Designing and Implementing Family-Friendly Policies in Higher Education
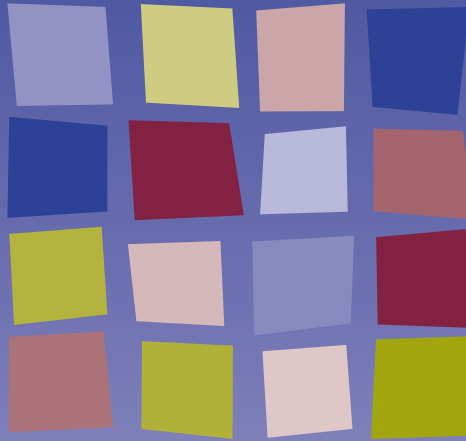
Gilia C. Smith and Jean A. Waltman

Designing and Implementing Family-Friendly Policies in Higher Education

Gilia C. Smith and Jean A. Waltman

The Center for the Education of Women University of Michigan

America's colleges and universities are increasingly focusing on making their institutions family-friendly places for faculty to work. In current usage, the terms "family-friendly," "work-life," "work-family," and "career flexibility" refer to policies and practices that began to emerge in the late 1980's, enabling employees to balance and integrate the demands of the workplace with the demands of personal or family life.

Designing and Implementing Family-Friendly Policies in Higher Education offers suggestions to higher education administrators and planners for creating effective, flexible policies at their institutions—complete with specific examples from various colleges and universities. The information comes from current research, including the *Faculty Work-Family Policy Study* funded by the Sloan Foundation and conducted by the Center for the Education of Women (CEW) at the University of Michigan.[1]

CEW has identified *tenure-clock extension, modified duties, and part-time appointment* as some of the most frequently offered and useful policies (see Table 1). Thus, *Designing and Implementing Family-Friendly Policies in Higher Education* focuses specifically upon the development and implementation of these three policies:

Tenure-clock extension
policies allow tenure-track faculty a period of time, typically one year, that will not be counted as part of their tenure probationary period.

Modified duties
policies allow faculty to reduce job responsibilities, usually for one semester or term, without any reduction in pay. The policies typically provide release from some or all classroom teaching or, in the case of medical faculty, from clinical duties. A few modified duties policies also stipulate reduced time for other responsibilities, such as student advising or committee service.

Reduced or part-time appointment
policies allow faculty to work either permanently or temporarily at less than full-time appointments—usually with proportional salaries, workloads, benefits, and advancement timelines.[2]

Table 1. Percentage of Institutions Offering Three Family-Friendly Policies *	Research n=73	Doctoral n=16	Masters n=66	Baccalaureate n=70	Associate n=30	Total n=255
Tenure-clock Extension	86%	44%	32%	23%	7%	43%
Modified Duties	32%	13%	12%	17%	3%	18%
Part-time						
Reduced Appointment Extraordinary	29%	19%	9%	7%	7%	15%
Reduced Appointment Ordinary	29%	6%	9%	6%	7%	13%
Part-time from Hire/Job Share	23%	6%	9%	13%	7%	14%

* Data from CEW's *Faculty Work-Family Policy Study*. Data reflect only formal, written instutition-wide policies.

The information and suggestions in *Designing and Implementing Family-Friendly Policies in Higher Education* are illustrated with specific language from policies in place at various colleges and universities at the time the report was published. Given the current focus on work-life integration issues, innovative new policies are emerging frequently from all sectors of higher education. Thus, the policies described and cited here represent a snapshot of a landscape that continues to change. Readers are encouraged to consult colleges' and universities' websites to obtain the most up-to-date policy details.

