

Table 1
University of Rochester Compared to our COFHE Peers: 2004-2005
Excluding Medical Center Faculty

	% URM	% Women
Arts & Sciences		
University of Rochester	3.5%	25%
COFHE University Median	6.1%	30%
Humanities		
University of Rochester	4.8%	36%
COFHE University Median	9.1%	43%
Social Science		
University of Rochester	8.2%	26%
COFHE University Median	8.3%	29%
Physical and Life Sciences		
University of Rochester	0.0%	17%
COFHE University Median	2.0%	17%
Engineering		
University of Rochester	3.4%	8%
COFHE University Median	4.5%	11%
Professional		
University of Rochester	4.0%	32%
COFHE University Median	6.5%	32%
All Disciplines		
University of Rochester	3.7%	26%
COFHE University Median	6.2%	29%

Note: URM is Underrepresented Minorities including Black, Hispanic, and Native American.

Source: COFHE Institutional Profiles Project: Faculty Counts Academic Year 2004-2005.

**Table 2
Faculty by Race and Gender**

Snapshot as of 9/1/06	Total	M	W	Black	Native American	Asian	Hispanic	White	Non- Specified
The College of Arts, Sciences & Engineering	281	221	60	7	0	20	3	214	37
		78.6%	21.4%	2.5%	0.0%	7.1%	1.1%	76.2%	13.2%
Eastman	102	69	33	1	0	5	1	87	8
		67.6%	32.4%	1.0%	0.0%	4.9%	1.0%	85.3%	7.8%
Simon	41	36	5	0	0	1	0	32	8
		87.8%	12.2%	0.0%	0.0%	2.4%	0.0%	78.0%	19.5%
SMD	931	677	254	10	1	71	7	733	109
		72.7%	27.3%	1.1%	0.1%	7.6%	0.8%	78.7%	11.7%
SON	50	3	47	1	0	1	0	43	5
		6.0%	94.0%	2.0%	0.0%	2.0%	0.0%	86.0%	10.0%
Warner	28	10	18	1	0	0	0	20	7
		35.7%	64.3%	3.6%	0.0%	0.0%	0.0%	71.4%	25.0%
Total University	1433	1016	417	20	1	98	11	1129	174
		70.9%	29.1%	1.4%	0.1%	6.8%	0.8%	78.8%	12.1%

Snapshot as of 9/1/01	Total	M	W	Black	Native American	Asian	Hispanic	White	Non- Specified
The College of Arts, Sciences & Engineering	289	231	58	8	0	18	3	260	0
		79.9%	20.1%	2.8%	0.0%	6.2%	1.0%	90.0%	0.0%
Eastman	104	77	27	2	0	5	0	97	0
		74.0%	26.0%	1.9%	0.0%	4.8%	0.0%	93.3%	0.0%
Simon	52	44	8	0	0	2	1	49	0
		84.6%	15.4%	0.0%	0.0%	3.8%	1.9%	94.2%	0.0%
SMD	786	590	196	8	0	50	4	722	2
		75.1%	24.9%	1.0%	0.0%	6.4%	0.5%	91.9%	0.3%
SON	37	3	34	1	0	2	1	32	1
		8.1%	91.9%	2.7%	0.0%	5.4%	2.7%	86.5%	2.7%
Warner	19	9	10	0	0	0	0	19	0
		47.4%	52.6%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Total University	1287	954	333	19	0	77	9	1179	3
		74.1%	25.9%	1.5%	0.0%	6.0%	0.7%	91.6%	0.2%

Note: Faculty as defined by the Faculty Senate

Source: HRMS

**Table 3
Special Opportunities Fund**

	Fiscal Year 2007		Fiscal Year 2008 (commitments to date)	
	Number of new commitments	Number of continuing commitments	Number of new commitments	Number of continuing commitments
The College	0	3	2 (1 new hire, 1 retention)	1
Eastman School of Music	0	0	1 (retention)	0
School of Medicine and Dentistry	0	2	2 (new hires)	2
School of Nursing	0	0	2 (1 new hire, 1 retention)	0
Simon School of Business	0	0	0	0
Warner School of Education and Human Development	0	2	1 (new hire)	1
TOTAL	0	7	8	4

