



December 2007

Research Brief:

# Family-Friendly Policies in Higher Education

*University of Michigan Center for the Education of Women*

## **FAMILY-FRIENDLY POLICIES IN HIGHER EDUCATION: A Five-Year Report**

### **Introduction**

The Center for the Education of Women at the University of Michigan conducted a national survey of U.S. institutions of higher education in 2002, examining the prevalence of family-friendly policies offered to higher education faculty and inquiring about the administration of those policies. In 2007, we replicated and enhanced the questionnaire and again surveyed a representative sample of institutions across the country. The results enable us to assess changes and progress in the provision of such policies and to report on the status of family-friendly policies in higher education in 2007.<sup>1</sup>

We anticipated that institutions of higher education would respond to changes in business practice, social expectations, and changing workforce demographics by offering a greater variety of family-friendly policies to their faculty, and by more schools making such policies available. Our findings support our expectation to a great extent. The largest increase in policy offerings occurred with the group of Baccalaureate-General and Masters schools (49% and 50% increases). This could be because in the 2002 survey, these groups were behind the others in the number of policies they had. On the other hand, the group that appeared to be the locus of “best practices” in 2002, Doctoral-Extensives, increased only very slightly (2.8%) from 2002-2007, though they continued to outpace other groups in the average number of policies in place.

*The Alfred P. Sloan Foundation's Workplace, Workforce and Working Families Initiative - provides funding for an array of projects addressing such concerns in higher education and in other sectors of society. ([www.sloan.org](http://www.sloan.org)) This publication is part of two Sloan Foundation grants to the University of Michigan's Center for the Education of Women (CEW): one focusing on work-family policies for tenure-track faculty and the other on the status of non tenure-track faculty. Additional information about these and other CEW activities is available at [www.cew.umich.edu](http://www.cew.umich.edu).*

*As part of the Sloan Foundation's grant to CEW, information about faculty careers, including a wide range of work-life issues, is available on the web-based National Clearinghouse on Academic Worklife. [www.academicworklife.org](http://www.academicworklife.org)*

*The Clearinghouse allows individualized searches for the kinds of information provided in this report, along with information about faculty careers and work, policies, and research to inform faculty, administrators, policy makers and researchers in higher education.*

## Family-Friendly Policies Included in Surveys

- *Tenure clock extension* (or Tenure Clock stop) Allowing tenure track faculty a period of time, typically one year, that will not be counted as part of their tenure-probationary period.
- *Modified duties* Allowing faculty members a reduction in their job responsibilities, usually for one semester or term, without any reduction in pay.
- *Leave in excess of the Family and Medical Leave Act (FMLA)* Allowing faculty members extended unpaid leaves beyond the twelve weeks mandated by FMLA, in order to care for children or other family members or to receive personal health care.
- *Paid Dependent Care Leave* Examples of paid dependent care leave for infant care include parental leave, maternity or paternity leave, and adoptive parent leave. Many colleges which have such dependent care leaves also include care for ailing parents, spouses or partners. In the 2007 survey, a question asked specifically about *paid dependent care leave for fathers*.
- *Phased Retirement* Those policies that provide flexible retirement options and incentives for faculty members to move gradually away from full-time work and facilitate the transition into retirement.
- *Family Medical Leave Act of 1993* Federal law that provides unpaid time off up to 12 weeks, without risk to employment status, for those 1) caring for a newborn, or a newly adopted or fostered child, 2) caring for a seriously ill family member or 3) taking medical leave for own serious health condition.
- *Reduced Appointments* Those in which a faculty member works less than 100% for the institution. The surveys differentiated between reduced appointments for extraordinary reasons (e.g., to care for an injured child, spouse or partner) and reduced appointments for ordinary reasons (e.g., to spend more time at home with young children or as a short-term transition from maternity leave). Includes part-time and job share appointments.
- *Employment Assistance for Spouses/Partners* The surveys measured whether institutions provided employment assistance (e.g., help in job searches, job placement) for partners or spouses of faculty.

### Findings in Brief

Based on our comparison of the 2002 survey and the 2007 survey, we can identify these findings:

- The average number of family friendly policies per institution has increased in the past five years; however many institutions still do not offer a range of flexible work policies.
- Across all types of institutions that offer modified duties policies, more than three-quarters offer those policies to non-tenure track faculty.
- Nearly one in ten of the respondents from all types of schools said there was no policy or accepted practice at their institution regarding time off for pregnancy/childbirth for biological mothers. These institutions may be out of compliance with the Pregnancy Discrimination Act of 1978.
- Tenure clock extension policies and modified duties policies showed high growth over the past five years, and survey responses indicate that they are likely to be offered at additional institutions in the near future.
- Demonstration of the primary caregiving role is now necessary for eligibility for modified duties at many institutions – at the low end of the range, one in five Doctoral-Intensive institutions require it, while over two-thirds of Doctoral-Extensive schools with modified duties policies include this requirement.
- Nearly 70% of respondents offer phased retirement policies as a way to provide flexibility in the end-of-career transition period. At all institutions tenured faculty are eligible and at about 40% of institutions both tenure-track or non tenure-track faculty are eligible.

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**Methodology** The current study used a sampling strategy for four-year colleges and institutions identical to the initial survey; a stratified random sample of 704 institutions was drawn from the Carnegie Foundation's *2000 Classification of Institutions of Higher Education* list. The sample was designed to be representative of geographic region and institutional types as defined by the Carnegie classification system.<sup>2</sup> The list of

potential respondents for the 2007 survey was 545 institutions.<sup>3</sup>

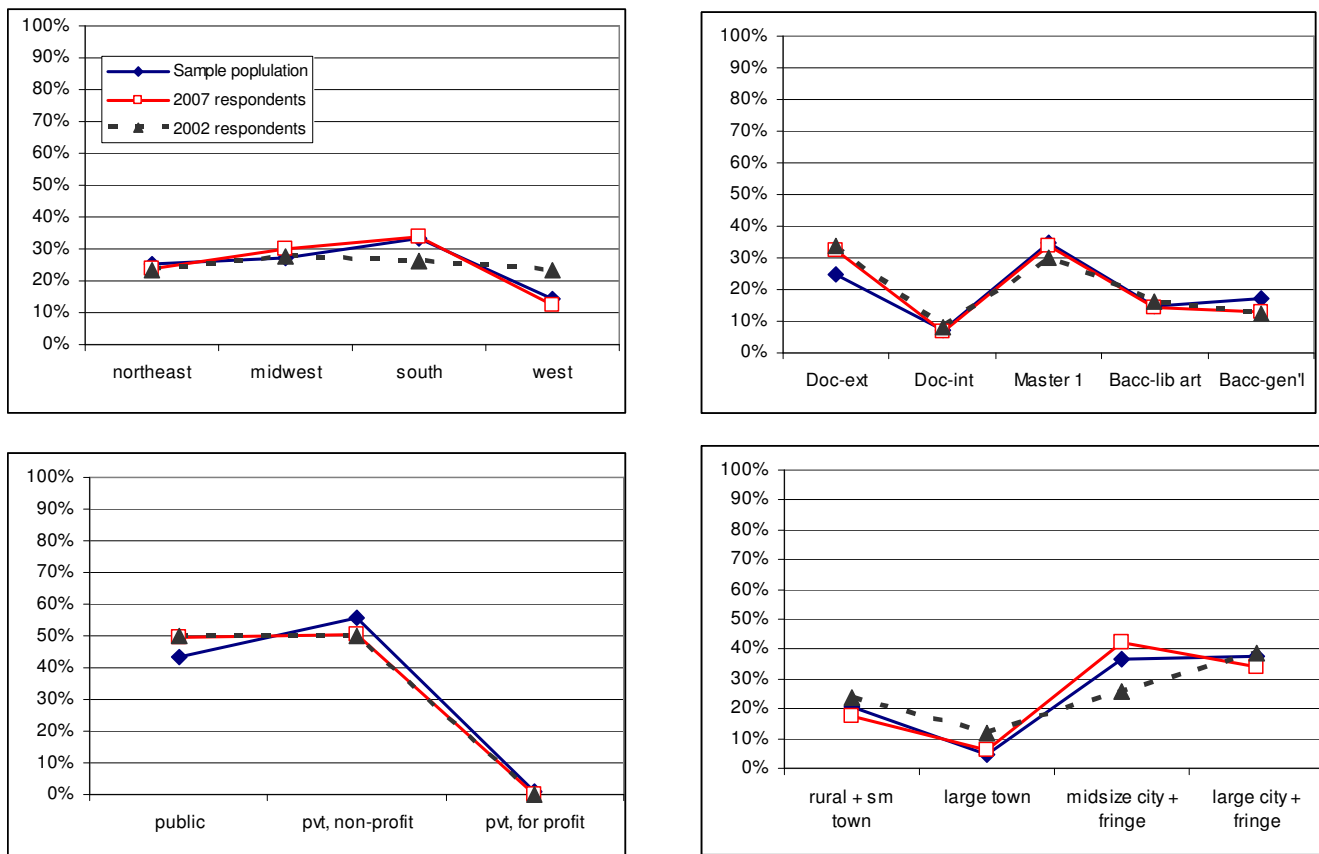
Researchers called each of these institutions to ascertain the individual best able to respond to the survey. The survey was administered during academic year 2006-07 via email with a link to the web-based survey instrument. Respondents, who had been recommended as the official on each campus most likely to have the information

we were seeking, were most often in a provost's office, office of human resources, or division of institutional research. Our response rate reached 35%. Although non-responding institutions were sent several email reminders and personally contacted by telephone, we believe that "response fatigue" was a factor in a project that involved re-contacting the institutions surveyed in the original project.

representative to allow for generalization to the population of American institutions of higher education.

Respondents in Common: The two respondent groups are comparable in that they came from the same sample of institutions, but they are not identical. The 2007 respondent group is 16% smaller (225 respondents to 2002 survey compared to 189 in

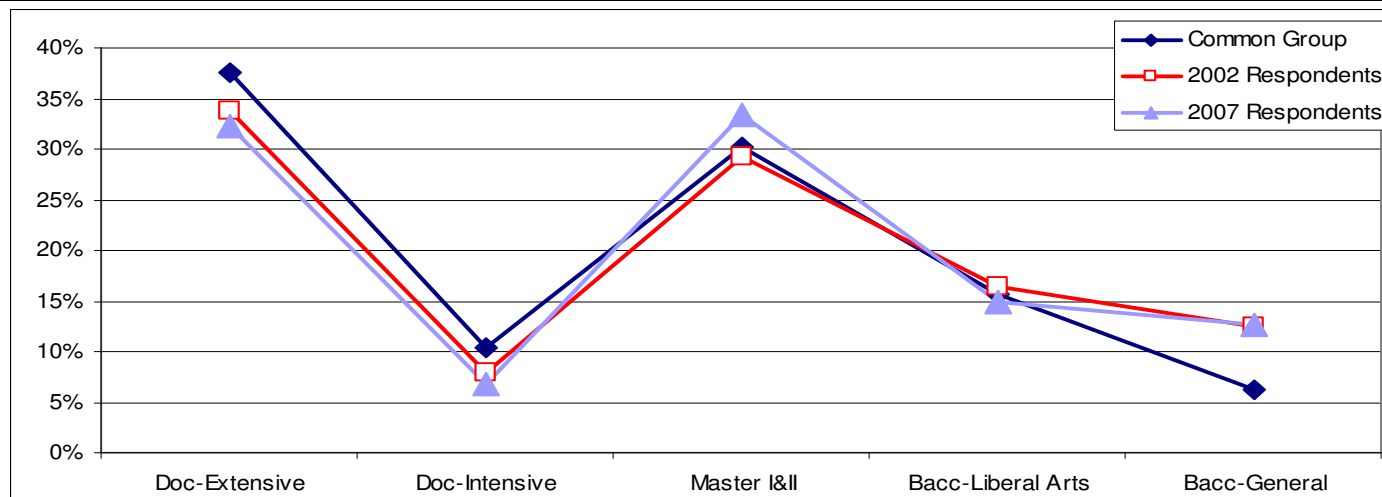
Figure 1: Comparison of respondent pools 2002 and 2007 vs. sample



Nevertheless, the demographics of both our 2002 and our 2007 respondent groups very closely reflect the sample on several measures, including institutional type, public/private status, geographic region, and proximity to urban centers (Figure 1). We therefore believe that our data is sufficiently

2007) but has 96 institutions in common with the respondent group in 2002. In addition, this group of 96 is fairly representative of the two separate surveys (see Figure 2).

