. This is particularly true for faculty! As a study by Stanford University's Clayman Institute for Gender Research shows, 36% of academics are partnered with other academics. And 83% of women scientists are partnered with another academic scientist!

A strong dual academic career program is a partnership between the Provost's Office and HR, the Family Advocate, Deans and Department Heads. A Dual Career Community Liaison who assists with non-academic partner employment in the community is very helpful. At MSU This Person is Sharon Stoneberger:

[sharon.stoneberger@montana.edu](mailto:sharon.stoneberger@montana.edu)

Knowing the dual career *policies, practices, and possibilities* on your campus is key. A dedicated website housing this information is extremely helpful. Savvy job candidates know to look for it!



## Pre-schools and Schools

At MSU the Family Advocate maintains a comprehensive list of public and private schools in the community, from Pre-K through high school. The information includes excerpts from the schools' websites and contact information. Our Family Advocate also provides information on other school districts in our vicinity, for staff and faculty members who desire to live further out from the campus.

We make our school overview document available on our library website, which houses various information about academic careers, academic diversity, and work-life integration. We also share it with job candidates.



# Training || Scholarly Literature

## ADVANCE Project TRACS || Library Resource List on Work-Life Integration

ADVANCE Project TRACS has worked in tandem with the MSU Library to create academic resource pages for all of our major initiatives, including one that highlights work-life integration resources.

Our library liaison maintains this resource site, which also provides several links for community information including:

- Bozeman Work-Life Links
- Disability Services
- Family Care in Bozeman
- Local Schools

This resource list allows the Family Advocate to reach a broader audience, especially students.

### The Literature Provided:

The website provides articles about:

- Dual Career Issues
- Flexibility Stigma
- Family Care Giving and Family Friendly Policies

This work-life integration website can be found at

<http://guides.lib.montana.edu/content.php?pid=503322&sid=4140172>.



# Training ||

## The Family Advocate and FMLA

**Human Resources helps employees activate FMLA covered leave. The Family Advocate must know what FMLA is, how it works with sick leave or other modified duties arrangements, and whether it ensures paid leave.**

### ***YOUR RIGHTS UNDER THE FAMILY AND MEDICAL LEAVE ACT OF 1993 (Amended 01/16/2009)***

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to “eligible” employees for certain family and medical reasons, and qualified exigency leave for a covered service member. Care of a covered service member with a serious illness or injury may be provided to covered employees up to 26 workweeks of unpaid leave in a 12-month period. Employees are eligible if they have worked for a covered employer for at least one year, and for 1,040 hours over the previous 12 months.

**REASONS FOR TAKING LEAVE:** Unpaid leave must be granted for any of the following reasons: to care for the employee’s child after birth, or placement for adoption or foster care; to care for the employee’s spouse, child, or parent who has a serious health condition; for a serious health condition that makes the employee unable to perform the employee’s job; for a qualifying military exigency of the employee’s spouse, child, or parent; to care for the employee’s spouse, child, parent or next of kin who is a covered military service member.

**GETTING PAID WHILE ON FMLA:** FMLA leave is unpaid. However, the statute provides that employees may take, or employers may require employees to take, any accrued paid vacation, personal, family or sick leave, as offered by their employer, concurrently with any FMLA leave. This is called the “substitution of paid leave.”

*MSU’s policy requires employees to use any accrued sick leave beginning of the FMLA leave period. Once the sick leave balance is exhausted, one may chose to use any annual leave or comp hours accrued. The remainder of any FMLA leave will be unpaid.*



# Training ||

## The Family Advocate and FMLA

### **ADVANCE NOTICE and MEDICAL**

**CERTIFICATION:** The employee may be required to provide advance leave notice and medical certification. Leave may be denied if the requirements are not met. The employee must ordinarily provide 30 days notice when the leave is “foreseeable.” An employer may require medical certification to support a request for leave because of a serious health condition, and may require second or third opinions (at the employer’s expense) and a fitness for duty report to return to work.

**JOB BENEFITS and PROTECTION:** For the duration of FMLA leave, the employer must maintain the employee’s health coverage under any “group health plan.” Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits and other employment terms. The use of FMLA leave cannot result in the loss of any employment benefits that accrued prior to the start of an employee’s leave.

