
The Family Friendly Workplace

University of Minnesota • 2009-2010 President's Emerging Leaders Project

Project Sponsors:

Arlene Carney - Vice Provost of Faculty and Academic Affairs

Carol Carrier - Vice President of Human Resources

Project Advisors:

Karen Zentner Bacig, Associate to the Vice Provost for Faculty and Academic Affairs

Ole Gram, Associate to the Vice Provost for Faculty and Academic Affairs



Family Friendly Team:

April Coon

William Dana

Ginny Levi

Barbara Schwab

Heidi Wagner

Table of Contents

Executive Summary	i
Introduction	1
Team Strategy	2
Literature Review	4
Methodology of Primary Research	7
Out of Scope	9
Findings of the Family Friendly PEL Project	10
Conclusion and Recommendations	23
Acknowledgements	30
Works Cited	31
Appendix	32

Executive Summary

In the fall of 2009, our President's Emerging Leaders (PEL) team was charged with investigating issues regarding perceptions of the "family friendliness" of the University of Minnesota (University) and their impact on attracting and retaining faculty and staff.

With more competition for recruiting a new generation of faculty and staff and in an effort to retain exceptional current employees, the Family Friendly project investigated policies and programs considered to be family friendly. Our goal was to explore and recommend how the University should value and embrace the family friendly work environment. The project sponsors were Vice Provost of Faculty and Academic Affairs Arlene Carney and Vice President of Human Resources Carol Carrier.

In looking at other "Big 10" universities, our team concluded that the University of Minnesota is at least as family friendly a place to work as most others and more so than many. However, policies and programs viewed as family friendly are implemented very differently across the University and are frequently communicated in ways that are confusing or misleading. As a result, perceptions of the University as family friendly vary greatly throughout the institution.

We searched the literature and met with a number of key University contacts in an effort to understand family friendly policies and programs offered by the University and how they compare to those at other institutions. In addition, we conducted a survey and five focus groups in order to learn how family friendly policies and programs are perceived at the University.

Our research led us to four major conclusions. We learned that a significant number of University employees are either neutral or negative in their views of the University as a family friendly place to work. Further, employees believe that people not affiliated with the University are also generally neutral in their view of it as a family friendly work environment.

We found that family friendly policies and programs are implemented inconsistently throughout the University. The family friendly culture of a school or unit depends greatly on how effectively and consistently family friendly policies and programs are implemented. This, in turn, depends on the attitudes of people in leadership roles.

The University culture is in flux as younger generations of employees are more committed to a balance between personal and work life. The current economic climate and the impending shift in leadership at the University also impact the culture.

Key Conclusions:

The team concluded that the University's family friendly policies and programs are competitive with universities with reputations as highly family friendly and should be a positive factor in attracting and retaining the best faculty and staff. However, inadequacies in communicating these policies and programs and inconsistencies in the culture of schools and units where they are implemented are factors that should be addressed.

- There is a need for the University to improve its internal and external perceptions of family friendly policies and programs through enhanced communication strategies.
- Now is the time to address the internal culture issues surrounding family friendly policies and programs—in conjunction with restructuring of the University.
- The culture can't change favorably without bolstered communications and increased trust.
- This initiative should be integrated into the core mission of the University because an exceptional work environment will lead to exceptional employees.
- The culture is changing; through communications changes we can be more proactive in shaping the direction of the change.

Recommendations:

Our recommendations focus on improved communications and enhanced culture to increase awareness and effective utilization of family friendly policies and programs.

- Make branding and communication of family friendly policies and programs consistent and clear throughout the University.
- Modify the Office of Human Resources' (OHR) website so that the language is easier to understand and the website is more accessible.
- Develop a strategic OHR communications plan to provide consistency in communication of family friendly policies and programs.
- Discuss family friendly policies and programs within the context of the wellness program.
- Provide employees with access to family friendly policies and programs through their MyU home page.
- Communicate external family friendly services that are offered to University employees in a manner that clearly identifies them with the University.
- Add a reference to extending the tenure clock (Section 5.5 - Tenure Code) to probationary faculty offer letters.
- Encourage management at all levels to improve their understanding of and commitment to family friendly policies and programs.
- Assign responsibility for developing expertise in family friendly policies and programs to a single team of Central HR staff members and publicize their availability throughout the University.

- Enhance tools for HR professionals on campus.
- Provide training for supervisors and unit-level HR professionals that provides them with the tools necessary to refer faculty and staff to appropriate resources for consistent implementation of family friendly policies and programs.
- Return to use of the more commonly understood term, “work/life balance” rather than “family friendly.”

Introduction

“Our lives are a mixture of different roles. Most of us are doing the best we can to find whatever the right balance is. For me, that balance is family, work, and service.”

—Hillary Rodham Clinton

In fall 2009 our team of participants in the President's Emerging Leaders (PEL) program was given the opportunity to explore Family Friendly policies and programs (FFPP) at the University of Minnesota (“University”). The charge from our sponsors, Vice Provost of Faculty and Academic Affairs Arlene Carney and Vice President of Human Resources Carol Carrier: “With more competition for recruiting a new generation of faculty and staff and in an effort to retain exceptional current employees, the Family Friendly project will investigate policies and programs considered to be family friendly. The goal is to explore and recommend how the University should value and embrace the family friendly work environment.”

As new generations of faculty and staff enter the workplace, there is an increasing demand for balance between work and personal life to provide job satisfaction and increased productivity. Sometimes referred to as work/life balance, the sponsors of this project selected the term “family friendly” to describe a work environment that provides programs and policies to support employees in a wide variety of ways. This is the term that will be used throughout this report.

Several universities and academic systems have developed reputations as particularly family friendly. As such, they are viewed as desirable employers that are able to recruit and retain faculty and staff in the competition within academia for the best and brightest. Among academic institutions with a family friendly reputation are the University of Arizona, the University of California-Berkeley, the University of Michigan, and the University of Washington.

The University is highly competitive when the FFPP are compared to other Big Ten universities. There are a variety of factors that led to this conclusion, primarily the long list of FFPP offered by the University to support the personal needs of its employees. However, two overarching factors impede the University's ability to effectively and consistently implement its FFPP: communication and culture.

A review of peer institutions reveals that those universities reputed to be family friendly have more effective HR websites. Their HR websites are more usable and consistent than the University's with respect to their FFPP. Through focus groups, the administration of a survey, and interviews with key University contacts, we learned that the culture of a department, unit or school plays a significant role in the perception of employees regarding the family friendly nature of the University.

Having policies and programs in place to meet the various needs of faculty members and staff is essential, but not sufficient, to engender a belief that one's employer cares about more than simply

getting the most out of each employee. We heard from the University community that they experience challenges while navigating the system and getting the information necessary to resolve personal issues and focus on work while at work. This subject has proven to inspire strong reactions.

In light of the University's goal of becoming one of the top three research universities in the nation, we believe that the recommendations that appear in this report should be seriously considered. An improved reputation as a university that offers an exceptional work environment will help the University attract and retain exceptional employees.

Team Strategy

As the project was presented, the term "family friendly" was largely undefined. As a group we worked to create our own working definition (below) and used that to look at the project in the broadest terms. We knew that other institutions had a reputation as family friendly workplaces and we identified elements that seemed to be commonly referred to as "family friendly."

The working definition of family friendly that our group selected was: In the US workforce the "ideal worker" is generally defined as a person with the benefit of a full time homemaker—separate from the person in the workforce—able to fulfill the needs of the family. Dual income households are increasingly common in the United States (AmeriStat, 2003). Currently, employers are accommodating dual income households by offering family friendly policies and programs. Their goal is to increase employee efficiency and satisfaction and to stay competitive in the labor market.

Key characteristics of a family friendly university include:

- Offering flexible work arrangements to support primary caregivers.
- Communicating and connecting faculty and staff with available resources.
- Marketing family friendly policies and programs to prospective new faculty and staff
- Extending the tenure clock for probationary faculty
- Hiring spouses/partners and providing relocation assistance
- Offering on-site or institutional childcare support

Ideally, the availability of these benefits would lead to a workplace that is open to change and celebrates the diversity of the workforce. This goal of diversity about family friendly attitudes fits well into the overall strategic goals of the University. This definition is quite broad and encompasses the view that family friendly is much broader than policies related to employees with children. These policies are aimed at supporting employees inside and outside the workplace.

By taking this broad view of key characteristics, the group identified what the University specifically offers by way of support to the employee. The following is a list of benefits that the University currently offers and for the remainder of this report, references to FFPP encompass all of these benefits:

- Bereavement leave
- Career/Life Alliance Services (CLAS)
- Clock stoppage/Use of section 5.5 of the tenure code
- Day care referral service
- Disability services
- Employee Assistance Program
- Family Medical Leave Act (FMLA)
- Flextime work arrangements
- Job sharing
- Medical/Dental/Pharmacy Benefits
- Parental leave
- Regents scholarship
- Relocation Assistance Program (HERC)
- Retirement benefits
- Sick time
- Spousal/Partner Hire
- University sponsored childcare
- Vacation
- Wellness program

Our sponsors clearly stated a desire to see how the University was viewed externally and internally as a family friendly employer. Are we competitive? Are there items missing from our current benefits package? Is there a difference between the experiences of faculty and staff?

In order to answer those questions, the group designed a multi-pronged effort to obtain as much information as possible in the short time-line allotted to a PEL project. We needed to: understand the issue in terms specific to a "Research 1" institution; compare our benefits package with those of peer institutions; seek the counsel of current faculty whose primary research falls into this project; discuss the issue with the faculty and staff who administer benefits at the University.

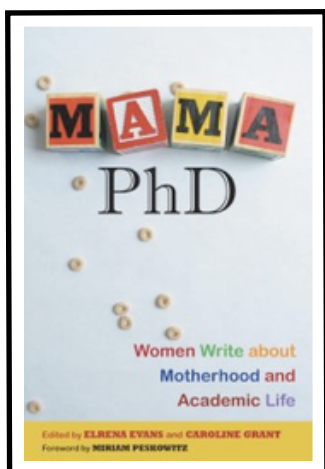
These strategies would inform our PEL team about literature, policies and programs that define a family friendly employer, but would not provide us with an understanding of the personal interactions that faculty and staff have with the policies and programs. FFPP affect employees at different times of transition in their lives and for different lengths of time. These transitions lead to rich stories about the implementation of FFPP across the University and across job classes. To learn about the personal experiences of University employees, individually and collectively, we designed a survey and accompanied that survey with focus groups specific to job class.

Literature Review

Our initial search of literature proved to be filled with references to family friendly in the context of the academic worker. Articles based on the impact of institutional culture on faculty life at large land grant institutions could be found throughout the search. However, many of these articles and books focused on the faculty and mentioned little to nothing regarding staff. While this literature supported the view that the University needs excellent faculty in order to fulfill its mission, we found less information related to the need of high quality staff and non-tenured teaching and research personnel to serve and support the University's mission. We conducted a broader search of general HR materials and articles in the belief that the experiences of non-tenured personnel at the University are more directly comparable to the experiences of corporate employees than to tenured faculty.

One of the premier researchers in the area of family friendly policies and academia is Mary Ann Mason. She focuses on the difficulties of combining a career that is "up or out" with the influx of women into the workforce. Her work greatly influenced policy at University of California-Berkeley and has been held as a model for other institutions. Her argument is echoed by many of the other researchers in this field. The demographics of academe are changing. As we reach the next generational shift, we see that women with terminal degrees are making up 50% or more of graduating classes (Mason, 2007). Half of the upcoming great minds to populate faculty ranks will have intrinsically different needs and support than the traditional model of male faculty with a full time stay-at-home wife. This, added to the unfortunate overlap of the tenure clock with child bearing years, leads to new challenges for institutions to adapt to their changing workforce.

Mason is one of the few researchers with data to back up her findings of institutional shortcomings to meet the needs of caregivers. Through surveys, long term studies and an in-depth look at institutional culture, Mason concludes that most challenges are borne by women faculty members, especially those who are married with children (Mason, "Do Babies Matter?" 2007).



Mason also finds that many policies were enacted by University of California-Berkeley in order to address caregiver needs. These include tenure clock-stoppage and paid leaves. Unfortunately, many policies were underutilized due to faculty members not being aware of them, not understanding them completely and, moreover, a culture of fear of retribution if they were used.

Mama, Ph.D. (2008) is a collection of essays written by women who faced serious challenges in finding a balance between their academic desires and the realities they faced as mothers of young children. Many of the authors are women who abandoned the tenure track due to their inability to gain flexibility within their institutions. This again results in losing talent due to rigid policy or culture—something that the University cannot afford to do if it wishes to remain highly competitive. The complaints and precursors to leaving that

are highlighted in **Mama, PhD** are similar to those Mason found. There were some policies available, but the faculty felt unable to utilize them. The policies addressed research extension, but not modification of teaching duties. Time off was granted, but unpaid. Quality childcare was not available in the vicinity of campus.

This theme of faculty vocally insisting that they are more than researchers—they are people with families and lives—was repeated in much of the literature. In *Establishing the Family Friendly Campus: Models for Effective Practice* (2009), awardees of Sloan Foundation Grants relating to Workplace, Work Force and Working Families explore the different techniques, models, and programs used on their campuses.

Three institutions stood out in their implementation of FFPP. These institutions are large, complex organizations with similarities to the University. These universities have a reputation for being family friendly, although the terms they use for these qualities are “balance,” “work/life,” and “work/family.” It is also interesting to note that each university implements programs and policies based on the unique circumstances that the institution and area require.

University of California - Berkeley: The University of California-Berkeley (UC-Berkeley) has one of the most positive reputations for being family friendly. Much of this is due to their initiative for faculty called, “the Family Friendly Edge,” which is lead by premier researcher in the field, Mary Ann Mason. The institution has also been the recipient of multiple Sloan Grants to enhance the research and implementation of a more family friendly campus.

UC-Berkeley has focused this effort on faculty and graduate students. Their benefits include paid leave, tenure clock extension, unpaid leave, modified teaching duties, a part time appointment option, as well as some lesser items that enhance the family friendly package. These include: identifying childcare slots for new faculty hires, relocation services, postdoctoral fellowships, reworking academic calendars to fit with school and daycare schedules, publicizing school and summer camps, and emergency back-up childcare referrals. Many of these policies have been in practice on paper for many years. In interviews with Mary Ann Mason, she pointed to an increase in communication and ongoing training to change the culture to one that encouraged faculty to use the policies rather than fearing retribution.

University of Washington: The University of Washington (UW) began the Balance@UW initiative in 2006 and subsequently received the Alfred P. Sloan Award for Faculty Career Flexibility (Quinn & Shapiro, 2009). UW focused on flexibility for faculty and staff with a primary focus on faculty. They implemented a part-time tenure track (implemented in 1998) in addition to the more traditional tenure clock extension for faculty (implemented in the 1970s) dealing with personal and professional issues.

For staff, UW implemented a variety of options including compressed work weeks, telecommuting, part-time/job sharing, and flex time. These policies are more than just stated as possibilities for the

staff; in a 2003 survey it was found that 80% of staff who requested a flexible work schedule received it (Quinn & Shapiro, 2009). Moreover, there were four principles for successful implementation of flexible staff arrangements: perform planning around the whole team, not an individual; include the team in the planning; pilot new arrangements; document the details of the arrangements. Utilizing these four principles, teams were able to have flexible work teams that were understood by employees, managers, and co-workers.

Finally, UW focused on childcare issues. Childcare is a critical issue for those that face it. It can cause a great candidate to go elsewhere due to the inability to find quality, accessible care. Unlike the University of Minnesota, UW is facing a shortage of quality, affordable childcare in the area. This leads UW to provide increased support of on-site childcare, financial aid for outside care, and a strong resource and referral agency.

University of Arizona: The University of Arizona (U of A) demonstrates a family friendly campus that is doing more than addressing the issues of faculty. The U of A truly identified the needs of all its employees. As much as the faculty workforce is changing, so is the make-up of support and academic staff. In 2010, for the first time, women made up over 50% of the workforce in the United States (*We did it!*, 2010). In addition to the more gender equivalent numbers, the number of people with care-giving responsibilities has increased. There are increasingly more people with parental/elder care needs in conjunction with their own needs and those of other immediate family members (Jung, et al, 2009).

The U of A addressed the issue by creating a hybrid communications plan to implement policies and programs related to employee assistance, wellness, and work/life. Based on responding to an employee's "whole-person needs" and a theory of social ecology of health, the U of A combined existing programs in 1998 to create the Life & Work Connections (Jung, et al 2009). The new program focuses on childcare and family resources, elder care and life cycle resources, employee assistance counseling, work/life support, and wellness.

Similar to the University, the U of A is a land grant institution with a variety of campus units. They experienced difficulties in communicating what they had to offer, acquiring ongoing funding, and gaining buy-in from higher administration (Jung, et al, 2009).

Private Sector: Private corporations are more likely to be at the cutting edge in addressing work/life balance issues because they are not focused on issues of tenure and academic concerns. Most of the human resource literature points to successful employees as persons who have control over their work and flexibility in their time at work (Kelly, et al, 2009).

University professors Phyllis Moen and Erin Kelly have been conducting cutting edge research regarding work, flexibility, and the ideas encompassed in family friendly policies. More specifically, they have conducted comprehensive literature reviews on the benefits for organizations to implementing family friendly or work/life balance initiatives, and addressing work life conflict.

In a comprehensive literature review by Kelly, et. al (2008), she identifies what is effective in successful implementation of work family initiatives. These attributes are supervisor support, universal opportunity to take advantage of policies, perceived fairness of the policies, and quality communication about all of the policies.

In another study, Moen and Kelly look in-depth at the Best Buy, Results Only Work Environment (ROWE) initiative (2009). This study looked at the impact of changing the work environment to be less time-restrictive. This gave greater control to the employee to complete necessary work tasks and responsibilities while allowing for flexibility. Early findings showed that there was less work family conflict with employees involved with ROWE and that these employees showed a lowering of turnover intentions. This seems to be an incentive for the corporation to continue this initiative.

In summary, these policies are generally noted for working well with white collar, exempt positions. The more service-centered jobs were not analyzed in this research, but it appears that the flexibility these employees desire is more difficult to implement. This reflects the difficulty of enacting initiatives such as ROWE in a context of perceived fairness for the varied types of employees at the University.

Methodology of Primary Research

While a review of the literature gave us context for the issues of FFPP across the nation, it was necessary for the group to gather data on perceptions and implementation of current FFPP at the University. We also needed to see how the current FFPP rated among peer institutions.

Comparison with Peer Institutions: We compared the benefits policies of FFPP from the University to other CIC institutions as well as some of our “aspirational” institutions. Please see Appendix A for a full comparison broken down by faculty and staff, policy, and institution. Looking at this comparison, it was apparent that the University offers a highly competitive set of benefits to employees. As noted above, each institution faces unique circumstances in its own area and therefore has policies that may cater to individual or regional needs.

The only clear area of deficit that we identified in the University’s benefits package is that of modified teaching duties for teaching staff and tenure track faculty requiring parental leave. It is noted or identified in other institutions, however is not addressed in the University’s policies.

Understandably, this is not a cost-neutral benefit and highlights the difficulties of funding on a decentralized level. However it is a gap in the benefits package and overall FFPP offered by the University.

Survey Methodology: Once we found that our benefit package is competitive and includes many of the policies and programs that reputedly family friendly universities have, our project group concluded that a survey might help us identify barriers for current University employees in

perceiving the University as a family friendly environment. To do this, we enlisted the help of Dr. Theresa Glomb, the lead faculty member for the University's PULSE survey. This survey is a bi-annual survey conducted by the University to gauge employee satisfaction and to assess other strategic initiatives at the University.

With the help of Dr. Glomb and Susan Rafferty, Assistant Director in the Office of Human Resources (OHR), we were able to identify two RRC (Resource Responsibility Center) groups of University employees to sample: one that in the 2008 PULSE survey had rated themselves low in work-to-family conflict and one that had rated themselves high in work-to-family conflict. Through our discussions with both Dr. Glomb and OHR, we also reviewed the results for the two RRCs that felt they had high and low supervisor support.

We created a survey of ten questions that explored perceptions of FFPP as related to the culture of the workplace and effectiveness of communication at the University. We chose these two areas based on the difficulties of implementation of other universities as well as group observations and interpretation of the PULSE results. A copy of our survey questions and results can be found in Appendix B.

The survey was sent to the two identified groups via email. Group 1 was defined as those who self-rated high (generally positive experiences with FFPP) on the University PULSE survey and Group 2 was defined as those who self-rated low (generally negative experiences with FFPP) on the University PULSE survey. Group 1 was a sample group of 560 people of whom 150 responded (27%). Group two was sent to 601 people and had 112 responses (19%). See Appendices G and H for full survey results.

While we were not informed of the home units of the respondents, there were trends in the make-up of employees in the two groups. Group 1 was made up of predominantly exempt-professional workers (P&A and Faculty). There is less of a face-to-face service component in these job classes. Group 2 was a traditional academic unit with a heavier representation of civil service and bargaining unit individuals. Traditionally, these workers have less control over their work and more service and hourly driven schedules.

Focus Group Methodology: To complement the survey data, the team conducted five focus group sessions. These focus groups were organized by employee class. There were two for faculty, one each for Professional & Administrative, Civil Service, and Bargaining Unit employees. Each group was asked the same questions with the exception of faculty, who were asked additional questions about tenure and extension of probationary time. The questions can be found in Appendix C (focus group questions). The groups were chosen to encompass diverse representatives from central services, academic departments, length of service at the University, and gender. The discussions were enlightening and highlighted differences among employee classes for communication of FFPP and the culture needed to take advantage of opportunities provided by FFPP.

Out of Scope

Throughout our work this year we encountered many themes. Although they were all important, some could not be covered in the conclusions of our work and are considered out of scope for our project. These include the cost and exclusivity of University sponsored daycare, the role and policies regarding student employees, and issues regarding federal law or national policy. Each issue was excluded for specific reasons explained below.