Figure 2: Distribution by Carnegie class of respondents common to both surveys



### Formal vs. Informal Policies

In both surveys, we sought to discover whether, when respondents indicated that family-friendly policies were in place, those were written, formal, institution-wide policies, whether they were only formalized in certain units of the institution, or whether those “policies” were in fact common practices. Many of our analyses differentiate between schools with formal written policies and those with policies or practices that might not be available to all faculty.

### Comparisons 2002-2007

In the five years since we first examined the prevalence of family-friendly policies in institutions of higher education, there has been a significant amount of activity concerning flexibility in academic careers. In 2006 for example, the Alfred P. Sloan Foundation funded five Sloan Awards for Faculty Career Flexibility, designed to support institutions in their development of policies and practices that encouraged flexibility in faculty work, and in 2007

the Foundation expects to fund six more. We expected to find that our survey data reflected this increased and increasing interest in policies that support family-friendly workplaces and career flexibility. Was this true? – It was true only to a certain extent, and it was clearer in some types of institutions than others and for some specific policies. It was not, however, true across the board.

In 2002, our survey collected data on eight policies; in our 2007 survey, we asked about eleven policies. In examining the availability of policies it’s important to note that the two surveys had seven policies in common. *Comparison analyses are based on the seven policies listed below:*

1. Paid Dependent Care
2. Unpaid Leave longer than mandated by FMLA
3. Modified Duties
4. Tenure-Clock Extension
5. Reduced Appointment-Extraordinary
6. Reduced Appointment-Ordinary
7. Employment Assistance

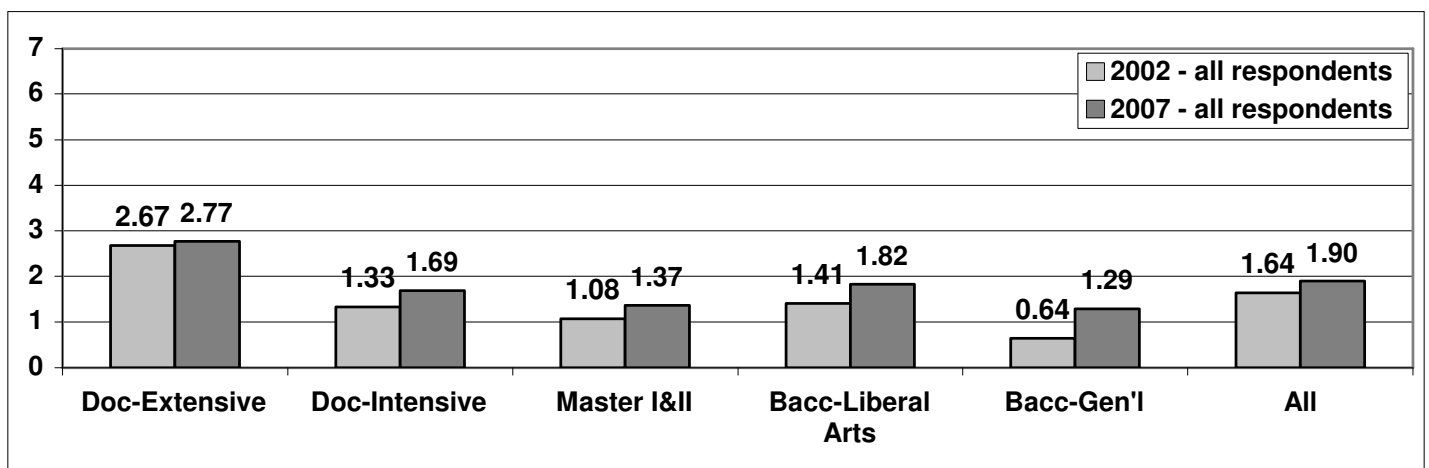
In the earlier survey, we felt that leaves related to pregnancy and childbirth potentially fell under many policies and practices, and so we asked only about how institutions provided paid time off for faculty women who are pregnant or recuperating from childbirth. It was (and still is) important to separate this leave from dependent care leave which does not involve a period of medical disability on the part of the faculty member. Based on those responses, however, in the current study we refined and expanded our coverage of this topic and specifically inquired about paid time off during the time of medical disability as well as after the period of medical disability and whether fathers qualified for paid time off associated with the birth of their children. This expanded treatment renders the questions not strictly comparable, but gave our data greater depth in the 2007 survey. The responses to the 2007 questions are discussed later in this paper.

In addition, the 2007 survey had questions not found on the 2002 survey. In 2007, we added questions about the availability of phased retirement and the employment conditions for faculty who choose phased retirement. These findings are also discussed in a later section.

### *Overall Changes in Provision of Family-Friendly Policies, 2002-2007*

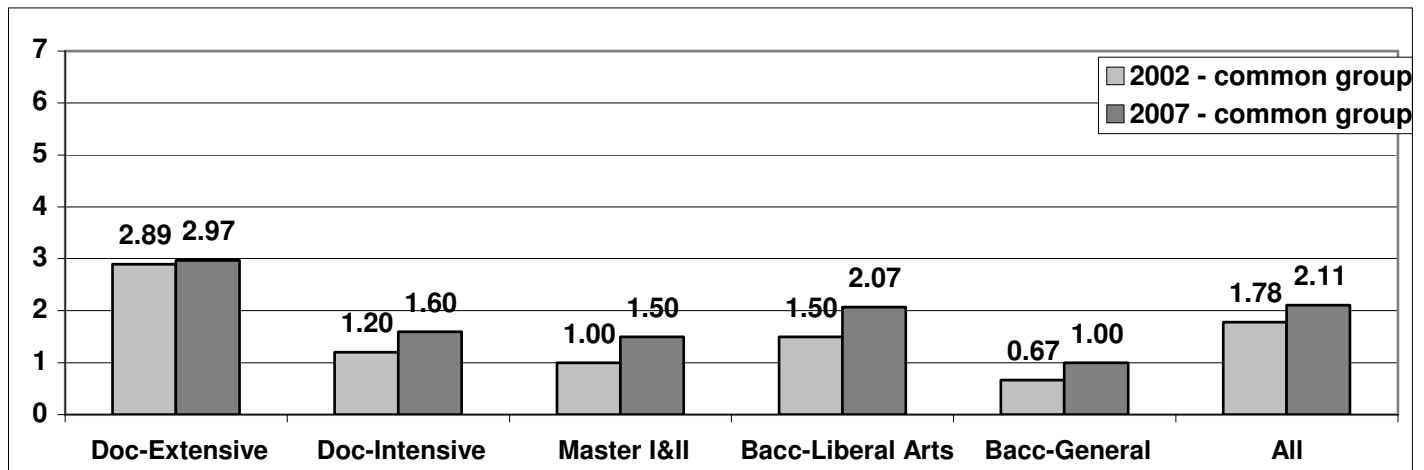
In all Carnegie classifications, the average number of family-friendly policies increased; in 2002, the average for all types of schools was 1.6 (out of 7) policies, and by 2007 this had increased to an average of 1.9 policies (out of 7). (Figure 3) If we include any type of formal, informal or ad hoc policy or practice, we still see an increase: from 4.0 to 4.5 (out of 7) policies/practices on average. As seen in the lower panel of Figure 3, the same trend is evident in the common group, indicating that the findings are not a result of the different mix of schools in the two all-respondent pools.

Figure 3: **Average number of institution-wide & formal policies – all respondents**



- See next page for lower panel of Figure 3 -

Figure 3, cont.: Average number of institution-wide & formal policies – common group



In the following sections where we examine individual policies, we find clear differences between policies that have increased in availability across all schools, and those that show negligible change.

We begin our discussion with the top policy offerings in 2002: Tenure Clock Extension, Modified Duties and Unpaid Leave in Excess of the 12 weeks mandated by the Family Medical Leave Act (FMLA). These were the institution-wide, formal, and written policies offered most frequently by schools of any type. Surprisingly, there were instances where policies were offered at fewer responding institutions in 2007 than in 2002; this is indicated in Figure 4 by a negative percentage change. Because our samples were not identical we wondered if this was a result of the different mix of schools in the all-respondent pools; however using only the common group of institutions responding to both surveys, the general trends of increasing or decreasing availability were quite

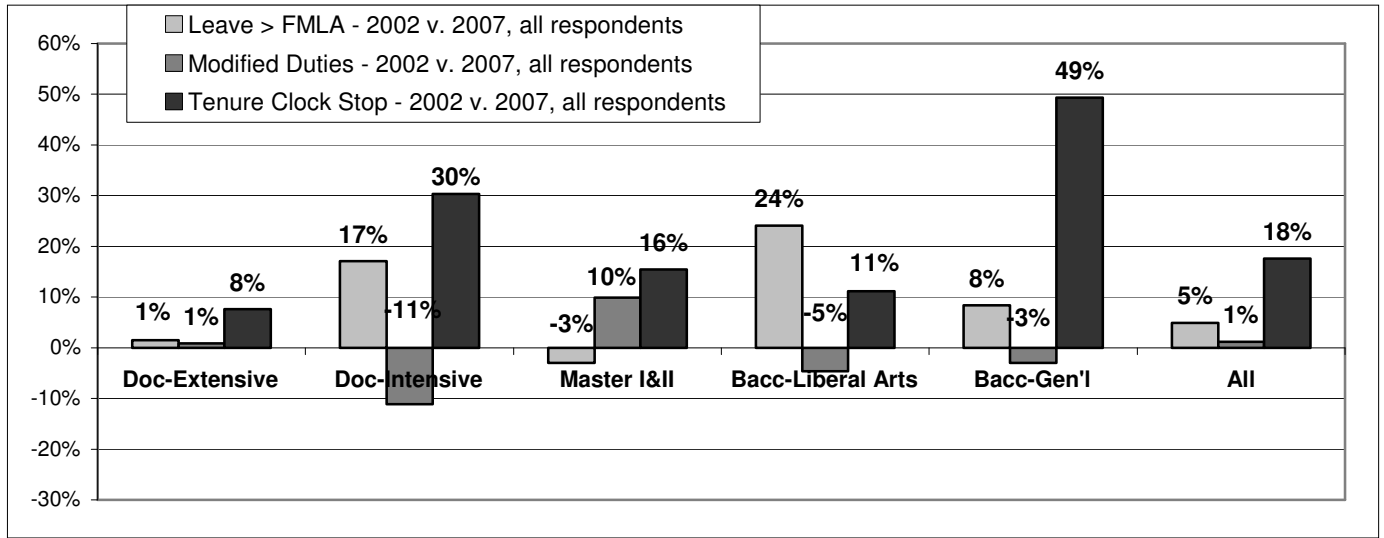
similar to those of the full sets of respondents. The exception to the similarity between all respondents and the common group was policies at Baccalaureate-General institutions that provide leave in excess of the FMLA requirements, which in the common group decreased by 17% but increased by 8% among all respondents. This was a puzzling finding, not explicable by responses in comment boxes or by other trends.

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*In all Carnegie classifications, the average number of family-friendly policies showed some increase.*

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**Figure 4: Percentage change in formal policies offered most frequently in 2002 v. 2007 – all respondents**

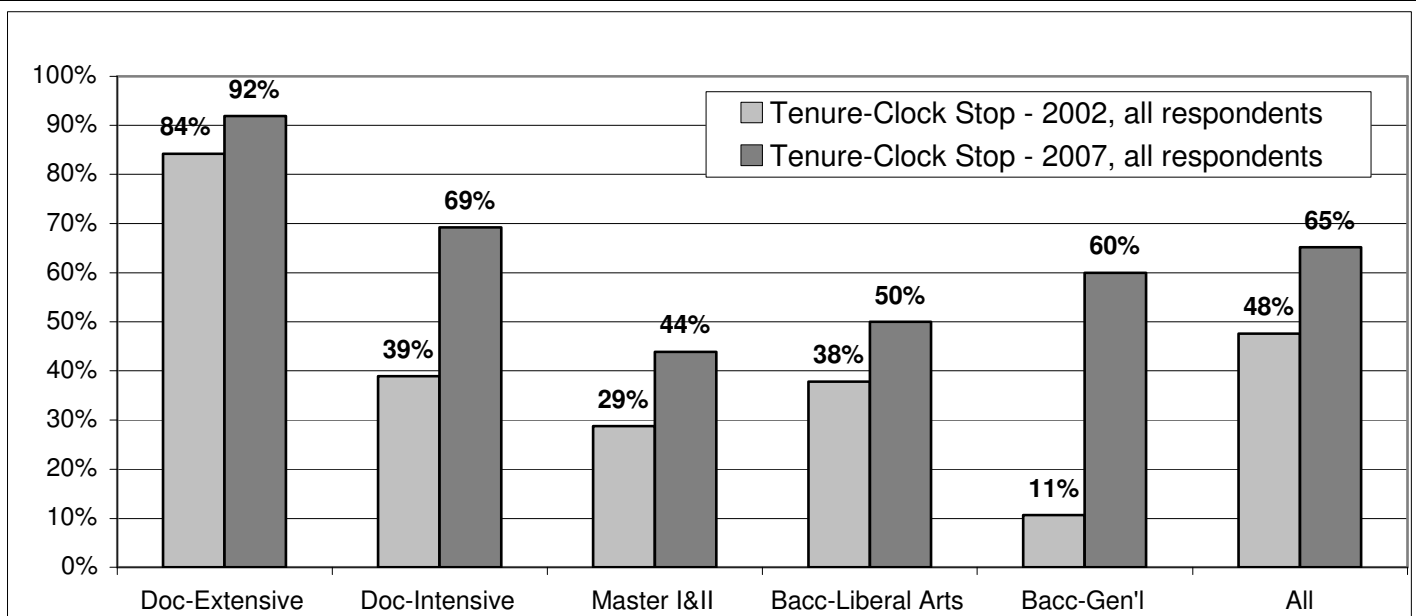


*Tenure Clock Extensions*

The incidence of tenure clock extension policies increased in all types of institutions. They were available in about 30% more of the responding Doctoral-Intensive institutions than in 2002 and in

nearly 50% more of the Baccalaureate-General institutions. Despite the increased prevalence of such policies, however, note that only half or fewer of Baccalaureate-Liberal Arts and Masters institutions offered this policy in 2007 (see Figure 5).

