COASTAL CAROLINA UNIVERSITY  
AY 2008 2009  
FACULTY SENATE MINUTES  
October 1, 2008  
Wall Building, Room 309  
Time 4:30 P.M. – 6:00 P.M.


ABSENT: Bob Burney, Keshav Jagannathan, Brent Lewis, Jeff Linder

APPROVAL OF MINUTES: A motion was made by Renee Smith, seconded by Lee Bollinger to accept the September, 2008 minutes as presented. The motion to accept passed unanimously.

EXECUTIVE COMMITTEE REPORT:
Webb reported that the Board of Trustee meeting has been moved from the previously scheduled date to November 21. Senators that are interested in volunteering for the architectural review group to review RFP’s for the Athenaeum and for the Information Commons of the Kimbel Library please email the Executive Committee.

Committees are reminded that any changes in the committee charge or their composition that need to be noted in the Faculty Manual, should come to the Executive Committee as soon as possible.

Webb introduced Maureen (Moe) Murphy of the Provost Office. Moe will be serving the Faculty Senate as the recording secretary.

PROVOST REPORT:
Dr. Sheehan requested indulgence in reporting on the ROTC program until the next meeting. Four items to report:

1. Conversation on campus about “what Coastal stands for from the student’s experience” in terms of alcohol and tailgating. Sheehan reports that he is distressed that we are not spending an equal amount of time talking about Academic Integrity. This should be a topic of discussion for the year perhaps the end goal would be a student honor code. This would facilitate our ability to market to potential faculty and as well as students. The request was put forward that the Faculty Senate to assemble a working group that would address Academic Integrity with the goal of a report with recommendations to the Senate toward the end of the year.

2. The alcohol and tailgating issue, as it ties in with the question of Academic Integrity, is an ongoing concern. Recently a report has shown that CCU students use alcohol at twice the national average for college students across the country. During the first 3 weeks of the semester there was an inappropriate number of alcohol related citations in and around
residence halls. Faculty that are interested in joining the conversation regarding the misuse
of alcohol across campus please let us know. This concern should be incorporated into the
report to the Faculty Senate that the working group on Academic Integrity would produce.

3. Sheehan reported that he has addressed the Senate Calendar Committee as well as the
Student Government Association and the Senate Executive Committee with the possibility
of modifying the academic calendar. This would allow for a greater focus on academics
and less breaks and inconsistencies in the calendar. He proposes that either fall 09 or fall 10
our academic year would begin the day following Labor Day. Classes would be ending on
Dec. 11th (assuming the 09 calendar) with spring semester beginning Jan. 11th decreasing
the time from fall to spring by 1 to 1 ½ weeks. Spring semester would end around April
27th with Commencement on the first Saturday of May. In order to achieve this calendar we
would have to eliminate fall break. Thanksgiving holiday would begin on Wednesday. A
possible change would be to extend classes by 5 minutes. Advantages to this change would
be in allowing a break between summer II and fall. By eliminating the fall break and
reducing Thanksgiving it would allow for more focused instruction without interruption.
Also, by extending the start of fall semester it would allow students to work 2 or 3 more
weeks in the summer. Dyer added that the delay of school would take us further into
hurricane season thus reducing the concern on campus by 3 weeks.

4. From the President, Sheehan reported that the SC Senate Finance Committee has requested
a report as to how the University would respond to an additional budget cut of 1%, 3%, 5%
and 10% in addition to the 3% we have already experienced. If these cuts are enforced
effective January 1 the percentages would be doubled as it would apply to the 08-09
academic year. Cuts have been taken in travel, salaried lines by moving positions from one
line to the next and the newspaper program adding up to approximately $300,000. A
consequence of the national economy is a “dry-up” of the financial aid for students. This is
a great concern because of the number of out-of-state students at CCU.

COMMITTEE REPORTS:
Faculty Welfare and Development
Report presented by Barbara Ritter. The job of the committee, in reference to the Family Friendly
Benefits Program, was to research relevant statistics, compare how CCU looks to other universities
as well as surveying CCU faculty to determine what perceptions are. There are three issues covered
in this report: family leave, on-site day care and tuition remission for dependents. (Copy of the
report is attached- Attachment 1, 2)

Motion to accept recommendations 1 – 7 on page 5 of the report regarding the family leave policy.
Motion made by Yoav Wachman; seconded by Renee Smith
Discussion followed.
The motion passed unanimously.