University sponsored daycare was consistently raised as a service employees wish they could utilize, but many found either that it is too expensive or that the waiting list is too long. These barriers prevent wider usage of the daycare benefit. We learned that additions to the current system have been explored, but were found to be too expensive and complicated. Access to quality and affordable childcare is definitely part of a family friendly institution. The University is situated in an area where there are many other options for quality and affordable childcare off campus. The need for access is not as dire here as in Seattle or Berkeley, a fact that is reflected in the University's benefit package. For this reason, the University has invested in a referral service to assist employees in finding care in addition to what is available on campus.

Student employees at the University face many different work opportunities and restrictions than other employees. They are part-time and in dual roles as both students and staff. We are not taking the position that family friendly policies should not be extended to student employees, such as graduate assistants. We feel that more study needs to be done in order to best assess how to implement policies that would be most useful for this group and to focus on those that would be of assistance to them as employees and as students.

Another issue that was raised in focus groups is the lack of lactation accommodations on campus. A number of women reported that the spaces they were offered were substandard, e.g., bathrooms or closets. Boynton Health Services offer the "Expression Connection" to support mothers who are breastfeeding. However, this benefit is not widely known and not easy to access.

Finally, we heard a number of themes that related to ways in which policies at the University differ from those outside of the United States. Our comparisons were drawn from peer institutions that are either in our geographical area or are "aspirational" institutions. These are all within the United States and therefore our conclusions are drawn from what is baseline and normative in the nation. The University is unable to address the national differences between socialized care and support for extended maternity and paternity leave.

Findings of the Family Friendly PEL Project

Our research led us to reach four major conclusions. First, we learned that a significant number of University employees are either neutral or negative in their views of the degree to which the University is a family friendly place to work. In the same vein, University employees believe that people not affiliated with the University see it as neither family friendly nor “family unfriendly.”

Second, we found that there is inconsistency in the implementation of family friendly policies and programs throughout the University. The family friendly culture of a school or unit depends greatly on how effectively and consistently family friendly policies and programs are implemented. This, in turn, depends on the attitudes of people in leadership roles.

Our third finding is that the culture of the University is in flux. This is based in part on differences in generations of employees, with younger generations much more committed to a balance between personal and work life. In addition, the current economic climate and the impending shift in leadership at the University impact the culture.

Finally, it became clear to us that the way in which FFPP are communicated plays a central role in how they are perceived. The best example of an extremely well-communicated benefit is the wellness program. Virtually everyone we spoke with or surveyed is familiar with and appreciates this program (See Appendices G and H). In contrast, there were numerous benefits that employees did not know about or had no idea how to access.

We will address these points in the following pages.

1. There is a need for the University to improve both internal and external perceptions of itself as family friendly place to work.

When searching the literature for academic institutions with reputations as family friendly, the University of Minnesota did not surface. Those that were most frequently identified appear to be those that have not only taken steps to address the concerns of a diversifying workforce, but also to publicize their efforts through their websites and publications within and beyond their institutions.

Our policies show that we are as family friendly as other institutions, but we do not have the same kind of reputation. We compared the policies and programs offered by the University to other “Big 10” universities as well as to the institutions identified as particularly family friendly, and concluded that the University is competitive with the others. The array of opportunities available to employees of the University meets or exceeds those available elsewhere. We have prepared a chart that outlines these comparisons (Please see Appendix A).

In a meeting with Professors Phyllis Moen and Erin Kelly, we were advised that it is important for the University to balance the goal of institutional efficiencies with concern for the health and welfare of

employees and their families. This goes beyond wellness to a culture of a healthy work environment. We should look at the structure of the work environment. Research shows that people who work with more supportive supervisors are generally healthier. The University should lead from evidence and research.

We have seen where the communication of FFPP has influenced the culture positively at the UC-Berkeley. Extensive research by Mary Ann Mason shows that culture can be affected by widespread institutional support. The U of A is another example of a university where communication has improved the implementation of FFPP.

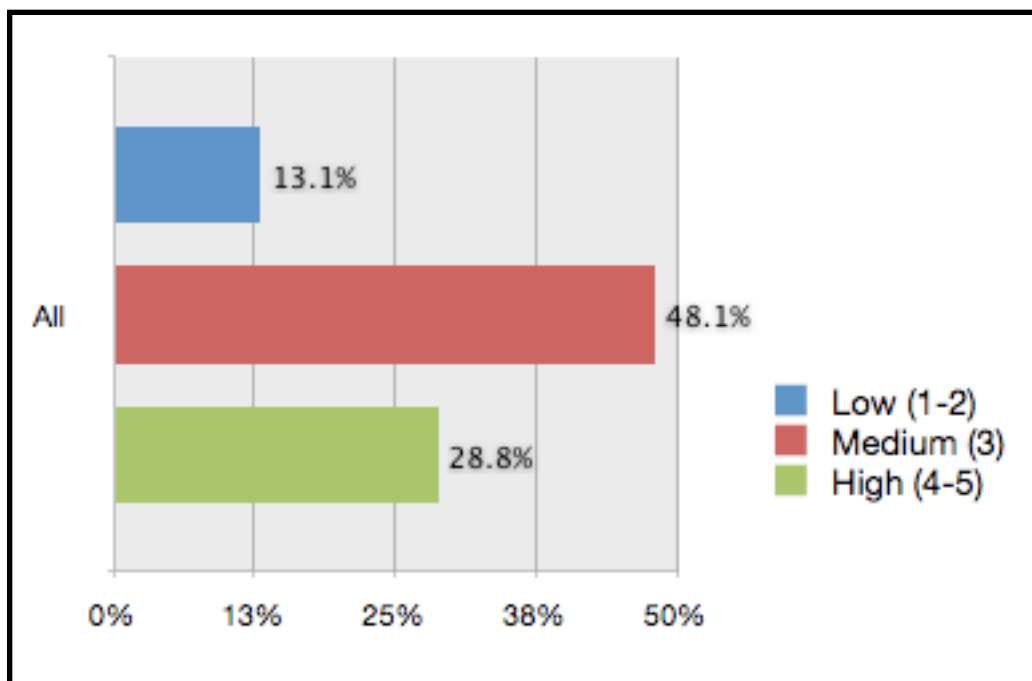
The survey and focus groups we conducted led us to conclude that FFPP do not influence employees' decisions to work at the University nearly as much as they influence their decisions to stay. This is an area for improvement at the University. Our exceptional FFPP should be used to heavily recruit the best and brightest.

External perceptions

Question one of our survey asked, "How friendly do you believe the University is perceived to be by people who are not affiliated with the University?"

Overall, respondents did not feel that the University is viewed as a particularly family friendly environment. Nearly half of respondents (48.1%) indicated that the University has neither a high nor low public perception of family friendliness.

External Perceptions of the University’s Family Friendliness



Some examples of well-branded institutions are UC-Berkeley, Michigan and U of A. (See Appendix D for screen shots of effective web interfaces). In contrast, the University's website appears to be less effective and there is an opportunity for us to improve.

Question three of the survey asked, "How important was the reputation of family friendly policies and programs in your decision to: a) take a position at the University and b) continue your employment at the University?"

At the outset of this project, our team felt that the University's family friendly policies and programs should be viewed as an excellent recruitment tool. However, our assessments and analysis led to the conclusion that these policies and programs are also an important *retention* tool.

- 57.4% of faculty rated the family friendliness of the U as not important in their decision to accept a position. However, 36.2% of faculty identified it as a factor for remaining at the U.
- Although nearly half of the staff rated the family friendliness of the University as not important to them in accepting their positions, over 55% noted that it was important in their decision to remain at the University.

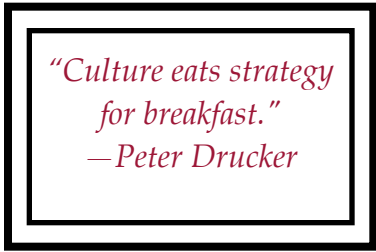
This leads us to conclude that the University should enhance communication of the FFPP internally to increase staff knowledge of existing FFPP.

Currently, the University is missing out on a valuable recruitment opportunity because, as our research shows, faculty and staff do not believe that the University is viewed as a highly family friendly institution.

In short, our research suggests that the University's family friendly policies and programs are, to a great extent, more positive than they are perceived to be. Why? There are two factors at play, as we will show in the following sections of this report. First, the culture of individual departments and units results in widely varied understanding and use of FFPP. Second, the availability of FFPP is communicated in inconsistent and confusing ways.

2. Variations in our culture impact our ability to consistently implement family friendly policies and programs.

Currently, the experience that faculty and staff members have with FFPP varies depending on where at the University they work. Supervisors have very different degrees of familiarity with the FFPP or even with where to send people with questions about their benefits. This is equally true of departmental HR representatives and even HR professionals at the central level.



*"Culture eats strategy
for breakfast."
—Peter Drucker*

We heard from numerous participants in the survey and focus groups about their differing experiences with FFPP. A civil service employee reported that she had to explain FMLA to her HR rep and we heard the same from faculty members. We heard from several P&A staff that when convenient for their supervisors, they are treated as hourly employees and not given the flexibility that their job class entitles them to. A civil service employee said, “Flex time and working from home is forbidden. Any time away from the office, even if I could work from home, has to be taken as vacation time.”

Numerous respondents stated that benefits vary based on their job class, leading the bargaining unit focus group to say:

“I have found that the availability of the University’s ‘family friendly’ policies is really determined by individual supervisors. I have worked in several labs and it is the supervisor who makes using these benefits possible with or without repercussions or retribution.”
—Bargaining Unit

“It’s annoying that there are certain benefits that only apply to certain job categories. It says that you are not one of the privileged and do not deserve these benefits. This further stratifies employee groups on campus.”

—Bargaining Unit

Through our conversations with our sponsors and other key University leaders, we were convinced that there is a genuine commitment on the part of the upper administration of the University to providing a family friendly environment. However, there is frequently a disconnect between how the highest level of leadership at the University feels and how faculty and staff experience

FFPP. The knowledge and attitudes of front-line supervisors play a major role in how staff in their areas are able to function day-to-day. This imbalance between higher level cultural standards and the implementation of that culture is a significant issue for many University employees.

“For faculty, the communication of any policies, ‘family friendly’ or otherwise, depends too much on department heads and deans. The problem with relying on supervisors is that their attitude varies quite a bit, from supportive to hostile.” —Faculty

If the leadership of the University wants consistency, all levels of management must align with centrally delivered messages that interpret and explain FFPP. The message needs to start at the top and each level of leadership must know and buy into it. The roadblocks that are encountered should be dealt with both top-down and bottom-up. There is a shared responsibility for consistent communication and implementation of any FFPP.

“Even if I could find the family friendly policies on-line, I’m not sure they would apply to me. Each area seems to have its own rules.” —Survey comment

“I think the University is generous in its family friendly policies, but that it also depends on the attitude of the supervisor and department administrator or head.” — Survey comment

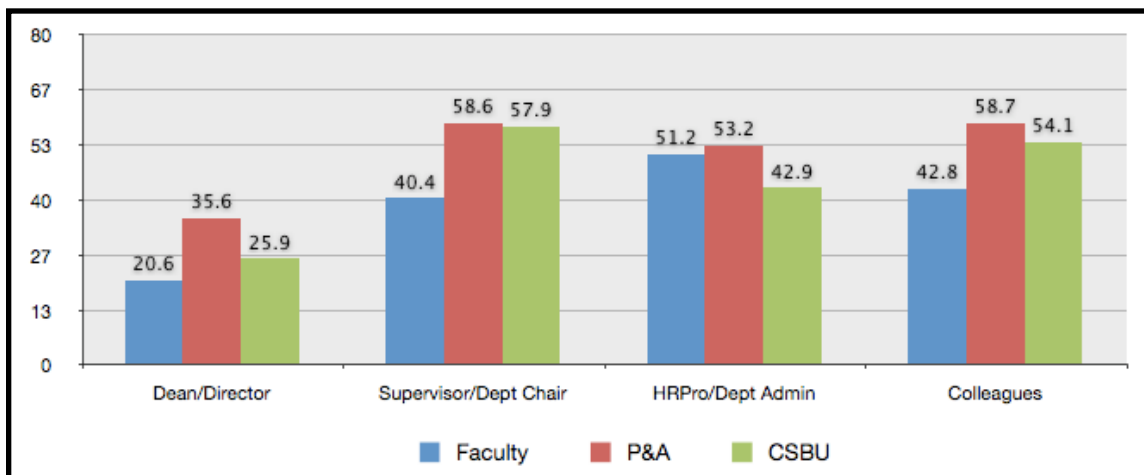
Trust in HR professionals and supervisors is very low in some parts of the University. We learned that many people will not go to their HR representative with their issues for a variety of reasons, including their sense that their concerns are not held in confidence. The HR staff are not viewed as advocates for the employees. One bad experience can color a staff member's entire perception of the University. For example, we learned of faculty members who had given up the many benefits of their positions and left the University because of dissatisfaction with FFPP. This can also radiate through a culture as people tell stories of their negative experiences.

*“Whether someone is assertive or shy influences how much they can use family friendly policies. Over time you learn if you don't ask for it you probably aren't going to get it.”
— Professional & Administrative*

*“I had a supervisor who wouldn't let me attend my son's brain surgery because I was new to my job and had no sick time. I've also had a supervisor who has said do what you need to do.”
— Survey comment*

To create a culture of family friendliness, employees must feel supported in their use of FFPP. Question nine of the survey asked, “In your use of family friendly policies and programs, please rate the level of support you receive from the following: Dean/Director, Supervisor/Department Chair, HR Professional/Department Administrator, Colleagues.”

- Only 20.6% of faculty felt they had support from their Dean/Director
- Only 18.7% of all respondents felt they had a high level of support from their Dean or Director.
- Respondents indicated that there was more support (48.3 %) felt from both HR Administrators (Central HR and Department Administrators) and colleagues (54.1%).



Levels of Support

This suggests that there is a disparity in the messaging of FFPP and support of FFPP at the dean/director level. It appears that while the support exists at top levels of the administration, the communication of the commitment to different employee levels is far from consistent.

“My department chair does not model or support family, work life balance through actions or treatment of faculty. The culture here does not support family. Those peers held up as “successful” examples are single people who live at the University, max out their vacation and come to work when sick.” — Survey comment

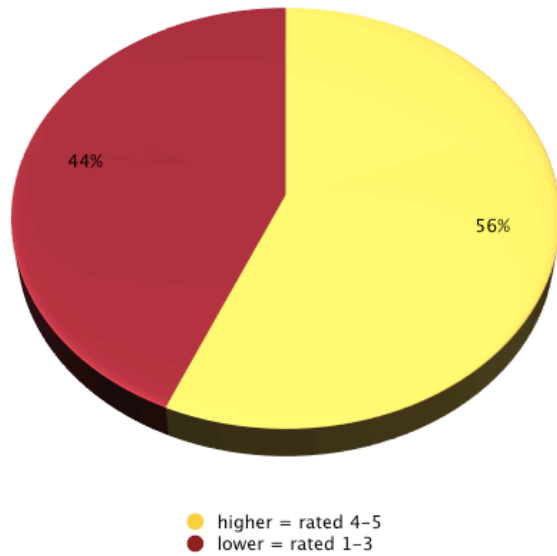
“I don’t feel that the Dean has any idea of what is going on at the lower levels so can’t support these policies. In essence you need to have people who believe in the policies and wish to support them.” — Survey comment

“My supervisor, who is the director of the unit, is not family-friendly but thinks she is. For example, because I’m a P&A employee, she has not allowed me to count any hours I work outside of 8:30-5:00 M-F as hours worked that week. There have been numerous occasions when I have worked more than 40 hours in a week due to early morning committee meetings, evening events, or Saturday board meetings, but because I did not put in 40 hours between 8:30 a.m.-5:00 p.m. M-F, I have been required to take vacation hours. So I may work 45 hours in the week but still be required to claim 5 hours vacation? That is not family friendly.” — Survey comment

“You need to take into account what individuals need. But there are many legal rights that workers do not know about. Employees do not even get what is legally available to them. Entitlements need to be communicated as rights, not points of negotiation.” — Key University contact

*“At the central level, they are much more clear about this (clock stoppage) being a RIGHT for faculty, but at the department and college level it is much more gray.”
— Faculty*

As we explored the variations in culture experienced by faculty and staff throughout the University, we concluded that the cause of these differences is, to a large degree, due to a disparity in understanding of the FFPP available at the University. Department directors, supervisors, and even HR representatives have a wide range of responsibilities that keep them from taking the time to learn and remain current on FFPP. Frequently they rely on other sources of information to respond to questions and concerns of their staff. We discovered that communications about FFPP throughout the University are often ambiguous, contradictory, and difficult to understand.

Personal Experience of Family Friendliness

The culture at the University is changing for a variety of reasons including a change in leadership, sources of funding, and workforce demographics. It is particularly important that clear and consistent communication about FFPP be provided as a source of stability. Attracting and retaining the best possible faculty and staff is critical at this time.

"It's a culture of competition. You are a machine. Does the institution look at you as the whole person?"
—Faculty

3. Our culture is changing.

A culture shift has taken place in our society over the last few decades. An increase in dual career households has led to new challenges for faculty and staff. This means that there is shared responsibility in dealing with family issues whether care for one's elderly parents, young children, or any of the myriad other issues that may arise. It has also been shown that employees from Generation X and beyond are demanding more of a balance in their lives than Baby Boomers and their predecessors (2009-2010 PEL seminar). Further, the work of Mary Ann Mason has shown that female academics are choosing non-tenure track positions to allow for more flexible work arrangements. These cultural shifts in our society demand that employers, including the University, clearly and consistently communicate expectations surrounding FFPP.

Other factors are also at play at the University. Economic forces are having an impact on the work environment at the University as fewer people are being asked to accomplish the tasks accomplished by a larger workforce in the past. In addition, a transition in University leadership will occur within the next several years. In light of these changes, it is more important than ever that the University make its FFPP clear to its current and future employees.

As will be shown below, University employees have very differing views of the FFPP available to them. Because the messages have been inconsistently given, over time the culture has changed and we have strayed from our mission (See box). A more consistent implementation of FFPP would help move the University closer to its mission as it is a means of attracting and retaining outstanding faculty and staff.

MISSION

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world;...and that inspires, sets high expectations for, and empowers individuals within its community.

The University has identified the following two ideals as among the four pillars for “Transforming the U:”

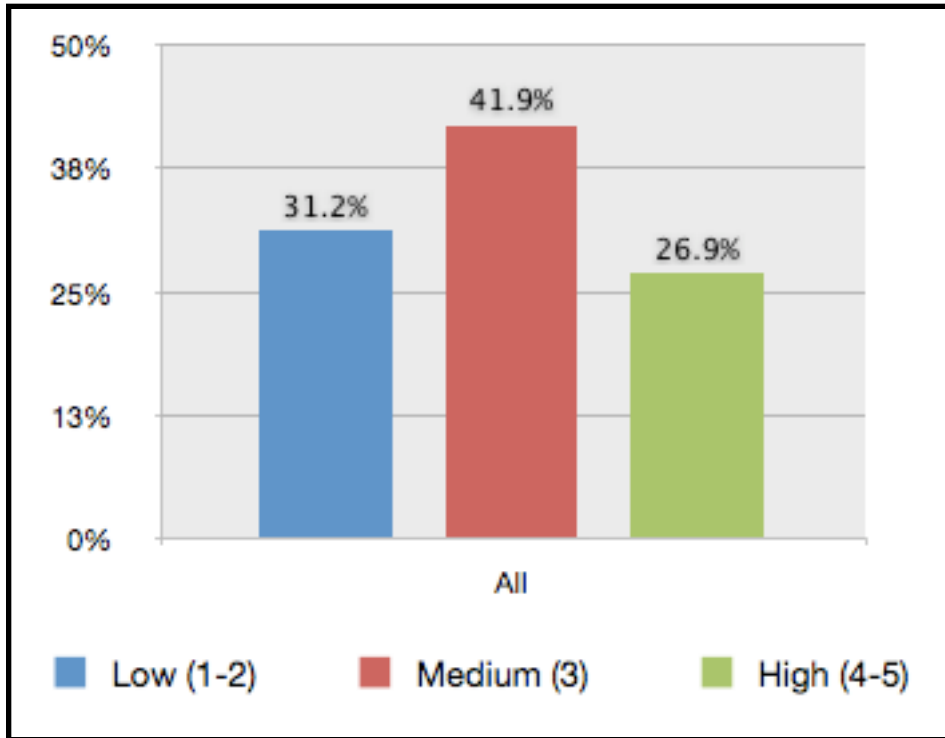
- Exceptional faculty and staff: Recruit, mentor, reward and retain world class faculty and staff who are innovative, energetic and dedicated to the highest standards of excellence.
- Exceptional organization: be responsible stewards of resources focused on service, driven by performance, and known as the best among our peers.

These are the goals that we seek to achieve, in part, by bringing the University 's family friendly culture and communication in line with the policies and programs that are already exist.

We heard from key University contacts that “the University needs to normalize FFPP as part of its culture,” and that “childcare is transitional, eldercare is important, and everyone has a parent.” “Communication is a barrier to the implementation of FFPP.”

Question 7 of the survey asked, “Generally, how well do you feel that family friendly policies and programs are communicated at the University?” Overall, only 26.9% of respondents feel that FFPP are well communicated.

Effectiveness of FFPP Communication



An issue with how well communicated the FFPP are is reflected in how flexible work arrangements are implemented and the amount of control an employee has over his/her work.