**Figure 5: Distribution by Carnegie Class of formal policies providing Tenure Clock Stop – 2002 v. 2007, as a percentage of all respondents with tenure systems**

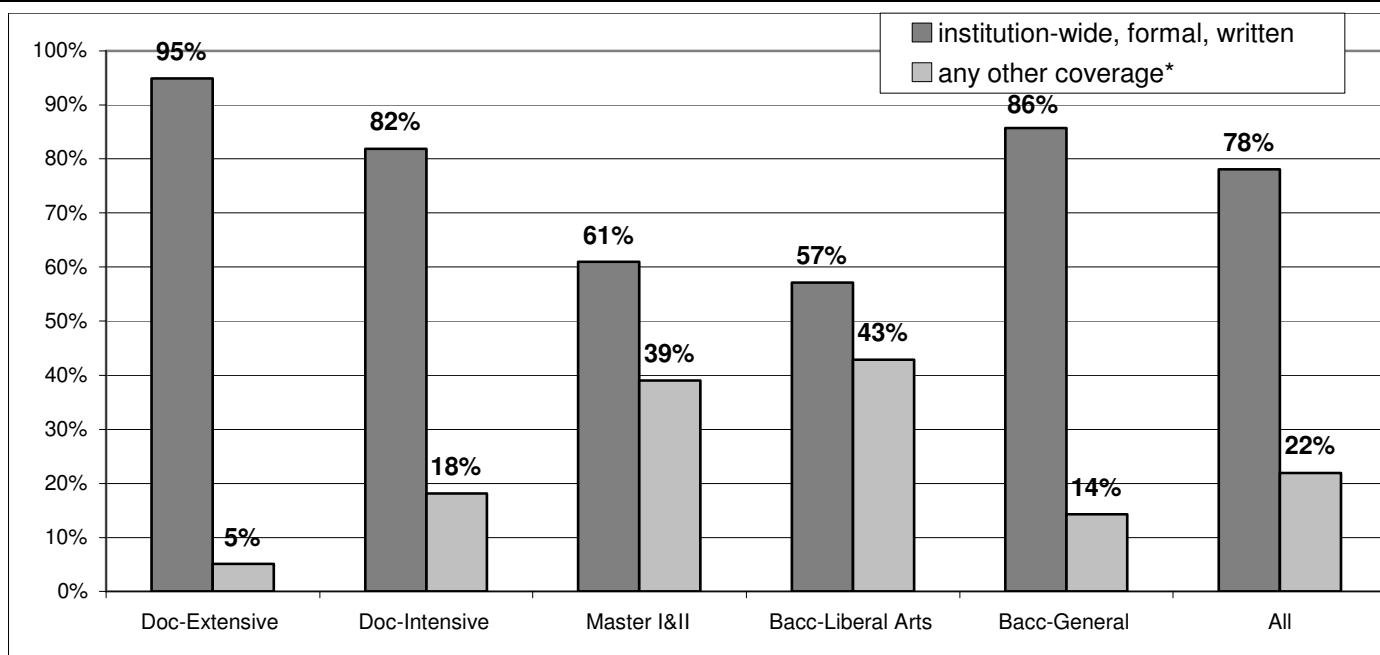




Of all the institutions with tenure systems, two out of three had institution-wide, formal, written policies allowing faculty members to “stop” the tenure clock, or extend the period until tenure review. A closer look at the policies and practices of those schools that indicated they do offer some kind of tenure clock extension, whether formal or informal, demonstrates that while these policies are formal in

The circumstances that allow for stopping the tenure clock may cover personal illness and injury, the birth, adoption or fostering of a child, or the illness/injury of a dependent/family member. The circumstances that produce eligibility are not standard, even within types of institutions. For instance, while overall 58% of all institutions combined allow for tenure clock extensions if a child is adopted or fostered by a same-sex

Figure 6: Distribution by Carnegie class of policies providing tenure clock stop as a percentage of institutions that OFFER this policy, 2007



\* includes: “some units w/ formal written policies,” “unwritten yet common practice,” “ad hoc / individual arrangements”

nearly all the Doctoral-Extensive institutions that offer them, other types of schools cite informal or ad hoc, individual arrangements with greater frequency (see Figure 6). This is most clearly seen in the Baccalaureate-Liberal Arts schools, where 57% of the schools that offer such policies do so on a formal basis, while 43% offer them only as individual, ad hoc arrangements.

partner, availability is quite varied among the five institutional types. As Figure 7 shows, that circumstance provides eligibility at only about one-third of Doctoral-Intensive and Masters Institutions, but at three-fourths of the Doctoral-Extensives. Similarly, while 98% of Doctoral-Extensives that offer a tenure clock extension policy do so when a biological child is born, only 66% of Masters Institutions do so.

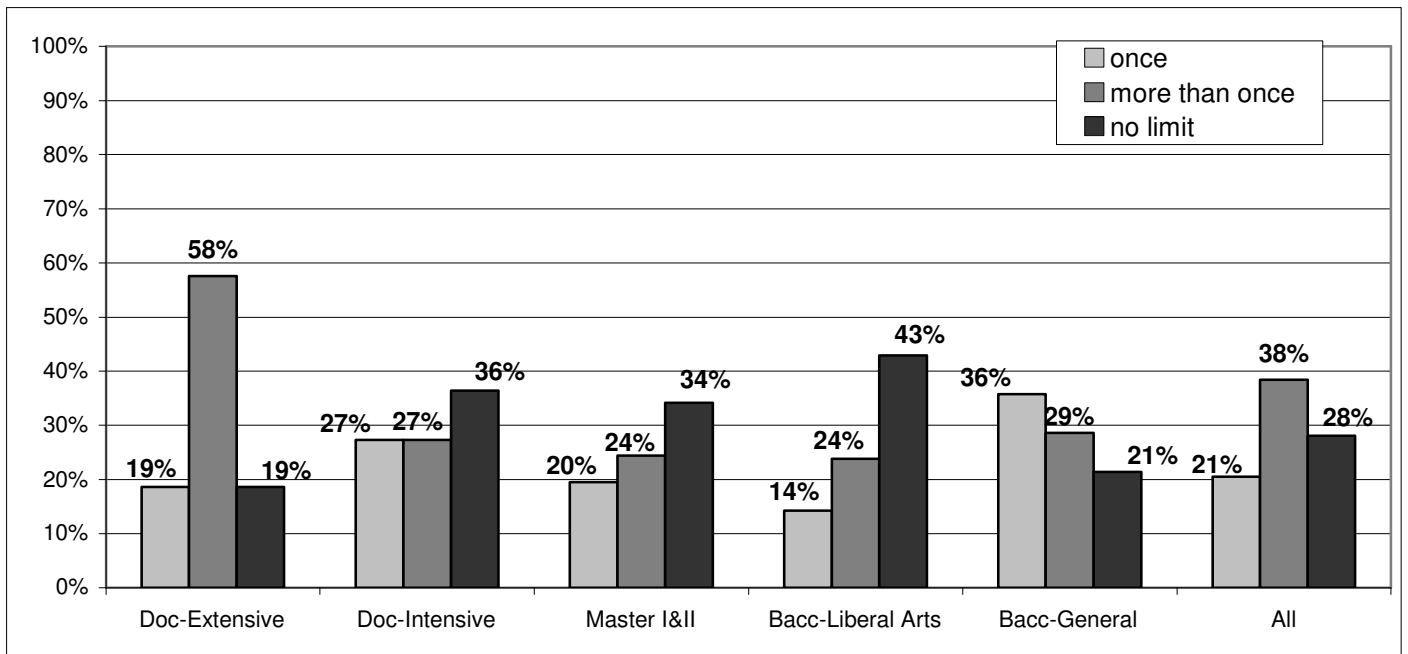
**Figure 7: Under what circumstances tenure clock extension is offered, 2007**

	percentage of institutions that OFFER this policy					
	Doc-Ext	Doc-Int	Master I&II	Bacc-Liberal Arts	Bacc-Gen'l	All
Biological child born	98%	73%	66%	86%	86%	84%
Child is adopted or fostered	97%	73%	56%	81%	71%	79%
Child/adult if ill/injured/disabled	80%	55%	56%	71%	79%	70%
Child adopted/fostered by same sex partners	75%	36%	39%	67%	50%	58%
They THEMSELVES are ill/injured/disabled	85%	64%	71%	76%	86%	78%

Institutions also have varying practices concerning limitations on tenure clock extensions – in other words, can an individual faculty member take an extension more than once? We included a question for those schools that have a tenure clock extension policy asking whether there were limits on the number of clock stops available to one individual. Doctoral-Extensive institutions were by

far the most likely to allow multiple stops. A small but substantial portion of all other Carnegie classes indicated that the policy could be used more than once or that there was no limit (see Figure 8). In the comments box accompanying this question, a two year or two time limit was noted most often.

**Figure 8: Times tenure clock can be stopped by one individual, 2007**



Percentages are based on the institutions that offer some level of coverage

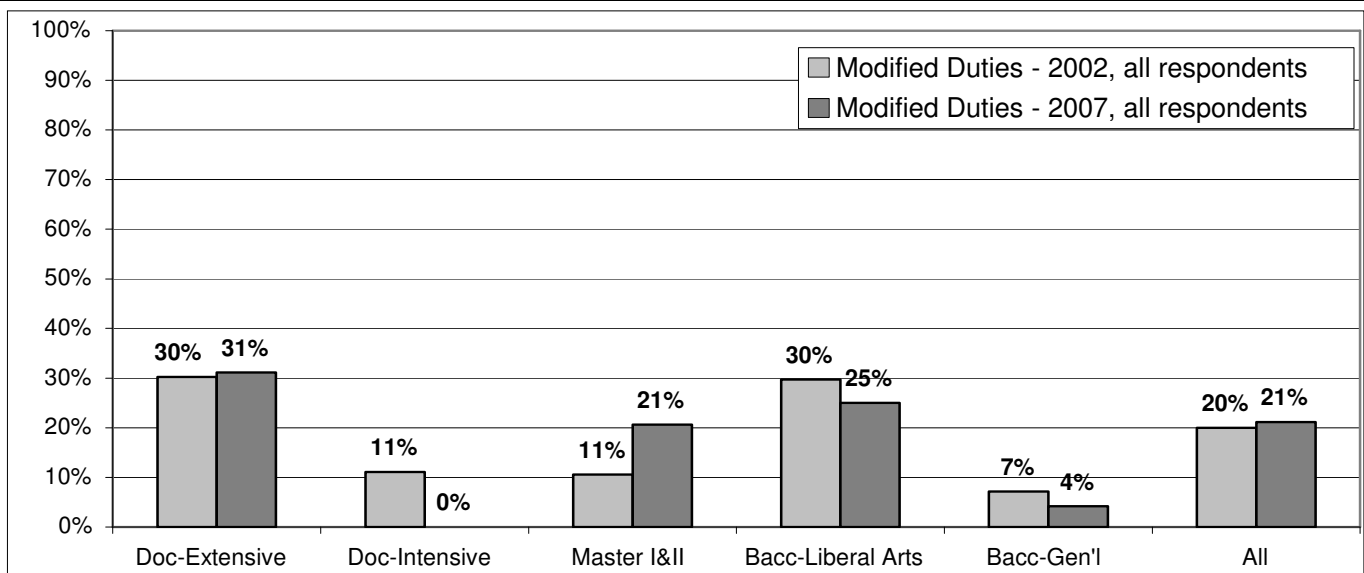
## Modified Duties

Surprisingly, the availability of modified duties policies *decreased* at Doctoral-Intensive, Baccalaureate-Liberal Arts, and Baccalaureate-General schools. On the one hand, this was a puzzling finding given our expectation of improvement in the availability of policies supporting flexibility over the past five years. Common group analysis showed similar trends