**Table 4
Staff Pay Grade 50 and above**

<u>September 2006</u>	Total	M	W	African American	Native American	Asian	Hispanic	White	Pacific Islander	Not Specified
Total University Pay Grades 50 +	3536	1,104 31.2%	2,432 68.8%	123 3.5%	11 0.3%	79 2.2%	47 1.3%	2,881 81.5%	0 0.0%	395 11.2%

<u>September 2001</u>	Total	M	W	African American	Native American	Asian	Hispanic	White	Pacific Islander	Not Specified
Total University Pay Grades 50 +	2760	852 30.9%	1,908 69.1%	88 3.2%	12 0.4%	49 1.8%	39 1.4%	2,570 93.1%	0 0.0%	2 0.1%

Note: The data represent all active full-time and part-time staff in pay grades 50 - 59, 98, and 99 (non-faculty).
Source: Quarterly University Population Report, September 2001 and 2006.

**Table 5
University of Rochester Students**

All Students	Fall 2006		Fall 2001		Fall 1996		Fall 1991	
	FT	PT	FT	PT	FT	PT	FT	PT
Total	7374	1472	6960	1391	7296	1465	7765	1915
M	3857	532	3931	563	3937	591	4509	735
	52.3%	36.1%	56.5%	40.5%	54.0%	40.3%	58.1%	38.4%
W	3517	940	3029	828	3359	874	3256	1180
	47.7%	63.9%	43.5%	59.5%	46.0%	59.7%	41.9%	61.6%
Black (Non-Hispanic)	286	87	287	58	478	80	371	72
	3.9%	5.9%	4.1%	4.2%	6.6%	5.5%	4.8%	3.8%
Native American	18	3	18	3	17	2	10	3
	0.2%	0.2%	0.3%	0.2%	0.2%	0.1%	0.1%	0.2%
Asian	680	54	712	59	693	49	574	51
	9.2%	3.7%	10.2%	4.2%	9.5%	3.3%	7.4%	2.7%
Hispanic	246	34	239	31	296	27	210	25
	3.3%	2.3%	3.4%	2.2%	4.1%	1.8%	2.7%	1.3%
White non-Hispanic	4069	1088	3909	934	4837	1239	5610	1698
	55.2%	73.9%	56.2%	67.1%	66.3%	84.6%	72.2%	88.7%
Non-resident Alien	1201	39	1053	94	975	68	990	66
	16.3%	2.6%	15.1%	6.8%	13.4%	4.6%	12.7%	3.4%
Unknown	874	167	742	212	244	173	0	0
	11.9%	11.3%	10.7%	15.2%	3.3%	11.8%	0.0%	0.0%

Note: Native American includes American Indian and Alaska Native. Asian includes Asian and Pacific Islander

Source: Institutional Research, University Factbooks

Table 6
College of Arts, Sciences & Engineering Students

Fall 2006

Fall 2001

	Arts & Sciences		Engineering		Total	Arts & Sciences		Engineering		Total
	Ugrad	Graduate	Ugrad	Graduate		Ugrad	Graduate	Ugrad	Graduate	
Total	3837	656	214	370	5077	3427	636	542	220	4825
M	1935	400	157	268	2760	1818	384	416	175	2793
	50.4%	61.0%	73.4%	72.4%	54.4%	53.0%	60.4%	76.8%	79.5%	57.9%
W	1902	256	57	102	2317	1609	252	126	45	2032
	49.6%	39.0%	26.6%	27.6%	45.6%	47.0%	39.6%	23.2%	20.5%	42.1%
Black	186	10	5	2	203	157	15	22	2	196
	4.8%	1.5%	2.3%	0.5%	4.0%	4.6%	2.4%	4.1%	0.9%	4.1%
Native American	9	2	0	0	11	11	0	1	0	12
	0.2%	0.3%	0.0%	0.0%	0.2%	0.3%	0.0%	0.2%	0.0%	0.2%
Asian	424	18	16	18	476	446	12	74	13	545
	11.1%	2.7%	7.5%	4.9%	9.4%	13.0%	1.9%	13.7%	5.9%	11.3%
Hispanic	174	11	6	3	194	136	15	25	3	179
	4.5%	1.7%	2.8%	0.8%	3.8%	4.0%	2.4%	4.6%	1.4%	3.7%
Caucasian	2311	291	148	125	2875	2098	292	336	86	2812
	60.2%	44.4%	69.2%	33.8%	56.6%	61.2%	45.9%	62.0%	39.1%	58.3%
Non-resident Alien	151	279	7	201	638	105	283	16	109	513
	3.9%	42.5%	3.3%	54.3%	12.6%	3.1%	44.5%	3.0%	49.5%	10.6%
Unknown	582	45	32	21	680	474	19	68	7	568
	15.2%	6.9%	15.0%	5.7%	13.4%	13.8%	3.0%	12.5%	3.2%	11.8%