Motion to accept recommendations 1, 2 on page 8 of the report regarding on-site daycare.
Motion made by Renee Smith; seconded by Lee Bollinger
Discussion followed.
The motion passed unanimously.
Motion to accept recommendation 1 on page 11 of the report regarding the tuition remission for dependents.
   Motion made by Renee Smith; seconded by Sherer Royce.
   Discussion followed.
   The motion passed unanimously.

Motion to accept recommendation that an ad-hoc committee be formed by the Faculty Senate to work with the administration regarding these issues.

   The Executive Committee of the Senate is asking you to notify them of your willingness to serve on an ad-hoc committee to work with the administration.
   Motion made by John Navin; seconded by Chris Hill
   No discussion
   The motion passed unanimously.

PENDING BUSINESS:
At the September meeting Barbara Buckner requested that the Senate read through the Assessment System and be willing to vote to support it at this meeting. Buckner opened with questions from the floor before presenting the resolution. Resolution: The Faculty Senate endorses and supports creating a “Culture of Assessment across campus and approves the document presented at the September 2008 meeting, The Assessment System.”

   Discussion followed. The Parliamentarian clarified a question whether Senate was being asked to vote on a resolution or endorsement, noting Senate was being asked for an endorsement. Discussion moved to wording of the resolution before the Senate, and a motion was made by Renee Smith to amend the resolution to read: The Faculty Senate approves the document presented at the September, 2008 meeting, The Assessment System. (The language “culture of assessment” was struck from the document). Motion seconded by Shannon Stewart.

   The motion to amend the resolution passed with one no.

   Webb called for a vote of the amended resolution. Vote was unanimous in favor of the amended resolution.

A motion to extend the Senate time by 15 minutes was made by Susan Slavik and seconded by Maria Bachman.
The motion passed unanimously.

NEW BUSINESS:
Pat Piver, Chair, Academic Affairs presents the following for Senate review/approval:

College of Natural and Applied Sciences

   1. Request for an additional course be added to Foundation courses: Marine Science. Request to add MSCI 201, Scientific Communication, to our required Foundation courses. The course is currently an elective and satisfies the communication-intensive course requirement in the Core.
**Justification:** This course was developed in response to the major Core Curriculum revisions last year. The intent is to pilot it for one year and then make it a required course. The course develops foundational skills for marine science majors, meets the Core requirement for a communication course and covers many of the skills previously covered by a computer science course under the old Core.

Motion was made by the committee and seconded by Erin Burge. The motion passed unanimously.

A motion is made by the committee to change the Core Curriculum, Core Goal 8

**Change to the Core Curriculum, Core Goal 8**

**Summary and Justification:** In the process of developing an assessment tool for core goal 8, the faculty found that it would be beneficial to split the goal into two parts with separate student learning outcomes. Part A focuses on knowledge, understanding and experience of creative expression whereas Part B focuses on understanding the historical developments, means of evaluating and producing creative expression. There have been no changes to the requirements or courses.

**Proposed Revision:**

8. Knowledge of Creative Expression. Educated persons should have opportunities to experience and understand accomplishments in the arts. The arts are tangible results of a culture’s highest aspirations. Students may fulfill this goal with a course from either Part A or Part B (3 credit hours)

Part A Student Learning Outcomes
1. Demonstrate knowledge of forms of creative expression.
2. Demonstrate an understanding of accomplishments in the arts.
3. Experience forms of creative expression and accomplishments in the arts.

ARTH 105 History of Western Art I: Ancient to Medieval (3)
ARTH 106 History of Western Art II: Renaissance to Modern (3)
MUS 110 Introduction to Music (3)
THEA 101 Introduction to Theater (3)
THEA 201 World Performance Traditions (3)

Part B Student Learning Outcomes
1. Demonstrate an understanding of historical movements and professional practices as they relate to creative projects.
2. Understand and apply formal principles to creative production and aesthetic evaluation.
3. Gain experience in the formation and implementation of the processes of creative production, including idea development, creative expression and responsive action.

ARTS 103 Fundamentals of Art I (3)
ARTS 104 Fundamentals of Art II (3)
ENGL 201 Introduction to Creative Writing (3)
Motion was made to accept by Renee Smith and seconded by Chris Hill. The motion passed unanimously.