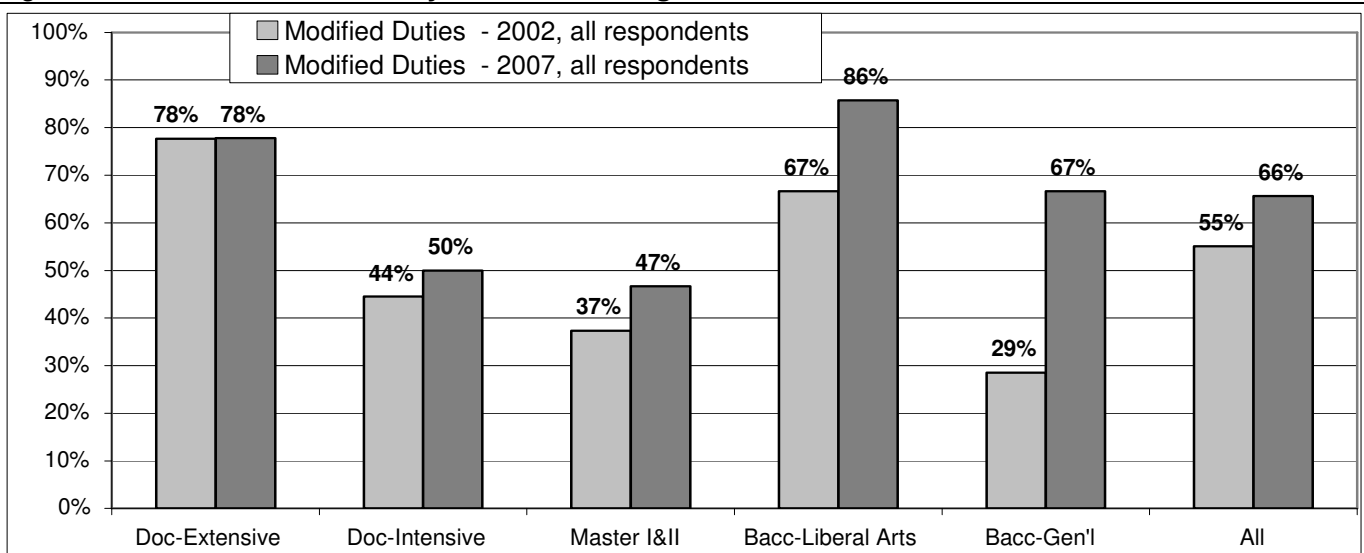
indicating that these changes were not just the result of the differing mix of schools in the all-respondent groups.

However, when we compare the changes in the availability of all levels of coverage (including ad-hoc, informal practices) for providing modified duties, in each case, we see *increases* at the very same types of institutions (see Figure 10).

**Figure 9: Distribution by Carnegie class of institution-wide, formal, written policies providing modified duties – 2002 v. 2007, as a percentage of all respondents**



**Figure 10: Modified Duties – Any level of coverage ... 2007**



The change is particularly notable at Baccalaureate-General institutions where the availability of formal policies dropped by nearly half, but the availability of informal policies increased, also by about half. As we'll see in the section on Leave in excess of the 12 weeks mandated by FMLA, each of these Carnegie classes showed an increase in the availability of unpaid leave extending beyond the period mandated by federal law. We might postulate that these corresponding increases and decreases are related in that they are alternative ways to provide a workload

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*“Coverage by colleagues [during period of modified duties] is the rule, but not for an entire term. For an entire term...the institution would hire a temporary replacement.”*

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Figure 11: **Modified Duties - Under what circumstances may ... 2007**

	Percentages are based on the number of institutions that OFFER this policy					
	Doc-Ext	Doc-Int	Master I&II	Bacc-Liberal Arts	Bacc-Gen'l	All
Biological child born	80%	83%	89%	67%	64%	79%
Child is adopted or fostered	80%	67%	75%	62%	64%	73%
Child/adult if ill/injured/disabled	60%	67%	83%	67%	73%	70%
Child born/adopted/fostered by same sex partners	62%	50%	53%	48%	18%	52%
They THEMSELVES are Ill/injured/disabled	62%	83%	86%	86%	91%	77%

reduction, especially to women who have given birth. While one (modified duties) is paid, it still requires some work effort. The other (leave beyond FMLA), while unpaid, offers full time off work. It would be interesting to investigate further if and how these are being used, e.g. for what situations? Maternity? Personal sickness/disability? Caregiving for a dependent other than an infant? While we do not know why individual faculty members choose to use this policy, we are able to determine the circumstances under which faculty are eligible to use it (Figure 11).

At all of the institutions that offer a modified duties policy, 100% make the policy available to tenured and tenure-track faculty. Somewhat surprisingly, across all types of institutions, over three-quarters of respondents who offer the policy also make it available to non tenure-track faculty (Figure 12). Non tenure-track faculty coverage ranges from a high of 100% at Doctoral-Intensives to 69% at both Masters and Baccalaureate-Liberal Arts schools.

**Figure 12: Modified Duties - Categories of faculty eligible, 2007**

**Percentage of institutions that OFFER this policy**

	Doc-Ext	Doc-Int	Master I&I	Bacc-Liberal Arts	Bacc-Gen'l	All
Tenured	100%	100%	100%	100%	100%	100%
Tenure-track	100%	100%	100%	100%	100%	100%
Non-Tenure track	84%	100%	69%	69%	89%	78%

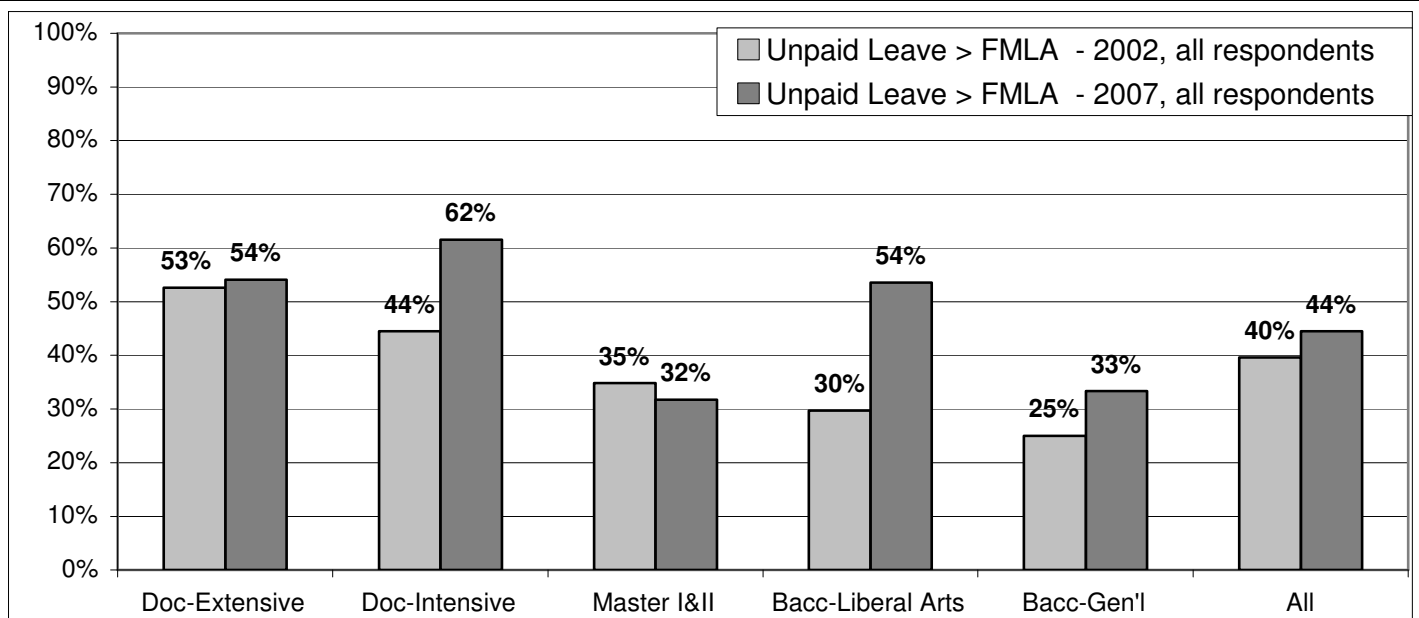
Over the past few years, researchers at CEW have noted that a number of institutions have added to their policies a requirement that the faculty member who uses the modified duties policy for a newborn or adopted child must be the primary caregiver. Although this question was not asked specifically in 2002, the 2007 survey results supported our perception of this as an important qualification for these policies. In Doctoral-Extensive institutions with such a policy, a demonstration of primary caregiving was indicated as necessary by 68% of the respondents. The Doctoral-Intensive institutions were least likely to have this

requirement (20%), while 38% and 33% of Masters and Baccalaureate-General schools respectively required it. Only 28% of respondents from the Baccalaureate-Liberal Arts schools with this policy indicated a primary caregiver requirement.

*Unpaid dependent care leave beyond the 12 weeks mandated by FMLA*

The Family Medical Leave Act of 1993 requires that employees be given unpaid time off up to 12 weeks; many institutions provide additional unpaid time off beyond that period. Our survey asked respondents to indicate whether such leave was available to their

**Figure 13: Distribution by Carnegie class of formal policies providing unpaid leave > FMLA – 2002 v. 2007, as a percentage of all respondents**



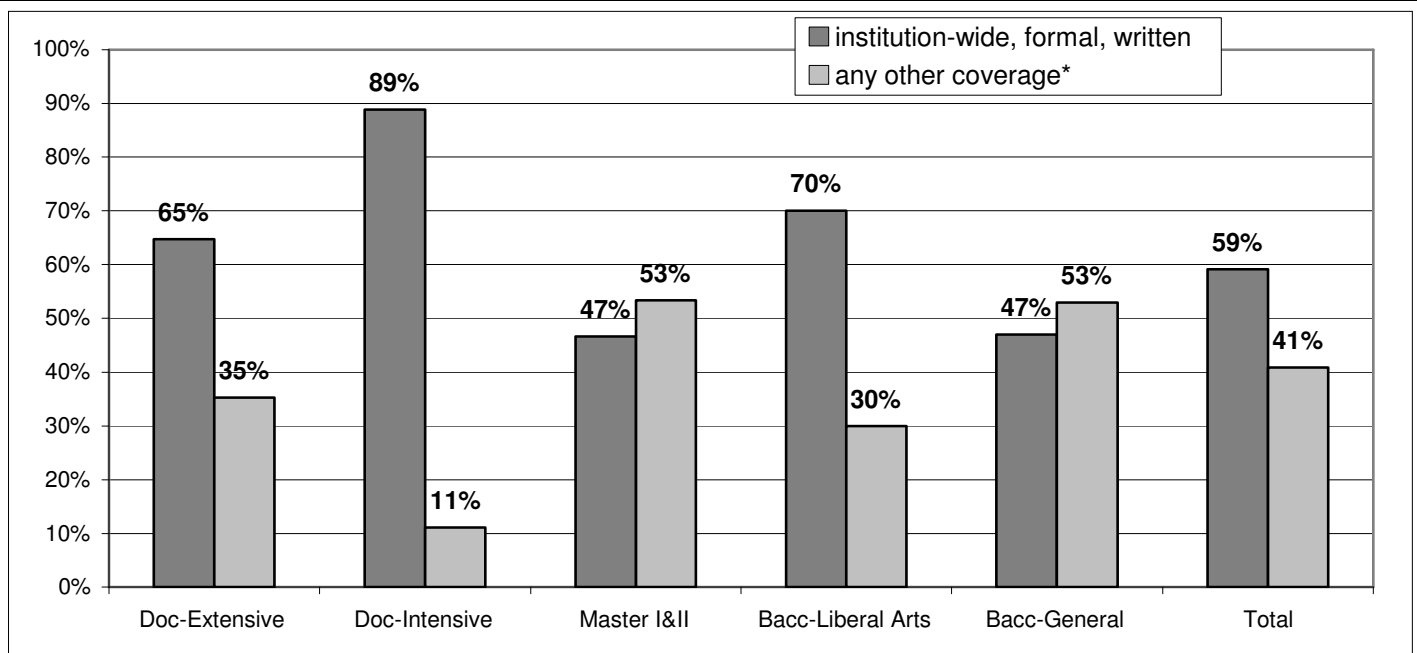
faculty. As noted earlier, this policy was somewhat more likely to be offered in 2007 than in 2002 at several types of institutions, with marked increases in Doctoral-Intensive and Baccalaureate-Liberal Arts schools.