Note: All values include full-time and part-time students.

Source: Institutional Research, University Factbooks

Table 7
Eastman School of Music Students

	Fall 2006			Fall 2001		
	<i>Ugrad</i>	<i>Graduate</i>	<i>Total</i>	<i>Ugrad</i>	<i>Graduate</i>	<i>Total</i>
Total	482	398	880	475	334	809
M	268	180	448	236	143	379
	55.6%	45.2%	50.9%	49.7%	42.8%	46.8%
W	214	218	432	239	191	430
	44.4%	54.8%	49.1%	50.3%	57.2%	53.2%
Black	11	4	15	20	4	24
	2.3%	1.0%	1.7%	4.2%	1.2%	3.0%
Native American	2	0	2	1	0	1
	0.4%	0.0%	0.2%	0.2%	0.0%	0.1%
Asian	29	22	51	29	18	47
	6.0%	5.5%	5.8%	6.1%	5.4%	5.8%
Hispanic	8	3	11	10	5	15
	1.7%	0.8%	1.3%	2.1%	1.5%	1.9%
Caucasian	318	214	532	341	173	514
	66.0%	53.8%	60.5%	71.8%	51.8%	63.5%
Non-resident Alien	52	127	179	52	121	173
	10.8%	31.9%	20.3%	10.9%	36.2%	21.4%
Unknown	62	28	90	22	13	35
	12.9%	7.0%	10.2%	4.6%	3.9%	4.3%

Note: All values include full-time and part-time students.

Source: Institutional Research, University Factbooks

Table 8

William E. Simon Graduate School of Business Administration Students

	Fall 2006			Fall 2001		
	<i>Grad Full-Time</i>	<i>Grad Part-Time</i>	<i>Total</i>	<i>Grad Full-Time</i>	<i>Grad Part-Time</i>	<i>Total</i>
Total	362	186	548	548	195	743
M	231	125	356	402	135	537
	63.8%	67.2%	65.0%	73.4%	69.2%	72.3%
W	131	61	192	146	60	206
	36.2%	32.8%	35.0%	26.6%	30.8%	27.7%
Black	11	3	14	19	2	21
	3.0%	1.6%	2.6%	3.5%	1.0%	2.8%
Native American	0	0	0	1	0	0
	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%
Asian	17	7	24	18	13	31
	4.7%	3.8%	4.4%	3.3%	6.7%	4.2%
Hispanic	10	2	12	13	2	15
	2.8%	1.1%	2.2%	2.4%	1.0%	2.0%
Caucasian	105	138	243	125	114	239
	29.0%	74.2%	44.3%	22.8%	58.5%	32.2%
Non-resident Alien	176	18	194	244	9	253
	48.6%	9.7%	35.4%	44.5%	4.6%	34.1%
Unknown	43	18	61	128	55	183
	11.9%	9.7%	11.1%	23.4%	28.2%	24.6%