ANNOUNCEMENTS:
Charmane Tomczyk took the opportunity to thank the Senate for allowing her to serve as chair of the Faculty Ombuds program. Tomczyk pointed out that this position is temporary. In November, 2008 she will present a report to the Senate which will help to determine if the position is continued.

Tomczyk spoke on the Celebration of Inquiry. This year the emphases will be on undergraduate research. Proposals are due November 3, 2008.

Tomczyk announced that this year CCU will be involved in the Big South College Quiz Bowl. This will be held in February, 2009. An information session will be held Wednesday, October 8, 2008 at 4:30 in the Recital Hall.

Michael Ruse announced that the Faculty Manual Rewrite Committee is posting sections on the web-site on promotion and promotion to Senior Instructor or Senior Teaching Lecturer.

Renee Smith announced the American Association of University Professors will be hosting a fall forum on October 10, 2008 from 9:30 to 11:00 in Edwards 257. Topic will be “Designing a Family Friendly University: Where are we and where are we going.”

GOOD OF THE ORDER:
Webb asked that, if you are a committee that is doing a survey, exercise caution in releasing comments, assuring that comments are presented in summary form removing any remarks that could identify an individual or department.

Motion to adjourn by Susan Slavik and seconded by Maria Bachman. Vote to adjourn was unanimous.

ADJOURNMENT: 6:15 PM

Respectfully submitted,

Approved by Susan Slavik
Faculty Senate Secretary

Susan Talbot
Faculty Senate Recorder (Interim)
Recommendations for the improvement of faculty benefits at Coastal Carolina University

Presented to the Faculty Senate by the Faculty Welfare and Development Committee

Fall, 2008

Contact Information:
Dr. Barbara Ritter, E. Craig Wall Sr. College of Business, Coastal Carolina University, Conway, SC 29528-6054, 349-4175, briter@coastal.edu
As recognized in the Coastal Carolina University (CCU) mission statement, in order to commit to excellence in education, it is essential to attract (and retain) a body of qualified faculty. Indeed, in today’s competitive business environment, it is the knowledge and expertise of employees that drive competitive advantage and will enable Coastal to succeed as it strives for goal attainment. As such, it is important that Coastal sends a message to its faculty that they are valued as premier employees building a premier university.

Both direct and indirect benefit policies have important implications for employees and organizations. Unfortunately, Coastal offers very few benefits in addition to those that are required by law. It is to the advantage of the CCU family as a whole to provide additional benefits to its faculty members for a multitude of reasons. First, there is an abundance of evidence to suggest that family friendly policies are mutually beneficial as they facilitate work productivity and career development (Raabe, 1997), this is particularly the case for college and university faculty (Galinsky & Stein, 1990; Gee, 1991). The availability of child care centers on campus also increases productivity as it facilitates earlier return from leave and contributes to work concentration (Mangan, 1988).

Additionally, the lack of benefits hampers the ability to recruit new faculty and it also provides a poor working atmosphere for the current faculty who may feel undervalued relative to faculty in other universities (such benefits are related to perceptions of value; Bennett, Blum, Long, & Roman, 1993). There is clear evidence to suggest that organizations that value human capital by providing good benefits are more competitive in the marketplace because of the subsequent increase in recruiting tools, job satisfaction and morale as well as a reduction in attrition rates (Bennett et al., 1993; Johnsrud & Rosser, 2002; Raabe, 1997). Attrition due to the lack of such family-friendly benefits is particularly costly (Williams, 2005). One study, for example, found that 59% of married women with children indicated they were considering leaving academia (Mason & Goulden, 2002). One of the most pressing reasons cited for discontent is a lack of policy
that ensures paid leave for family care-taking (which may include child and elder care) (Thorsen, Llewellyn, Usselman, & Balsamo, 1998). These studies and many others suggest that by providing a friendlier benefit package to the faculty, Coastal will have the ability to attract and retain premier faculty to the betterment of the University and the University reputation as a whole (Hendren, Ariya, Darmon, Moore, & Moskowitz, 2005).