In 2007, although one-quarter of institutions do not offer such a benefit in any form, those who do were split between those who do so only through a

formal institution-wide policy and those who offer such leave on a less formal basis (Figure 14).

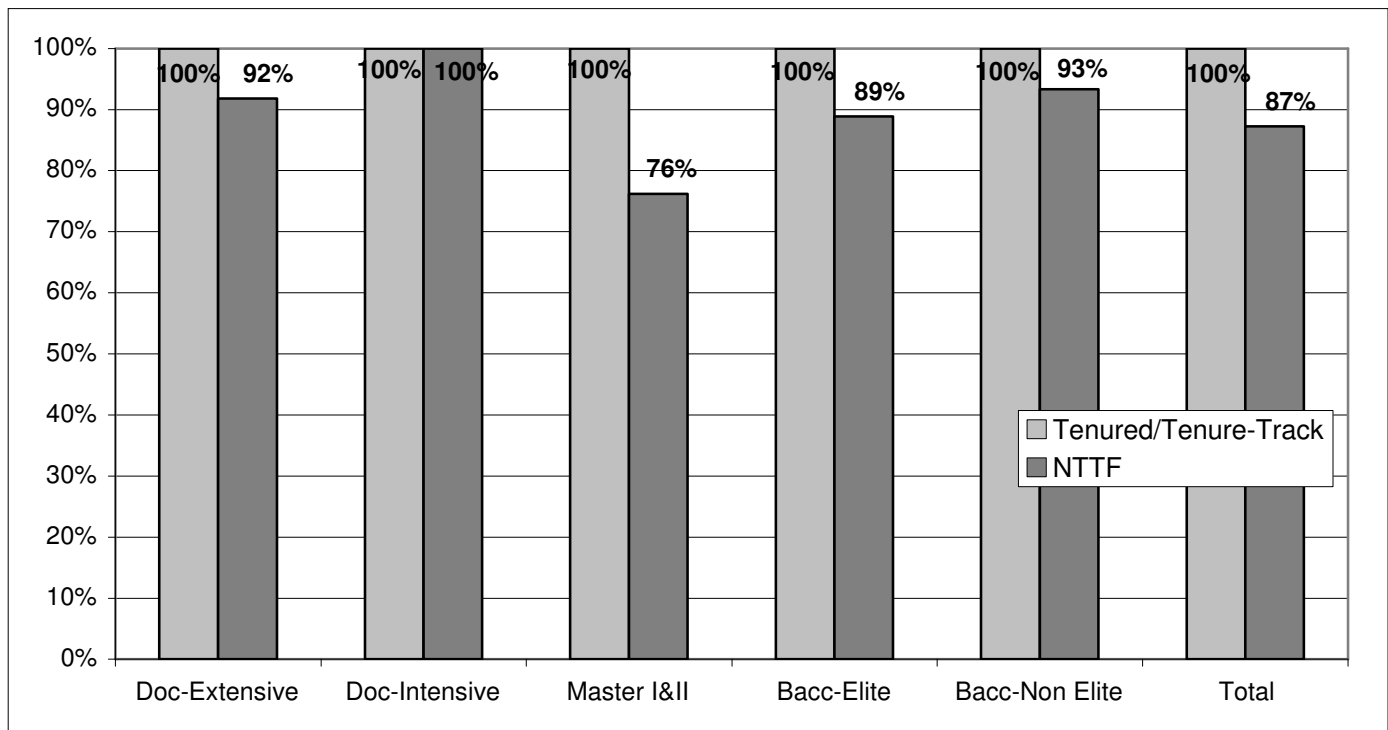
Where this policy is offered in one form or another, it is offered universally to tenured and tenure-track faculty. In addition, it is available to non tenure-track faculty at nearly 90% of all institutions, regardless of type – except Master’s institutions (76%).

Figure 14: Distribution by Carnegie class of policies providing unpaid leave > FMLA as a percentage of institutions that OFFER this policy, 2007



\* “Any other coverage” includes all response options (including formal) except “none”

**Figure 15: Categories of faculty eligible for unpaid leave > FMLA, as a percentage of institutions that OFFER this policy, 2007**



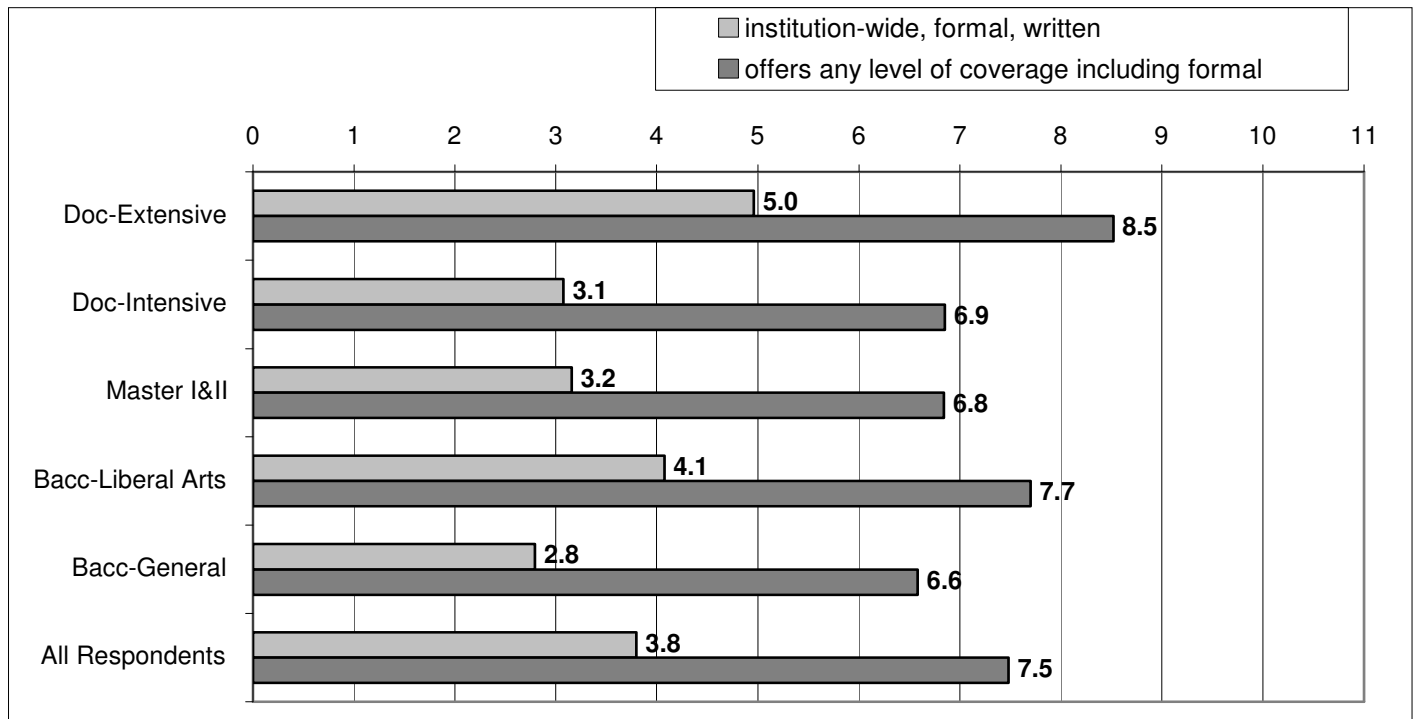
**Career Flexibility Policies, 2007**

In order to get an overall picture of the prevalence of flexible work policies and practices in higher education institutions today, we will look at what respondents in 2007 told us about eleven different policies (Figure 17). In 2007, across all type of institutions, of the eleven possible policies/practices, the average number of institution-wide, formal policies was 3.8. The average number offered with any level of coverage including ad hoc arrangements – at an institution was 7.5 (see Figure 16). The average number of policies/practices differed greatly among institution types.

In 2007, the formal policies offered most frequently (see Figure 17) were:

- Paid time off during the period of disability for new biological mothers (78%)
- Tenure clock extension (65%)
- Phased retirement (47%)
- Unpaid dependent care leave beyond the 12 week period mandated by FMLA (44%)

**Figure 16: Average number of policies out of eleven possible by institutional type, 2007**



As we shall see, policies defined as “formal, written and institution-wide” are only a part of the picture. We found that many schools offered some level of coverage: on an ad-hoc, individualized basis or as a common (but unwritten) practice.

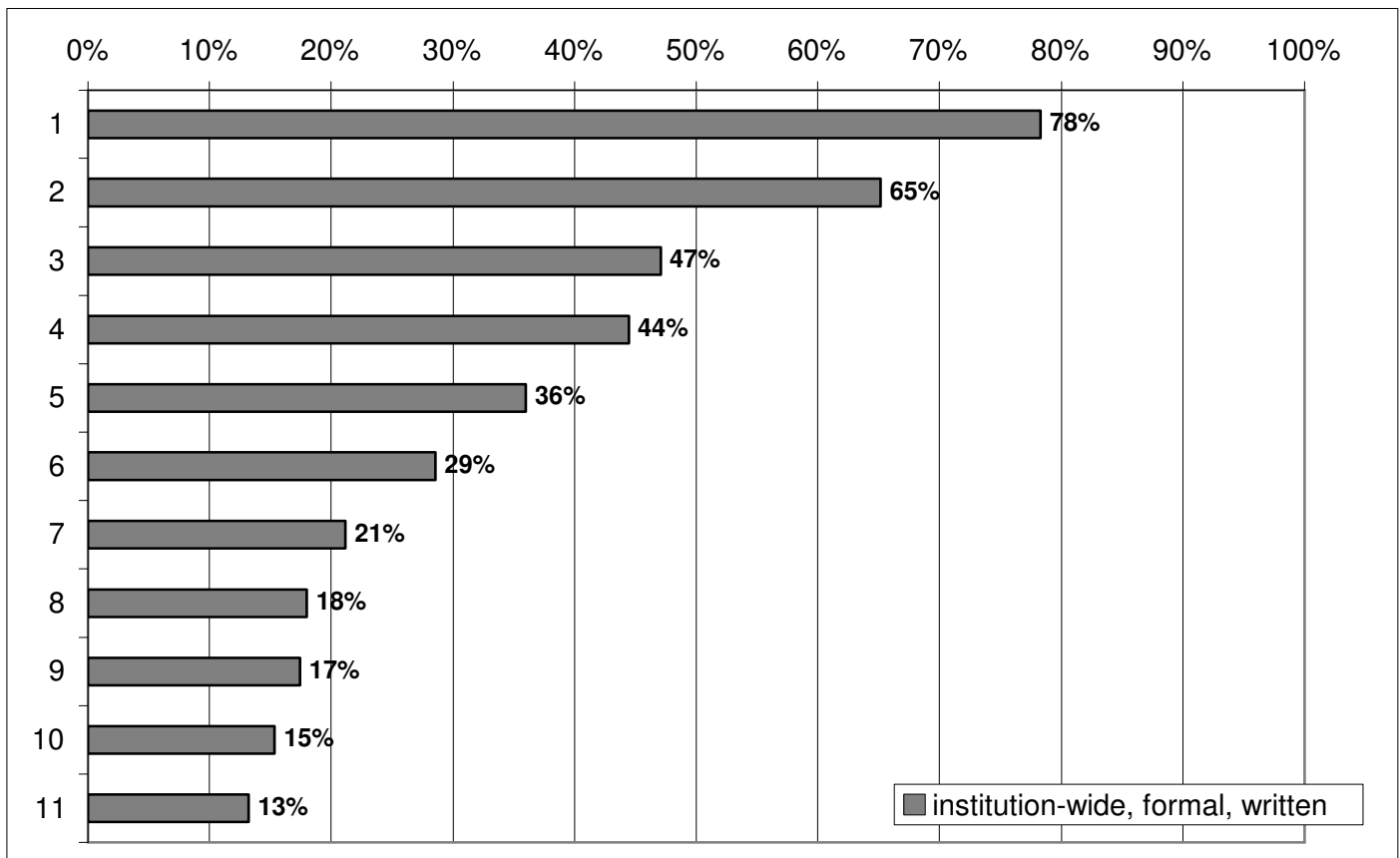
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*The average number of policies/practices differs greatly among institutional types.*

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Figure 17: Percentage of institutions offering “institution-wide, formal, written” policies that allows/provide... 2007