Source: Institutional Research, University Factbooks

**Table 9
School of Nursing Students**

	Fall 2006					Fall 2001				
	Ugrad		Graduate		Total	Ugrad		Graduate		Total
	FT	PT	FT	PT		FT	PT	FT	PT	
Total	93	99	42	127	361	34	88	39	82	243
M	12	7	6	15	40	4	10	2	8	24
	12.9%	7.1%	14.3%	11.8%	11.1%	11.8%	11.4%	5.1%	9.8%	9.9%
W	81	92	36	112	321	30	78	37	74	219
	87.1%	92.9%	85.7%	88.2%	88.9%	88.2%	88.6%	94.9%	90.2%	90.1%
Black	3	8	5	10	26	3	1	2	2	8
	3.2%	8.1%	11.9%	7.9%	7.2%	8.8%	1.1%	5.1%	2.4%	3.3%
Native American	1	0	0	1	2	1	0	0	0	1
	1.1%	0.0%	0.0%	0.8%	0.6%	2.9%	0.0%	0.0%	0.0%	0.4%
Asian	3	3	4	5	15	0	0	0	2	2
	3.2%	3.0%	9.5%	3.9%	4.2%	0.0%	0.0%	0.0%	2.4%	0.8%
Hispanic	6	4	2	3	15	1	2	0	2	5
	6.5%	4.0%	4.8%	2.4%	4.2%	2.9%	2.3%	0.0%	2.4%	2.1%
Caucasian	56	76	26	101	259	29	78	30	73	210
	60.2%	76.8%	61.9%	79.5%	71.7%	85.3%	88.6%	76.9%	89.0%	86.4%
Non-resident Alien	6	0	2	0	8	0	2	5	0	7
	6.5%	0.0%	4.8%	0.0%	2.2%	0.0%	2.3%	12.8%	0.0%	2.9%
Unknown	18	8	3	7	36	0	5	2	3	10
	19.4%	8.1%	7.1%	5.5%	10.0%	0.0%	5.7%	5.1%	3.7%	4.1%

Source: Institutional Research, University Factbooks

Table 10
School of Medicine and Dentistry Students

	<u>Fall 2006</u>			<u>Fall 2001</u>		
	<i>Grad</i>		MD	<i>Grad</i>		MD
	<i>FT</i>	<i>PT</i>		<i>FT</i>	<i>PT</i>	
Total	486	83	403	342	89	418
M	233	25	185	188	32	196
	47.9%	30.1%	45.9%	55.0%	36.0%	46.9%
W	253	58	218	154	57	222
	52.1%	69.9%	54.1%	45.0%	64.0%	53.1%
Black	15	5	30	9	3	37
	3.1%	6.0%	7.4%	2.6%	3.4%	8.9%
Native American	2	0	2	0	0	4
	0.4%	0.0%	0.5%	0.0%	0.0%	1.0%
Asian	41	8	88	24	5	86
	8.4%	9.6%	21.8%	7.0%	5.6%	20.6%
Hispanic	19	0	2	10	5	21
	3.9%	0.0%	0.5%	2.9%	5.6%	5.0%
Caucasian	223	62	260	146	66	268
	45.9%	74.7%	64.5%	42.7%	74.2%	64.1%
Non-resident Alien	172	1	0	138	6	2
	35.4%	1.2%	0.0%	40.4%	6.7%	0.5%
Unknown	14	7	21	15	4	0
	2.9%	8.4%	5.2%	4.4%	4.5%	0.0%

Source: Institutional Research, University Factbooks

Table 11

Warner Graduate School of Education and Human Development Students

	Fall 2006			Fall 2001		
	<i>Grad Full-Time</i>	<i>Grad Part-Time</i>	<i>Total</i>	<i>Grad Full-Time</i>	<i>Grad Part-Time</i>	<i>Total</i>
Total	123	313	436	75	198	273
M	35	93	128	23	61	84
	28.5%	29.7%	29.4%	30.7%	30.8%	30.8%
W	88	220	308	52	137	189
	71.5%	70.3%	70.6%	69.3%	69.2%	69.2%
Black	9	29	38	4	20	24
	7.3%	9.3%	8.7%	5.3%	10.1%	8.8%
Native American	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	7	6	13	4	2	6
	5.7%	1.9%	3.0%	5.3%	1.0%	2.2%
Hispanic	3	10	13	3	7	10
	2.4%	3.2%	3.0%	4.0%	3.5%	3.7%
Caucasian	74	246	320	58	161	219
	60.2%	78.6%	73.4%	77.3%	81.3%	80.2%
Non-resident Alien	18	3	21	3	0	3
	14.6%	1.0%	4.8%	4.0%	0.0%	1.1%
Unknown	12	19	31	3	8	11
	9.8%	6.1%	7.1%	4.0%	4.0%	4.0%