**UNLAWFUL ACTS BY EMPLOYERS:** FMLA makes it unlawful for any employer to: interfere with, restrain or deny the exercise of any right provided under FMLA; discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

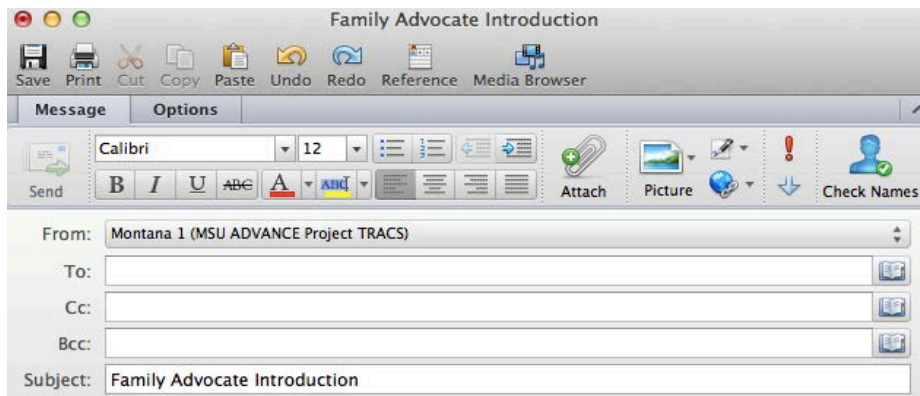
**ENFORCEMENT:** The U.S. Department of Labor is authorized to investigate and resolve complaints of violations. An eligible employee may bring a civil action against an employer for violations. FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State, local or collective bargaining agreement which provides greater family or medical leave rights.

# Training||

## Faculty Candidate Meetings

*What do job candidate conversations  
with the Family Advocate cover?*

The goal of these meetings is to enhance recruitment of faculty to MSU by conveying the work-life culture at our institution. This includes discussing support for a well-balanced life that may include outdoor recreation, meaningful relationships with pets, as well as policies and practices that support faculty, and ideally employees and students broadly, in feeling like they can thrive at work and at home. These meetings are beneficial and appreciated by *all* the candidates in any search (not just those identified with “family,” because of age or gender). They are scheduled for all, not offered to some. Below is the introduction email template.



Dear Dr. XYZ,

My name is \_\_\_\_\_, and in addition to being an Assistant Professor of [DEPARTMENT] I serve as the [INSERT UNIVERSITY NAME] University Family Advocate.

As part of the on campus interview process, I will be meeting briefly with all the [INSERT DEPARTMENT] job candidates to discuss work/life integration resources at MSU. I will provide a quick overview of policies and practices in place here, as well as some new opportunities that are available due to the NSF-ADVANCE grant the university has just been awarded. One other function of this meeting is to give you an opportunity to discuss any questions you may have involving marital or family status in a forum that is completely confidential and independent from your interview process with the [INSERT DEPARTMENT]. Of course, you are welcome to broach these topics with the search committee as well.

I look forward to meeting you in person! Please feel free to be in touch with me prior to your arrival in Bozeman if you have any particular questions that I might be of assistance with in advance.

All the best,

University Family Advocate

ADVANCE Project TRACS  
Montana State University  
319D Leon Johnson Hall|  
406-994-4690  
[advance@montana.edu](mailto:advance@montana.edu)  
On the web at: [www.montana.edu/nsfadvance](http://www.montana.edu/nsfadvance)  
Find us on Facebook: [www.facebook.com/nsfadvance](http://www.facebook.com/nsfadvance)

Conversations with the Family Advocate are also intended to allow job candidates to ask whatever questions they might not want to broach with a search committee, for example questions about the quality of the public schools, the cost of housing, support for dual career couples, the culture of the college or department they are interviewing in, or the various religious denominations represented in Bozeman.

Although the Family Advocate is not expected to be able to answer all of these questions, they ought to be able to direct the person to a source on the topic, or locate one and follow up with the candidate afterward.

