To: Anthony Monaco, President, Tufts University  
   David Harris, Provost and Senior Vice President  
   Patricia Campbell, Executive Vice President  
   Jim Glaser, Dean of the School of Arts and Sciences, ad interim  

Cc: Mary Jeka, Senior Vice President for University Relations and General Counsel  
   Linda Abriola, Dean of the School of Engineering  
   James Stavridis, Dean of the Fletcher School of Law and Diplomacy  
   Nancy Bauer, Dean of Academic Affairs, School of Arts and Sciences  
   Barbara Brizuela, Dean of Academic Affairs, School of Arts and Sciences  
   Margery Davies, Associate Dean of Faculty Affairs, School of Arts and Sciences  
   Scott Sahagian, Executive Administrative Dean ad interim, School of Arts and Sciences  

From: The AS&E Committee on Faculty Work/Life and the undersigned members of Tufts University  

Date: 16 September 2014  

Dear President Monaco, Provost Harris, Vice President Campbell, and Dean Glaser,  

We write to you about the university's July 16 decision to cease operation of the Tufts Educational Day Care Center (TEDCC) and lease the center to Bright Horizons, Inc., effective September 1, 2014. We strongly object to both the process and the substance of the decision, which regrettably represents a serious setback to recent progress on work/life issues in the Schools of Arts and Sciences and Engineering. While it is now too late to reverse the harm to our community caused by the loss of TEDCC, we call on you to make a strong and unswerving commitment to supporting Tufts employees’ families in the future. We ask that you act immediately to form an authoritative task force, appointed by the Provost and peopled by appropriate stakeholders, to conduct a data-driven, objective, and independent study of childcare producing a multi-year plan for improving childcare at the university. The task force should be instructed to take into account not only institutional needs such as liability and cost—things that we recognize are serious and valid concerns—but also the needs and desires of the users of childcare: Tufts faculty, staff, and graduate students.  

The decision to outsource the childcare center has hurt many in our Tufts community, including faculty, staff, and students. In what follows, however, we focus on one impact of particular concern to us, and also to you as you steward core academic goals at Tufts: the damage to the University’s relationship with its faculty and to its efforts to recruit and retain an outstanding faculty in the future.  

The process of decision-making was seriously flawed in a number of ways.  

1. The secrecy of the process violated Tufts norms of faculty governance. The bylaws of the AS&E Committee on Faculty Work/Life clearly state that the committee "shall be consulted on matters concerning changes in school and university policy and procedure related to AS&E faculty work/life," including childcare. Instead, the committee’s co-chairs were simply informed in early June that the decision had been made. Subsequently they were asked for their reactions while at the same time being told they must keep the information confidential. The failure to consult faculty, staff and students deviated from best practices recommended by the AAUP about decision-making concerning childcare provision. The majority of the Work/Life Committee co-
chairs’ suggestions, including postponement of the transition to Bright Horizons and the carrying out of a study considering other models of childcare provision, were rejected outright.

2. The AS&E Executive Committee was also not consulted on a matter that deeply concerns faculty ability to carry out its core mission.

3. The decision was made without benefit of input from the many experts in early childhood education on our campus. Most importantly, the nationally renowned Department of Child Study and Human Development, which has deep historic ties to TEDCC and runs its own model lab school, was not consulted at all.

4. The choice to announce the closure of TEDCC in mid-July—when many faculty members were away doing research, and months after faculty families had signed contracts for the coming school year—was deleterious to faculty members’ ability to do their work. The last-minute timing of the change interrupted the summers of many faculty members, including at least half a dozen AS&E tenure-track assistant professors who urgently needed this time to focus on their research. Instead, many had to engage in a frantic search for replacement childcare; some found acceptable care elsewhere, while others find themselves unhappily locked into what they see as a lower-quality situation.

In brief, we find it short-sighted that TEDCC, which has helped to establish best practices in early childhood education and helped train leaders in the field nationwide, has been abolished with so little care. In its rush to free itself of what we agree are real and pressing liability and cost issues, the administration failed to conduct even cursory benchmarking of childcare provision at peer and area institutions. Such a study would have revealed that other universities employ multiple creative ways to provide childcare that balance their concerns about cost and liability with employee childcare needs and desires, any of which might have provided a model more appropriate to our situation.

Let us briefly address the substantive outcome. Tufts has negotiated a disadvantageous contract with Bright Horizons that leaves many issues unresolved and does little to preserve the most distinctive features of TEDCC: highly qualified teachers (many earning MAs from Tufts), a close relationship with the University as well as with Somerville and Medford Public Schools, and inclusion of children with special needs. Furthermore, the culture, mission, and quality of the center are threatened by the Bright Horizons business model relying on lower compensation and lesser benefits than TEDCC staff had. The upshot is that as of September 1, the center lacks many features that made it such a contributor to faculty productivity and such an effective enticement in recruiting top young academics. Again, we will focus particularly on the impacts on AS&E faculty:

1. A cross-section of AS&E faculty see high-quality, independent childcare as crucial to their productivity and happiness, as the attached quotations attest (see Appendix 8).

2. Excellent childcare is key to faculty diversity, a pillar of Tufts’ faculty recruitment and retention efforts. Studies have documented that childcare policies have disparate impacts according to gender, income, race/ethnicity, and tenure status. Junior faculty are, unsurprisingly, most heavily affected. One 2008 Boston University study found that overall job (dis)satisfaction among female junior faculty correlated more strongly with “stress related to childcare” than with such obvious factors as teaching load, service obligations, and department atmosphere. The lack of good work/life policies, including childcare, is especially deleterious for women in
STEM fields. However, a dramatic generational change in many men’s desire and need to take on family responsibilities is currently underway, and as a result younger male faculty and their families also rely on and indeed cannot do without high-quality childcare.

3. This issue affects even faculty without young children. University-supported, high-quality childcare is fundamental to the working lives of all faculty members. A colleague with unreliable or poor-quality childcare can be a drain on a whole department, be it through less flexible teaching schedules, limited attendance at extracurricular events, reduced availability to students and colleagues, missed meetings, unexpected absences, or simply being preoccupied and worried on the job.

4. Further, outstanding university-sponsored childcare is a critical asset in recruiting and retaining rising stars to the faculty. Indeed, professors surveyed in a Harvard study cite better childcare options as one of the very few reasons they would consider switching jobs even after tenure. Testimonies from our colleagues at Tufts confirm these findings (Appendices 8 and 9).

Where can we go from here? TEDCC as it existed for 40 years is now gone, leaving us without a powerful tool for hiring and retaining excellent faculty. We must remedy this situation as we work to make Tufts an attractive employer for the new generation of faculty members who will replace retiring Baby Boomers in the coming years. Furthermore, it is imperative that, as we consider the long-term health of Tufts as an institution, a more productive, more meaningful partnership between the faculty and the administration come into being.

In order to further these two goals, we, the undersigned, strongly urge you to convene immediately a one-year task force under the leadership of the Provost to conduct a data-driven, independent, and objective plan for Tufts' childcare provision. It should consider the issue in its full context, taking into account faculty, staff, and graduate student childcare care needs, Tufts' financial and liability concerns, and the appropriate administrative and reporting structure for on-campus childcare. It might seek the guidance of a university work-life consultant, of which there are several excellent examples in the Boston area. It should incorporate the findings of the AS&E Committee on Faculty Work/Life’s faculty, staff, and graduate student dependent care needs assessment study currently underway. It should analyze the policies and practices in place at other universities and consider innovative approaches to providing university-sponsored childcare. The pros and cons of center-based solutions such as affiliated non-profits, joint ventures, and subsidies for external providers should be objectively assessed, and non-center supports such as vouchers, matching services, and investment in community providers should be considered as well. The task force’s membership should include a variety of stakeholders at Tufts, including, of course, relevant administrators, but also, at a minimum, faculty and staff who are parents of young children; department chairs; members of the CSHD department; junior faculty; a graduate student representative; representatives from the Boston, Grafton, and Medford/Somerville campuses; and member(s) of the Committee on Faculty Work/Life. Most importantly, the task force should be authoritative, and all of the stakeholders should commit to respecting its results and implementing its recommendations, whatever they may be.