Policies for a New Workforce

The call to make the academic career path more flexible, in order to meet the family needs of both male and female faculty, is coming from many directions. For example, in their 2005 report *An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers,* the leaders of ten research universities recommended a number of new policies and practices to address a tenure system "too rigid for the modern era."[3] In a later statement, University of Michigan President Mary Sue Coleman spoke on behalf of the leaders of nine major universities to urge the development of policies to "enable faculty to accomplish ambitious academic and professional goals, while also pursuing satisfying personal lives."[4]

These influential institutional leaders join forces with other administrators, faculty members, and higher education researchers to say that, unless academia adopts more flexible tenure and other work-life policies, it risks:

- Increasing difficulty in recruiting graduate students for academic careers and in attracting and retaining top faculty talent.
- Continuation of the problem of low representation of women in the tenure-track and tenured ranks.
- Departure from the academy of men and women who wish to be more involved with other aspects of their lives, especially their children, partners, and other family members.

Leaders of nine major universities urged the development of policies to "enable faculty to accomplish ambitious academic and professional goals, while also pursuing satisfying personal lives."

President Mary Sue Coleman, University of Michigan

As farsighted institutions develop such flexible policies, those who fail do so risk falling behind their peers in faculty recruitment and retention. The task for colleges and universities is to challenge the traditional notion that faculty cannot maintain both productive academic careers and meaningful private lives. Family-friendly policies alone cannot create this new higher educational culture. They are, however, good starting points, since such policies—if well planned and implemented—do contribute to faculty satisfaction by making work-life integration easier.

The Steps in Policy Creation

STEPS IN POLICY CREATION

1. Collect and use data to demonstrate the need for the policy

2. Encourage collaboration for policy development among supportive individuals and institutional groups

3. Examine and articulate policy goals

4. Use precise, positive, and normative language

The following four strategies help ensure that work-life policies are well designed and acceptable to both administrators and faculty.

1. Collect and Use Data to Demonstrate the Need for the Policy

Research is extremely important at all stages of the process. Many institutions initiate policy development by conducting one or more types of climate studies:

- A formal survey
- Focus groups
- Exit interviews
- Analyses of existing institutional data
- Comparisons of policies at peer institutions

Data, including the compelling voices of individual faculty members, provide strong and persuasive arguments illustrating the need for work-life policies. For example, as a first step in proposing the enactment of both tenure-clock extension and modified duties policies on the University of Michigan campus, researchers at the Center for the Education of Women conducted a series of focus groups with women faculty. The startling stories some of the women told about the career difficulties they encountered while pregnant and following the birth of their children emphasized the need for the two policies.

2. Encourage Collaboration for Policy Development Among Supportive Individuals and Institutional Groups

The momentum to create or enhance work-life policies may come from many different places within institutions. Presidents and provosts might be prominent instigators, as might be deans, university committees devoted to the status of women, and various faculty senate committees. Individual faculty members committed to the principles of work-life integration may also spearhead policy development. In addition, human resources offices, faculty unions, women's centers, and academic women's studies programs can be instrumental in the development process.

Regardless of the initial impetus, institutions that work from the beginning to build alliances among these many different campus groups create strong, broad and united campaigns that are more likely to succeed.

3. Examine and Articulate Policy Goals

Rationales for creating family-friendly policies are likely to vary among an institution's constituents, based upon their specific campus roles. For some, the primary goal for enacting a particular policy may be to level the playing field for women faculty, since extensive research shows that the current, traditional academic career path unfairly disadvantages women in a number of ways.[5] For example, women who have babies early in their careers are much less likely to achieve tenure than are their male colleagues who become parents. In addition, tenured women are less likely than their male cohorts ever to marry or have children.[6]

Recognizing the problems women face, some institutions develop work-life policies in order to lessen gender inequity. For example, the Massachusetts Institute of Technology (MIT) explicitly states that the reason for its tenure-clock extension policy is "to take away the career disadvantage that women currently face from pregnancy, childbearing and nursing an infant."[7] A University of California policy that allows both male and female faculty to reduce their workloads after the birth of a child has an intended outcome similar to the MIT policy, in that it entitles the birth mother to an *additional* period of modified duties "to enable her to recover fully from the effects of pregnancy and childbirth and to prepare for and/or care for the newborn child."[8]

Another goal for a policy may be to improve work-life integration for both men and women faculty. Some institutions that initially enacted family-friendly policies to address gender inequity are now moving toward gender-neutral policies. By doing so, they are acknowledging that all faculty members want and benefit from the temporary opportunity to focus more attention on their personal lives. MIT describes its Part-Time Appointment with Tenure for Family Care policy as "gender blind." It allows both male and female tenured faculty reduced time at reduced pay for a period of one semester to five years "in order to allow them the time they need for the care of family."[9] Part-time policies for both men and women tenure-track faculty are now in effect at the University of Washington, Ohio State University, and the University of California.