Source: Institutional Research, University Factbooks

Faculty Development *News*

Spring 2007, Volume 1, Issue 1

A Publication of the Office for Faculty Development and Diversity

Special Opportunities Fund

The goal of the Special Opportunities Fund is to assist deans and department chairs in the recruitment or retention of specific faculty candidates who will contribute to the diversity of the faculty and who might otherwise not be recruited successfully because of intense competition. The Special Opportunity Fund should be used for assisting in the hiring or retention of only specifically identified candidates, or to provide supplemental support for the spouse or partner of a diverse candidate.

Schools also may submit proposals for Special Opportunities funding where such proposals specify the development or expansion of programs that are expected to attract diverse faculty or clusters of faculty, or those who will otherwise enhance the overall University educational goals of inclusion and diversity. Proposals to fund the establishment of innovative recruitment programs for faculty who will enhance diversity also will be considered.

Applications should be developed in consultation with the appropriate dean's office.

www.rochester.edu/diversity/faculty/fund.html

Dual Career Support

Deans and department chairs who need assistance with dual-career hires should contact the Office for Faculty Development and Diversity.

We have joined the new Higher Education Recruitment Consortium of Upstate New York. The HERC-UNY Web site lists academic and staff jobs at academic institutions throughout New York State.

See www.upstatenyherc.org.

Upcoming Events

See a Sample of What's Happening on Campus

May 1–31, Miner Library, Medical Center

Photographic Exhibit: India Through My Eyes by Medical Student Jonathan Black.

www.rochester.edu/calendar/event?id=321067

May 19, 2007, 5:00 p.m. to 8:00 p.m.,
Frederick Douglass Building, Douglass Dining Center

Office of Minority Student Affairs Senior Dinner: Annual OMSA Senior Dinner celebrating the graduation of University students. The speaker will be the Honorable Maija Dixon.

www.rochester.edu/calendar/event?id=305985

June 6, All-Day Event, Medical Center

Faculty Development Colloquium: The School of Medicine and Dentistry will hold a colloquium for medical school faculty that will provide an appreciation of diversity issues in the academic medical center; lessons in teaching and learning, from the lecture hall to the bedside; and strategies for mentoring and academic career development planning. For more information please contact Melissa Newcomb in the Office of Continuing Professional Education.

mnewcomb@cpe.rochester.edu

June 7, 2007, starts at 7:00 p.m., Memorial Art Gallery

Lecture: Latino Immigration: "Ciudad y Suburbia: The Changing Nature of Latino Immigration." Sherrie Bayer discusses why so many Latino immigrants, particularly in New York and the Northeast, are staying in cities for only a short time—or bypassing them completely—in favor of the suburbs.

www.rochester.edu/calendar/event?id=320808

Affinity Groups Formed at the University of Rochester

In consultation with the HR Office of Multicultural Affairs and Inclusion, members of the University of Rochester community recently created three Affinity Groups: the African-American Network at UR, the Pride (LGBT) Alliance at UR, and the Latino Professional Alliance at UR.

Affinity Groups are open to all University of Rochester employees (staff and faculty) and retirees. Such groups provide opportunities for employees to directly contribute to the University of Rochester's efforts to effectively support and manage diversity and inclusion. In addition, these groups serve as a resource to provide mentoring and professional development opportunities as well as an opportunity to promote communication among members of the University community. Their goal is to create an environment that is respectful of all employees.