We believe this task force is the best way for the Tufts community to fashion a thoughtful, comprehensive approach to childcare that could make us a leader, rather than a laggard, in that area, and set the stage for faculty excellence in the future. Finally, it offers the administration an opportunity to re-commit to faculty governance, and to demonstrate transparency in decision-making.
We look forward to receiving your response.

Sincerely,

The faculty members of the Arts, Sciences & Engineering Committee on Faculty Work/Life:

Elizabeth Remick, co-chair, Associate Professor, Department of Political Science
John McDonald, co-chair, Professor and Chair, Department of Music
Laurie Baise, Associate Professor, Department of Civil and Environmental Engineering
Amahl Bishara, Assistant Professor, Department of Anthropology
Hugh Gallagher, Associate Professor, Department of Physics and Astronomy
Barbara Parmenter, Lecturer, Department of Urban and Environmental Planning and Policy

Ken Garden, Associate Professor, Department of Religion

And 210 faculty members, staff members, and graduate students from the Tufts University School of Arts and Sciences, the School of Engineering, and the Fletcher School of Law and Diplomacy (please see below)

1 See Appendices 1 and 2.
2 See Appendix 3, letter from affected Tufts faculty.
3 Members of the central administration have acknowledged in public meetings, e.g., at the meeting with TEDCC parents on July 24, 2014, that the only solutions they considered or researched were closing the center or outsourcing it.
4 See Appendix 4, preliminary benchmarking of Tufts peer institutions and Boston-area university childcare provision.
5 The contract is disadvantageous to the Tufts community in the following ways: (1) the only grounds on which Tufts can break the contract should things go badly at the center is if Bright Horizons uses the space for something other than childcare; (2) the contract includes priority access to the center, but no tuition discount for members of the university community, something that many other universities negotiate with BH, and something that is of utmost importance in the Boston childcare market, the most expensive in the country. Other institutions in our peer group and in our area address the problem of cost through such mechanisms as taxable childcare scholarships, sliding scale tuition, tuition discounts, grants, and other types of subsidies to members of the university community; see Appendix 5 on discounts and childcare subsidies; (3) Bright Horizons has designated 10 infant and toddler priority access slots for Tufts community members at four Somerville/Cambridge centers, at full price. While this is a step in the right direction, the care is so prohibitively expensive that it is unusable for all but the wealthiest members of our university community; see Appendix 6 on cost. (4) In choosing a vendor owned/operated type of contract, Tufts also forfeited its influence over the center, including staffing, operations, and sharing of university values.
6 One of the major losses created in the transition to Bright Horizons is the center’s ability to engage in inclusion of children with special needs. The cities of Somerville and Medford declined to continue providing on-site therapists, such as speech, occupational, and physical therapists, for residents of those two cities after September 1, 2014. As of September 1, 2014, Bright Horizons had committed to paying through May 2015 for on-site speech therapy for children whose families had signed contracts for 2014-15. OT and PT had not been contracted for as of September 1. In May Bright Horizons will re-evaluate and cease this provision if it is too expensive; any children subsequently found to have special needs would be excluded in any case (see minutes for 8/20/2013 transition committee meeting). Tufts families will surely feel the impact of this because (1) there are few other centers where children with special needs can receive services and support and (2) the number of

As of September 1, only five of the 12 teachers from 2013-2014 remain at the center in the classroom full-time, while two others will be in the classroom half-time (see Bright Horizons Tele Square FAQs and the minutes of the center’s transition advisory committee, July-August 2014). We believe that teachers who have opted to stay on are likely to move on in the next year because of their diminished compensation and status; we also believe that new hires are likely not to have long tenures for similar reasons. See Appendix 7 comparing TEDCC staff compensation and benefits with Bright Horizons benefits in years 1 and 2 of the new center. Academic literature shows a clear connection between high teacher turnover and poor child outcomes. See W. Steven. Barnett, “Policy Brief: Low Wages = Low Quality: Solving the Real Preschool Teacher Crisis,” NIEER Policy Brief (Issue 3, May 2003), and Deborah J. Cassidy et al., 2011, “The Day-to-Day Reality of Teacher Turnover in Preschool Classrooms: An Analysis of Classroom Context and Teacher, Director, and Parent Perspectives,” Journal of Research in Childhood Education, 25 (1).

See for example the COACHE 2007 survey showing that among junior faculty, women and faculty of color are significantly more likely than men or white faculty to say that childcare policies were crucial to their success and effectiveness. COACHE, “Tenure Track Faculty Job Satisfaction Survey Highlights Report,” August 1, 2007.


Signatories to this letter, in alphabetical order

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Appendices

Appendix 1: Memo from Committee on Faculty Work/Life Co-chairs to A&S Dean ad interim Jim Glaser, Associate General Counsel Akiyo Fujii, and A&S HR Business Partner Donna Heimlich, 17 June 2014.

To: Jim Glaser, Dean of Arts & Sciences  
Akiyo Fujii, University Counsel  
Donna Heimlich, A&S HR business partner

From: Elizabeth Remick (Political Science) and John McDonald (Music), co-chairs, AS&E Committee on Faculty Work/Life

17 June 2014

Dear Jim, Akiyo, and Donna,

We have been thinking about all that we discussed last Wednesday, and would like to share these thoughts about the situation with TEDCC. The most important thing we suggest is that Tufts put negotiations with Bright Horizons on hold for now in order to get this right. As the transaction is currently framed, we anticipate that there will be considerable faculty and staff opposition. But if we take the time to consider carefully the bigger picture of childcare on the Medford-Somerville campus at Tufts, we think the community will be able to understand the spirit of any upcoming changes and even embrace them.

Changes are necessary, but time is needed to find the right model for us
We see that something has to change with TEDCC and its relationship to the university. Proper supervision has been missing at least since the Department of Child Study and Human Development loosened its ties with TEDCC. However, we think that it would be a mistake to jump to the conclusion that having Bright Horizons run the center is the best way to deal with this problem before we have fully investigated all of the possibilities. We are not in principle opposed to having Bright Horizons manage the center, but we want to be sure that due diligence is done in choosing the best way of solving the supervision problem.

We understand that liability is one of the big issues here. It’s clearly the case that where there are childcare centers, there are going to be lawsuits. Understandably, the university needs to limit its liability. But would outsourcing the center to BH actually eliminate or limit the university’s liability? How do other existing models compare to what we want at Tufts? What are the associated levels of risk? For instance, the “Harvard model” has childcare centers set up as affiliated non-profit organizations supervised by HR. Could this model sufficiently minimize liability for Tufts? Would this create desirable flexibility in other areas? Benchmarking and consulting our peer institutions could give us the data we need to answer these tough but key questions.

We need to clarify our goals
The main goal of running TEDCC should be to make high-quality child care available to the members of the Tufts community. This is imperative for many reasons, including:
It is an absolutely crucial support for female faculty, who on average have more responsibility for child care than their male counterparts. If we want female faculty to succeed at Tufts, we have to make it possible for them to have access to quality child care.

It is a crucial recruitment tool for both male and female faculty, and for administrators and other staff interested in working at Tufts. Faculty in particular face a national job market, often leaving them with no friends or family nearby, so they must look elsewhere to meet their child care needs. Dual-career families therefore cannot contemplate working at Tufts without adequate child care resources.

If high-quality child care is going to be a central part of our work/life support system, then it needs to have three characteristics, as commonly identified in the child care business:

Convenience: For members of the Tufts community who live near the Medford campus or want to have their childcare close to where they work, the location of TEDCC is very convenient. For some families it won’t be convenient, but for others, the location is one of the things that makes it most attractive.