“The current attitude is one of self-advocacy. This encourages competition and uneven implementation based on individual interpretation and strengths. If the University wants to enhance their internal and external family friendliness, the attitude should be one of departmental encouragement rather than relying solely on the employee to advocate for their rights.” —Faculty

Communications around who is responsible of FFPP is inconsistent, at best. It is inefficient and emphasizes inequity across employee classes. As noted above, the senior administration has stated a vision that suggests that the University should be a FF place to work. However, there is frequently a disparity between that stated vision and supervisor implementation, ownership, and advocacy. Supervisors are often viewed as barriers to FFPP.

“For faculty, the communication of any policies, ‘family friendly’ or otherwise, depends too much on department heads and deans. The problem with relying on supervisors is that their attitude varies quite a bit, from supportive to hostile. If a faculty member, especially assistant professors, feels that they cannot discuss

their needs with their department head, the policies at the University level are ineffective. Just as one example, an unexpected, accidental death occurred in my family. My department head at that time queried me as to whether I was close to the person and needed to miss teaching to attend to family matters. Other examples include family leave where it is allowed but the person requesting it is still required to arrange their family life around teaching schedules.” —Faculty

*“While the policies are in place, the department director enforces a culture of ‘face time’ in which you are rewarded or punished for the amount of time you are literally in the office, regardless of how much you actually accomplish or your extenuating circumstances. However, this person is retiring so that should change.”
— Professional & Administrative*

“I believe the policies are in place and generally supportive of family. Within my college and department this is not so for several reasons. My department chair does not model or support family, work life balance through actions or treatment of faculty. The culture here does not support family.” — Faculty

“I don’t feel that the Dean has any idea of what is going on at the lower levels so can’t support these policies. In essence you need to have people who believe in the policies and wish to support them.” —Faculty

“Gender inequality is still prevalent and impedes the consistent usage of FFPP. Clearly articulated expectations of both female and male management need to be expressed in terms of FFPP usage.” — Women’s Faculty Cabinet

Currently, the University is missing out on a valuable recruitment opportunity because, as our research shows, faculty and staff do not believe that the University is viewed as a highly family friendly institution.

Through the many transitions University employees face throughout their careers, we must keep family friendly benefits as a common theme. As our workforce is shrinking, we need our supervisors’ support to keep employees happy and engaged. While it is difficult to think about addressing these issues at this stage in the University’s history, now more than ever, it is essential that we attract outstanding faculty and staff and that we do all in our power to keep those employees at the University.

4. Through improved communications and increased trust we can be more proactive in shaping the direction of the change.

The University could provide its employees with more information on FFPP by improving the quality and consistency of information available from the sources they already turn to. The survey shows that staff members use a variety of sources for information about FFPP. Most often they go either to the HR website or to their departmental HR pro (See graph on page 21). The fact that they are getting inconsistent information depending on the source leads to mistrust and detracts from a family

friendly working environment. This is only exacerbated by the fact that the role of Human Resources both locally and centrally is not consistently understood, and it appears from some staff perspectives that there are significant trust issues with Human Resources' staff.

Communications around FFPP are not strategically coordinated. Messages that faculty and staff receive about these benefits come in different forms and from different sources (conversations with co-workers, web searches, HR staff, employee orientation, supervisors). Many times, employees only learn about a benefit when they are going through a life transition and find themselves in need of support. Sometimes they go through these transitions without ever realizing that there was help available to them through the University. A more unified communications approach would help to support the family friendly culture. Having many ways to get information can be good, but having an inconsistent tone and approach breeds mistrust, confusion, and a culture that seems anything but family friendly.

In conversations with key University contacts we heard that the language used to describe benefits online is frequently written to satisfy the legal community and is inaccessible to many. This makes it difficult not only for the individual seeking support, but often for supervisors or HR professionals who are looking for answers. One person noted that benefits should be described in "plain English" and accompanied by references to policy for support. Another suggested that examples be included in descriptions of FFPP.

We also heard that changing terminology to reflect the most current "lingo" adds to the confusion felt by employees. In particular, the concept of "work/life balance" seems to be more generally understood than "family friendly." In fact, "family friendly" is understood by many to refer only to employees with young children. Further, a search of the University's website for the phrase family friendly does not yield links to the benefits under consideration whereas a search for "work/life balance" does. Even the University seems to prefer the latter terminology.

The term "family friendly" seemed to create confusion for many of the participants in our survey and focus groups. When asked if the term resonated, the focus groups consistently had varied definitions. This was reinforced by our survey when we asked if the term "family friendly" was synonymous with programs for employees only with children (Survey question 5, see Appendices G and H). Even after having reviewed an exhaustive list of FFPP that are not solely child-related services, 25% of respondents still felt that FFPP applied only to those with children. There was no statistical difference between job class or gender.

*"I don't have children and feel penalized because I have to cover for fellow employees that call in because of sick children."
— Survey comment*

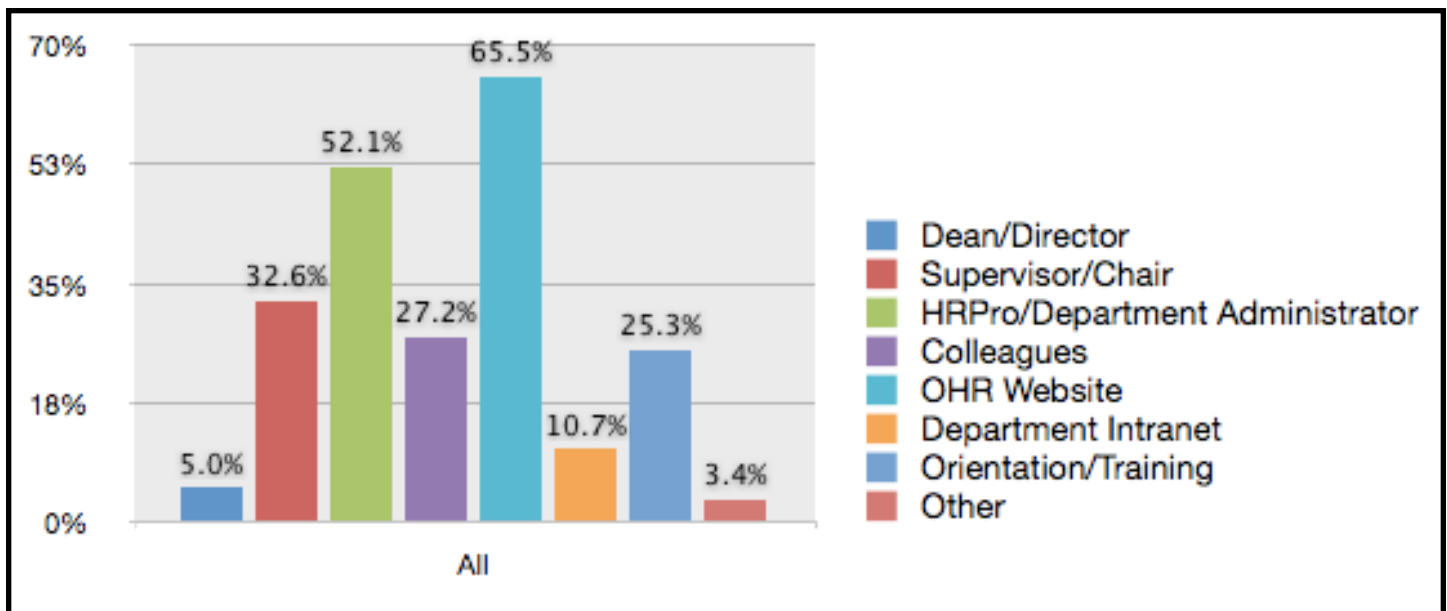
Following are several survey comments that illustrate this view:

"As a newly engaged person that may start a family possibly I will use more of the family benefits, but at this time there are few that apply to me." — Survey comment

“I do feel that University policies benefit employees with spouses and/or children over those that are single. Why am I, as a single person, valued less than someone with a spouse?” – Survey comment

Question six of our survey asked, “Where have you gone for information on family friendly policies and programs? Check all that apply.” 65.5% of respondents said they go to the HR website and 52.1% go to their HR professional or department administrator.

Preferred Sources of Information



Transition points in people’s lives can be challenging times, so the easier it is for employees to get the information they need, the better for all concerned. It may also be appropriate for the supervisor or local HR professional to seek the information from the OHR website as a means of providing support to their staff member.

The language on the HR website needs to be clear and accessible. It was suggested by a key University contact that the website group policies by transition point. The argument is that employees seek information about FFPP when they are going through a transition, whether having a baby, looking for childcare, dealing with an illness or death in the family, etc. If one could go to the University's website, input "retirement," and find an explanation of retirement benefits clearly and succinctly stated, everyone could easily have access to the same information and determine personal next steps.

Because of the complexity of the University’s FFPP, we recommend that a team of OHR employees be designated the experts in this area. When any other member of the OHR staff or departmental HR

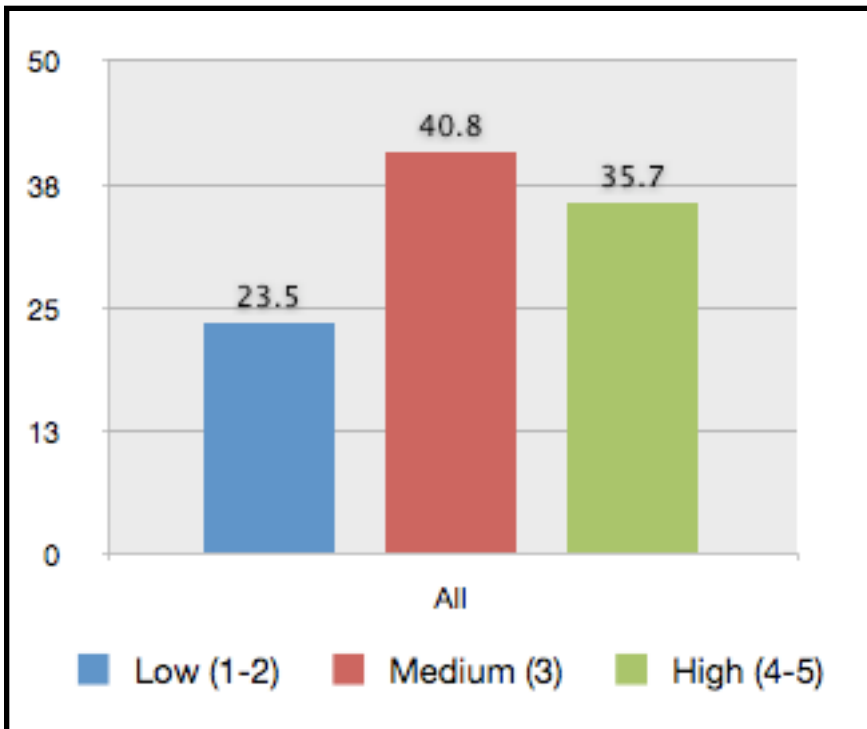
representative is approached for information about FFPP that is unclear to those individuals, they could turn to the identified experts for input.

As noted in one focus group, “It’s okay when people say ‘I don’t know’ and then find out.” This is preferable to getting a wrong answer or no answer at all.

Question eight of the survey asked, “Generally, how easy is it for you to find information about family friendly policies and programs online?”

Well over half of respondents felt that information on FFPP is not easy to find online. It appears that this result was due to language barriers and a website that is difficult to navigate.

Accessibility of FFPP Information Online



"It takes too long to find information on the website. It's too busy, there's a lot going on...I think they switched the websites so there were a lot of dead links for a while." —Bargaining Unit

*"Sometimes finding and then reading human resources policy is a challenge. You need to know that this benefit exists and what it might be called in order to find more information. And then understanding the legalese...and you may never find the same webpage again."
—Professional & Administrative*

"There's tons of information on the website. It's easy to get lost. I'm not sure what area I should be looking in, so am looking around a lot. I've found information, but I still need interpretation, so I take it to a college HR person or central HR." —Civil Service

*"When I started I had a lot of questions and everyone told me to go to the web. But I didn't know what I was looking for and there is too much online. I needed someone to tell me or send me the specific link. I would do a combination of talking to someone (strategic choice of who to talk to) and going to the web."
—Faculty*

Conclusion and Recommendations

Through our research, the Family Friendly PEL team concluded that the University offers a benefits package competitive with peer universities that are considered more family friendly. However, before it can be considered a top family friendly place to work, the University must do a more effective and consistent job of communicating its family friendly programs and policies. We anticipate that better communication of the FFPP will help to promote a more family friendly culture across the board. However, it will also be important for the upper administration to work with all levels of leadership to ensure an atmosphere that consistently implements the FFPP.

The University has the elements to be recognized as one of the most family friendly universities in the nation. In order to reach this goal, it would benefit the University to bolster the external perception of its family friendliness, to make FFPP more accessible to employees, to better communicate FFPP and to ensure their implementation more consistently throughout the institution.

We recommend that:

- Central administration make the University's supportive stance on family friendly policies and programs clear to all levels of employee.
- Key messages from the University's upper administration be sent periodically to emphasize a culture that supports a family friendly workplace.
- Management at all levels be encouraged to improve their understanding of and commitment to FFPP.
 - At present, there is a lot of time spent by faculty and staff in an effort to find answers to their personal needs. Establish a clear line of communication to the unit level.

- Implement a strategic communications plan that provides current information about FFPP to the responsible parties.
- Branding and communication of family friendly policies and programs be consistent and clear throughout the University.
- Responsibility for developing expertise in FFPP be assigned to a single team of Central HR staff members and their availability be publicized throughout the University.
- The Office of Human Resources' website be modified. We suggest that:
 - the language be changed to make the policies easier to understand.
 - it be organized based on points of transition rather than policy (See Appendix E for a sample approach).
 - a mechanism for feedback on web pages be included to indicate where there is confusion.
 - an annual usability review be conducted.
 - departments be informed that OHR is the central source for information and make it easy to link to and get content from the OHR website.
- OHR develop a strategic communications plan to provide consistency in communication of FFPP.
- FFPP be discussed within the context of the wellness program, e.g., articles in the *Wellness Works* magazine on matters such as elder care, child care, etc.
- Access to FFPP be provided through each employee's My U page so that it can be tailored to each individual's job class and situation.
- External services that are offered to University employees be communicated in a manner that clearly identifies them with the University.
 - HERC (The Higher Education Recruitment Consortium) requires more publicity.
 - CLAS (Career/Life Alliance Services- the child/elder care referral service) is difficult to find on the University's website and, when one gets to it, bears no evidence of association with the University.
- A reference to extending the tenure clock (Section 5.5 - Tenure Code) be added to probationary faculty offer letters.
- Flexible work arrangements be made more accessible and managers be given training to help implement this benefit.
- The benefits given to parents of newly adopted children be the same as those given to biological parents of newborns.

Finally, we recommend that, rather than the term, "family friendly," the University stay with the more commonly used and understood term, "work/life balance." This would emphasize to employees that the University supports them whether they are married with young children, single with elderly parents, or any of the many other situations that define the University's work force.

Acknowledgements

The PEL Family Friendly Team would like to acknowledge and extend our gratitude to the many individuals who contributed to our efforts.

To our project sponsors, Vice Provost of Faculty and Academic Affairs Arlene Carney and Vice President of Human Resources Carol Carrier, thank you for your support, guidance, and motivation, and for the unique opportunity you extended to us. We are also grateful to Karen Zentner Bacig and Ole Gram for their advice and guidance.

We are grateful to our supervisors and colleagues for their encouragement over the last year. Without their support we would not have been able to participate in the project or in PEL.

We also thank the many individuals who shared their research, expertise, and experiences with us, including:

Rusty Barcelo

Rachel Gabriel Dana

Dave Dorman

Mary Everley

Jerry Fischer

Focus group and survey participants

Theresa Glomb

Leo Goldfine

Caroline Hayes

Erin Kelly

Lyndel King

Anita Larson

Marissa Lehman

Colleen Manchester

Joel Maturi

Phyllis Moen

Susan Rafferty

Lori Ann Vicich

Billie Wahlstrom

Nan Wilhelmson

Jennifer Windsor

Women's Faculty Cabinet

Works Cited

2010 PULSE Survey Website, Web. 2010. <http://www1.umn.edu/ohr/er/pulse/index.html>

2009-2010 President's Emerging Leaders program sessions.

AmeriStat. "Traditional Families Account for Only 7 Percent of U.S. Households." *Population Reference Bureau*. 2003. Web. <<http://www.prb.org/Articles/2003/TraditionalFamiliesAccountforOnly7PercentofUSHouseholds.aspx>>.

Harrington, Lisa. "The Parent Rap: A Conversation with Mary Ann Mason on Why Babies Matter." *The Graduate* XX.1 (2007): 4. Print.

Jung, Caryn S., David L. Swihart, and Darci A. Thompson. "Connecting Work and Life at the University of Arizona." *Establishing the Family-Friendly Campus*. Eds. Jaime Lester and Margaret Sallee. Sterling, VA: Stylus, 2009. 37-52. Print.

Kelly, Erin L., et al. "Getting there from here: Research on the Effects of Work-Family Initiatives on Work-Family Conflict and Business Outcomes." *Journal of the Academy of Management* 2. August 2008 (2008) Print.

Mama, PhD: Women Write about Motherhood and Academic Life. Eds. Elrena Evans and Caroline Grant. Piscataway, NJ: Rutgers University Press, 2008. Print.

Mason, Mary Ann. *DO BABIES MATTER? : Closing the Baby Gap*. Presentation Materials Organized jointly by the Committee on the Status of Women in Physics (CSWP) of the American Physical Society (APS), the National Science Foundation, and the Department of Energy ed. http://www.aps.org/floyd.lib.umn.edu/programs/women/workshops/upload/Mason_Mary_Ann_APS_Gender_Equity_Conference.pdf; 2007. Print.

Mason, Mary Ann. *Mothers on the Fast Track: How a New Generation can Balance Family and Careers*. New York: Oxford University Press, 2007. Print.

Moen, Phyllis, Erin Kelly, and Kelly Chermack. "Learning from a Natural Experiment: Studying a Corporate Work-Time Policy Initiative." *Work-Life Policies*. Eds. Ann C. Crouter and Alan Booth. Washington, DC: The Urban Institute Press, 2009. 97. Print.

Quinn, Kate, and Randi Shapiro. "Balance @ UW; Work-Family Cultural Change at the University of Washington." *Establishing the Family-Friendly Campus*. Eds. Jaime Lester and Margaret Sallee. Sterling, VA: Stylus Publishing, LLC, 2009. 18-36. Print.

"We did it! (cover story)." *Economist* 02 Jan. 2010: 7. Business Source Premier. EBSCO. Web. 14 June 2010.

Appendix

Appendix A: Benefits Comparison Chart

	Northwestern University	University of Michigan	Michigan State University	Ohio State University	The Pennsylvania State University	University of Illinois – Urbana-Champaign	University of Iowa	University of Wisconsin – Madison	University of Minnesota
Table 1: Policies for Faculty*									
Length of leave									
Biological mothers	FMLA	12 months+	FMLA ^b	12 months	14 months	FMLA	FMLA	Up to 12 months +	FMLA
Biological fathers	FMLA	12 months	FMLA	FMLA	12 months	FMLA	FMLA	Up to 12 months +	FMLA
Adoptive parents	FMLA	12 months	FMLA	FMLA	12 months	FMLA	FMLA	Up to 12 months +	FMLA
Portion of leave paid									
Biological mothers	1 academic term (avg. 10 wks)	6-8 weeks	6 weeks	6 weeks	Minimum of 6 weeks	2 weeks + accrued time	6 weeks + sick accrued	Up to 12 weeks (more if medically required)	Up to 6 weeks + sick accrued
Biological fathers		Accrued time	6 weeks	3 weeks	Minimum of 2 weeks	2 weeks + accrued time	5-10 days + sick accrued	Up to 6 weeks (more if medically required)	2 weeks
Adoptive parents	1 academic term (avg. 10 wks)	Accrued time	6 weeks	3 weeks	Minimum of 6 weeks	2 weeks + accrued time	5 days + sick accrued	Up to 6 weeks	2 weeks
Main sources of funding for paid leave									
University						YES			
School/college	YES	YES	YES			YES			
Department		YES			YES				
Colleague coverage		YES			YES				
Personal vacation time		YES	YES			YES	YES	YES	
Personal sick leave		YES	YES			YES	YES	YES	
	Northwestern University	University of Michigan	Michigan State University	Ohio State University	The Pennsylvania State University	University of Illinois – Urbana-Champaign	University of Iowa	University of Wisconsin – Madison	
Modified duties									
Biological mothers	Relief from committees, reduction in teaching load	1 semester after period of disability		1 quarter teaching relief	1 semester teaching relief	1 semester teaching relief for mother or primary caregiver	Modify schedules and duties, such as travel with approval of dept.	Alternate duties, teaching release, return PT in 1 st year, flex schedule with approval of dept. chair	
Biological fathers		1 semester for significant, sustained caregiving				1 semester teaching relief if primary caregiver	Modify schedules and duties, such as travel with approval of dept.	Alternate duties, teaching release, return PT in 1 st year, flex schedule with approval of dept. chair	
Adoptive parents	Relief from committees, reduction in teaching load	1 semester for significant, sustained caregiving			1 semester teaching relief	1 semester teaching relief for primary caregiver	Modify schedules and duties, such as travel with approval of dept.	Alternate duties, teaching release, return PT in 1 st year, flex schedule with approval of dept. chair	
Total leave permitted, overall: is it automatic?									