For more information on UR Affinity Groups please contact Stan Byrd in the office of HR Office of Multicultural Affairs and Inclusion at (585) 275-0425 or stanley.byrd@rochester.edu.

Office for Faculty Development and Diversity

Lynne J. Davidson

Vice Provost for Faculty Development and Diversity
lynne.davidson@rochester.edu
(585) 273-2760

Maggie Cassie

Assistant Provost for Faculty Development and Diversity
maggie.cassie@rochester.edu
(585) 275-0792

Malora Zavaglia

Administrative Assistant
malora.zavaglia@rochester.edu
(585) 273-5664



New Family Friendly Policies for All Full-Time Faculty

On March 9, 2007, the University Board of Trustees approved these family-friendly policies for the *Faculty Handbook*.

Postponement of promotion or tenure review for new parents

A full-time tenure track faculty member who adds a new child to the family will automatically be given a one-year postponement of the promotion or tenure review next following the child's birth or adoption. This policy applies to a faculty member who is a father, mother, or legal guardian of a newborn or adopted child; or the domestic partner of the parent of a newborn or adopted child. If a full-time tenure track faculty member does not wish the automatic postponement, he or she should notify the department chair or dean of the intent to waive the postponement.

See Process for Promotion in *Faculty Handbook*, www.rochester.edu/provost/FacultyHandbook/Faculty_Handbook_02202007.pdf.

Family Care Leave

Options for new birth mothers

Option 1: For the first eight weeks (or more if certified by faculty member's physician) that a faculty member is deemed qualified for benefits due to giving birth, the faculty member will receive her full salary and benefits. Upon returning to work, the faculty member may then request a modification of her regularly assigned duties during the semester of birth with no adjustment of salary and benefits.

Option 2: The faculty member giving birth may elect to take a full semester's leave at one-half her usual salary during the semester of birth.

For both options, for Medical Center Clinical Faculty, the length of time for modified duties or leave should roughly mirror the period of time corresponding to a traditional academic semester.

See Maternity Benefits and Family Care Leave in *Faculty Handbook*, www.rochester.edu/provost/FacultyHandbook/Faculty_Handbook_02202007.pdf.

Family Care Leave

Options for other new parents

For purposes of this policy, a "new parent" is defined as a father, mother, or legal guardian of a newborn or adopted child; or the domestic partner of the parent of a newborn or adopted child. New parent faculty members may be eligible for a modification of their regularly assigned duties during the semester of birth or adoption with no adjustment of salary and benefits. New parent faculty members also may request an assignment of duties that would enable them to work part time at a commensurate reduced salary for a period of up to one year following the birth or adoption of a child.

See Maternity Benefits and Family Care Leave in *Faculty Handbook*, www.rochester.edu/provost/FacultyHandbook/Faculty_Handbook_02202007.pdf.

Approval for requests for modified duties and part-time assignments under this policy will depend upon the ability of the department and school to accommodate the arrangement without serious effects on the academic or clinical program.

Appendix 3
Changes to the *Faculty Handbook*

The section of the *Faculty Handbook* titled “Postponement of Promotion or Tenure Review” now reads:

A full-time tenure track faculty member who adds a new child to the family will automatically be given a one-year postponement of the promotion or tenure review next following the child’s birth or adoption. This policy will apply to a faculty member who is a father, mother, or legal guardian of a newborn or adopted child up to the age of 2 years at the time of adoption; or the domestic partner of the parent of a newborn or adopted child up to the age of 2 years at the time of adoption. In all cases, the faculty member must be employed as a full-time tenure track faculty member of the University of Rochester at the time of the birth or adoption, and living in the same household as the child.

If the tenure-track faculty member again adds a new child to the family while employed by the University of Rochester, he or she will automatically be given another one-year postponement for a maximum of two one-year postponements (unless the department chair and dean agree to additional extensions). The faculty member’s review will take place one year (or two years if the faculty member receives a second one-year postponement) after the time the review would have taken place in the absence of the postponement.

In all cases where the contract duration is intentionally synchronized with the tenure decision, then extending the tenure clock automatically extends the contract as well.