Cost: Boston has the most expensive child care market in the country (http://articles.boston.com/2010-12-12/lifestyle/29324404_1_child-care-child-care-day-care). Care at TEDCC has been very reasonably priced, which means that the university has been subsidizing care to a certain extent. If the cost of child care increases to market levels for this area, many Tufts families will be priced out of using the center. Assistant Professors, staff members, post-docs, and other Tufts community members would not have access to what should be a widely available benefit for all employees. This would run counter to the main purpose of providing employer-run child care in the first place. And, it is why Harvard, MIT, and other area universities subsidize care for members of their communities at university-affiliated centers only.

Quality: The quality of care at TEDCC has been very high. It has strengths in special needs/special education, inclusion and diversity, and child-centered learning. Its many connections to the university are also attractive to Tufts families and contribute to the center’s excellent reputation for having the highest quality care. In addition, it has a dedicated staff with extraordinarily long tenures at the school. One reason for the low staff turnover rate is that teachers have the opportunity to take classes and earn MA degrees in Child Development at the university, and another factor is the good pay and benefits that teachers receive at the center. If these incentives are lost, then the center will certainly be afflicted with the high rates of turnover endemic to the child care industry writ large, and the quality of care at the center is sure to decline as a result.

Some important considerations moving forward:
1. The AS&E Committee on Faculty Work/Life has commissioned a child care needs assessment study, to be carried out by two graduate students in the Department of Child Study and Human Development. We anticipate that this study will be completed by May, 2015. It will provide valuable information about the child care needs and desires of the members of the Tufts community on the Medford-Somerville campus. The study could inform future decisions about how things might change at TEDCC. And, based on earlier work we did surveying the faculty for our task force report, we already know that:
2. We have a great need for infant and toddler care.
3. Tufts community members will need more preschool slots because the Eliot-Pearson Children’s School (EPCS) is changing its focus to serving members of the poor urban population in our surrounding communities. This means that the number of slots available there for Tufts faculty and staff will be declining in the coming years, and we will need to find a way to make up for that.
It makes most sense for us to have complete information about the Tufts community’s needs before we make any long-term commitments that may result in missed opportunities to meet those needs, and indeed may actually run counter to what Tufts employees need and want.

Steps we suggest:
1. Establish an effective supervision mechanism for TEDCC, as soon as possible. Since the center serves the entire university community, and since it is in effect a benefit to all Tufts employees, it should report to someone at the central level. Based on what we have seen at other universities, the most effective way to do this is to have a child care specialist in HR, someone who has expertise in this area and can effectively assess what is going on at the center. In particular, we propose that HR combine the existing half-time Wellness position with a half-time child care specialist who could also supervise the care.com backup dependent care contract, and thus form the core of what might become a work/life office in HR.
2. Canvass other universities and colleges in the Boston area to learn more about their models of child care provision, what works and doesn’t work for them, and which might be the best fit for our particular situation.
3. Create a group of stakeholders, including but not limited to administrators, faculty with expertise about child care, TEDCC and EPCS Tufts families, members of the Committee on Faculty Work/Life, and HR, that would not only make recommendations about TEDCC, but also hammer out a comprehensive multi-year plan for child care provision and support at Tufts.
Appendix 2: Email memo from Committee on Faculty Work/Life Co-chairs to Mary Jeka, Senior Vice President for University Relations and General Counsel, June 25, 2014

From: Elizabeth Remick
To: Mary Jeka
Cc: John McDonald
Subject: Negotiation points
Date: June 25, 2014

Dear Mary,
We’d agreed to touch base about the child care center by the end of the week. I’m not going to be as available starting at the end of this week until mid-July, so John and I wanted to get back to you a bit earlier than originally planned. We have done some investigation and asked very specific questions of folks at different universities, including some where they have had very good relations with BH and others where the transition was extremely rocky. From this work, we have developed ideas about what has created successful relationships. With this in mind, we would like to focus on two areas for negotiation with Bright Horizons: making the center a benefit for Tufts families, and ensuring quality and adequate supervision of the center.

As a side note, we’d like to say that most of the universities that have had problems in their transitions to BH management don’t want to go on the record about it. This is of course understandable. However, at least one very, very bad case, Cornell, made it into the press, with the faculty senate voting to break the contract with BH due to substandard care. (See this and this for details; we weren’t able to find the list of historical violations at the center, since this site cited in the second document only goes back 24 months) Of course this was a public relations disaster, and that’s certainly something we want to avoid. Our concerns about quality and supervision are very much directed at trying to head off any such events.

Thus, in addition to what we discussed earlier about BH giving members of the Tufts community priority access for 10 infant and toddler slots in the Davis Square center, we suggest bringing up the following points with Bright Horizons:

Making the center a benefit for Tufts families
1. Members of the Tufts community should have priority enrollment at the center. We need to discuss and publicize the priority of admissions openly and transparently. For example, we might decide the priority is:

faculty, staff, post-docs, students, in that order. Other things to consider are: siblings or other family members. What mechanism will we use to establish these priorities?

2. Lower tuition for Tufts families, market rates for community families. Other universities have this as part of their contract. For example, at one center in the Northeast in a market similar to Boston’s, for infant care, regular tuition was $2100-2200/month, with university faculty/staff/students receiving a discount of $300/month; toddler care, regular tuition a little lower and a discount of $200-250/month; preschool care $1600/month with discount of about $90/month. There needs to be a clear benefit for Tufts families on this issue, and it should be a discount offered by BH, not a subsidy paid for by Tufts.
3. **Discount at other BH centers.** A university in the Northeast recently signed a contract with a new non-BH provider to include a 10% discount at their other centers, at no cost to the university. This makes the benefit available to families who live far away or prefer to have their children’s care closer to home. BH met this offer although they did not get the bid at that university.

4. **Limit the allowable profit margin of the center.** At one university in the Northeast, the contract stipulates that BH is limited to a 5% post-tax profit margin. Any profit in excess of 5% is returned to the university. This eliminates the incentive to push staff salaries as low as they can go to maximize profit, likely resulting in higher-quality teachers.

5. **Part-time slots.** We know that there is a possibility that Eliot-Pearson will be making fewer slots available to Tufts families in the coming years. Many families find that EPCS’s more flexible schedule (e.g., part-time) fits their needs better. To compensate for this loss of slots, BH could make some number of part-time slots available to Tufts families. This would be a lower priority than some of the other considerations, but if we are looking at it from the big-picture perspective of trying to meet the wide variety of Tufts families’ childcare needs, it’s something we could discuss. We would not be in favor of trading something more important to get this.

**Quality and supervision issues**

1. **Designate a point person at the university to supervise the contract with BH.** All the universities we have talked to have said that supervision has been crucial to the success of their BH centers. They have all recommended that a work-life or childcare specialist in HR be a point person for the contract with BH. For example, one university meets monthly with BH’s center director and regional manager to discuss how things are going at the center, the state of the waitlist, activities at the center, and issues that bubble up from the center families. The university side sends the director of benefits and wellness, and the employee program coordinator. If there are problems at the center, families know to contact the point person on the university side. Can Ann McKenzie do this? Could a wellness person do this? If it’s beyond what HR can do now, then who with some institutional authority could take on this crucial role of meeting regularly with the center director? This question is of the utmost importance, and BH will want to know who their point person in the administration is, too.

2. **Policy board of university stakeholders.** Universities with successful relationships also have something like a policy board that meets about twice a year. In the fall, they might have a “state of the center” meeting and in the spring a meeting to talk about tuition increases, staff salaries, and overall budget issues. In a transitional period, these meetings would need to be more frequent, for example, quarterly. The members of the board could include: 2 heads of the parent committee of the center; a member of the W/L committee; a member of the department of Child Development; an HR representative; a teacher; the center director, and/or other important stakeholders we could decide on together.

3. **Regular satisfaction surveys.** BH should administer a satisfaction survey to center families and to center staff at least once a year, and perhaps quarterly in the first two or three years. It should also spell out what it is willing to do in response to the survey results.

4. **Make sure that BH understands the very high expectations of our faculty and staff.** This was a huge factor in the problems at one BH-run center. In addition to practicing the typical American middle-class helicopter parenting, faculty in particular have extremely high standards for the treatment of their children, for the children’s educational achievement and progress, and for the level of responsiveness...
expected from care providers. The director and staff need to know that families expect open, frequent, and long communications with teachers on site, and they also expect the director and staff to respond quickly to communications via phone and email. Responsiveness is absolutely crucial to having a successful center.