*FMLA signifies 12 weeks of leave as specified by the Family and Medical Leave Act
^bUp to six months for short term disability
^cWith department approval

Table 2: Policies for Staff*	Northwestern University	University of Michigan	Michigan State University	Ohio State University	The Pennsylvania State University	University of Illinois – Urbana-Champaign	University of Iowa	University of Wisconsin – Madison ^a	University of Minnesota (academic staff only)
Length of leave									
Biological mothers	FMLA	24 weeks+	FMLA	12 months, depending on classification	14 months	FMLA	FMLA	FMLA + up to 6 months. Academic staff up to 12 months.	FMLA
Biological fathers	FMLA	24 weeks	FMLA	FMLA	12 months	FMLA	FMLA	FMLA + up to 6 months. Academic staff up to 12 months.	FMLA
Adoptive parents	FMLA	24 weeks	FMLA	FMLA	12 months	FMLA	FMLA	FMLA + up to 6 months. Academic staff up to 12 months.	FMLA
Portion of leave paid									
Biological mothers	6 weeks	6-8 weeks	Accrued sick/vac/pers/family sick time	6 weeks	6 weeks sick time + accrued vacation time	2 weeks + accrued time	6 weeks + sick accrued	Up to 12 weeks (more if medically required)	Up to 6 weeks + sick accrued
Biological fathers		Accrued time	Accrued time	3 weeks	5 days sick family time + accrued vacation time	2 weeks + accrued time	5-10 days + sick accrued	Up to 6 weeks (more if medically required)	2 weeks
Adoptive parents	5 days	Accrued time	Accrued time	3 weeks	5 days sick family time + accrued vacation time	2 weeks + accrued time	5 days + sick accrued	Up to 6 weeks	2 weeks
Main sources of funding for paid leave									
School/college			YES			YES			
Department									
Colleague coverage		YES			YES				
Vacation time & PTO	YES	YES	YES		YES	YES	YES	YES	
Personal sick leave	YES	YES	YES**		YES	YES	YES	YES	
Modified duties									
Biological mothers	Reduced hours with reduced pay or telecommuting	Reduced hours with reduced pay or telecommuting ^c	Reduced load, flex, or telecommuting	Alternative work arrangement	Reduced hours with reduced pay, flextime, or telecommuting		Modify schedules and duties, such as travel ^e	At the discretion of the department chair, director, or dean	
Biological fathers		Reduced hours with reduced pay or telecommuting ^c			Flextime, telecommuting, or reduced hours with reduced pay		Modify schedules and duties, such as travel ^e	At the discretion of the department chair, director, or dean	
Adoptive parents		Reduced hours with reduced pay or telecommuting ^c			Reduced hours with reduced pay, flextime, or telecommuting		Modify schedules and duties, such as travel ^e	At the discretion of the department chair, director, or dean	

*Policy for classified staff. For academic staff and limited appointees, see Table 1

^bWFMLA = Wisconsin Family Leave Act

^cAt discretion of supervisor

Sick, Vacation, and Bereavement Policy Comparison

	Northwestern University	University of Michigan	Michigan State University	Ohio State University	University of Illinois – Urbana-Champaign	University of Iowa	University of Wisconsin – Madison*	University of Minnesota	Indiana	Purdue	University of Chicago
Bereavement/Funeral Leave Immediate Family	Up to 3 paid work days + accrued vacation	Up to 3 paid work days; add 1 day from accrued vacation if leave w/o pay	Up to 3 paid work days + accrued vacation	Up to 5 working days, charged to paid sick leave + accrued vacation & comp time	Up to 3 work days	Up to 3 work days; paid to us; our pay if sick and vacation days exhausted	Up to 3 work days; paid to accrued sick leave	Up to 3 days paid bereavement leave. Up to 2 additional days may be granted at the discretion of the responsible administrator upon approval of the administrator (local or long distance), cultural expectations, rituals, ceremonies, etc. and other pertinent factors.	PTO system	Up to 3 paid workdays over 5 consecutive calendar days	3 consecutive work days immediately following death. One additional paid day if travel of more than 300 miles each way is involved + accrued vacation + leave w/o pay
Other Family	1 paid work day + leave w/o pay	1 paid work day + leave w/o pay	1 paid work day + leave w/o pay	Up to 8 hours paid from the date of death through the date of the funeral inclusive	1 work day	Up to 3 work days; paid to accrued sick leave	Up to 1 day paid bereavement leave.	Up to 1 day paid bereavement leave.	PTO system	One paid work day	
Academic/Vacation Comparison Number of Vacation Days Accrued per Year (100% time, 12 month appointment)	For P&A like staff: 6 mo: 3 days; 7-12 mo: 10 days; 13-18 mo: 14 days; 19-24 mo: 18 days; 25 yrs: 25 days. For Faculty: No vacation plan or accrual	6 Institutional Faculty; 22 days; 9 yrs: 15 days (14 yrs: 20 days); 12 yrs: 24 days (2 per mo.)	12 month faculty and senior administrators (director and above): 0-25 yrs: = 22; 26-30 yrs: 25; 31-35 yrs: 28; 36-40 yrs: 31; 41-45 yrs: 34; 46-50 yrs: 37; 51-55 yrs: 40; 56-60 yrs: 43; 61-65 yrs: 46; 66-70 yrs: 49; 71-75 yrs: 52; 76-80 yrs: 55; 81-85 yrs: 58; 86-90 yrs: 61; 91-95 yrs: 64; 96-100 yrs: 67	12 month faculty and senior administrators (director and above): 0-25 yrs: = 22; 26-30 yrs: 25; 31-35 yrs: 28; 36-40 yrs: 31; 41-45 yrs: 34; 46-50 yrs: 37; 51-55 yrs: 40; 56-60 yrs: 43; 61-65 yrs: 46; 66-70 yrs: 49; 71-75 yrs: 52; 76-80 yrs: 55; 81-85 yrs: 58; 86-90 yrs: 61; 91-95 yrs: 64; 96-100 yrs: 67	24 days	22 days with two additional personal holidays that are accrued and function as vacation for total of 24 days	22 days	22 days - For individuals holding a 100-percent, twelve month (A-term) appointment, a total of 22 days is accrued and may be used on a bi-weekly basis.	Paid Time Off (PTO) policy provides benefits for vacation, sick leave, funeral attendance, and other absences.	22 days	20 days
Maximum Accumulated Days Permitted	1.5 X 3 annual accrual days	48 days	22 days	30 days	48 days roll-over; do allow accrual during the appointment year of 24 days, however, if less than current year accrual is rolled over; only a max. of 48 days not on duty between the 48 week contract and the 52-week calendar year.	48 days	44 days	44 days	Paid Time Off (PTO) policy provides benefits for vacation, sick leave, funeral attendance, and other absences.	44 days	20 days
Waiting Period Before Being Eligible to use Vacation Days	6 months	6 months	6 months	None	1 month	1 month	None	As they accrue. Amended: July 2008 - Policy revised to allow vacation days to be used as they are accrued.	1 year recommended	3 mos.	1 year
Academic Sick Leave Comparison Category of Employee	Faculty (at 50 percent time or more)	Instructional Staff, Primary Research, Primary Librarians and Primary Curators	Faculty and Academic Staff	Faculty	Academic Employees (Faculty and Academic Professional)	Faculty	Faculty and Academic Staff	Faculty Members and Academic (P&A) Employees	Academic Appointees	Academic, Administrative and Professional Staff	Faculty

Sick, Vacation, and Bereavement Policy Comparison

Allowable Reasons	Northwestern University	University of Michigan	Michigan State University	Ohio State University	The Pennsylvania State University	University of Illinois - Urbana-Champaign	University of Iowa	University of Wisconsin - Madison	University of Minnesota	Indiana	Purdue	University of Chicago
Amount of Time	<p>Tenured faculty may receive up to 15 calendar days for short-term sick leave in a fiscal year. For those with more than 2 years service there is an extended sick leave income plan of 1/2 year at full pay and 1/2 year at half pay. For those with more than 10 years of service, full year at full pay and one full year at half pay is provided. All sick leave must be exhausted before a person is eligible for LTD.</p> <p>Non-tenured faculty may receive up to 3 months at budgeted salary and up to 3 additional months at 60% of budgeted salary; untenured faculty members with 10 or more years of continuous full-time service receive the same sick leave benefit available to tenured faculty.</p>	<p>Personal illness, injury or surgery, pregnancy, miscarriage, or in the best interest of the University and its staff members. Pregnancy, miscarriage, abortion or child birth.</p>	<p>Pregnancy, childbirth and/or present or future child(ren) from working</p>	<p>Illness or injury (self or family member); Health care; Medical, psychological, dental or optical (self or immediate family member); Birth of a child (birth mother); Death (immediate family); Exposure to a contagious disease</p>	<p>When the employee is unable to perform their duties because of illness, injury, or disability, they may use as a paid sick day for an appointment for the staff member, staff member's spouse, child, parent or member of household (dependent residents) • Pregnancy and care of new baby, adopted or foster child</p>	<p>An absence due to a medically diagnosed illness, injury, or disability, pregnancy, or adoption. Absence on a member of immediate family whose condition or death requires the employee's direct care</p>	<p>Personal illness, injury, pregnancy, miscarriage, abortion, or child birth and needs of their immediate family members. Medical leave may be used for the following reasons: a physical or mental health condition that prevents employee performance of any portion of their work duties for any period of time; to undergo a medical procedure, including match testing, to donate bone marrow, or to care for an organ to another person; to care for or arrange care for an employee's dependent child because of physical or mental condition as defined within the context of this policy; and for a personal medical and dental appointments or for dependent child's or immediate family member's appointments when the presence of the employee is required.</p>	<p>Six weeks full salary during illness and 50% for balance of semester. Illness continues that long. Where prognosis for early recovery is favorable, University may extend period of sick leave beyond one semester to a total maximum of six weeks at full pay and nine additional weeks at half pay. Beyond such periods or upon recognition that the illness is not expected to be resolved, the individual shall be placed on leave without pay.</p>	<p>Amount of time off varies with years of continuous service. Maximum sick-leave allowance during a 12-month period: less than 1 yr - regular pay for 2 weeks. One year and less than 2 - regular pay for 1 month; 75 % for 1 additional month. Two years and less than 3 - 75 % for 40-42 months. Three years or more - regular pay for 3 months; 75 % for 3 additional months</p>	<p>A staff member's own illness, disabling injury, or pregnancy, miscarriage, child birth and needs of their immediate family members. Medical leave may be used for the following reasons: a physical or mental health condition that prevents employee performance of any portion of their work duties for any period of time; to undergo a medical procedure, including match testing, to donate bone marrow, or to care for an organ to another person; to care for or arrange care for an employee's dependent child because of physical or mental condition as defined within the context of this policy; and for a personal medical and dental appointments or for dependent child's or immediate family member's appointments when the presence of the employee is required.</p>	<p>If illness or disability exceeds a faculty member's leave allowance, the faculty member must make arrangements with his/her chair or Dean to ensure that all such responsibilities are met for the current quarter. During that quarter, the faculty member ordinarily will receive 75% of full salary and benefits and such leave shall count toward leave under the Family and Medical Leave Act.</p>	
Spousal and Domestic Partner, Hiring Assistance Program Summary	Northwestern University	University of Michigan	Michigan State University	Ohio State University	The Pennsylvania State University	University of Illinois - Urbana-Champaign	University of Iowa	University of Wisconsin - Madison	University of Minnesota	Indiana	Purdue	University of Chicago
Program Title(s)	<p>Dual Career Program</p>	<p>Dual Career Program</p>	<p>Dual Career Couples</p>	<p>Dual Career Hiring Policy and Shared Faculty Position</p>	<p>Dual Career Employment Assistance Program</p>	<p>Dual-Career Partners Program</p>	<p>Dual Career Network</p>	<p>Family Strategic Hiring Initiative</p>	<p>Relocation Assistance Program (RAP), Spouse/Partner Employment, Dual Career</p>	<p>Dual Career Network Program</p>	<p>Dual Career Assistance Program (no longer available)</p>	
Responsible Office(s)	<p>Office of the Provost</p>	<p>Office of the Provost</p>	<p>Office of the Provost-Associate Provost, Associate Vice President for Academic Resources</p>	<p>Office of Academic Affairs- Policy and Faculty Resources- Office of Human Resources- Human Management Consultants</p>	<p>Office of Human Resources</p>	<p>Office of Academic Human Resources</p>	<p>Office of the Provost-Associate Provost for Faculty</p>	<p>Office of the Provost</p>	<p>Faculty and Academic Affairs, Office for Equity & Diversity</p>	<p>Office of Academic Affairs & Dean of Faculties</p>	<p>Office of the VP for Human Relations</p>	

Sick, Vacation, and Bereavement Policy Comparison

Which Employee Group(s) Assisted?	Northwestern University	University of Michigan	Michigan State University	Ohio State University	The Pennsylvania State University	University of Illinois – Urbana-Champaign	University of Iowa	University of Wisconsin – Madison*	University of Minnesota	Indiana	Purdue	University of Chicago	
Basic Provisions of Program	<p>Faculty & Staff</p> <p>All Online information for members seeking employment including employment opportunities and career resources at Michigan, other area colleges and universities, major employers in area, career search resources, and information about Ann Arbor programs to which faculty members can refer for non-academic jobs. For partners of tenure-track faculty members: Partner interacts with (1) department chair, etc of the department to which the faculty member is being recruited; (2) dual career specialist or other designated person within the college; and (3) Office of the Provost. Dual Career Specialist is a very proactive approach may be taken to look for ways the University can take advantage of the partner's expertise and experience. There are Provost Office (dual career director or assistant provost) liaisons with the dean's offices.</p>	<p>Faculty & Academic Staff</p> <p>MSU offers dual career assistance to spouse/partner of candidates for faculty and academic staff positions. Assistance may be provided during recruitment or at any time during employment, including when retention is an issue. Includes exploration of options for non-academic job search strategies, information and/or referral for employment at Michigan State and other Michigan universities, colleges and regional employers.</p>	<p>Faculty & Staff</p> <p>Primary Negotiations between deans of the 2 units and the Vice Provost. Process conducted efficiently to reach final agreement in time to allow a successful recruitment of the target candidate. A single department may hire two people to share a single tenure track position. The Office of Human Resources will work with non-faculty partners or spouses of recruits. Services offered range from resume review, interview skills assistance and internal (OSU) job search assistance to referral to outplacement (at recruiting colleges expense) for assistance with job search.</p>	<p>Faculty & Staff</p> <p>Assistance for partners of newly recruited or recently hired full-time faculty and staff in their search for employment.</p>	<p>Academic Staff Members - Tenure-track and tenured faculty</p> <p>For spouses and partners holding a minimum of a bachelor's degree, assistance in becoming or tented with the types of positions available within the University and in the local community. Graduate Scholar's Program open to dual career couples when one person is employed or for one year. No job guarantee. Provides opportunity for possible research seed money; or may apply for external support. Research funds may also be requested from the VC for Research under the Research Scholar's Program. Assist academically qualified members of dual-career couples to their research and creative activity in an academic environment. Waiver of search when the appointment or retention of one faculty person is contingent upon the employment of the other.</p>	<p>Faculty, Staff, Spouse/Partner</p> <p>1. Of a newly hired permanent faculty or staff member hiring effort, and- 2. Are part of a recruitment or hiring effort, and- 3. Have lived in the area for less than two years</p> <p>Program that provides professional advice, market knowledge/savvy and moral support for a spouse/partner. Initial consultation resume/viae contacts outside the University and open positions within the University. Services provided to spouse/partner or for one year. No job guarantee.</p>	<p>Faculty & Academic Staff Members</p> <p>Strategic Hiring Fund to include availability for use to hire a spouse/partner into a faculty tenured or tenure-track position or a long-term academic staff or classified position priority given to dual-career hires that contribute to faculty diversity. For placement into non-faculty positions, the search is to be by partners of faculty and academic staff members, consistent with employment opportunities and resources on campus and the Madison Community.</p>	<p>Faculty, Academic, Professional and Administrative (P&A) Staff, Other Staff</p> <p>Search guidelines permit hiring of a spouse/partner without a search; Support and resources to help spouses/partners explore employment options internal to, and external to, the University. 1. Networking opportunities; 2. CV/resume and letter review; 3. Information about local employment opportunities; 4. Workshops & Spouse/partner of faculty or staff member may apply for P&A "internal candidates only" positions</p>	<p>Faculty & Senior Academic Staff</p> <p>1. To 2 years free job search assistance to spouses/partners of new faculty or senior staff positions. Placement not guaranteed, but serves as an effective liaison between spouse/partner and employees. 2. Conduct personal interviews and long distance interviews (video, phone, and/or in person). 3. Identify employment opportunities in the region's business community 4. Provide contact information for city, county and state governments 5. Describe agencies, non-profit organizations and community service groups</p>	<p>None noted</p>	<p>None noted</p>	<p>Booklet entitled "On the Move - A Guide for your job Search" given to partners of new hires; includes list of resources for relocating to West Lafayette, IN</p>	<p>None noted</p>
Funding Assistance	<p>Provost provides supplemental resources to assist dual career partners of tenure track and tenured faculty. Requests made by dean or designate and presume a cost-sharing arrangement, details of which vary depending on circumstances</p>	<p>None noted</p>	<p>Not cost shared in cash for three years between: •Unit hiring the target candidate •Unit hiring the partner •Office of Academic Affairs For staff: None</p>	<p>None noted</p>	<p>The unit that is either recruiting a faculty member through the regular search process or trying to retain a current faculty member must be willing to furnish at least 1/3 of the salary of the partner on an ongoing basis. The prospective spouse/partner is willing to support 1/3 of the proposed partner's salary. The Provost's Office will provide up to 1/3 of the partner's salary.</p>	<p>Provost Office has separate informal program to assist in hiring "trailer" in dual academic career couples. Dean requests, and if funds available, Provost Office funding will be available for no more than three years, funding only available for continuing appointments.</p>	<p>Amount of funding determined on a case by case basis. Typically the department or college will share the initial costs of hire and the Provost's Office funding will be available for no more than three years, continuing appointments.</p>	<p>Departments may request bridge</p>	<p>None noted</p>	<p>None noted</p>	<p>None noted</p>	<p>None noted</p>	<p>None noted</p>

Appendix B: Survey Questions

- Based on your personal experience, how family friendly do you feel the University is?
 - Scale of 1-5
- How family friendly do you believe the University is perceived to be?
 - Scale of 1-5
- How important was the reputation of family friendly policies and programs in your decision to take a position at the University?
 - Scale of 1-5
- How clear and easy to understand are FF policies?
 - Scale of 1-5
- To what degree do you feel that FF/PP apply to you?
 - Scale of 1-5
- Which FF/PP have you used, check all that apply:
 - Sick time
 - Vacation
 - Bereavement leave
 - Parental leave
 - Flex time
 - Wellness programs (surveys, coaching, weight watchers, 10,000 steps, etc.)
 - Health care benefits
 - Opt in to? Retirement options
 - Job sharing
 - Day care referral service
 - University Day care
 - Partner/Spousal Hiring
 - Relocation services
 - Use of the 5.5 (for tenure/tenure track faculty only)
- Where do you go for information on FF/PP? Check all that apply
 - Director/Dean
 - Supervisor/Department Chair
 - HR Professional/Department Administrator
 - Colleagues
 - The OHR website
 - Departmental website/intranet
 - Orientation/Trainings
 - Other, fill in
- How well do you feel that FF/PP are communicated at the University?
 - Rate 1-5
- How easy for you is it to find FF PP information online?
 - Rate 1-5
- How consistently do you feel that FF/PP are communicated in your unit/department?

- Rate 1-5
- If you are a supervisor/ department chair have you gotten adequate training on how to utilize FF/PP for your staff?
 - Yes/No/NA
- How supported in your use of FF/PP do you feel from:
 - Your Director/Dean
 - Rate 1-5
 - Your supervisor/Department Chair
 - Rate 1-5
 - Your HR Professional/Department Administrator
 - Rate 1-5
 - Your Colleagues
 - Rate 1-5

Demographics

Male/Female/Transgender (check box)

Yrs of Service

- <1 yr
- 1-4yrs
- 5-7 yrs
- 8-10 yrs
- Over 10 years

Job type

- Faculty
- CS/BU
- P/A
- Teamster

Appendix C: Focus Group Script

William: Welcome and thank you for participating in this discussion. Let's start with introductions, please share your first name and how long you have worked at the U:

William – ASR – Facilitating our discussion

PEL Team – Full name, Office Name, role

Participants – First name, years of service.

Great! Before we get into our discussion, I'd like to set a couple of ground rules:

- What is said in this room will be used in the report we create for our sponsors.
- The project team is in a neutral position, we are just trying to report on attitudes and recommend changes. We are not HR/Faculty Affairs employees. We do not have an agenda for results. We are purely here to learn from you.
- Though the project team is taking notes, we will not individually identify you in our report.
- We ask that you keep the information shared during our talk in confidence.
- There are no "wrong" answers to the questions we ask. Your opinions are all valued.
- I will be keeping an eye on the time and will keep us moving along. If I am feeling like I am not hearing from you, I reserve the right to call on you. Of course, you can just tell me you don't have anything to say! We really want to hear from everyone today.
- This is a safe place for sharing.
- If, for any reason, you need to leave before the hour is up, please do.
- Please be respectful of the opinions shared in this discussion. We have learned, in some instances, that these topics can illicit strong opinions.
- Help yourself to refreshments and beverages.

Our project was tasked to look at Family Friendly policies and programs. That's a pretty broad topic. So, we decided to look at culture and communication of these policies and programs. We are particularly interested in understanding how you have interacted with these policies and programs in your time at the U. Our work is centered on looking for ways that we can recommend improvements in both benefits and communications related to these benefits, if needed. So, our session today will be broken into 2 main sections, we will start by talking about your experiences with the culture that surrounds Family Friendly policies and programs and then we will move into some questions about communications. Lastly, we will leave some time to allow you to share other comments. You can share your opinions freely, openly and honestly.

Let's get started:

Culture: 20 minutes

Bring up slide: these are the benefits we have been told are family friendly. What is missing? What is confusing?

1. How family friendly is your department and why?
2. Do you feel that you are encouraged to use family friendly policies and programs? Yes? Raise hands. No? Raise hands. If no, why not? If yes, why?
3. Looking at the list, is there one that stands out as most important to you? Why? Have you used it?