A review of the available data suggests that Coastal lags behind other institutions in terms of the availability of benefits. It is clear by the current composition of the faculty, as well as the composition of the available workforce (Hendren, Ariya, Darmon, Moore, & Moskowitz; Wilson, 2005), that Coastal faculty would directly benefit from the availability of such benefits. In striving for growth and the achievement of the reputation as a premier university, Coastal should be striving to be the forerunner in this area relative to other universities. The three areas we feel are of most pressing importance are; 1. family leave, 2. child care, and 3. tuition remission for dependants and spouses. Recommendations for each of these areas are presented below.

1. Family Leave

According to the Family Medical Leave Act of 1993 (FMLA), employees (men and women) may take up to 12 weeks of job-protected leave within a 12-month period for the birth and care of an infant or an adopted or foster child, to care for an immediate family member (spouse, child, or parent) with a serious health condition, or when the employee is unable to work because of a serious health condition. Other laws also apply as pregnancy/birth has been recognized as a disability covered by the Americans with Disabilities Act; hence, individuals on maternity leave must be granted the same rights as those who are on leave due to a temporary disability (e.g., in terms of the length of time and the continuation of other benefits) (Williams, 2005). The Pregnancy Discrimination Act also stipulates that pregnant women must be treated the same as any other employee (not worse nor better), suggesting that legally men must also have access to leave policies after the birth of a child.
A great majority of institutions have instituted a more friendly policy for faculty than is stipulated by law. Seventy-eight percent of academic institutions offer paid maternity leave, and half give mothers an additional break (beyond leave) from teaching (Wilson, 2005). Twenty-six percent of all colleges and universities and 51% of top-tier institutions offer paid family leave beyond six weeks (Rhoads, 2004; Yoest, 2004). Notably, almost two-thirds of all colleges and universities with such policies offer family leave to both men and women (as seen above, there is a legal argument for this provision). Additionally, there is an increasing need and tendency for family leave policies to cover elder care in addition to child care (Kossek, DeMarr, Backman, Kollar, 1993) (in this report, we recognize the need to include elder care by referring to our recommendations as family leave versus maternity or paternity leave).

The availability of paid family leave is an important component of a family leave policy. A multitude of universities, including some close to home (e.g., Duke University, North Carolina State University, Emory, University of Virginia) offer paid family leave that is separate from sick leave. There is also a benefit to the University when such benefits are offered, as women with access to paid leave work later into pregnancy and start work sooner (Joesch, 1997). This finding is likely related to a family-friendly environment that does not insist that parents choose between work and family.

Given the abundance of evidence suggesting that Coastal would benefit from a family leave policy, we strongly recommend the following:

Recommendations:

1. A family leave policy should be created for CCU faculty. The family leave policy will include provisions for child and elder care. The family leave policy should include at least 1 semester of paid family leave from teaching, separate and independent from any other type of leave. An option to take 2 semesters of half leave should be available.

2. Upon return to work, the new family leave policy should include a Reduced Workload component (a 1 course reduction for 1 semester).
3. The family leave policy should be offered to both males and females, and if both are CCU faculty, can be taken by whichever parent is the primary caregiver.

4. The family leave policy should include the same leave opportunities for adoptions and miscarriages.

5. The new family leave policy should include a tenure-track stop provision. Using this provision will not penalize the faculty in any way, but is optional.

6. Family leave time should not be excluded from scholarly reassignment consideration.

7. Faculty members should make the request for family leave to the Department Chair, who will approve the leave in cooperation with the Dean. Arrangements for return from leave with duties other than teaching should be arranged with the Chair, who will report the arrangements to the Dean.

8. An ad-hoc committee should be formed by the faculty senate to work with the administration regarding this issue.

2. Child Care

Providing child care services on campus is rapidly becoming one of the most popular means by which to attract and retain top-notch faculty (Wilson, 2005b). In a survey completed in 2003 by the University of California system, professors said campus child care was the most important family-friendly resource the university could provide (notably, on-site child care for students tends to increase their retention rates as well). Kathy Simmons, a leading expert in this area, states, “an on-site child care program offers parents the comfort and convenience of proximity: knowing you can be there very quickly if there is a problem, or can visit frequently in order to continue to breastfeed; knowing you don't have to fight uncertain traffic to arrive on time for pick-up at the end of the day. On-site care also offers parents a sense of sharing a community, a social world, with their child; I know that parents often find it very rich to bring their child to their work place, with children of colleagues and associates” (Wilson, 2005c). On-site child care has been empirically
linked to the attraction of new hires (Connelly, Degraff, & Willis, 2004) as well as to the organizational effectiveness of faculty (Mangan, 1988; Singer, Yegidis & Robinson, 2001).