***Consider that each job search yields about 4 on-campus candidates... the MSU family advocates meet with over 100 job candidates a year!***

**“[During my interview] I had a scheduled meeting with the Family Advocate .... In general, my interviewing experience at MSU helped me get a good sense of the family friendly, supportive environment at MSU, and I thought this would be an excellent place to thrive as both an academic and an individual.”**

**- Woman in STEM at MSU**

## Questions Posed by Candidates

- Employment opportunities in Bozeman for non-academic partners?
  - Employment opportunities on-campus for academic partners (including: Does the campus have a partner accommodation policy on the books?)?
  - If I have an accompanying partner issue, whom should I discuss it with and at what point in the process?
  - Parental leave for fathers; parental leave for adoption?
  - Tuition waiver for dependents/partners/faculty?
  - Benefits (quality; negotiable; retirement contributions?)
  - Housing (cost; rental market) Does MSU have a mortgage broker or preferred realtor it works with?)
  - Schools (quality; private school alternatives; religious school alternatives?)
  - How gay or queer friendly is the community?
  - Childcare (why no on campus infant care; does the campus cooperate for discount care with any providers/preschools?)
- 
- Service burden distribution in departments with few women faculty members?
  - Department cultures (i.e. depts. that seem “pretty old, white and male”; progressive; dysfunctional?)
  - What it’s like to be a female faculty member here (in the classroom; having research supported?)
  - Services on campus and in town for disabled partners of faculty members?
  - What kinds of churches/temples are there in town?
  - Why does the Wellness program discount ski area day passes and not purchase bulk season tickets and discount them too?
  - Is there a soup kitchen here, or other volunteer opportunities with disadvantaged groups?
  - My dog is my life – are dogs allowed in offices on campus?
  - Why have I had so many other interviews and no other school has provided meetings like this?

*Montana State University strives to create an environment where the “whole person” is recognized and supported. To that end, we are pleased to offer the following policies and programs to help faculty pursue a healthy integration of work and life:*

- \* Sick-leave donation pool, to support new faculty and others who may need to take sick leave for approved family care-giving responsibilities, but have not personally accrued enough hours.
- \* Modified duties for family care-giving leave, in the form of course releases for tenure track faculty with primary care responsibilities for a newborn or adopted child, a sick parent or partner, or other approved uses.
- \* Opt-out stop-the-clock policy for tenure extension to support family care-giving needs.
- \* Dual-career community placement assistance to help partners of new MSU employees identify and pursue jobs in Bozeman and the Gallatin Valley.
- \* Child/elder/pet/house care location assistance, in the form of premium access for benefits eligible faculty and staff to Care.com
- \* Childcare and preschool facilities on campus: The ASMSU Day Care Preschool is a facility for children 2.5yrs - 5yrs located in Graduate and Family Housing serving children of MSU students. The MSU Child Development Center is the laboratory preschool of the Early Childhood Education & Child Services academic program, serving children ages 3yrs - 5yrs.
- \* The Family Care Rooms, for nursing or expressing moms on campus, or for caregivers who want a place to change a diaper or heat a bottle.
- \* Family Advocate as first stop for information about policies and practices at MSU, and assistance in arranging care-giving accommodations.

And of course...

- Discounted ski tickets to Big Sky, Bridger Bowl and Moonlight Basin, through our Wellness program.

← This list serves as an informal agenda when the Family Advocate meets with faculty candidates. It is also an insert in the Family Advocate fliers, featured at the end of this guide.

*“The support I received during my interview was a HUGE factor in my acceptance of the job offer made by MSU in January, 2013. During the interviewing process, I had regularly scheduled breaks to nurse my infant... In addition, I had a scheduled meeting with the Family Advocate, who made me even more aware of the support that is on campus for families.”*

A new female faculty member at MSU, on the impact of the Family Advocate at MSU.

# Faculty Candidate Meetings

## Methodology:

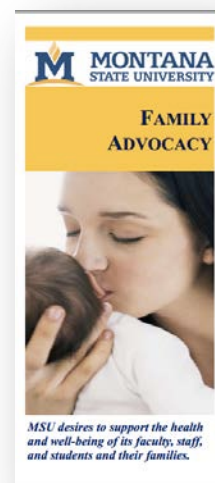
As part of the social science research program supporting the university's NSF – ADVANCE grant, initially a random selection of searches in traditionally male-dominated STEM disciplines were selected to allow for the Family Advocate to meet with on-campus job candidates. The Family Advocate meeting was introduced as an intervention into these searches, and the effects were studied afterward, through in-depth qualitative interviews conducted with a convenience sample of candidates who had been offered a job at MSU and declined the offer. All candidates were contacted before the meeting by email, and contacted again after the meeting to thank them for their time, remind them of the contact information of the Family Advocate in case they had any additional questions, and to inform them that they may be selected for a follow up interview.