Please let us know if you have any questions. I will be in Medford through June 30, and available by phone or Skype from July 1-15. My cell phone is [redacted]. John is here for the duration. We look forward to talking with you about your findings, as well.

Best,

Elizabeth and John
Appendix 3: First faculty letter to the Tufts administration, sent out on July 23, 2014

July 23, 2014

Dear Trustees, President Monaco, Vice President Campbell, Provost Harris, and Deans Glaser, Davies, Bauer, Brizuela, and Sahagian:

As members of the Tufts faculty and staff, we would like to express our dismay at the decision to proceed with a September 1 date for the closing of the Tufts Educational Day Care Center (TEDCC) and turnover of the Holland Street facility to Bright Horizons Teele Square. It is our sense that those responsible for the closing of TEDCC do not appreciate the tremendous value of this resource that we are about to lose.

In this letter we aim to:
1. summarize TEDCC’s centrality to Tufts’ core mission
2. share our experience as Tufts scholars, teachers, and employees whose children have benefitted from their time at TEDCC
3. lay out a proposal for a way forward in which we hope you will be our allies.

The Center has furthered the core mission of the university by allowing faculty to focus on teaching and research. We were spared the time-consuming task of researching and applying for premiere quality childcare for our children because we had access to a daycare center that was truly educational, with staff who held college or even graduate degrees. TEDCC, with its superlative staff, has contributed directly to our productivity and excellence as researchers, teachers, and Tufts community members.

TEDCC is important to faculty recruitment and retention. For many of us, the opportunity to enroll our children at such an exceptional and distinctive preschool was a significant factor in our decision to come to Tufts. It was an incentive held out to us during our own recruitment process, and it was effective. Those of us who have recently served on search committees have seen job candidates’ eyes light up when they saw the center. Quite frankly, Bright Horizons will not have the same appeal to job candidates with multiple offers.

Having our children at TEDCC has strengthened our sense of connection and loyalty to Tufts. We knew they were at “Little Tufts,” attending the annual picnic on the President’s lawn, performing plays and attending their graduation ceremonies in Cohen auditorium, meeting weekly with their Special Friends from the Tufts student body, and being taught by highly qualified and credentialed teachers, most of whom had obtained or were pursuing graduate degrees from Tufts’ Department of Child Study and Human Development. We benefitted from cross-departmental interactions with faculty colleagues whom we met at TEDCC potlucks and preschoolers’ birthday parties. Not only did a superb child care facility allow us to do our jobs with peace of mind, it was a point of pride as Tufts employees that this institution, which also served the broader community, was ours.

This sense of pride and trust was deeply shaken when we learned last Tuesday evening that Tufts would be losing the center in six weeks’ time, with no opportunity for discussion or time to find equivalent childcare elsewhere. Morale among young faculty is low as a result, and many of us have had to interrupt our summer research agenda to take steps to salvage what we can for our children for the school year starting September 1. We also feel a sense of shame when we see how our university is
betraying TEDCC families in the Somerville community, including many Tufts alumni. Both the transition of TEDCC to Bright Horizons, as well as the manner in which it was executed, have had and will continue to have enormous negative impact on Tufts faculty and staff.

**The window for constructive action is short.** We have heard that some parents at the center are already reaching out to prominent Tufts alumni, donors, state and local political leaders, and the media. This threatens to create an embattled atmosphere at the center that will help no one: not the University, not the teachers and staff at TEDCC, not the Tufts and non-Tufts families at the center, nor indeed Bright Horizons itself. A year of acrimony, frantic strategizing, and negative publicity would distract hundreds of people from their core missions: in our case, pursuing our research, teaching our students, and parenting our children. It also threatens to damage the reputation of Tufts as an institution committed to active citizenship and transparency.

We take your point, Dean Sahagian, that a contract has been signed. We appreciate the growing regulatory and administrative challenges involved in running the center. We also understand the concern that TEDCC no longer holds NAEYC accreditation. However, the center enjoys immense loyalty and esteem. Parents know from experience—and from the Early Education Commission inspection record—that TEDCC is a safe and stimulating place for our children. If the current administrative reporting structure is inadequate, we believe that better options within the university can be found. Tufts still has a reservoir of good will to draw on.

**Here is our proposal.** First, we urge the university to postpone any management transition for 12 months in order to collect additional data on the impact of this move. We understand that the AS&E Committee on Faculty Work/Life already plans to conduct a study of child care needs among Tufts faculty and staff over the coming year. We also need to study similar transitions at our peer institutions, to avoid some of the negative situations that have occurred at a number of other universities during the transition to Bright Horizons. In short, this important decision that affects faculty and staff, as well as our children, needs to be made in an informed and thoughtful manner, with greater input from the affected community. Perhaps some of the ill-considered decisions already taken can be reversed or at least diverted into a more constructive direction. The Tufts administration and legal team should be our partners in this.

We propose that the university immediately convene an investigative and oversight committee with the following members:

- Dean Sahagian
- a chair of the Work/Life committee
- a faculty member from Child Study and Human Development
- a senior TEDCC teacher
- three (3) TEDCC parents
  - one of whom is Tufts faculty
  - one of whom is Tufts staff
  - one who can advocate for children with special needs

**The committee must have some real decision-making power.** We strongly recommend that Bright Horizons representatives not be involved at this stage of this discussion and that the committee report to Provost Harris. It should present its recommendations for the future of TEDCC to the full Tufts faculty and administration by December 2014.
It is possible that Bright Horizons will be involved after all. In our conversations since Thursday’s meeting, Bright Horizons CEO Mary Ann Tocio and VP Nigel Birtwistle agreed that more substantial Tufts connection would be to their company’s benefit as well as everyone else’s. It would let Bright Horizons run a unique and prestigious preschool program rather than another generic center. They could invoke the illustrious history of childcare pioneer Dr. Abigail Eliot and benefits from their connections to Tufts graduate programs in education and child development (research faculty, MA student Graduate Teaching Assistants, undergraduate researchers and “Special Friends”). This is what the TEDCC faculty and families badly want as well. To maintain an excellent center, the teachers need to have meaningful access to tuition benefits: university-level graduate education that is not simply corporate training. Bright Horizons cannot do this, however, unless you are willing to re-engage.

Even in the midst of this divisive situation, we believe there is still room for creative and productive problem-solving. Please work with us to ensure that TEDCC continues as a resource for our dedicated faculty and staff. It is irreplaceable.

Very respectfully yours,

Ken Garden, Department of Religion
David Ekbladh, Department of History
Alisha Rankin, Department of History
Samuel Thomas, Department of Chemistry
Molly McCanta, Department of Earth and Ocean Sciences
Jana Chaudhuri, Assistant Research Professor and Project Director, Tufts Interdisciplinary Evaluation Research, Eliot-Pearson Department of Child Study and Human Development
Martha Kelehan, Head of Collections & Social Sciences Collections Librarian, Tisch Library
Zora Jones Rizzi, Senior Client Support Specialist, Educational and Scholarly Technology Services (ESTS), Tufts Technology Services
Meg Brady, Research and Administrative Coordinator, Tufts Interdisciplinary Evaluation Research, Eliot-Pearson Department of Child Study and Human Development
Kristen Zecchi, Associate Director, Master of International Business Program, The Fletcher School
Man Xu, Department of History
Elizabeth Foster, Department of History
Kendra Field, Department of History
Khary Jones, Department of Drama and Dance
Lynne Pepall, Department of Economics
Anil Saigal, Department of Mechanical Engineering

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Richard Weiss, Department of Mathematics
Mark Cronin-Golomb, Department of Biomedical Engineering
Robin Kanarek, Department of Psychology
Sarah Sobieraj, Department of Sociology
Nora Moser McMillan, Manager of Student Academic Programs & Registrar, The Fletcher School
Genevieve Walsh, Department of Mathematics
Lauren O’Brien, University Advancement
Emily Bushnell, Department of Psychology (Professor Emeritus)
Natalya Baldyga, Department of Drama and Dance
Appendix 4: Preliminary benchmarking of peer and Boston-area university-sponsored childcare provision

These comparisons are based on information publicly available on the Internet supplemented by direct contacts with administrators at some institutions. Source URLs available below.