Coastal Carolina University lags far behind other universities in recognizing and providing for this need on campus. Horry Georgetown Technical College, The College of Charleston, Francis Marion, The University of South Carolina (Columbia and Aiken), and Winthrop all provide child care to faculty on-site. Below is a table that summarizes several other programs (including costs) around the nation.
| Attachment 2 |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| **Opened:**     | MIT             | Bowdoin         | Georgia         | George          |
|                 | Technology      | College         | Institute of    | Washington      |
|                 | Children's      | Children's      | Technology      | University      |
|                 | Center          | Center         | Learning Center | Bright          |
|                 |                 |                 |                 | Horizons        |
|                 |                 |                 |                 | Family Center   |
| **Cost of**     | Unavailable     | $1.2-million    | $1.6-million    | $3-million      |
| **construction:**|
| **Size:**       | 7,000 square    | 5,000 square    | 11,000 square   | 11,000 square   |
| **feet**        | feet            | feet            | feet            | feet            |
| **Number of**   | 127 (MIT has   | 45             | 120             | 140             |
| **places for**  | 142 other       |                |                |                |
| **children:**   | spaces at three |                |                |                |
| **Monthly cost**|                 |                |                |                |
| **of full-time**| $1,795 for      | $857 for       | $836 for        | $920 for        |
| **care:**       | infants         | infants        | infants         | infants         |
| **:**           | $1,470 for      | $830 for       | $792 for        | $840 for        |
| **toddlers:**   | toddlers         | toddlers        | toddlers         | toddlers         |
| **:**           | $1,250 for      | $696 for       | $668 for        | $700 for        |
| **preschoolers:**| preschoolers    | preschoolers    | preschoolers     | preschoolers    |
| **:**           | $1,255 for      | $1,321 for      | $1,312 for       | $1,030 for      |
| **infants:**    | infants         | toddlers        | preschoolers     | preschoolers    |
| **Number of**   | 350 for all     | 20             | 179             | 90              |
| **children on** | MIT centers     |                |                |                |
| **waiting list:**|
| **Notable**     | The center      | The center      | The center      | The center      |
| **features:**   | has a 7,000-    | sponsors        | enrolls children | uses public    |
|                 | square-foot     | once-a-month    | from a variety   | buses to take   |
|                 | outdoor         | morning         | of backgrounds.  | preschoolers on  |
|                 | playground      | coffee hours    | For example, the | about 20 field  |
|                 | with a         | for parents to  | 12 children in   | trips each year.|
|                 | man-made stream | socialize.      | its room for 2-   | The students    |
|                 | and blueberry   |                  | year-olds speak  | have visited the|
|                 | bushes from    |                 | a total of       | Smithsonian's   |
|                 | which children |                 | six different    | Sculpture Garden|
|                 | can pick fruit |                 | languages:       | and then        |
|                 | in the summer.  |                 | English, French, | produced        |
|                 |                 |                 | Korean, Portuguese, | sculptures of   |
|                 |                 |                 | Russian, and      | their own.      |
|                 |                 |                 | Spanish. The     | When several of |
|                 |                 |                 | center varies its | the students'    |
|                 |                 |                 | lunch menu to    | mothers were    |
|                 |                 |                 | reflect its      | expecting new   |
|                 |                 |                 | international    | babies, the     |
|                 |                 |                 | enrollment.      | center took the |
| **Source:**     | Wilson, 2005b.  | **Subsidies are**| **Given the abundance of evidence suggesting that Coastal would benefit from an on-site** |
| **Given the abundance of evidence suggesting that Coastal would benefit from an on-site** |

child care center, we strongly recommend the following:
Recommendations:

1. The provision of subsidized child care to the faculty of Coastal Carolina University should be a priority of the administration. Multiple options should be explored in the implementation of this recommendation beginning this semester. CCU may be able, for example, to work cooperatively with the HGTC child care program. Alternatively, CCU may be able to provide internship or laboratory credit to students in an applicable major.

2. As there appear to be multiple avenues to successfully implement this benefit, and there is a pressing need to do so given the availability of child care options provided by our state competitors, we suggest that a plan for implementation should be in place by the Fall of 2009.