## Results:

Analyses showed overwhelming support for the program. Consequently the Family Advocate began to receive requests for searches that had not been randomly selected to participate in the intervention. Though initially the Family Advocate anticipated meeting with approximately 50 on campus interview candidates, over the course of the 2012-2013 academic year in which meetings were assessed, there were 108 face-to-face meetings conducted.

Meetings generally lasted from 15 – 30 minutes.

*Knowing that [the FA] had spoken and worked with people, and seen people, in XX department that had gone through the process... and were supported as well, was actually really meaningful to me."*





# Impact Assessment

## Family Advocate Evaluation Form:

*Please take a moment to comment on your experience with the MSU Family Advocate this year.  
Thank you for your feedback!*

1. I was in contact with the Family Advocate to discuss (check all that apply):

- Parental leave related issues
- Breastfeeding or Family Care Room related issues
- Childcare related issues
- Eldercare related issues
- Other (please explain)

2. My contact with the Family Advocate took place (check all that apply):

- In person
- Over the phone
- Over email

3. I found out about the Family Advocate's services from (check all that apply):

- A colleague
- My supervisor
- My dean
- My department head
- My Advisor
- A friend
- MSU website
- Other (please explain)
- Family Advocacy pamphlet

4. I am a:

- Student
- Faculty member
- Staff member
- Administrator
- Other (please explain)

5. Overall, my experience with the Family Advocate was:

- Very helpful
- somewhat helpful
- neutral
- not helpful
- not at all helpful

6. Would you recommend the Family Advocate's services to others?  Yes  No

7. Please explain your answers to questions 5 and 6, providing as much detail as you are able to.

# Budget

The Family Advocate is a paid service position supported by the Provost's office at MSU. A peer supporter, the Family Advocate is traditionally a tenure track faculty member who works with and fully grasps the challenges of balancing scholarly and teaching excellence with a fulfilling life outside of work. The peer dimension of this position is something the faculty, in particular, have expressed strong support for.

- Compensation/support
  - Course buy out or 1 month summer salary
- Dual Career Conference
  - At least \$500 to bring in local experts to discuss their research (could include work-life integration, dual career policies, and/or family advocacy)
- Continuing Education
  - Support to attend one relevant professional development conference annually
- Campus-wide resources for
  - Funding Faculty Modified Duties Requests
  - Sick leave Donation Pool
- PR Budget
  - Brochures
  - Campus mailers



## Other Considerations



As Family Advocacy programs develop, the Family Advocate(s) should work with Human Resources, the Division of Student Success, the Center For Faculty Excellence, Native American Resource Programs, Diversity Awareness Programs and other campus partners to expand the program, for example through the creation of a Staff Family Advocate and a Student Family Advocate.

The Family Advocate may also scale up the program by forming partnerships with local schools so there is open communication about how to support both public school students with parents in college and the parenting-students.

MSU is working to develop a Family Advocate program with a person and resources specific to faculty, staff, students and Native Americans. These resources are being collected to ensure that as our non-traditional student population grows, so do our support services. Depending on the needs of your school, this program could look different in many aspects.

## Other Considerations

### Why Support for Parenting Students Matters:

When college students are also parents, they are in need of additional support. Often, they enter “situational poverty” in order to finish their degree; they move more frequently than working parents; they have more people’s homework or daycare to worry about; and they may have to miss classes to fulfill their family responsibilities.

*Did you know? Only 2% of women who become parents between ages 15-19 will graduate from college by the age of 30. More than half of parenting students will leave college without a degree.*



# Overview of Forms

The Family Advocate Program will need to collaborate with the necessary campus entities to create and put in place the forms and processes on the following pages.