**Legend:** ● all or majority of centers ○ minority of centers

<table>
<thead>
<tr>
<th>Peer institutions</th>
<th>On-site care, university o/o</th>
<th>On-site care, affiliated non-profit(s)</th>
<th>On-site care, vendor o/o</th>
<th>On-site care, joint venture with external provider(s)</th>
<th>Subsidy for external provider(s)</th>
<th>Unit overseeing center or contract</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>Tufts University</td>
<td>● (EPCS)</td>
<td>(BHTS, BH TMC)</td>
<td>A&amp;S, TMC</td>
<td>Eliot-Pearson Children’s School, BH Teele Square, BH Tufts Medical Center</td>
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<tr>
<td>Boston College</td>
<td>●</td>
<td></td>
<td>HR</td>
<td></td>
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<tr>
<td>Brown</td>
<td></td>
<td>●</td>
<td>HR</td>
<td>1 YMCA and 1 local non-profit</td>
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<tr>
<td>Columbia</td>
<td>○</td>
<td>●</td>
<td>W/L</td>
<td>Observatory center: BH</td>
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<tr>
<td>Cornell</td>
<td></td>
<td></td>
<td>HR</td>
<td>BH</td>
<td></td>
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<tr>
<td>Dartmouth</td>
<td>●</td>
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<tr>
<td>Duke</td>
<td>●</td>
<td></td>
<td>HR</td>
<td>1 BH, 1 small local</td>
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<tr>
<td>Georgetown</td>
<td>●</td>
<td></td>
<td>HR</td>
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<tr>
<td>Johns Hopkins</td>
<td>M</td>
<td>●</td>
<td>unknown</td>
<td>BH at med school</td>
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<td>Northwestern</td>
<td>●</td>
<td>●</td>
<td>HR</td>
<td>BH, CCLC, YMCA</td>
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<tr>
<td>U. Pennsylvania</td>
<td>●</td>
<td></td>
<td>● mixed</td>
<td>Dept. of Business Svcs, HR</td>
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<td>Washington U. St. Louis</td>
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<td>●</td>
<td>●</td>
<td>HR</td>
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<tr>
<td>Other institutions in the Boston area</td>
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<tr>
<td>Boston Univ.</td>
<td>●</td>
<td>●</td>
<td>HR</td>
<td>1 in-house, 1 local for-profit; currently conducting child care provision study</td>
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<tr>
<td>Brandeis Univ.</td>
<td>●</td>
<td></td>
<td>unknown</td>
<td>Decided against privatizing in 2012-13 following Provost-led study</td>
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<tr>
<td>Harvard</td>
<td>●</td>
<td></td>
<td>HR</td>
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<tr>
<td>MIT</td>
<td>○</td>
<td>●</td>
<td>HR</td>
<td>BH; one co-op</td>
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<tr>
<td>Northeastern Univ.</td>
<td>●</td>
<td></td>
<td>HR</td>
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</table>

**Notes:**
- **M:** medical school only
- **BH:** Bright Horizons
- **CCLC:** a large corporation including Learning Universe and KinderCare centers
- **Joint venture:** university pays vendor fee to manage center and subsidizes operating costs, space, maintenance, and has say in staffing and operations.
- **Vendor o/o:** university owns and maintains the space, while vendor operates the center independently
- **Subsidy for external provider:** university subsidizes external providers to increase number of available high-quality childcare slots and in return gets guaranteed spots and, usually, tuition discounts.
Boston College: Boston College Children's Center: in house.  
http://www.bc.edu/content/bc/offices/hr/employees/all-cc-docs/cc-history.html Director reports to VP of HR.

Brown University: has affiliated child care centers; liaison in HR supervises the contracts.  
http://www.brown.edu/about/administration/human-resources/benefits/child-care-and-back-care/child-care-affiliations (1) Brown/Fox Point, a non-profit http://brownfoxpoint.org/ Brown owns the building, pays utilities and maintenance, has 44 slots for 3-5 year olds, Brown priority. (2) East Side/Mt. Hope YMCA  

Columbia University: has seven affiliated non-profit childcare center. In addition, it has one Bright Horizons-run center at their astronomy observatory far from campus, and four other centers/programs associated with Barnard Teacher’s College. Under the aegis of the Office of Work/Life, a stand-alone office.  http://worklife.columbia.edu/affiliated-child-care-centers

Cornell University: CCCC, Cornell Child Care Center, run by BH. Cornell pays BH a management fee.  
https://www.hr.cornell.edu/life/support/child_care_center.html Overseen by HR’s Department of Inclusion and Workforce Diversity.

Dartmouth College: Dartmouth College Child Care Center, in-house--"a program of the Child Care Resource Office, Office of Institutional Diversity & Equity."  
http://www.dartmouth.edu/~dccc/

Duke University: Two on-campus centers exclusively for Duke faculty, staff, and grad students. Duke owns the centers, and the Duke Children’s Campus is BH-managed, while The Little School @ Duke (http://www.thelittleschool.net/duke/home) is run by a small local company.  
http://www.hr.duke.edu/benefits/family/care/onsite/index.php. In addition, Duke has relationships with for-profit "partnership centers" in the area that give priority admission to Duke employees and in some cases discounts on tuition http://www.hr.duke.edu/benefits/family/care/dccp/  HR Staff and Family Programs oversees all of this, and also does yearly inspections of the partnership centers (all 4- or 5-star rated) as prerequisite for putting the center name on the HR website.

Georgetown University: Two in-house centers overseen by HR: Hoya Kids Learning Center  
http://hr.georgetown.edu/hoya_kids/about and the Early Learning Center at Georgetown Law School  
http://www.law.georgetown.edu/campus-services/childcare/index.cfm#ga=1.74367194.998667289.

Johns Hopkins University: BH- run http://www.jhbrighthorizons.org/ at the Medical School; nothing on the main Homewood campus. Reporting relationship unclear. University also subsidizes a number of local childcare centers, in return for which university community members receive discounted tuition.

Northwestern University: Has close relationships with (1) University Children’s Center run by CCLC, which is a national for-profit chain; (2) Harkness House, a non-profit; (3) a BH center; (4) a YMCA. NU staff have priority enrollment and also a variety of types of financial assistance, tuition discounts, and investment in programs with them:  
http://www.northwestern.edu/hr/work-life/childcare/. Overseen by HR’s Office of Work-Life Resources.

University of Pennsylvania: a mix of provisions with different oversight relationships:  
https://provost.upenn.edu/faculty/current/work-life-balance/child-care-at-penn (1) the in-house Penn Children's Center, administered by the Penn Department of Business Services; (2) Penn-subsidized The

**Washington University in St. Louis:** [https://hr.wustl.edu/work_life/Pages/FamilyCare.aspx](https://hr.wustl.edu/work_life/Pages/FamilyCare.aspx) (1) a university-owned, BH-managed center, Washington University Family Learning Center [http://childcare.wustl.edu/Pages/Contact-Us.aspx#](http://childcare.wustl.edu/Pages/Contact-Us.aspx#); (2) an affiliated non-profit with "an agreement" with WUSTL, University City Children's Center [http://www.uccc.org/#](http://www.uccc.org/#). Relationships overseen by HR.


**Brandeis University:** affiliated not-for-profit. Liaison relationship with university still evolving, as the center is reopening under a new arrangement. [http://www.brandeis.edu/lemberg/about/index.html](http://www.brandeis.edu/lemberg/about/index.html)

**Harvard:** Six affiliated non-profits on campus. [http://hr.harvard.edu/finding-child-care](http://hr.harvard.edu/finding-child-care). Affiliation managed through the Office of Work/Life, a division of HR.