Communication: 25 minutes

1. Looking at this list, which one do you feel you know the most about and why?
2. Has your supervisor articulated clear and consistent information about the benefits you are entitled to? Do you feel that additional training would be beneficial?
3. If you wanted to find out more about a policy or program, where would you go for information?
4. Have you experienced barriers in finding information about a FFPP? What were they?
5. Does the communication you receive about these policies and programs meet your needs? Are the current communications practices effective?

Optional:

5. What are the differences between departments that are perceived to be family friendly and those that are not?
4. What other MN employers have a reputation of being more family friendly than the U?

Other - 5 minutes

Thank you so much for participating this morning. Your input is invaluable. If you have any questions, or would like to share additional comments, please contact the team at pel-ff@lists.umn.edu (put on slide).

Take a cookie on your way out!

Appendix D: Comparison Websites and Screenshots

<http://www1.umn.edu/ohr/worklife/index.html>

Text Size: Return to: [Office of Human Resources Home](#) • [U of M Home](#)

UNIVERSITY OF MINNESOTA [myU](#) | [One Stop](#) | [Directories](#) | [Search U of M](#)

Office of **Human Resources** Search OHR


EMPLOYMENT | BENEFITS | **WORK/LIFE & WELLNESS** | TRAINING & ORGANIZATIONAL DEVELOPMENT | COMPENSATION | EMPLOYEE RELATIONS | MANAGER'S TOOLKIT

What's Inside

- Child Care
- Elder Care
- Flexible Work Arrangements
- Family-friendly Policies
- About Work/Life

OHR Quick Links

- Employee Self-Service
- New Employee Orientation
- Policies
- Forms
- OHR Directory



WORK/LIFE PROGRAM

The Work/Life Program is a systemwide effort to support faculty and staff in managing their work, family, and personal responsibilities.

Online Work/Life Resources

The Work/Life Program offers work and life balance resources through Career/Life Alliance Services. CLAS is an online resource and referral service offering University employees access to information on child care, elder care, education, and healthy lifestyles. If prompted, the login is "university" and password is "minnesota." Visit the [CLAS Web site](#).


Work/Life Program [200 Donhowe Building](#) • 319 15th Avenue S.E. • Minneapolis, MN 55455
Employee Benefits 612-624-9090

© 2006-2008 Regents of the University of Minnesota. All rights reserved.
The University of Minnesota is an equal opportunity educator and employer. [Privacy Statement](#) | [Contact Webmaster](#)
Last modified May 7, 2008

<http://ucfamilyedge.berkeley.edu/>

The UC Faculty Family Friendly Edge

An initiative for Ladder-Rank Faculty at the University of California, funded by the Alfred P. Sloan Foundation



[The UC Faculty Family Friendly Edge](#)
[The Sloan Grant](#)
[Initiatives](#)
[Resources](#)
[Participate](#)
[Contact Info](#)



The UC Faculty Family Friendly Edge: turning a problem into UC's competitive advantage

The UC Faculty Family Friendly Edge is series of projects designed to support the development and implementation of innovative work-family policies and programs for academics in the UC system, as well as to examine the role of institutions of higher education and federal granting agencies in leaks from the academic pipeline at all stages.

[> Learn More about the UC Faculty Family Friendly Edge](#)

Federal Grants and the Academic Pipeline Sloan Grant

The Federal Grants and the Academic Pipeline project is focused on the intersection between the policies of institutions of higher education and federal granting agencies, and their joint impact on the academic pipeline.

The Sloan Award for Faculty Career Flexibility

The Sloan Award for Faculty Career Flexibility was awarded to UC Berkeley (with UC Davis) in 2006. The award was used to increase awareness and use of family responsive policies, shift the academic culture further toward acceptance of family friendliness and family responsiveness, and continue to push through a number of relevant initiatives. Data analyses from surveys conducted in 2002-2003 and 2009 at UC Berkeley show impressive gains in awareness and use of core family responsive policies such as tenure clock extension and active service modified duties (ASMD), as well as overwhelming support for family responsive policies by faculty. The most recent cohort of assistant professor women at UC Berkeley also have significantly higher rates of children than past cohorts.

The UC Faculty Family Friendly Edge Sloan Grant

The award from the Alfred P. Sloan Foundation to the campus's Work/Family Initiative is earmarked for work to assess, revise and implement a package of "family-friendly" policies designed to make flexible career paths and part-time work status viable options for ladder-rank faculty with caregiving responsibilities.

Major UC Initiatives

The UC Faculty Family Friendly Edge includes policies, programs, services and benefits to support faculty and their families... all types of families. These options and programs are continuously under improvement and expansion. Here are some examples:

- Up to two terms (quarters or semesters) reduced duties (ASMD active service-modified duties) for new parents with substantial care-giving responsibilities.
- Stopping the tenure clock to allow time for care of a newborn or newly adopted child under five.

What's New?

- > [Report with the Center for American Progress: Staving Competitive: Patching America's Leaky Pipeline in the Sciences](#)
- > [Full Report PDF](#)
- > [Executive Summary PDF](#)
- > [Video discussion with Mary Ann Mason](#)
- > [Podcast discussion with Mary Ann Mason, Marc Goulden, and Robert Berdahl, President of the Association of American Universities](#)

Project Materials and Links

- > [Press Coverage](#)
- > [Publications](#)
- > [Presentations and Proposals](#)
- > [Creating a Family Friendly Department: Chairs and Deans Toolkit](#)
- > [UC Faculty Family Friendly Policies \(PDF\)](#)
- > [Joint Statement \(DOC\) on Gender Equity in Higher Education by 9 Presidents of Major Universities](#)
[See Press Release \(DOC\)](#)

UC President Robert C. Dynes (1/27/2004)

"I am pleased to carry on the important work initiated by President Atkinson to promote gender equity and to develop more family friendly policies for ladder-rank faculty."

Former UC President Richard C. Atkinson (2/6/2003)

"... I am even more convinced that gender equity is one of the most pressing issues facing the University of California . . . Women and American Minority groups

<http://hrweb.berkeley.edu/benefits/overview.htm>

Site Map

Search

Home About Us/Contact Benefits Careers Compensation Contracts HRMS Perf Mgt Policies Resources Staff Equity Training

Benefits for Berkeley Employees

An overview of benefits for UC Employees

- [Basic employee benefits](#)
- [Benefits of Belonging](#) (PDF format)
- [Faculty/staff services from the University Health Services](#)
- [Health and insurance](#)
- [HR/Benefits newsletter](#) from UC Office of the President (PDF)
- Leaves of absence
 - [Leaves Checklists](#)
 - [Continuation of benefits \(Word format\)](#) (PDF format)
 - [Family and Medical Leave](#)
 - [Personnel Policies for Staff Members: Leave of Absence](#) (see also the [Policy](#) page on this site)
- [Online benefits actions](#)
- [Retirement and savings](#)
- [Your Group Insurance Plans](#) (PDF format)
- [Unemployment Insurance](#)
- [Work-related illness or injury](#)

Please note:
Vacation, sick leave, and holidays are determined by personnel policy and bargaining agreements. Please see the [personnel policy](#) or [bargaining agreement](#) that covers your position for information on these topics. If you are a Visiting or Post-doctoral Scholar, please check with your department for information about your benefits.

© UC Regents 1996 - 2009 [Contact Human Resources](#)
Page last updated: 07/17/2009

<http://www.benefits.umich.edu/>

The screenshot shows the University of Michigan Benefits Office website. At the top, there are navigation links for 'sitemap', 'confidentiality statement', 'uhr home', and 'um gateway'. The main header includes the University of Michigan logo and 'HUMAN RESOURCES'. A search bar is located below the logo. The left sidebar contains a 'Benefits A-Z' search bar and a list of categories: BENEFITS HOME, BENEFITS ENROLLMENT, BENEFITS ELIGIBILITY, BENEFIT GROUPS, BENEFITS PLANS, LIFE EVENTS, FORMS, BENEFITS BOOKS, BENEFITS EDUCATION, HIPAA COMPLIANCE, CONTACT, and UNIVERSITY HR HOME. Below these is an 'Ask HR' button and a 'Smoke-free Campus' logo dated July 2011. The main content area features a 'BENEFITS OFFICE' header with a photo of a smiling woman. Below this is an 'ANNOUNCEMENTS & FEATURES' section with a list of topics: Beneficiary, Birth of a Baby or Adoption, COBRA, Death, Disability, Divorce, Domestic Partnerships, Job Change, Leaves, Legal Guardianship, Marriage, Medicaid/CHIP, Military Service Leave, Move Out of a Managed Care Service Area, New Employee, Open Enrollment, Prospective Employee, Retiring from U-M, Reduction in Force (RIF), Research and Travel, Sabbaticals, and Termination. A 'Medical Plan Rate Calculator' is highlighted, with text explaining that effective January 1, 2010, medical plan rates are calculated based on three salary bands. The right sidebar contains a 'VIDEOS' section with two video thumbnails: 'Benefits Stewardship Information Simulcast - 3/30/09' and 'Brett Hammond, TIAA-CREF's Chief Investment Strategist'.

<http://benefits.umich.edu/events/index.html>



BENEFITS OFFICE

[home](#) > [life events](#)

LIFE EVENTS

- Beneficiary
- Birth of a Baby or Adoption
- COBRA
- Death
- Disability
- Divorce
- Domestic Partnerships
- Job Change
- Leaves
- Legal Guardianship
- Marriage
- Medicaid/CHIP
- Military Service Leave
- Move Out of a Managed Care Service Area
- New Employee
- Open Enrollment
- Prospective Employee
- Qualified Family Status Changes
- Retiring from U-M
- Reduction in Force (RIF)
- Research and Travel
- Sabbaticals
- Termination

<http://www.askhr.umich.edu/>

privacy statement | contact us | uhr home | um gateway

UNIVERSITY OF MICHIGAN
HUMAN RESOURCES

Looking for answers to all of your HR and Benefits related questions? Well you are in the right place. Simply type your question into the search box and Ask HR!

ADVANCED SEARCH

HELP

Ask HR

ANNOUNCEMENTS

- [Dependent Benefits Eligibility Audit](#)
- [MHealthy Wellness Assessments](#)
- [Waiting Period for the University Retirement Savings Plan](#)
- [Medical Plan Premiums Information](#)
- [Medical Plan Rates](#)
- [Reporting Social Security Numbers](#)
- [Health Insurance Reform Legislation](#)
- [Health Insurance Reform Legislation](#)
- [Health Insurance Reform Legislation](#)
- [Health Insurance Reform Legislation](#)
- [Health Insurance Reform Legislation](#)
- [Health Insurance Reform Legislation](#)
- [Health Insurance Reform Legislation](#)
- [Health Insurance Reform Legislation](#)

ARTICLE SPOTLIGHT

- [Questions About MHealthy Rewards](#)
- [How to Start MHealthy Rewards](#)
- [MHealthy Rewards Program Start Date](#)
- [MHealthy Rewards Program End Date](#)
- [Waiting Period for the University Retirement Savings Plan](#)
- [Delta Dental ID Cards](#)
- [Medical Insurance Cards](#)
- [Finding a List of Providers](#)
- [Health Plan Premium Rate Changes](#)
- [Choosing the Best Health Plan](#)
- [Health Plan Coverage](#)
- [Benefit Plan Forms](#)
- [Enrolling/Changing Life Insurance Plans](#)
- [Information About Delta Dental](#)
- [Davis Vision Benefits](#)
- [Waiting Period for the University Retirement Savings Plan](#)

POPULAR ARTICLES

- [Tuition Reimbursement Plan](#)
- [Adding Dependents to Benefits](#)
- [Delta Dental ID Cards](#)
- [Dependent Eligibility](#)
- [Dependents Over the Age of 25](#)
- [Information About Delta Dental](#)
- [Enrolling/Changing Life Insurance Plans](#)
- [BCBSM Community Blue PPO Group and Suffix Number](#)
- [Advantages of Choosing a Delta Dental Premier Dentist](#)
- [Dentists Who Do Not Participate in Delta Dental](#)

© 2009 The Regents of The University of Michigan | 4005 Wolverine Tower
3003 South State Street | Ann Arbor MI 48109-1278 Phone: (734) 615-2000 | Toll Free: (866) 647-7657

<http://www.provost.umich.edu/faculty/family/>

THE MICHIGAN DIFFERENCE
Family Friendly
Policies, Programs, Services, and Benefits for Faculty at the University of Michigan

Contact Us | Office of the Provost

- our mission
- about this site
- childbirth & adoption
- dual career program
- children, dependents & childcare
- faculty & their families
- benefits
- related resources
- contact information
- companion brochure

M UNIVERSITY OF MICHIGAN

© 2005 Regents of the University of Michigan | Web design by Marketing Communications

“At the U-M, we recognize that affordable, quality childcare is a must for working parents. We are proud to offer five different childcare centers, as well as sick-child services. The U-M also: offers leaves of absence for childcare; excludes time from the tenure clock for dependent care; and adheres to the Family Medical Leave Act.” <http://www.provost.umich.edu/faculty/family/children/index.html>

<http://www.familycare.utoronto.ca/>

Google U of T

[FACULTY RELOCATION OFFICE](#) | [CONTACTS](#) | [QUICK LINKS](#)

UNIVERSITY of TORONTO
FAMILY CARE OFFICE

ABOUT US

EVENTS

PLANNING FOR A NEW CHILD

STUDENT PARENTS

CARING FOR CHILDREN

CARING FOR YOURSELF

CARING FOR ADULTS & SENIORS

FAMILIES ARE DIVERSE

FINANCIAL RESOURCES

TIPSHEETS

NEWSLETTER

LIBRARY

STUDENT PARENTS ORAL HISTORY PROJECT



[Read and watch more...](#)

IN FOCUS

-  [Conference for Students with Family Responsibilities](#)
-  [Watch our webinars](#)
-  [Breastfeeding & Baby Change Stations on Campus](#)
-  [Summer Camps](#)
-  [Babysitter Listing](#)
Looking for a casual babysitting?

UPCOMING EVENTS

- [In/Fertility & Beyond](#)
Monday, May 10
- [A Conference for Students with Family Responsibilities](#)
Friday, May 14
- [LGBTQ Parents and their Children in Child Care Centres and in Schools](#)
Tuesday, June 1

[More upcoming workshops...](#)

[Click here to register on-line](#)

OFFICE CLOSURES

The Family Care Office will be closed on the following dates:

- Friday, May 7 from 2 pm - 3 pm
- Friday, May 28 from 9 am - 2 pm
- Friday, June 11 from 9am - 12 pm

IN THE NEWS

- [Is your kid being bullied?](#)
- [Phase-one schools offering full-day kindergarten](#)
- [U of T study finds work-life balance elusive](#)
- [Babies, Brains and Backlash](#)
- [Balancing life, school a struggle](#)
- [Dads Today](#)
- [Special delivery](#)
- [The Ties that Bind](#)
- [Learning problems not always easy to identify](#)









© 2008, University of Toronto

[SITE MAP](#) | [CAMPUS MAPS](#) | [A-Z INDEX](#) | [CONTACTS](#)

<http://www.hrandequity.utoronto.ca/support.htm>



**UNIVERSITY OF
TORONTO**

U of T Home | Portal | [ESS](#) | [Contacts](#) | [Campus Maps](#) | [A-Z](#)

Search

HUMAN RESOURCES & EQUITY

> [HR and Equity Home](#) > [Work/Life Support](#)

- About HR and Equity
- Employee Groups
- Benefits & Pensions
- Training & Development
- Work/Life Support
 - [Child care](#)
 - [Civility Guidelines](#)
 - [EFAP](#)
 - [Fairness – the Office of the University Ombudsperson](#)
 - [Family Care Office](#)
 - [Flex-time](#)
 - [Health and Well-being](#)
 - [Quality of Work/Life Advisor](#)
- Equity at U of T
- Policies & Collective Agreements
- Payroll
- Labour Relations
- Environmental Health & Safety
- Resources for Managers
- HR Forms
- HR News
- Work at U of T

Work/Life Support

At U of T, we understand the challenge of maintaining a positive and healthy balance between personal, work and family life. We also recognize the role that both the employee and the workplace play in contributing to a positive work experience. As a result, we provide a wide range of supportive resources, information and assistance to employees through the following offices and program initiatives.

- [Child care](#)
Valuable information on U of T's on-site child care centres, emergency back-up child care programs, and other resources available through the Family Care Office.
- [Civility Guidelines](#)
Tools and resources for the guidelines are currently under development.
- [EFAP](#)
Free short-term confidential counseling and referrals for employees and their dependants who may have personal, family and work-related concerns.
- [Fairness – the Office of the University Ombudsperson](#)
The University of Toronto is committed to fairness in its dealings with its individual members and to ensuring that their rights are protected.
- [Family Care Office](#)
Information, referrals, educational programming, counselling and advocacy on family issues including child and elder care, maternity/parental leave, flexible work arrangements, schools and children's programs.
- [Flex-time](#)
Flexible working hours, temporary leaves and other flex-time policies.
- [Health and Well-being](#)
Resources and services related to sick leave, occupational health, long term disability, workplace injuries and workplace accommodation for employees with disabilities.
- [Quality of Work/Life Advisor](#)
Information on policies and programs that support an employee's work/life experience. Individual consultations are available to employees and managers.

[Resources for Faculty](#) | [Employee Groups](#) | [Benefits & Pensions](#) | [Payroll](#) | [HR Contacts](#) | [HR Forms](#) | [Work at U of T](#)

© University of Toronto
www.utoronto.ca | [Contacts](#) | hrandequity@utoronto.ca | University Switchboard: (416) 978-2011
 University of Toronto, 27 King's College Circle, Toronto, Ontario, Canada M5S 1A1

<http://lifework.arizona.edu/>

THE UNIVERSITY OF ARIZONA Who We Are • Well Being Newsletters • Upcoming Events • Contact Us • UA Home

UA Lifework CONNECTIONS

Child Care Elder Care Employee Assistance Worksite Wellness Work/Life Support

Elder Care and Family Resources

Caring for an elder? Connect to the right resources!

News

Coping with the Challenges of Caregiving
In case you missed our recent elder care presentation titled 'Coping with the Challenges of Caregiving: Practical Tips' by Jan Sturges, our own LWC Caregiver Coordinator, as part of the 'Arizona Center on Aging Advances in Aging Research Lecture' click to watch the entire presentation online!

Summer Child Care Resources
Looking ahead to summer child care options? Visit a sampling of UA campus and community program information for Tucson and Phoenix area faculty, staff and students here.

[Subscribe](#)

Welcome to UA Life & Work Connections

Help when you need it.



As life offers predictable milestones—birth, growing up, education, relationships, family, aging—work has its own progression: choosing a career, starting a job, training, developing competence, advancement, and the transition into retirement. Life & Work Connections provides lifecycle services to compliment the work cycles of UA employees and students.

So wherever you are in the lifecycle—looking for newborn child care, striving to maintain or improve your physical or emotional health, caring for an aging parent, or trying to create a better balance between your work and personal life—we are committed to supporting you.

[LWC Home](#) [UA Home](#)
(520) 621-2493, 1125 N Vine Ave (SW corner of Helen & Vine), 2nd Floor, Tucson AZ 85721
Copyright 2010, Arizona Board of Regents | Contact the [Webmaster](#)

05-13-10 Screenshots.docx Focus Groups PPT (2).pptx PELProgram Poster_Final.pdf All Campus Meeting J...docx [Show all downloads...](#)

Appendix E: Proposed University of Minnesota Work/Life Website Redesign

 UNIVERSITY OF MINNESOTA		myU	One Stop	Directories	Search U of M
Office of Human Resources		Search OHR <input type="text"/>		<input type="button" value="Go"/>	
EMPLOYMENT	BENEFITS	WORK/LIFE & WELLNESS	TRAINING & ORGANIZATIONAL DEVELOPMENT	COMPENSATION	EMPLOYEE RELATIONS
MANAGER'S TOOLKIT					
What's Inside		Home > Work/Life & Wellness > Work/Life Program > About Work/Life			
<ul style="list-style-type: none"> ■ Faculty Work/Life ■ Relocation Assistance Program (HERC) ■ Flexible Work Arrangements ■ Planning for a New Child ■ Caring for Children ■ Caring for Adults and Seniors ■ Wellness / Caring for Yourself ■ About Work/Life 		<h2>About Work/Life</h2> <p>" Etiam eget metus sit amet lorem venenatis vulputate non vitae purus. Mauris congue odio enim! Quisque sit amet ligula ligula. Cras in nibh sit amet nisl mattis lacinia nec id purus. Integer dignissim elementum ullamcorper. Sed a nisi in urna congue pulvinar! "</p> <p>- Robert Bruininks</p> <p>"Etiam eget metus sit amet lorem venenatis vulputate non vitae purus. Mauris congue odio enim! Quisque sit amet ligula ligula. Cras in nibh sit amet nisl mattis lacinia nec id purus. Integer dignissim elementum ullamcorper. Sed a nisi in urna congue pulvinar! "</p> <p>- Carol Carrier</p>			
OHR Quick Links		<h3>The U cares for you</h3> <p>At the U, we understand the challenge of maintaining a positive and healthy balance between personal, work and family life. We also recognize the role that both the employee and the workplace play in contributing to a positive work experience. As a result, we provide a wide range of supportive resources, information and assistance to employees through the following offices and program initiatives.</p>			
<ul style="list-style-type: none"> ■ Employee Self-Service ■ New Employee Orientation ■ Policies ■ Forms ■ OHR Directory 		<ul style="list-style-type: none"> <li style="width: 50%;">● Beneficiary <li style="width: 50%;">● Marriage <li style="width: 50%;">● Planning for a New Child <li style="width: 50%;">● Medical Benefits <li style="width: 50%;">● Caring for Children <li style="width: 50%;">● Legal Guardianship <li style="width: 50%;">● Caring for Adults and Seniors <li style="width: 50%;">● Marriage <li style="width: 50%;">● Death <li style="width: 50%;">● Medical Benefits <li style="width: 50%;">● Disability <li style="width: 50%;">● Military Service Leave <li style="width: 50%;">● Divorce <li style="width: 50%;">● New Employee <li style="width: 50%;">● Domestic Partnerships <li style="width: 50%;">● Open Enrollment <li style="width: 50%;">● Faculty Work/Life <li style="width: 50%;">● Prospective Employee 			

“The U cares for you” section detail:

OHR Quick Links	
<ul style="list-style-type: none"> ■ Employee Self-Service ■ New Employee Orientation ■ Policies ■ Forms ■ OHR Directory 	<h3 style="color: #800000;">The U cares for you</h3> <p>At the U, we understand the challenge of maintaining a positive and healthy balance between personal, work and family life. We also recognize the role that both the employee and the workplace play in contributing to a positive work experience. As a result, we provide a wide range of supportive resources, information and assistance to employees through the following offices and program initiatives.</p> <ul style="list-style-type: none"> • Beneficiary • Planning for a New Child • Caring for Children • Caring for Adults and Seniors • Death • Disability • Divorce • Domestic Partnerships • Faculty Work/Life • Family Medical Leave Act (FMLA) • Flexible Work Arrangements • Job Sharing • Job Change • Leaves • Legal Guardianship • Marriage • Medical Benefits • Legal Guardianship • Marriage • Medical Benefits • Military Service Leave • New Employee • Open Enrollment • Prospective Employee • Qualified Family Status Changes • Relocation Assistance Program (HERC) • Retiring from UofM • Research and Travel • Sabbaticals • Spousal/Partner Hire • Wellness Program / Caring for yourself
Work/Life Program Employee Benefits	200 Donhowe Building 319 15th Avenue S.E. Minneapolis, MN 55455 612-624-9090
© 2006-2008 Regents of the University of Minnesota. All rights reserved. <i>The University of Minnesota is an equal opportunity educator and employer.</i>	Privacy Statement Contact Webmaster Last modified April 28, 2008


Appendix F: Focus Group Powerpoint Slides



2009-10 President's Emerging Leaders - Family Friendly Project

Welcome

Family Friendly Project
Focus Groups, Spring 2010



2009-10 President's Emerging Leaders - Family Friendly Project

List of "Family Friendly" Policies and Programs

- Sick time
- Vacation
- Bereavement leave
- Parental leave
- Family Medical Leave Act (FMLA)
- Flex time work arrangements
- Job sharing
- Wellness program
- Employee Assistance Program
- Medical/Dental/Pharmacy Benefits
- Day care referral service
- Career/Life Alliance Services (CLAS)
- University sponsored child care
- Spousal/Partner Hire
- Relocation Assistance Program (HERC)
- Clock stoppage/Use of section 5.5 of the tenure code
- Retirement benefits

2009-10 President's
Emerging Leaders -
Family Friendly Project



Thank you for your participation!