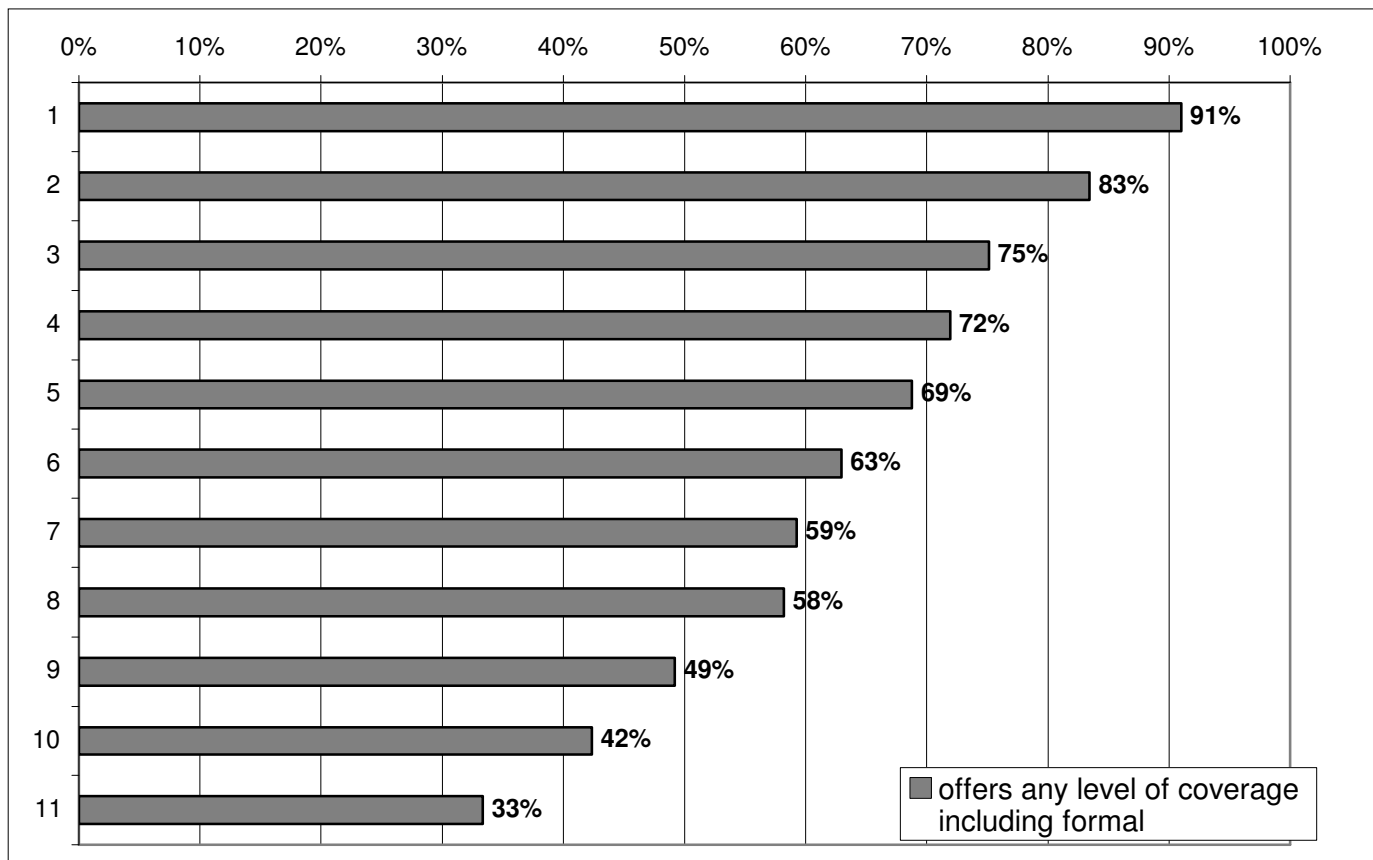


- 1 PAID time off for new biological mothers DURING the period of disability
- 2 Stopping the tenure clock
- 3 Phased retirement
- 4 UNPAID leave to care for dependents BEYOND the 12 weeks mandated by FMLA
- 5 PAID time off for new biological FATHERS
- 6 PAID time off for new biological mothers AFTER the period of disability
- 7 A period of modified duties
- 8 Paid dependent care, apart from sick leave or vacation
- 9 Reduced appointment for extraordinary dependent care responsibilities
- 10 Reduced appointment for ordinary dependent care responsibilities
- 11 Employment assistance for spouse/partner

If we look at a combination of policies and practices, where institutions offered the policy in any type of coverage – ranging from formal, written policies to ad hoc or individual arrangements, we see the list in a slightly different order (see Figure 18). In this case, paid time off for new biological

mothers during the period of disability was also most frequently offered, followed by tenure clock extension, unpaid dependent care leave beyond the 12 weeks mandated by FMLA, reduced appointments for “extraordinary” circumstances,<sup>4</sup> and phased retirement.

Figure 18: Percentage of institutions offering “any level of coverage” (including institutional formal and written) that allows/provides... 2007



“Any level of coverage” includes all response options except “none” in addition to IWF

- 1 PAID time off for new biological mothers DURING the period of disability
- 2 Stopping the tenure clock
- 3 UNPAID leave to care for dependents BEYOND the 12 weeks mandated by FMLA
- 4 Reduced appointment for extraordinary dependent care responsibilities
- 5 Phased retirement
- 6 A period of modified duties
- 7 Reduced appointment for ordinary dependent care responsibilities
- 8 Employment assistance for spouse/partner
- 9 PAID time off for new biological mothers AFTER the period of disability
- 10 PAID time off for new biological FATHERS
- 11 Employment assistance for spouse/partner

*Paid Time Off during period of disability for new mothers*

The single most frequently offered policy in 2007 was paid time off for new mothers during the period of maternity-related disability. Whereas in 2002 we simply asked about the sources of funding for time

off for pregnancy and childbirth, in 2007 we expanded our survey in order to get a more complete picture of how women faculty were supported during pregnancy and after the birth of a child.

Figure 19: Similar but not identical questions asked on each survey:

2002  
 1. What is the source of funds for paid time off for faculty women who are pregnant or recuperating from childbirth?

Choices included sick leave, disability leave, vacation, maternity leave, or temporary relief of job duties.

2007  
 1. Is there a policy for paid dependent care for biological mothers during the period of disability related to pregnancy and childbirth?

Follow-up question asked about source of this pay during the period of disability

- Extended sick leave or disability benefits;
- Special university / departmental funds;
- The faculty member's own accrued sick leave;
- The faculty member's own accrued vacation leave.

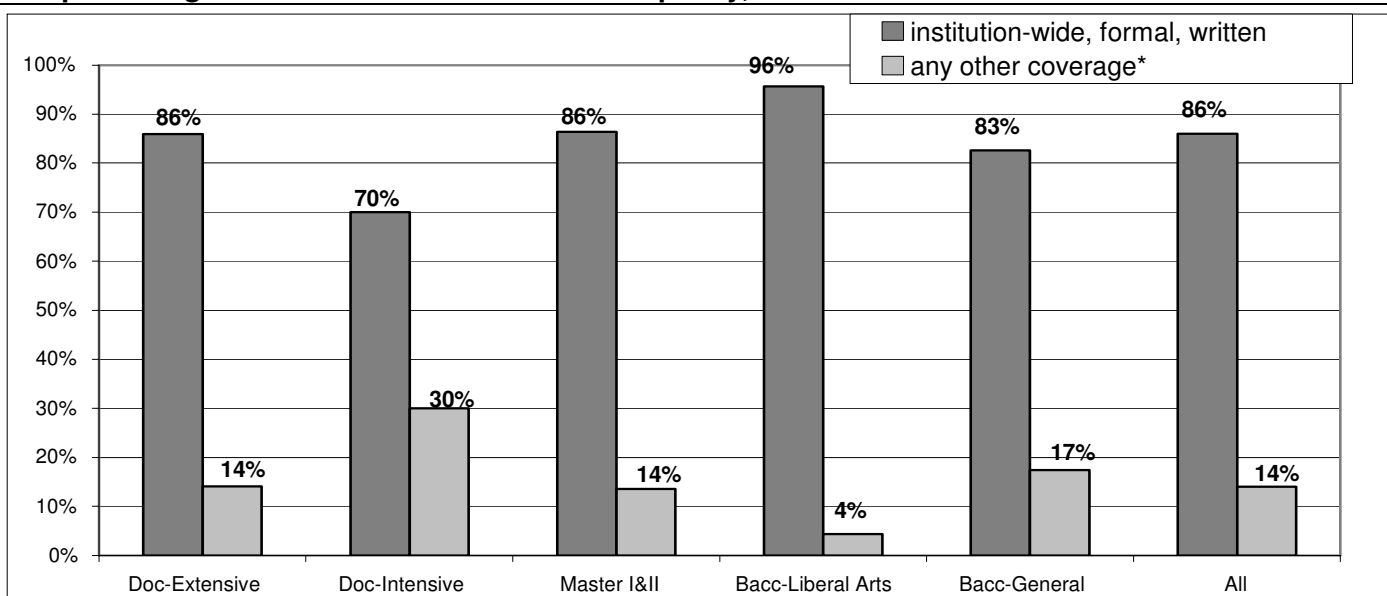
2. Is there paid dependent care for biological mothers after the pregnancy disability period?

3. Is paid dependent care for biological fathers available?

With a combination of formal, unit-specific, and informal or ad hoc practices, paid time off during the disability period for new mothers occurred across the board at all types of institutions. While this was the most frequently offered formal policy included in our survey, it is clear from Figure 20 that, especially at Doctoral-Intensive institutions, new mothers may be expected to seek out

arrangements that are ad hoc, variable, or considered common practice but not included in written documentation. It is also worth noting that of the institutions offering the policy, more Baccalaureate-Liberal Arts schools offer institution-wide, formal, written policies (96%) than Doctoral-Extensives (86%).

Figure 20: Distribution by Carnegie class of paid dependent care during disability for new mothers, as a percentage of institutions that OFFER this policy, 2007



\*"Any other coverage" includes all response options except "none" in addition to institution-wide, formal

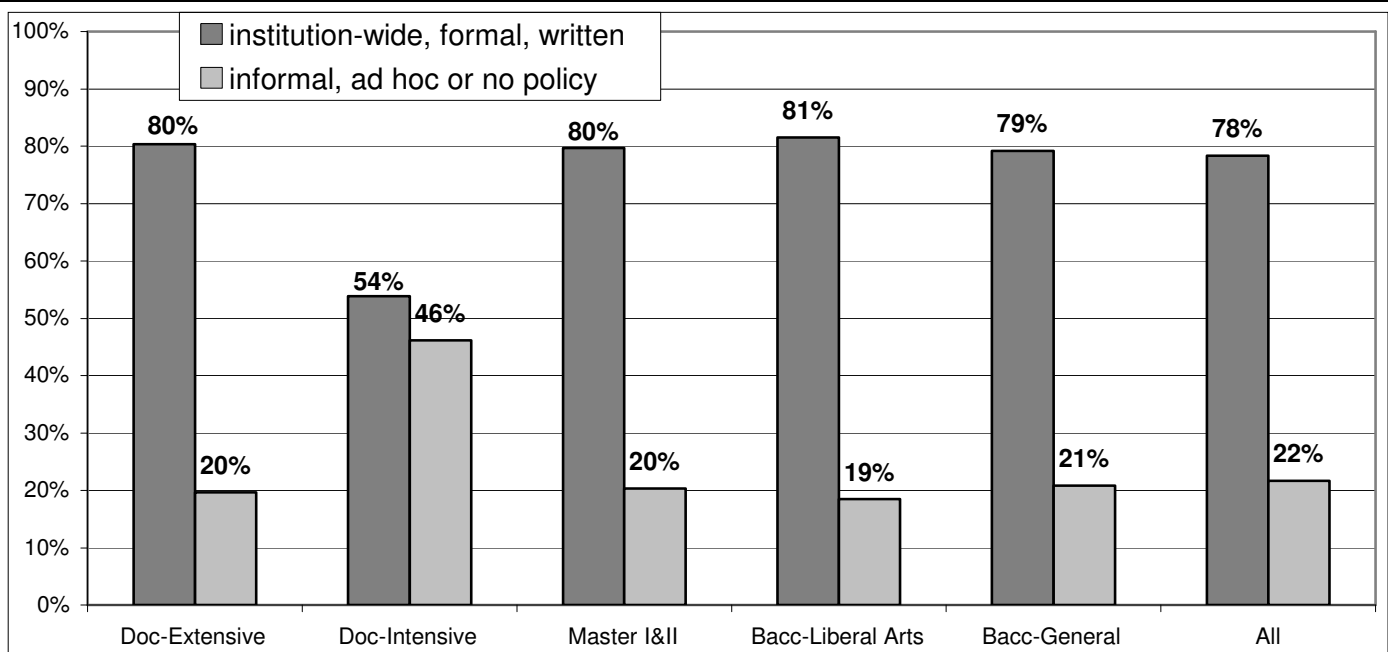
Institutions that lack a formal policy covering pregnancy-related disability and childbirth actually may not be in compliance with Federal law. Unwritten but common practice, formal written policies that are found only in some units, or ad hoc/individual arrangements imply that not all women are afforded the same accommodation related to pregnancy and childbirth, and/or that pregnancy may be treated differently from other

medical conditions in terms of disability. Institutions where respondents said there was no coverage whatsoever (no policy or practice at any level including ad hoc arrangements) were found in all categories, ranging from 4% at Baccalaureate-General institutions to nearly one-quarter of respondents at Doctoral-Intensive schools (see Figure 21).