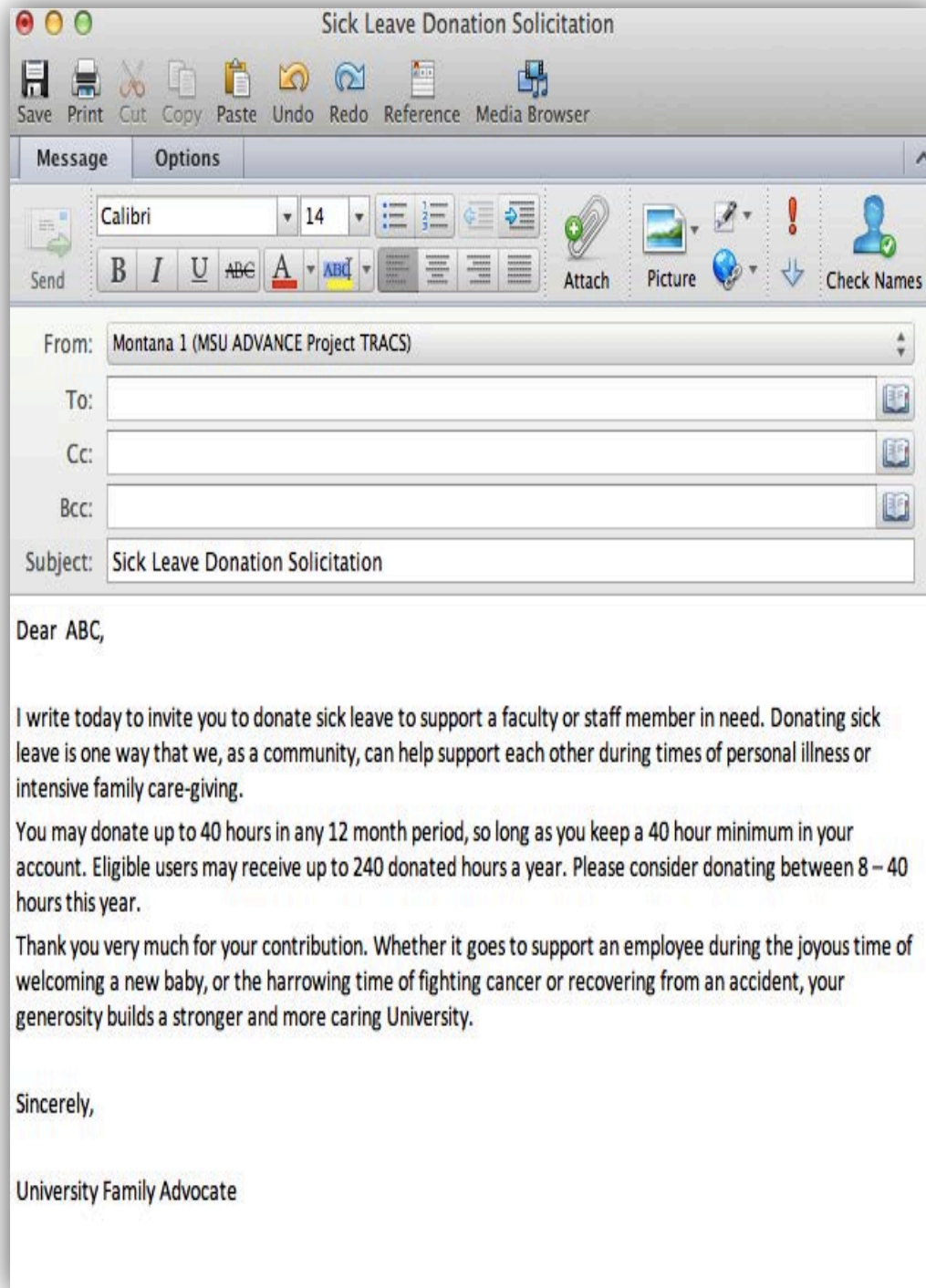
- **Sick Leave Donation Pool**
  - Solicitation Email Template
  - Sick Leave Direct Grant Form
- **Request for Family & Medical Leave**
- **Modified Duties Request**
- **Partner Accommodation Worksheet**

## Sample Forms

“...while I was in Bozeman I had to answer an email... basically saying, ‘someone just had a kid and they want to put their tenure clock back a year. I need to get a quorum of responses or else we have to have a faculty meeting about this.’ And I was just thinking, ‘Wow, like two hours ago I was [in a place where] they are all just willing to do this.’”

- Quote from a candidate, now an MSU employee, who met with the Family Advocate.

# Sick Leave Donation Solicitation Email Template





# Sick Leave Direct Grant Form

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## SICK LEAVE DIRECT GRANT FORM

### PART A: To be completed by contributing employee

NAME: \_\_\_\_\_ GID: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_

HOURS OF SICK LEAVE TO BE CONTRIBUTED: \_\_\_\_\_ (Maximum of 40)

I wish to donate indicated personal sick leave to: \_\_\_\_\_

I understand that contributions are irrevocable unless not accepted by the recipient or the department.