If you would like to contact us with
additional comments, please email us at:
pel-ff@lists.umn.edu

Appendix G: Survey Results—Group 1/High Group

CEHD Survey

<https://survey.cehd.umn.edu/Analysis/RunAnalysis.aspx?print=true>

Family Friendly-B

1. How family friendly do you believe the University is perceived to be by people who are not affiliated with the University?						
	Count	Percent				
1	2	1%				
2	12	8%				
3	68	46%				
4	54	36%				
5	12	8%				
Total Responses:		148	100%			

2. Based on your personal experience, how family friendly do you feel the University is?						
	Count	Percent				
1	5	3%				
2	12	8%				
3	41	27%				
4	64	43%				
5	28	19%				
Total Responses:		150	100%			

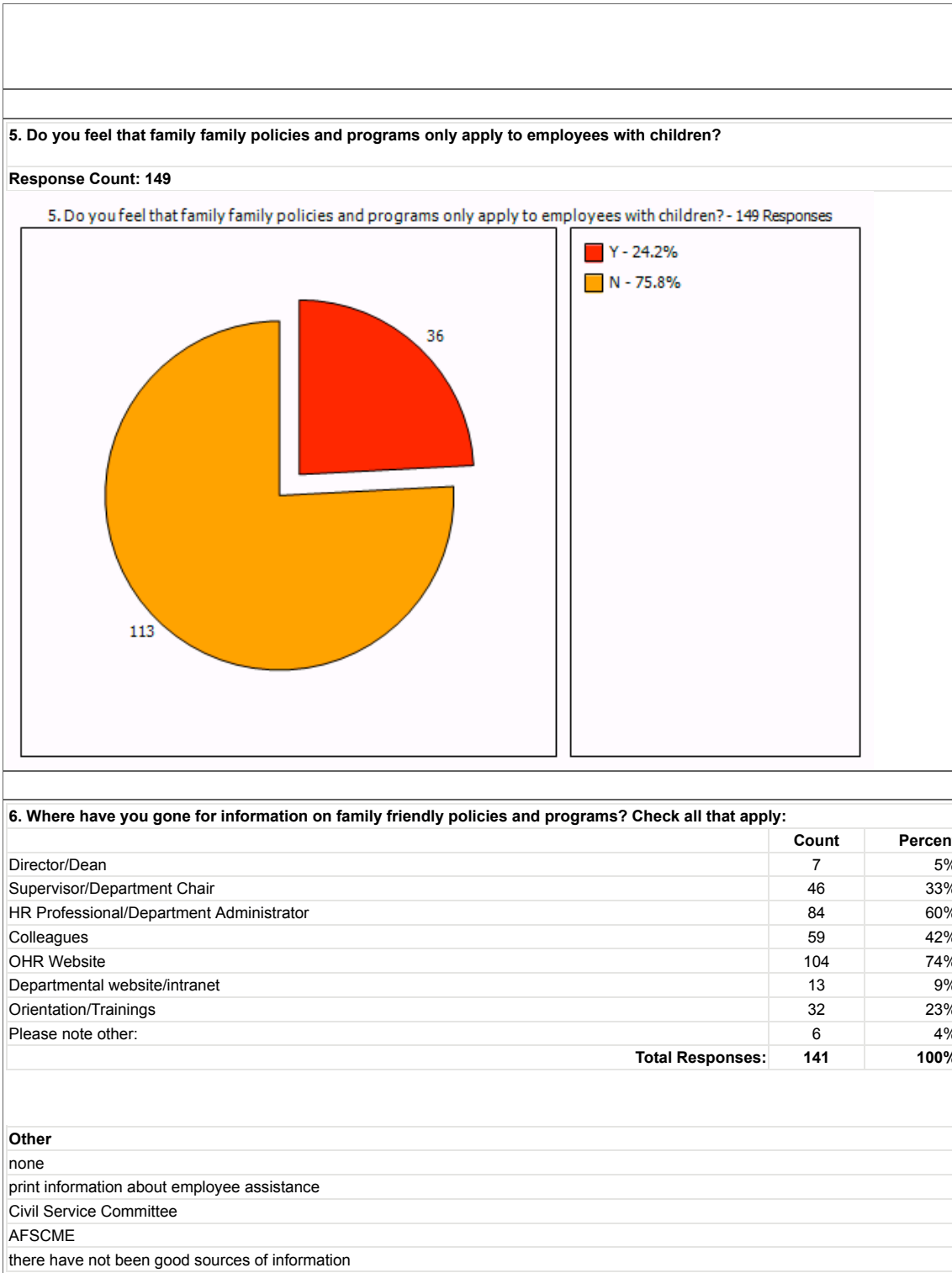
3. How important was the reputation of family friendly policies and programs in your decision to:						
	Average	1	2	3	4	5
a. Take a position at the University	2.9	25%	17%	20%	21%	17%
		38	25	30	31	26
b. Continue your employment at the University	3.4	16%	11%	15%	30%	27%
		24	17	23	45	41


4. Please indicated below which family friendly policies and programs you have heard of, understand, or used. Please check all that apply:					
	I have heard of this	I understand this	I have used this	I have not heard of this	This does not apply to me
Sick time	24%	30%	43%	2%	1%
	58	73	105	5	3













CEHD Survey





<https://survey.cehd.umn.edu/Analysis/RunAnalysis.aspx?print=true>

















Vacation	21%	28%	49%	1%	1%
	53	69	123	3	2
Bereavement leave	34%	26%	20%	19%	2%
	62	47	36	34	4
Parental leave	35%	31%	14%	9%	11%
	68	61	27	18	22
Family Medical Leave Act (FMLA)	38%	34%	11%	13%	4%
	73	65	21	24	8
Flex time work arrangements	39%	29%	14%	13%	4%
	77	57	28	26	7
Job sharing	37%	21%	2%	29%	10%
	62	35	4	48	17
Wellness program	32%	28%	40%	%	%
	69	62	88	0	0
Employee Assistance Program	35%	28%	10%	26%	1%
	63	50	18	47	1
Medical/Dental/Pharmacy Benefits	22%	25%	52%	%	%
	53	60	124	1	1
Day care referral service	18%	13%	3%	39%	27%
	30	22	5	66	45
Career/Life Alliance Services (CLAS)	17%	3%	1%	76%	3%
	25	4	2	115	5
University sponsored child care	31%	13%	4%	31%	22%
	51	21	6	51	37
Spousal/Partner Hire	30%	12%	5%	40%	13%
	50	20	8	67	21
Relocation Assistance Program (HERC)	24%	9%	8%	44%	14%
	39	15	12	71	23
Clock stoppage/Use of section 5.5 of the tenure code	12%	12%	1%	50%	25%
	20	19	1	81	40
Retirement benefits	40%	34%	23%	2%	2%
	77	65	44	3	3



Payroll/Hiring classes for filling out forms.						
7. Generally, how well do you feel that family friendly policies and programs are communicated at the University?						
		Count	Percent			
1		14	9%			
2		29	20%			
3		65	44%			
4		35	24%			
5		5	3%			
Total Responses:		148	100%			
8. Generally, how easy is it for you to find information about family friendly policies and programs online?						
		Count	Percent			
1		2	1%			
2		26	18%			
3		60	41%			
4		46	32%			
5		11	8%			
Total Responses:		145	100%			
9. In your use of family friendly policies and programs, please rate the level of support you receive from the following:						
	Average	1	2	3	4	5
Dean/Director	2.9	23%	12%	33%	17%	16%
		29	15	41	21	20
Supervisor/Department Chair	3.6	9%	9%	24%	25%	33%
		13	12	33	34	45
HR Professional/Department Administrator	3.5	10%	9%	28%	25%	28%
		13	12	38	34	37
Colleagues	3.6	6%	7%	26%	39%	22%
		8	10	36	53	30
10. Please enter any additional comments you may have regarding family friendly policies and programs at the University.						
Response Count: 44						
 I think family friendly policies and programs are increasingly important to recruiting faculty.						

	<p>The U of M does not have a good way of dealing with flex time or other issues that can bring work-life balance to employees. Even if flex time or job sharing isn't meant exclusively for people with children, it can become de facto in implementation - for example, if parents are the first in the office to get flex time, then the next employees who ask for it are told, "We need people to be here and cover the office". I have actually experienced this, but of course the supervisor may not have communicated (or realized) that they were giving preference to parents within the office. The office I currently work in has had huge bouts of anxiety over the issue of flex time. To promote fairness, all the employees came together to propose that everyone be allowed to have modest flex time agreement (e.g. long lunch hours to work out at the gym), as long as the needs of the office were met in terms of coverage for students. This is apparently such a scary issue for our supervisors that they are paralyzed and won't do anything, even though we made up a schedule and have been asking for an entire year for flex time to be made available. Ridiculous. Finally, although I am not a nursing mother, I know that there are VERY FEW places on campus that are dedicated places to pump. A colleague of mine wastes 30-45 minutes of her day and feels conspicuous to other employees (where does she go over lunch, why is she never available at that time?) because the nursing rooms in Boynton and PWB are so far from our building. Nursing moms need more private places on campus. Although the U of M is a good place to work overall, staff don't get a lot of respect and they rarely get raises these days. Flex time would go a long way toward promoting better health/mental health among employees, but the current policy of leaving it up to offices to decide is not effective. Employees are MUCH HAPPIER and MORE PRODUCTIVE when they can take some time to get away from their computers and/or work from home on occasion. I have never met an HR rep at the U of M who can actually help make things better, "They are just here to advise, not advocate". No kidding.</p>
	<p>Sometimes I get the impression that parents take advantage of family benefits at the U. Because U benefits are often better than what is available through their spouse's employer, the U employee is always the one to take time off for a sick kid, cut back hours to accommodate child care/school schedules, etc. While this is great for the family, U employees who are non-parents are at work longer and, frankly, work harder than parents in most cases. To be more accepting of different lifestyles, OHR should address what types of leave are available for individuals who choose not to have children. Parents have time off to be with a new child - something they enjoy very much. When do non-parents have time off to do something they enjoy that is above and beyond their vacation time?</p>
	<p>I think as a single person that items that apply to me sound good in theory but when you apply them to the particular job/unit, they don't always pan out. I think the broad understanding of how the University is don't flow all the way into the lower levels. You shouldn't have to go through so much to have flex time or modified schedules if this is an asset that is important to the University to have. As a newly engaged person that may start a family possibly I will use more of the family benefits but at this time there are few that apply to me.</p>
	<p>huhhhhh???????</p>
	<p>I have found that the availability of the University's "family friendly" policies is really determined by individual supervisors. I have worked in several labs and it is the supervisor who makes using these benefits possible with or without repercussions or retribution.</p>
	<p>I am a postdoc and have received very limited information regarding family friendly policies at the University. I wish I could know more and take advantage of some of this benefits. I want to be very honest here and I would like to say that I feel that work load and expectations for a single postdoc tents to be very high compensation is low and stress is even higher.</p>
	<p>The perception of the value of existing policies and practices by the general employee community could be improved.</p>
	<p>I work with a wonderfully supportive supervisor, so I've had good experiences.</p>
	<p>The availability of Faculty Housing when faculty first arrive I view as a family friendly program. All the programs were very prevalent when I was recruited, and as my husband and I wanted to start a family, were a major incentive for our move to Minnesota. Lack of adequate day care facilities, and the recent changes in hours at the University of Minnesota Child Care Center are the only negatives I can think of.</p>
	<p>For faculty, the communication of any policies, "family friendly" or otherwise, depends too much on department heads and deans. The problem with relying on supervisors is that their attitude varies quite a bit, from supportive to hostile. If a faculty member, especially assistant professors, feels that they cannot discuss their needs with their department head, the policies at the University level are ineffective. Just as one example, an unexpected, accidental death occurred in my family. My department head at that time queried me as to whether I was close to the person and needed to miss teaching to attend to family matters. Other examples include family leave where it is allowed but the person requesting it is still required to arrange their family life around teaching schedules.</p>
	<p>I am concerned with the University's child care center. Although it is an outstanding service and of very high quality (the best we've had), I am challenged by recent changes from the administration. Shorting the center's hours by 45 minutes each day has proved to be challenging for my family, even with two working parents at the University. In addition, my child will be removed from the center 3 1/2 weeks prior to beginning kindergarten and I will need to find some sort of temporary child care center for him (and he's not good with transitions). At that point, I will have each of my two children in different centers. It's frustrating that the operating hours for the center do not conform to the standard work day, nor do they allow much flexibility for working parents (particularly P&A and civil service/bargaining unit staff) who have to work at least an 8 hour work day.</p>
	<p>It was hard to determine what benefits I was allowed as a post-doctoral associate. I have to do a search of the university site every time I want to find the PDF that indicates which benefits I am allowed. There are many policies I have never heard of and may have been able to take advantage of when my husband took his position with the university including Spousal/Partner Hire, Employee Assistance Program, Day care Referral service and Flex time work arrangements. I am not sure if some of these are</p>

	new since 2007.
	I feel that parental leave should be prorated for those not here the full 9 months required. I appreciate the stance of the university towards inclusion of alternative families.
	Poor information on retirement benefits as a civil service employees - especially about health benefits.
	I think most family friendly policies and programs at the U. favor those with families. When we single people, who have less need to use any of the services, lose out. We should be rewarded for costing the University less money as employees.
	Your questions should have "no opinion" as an option.
	While the policies are in place, the department director enforces a culture of 'face time' in which you are rewarded or punished for the amount of time you are literally in the office, regardless of how much you actually accomplish or your extenuating circumstances. However, this person is retiring so that should change.
	I left 8 and 9 blank because I have not sought specific information on these.
	I think the University is generous in it's family friendly policies, but that it also depends on the attitude of the supervisor and Dept. administrator or head. I also think these policies are the reason some people apply to the U and why some people stay. I'd like to add that I think it also makes the work environment less stressful for people with children or aging parents.
	Many of the policies and programs mentioned are unfamiliar to me.
	I think many employees know many of these benefits exists, but I don't think they realize how lucky they are to have them.
	In general, for faculty, I think that there are a number of great things about the U's family friendly policies: 1) the benefits are really good 2) the tenure "clock stoppage" is a good thing, although it seems to be unevenly implemented and understood by departments/faculty, particularly by the faculty who are evaluating tenure files of those who have stopped the clock - this is based on anecdotal evidence. 3) a faculty position gives a lot of flexibility to deal with sick kids, child care emergencies, etc, since it's easy to work from home (except to teach, obviously) Some things could be improved, however, and I have the following specific recommendations: FAMILY LEAVE CHANGES 1. Four months paid leave following birth or adoption or to care for other family member - six weeks, although longer the the family leave allowed at many workplaces, is still an incredibly short time to recover from the birth or adoption of a child. I can mostly speak from my own experience, and the lack of sleep as well as the need to frequently breastfeed a newborn make it very difficult to return to work productively after 6 weeks. 2. Up to one year unpaid leave w/ benefits following birth or adoption or to care for other family member. 3. Explicit policy stating that people who opt to stop the tenure clock can later choose to forgo the extra year on the tenure clock, without being considered to be going up for tenure early and held to a higher standard. PARENTAL LEAVE CHANGES (applies to faculty appointments) 1, Active-service modified duty status (most likely in the form of full or partial teaching release) in semester of and semester following birth/adoption for anyone who is responsible for at least 50% of child-rearing. Some institutions (e.g., UC-Berkeley, Univ. of Michigan) implement reduced teaching loads in the term following the term during which a child is born or adopted - that would be tremendously helpful in allowing faculty to better keep up with everything else besides teaching that go by the way side after a child is born (advising grad students and postdocs and otherwise keeping research going).
	I appreciate the flexibility my manager has shown when I have needed to take time away from my work environment to be with a sick child or sick spouse. I am extremely grateful for the excellent health care I am offered, and have taken full advantage of the reimbursement for my health club membership, health screenings, health coaching, farmer's market and flu shot clinics. I am confident these programs make me a healthier, more productive employee.
	My supervisor, who is the director of the unit, is not family-friendly but thinks she is. That's a problem. For example, because I'm a P&A employee, she has not allowed me to count any hours I work outside of 8:30-5:00 M-F as hours worked that week. There have been numerous occasions when I have worked more than 40 hours in a week due to early morning committee meeting, evening events, or Saturday board meetings, but because I did not put in 40 hours between 8:30 a.m.-5:00 p.m. M-F, I have been required to take vacation hours. So I may work 45 hours in the week but still be required to claim 4 hours vacation? That is not family friendly. Here's another example: a colleague is allowed to bring his wife and children to a pre-game reception, but I am not allowed to bring my children to the same reception -- even though we are both in attendance to provide the exact same function/service, and are "equals" in the organization. The reason? I was told, "You were going to be able to make it to the reception anyway; he would not have been able to attend unless he brought his family because they are leaving right from here to go somewhere afterwards. So no, you cannot be allowed to bring your family." Many, many petty, irritating, demoralizing examples like that in my three years here.
	Child care facilities are very important to my wife and me as we both work full time at the U. Although the U-daycare has a very good reputation, the waiting time of 18 months makes it useless to us. We signed up immediately when the pregnancy test showed positive. Our daughter is now 8 months old and in a non-university daycare for 5 months. We are still waiting to hear from the U daycare. Besides the extremely long wait the U daycare is also rather expensive compared to several other daycare places. The idea of having a daycare at the workplace is an excellent recruiting tool. The current wait and the price significantly damages this value.
	The UMChild Care Center is excellent, but the waiting list (18 months for us) is too long. Given the high demand, there should be higher capacity. I "stopped" my tenure clock for a year following the birth of my second son, and this was great. I feel that everyone in my department has an understanding of this, and that I will not be penalized for it.