**Figure 21: Policy providing new bio mothers with PAID time off DURING disability (2007)**

	% of ALL institutions					
	Doc- <u>Ext</u>	Doc- <u>Int</u>	Master <u>I&amp;II</u>	Bacc- Liberal Arts	Bacc- <u>Gen'l</u>	<u>Total</u>
Institution-wide, formal, written policy	80%	54%	80%	81%	79%	78%
Informal, unwritten or ad hoc practice	13%	23%	13%	4%	17%	13%
NO policy, practice or arrangement	7%	23%	8%	15%	4%	9%

**Figure 22: Distribution by Carnegie class of paid dependent care during disability for new mothers, as a percentage of all respondents, 2007**



The Pregnancy Discrimination Act of 1978 requires that women affected by pregnancy, childbirth and related conditions receive benefits equivalent to other employees who are unable to work for other medical reasons. If faculty who give birth do not receive benefits that are *at least* equal to those given for other conditions (such as back or abdominal surgery, for example), the institution will be out of compliance with the law. As shown in Figure 22, this situation may be the case in one of every five respondents overall and nearly half (46%) of responding Doctoral-Intensive institutions.

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*These quotes come from two very different schools: “Pregnancy and childbirth are treated as any other disability...” versus “Faculty members usually work with their Chair/Dean to reduce their workload and perhaps even do on-line classes during this time frame.”*

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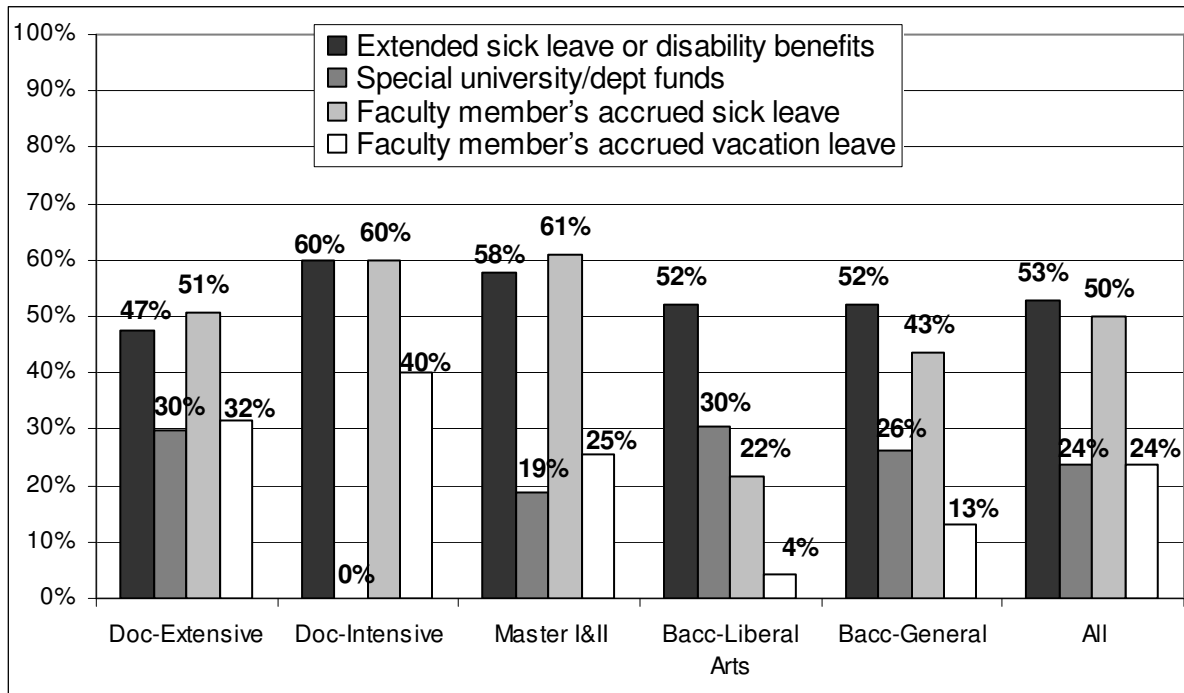
Another group of respondents indicated that their institution had policies or practices related to paid time off during pregnancy and childbirth, but that they were either “unwritten, yet common practices” or “ad hoc/individual arrangements.” These institutions may believe they have adequate policies in place to ensure compliance with the Pregnancy Discrimination Act, but should review those policies and practices in conjunction with

comparable policies/practices for paid disability/ sick time for other conditions or injuries.

Even when there are formal policies, institutions need to be certain that these are administered in keeping with the law. For example, our data indicate that some institutions require faculty to “pay back” course relief by teaching additional courses in future terms. If such a practice is used for childbirth, it must also be used for other conditions. Conversely, if “pay back” is not required for other medical conditions of similar duration (disability for normal delivery is typically 6-8 weeks), it cannot legally be required of mothers who have given birth.

Clearly an issue for institutions is the method for providing pay during time off for a period of pregnancy-related disability. Because we found a variety of methods of dealing with pregnancy and childbirth disability in our 2002 survey, in 2007 we also gathered information on the means of providing paid time off during pregnancy-related disability (see Figure 23). About half of all types of schools indicated extended sick or disability benefits covered pregnancy and childbirth; an almost equal group cited accrued sick leave as the source of pay during the disability period. However, the use of accrued sick leave is markedly less prevalent at Baccalaureate-Liberal Arts schools than at any other type. Note also that a noticeable percentage of schools require the faculty member to use accrued vacation time. Again, such a policy must be identical to the requirements for any other, non-pregnancy related disability.

**Figure 23: Sources of pay during the disability period, 2007**



*Paid time off for new fathers*

As part of our expanded coverage on the topic of pregnancy and childbirth we specifically inquired about policies providing fathers with paid time off associated with the birth of their children. In general, this policy is not offered often (see Figure 24), with the exception of Baccalaureate-Liberal

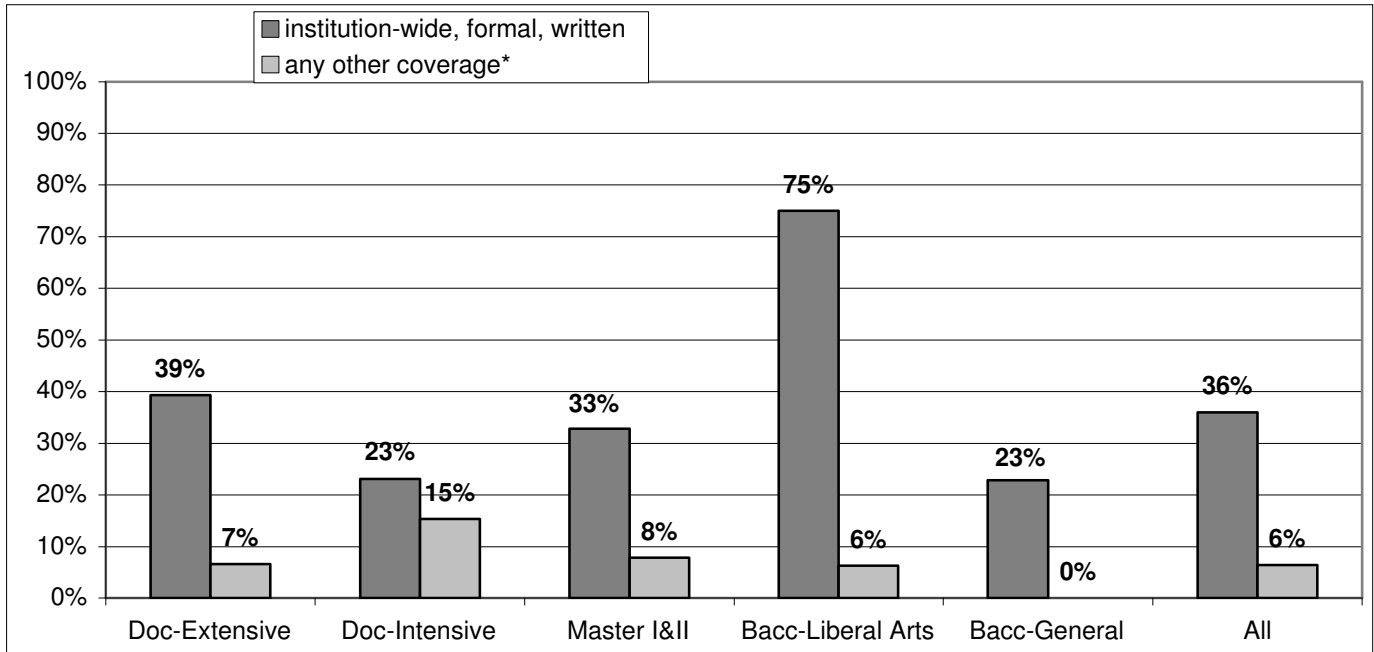
Arts schools, 75% of which offer policies that are written, formal and institution-wide. This level of coverage (36% across all types of institutions) is comparable to paid time off for mothers after the period of disability — policies of this type are offered by 29% of all respondents on an institution-wide basis.

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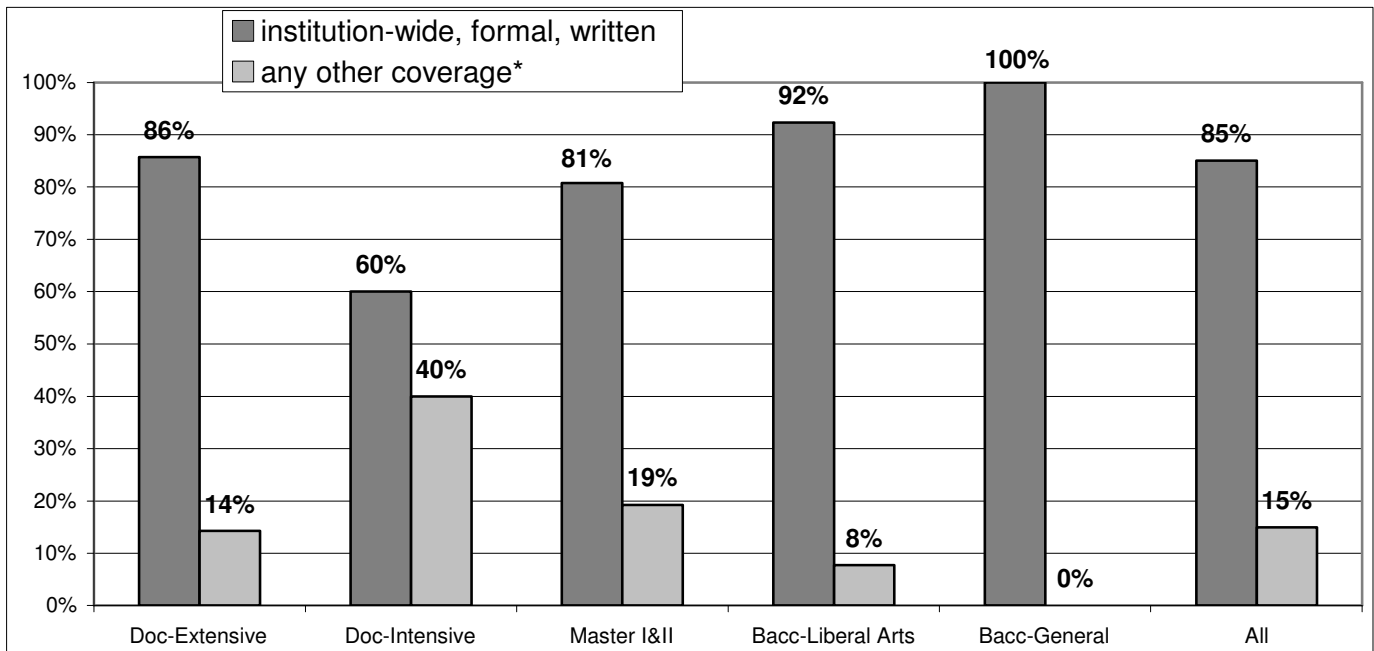
*If both parents are employed at the institution, nearly 70% of responding institutions with such policies allow both parents to take paid time off in conjunction with the birth of a child.*

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**Figure 24: Distribution by Carnegie class of policies providing paid time off to biological fathers as a percentage of all respondents, 2007**



**Figure 25: Distribution by Carnegie class of policies providing paid time off to biological fathers as a percentage of institutions that OFFER this policy, 2007**



\*“Any other coverage” includes all response options except “none” in addition to institution-wide formal, written

When we look more closely at the level of coverage at only those schools that offer this type of policy, we see that the vast majority offer it as a formal institution-wide policy (see Figure 25 above).