The University of Washington's policy on tenure-clock extension also illustrates a gender-blind intention:

> The University recognizes that under special circumstances, such as care for new infants, faculty women and men must devote extraordinary efforts to their family responsibilities, which may significantly detract from their research and academic capabilities. Even if the faculty member continues to work full time, efforts normally devoted to scholarship may necessarily be reduced by these new family responsibilities. In recognition of these family obligations, the University has devoted several programs to stop temporarily the tenure-clock.[10]

...the time has come to expand the choices people have in structuring academic careers. We should stop measuring commitment by the ability of an academic to have a spouse ready, willing, and able to shoulder the bulk of the child care during the most time-consuming years of child-rearing—when the children are young. The current system is bad for women and it is inconsistent with our ideals of gender equality. It is bad for men because it cuts them off from full participation in family life during the crucial period when their children are young. And it is bad for children, because children need time with their parents.

*Drago, R. & Williams, J. (2000, Nov.-Dec.). A half-time tenure track proposal. **Change,** p. 51.*

5

More recently, institutions have also been stressing that they implement family-friendly policies for the explicit purpose of recruiting and retaining top-notch faculty. As more and more colleges and universities develop such policies, they establish themselves among prospective faculty members as good places to work, where both careers and families can thrive. These institutions thereby provide impetus for their peers to enact similar policies. Language from the University of California at Davis provides an example of this competitive rationale:

> UC Davis recognizes the necessity of supporting faculty in honoring their often-competing commitments to both family and career. To recruit and retain the best faculty, it is imperative that we provide a work environment that provides incentives to our faculty.[11]

A report recently issued by a committee at the University of Michigan likewise recommends increasing the flexibility of the tenure track in order to bolster institutional recruitment efforts:

> The cumulative effect of these policy changes in flexible timing of the tenure review, part time tenure track and tenured appointments, and exclusions from the tenure-clock will be to place the University of Michigan at the forefront of our peer institutions with respect to faculty appointments. Since our ability to compete for excellent faculty is a crucial driver of this initiative, we need to consider how these policies will compare to other universities….This initiative would make the University of Michigan a national leader, recognizing and responding to the changes in faculty work.[12]

Careful planners can create policies that address the various objectives of faculty and administrative constituencies. At the same time, however, it is important to recognize that policies designed primarily for one purpose may conflict with other worthwhile intentions. For example, a work-life policy enacted to provide a reduced workload for all new parents may fail to acknowledge the extra support new mothers need. In other words, since pregnancy and childbirth temporarily and inevitably create greater physical challenges and work-life imbalance for mothers than for fathers, identical

policy provisions for both parents can have the unintended effect of creating disparities in treatment and violating the Pregnancy Discrimination Act or other federal anti-discrimination laws.[13] One of the biggest challenges for policy developers will be to draft language that clearly identifies the institutional outcomes the policies are intended to produce.

4. Use Precise, Positive, and Normative Language

Policies designed to accommodate the life needs of faculty are more likely to be effective if they are worded carefully. Institutional policies framed in positive language, asserting that use of such policies is the norm, lessen faculty members' fears that using the policies may have a negative effect on their careers or create animosity from colleagues. The language adopted by West Virginia University illustrates this point:

> West Virginia University recognizes the need for policies and practices that are family friendly. The nature of the professoriate has changed over the past decades, and female as well as male faculty members often combine family responsibilities with the development of their academic careers. This document is a compilation of current and proposed policies and practices at WVU that assist tenured and tenure-track faculty members in meeting their responsibilities toward their families while continuing to make appropriate progress in their careers.... The intent of delaying a faculty member's critical year [referring to tenure clock extension] is not to allow an underperforming faculty member additional time to earn tenure. *The intent is to recognize the changed nature of the professoriate and that the demands of family obligations, when combined with those of earning tenure, may require additional time in which to meet tenure requirements.*[14] *(italics added)*