3. An ad-hoc committee should be formed by the faculty senate to work with the administration regarding this issue.

3. Tuition Remission for Dependents and Spouses

The Faculty Welfare and Development (FWD) Committee began exploring this issue in detail during the Fall semester of 2005. Committee members believed this benefit was important to explore for multiple reasons. First, the FWD committee feels the faculty at Coastal desire to have this benefit to the extent that the lack of may contribute to difficulties in retaining current faculty as well as in recruiting new faculty. Members familiar with the recruiting efforts in the College of Natural and Applied Sciences cited the lack of tuition assistance as one reason for their recent difficulties in attracting the most highly qualified candidates. Very few colleges in the state and surrounding area provide this benefit to their faculty (Furman is one exception). Offering this benefit at CCU would distinguish our University from the competition and increase attractiveness to new recruits. Further, the committee felt that the pool of exceptional students may also increase
as Faculty spouses and children may be more committed to educational efforts than the average student.

Although the dependant children and spouse tuition benefit is not abundant in South Carolina, the majority of academic institutions in the United States do provide this benefit to faculty. In a study conducted by the United States Department of Education, National Center for Education Statistics (1999), 67% of academic institutions provided tuition remission for a faculty member’s spouse and dependant children. The average cost of a dependants-only tuition plan for full-time faculty (on 11/12 month contracts) at Title IV public institutions was $1,597 yearly (U.S. Department of Education, 2004). For the 89,153 faculty in this category, 3,070 dependants (3.4%) were taking advantage of tuition remission.

Relevant data (n = 109) were also collected from the Coastal Carolina faculty during the 2005/2006 school year in order to obtain more specific information. Results of our data analysis indicated the following:

- 37.5% of faculty children in college currently attend Coastal (undergraduate and graduate).
- This percentage would be expected to increase to approximately 50%-60% with a tuition benefit.
- Given the number of college age children reported by faculty, this means 12.5-15 individuals would be enrolled in the next 1-4 years.
- The estimated cost based on current tuition prices of $3750 per semester is $46,875-$56,250 per semester.
- In the next 5-15 years, we would see an additional 7.5-9 students.
- The estimated cost for 7.5-9 students, based on current tuition prices of $3750 per semester, is $28,125-$30,375 per semester.
- 40% of faculty spouses in college currently attend CCU (undergraduate and graduate).
- This percentage would be expected to increase to approximately 50% with a tuition benefit.
• Given the number of spouses currently in college, 5 spouses may potentially attend CCU at this time.

• Given that faculty spouses are more likely to be attending graduate school, the estimated cost per semester (based on current tuition prices of $4000 per semester) is $20,000.

• Many spouses are interested in taking classes less than full-time, but the data do not indicate if this means one or two classes in a year or in a lifetime.

• Given the data presented above on average attendance rates for dependants and spouses, a $1,000,000 endowment earning 6% annually would last for about 8.5 years. The same endowment earning 8.5% annually could last for 10 years (personal correspondence, Dr. Marvin Keene).

It is evident that faculty would consider this a benefit to them above and beyond base salary. A few of the specific comments we have received in this vein are also included here:

“I am glad to see that the committee is looking into this issue. I think that it might help to recruit new faculty and to retain current faculty who might look to other universities for employment.”

“Tuition benefits for children has been a strong benefit offered by many private institutions. It has been showed to be a strong contributor to both faculty and staff retention.”

“This benefit is so prevalent at other universities that many new faculty assume it exists here and don't think to ask during the interview.”

“I think tuition reduction for dependence should be standard at CCU. It helps recruiting new faculty and foster future growth at the institution that we invest so heavily in time and effort (despite below average salary!).”

“I asked this question as a part of the benefits I would receive as a member of the Coastal faculty. This one benefit; or lack thereof; almost swayed my decision to
accept a position at another university that did have this benefit. However; I fell in love with the Coastal facility and the faculty and staff; so I decided to accept the position here in spite of this. My children would have had 100% of their tuition paid had I accepted the position I was offered at another institution….Thank you for your help in trying to get this benefit passed.”

Faculty feel very strongly about this issue as evidenced by the quotes above and over 50 similar sentiments obtained in the survey, but not included here. Given the support of this initiative amongst faculty and the evidence that the benefits would far exceed the costs of such a program, we strongly recommend the following:

Recommendations:

1. The provision of tuition remission for dependents and spouses for the faculty of Coastal Carolina University should be a priority of the administration. Multiple options should be explored in the funding and implementation of this recommendation beginning this semester.