This policy applies to reviews for promotion or tenure only. Extension for other reviews will be determined by the dean and department chair after a discussion with the faculty member.

In order to facilitate the automatic extension(s), the faculty member should notify the department chair or dean as soon as possible.

If a full-time tenure track faculty member does not wish the automatic postponement(s) under this policy, he or she should notify the department chair or dean of the intent to waive the postponement as far in advance as possible under the circumstances.

A faculty member may also request a postponement of promotion or tenure review by one year if health or personal problems impose severe burdens on his or her progress. Requests will be considered only within one year of the occurrence of the special circumstances. The request is made through the department chair to the dean and to the provost for decision. (In the School of Medicine and Dentistry and in the School of Nursing, the request is made through the department chair to the dean and to the Senior Vice President for Health Sciences and CEO of the Medical Center for decision.) Normally no more than one one-year postponement will be granted for health or personal

Appendix 3
Changes to the *Faculty Handbook*

problems. A tenure or promotion decision should not be delayed beyond the eleventh year of an initial appointment as an assistant professor.

The section of the *Faculty Handbook* formerly titled “Maternity Benefits” is now “Maternity Benefits and Family Care Leave for Full Time Faculty” and reads:

For purposes of this section (*Maternity Benefits and Family Care Leave for Full Time Faculty*) “semester of birth” means (a) the semester/quarter in which a birth or adoption occurs; (b) the semester/quarter immediately following birth or adoption if the birth or adoption occurs between semesters or quarters; or (c) the semester/quarter immediately following birth or adoption if the birth or adoption occurs sufficiently late in the semester/quarter so as not to interfere with the faculty member’s duties. In the preceding definition, “quarters” applies only in the case of schools using the quarter system.

1. Benefits and Leave for New Birth Mothers

Under New York State law, giving birth qualifies as a short-term disability, and thus, faculty who are actively employed and give birth are generally entitled to benefits under New York State’s short-term disability benefits law. The University’s Short-Term Disability Plan (Personnel Policy No. 339) sets the usual schedule of benefits that a qualified faculty member will be paid.

Option 1: For the first eight weeks that a faculty member is deemed qualified for short-term disability benefits under New York law due to giving birth, the faculty member giving birth will receive her full salary and benefits. Should the period of disability associated with childbirth exceed eight weeks as certified by the faculty member’s physician, the faculty member will be paid in accordance with the University’s Short-Term Disability Plan. In accordance with state law, faculty members receiving benefits under this policy or the University’s Short-Term Disability policy in general are required to submit certification of disability from their physicians.

Option 2: In lieu of Option 1, the faculty member giving birth may elect to take a full semester’s leave at one-half her usual salary during the “semester of birth.”

2. Return to Work with Modified Duties for Birth Mothers Choosing Option 1 Above.

Return to Work With Modified Duties - Upon returning to work from short-term disability leave due to giving birth, the faculty member who has chosen Option 1 above may request a modification of her regularly assigned duties. Any modification of duties must accommodate the reasonable needs of the department and school and be approved well in advance of the start of the semester by the department chair and dean. Any

Appendix 3

Changes to the *Faculty Handbook*

modification of duties will depend upon the ability of the department and school to accommodate the arrangement without serious effects on the academic or clinical program.

Any faculty member who returns to work with a modified assignment will be entitled to such assignment modification during the “semester of birth” with no adjustment of salary and benefits.

For Medical Center Clinical Faculty:

Because Medical Center Clinical Faculty may not have traditional academic semesters, the period of modified duties or leave at one-half salary option (Section 1, Option 2, above) may not be defined by traditional academic semester. Rather, the periods of time for Medical Center Clinical Faculty should roughly mirror the period of time corresponding to a traditional academic semester (approximately 16 weeks) so that Medical Center clinical faculty members will have the same period of modified assignment or leave at one-half salary as non-clinical faculty.

Any faculty intending to request a modification of her duties should discuss her plans with the department chair and dean as far in advance of her intended return to work as possible.

The semester of birth will not be deducted from term contracts or count toward the maximum number of years of appointment without tenure at the University.