Using careful policy language and definitions is especially important in states with laws regulating certain aspects of employment practices and benefits. Not doing so may create discrepancies between institutional policies and state and federal legislation. Professor Joan Williams of Hastings College of the Law, University of California, writes: "Facially neutral practices that disproportionately affect women often wind up in the courts. Federal law forbids such practices unless they can be justified as a business necessity, where no alternative approach is feasible."[15]

7

Features of Work-Family Policies

Certain features are relevant to the design of policies like tenure-clock exten-sion, modified duties, and part-time appointments. Five of the most important considerations in designing successful policies are described here.

FEATURES OF WORK-FAMILY POLICIES

1. Entitlement vs. Discretionary

2. Qualifying Events and Eligibility Criteria

3. Number of Uses Allowed

4. Non-Discrimination Language

5. Funding Sources

---

1. Entitlement vs. Discretionary

One aspect of policy design is the determination of the terms under which faculty members can use the policy.

ENTITLEMENT Institutions may establish work-life policies as entitle-ments. In most such cases, the faculty member needs only to inform administrators that s/he intends to invoke the policy for one of the eligible life events. In a few other cases, the institution will automatically grant the provisions of the policy without the faculty member even requesting it. For example, at MIT an extension of the tenure clock is triggered for any woman who bears a child:

> In recognition of the effects that pregnancy and childbirth can have on a woman's ability to perform all the tasks necessary and expected to achieve tenure, a woman who bears one or more children during her tenure probationary period will have that period extended by one year. As in all tenure cases, a tenure review can take place prior to the end of the probationary period and that possibility should be assessed annually.[16]

Policies that are entitlements function differently among institutions; at some, procedural requests must be submitted in writing, while at others a verbal notification to the department chair may suffice. In 2005, Princeton University enacted a tenure extension policy that automatically activates a one-year tenure extension to both men and women faculty."[17]

The value of an entitlement is to make the policy the norm—thus diminishing the fear a faculty member might have that, in requesting to use the policy, s/he appears less successful, capable or hardworking. Entitlements also save administrators from having to make highly personal, case-by-case decisions and from perceptions of inequitable treatment among faculty members.

An entitlement policy might be disadvantageous if it is both automatic and has very broad qualifying criteria. Under these circumstances, the policy may be extended to those who do not really need it (faculty with stay-at-home spouses, for example), thus providing them additional research time and other career advantages over their colleagues who either never had the opportunity to use the policy or who used the policy as it was intended.

DISCRETIONARY Other institutions have created work-life policies that require faculty members to petition a department chair or some other senior administrator for permission to use the policy. In other words, administrators determine on a case-by-case basis whether to allow a faculty member to use the policy for one of the qualifying criteria. For example, New York University's Tenure Clock Stoppage for Personal Reasons reads as follows:

> Tenure clock stoppage may be authorized during a period of full service to faculty members who are primary caregivers of a child; and to primary caregivers of a parent, a spouse, or a same-sex domestic partner in a health crisis of extended duration...Tenure clock stoppage may be authorized to a faculty member who is granted one or more full semesters of leave for any one, or combination, of illness/disability leave, maternity leave, or personal leave. A request for tenure-clock stoppage normally requires advance approval by the dean and the Office of the Provost.[18]

Such provisions give administrators some latitude in approving policy use for a wide range of reasons, depending upon faculty members' personal or professional situations.

Another example of a discretionary policy is the part-time leave policy at Boise State University that states, "Requests for intermittent or reduced schedule leave after the birth, adoption, or foster care placement of a child will be considered on a case-by-case basis."[19]

The advantage of discretionary policies is their flexibility, allowing individual faculty members to negotiate with administrators for career options to suit their individual needs. In cases where resources are limited, discretionary policies also give chairs or deans some leeway in administering the policies judiciously. However, as mentioned earlier, since discretionary policies require administrators to make case-by-case decisions, they perhaps leave the administrators open to charges of favoritism.