**MIT:** Five Bright Horizons-run centers and one co-op. [http://childcare.mit.edu/](http://childcare.mit.edu/). MIT pays BH a management fee to run the centers—"The Institute’s childcare centers are administered by the MIT Work-Life Center," a division of HR.

**Northeastern University:** in-house. [http://www.northeastern.edu/hrm/benefits/work-life/](http://www.northeastern.edu/hrm/benefits/work-life/) The Russell J. Call Children's Center is overseen by Human Resources Management—Benefits.
Appendix 5: Preliminary benchmarking of peer institution childcare financial subsidies

Preliminary Peer Institution Comparisons—Childcare user financial subsidies

These comparisons are based on information publicly available on the Internet supplemented by direct contacts with administrators at some institutions. Source URLs available below.

<table>
<thead>
<tr>
<th>Peer institutions</th>
<th>Tufts BHTS</th>
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<tbody>
<tr>
<td></td>
<td>Childcare scholarship (taxable, income up to $100k)</td>
<td>Sliding scale tuition based on income</td>
<td>Tuition subsidy for employees based on income</td>
<td>Tuition discount for all university community members</td>
<td>Tuition subsidy for all employees</td>
<td>Voucher program</td>
<td>Tax-free childcare grant (up to $150k income)</td>
</tr>
<tr>
<td>Tufts BHTS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boston College</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
<td></td>
<td>TEDCC awarded small scholarships to &quot;several&quot; families yearly; see notes.</td>
</tr>
<tr>
<td>Brown</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Columbia</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>Cornell</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Dartmouth</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Duke</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>Georgetown</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Johns Hopkins</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwestern</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U. Pennsylvania</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington U. St. Louis</td>
<td>✗</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

Other institutions in the Boston area

<table>
<thead>
<tr>
<th>Boston area</th>
<th>Registration fee at one center waived for BU community members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Univ.</td>
<td>✓</td>
</tr>
<tr>
<td>Brandeis Univ.</td>
<td>✓</td>
</tr>
<tr>
<td>Harvard</td>
<td>✓</td>
</tr>
<tr>
<td>MIT</td>
<td>✓</td>
</tr>
<tr>
<td>Northeastern Univ.</td>
<td>✓</td>
</tr>
</tbody>
</table>
Tufts University: TEDCC had two types of financial aid. First, it contracted "with the Department of Early Education and Care for Title XX subsidized child care slots. These slots are for families who meet established federal and state guidelines for eligibility and need. Tuition is on a sliding fee scale, which is based upon family size and gross monthly income." (TEDCC website, https://web.archive.org/web/20140624041825/http://ase.tufts.edu/tedcc/documents/policies.pdf, p. 4) These slots could not be carried over to BHTS, since it is a different provider, and have been converted into vouchers that the families can use at any center where they are accepted. It is possible BHTS will apply to contract for such slots in the future. Second, TEDCC also awarded "scholarships each year to several families to help defray a small portion of their monthly tuition costs. Scholarship award decisions are based on eligibility requirements, financial need, and on the funds available. The scholarship fund has also been used, when possible, to aid families experiencing short-term financial difficulty." The maximum gross family income for eligibility, given one child in the center, was around $85,000. It is not yet known what the fate of these scholarships will be at BHTS.

Boston College: Boston College Children's Center. http://www.bc.edu/content/bc/offices/hr/employees/all-cc-docs/cc-history.html Tuition for Boston College families is subsidized 35%.

Brown University: None

Columbia University: Based on family income, provides a subsidy of $1,500 (for benefited employees earning less than $115K) http://worklife.columbia.edu/affiliated-child-care-centers

Cornell University: Cornell University’s Child Care Grant Program helps faculty and staff pay for child care expenses by granting awards of up to $5,000 a year, tax-free. Amount depends on income, with families with income of up to $150k eligible for some support. Must be eligible for a dependent care flexible spending account. https://www.hr.cornell.edu/life/support/child_care_grant.html and https://www.hr.cornell.edu/life/support/ccgsp_faq.pdf

Dartmouth College: At in-house Dartmouth College Child Care Center, sliding scale tuition based on income; only benefits-eligible Dartmouth staff and faculty may enroll in the center. http://www.dartmouth.edu/~dccc/fee/

Duke University: Tuition assistance program for use at on-site centers only, which are restricted to Duke employees. Annual income of less than $75,000. Must work at least 30 hours/week and be benefits eligible. Also, a childcare subsidy for PhD students. http://www.hr.duke.edu/benefits/family/care/onsite/assistance.php

Georgetown University: Hoya Kids Learning Center has a tuition scholarship program http://hr.georgetown.edu/hoya_kids/enrollment; The Georgetown Law Early Learning Center gives a significant discount to students and staff at the Law School http://www.law.georgetown.edu/campus-services/childcare/loader.cfm?csModule=security/getfile&pageid=181528

Johns Hopkins University: JHU employees Dependent Care Voucher Program - faculty and staff are eligible for up to $5,000 per year to help cover dependent care expenses in the on-campus center or elsewhere. Employees must be full/part time but fully benefited with a total net family income less than $50,000. JHU School of Medicine & Hospital Employee Scholarships - House staff, post docs, School of
Medicine Students and regular full-time staff are eligible for these scholarships. [http://benefits.jhu.edu/other/dependent.cfm](http://benefits.jhu.edu/other/dependent.cfm) Discounted tuition rate offered to Johns Hopkins University Faculty and Staff at the Celebtree Learning Center, the Goddard School and Kindercare, all external vendors.

**Northwestern University**: Provides a sliding-scale discount on tuition from 15%-39% based on income, and eligibility is for full-time faculty, staff or student families with income under $100,000, at three childcare centers. Counted as taxable income. The university also has a dependent care matching program in which it provides "non-taxable matching funds directly to an employee to assist in meeting a portion of annual dependent care expenses. These funds are made in the form of additional earnings on your regular paycheck." [http://www.northwestern.edu/hr/work-life/childcare/fee-assistance.html](http://www.northwestern.edu/hr/work-life/childcare/fee-assistance.html)

**University of Pennsylvania**: Penn faculty and staff pay a discounted tuition rate at the Penn Children's Center; in addition, faculty and staff with combined family incomes of $65,000 and $55,000 are eligible for sliding-scale tuition rates. [http://cms.business-services.upenn.edu/childcare/tuition-and-enrollment/tuition.html](http://cms.business-services.upenn.edu/childcare/tuition-and-enrollment/tuition.html) There is also a Family Grant Program for PhD students that can be used for childcare costs. [http://www.familycenter.upenn.edu/family_center/grants.php](http://www.familycenter.upenn.edu/family_center/grants.php)

**Washington University in St. Louis**: Can't find evidence of any subsidy or support for university employees from the university ([https://hr.wustl.edu/work_life/Pages/FamilyCare.aspx](https://hr.wustl.edu/work_life/Pages/FamilyCare.aspx)) or at either the BH center or the non-profit with an agreement with WUSTL. There is a childcare subsidy for PhD students. [http://graduateschool.wustl.edu/prospective_students/family-friendly/child-care](http://graduateschool.wustl.edu/prospective_students/family-friendly/child-care)

**Boston University**: [http://www.bu.edu/family/childcare-centers-on-campus/](http://www.bu.edu/family/childcare-centers-on-campus/) No subsidy, but the Little Sprouts center waives the $75 registration fee for BU families.