EMPLOYEE'S SIGNATURE: \_\_\_\_\_

### PART B: To be completed by receiving employee's department

NAME: \_\_\_\_\_ GID: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_

The employee identified above is eligible to receive (see section 1106.13, A Sick Leave Fund@ MSU Classified Policy and Procedures Manual for eligibility requirements), and wishes to receive, a direct grant of sick leave from the above named contributor.

Approval to total hours contributed in Part A

Denial of total hours contributed in Part A

Approval of only \_\_\_\_\_ hours contributed in Part A

Department Head: \_\_\_\_\_ Date: \_\_\_\_\_

Dean: \_\_\_\_\_ Date: \_\_\_\_\_

NOTE: Both Department Head and Dean should initial appropriate option being approved (1, 2, or 3)

### PART C: To be completed by Human Resources

Contributor: Starting Sick Leave Eligibility

Date: \_\_\_\_\_

Starting Sick Leave Balance: \_\_\_\_\_ hours as of: \_\_\_\_\_

Contribution hours: \_\_\_\_\_

Ending Sick Leave Balance: \_\_\_\_\_

# Request for Family & Medical Leave

## Request for Family and Medical Leave

Family and Medical Leave is provided under the FAMILY AND MEDICAL LEAVE ACT OF 1993. Please see the reverse side for a summary of the FMLA or contact Human Resources at 994-3651.

### I am requesting Family or Medical Leave for the following reason:

- The birth of a child, or placement of a child with you for adoption or foster care;
- Your own serious health condition;
- Care for your  spouse;  child;  parent due to his/her serious health condition.
- A qualifying exigency arising out of the fact that your  spouse;  son or daughter;  parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves.
- You are the  spouse;  son or daughter;  parent;  next of kin of a covered service member with a serious injury or illness.

### The leave is requested for the following period:

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

(Up to 12 work weeks in a 12-month period for certain family and medical reasons, and qualified exigency for an eligible active service member; up to 26 work weeks in a 12-month period for care of a covered service member with a serious injury or illness)

I understand that employer contributions of insurance premiums while on unpaid Family and Medical Leave are to be reimbursed to MSU-Bozeman should I **NOT** return to work for reasons unrelated to this medical circumstance.

Name: \_\_\_\_\_ SSN#: \_\_\_\_\_

Department: \_\_\_\_\_

Employee Signature & Date: \_\_\_\_\_

Department Head Signature & Date: \_\_\_\_\_

Eligibility Requirements – to be completed by Human Resources

12month service: Hire Date: \_\_\_\_\_ Last FMLA Used: \_\_\_\_\_  
0.50 FTE + (minimum of 1040 hrs) paid in past 12 months: \_\_\_\_\_ (FTE) \_\_\_\_\_ hrs worked

cc: Employee Personnel File  
Benefits Lead  
Employee Relations Specialist

# Modified Duties Request



## Modified Duties Request Form

Department: [Click here to enter department](#)

Individual(s) submitting this form: [Click here to enter name\(s\)](#)

Date of submission for team review: [Click here to choose date](#)

First and Last Name of Tenure Track Faculty in need of modified duties: NAME

The purpose of a modified duties request is to allow tenure track faculty who have substantial responsibility for short term, intensive family-caregiving duties (such as the care of a newborn child, child placed for adoption, care for an ailing elderly parent) the flexibility and support needed to maintain an active, but modified, service and research load by reducing teaching obligations for one semester.

1. What is the event triggering the need for modified duties for NAME?

2. What specific modifications of duties are being requested (e.g., number of course buy-outs)?

3. Project TRACS offers partial funding to buy out courses for women faculty in STEM/SBS for modified duties. If NAME does not qualify for ADVANCE Project TRACS support, what support is being offered by the department (or College) to support the modified duties request? Describe efforts such as allocating departmental or college level funds.