BOTH ENTITLEMENT AND DISCRETIONARY ELEMENTS

A middle ground that some institutions have reached is to have a two-tiered policy. They list some common reasons, typically childbirth, for which policy use is an entitlement. They also include a more general clause that

Table 2. An Illustration of a Policy with Both Entitlement and Discretionary Clauses (emphasis added)	
A. CHILDBEARING	In recognition of the effects that pregnancy, childbirth, and related medical conditions can have upon the time and energy a woman can devote to her professional responsibilities, and thus her ability to work at the pace or level expected to achieve tenure, a woman who bears one or more children during her tenure probationary period ***shall, upon written request to the relevant dean (in the case of the Dearborn and Flint campuses, the provost), be granted an exclusion of one year from the countable years of service that constitute such tenure probationary period.***
B. DEPENDENT CARE	Similarly, the demands of caring for dependents (such as children, ill or injured spouses or same-sex partners, or aging parents) may seriously affect the time and energy faculty can devote to their professional responsibilities during the tenure probationary period. In recognition of the difficulty of combining an academic career with significant dependent care demands, ***any faculty member (male or female) in these circumstances may, upon written request to the relevant dean (in the case of the Dearborn and Flint campuses, the provost), be granted an exclusion of one year from the countable years of service that constitute that individual's tenure probationary period.***

allows chairs or other administrators to retain discretionary power in allowing the policy for other reasons. Note the difference between the University of Michigan's tenure-clock extension policy for childbearing ["shall be granted"] and its policy for dependent care ["may be granted"]. [20] (see Table 2)

2. Qualifying Events and Eligibility Criteria

Most work-family policies were originally intended to accommodate pregnancy, childbirth, and newborn childcare. More and more, such policies also include other qualifying events, such as the care of newly adopted children. (Less common are policies that recognize the need to care for ill family members, or other, non-dependent care-related issues, such as time off for public service.) The University of California's Active-Service Modified Duties policy allows faculty to request either full or partial relief of teaching, in order to accommodate such family needs as "a child under five newly placed for adoption or foster care."[21] The University of Washington offers a temporary part-time policy that is restricted to becoming a parent, as well as a permanent part-time option.[22]

Some institutions also include clauses stipulating that, if two spouses or partners are employed at the same institution, one or the other may exercise the leave, but not both. Increasingly, however, universities are allowing both parents to take leaves. For example, the University of California at Davis permits both parents to take advantage of its modified duties policy.[23]

Work-life policies also can vary in terms of how inclusive they are of non-traditional families. For example, if an institution's definition of "family" does not include domestic partners, gay and lesbian faculty may not be eligible to use policies to care for ailing partners or to share co-parenting responsibilities. In order to assure inclusiveness, both the University of California[24] and Harvard University[25] include domestic partners in their policy language, thus ensuring that an academic appointee can, for example, take time off to care for the child of his or her domestic partner.

Increasingly, institutions are also including language in their work-life policies requiring faculty members to attest that their family care duties meet policy standards. Such requirements for documentation and certification vary widely. Some, such as the University of Michigan's modified duties policy, stipulate—without actually requiring documentation—that faculty who exercise the policy should

11

have "significant and sustained care-giving responsibility for the child (or children) during the period for which modified duties are requested as a single parent or, where there are two parents, that is at least as time-consuming as the care-giving responsibility of the faculty member's spouse or partner."[26]

Other policies require the submission of a written statement attesting to the applicant's major care-giving responsibilities. The University of California's most recent modified duties policy requires the academic appointee to submit a written statement certifying that he or she is responsible for 50 percent or more of child or newborn's care.[27] Under the terms of Harvard Law School's Parental and Personal Leave Policies:

> ...[A] qualified faculty member must demonstrate, to the satisfaction of the Dean, substantial and sustained responsibility for his or her child. "Substantial and sustained responsibility" shall be deemed to be sole full-time caregiving of at least 40 hours per week, for at least one semester during the term of the initial appointment or any previous extension thereof. Caregiving shall not be deemed "sole full-time" when any part of the required 40 hours is performed by someone other than the faculty member.[28]

As Joan Williams states: "That [Harvard] policy deftly avoids the well-documented pitfall of extending benefits to men without requiring that they take on the role of primary caregiver, a role that has traditionally disadvantaged women. It also avoids the pitfall of confusing gender stereotypes with biological sex, as when child-rearing leaves are offered only to women."[29] The value of such documentation is to help assure that tenure-clock extension, modified duties, and part-time appointments are used for the purposes for which they were intended: to accommodate faculty members' substantial care-giving commitments.