	I regret deeply that I did not ask to stop my tenure clock when my child was born a few years ago, but honestly, was afraid of the impression it would create as a new faculty. I could not find an example where another male faculty had done it. In the tenure dossier, it is explicitly stated when someone has invoked this rule, perhaps to explain why the person is going up later, but when I asked people honestly, most said to plow through and not risk it.
	Even if I could find the family friendly policies on-line, I'm not sure if they would apply to me. Each area seems to have its own rules. My supervisor/colleagues are supportive regarding needing to leave for child dr. appts./activities but that is my only experience. Knowing I would have a little flexibility was a requirement of employment; otherwise, I would not have come to the U. If there are more family friendly policies - I don't know what they are.
	I entered UM employment in the mid 1970s and, unfortunately, have not been a close observer of them. Thus, I entered the response "3" to question nine as to level of support--to keep the response neutral. I simply did not use the policies and therefore could not evaluate the four areas listed. Also, not being an easy internet users, I have not looked up policies on line. I hope this helps. This work is important. Good Luck.
	I think it would be good to have a brochure explaining some of the lesser known family friendly policies and programs. I think most people know that the University encourages a family friendly attitude in it's departments, but most people might not know the specific policies or programs that are available to them.
	I feel like UMN is a good place to work and have a family, but that policies and resources aren't immediately obvious, and one must rely on word of mouth from colleagues to figure things out-
	The U has many family friendly policies, plus family friendly environment (at least in our unit/College). But for most employees, how well these policies work depends on how well the supervisor understands them and has resources to stay informed. So I think a good place the U could put money/effort is in supervisor training -- including faculty supervisors. One area that was disappointing to me is that, when my sister was dying and I had to leave the state to go take care of her, FMLA was not a choice because it does not cover siblings. I think this is federal law, however. Too bad. Another area that could be better is more information to help us deal with aging parents. I went to one session about this, but the person presenting knew more about Wisconsin than Minnesota programs. Now that I have gone through getting my parents into nursing care and in MSHO, I see that a better program at the U would have really saved me work time that I had to spend on the phone with Ramsey County, Senior Linkage, nursing homes, etc. Even panel discussions by those of us who have traversed the minefields would be helpful.
	The University has been very good to me and my family. I think we have very good benefits in spite of the economic issues facing everyone. If I were to change one thing it would be that a University of our caliber should extend tuition benefits to spouses/partners and children of employees. That would certainly go a long way to attracting and retaining high quality employees.
	I believe the flex time or part time scheduling is still in conceptual stage and not used very effectively in our department. It would be helpful to hear of successful departments who have found ways to integrate part-time scheduling into full time job responsibilities that involve working from home or other flexible options that would provide more flexibility for employees, while at the same time giving employees the ability to still be producing at a high level of efficiency and effectiveness.
	I wish that sick time wasn't the only category for recording time spent out of the office that isn't vacation, on employee vacation records. If a family need has required you to be away, this is recorded as sick time, skewing the count (and impression) of the amount of one's actual sick time.
	I do not find it very family friendly that the waiting list for University daycare is about 18 months and even longer for part time. I also do not find it very family friendly that the maternity leave policies are stated ambiguously on line and are really not very family friendly for P and A employees. Overall, if the U is committed to hiring and retaining staff and faculty with families, especially women faculty, I feel that they need to provide more options for on-campus childcare and more realistic maternity leave policies. Looking at options provided in the University of California system would be a good start.
	I think it is unfortunate that adoptive parents only get two weeks paid leave, while biological mothers get 6 weeks paid. While I understand that there are medical issues involved with the biological reproduction, it seems unfair that adoptive children don't get as much bonding time with parents.
	When I hear "family friendly", the first thing that pops into my mind is that you have to have children or be married to reap the benefits of the policies (neither of which apply to me). Thus, I think it's kind of deceiving to categorize the policies and programs under that title.
	RAP was very, very helpful and diligent
	I have children of college age, it would be really family friendly, especially in these trying economic times, to have reduced tuition rates.
	There are aspects of the wellness program that I don't use due to a lack of trust in the confidentiality and ultimate use of the data. For example, I would never trust an agent of an insurance company or an employer, even if they were a nurse or other medically trained individual, to be reviewing my medications and instructing me on how to use them or recommending generic substitutes in direct contradiction of my doctors wishes. Unfortunately, this appears to be happening at an increasing rate. Also, I don't participate in wellness physical programs at the workplace because I have my own training program that is more focused on my own personal needs and is far more intensive that the one offered. The financial rewards offered simply aren't important to me relative to health benefits I receive from my own program.
	I think that lack of child care facilities, near the buildings where parents work, is the biggest problem. Health, retirement, vacation, etc. for individuals are excellent, but I didn't think of them as family friendly until this survey.

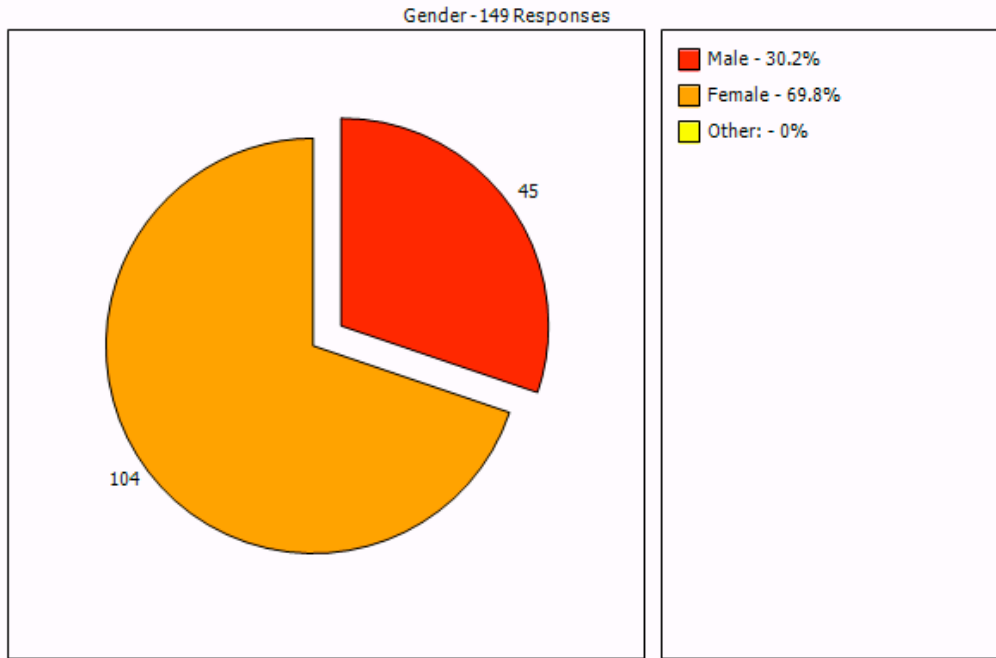
CEHD Survey

<https://survey.cehd.umn.edu/Analysis/RunAnalysis.aspx?print=true>

I have been at the U for ~ 25 years and there were no relevant orientation programs at that time other than one meeting a year before the tenure decision. I have thus not gone through the newer programs with I assume are better. Might be work noting that those this more seniority have not been through these programs and are less award of programs unless they are in need of them. When I had children (late 80's and early 90's) this was not a particularly family friendly place.

Gender

Response Count: 149

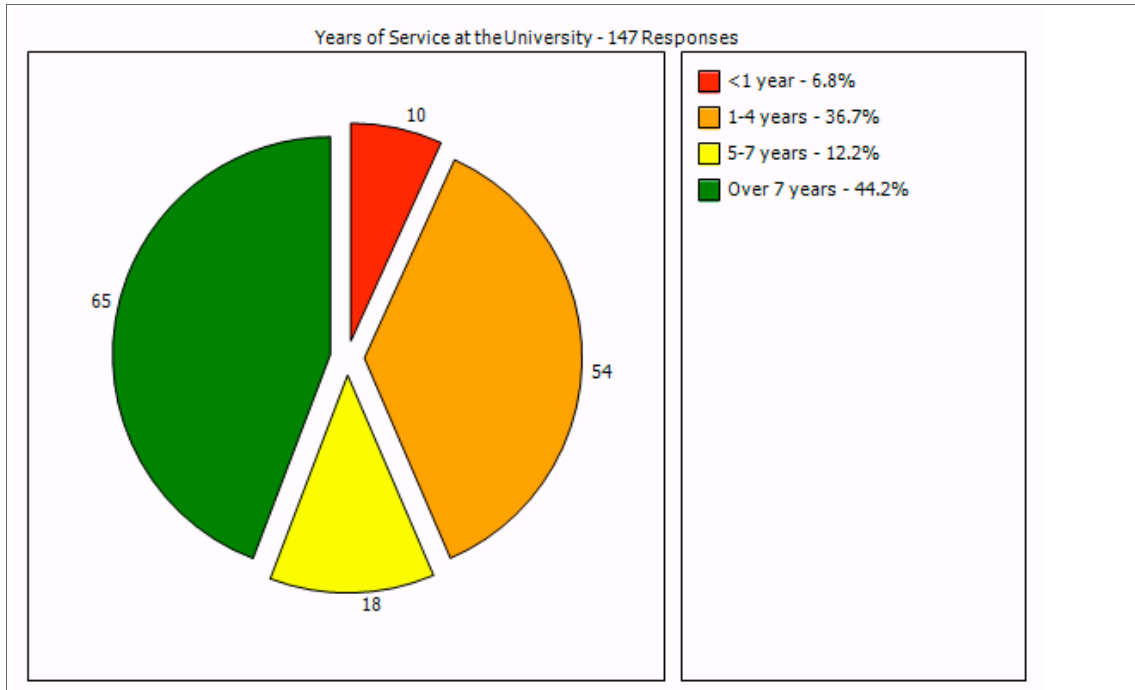


Years of Service at the University

Response Count: 147

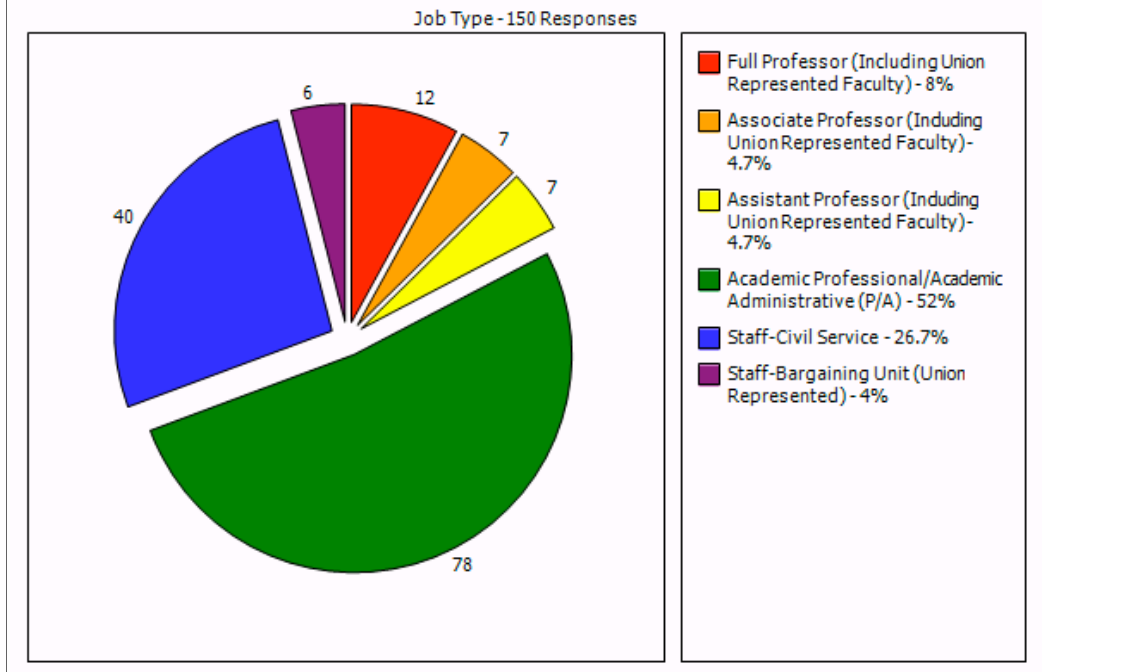
CEHD Survey

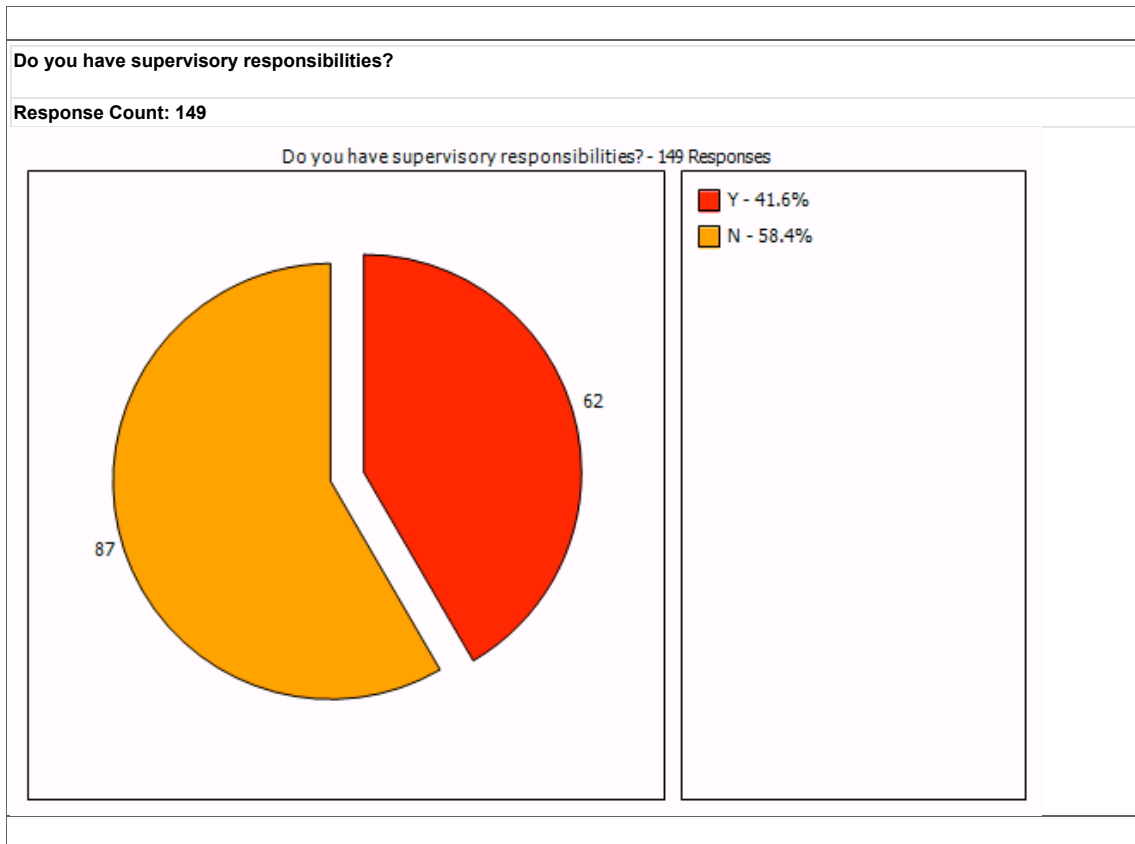
<https://survey.cehd.umn.edu/Analysis/RunAnalysis.aspx?print=true>



Job Type

Response Count: 150





Appendix H: Survey Results—Group 2/Low Group

CEHD Survey

https://survey.cehd.umn.edu/Analysis/RunAnalysis.aspx?analys...



CEHD Survey

Report Manager Analysis Manager Analysis Properties Edit Analysis Run Analysis

Home → Report Manager → Family Friendly -A → Family Friendly -A → Run Analysis

User: [hwagner](#)

Family Friendly -A



Page 1 Start Date: 12 End Date: 12 Filter By Date

1. How family friendly do you believe the University is perceived to be by people who are not affiliated with the University?		
	Count	Percent
1	5	4%
2	15	13%
3	57	51%
4	30	27%
5	5	4%
Total Responses:		112
		100%

2. Based on your personal experience, how family friendly do you feel the University is?		
	Count	Percent
1	7	6%
2	21	19%
3	27	24%
4	46	41%
5	10	9%
Total Responses:		111
		100%

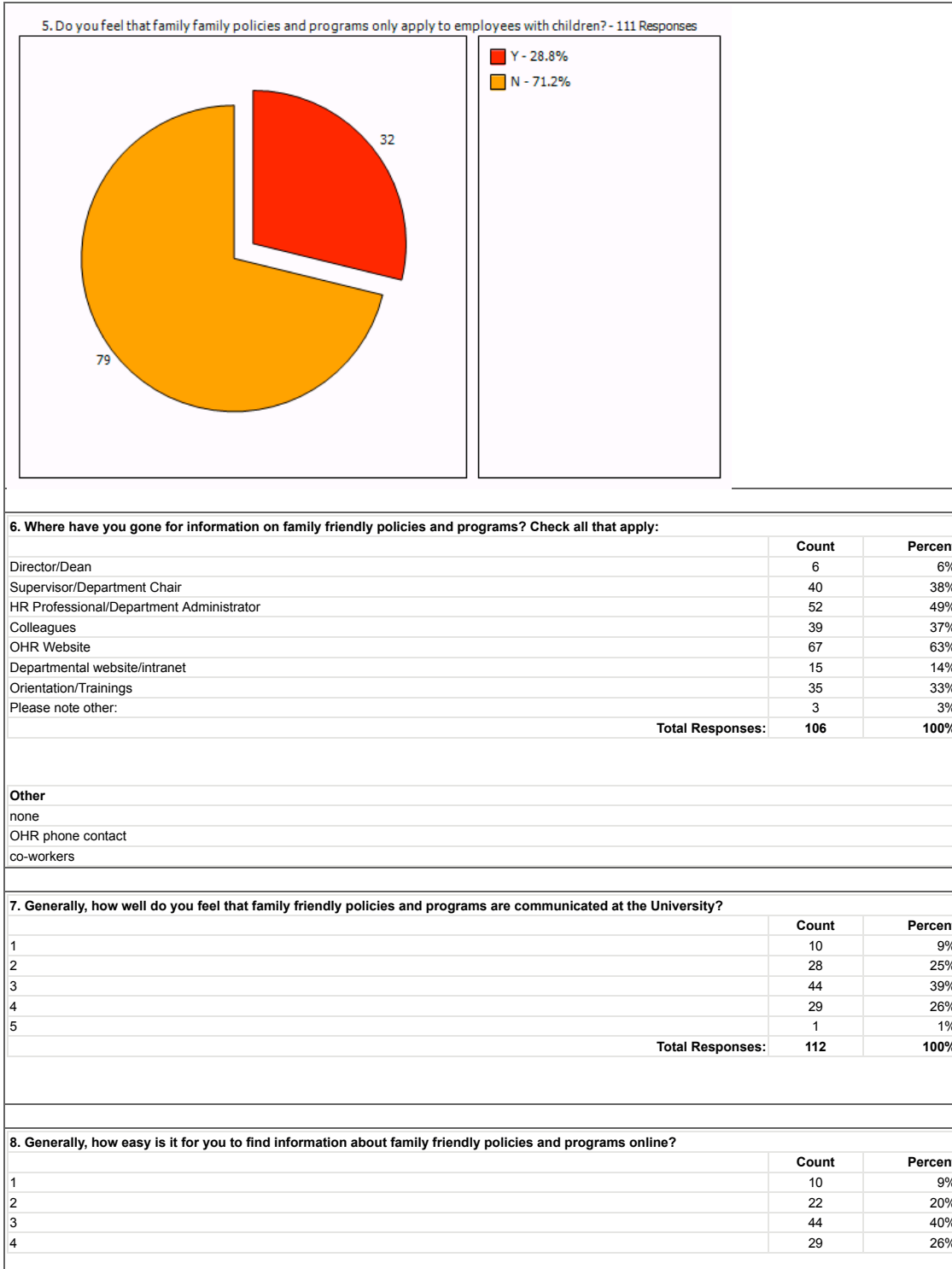
3. How important was the reputation of family friendly policies and programs in your decision to:						
	Average	1	2	3	4	5
a. Take a position at the University	2.5	31%	20%	25%	13%	11%
		35	22	28	15	12
b. Continue your employment at the University	3.3	16%	11%	23%	29%	21%
		18	12	26	33	23












4. Please indicated below which family friendly policies and programs you have heard of, understand, or used. Please check all that apply:					
	I have heard of this	I understand this	I have used this	I have not heard of this	This does not apply to me
Sick time	26%	30%	43%	1%	1%
	45	52	75	1	2
Vacation	22%	27%	50%	1%	1%
	42	51	95	1	2

CEHD Survey

<https://survey.cehd.umn.edu/Analysis/RunAnalysis.aspx?analys...>

Bereavement leave	33%	26%	20%	20%	1%
	45	36	27	28	2
Parental leave	38%	26%	14%	12%	11%
	51	34	18	16	14
Family Medical Leave Act (FMLA)	41%	34%	12%	11%	2%
	55	45	16	15	2
Flex time work arrangements	36%	20%	14%	27%	4%
	47	26	18	36	5
Job sharing	40%	16%	1%	37%	7%
	48	19	1	44	8
Wellness program	28%	28%	43%	1%	%
	46	47	71	1	0
Employee Assistance Program	45%	20%	9%	25%	1%
	58	26	12	32	1
Medical/Dental/Pharmacy Benefits	21%	27%	51%	2%	%
	38	49	92	3	0
Day care referral service	16%	5%	4%	46%	29%
	20	6	5	56	36
Career/Life Alliance Services (CLAS)	10%	3%	%	82%	5%
	11	3	0	93	6
University sponsored child care	29%	7%	2%	33%	29%
	37	9	2	42	36
Spousal/Partner Hire	32%	15%	%	36%	17%
	39	18	0	44	20
Relocation Assistance Program (HERC)	23%	12%	3%	51%	12%
	27	14	4	61	14
Clock stoppage/Use of section 5.5 of the tenure code	8%	13%	1%	59%	20%
	10	16	1	75	25
Retirement benefits	43%	33%	19%	5%	1%
	65	50	29	7	1
5. Do you feel that family family policies and programs only apply to employees with children?					
Response Count: 111					