4. Has NAME been made aware of stop-the-tenure-clock options by his or her Dean or Department Chair?

Yes: \_\_\_ No: \_\_\_

5. Please attach a memo/letter of support from the Department Chair or College Dean

# Partner Accommodation Worksheet



## Partner Accommodation Worksheet

Name of Department developing proposal: [Click here to enter department](#)

Name of Individual(s) submitting proposal: [Click here to enter name\(s\)](#)

Date proposal is submitted for team review: [Click here to choose date](#)

**First and Last Name of Tenure Track Hire:** the tenure track hire  
**Department of Tenure Track Hire:** the tenure track department  
**First and Last Name of Partner:** the partner  
**Department of Partner:** the partner department

Montana State University is committed to supporting work-life integration for all employees. The purpose of the partner accommodation is to recruit or retain faculty members by making every effort to find creative solutions for the partner.

1. How will hiring the partner help recruit/retain the tenure track hire? Why is this important?  


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2. What other avenues, if any, have been pursued to hire the partner?  


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3. List the strengths of the tenure track hire and the value the tenure track hire brings to the tenure track department. In what ways, if any, does the tenure track hire contribute to diversity in the tenure track department, the College and the University as a whole?  


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4. List the strengths of the partner and summarize his or her qualifications. In what ways, if any does the partner contribute to diversity in the partner department, the college and the University as a whole?  


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5. Montana State University is committed to supporting dual-career couples. How does the partner department AND/OR the tenure track department plan on supporting and retaining the partner? Please specify and explain these plans and commitments (e.g., leveraging future lines from forthcoming retirements, allocating adjunct funding, current grant funding, potential for grant funding, request a tenure track position, petition Dean/Provost, ETC)?  


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6. What are the needs of the partner and how will they be met? (e.g., Space, Computer, Teaching Assistant, ETC). If possible attach a statement from the partner department that illustrates support and enthusiasm for the partner.  


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7. In what ways does this partner accommodation contribute to the University's Strategic Plan (<http://www.montana.edu/strategicplan/>)?  


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8. Please attach the partner's CV.



# ADVANCE at a Glance

The National Science Foundation's ADVANCE program began in 2001. Since that time, ADVANCE has invested over \$130



million in academic institutions working to increase the representation and advance the careers of women in science, technology, engineering and math (STEM) and the social and behavioral sciences (SBS). While the ADVANCE program has a number of awards, the "Institutional Transformation" (IT) award is the most notable. These five-year, multi-million dollar cooperative agreements are awarded to a handful of universities every two to three years. The IT program emphasizes developing and testing programs and policies aimed at advancing women in STEM and SBS, and disseminating knowledge through original research that documents what works and what does not, and why.

ADVANCE grants are administered by the NSF as cooperative agreements with campus communities focused on:

1. Developing systemic approaches to increase representation and advancement of women in academic STEM careers
2. Developing innovative and sustainable ways to promote gender equity in the STEM academic workforce
3. Contributing to the development of a more diverse science and engineering workforce

More information about ADVANCE Project TRACS, MSU's ADVANCE Grant, can be found at:

<http://www.montana.edu/nsfadvance/>



**National Science Foundation**  
WHERE DISCOVERIES BEGIN

ADVANCE Project TRACS is also the recipient of the CUPA-HR Inclusion Cultivates Excellence Award. This award is given by the College and University Professional Association for Human Resources and is Sponsored by the Chronicle of Higher Education. ADVANCE Project TRACS was selected in recognition of our institutional initiatives and programs that have made a significant impact with respect to inclusive and equitable workplace practices, particularly those that have brought about cultural change.







*Invoking the metaphor of a “runner’s track” suggests women faculty frequently find themselves on an “outside” track with hurdles to overcome and a longer distance to run than their male counterparts.*

*We aim to transform MSU by removing those hurdles and advancing women to an equal starting point.*

## 3<sup>rd</sup> Edition brought to you by the 2016 Work Life Integration Initiative

### Led By:

Sara Rushing  
MSU Family Advocate and  
Co-Director of ADVANCE  
Project TRACS

Jessi L. Smith  
PI and Director  
ADVANCE Project TRACS

Martha Potvin  
Co-PI, Executive Vice  
President for Academic  
Affairs and Provost  
2011 -2016

Nika Stoop  
Project Manager  
ADVANCE Project TRACS

Leon Jonson 319  
P.O. Box 173095  
Bozeman, MT 59717-3095  
Tel: (406) 994-4690  
E-mail: [ADVANCE@montana.edu](mailto:ADVANCE@montana.edu)  
<http://www.montana.edu/nsfadvance>



This material is based upon work supported by the ADVANCE Project TRACS National Science Foundation Grant Number 1208831. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.