**Brandeis University**: Tuition at the in-house center is on a sliding scale based on income; not dependent on employment at Brandeis. [http://www.brandeis.edu/lemberg/ccprograms/schoolyear/tuition.html](http://www.brandeis.edu/lemberg/ccprograms/schoolyear/tuition.html)

**Harvard**: Harvard Ladder ACCESS childcare scholarships [http://www.faculty.harvard.edu/work-life-benefits-and-perks/child-care/ladder-access-program](http://www.faculty.harvard.edu/work-life-benefits-and-perks/child-care/ladder-access-program) Taxable tuition reimbursement program for Assistant Professors, Associate Professors, Professors, University Professors, Professors of Practice, Benjamin Peirce Lecturers, and Convertible Instructors; must have an adjusted gross household income of less than $175,000 (adjustments by the Office of Work/Life are made for single-parent households (less $10K) and for each additional child aged under 13 years beyond the first child aged under 6 years (less $10K – up to three additional children). For other employees, Harvard offers taxable child care scholarships, based on need, to benefits-eligible employees to defray the cost of child care. [http://hr.harvard.edu/financial-assistance](http://hr.harvard.edu/financial-assistance)

**MIT**: MIT offers scholarships to eligible Institute employees, including postdoctoral associates and postdoctoral fellows who have a child or children enrolled in one of MIT's Technology Childcare Centers (TCC). Taxable monthly payments, with user paying tuition on his or her own. Income cap of $130,000. [http://childcare.mit.edu/tuition-scholarships/mit-childcare-scholarship-program#scholarship](http://childcare.mit.edu/tuition-scholarships/mit-childcare-scholarship-program#scholarship)

**Northeastern University**: provides a sliding-scale discount at the on-campus center of 12.5% for full-time employees earning under $35,000 or 25% for employees earning under $50,000. [http://www.northeastern.edu/hrm/benefits/work-life/](http://www.northeastern.edu/hrm/benefits/work-life/)
Appendix 6: Cost of infant and toddler care at Bright Horizons childcare centers where Tufts community members have priority access

Data collected on August 12 and 13, 2014

According to the Tufts announcement about the transfer of TEDCC’s management to Bright Horizons, Bright Horizons will provide “Tufts employees” (perhaps benefits-eligible employees?) with 10 priority access slots for infant and toddler care at any of the following facilities: Bright Horizons at Davis Square (Davis Square, Somerville), Bright Horizons at Mass. Ave. (near the intersection of Massachusetts Ave. and Route 16 in Somerville), Bright Horizons at One Kendall Square (Kendall Square, Cambridge), and Bright Horizons at University Park (south of Central Square, Cambridge).

Tuition costs are not available online, and rates are not always quoted in commensurate ways in phone inquiries.

**Davis Square and Mass. Ave centers: information obtained via Bright Horizons 800 number**

**Infants (0-15 months):**
- 2 days/week, <6 hours/day = $1145/month; >9 hours/day = $1535/month
- 3 days/week, <6 hours/day = $1615/month; >9 hours/day = $2170/month
- 5 days/week, <6 hours/day = $2155/month; >9 hours/day = $2900/month

The cost depends on the number of hours per day, with greater than 9 hours being the maximum costs. The centers are open from 7am-6pm, i.e. an 11-hour maximum.

**Toddlers (15 months-2 years 9 months):**
- For 2 days/week, <6 hours/day = $925/month; >9 hours/day = $1240/month
- For 3 days/week, <6 hours/day = $1310/month; >9 hours/day = $1755/month
- For 5 days/week, <6 hours/day = $1750/month; >9 hours/day = $2340/month

**One Kendall Square center: information obtained via phone from directly from center**

**Infants (0-15 months)**
- 2 days/week, 8 hours/day = $1500/month
- 3 days/week, 8 hours/day = $2100/month
- 5 days/week, 8 hours/day = $2900/month

**Toddlers (15 months-2 years 9 months)**
- 2 days/week, 8 hours/day = $1300/month
- 3 days/week, 8 hours/day = $1800/month
- 5 days/week, 8 hours/day = $2400/month
Appendix 7: Side-by-side comparison of benefits for TEDCC employees in 2014-2014, in year one and two of transition to Bright Horizons, and of new Bright Horizons employees

<table>
<thead>
<tr>
<th>Former TEDCC employees: Teachers and Mentor Teachers</th>
<th>Bright Horizons-provided benefits, Year 1</th>
<th>Bright Horizons-provided benefits, Year 2</th>
<th>Bright Horizons employees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pay</strong></td>
<td>Exempt staff on salary</td>
<td>Conversion to hourly wage equal to previous salary based on a 35-hour work week</td>
<td>Continue at Year 1 pay</td>
</tr>
<tr>
<td><strong>Vacation days</strong></td>
<td>5 weeks of paid vacation</td>
<td>4 weeks during the year and 1 week during the summer of 2015, if employed for 6 months</td>
<td>4 weeks per year</td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td>11, plus two floating holidays</td>
<td>11 paid holidays</td>
<td>9 paid holidays</td>
</tr>
<tr>
<td><strong>Paid sick leave (sick days)</strong></td>
<td>As exempt staff, 6 months of paid sick leave per rolling calendar year</td>
<td>Accrue 5 days per year up to a max of 240 hours. Start with 5 days in the bank on day 1.</td>
<td>Accrue 5 days per year up to a max of 240 hours.</td>
</tr>
<tr>
<td><strong>Family illness leave</strong></td>
<td>10 paid sick days per year can be used for family illness. &quot;Family&quot; is very broadly defined.</td>
<td>Must use sick time.</td>
<td>Must use sick time.</td>
</tr>
<tr>
<td><strong>Personal days</strong></td>
<td>2 paid days per year</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td><strong>Parental leave: birth parents</strong></td>
<td>Primary caregivers (male or female) get 12 weeks of paid parental leave; 8 weeks paid leave if under one year.</td>
<td>No paid leave for fathers. Birth mothers: after 14 calendar days of inability to work, can take up to 24 weeks at up to 70% pay if have elected Short-Term</td>
<td>No paid leave for fathers. Birth mothers: after 14 calendar days of inability to work, can take up to 24 weeks at up to 70% pay if have elected Short-Term</td>
</tr>
<tr>
<td>Parental leave: adoptive parents</td>
<td>Disability insurance; after 24 weeks, convert to Long-Term Disability at up to 60% of pay.</td>
<td>Disability insurance; after 24 weeks, convert to Long-Term Disability at up to 60% of pay.</td>
<td>Disability insurance; after 24 weeks, convert to Long-Term Disability at up to 60% of pay.</td>
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<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Primary caregivers (male or female) get 12 weeks of paid parental leave if employed for one year; 8 weeks paid leave if under one year.</td>
<td>Eligible for 12 weeks of unpaid FMLA leave if have worked 1250 hours in previous 12 months; else, 8 weeks of unpaid leave under Massachusetts Maternity Law</td>
<td>Eligible for 12 weeks of unpaid FMLA leave if have worked 1250 hours in previous 12 months; else, 8 weeks of unpaid leave under Massachusetts Maternity Law</td>
<td>Eligible for 12 weeks of unpaid FMLA leave if have worked 1250 hours in previous 12 months; else, 8 weeks of unpaid leave under Massachusetts Maternity Law</td>
</tr>
<tr>
<td>Employer retirement contribution</td>
<td>Age 21-40: 5% of salary under Social Security wage base and 10% over SS wage base; age 40 and up, 10% of salary under SS wage base and 15% over SS wage base. Begins on date of hire for benefits-eligible employees. Vesting period: three years.</td>
<td>25 cents for every $1 employee contributes up to 8% of pay, after the first year of service. Vesting period: 20% vested after two years of service; 40% vested after three years; 60% vested after 4 years; 80% after 5 years; 100% after 6 years; &quot;1 year&quot; means working at least 1000 hours.</td>
<td>25 cents for every $1 employee contributes up to 8% of pay, after the first year of service. Vesting period: 20% vested after two years of service; 40% vested after three years; 60% vested after 4 years; 80% after 5 years; 100% after 6 years; &quot;1 year&quot; means working at least 1000 hours.</td>
</tr>
<tr>
<td>Tuition remission program</td>
<td>Grandfathering into Tufts remission benefit on individual basis. For other universities or professional development opportunities, reimbursement for tuition with maximum annual benefit $500 for less than 2 years of service and $750 for 2 years and beyond.</td>
<td>Grandfathering into Tufts remission benefit on individual basis. For other universities or professional development opportunities, reimbursement for tuition with maximum annual benefit $500 for less than 2 years of service and $750 for 2 years and beyond.</td>
<td>Reimbursement for courses taken at universities or other professional development institutions. Maximum annual benefit is $500 for less than 2 years of service and $750 for 2 years and beyond.</td>
</tr>
</tbody>
</table>
Appendix 8: AS&E Faculty on the Importance of High-Quality Childcare to their Recruitment, Retention, and Development at Tufts University

The quotations below are excerpted from 13 faculty responses to an email survey circulated 7/21/2014 by the AS&E Committee on Faculty Work/Life.