2. An ad-hoc committee should be formed by the faculty senate to work with the administration regarding this issue.

References


http://chronicle.com/subscribe/login?url=/weekly/v52/i07/07a01202.htm


http://faculty.virginia.edu/familyandtenure
THE FWD COMMITTEE FAMILY-FRIENDLY BENEFITS SURVEY RESULTS

Demographic Information: (N = 118)

1. **Age:** Average 44.53
2. **Gender:** 44.4% male, 37.5% female
3. **Rank:**
   - 12 Instructor
   - 46 Assistant
   - 41 Associate
   - 18 Professor

**Family Friendly Benefits**

9. Frequencies are included below for each answer option, including respondents only.

<table>
<thead>
<tr>
<th>Possible Family Friendly Policies</th>
<th>Usefulness of policy to you (at any time in your career)?</th>
<th>Your level of support for implementation of and use of policy by faculty?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not useful at all</td>
<td>Not too supportive</td>
</tr>
<tr>
<td>a. <strong>A family leave policy</strong></td>
<td>20.9</td>
<td>7.8</td>
</tr>
<tr>
<td>that includes 1 semester of paid parental leave from teaching, separate and independent from any other type of leave.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. <strong>A family leave policy</strong></td>
<td>21.9</td>
<td>15.8</td>
</tr>
<tr>
<td>that includes an option to take 2 semesters of half leave.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. A Reduced Workload component (a 1 course reduction for</td>
<td>29.5</td>
<td>11.6</td>
</tr>
<tr>
<td></td>
<td>1 semester) upon return to work after the birth or adoption of a child.</td>
<td></td>
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<td>---</td>
<td>-----------------------------------------------------------------</td>
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<tr>
<td>d.</td>
<td>A <strong>family leave policy</strong> that includes a tenure-track stop provision. Using this provision will not penalize the faculty in any way, but is optional.</td>
<td>28.9</td>
</tr>
<tr>
<td>e.</td>
<td>Readily available <strong>infant care and child care slots</strong> in a university sponsored facility for the infants and children of faculty</td>
<td>22.8</td>
</tr>
<tr>
<td>f.</td>
<td>A reworking of your <strong>University's calendar</strong> to fit more closely with the primary and secondary school calendar</td>
<td>30.1</td>
</tr>
<tr>
<td>g.</td>
<td>A <strong>child care referral program</strong> with faculty</td>
<td>29.8</td>
</tr>
</tbody>
</table>

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Child Care Needs

1. Do you have children? 53.1% of respondents answered yes.
2. How many children do you have? Of those who answered yes, an average of 1.86 children, ranging from 1-5.
3. What are the ages of your children? Of respondents with children, there were 6 children under 1 year, 33 children 5 and under, and 52 children 10 and under.
4. Do you have primary childcare responsibilities? 45% of respondents with children indicated primary care responsibilities.
5. Are you currently using or in need of child care for a child/children? 19% of respondents indicated current use or need of childcare. An additional 7.6% indicated the need for childcare in the upcoming year. A separate 9.7% of the sample indicated need for childcare at some point in the future.
6. In reference to the above question, how old is the child/children? 82% of respondents indicated childcare is for a child/children under 5.
7. Which days of the week do you currently need or anticipate needing childcare?
   The vast majority of respondents indicated childcare was needed Monday through Friday, with 9.75% indicating that they also needed childcare on the weekends.
8. What hours do you need or anticipate needing childcare?
   The vast majority of respondents indicated childcare was needed 7:30 am to 5:30 pm, with 2.6% indicating childcare was needed before 7:30 am and 10.5% indicating that they also needed childcare after 5:30 pm.
9. How important are the following factors in selecting a child care provider on a scale from 1-4 where 1 = not important and 4 = essential.
   Staff quality.  Average 3.80
   Close to campus.  Average 2.11
   Cost.  Average 2.20
   Availability of part-time options.  Average 2.14
   Availability of extended hours (e.g., past 5:30 p.m.).  Average 1.86
10. Have you been approached by another University that offers child care services?
16% of respondents indicated they have been approached by another University with childcare (this does not include missing data; nonresponders).