3. Modified Duties for New Parents Other Than the Birth Mother

New parent faculty members may be eligible for a modification of their regularly assigned duties as described below. For purposes of this policy, including all sections hereto, a “new parent” is defined as a father, mother (other than the birth mother), or legal guardian of a newborn or adopted child up to the age of 2 years at the time of adoption; or the domestic partner of the parent of a newborn or adopted child up to the age of 2 years at the time of adoption. In all cases, in order to be a “new parent,” the faculty member must be living in the same household as the child.

As stated in section 2 above, any modification of duties must accommodate the reasonable needs of the department and school and be approved well in advance of the start of the semester by the department chair and dean. Any modification of duties will depend upon the ability of the department and school to accommodate the arrangement without serious effects on the academic or clinical program. Any faculty intending to request a modification of her or his duties should discuss those plans with the department chair and dean as far in advance of her or his intended return to work as possible.

The faculty member working a modified assignment will be entitled to such assignment modification during the “semester of birth” with no adjustment of salary and benefits.

Appendix 3 Changes to the *Faculty Handbook*

4. Part-Time Appointments in the Year Following Birth or Adoption

New parent faculty members may request an assignment of duties that would enable them to work part-time at a commensurate reduced salary for a period of up to one year (i.e. 365 day period of time) following the birth or adoption of a child (if the child is 2 years of age or less at the time of adoption), where the child is living in the same household as the faculty member. Proposals to work part-time must be approved by the department chair and dean. Any faculty member intending to request a part-time appointment should make such request to the department chair and dean as far in advance as possible.

5. Unpaid Personal Leave

Faculty members who have completed at least two years of service to the University may be granted personal leave for a period of up to 12 months for personal reasons such as education, dependent or elder care, or community service. Personal leave would be in addition to Family and Medical Leave Act (“FMLA”) leave for those faculty members who qualify for FMLA leave.¹

Personal leave is granted when it is mutually beneficial to the faculty member and the department and, therefore, is not granted automatically. In approving such a leave, the department commits to retain a position to which the faculty member may return.

University medical, dental, and group life insurance benefits will be maintained during the leave for up to one year. (Long-term disability insurance is not continued for individuals on personal leaves without pay.) The University will pay its regular contributions to the benefits program and the faculty member will be required to pay his or her contribution. If the faculty member has a tax-deferred salary reduction program for retirement, the faculty member should notify the Benefits Office for adjustment of the reduction during the year in which the faculty member is not receiving his or her salary. [For additional information, see Personnel Policy # 357, II.D.4, Benefits During Unpaid Portion of Leave].

Requests for personal leave under this Policy should be made on the same schedule as requests for academic leaves, i.e., no later than the beginning of the semester preceding the semester in which the leave is requested. The periods of the personal leaves are as follows:

¹ For faculty who qualify for leave under the FMLA, the FMLA provides up to 12 weeks unpaid leave to faculty for the birth, adoption, or placement of a child; to care for a spouse, child, or parent who has a serious health condition; or when the faculty member is unable to work because of a serious health condition. Spouses who are both employed by the University and otherwise qualified for FMLA leave are entitled to an aggregate total of 12 weeks for a birth, adoption, or foster care. (For information regarding leaves of absence pursuant to the Family and Medical Leave Act, refer to University Personnel Policy # 357, Leaves of Absence. For the policy on Long Term Disability for Full Time Faculty, refer to *Faculty Handbook*, Section VI.E.)

Appendix 3 Changes to the *Faculty Handbook*

Full year – 1 July through 30 June

Fall Term – 1 July through 15 January

Spring Term – 16 January through 30 June

For faculty members on term appointments, leave taken under this policy will be excluded from the appointment period (i.e., the term of appointment will be extended by the time of the leave) upon the faculty member's request. In the case of faculty whose appointments are conditioned on third-party support, the extension of the appointment would be conditioned on the future availability of the third-party support.

Faculty members with any questions regarding this or any other policy concerning leaves of absence should contact the Human Resources Office of Leave Administration.