Question #1: To what extent was your decision to join Tufts influenced by the knowledge that high-quality childcare was available for your children through TEDCC and the Eliot-Pearson Children’s School?

“My spouse and I had recently started a family, so we definitely saw the availability of TEDCC and the Eliot-Pearson Children’s School as an incentive. Both were mentioned by Deans and by the Department Chair during the search process. It was not the main factor in our decision to relocate to a new institution a thousand miles away, but it was definitely a factor.”

“I researched the childcare options at Tufts, and the availability of excellent child care was a factor in my decision to join the faculty. I felt that Tufts was a good long-term choice.”

“It positively affected my decision.”

“This influenced my decision significantly.”

“Having a university-run child care was certainly a significant appeal at the stage of job application/decision, while corporate for-profit daycare would not have been. I would also add that an important factor for the hiring purposes is having infant and toddler care too – ideally university-run.”

“There was a significant impact and relief knowing that faculty had the opportunity to have children cared for at one of these institutions.”

Question #2: Would the possibility of being able to enroll a child with a for-profit childcare chain have had the same impact?

“No.” (Five survey respondents.)

“No, we had already made the decision that our children would not be going to such a facility.”

“No, that is something we could have done anywhere.”

“No, I would not have been as excited about corporate preschool.”

“I don't think the university-run or private-run distinction would have mattered much. I would have cared more about quality of care, affordability, convenience (in terms of hours of
operation and distance from the Medford campus), and the chances of there being a spot for my child.”

Question #3: To what extent has the availability of childcare at TEDCC or EPCS made it easier for you to engage in research and teaching?

“The TEDCC made my transition to Tufts tremendously easy and smooth. I did not have to worry about my son’s childcare. Before my son joined the TEDCC, many colleagues had informed me how wonderful the TEDCC was, and my personal contact with the teachers and staff had been pleasant. My son loves his school, and has been such a happy boy there. (His experience with previous daycares was not good.) I trust the TEDCC, and can focus on research and teaching without feeling any distraction.”

“It has been an enormous factor. There is nothing more stressful and time-consuming than dealing with substandard child care, as I experienced with my elder child in a home-based day care.”

“It makes my job much easier. Knowing that my son is so close by and well taken care of gives me confidence in doing my job on a daily basis. It also allows me to leave work later and be more flexible than I otherwise could have been.”

“It is hard to quantify the productivity generated by peace of mind, but knowing that one’s child is in the best possible hands allows for a greater focus on one's research and teaching. Not having to monitor one’s children’s wellbeing all the time, means that one has more time and greater energy that can be applied towards professional work. Security = productivity.”

“Tremendously. The fact that high-quality, child-centered care was available essentially on campus convinced us to buy a house next to campus. Being a 5 min walk from my office and their care freed up large amounts of time for research and teaching. I would not have sent them to a Bright Horizons at that same location, and would have either lived farther from campus or spent a lot of time transporting kids around as a result.”

Question #4: Would the absence of high-quality, full-time, independent child care make it harder for you to engage in teaching and research? If so, how?

“As a female tenure track professor, the prospects of potentially juggling parenthood with my career are a major source of anxiety for me. It has been stressful and challenging merely to inquire about policies. I think that access to child care is essential for modern dual-income families and the promotion of women in academia. Provisions such as these means that choosing to become a mother does not necessarily mean that I am giving up my job security, career and morale in the workplace. Beyond the material benefits, provisions such as these
show that the university wants to support me in the pursuit of a happy and full life rather than dismiss me.”

“Yes. In a previous daycare, before TEDCC, our son got sick significantly more, meaning I had to take more time away from my responsibilities on campus.”

“I cannot stress enough that the search for high-quality, full-time, independent child care takes a tremendous toll on one's resources. A great deal of time goes into research, interviews, and comparing factors such as cost and location. **If we lose TEDCC, I will have to invest a significant portion of my time during the upcoming academic year** in pursuit of a new school for my child. This was time that I counted on having available for my major research projects and teaching.”

“While my kids no longer need child care (my younger one is now 15), I am convinced that high quality, affordable on-site child care is the single most important issue that can level the playing field for women. I keep hearing all the discussions about women and STEM - we really don't need more workshops, all we need is day-to-day help, especially with child care. That being said, **young male faculty are also affected** – more and more of them share equally with their working spouses. One of my young male colleagues had to leave an important meeting early last week because of the TEDCC turmoil.”

**On the transition from TEDCC to BH and the timing of its announcement**

“It hurts. We need to consider miscellaneous things that may influence my son's feeling at school in the next year. How many TEDCC teachers are going to stay? Are they going to feel stressed while being assigned to cooperate with new BH teachers? **Are the new teachers real teachers or just babysitters?** Are they qualified to run Kindergarten class? I do not trust the BH and feel so unsettled ever since I got the news. I am expecting all kinds of accidents that may happen in the transition, and **unable to focus on my work** as much as I used to do.”

“It has already taken a week away from research and teaching, and it appears that I will have to put in far more effort to help my son thrive in the center this fall than I expected. It also will likely mean a long, arduous search to figure out the best preschool option for next year. I expect that will take **extensive time away from research and teaching next spring semester**.”
Appendix 9: Letter from Beatrice Manz, Chair of the History Department, to Dean Jim Glaser

July 28, 2014

Professor James Glaser
Dean of the Faculty of Arts and Sciences
Ballou Hall, Third floor

Dear Jim,

I am writing to express my concern about the closing of the Tufts Educational Day Care Center, and about the way in which it has been done. The impact of this closing on the History department is very painful. I suspect that this is far from the first letter you have received; I have waited until I could gather enough information to feel that I understand the issue. What I have heard and read leads me to believe that the Tufts administration has acted hastily and has destroyed a resource of value to its faculty. Surely, a day care center which has existed for decades and served generations of faculty should not be closed without deliberate review and without compelling reasons. Since the parents of the children enrolled are in the best position to judge the quality of the center, one would have expected the administration to consult them in the process. Although junior faculty are most immediately affected, the process shows a lack of respect for Tufts faculty which worries all of us, senior and junior.

There are many causes for dismay over this decision. What I want to write about here is only one aspect of the issue – the way in which I believe the administration’s recent action works against the stated goals of the University. The university has worked over the last decades to develop a strong research faculty. We have raised beginning salaries at a rate considerably higher than the yearly merit increases, and we provide course releases, paid leaves and research money to beginning faculty. All this costs money, which is gathered to some extent at the expense of the salaries of senior faculty. I believe that most of us consider the sacrifice worthwhile as we welcome talented new faculty members.

As you have noted the History Department has been particularly successful in recruiting outstanding new faculty over the last seven or eight years. Now however we need to retain these people, and the departure this spring of our Early American historian, Ben Carp, to take a position elsewhere has reminded us of our vulnerability. The closing of the center makes our position significantly worse. Five of our younger faculty have children at TEDCC, and have heard the news with consternation. Given that day care is extremely expensive and that one is expected to get on a waiting list at least a year in advance, they are being given essentially no choice about what to do. There has been no transparency, no warning, and no consultation with the faculty most affected.

I think you must recognize that the lack of consideration shown to junior faculty in this matter may make it harder to keep their loyalty and to retain them here at Tufts if they get offers from other universities. Another issue is how this will affect our ability to attract the best candidates for future jobs. As you know we will be hiring an assistant professor in Russian history this year. The candidates will undoubtedly want to talk to our junior faculty and I imagine they will want to know about life for young families at Tufts. The picture is less favorable this year than it was when we made our last hire six months ago. That is not good for the department or for the University.
Yours sincerely,

Beatrice

Beatrice F. Manz
Chair, Department of History