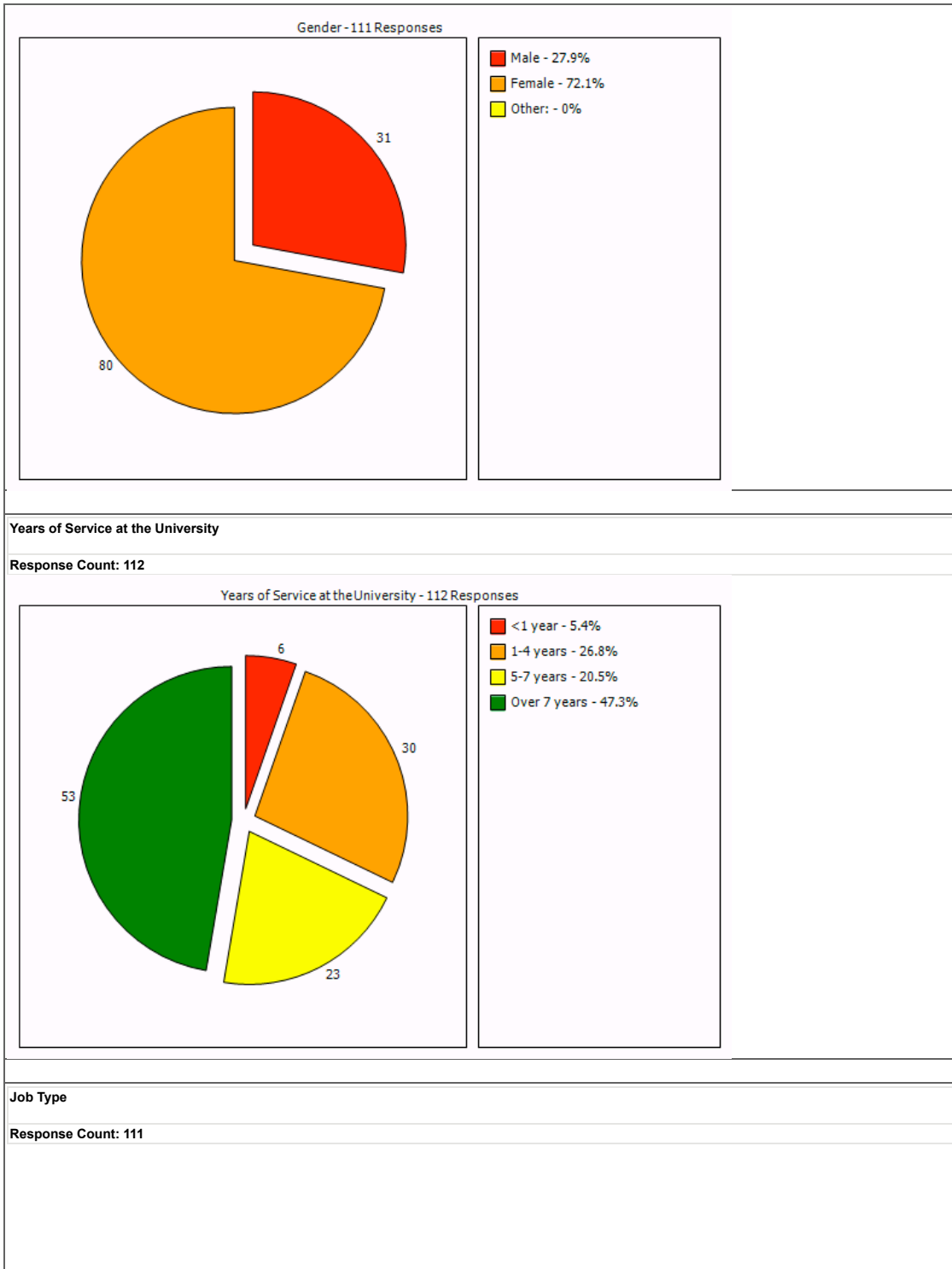
5					5	5%
Total Responses:		110	100%			
9. In your use of family friendly policies and programs, please rate the level of support you receive from the following:						
	Average	1	2	3	4	5
Dean/Director	2.5	30%	20%	26%	14%	10%
		32	21	27	15	10
Supervisor/Department Chair	3.3	16%	16%	16%	23%	29%
		17	17	17	25	31
HR Professional/Department Administrator	3.2	14%	12%	31%	23%	19%
		15	13	33	24	20
Colleagues	3.4	6%	12%	36%	28%	18%
		6	13	38	30	19
10. Please enter any additional comments you may have regarding family friendly policies and programs at the University.						
Response Count: 47						
 Some departments at the University seem to be more flexible than others with the use and implementation of family friendly policies. Much of this does not seem to apply to those without children.						
 There is not much awareness on my part other than things I may of heard of from colleagues or come across on my own. I feel that the University has not communicated well on this issue, and certainly not at the Dept/College level.						
 The entire sick-time policy needs to be reworked. I believe that combining sick and vacation into one large PTO accumulation would be beneficial to everyone in the university. This would avoid stupid things like not being able to use sick time for a death out of the immediate family (the fact that vacation needs to be used in completely asinine), and that sick time can't be used after maternity leave (even more ridiculous). All this does is encourage employees to call in sick and use up their sick time. Barring some major catastrophe, there's no way most people will ever use it all, and it goes to waste, thus encouraging the irresponsible use of it. Being Minnesota born and raised, I love the university, and I was so excited to get a job here just out of college. But, since taking my job I feel more and more neglected as an employee all the time.						
 I think it's great that the policies and programs are in place.						
 Employees who have worked here a long time are somewhat on their own to learn of policies. New employees get orientation at the beginning of employment through the college and the University. It would be nice to be notified of "refresher" opportunities to learn of benefits available.						
 Thank you for offering benefits for my same sex domestic partner.						
 I am disappointed that I will not be able to use my earned sick time for an extended maternity leave if I become pregnant. After 5 years of dedicated employment and taking very little time off for sick leave I would like to be able to use the time I have earned since I will not be paid for it if I leave. I have taken vacation time for funerals and hospital visits and feel that I should be able to use my sick time more freely.						
 I really don't receive very much information at all--mostly rumors. I am lucky that my supervisor (PI) is very open and flexible. But I know little, if anything, about anything formally available through the U of M.						
 I have just found out that my pregnant friend and coworker can only use four weeks of sick time for her maternity leave. If you have the sick time, I feel you should be able to use that! I have worked here 6 years and have 400 hours of sick time that I will never be even close to using all of that. Maybe a paid time off policy would be better so I could be able to tap into those hours and be able to use them for sick OR vacation time. My uncle died a few years ago and I had to use vacation time. I wasn't on vacation laying on a beach; I was crying at a funeral! I believe that if anyone close to me dies I should be able to use sick time for that and for as long as I need it.						
 I would really like to hear the University discuss options for partial tuition waivers for children of faculty as a benefit.						
 Where do I begin. I am currently a pregnant employee of the University of Minnesota. I have been employed here for over 8 years. This is my first child and have recently been researching and looking into more of the "family friendly" policies at the U. I was appalled to find out that I am limited to the amount of sick time that I can use for my maternity leave. After 8 years of employment, I have an abundance of sick time that I had erroneously thought I could use for maternity leave, because quite honestly, what else was I going to use this for? I am an honest person and tend to only use sick days when I am actually sick. However, what is the advantage to this? Why earn so much sick time if I might never actually be able to use it? The more I look into the restrictions and limits on sick time use, no person will ever be able to use all of it, especially if they are a long time university employee. There is NO advantage to accruing sick time. Well, a small advantage on increased vacation time, but really, is that worth it? I'm not so sure. I would encourage the university to come up with a incentive plan on saving sick time that would encourage an employee to not just "call in sick" if they want a day off. This doesn't really "fly" in the morals and ethics code of what I would consider to be an exemplary employee that you would want at the university. And another thing, I am currently researching day care options for my infant. I was shocked to find out that the university will not take a child that is less than 3 months old, when the university will not cover an employee's maternity leave for more than 6 weeks (how rude!) without the employee using their own vacation and comp time. And this is besides the						

	point because the wait to get into the day care is at least 16 months! It would be SO incredibly convenient to have my child at a day care that is university run, trusted, and close to me. But the university is FAR from reaching this in my eyes. They do not offer flexible work/day care arrangements which is something that I would consider extremely valuable. I think the university should start looking forward to what their employees value and catch up to modern times.
	By far the most family friendly and attractive policy would be a tuition waiver or significant adjustment for the children of faculty at the Univ. It is quite surprising this is not offered and would seem a reasonable and low cost option in these difficult financial times.
	There seems to be a big discrepancy tween faculty and CS/UN - almost a class-system mentality in many of the benefit concepts. I was not given any retirement info at hiring and recently went to the retirement seminar, accidentally getting into the wrong room. I rec'd a very nice folder detailing steps a faculty should take to prepare. When I went to the CS/BU meeting - we get a copied handout that tells us how much money we contribute, etc.-more like starting info - not what I need to know to help make that decision. I felt like a second-class citz after seeing/hearing what the faculty were told and to know they get the U to kick in 3 times what the rest of us get and they don't have to contribute anything! We all contribute to the U's success. There also seems to be a disconnect between Central HR and Collegiate HR as we deal/inquire into policies - like severance, vacation payouts etc. I don't understand how an organization can take a year or more to let someone go do to faculty-protection, including non-tenure. How can faculty hire spouses/kids in their labs/departments? I also do not like the fact that CS must roll unused vacation into medical/health spending versus payout - we should have the option especially if your medical is covered elsewhere. The U seems very adverse to allowing flex time - like 9 or 10 hour days to generate 4 day workweeks. But faculty has the flexibility to work at home.
	The survey link needs to be more user friendly (not active in the e-mail and difficult to cut and paste) and some of the questions are a bit confusing (i.e. choices don't align well with the question). A comment on the wellness program - it would be nice to have a cash benefit for people who exercise outside of the gym (i.e. runners, etc.). I am only aware of the benefit towards gym memberships.
	Obviously, some kind of tuition break for children would be appreciated by families. Somehow, the U has resisted this and the argument I heard repeatedly was that since not all employees had children, then offering a tuition break to dependents was not fair. This seems to be a very strange argument since not all employees have spouses but spouses are covered by health insurance, not all employees have a gay partner but gay partners are covered by health insurance, not all employees ride bicycles but bike parking is free, etc. ad infinitum.
	I believe the policies are in place and generally supportive of family. Within my college and department this is not so for several reasons. My departmen chair does not model or support family, work life balance through actions or treatment of faculty. The culture here does not support family. Those peers held up as "successful" examples are single people who live at the U, max out their vacation and come to work when sick. We are also very short staffed. Many of use run a service by ourselves, or teach courses where there is no one to cover for us in the event of an absence, and it isn't culturally accepted to even call in sick.
	At the Veterinary School you can bring your pets but not your children. I have no intention on bringing my children to work but having those policies in effect at the same time sends a message that is in sharp contrast to "family friendly"
	In my current position, family friendly policies are actually followed and allowed. In my previous position, it was allowed for certain employees and not others.
	I am a full professor here at the university and have colleagues who have left to take positions in local industry for double the salary I am making. In addition to the fact that I love my job, I stay here because my U of MN job is flexible and family friendly.
	While my current supervisor is very aware of these policies and is very helpful, I have in the past had supervisors that gave me incorrect information, leading me to need to call HR/use the website to get correct information. I believe if they don't know the answers they need to state that and reference the employee to the correct resources.
	Thank you for the ability to cover my domestic partner under my benefits!!!!
	Thank you so much for the ability to cover my domestic partner!!!!
	I don't think of "family friendly" when I think of the U, but upon completing the questions above, I realize I take advantage of many things that could be considered family friendly. Frankly, I believe the level of family friendliness is directly dependent on the direct supervisor, and not necessarily an overall University-wide culture or policy.
	I do not feel that the university if a family friendly place to work at all... Most programs and departments are science/research minded.
	When my dad passed away in October of 2008 I had all the responsibilities of his funeral. I also had to clean and move out his apartment. I took the standard amount of days off, which was not enough. I was unable to make picture boards for his funeral as well as a few other personal touches. I was later told that I cold have used, was it sick? maybe vacation days? I was never told I could have extended the amount of time. I would have just needed another day to make his funeral perfect. I wish I would have known that.
	alot there but most will not know about the majority of the programs and think few know about all of the programs
	There should be a family leave approval for families who become guardians of children, not just adopt or give birth to them, and I think more sick time should be able to be used for maternity leave.
	I am fortunate to work here. The U of M provides good familial support and allows a professional with family work/life balance challenges to feel welcome.
	I missed the paternity leave by about 1 month because I just started last year. I think the program could be prorated for employees who have worked less than 9 months. Overall the University has been a good place to work with having kids.
	I don't have children and feel penalized because I have to cover for fellow employees that call because of sick children.
	Supervisor was not going to let me take one day sick leave for an uncle's funeral, tried to make me take vacation time until I showed her on the website it was up to the supervisor's discretion when to use sick leave for a funeral. From discussion with another colleague, the supervisor was aware she could allow employees to use sick leave for an uncle's funeral, but chose not to. I was very disappointed in this as I have worked here for 8+ years and have only gone to two funerals in that time and was almost forced to take vacation time. A funeral is not "vacation". I think leaving it up to the supervisor causes unfair decisions to be made. It would be nice if this policy was redefined to include all family members and close friends as mandatory sick time and not up to the supervisor's discretion. Also, I think the university gives too much sick time. I feel a lot of my colleagues call in sick all of the time when they aren't really sick because they feel they need to use up their sick time or they will lose it. This puts added stress on the employees that don't call in sick all of the time. I am sick two days a year at most and still have 500+ hours of sick time. I thought the only way I could ever use this would be for maternity leaves, but apparently you can only use 20 days sick time for a maternity leave after the university paid leave and must use vacation after this. When people see they can't use their sick time for maternity leave or some funerals, they tend to call in sick when they aren't sick to make up for using vacation days for these.
	The family friendly part seems like it doesn't apply as much to those of us in the trenches at work, where it is harder to find someone to do our work while we are gone due to layoffs and already being short staffed. It seems much easier for those who are higher up the ladder to benefit from these policies & programs

	I'm near retirement and so most of these family friendly programs and policies don't presently resonate with me, nor do I have any working familiarity with most of them. That said, I only wish some of them had been in place 35 years ago when I started my career - it was a family-killer program back then and it looks to be marvelously improved now. The tenure code still needs some more work, and I think women in particular need some special consideration so they can pursue tenure while being a good mother to their young children - even the present stop-the-clock program doesn't go far enough (p.s. I'm a male).
	I realize that there are many family friendly policies and programs. However, it is not always easy to search for them on-line if you don't know the exact title. Also, I am not sure that it would be easy to apply many of them in my line of work.
	My work schedule is very inflexible (especially for those who are out-of-favor in my area - favoritism runs very deep). My supervisor creates excessive red tape that makes any such inquiries or use of such programs very unapproachable. I am single and don't pay much attention to spouse/children related issues.
	I find that the persons who supervise or have jobs that should have the information are either not available, don't communicate the information, haven't a clue how to answer questions pertaining to those policies.
	I feel the University has many family friendly policies, more than most workplaces. It is nice to work somewhere with flexibility in that area. I do not have children, and sometimes it seems that the people with children get a more flexibility when children are sick or the parent needs to be absent. It can be a little annoying that non-parents are relied upon to "take up the slack" when parents are gone. However, this would be the case in any work situation, and the University is quite generous in the distribution of benefits and flexibility. I actually like the generosity, as I believe in being family friendly and giving people the opportunity to care for children or parents as needed.
	There is a need for quality affordable child care centers located within each college.
	my dept/college was very supportive when I went through the death of my dad and grandma. They allowed me to be very flexible in my days at work and working remotely, when possible. They also made sure they covered the things that were critical in my absence.
	Although I indicated that I did not feel that family friendly policies and programs only applied to employees with children, I do feel that University policies benefit employees with spouses and/or children over those that are single. For example, the actual benefit (in hard dollars) the University spends each month on medical/dental benefits for married or same-sex couples is double (\$429.90 vs. \$212.30). Why am I, as a single person, valued less than someone with a spouse? Notice that I am not including the additional benefit that employees with children receive (\$347.80 vs. \$212.30). I believe that the University should support the health and welfare of children in whatever way they can, but I would like to see the benefit dollars that single employees receive raised to that level (\$347.80). The obvious benefit would be that insurance benefits would be fully funded for single persons by the University, a group, by the way. I would estimate comprises younger and/or lower salary employees.
	If there does not need to be a time limit on being promoted from associate to full professor, why is there a time limit on being promoted and tenured from assistant to associate i.e. up or out? This is especially hard to understand as it becomes more difficult to establish a professional base and get funding in this day and age. The reason that MD's are more likely to continue in their field and become successful is because they don't have this hurdle and imposition of a timed event.
	Many of these policies only apply to employees that live/work on or near the University campuses. Those of us that work a great distance away have difficulties finding facilities that will support the policies offered by the University.
	Don't really know that much about family friendly policies. I don't think it really applies to me as I don't have kids...
	I believe the family friendly policies all depend on who the supervisor is at the time this benefit is needed. I had a supervisor who wouldn't let me attend my son's brain surgery because I was new to my job and had no sick time. I've also had a supervisor who has said do what you need to do. I don't feel that the Dean has any idea of what is going on at the lower levels so can't support these policies. In essence you need to have people who believe in the policies and wish to support them. Flex time would be a wonderful benefit but again you need to have administrators who believe this is something that should exist.
	I worked for the University right after college for two years, then left for 8 years to work in industry. I jumped at the chance to return to work here, even though it was for less money. I wanted to return because the University is a great place for a working mother to be employed, with the generous vacation, sick time, health benefits, and retirement. Our department works with the employee to allow for flexible work hours as much as possible. This makes for a happy, well-rounded employee that will work hard to make sure the University succeeds at it's mission.
	I have always gotten tremendous support from supervisors and snide comments from colleagues, especially those who have never had the misfortune of illness or family concerns that might pull them away from work. One actually came to me and apologized after having her first child and coming to understand the concerns of those with responsibilities outside of herself.
	One can talk about family friendly policies, but observation is that, at least for faculty, those policies are not effective. My observation over 20 years at the U of MN is that the performance demands on faculty are such that few can successfully excel (or possibly even survive) in their professional lives while maintaining a healthy family. Most faculty colleagues are divorced or single. Faculty work absurd hours, most weekends and evenings, and never feel "caught up". Most faculty never take all available vacation. Try a little experiment. Mass email all faculty on a week night at 8:00 PM and offer to pay 5 dollars to any faculty member who responds to the email that evening before midnight. You'll get a quick estimate of the percent who are working during the evening. I'll bet it will be more than you think.
<hr/>	
Gender	
Response Count: 111	

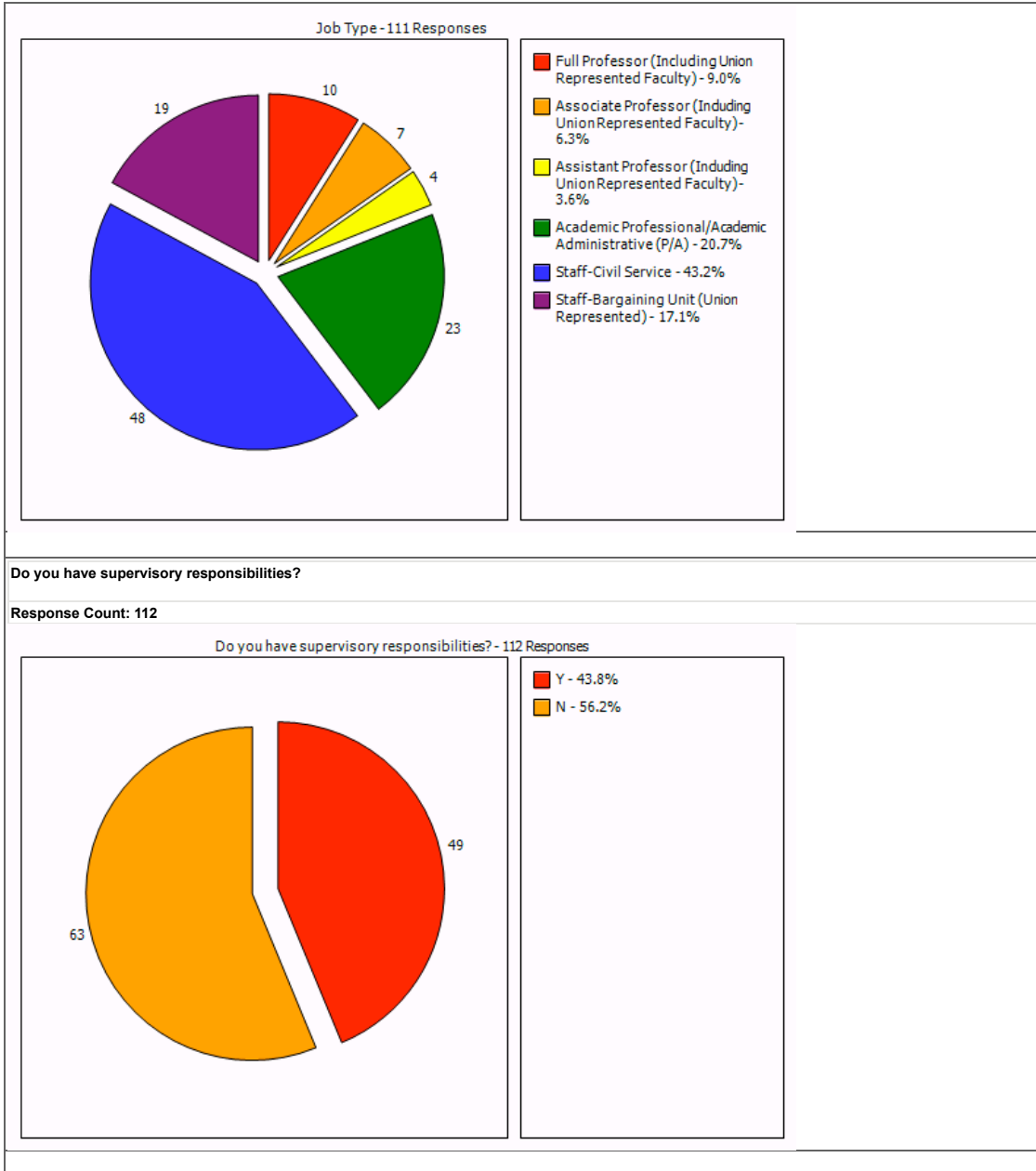
CEHD Survey

<https://survey.cehd.umn.edu/Analysis/RunAnalysis.aspx?analys...>



CEHD Survey

<https://survey.cehd.umn.edu/Analysis/RunAnalysis.aspx?analys...>



Ultimate Survey Enterprise .NET v3.0.10 (Build 3)- Web Survey Software -- Copyright ©2007, Prezza Technologies, Inc.