Among those institutions that provide such paid leave, it is universally available to tenured and tenure-track faculty. This policy is unusual in the high levels at which eligibility is also offered to non-tenure-track (NTT) faculty and same sex partners (see Figure 26). On average, nearly 90% of all respondents who offer this policy make it available to NTT faculty. Similarly, nearly 80% of institutions extend coverage to same sex partners.

### *Phased Retirement*

Increasing interest is being paid to the aging professoriate and the potential for large numbers of retirements in the academic workforce in the coming decade. For this reason, we added questions about phased retirement in the 2007 survey.

**Figure 26: Distribution by Carnegie class of eligibility for paid time off to biological fathers as a percentage of institutions that OFFER this policy, 2007**

Categories eligible:	<u>Doc-Ext</u>	<u>Doc-Int</u>	<u>Master I&amp;II</u>	<u>Bacc-Lib Arts</u>	<u>Bacc-Gen'l</u>	<u>Total</u>
Tenured & tenure-track faculty	100%	100%	100%	100%	100%	100%
NTT Faculty	85%	75%	91%	91%	100%	89%
Same sex partners	82%	40%	77%	77%	88%	78%

**Figure 27: Distribution by Carnegie class of policy limitations if both parents are employees of the institution, 2007**

Both parents concurrently	37%	0%	34%	43%	78%	39%
Each parent consecutively	37%	40%	24%	21%	22%	29%
Only one parent	<u>26%</u>	<u>60%</u>	<u>41%</u>	<u>36%</u>	<u>0%</u>	<u>32%</u>
	100%	100%	100%	100%	100%	100%
% both parents	74%	40%	59%	64%	100%	68%

If both parents are employees of the institution, overall nearly 70% of responding institutions allow both parents to take paid time off, either concurrently or consecutively, in conjunction with the birth of a child.

In our survey we defined as phased retirement “those policies that provide flexible retirement options and incentives for faculty members to move gradually away from full-time work and facilitate the transition into retirement,” and asked respondents about this policy at their institutions. Our results indicate a mixed approach, which may perhaps be indicative of a multiplicity of definitions of “retirement.” Is it the

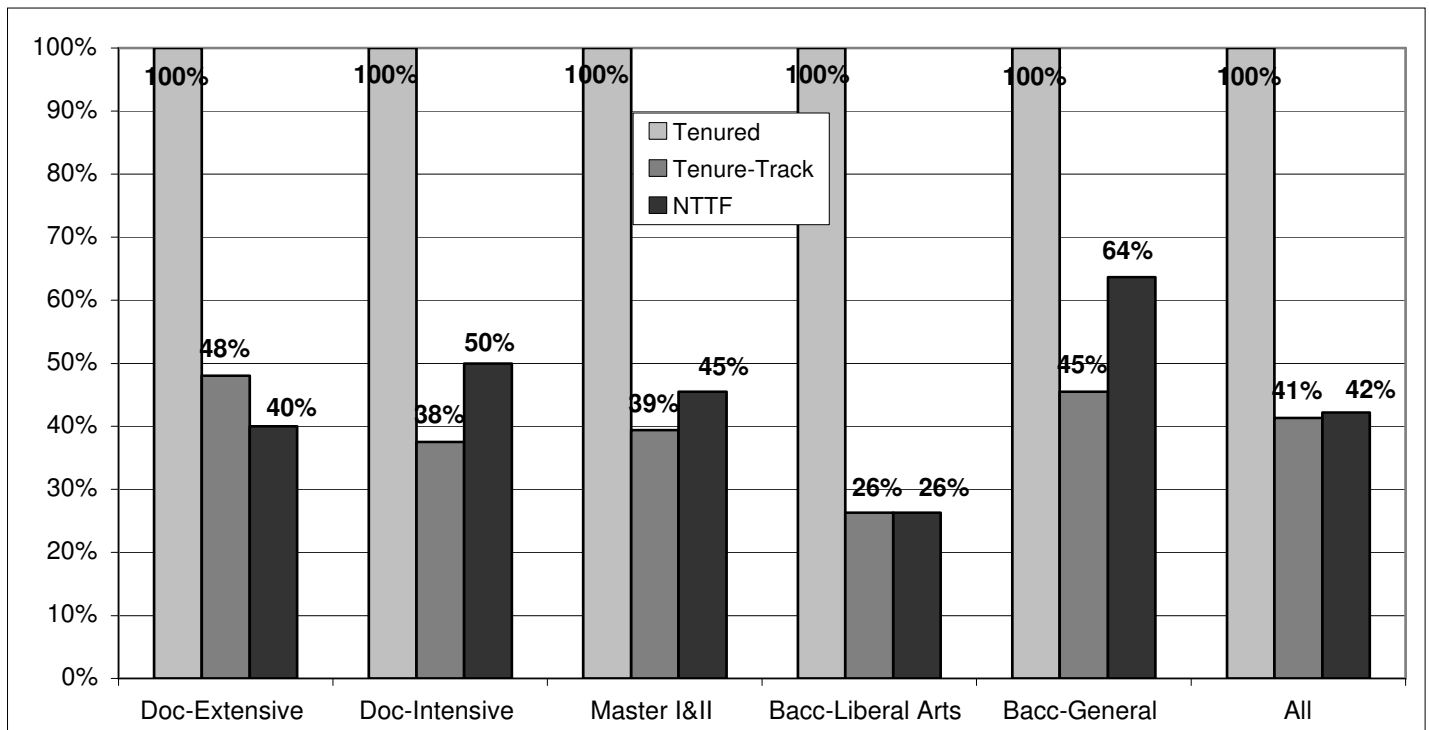


end of full-time teaching, research and service work? Or, is it the moment of complete disengagement with one's academic institution? If a faculty member continues to be employed, on a contingent basis for example, has that person retired? Or simply changed his or her relationship with the institution?

While nearly 70% of our respondents indicated that their institution offers some kind of policy, whether formal or informal, regarding phased retirement, there was considerable variation in the terms of

employment, compensation, eligibility for health benefits and work expectations for these faculty. While across the board tenured faculty were eligible for this policy, not surprisingly fewer than half of institutions offering phased retirement indicated that tenure-track faculty are eligible. This is no doubt because tenure-track faculty consist primarily of early career (and therefore younger) faculty. Perhaps more surprisingly, at two out of five schools offering phased retirement, non tenure-track faculty are eligible for this policy (whether formal or informal).

Figure 28: Categories of faculty eligible for phased retirement, 2007 as a percentage of institutions that OFFER the policy



## Anticipated Changes

As part of our 2007 survey, we asked respondents to indicate whether they had implemented new or enhanced policies in the past five years in the categories we were surveying, and also whether they anticipated that new or enhanced policies were likely to be put into place in the next 1-2 years. Figure 29 presents the list of policies in order of those that are anticipated by our

policies that these respondents indicated have been added or enhanced in the past five years and also among the top policies cited as most likely to be added or enhanced in the years to come. We wondered about the possible connections between these two policies, as both address situations where work and family demands are in competition. We found that of those respondents who indicate that

Figure 29: **New or enhanced policies and/or assistance programs**

New or enhanced policies since 2002	Policy Name/Description	New or enhanced likely next 1-2 years
12%	Phased retirement policy	19%
10%	Modified duties policy	19%
11%	Employment assistance to faculty spouses/partners	17%
21%	Tenure clock stop policy	15%
8%	Reduced appointment-extraordinary circumstances	15%
13%	Unpaid leave in excess of FMLA	15%
8%	Unit/person advising faculty on work-family policies	14%
8%	Paid dependent care apart from sick/vacation leave	13%
10%	Use of some/all paid sick time for dependent care	11%
7%	Added eligibility categories for unpaid FMLA leave	11%
7%	Reduced appointment-ordinary circumstances	10%

respondents to increase most in the coming years. Again, tenure clock extension and modified duties appear as increased and increasingly available policies, along with dual career assistance, phased retirement, reduced appointments for extraordinary circumstances, and the provision of unpaid leave after FMLA required time.

Although the data do not indicate the reasons for these anticipated changes, we can propose some contributing factors. Both modified duties and tenure clock extension policies are among the

they have institutional, formal and written modified duties policies, 75% also have formal, written institutional tenure clock extension policies. Similarly, of those respondents who indicate some level of coverage for modified duties (but not formal institution-wide policies), 89% have some level of tenure clock extension policies or practices on their campuses. These were striking correlations, but they did not hold up in reverse; of those with institution-wide formal tenure clock extension policies only 26% also had modified duties policies. It seems logical that institutions sufficiently progressive to have

established relatively expensive modified duties policies, are likely to also offer the relatively low cost tenure clock extension policies, while the reverse is not true. We can only speculate about the intersection of these two policies: are they initiated by different interests at a school? Does the high number of modified duties policies anticipated in the next five years actually speak to change in institutions' willingness to provide family-friendly policies with attendant costs?

As competition for top faculty, including women, has increased, so have such policies which, while usually available regardless of gender, are more often used by women. The trend upwards and continuing upwards demonstrates the incremental change that has been occurring on campuses across the country as they seek to recruit and retain the best faculty.

The expected increase in attention paid to retiring faculty through policies regarding phased retirement reflects the demographics of the baby boom bump and the end of mandatory retirement. Those faculty hired in the 1960s and 1970s to teach the baby boomers have been retiring, although at later ages, and the baby boomer generation themselves are now reaching retirement age. We assume that these demographic changes along with new societal definitions of retirement are pressuring institutions to address retirement policies and in particular to develop policies for those who prefer to continue working, although on a reduced schedule.

Additionally, none of the policies that were cited most often to be enhanced in the next 1-2 years incur much cost to the institution. Employment assistance is primarily a staffing cost, but may garner returns in lower recruitment costs. Unpaid leave has little direct cost in and of itself, although depending on how the institution covers teaching, there may be some associated personnel replacement costs.

## Conclusion

Institutions made progress between 2002 and 2007 in offering family-friendly policies to their faculty. Over the past five years, there was a noticeable increase in the offering of modified duties policies and tenure clock extension policies. In addition, there appeared to be increased awareness of the joint family responsibilities of both male and female faculty. While still somewhat rare, we found policies allowing fathers to take paid leave after the birth of a child, and concurrent or sequential leaves allowed for both parents when both worked at the institution.

An important finding for institutions was that a surprising number had no policy regarding pregnancy related disability leave, or had only ad hoc policies/practices. These institutions should review their policies regarding all disabilities in order to determine whether they are in compliance with the Pregnancy Discrimination Act.

Looking to the future we see continued emphasis on the policies that with little cost to the institution, provide flexibility to faculty: phased retirement, modified duties, reduced appointments for extraordinary circumstances, tenure clock extensions, unpaid leaves after the period covered by the FMLA.

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**NOTES**

<sup>1</sup> Both the 2002 “Faculty Work/Family Policy Study” and the 2007 study “Assessing Progress in Faculty Work-Family Policies and Career Flexibility at American Institutions of Higher Education,” were funded by the Alfred P. Sloan Foundation.

<sup>2</sup> The sample strategy was to select approximately 35% of the institutions within each class. Due to their small number relative to the other classifications, all Doctoral institutions were included in the sample. The sample also included all members of the College and University Work/Family Association. Two-Year/Associate degree granting and Specialized institutions were excluded from the sample. These institutions were dropped from analysis in the original survey because of their extremely low response rate.

<sup>3</sup> To facilitate comparisons, institutions in both surveys were classified according to their current Carnegie classification using the 2000 rubric (as opposed to the new 2005 rubric which is unfamiliar as yet to most readers or the 1994 rubric used originally in the 2002 study).

<sup>4</sup> The survey differentiated between reduced appointments for extraordinary reasons (e.g., to care for an injured child, spouse or partner) and reduced appointments for ordinary reasons (e.g., to spend more time at home with young children or as a short-term transition from maternity leave).

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