3. Number of Uses Allowed

Work-life policies almost always include language determining how many times faculty members may invoke a certain policy over the course of their careers. Many tenure-clock policies, for example, traditionally specified that a faculty member could extend his/her clock only one time.

Recently, some colleges and universities are beginning to amend their existing tenure-extension policies to allow two or more uses by an individual whose life circumstances require it. At the University of Minnesota, for example, faculty can stop the tenure-clock twice to accommodate family members with serious health conditions; further, Minnesota places no restriction on the number of times a faculty member can exercise the policy for childbirth, adoption or foster care.[30]

In the case of modified duties policies, institutions are less likely to establish a maximum number of times the policy can be exercised. The policy at the University of Michigan, for example, makes the policy available each time a child is added to the family:

> Eligible faculty members may take one term of modified duties for each birth or adoption that adds a child or children to his or her family. If both parents are employed in an eligible position at the University, each of them may take a period of modified duties for each birth or adoption that adds a child or children to their family if both of them meet the other eligibility criteria.[31]

4. Non-Discrimination Language

One reason faculty members cite for not taking advantage of various work-life policies is their fear that departmental colleagues, internal review committees, and external evaluators may view any variation from the traditional academic path in a negative way. For example, a woman faculty member who wishes to extend her tenure clock to spend more time with her newborn or adopted child worries that doing so may be interpreted by some of her colleagues as an indication that she is lagging behind in research productivity. Likewise, a faculty member who requests a part-time appointment in order to care for an ailing parent may fear that he will be perceived not to be "serious" about his career.

Another apprehension is that, having taken advantage of a work-life policy, a faculty member may later be held to a stricter performance standard. For example, taking eight instead of seven years to tenure may suggest to uninformed internal and external evaluators that the faculty member should have an extra year's worth of research productivity. Or that a faculty member who has worked half time for two years should be judged by a two-year—not a one-year—standard.

In order to help discourage such inaccurate accounting and evaluation, work-life policies can include language clearly mandating that all internal and external reviewers 1) be informed of the institution's endorsement of such family-friendly accommodations, and 2) be required to evaluate the faculty member's performance and research record using criteria equivalent to that applied to faculty members who have not taken advantage of work-life policies.

The tenure-clock extension policy at the University of Maryland provides a good example of such a non-discrimination clause: "No person shall be discriminated against in any promotion and tenure proceedings for seeking or obtaining an extension under this provision."[32] The University of California's Policy on Family Accommodations and Personnel Reviews provides an even stronger and more explicit statement against discrimination:

> Academic appointees shall not be arbitrarily disadvantaged in their promotion, advancement, or compensation because they have elected to take a childbearing or parental leave, to stop the clock, or to defer a personnel review. Personnel reviews that are deferred due to a family accommodation… should be treated procedurally in the same manner as personnel reviews conducted at the usual intervals. The file shall be evaluated without prejudice as if the work were done in the normal period of service and so stated in the department chair's or unit head's letter.[33]

5. Funding Sources

While tenure-clock extension policies generally affect only the individuals who invoke them, modified duties and part-time appointment policies have direct fiscal impacts on the departments, colleges and institutions that offer them. Findings from a sub-section of the CEW *Faculty Work-Family Policy Study* indicate that in approximately half the institutions surveyed, the cost of replacing a faculty member in the classroom is borne by the unit itself. In the other half, centralized funding is available and fairly easy to obtain.

At institutions like the University of California at Davis, for example, where support of faculty work flexibility is strong, central funding is provided to defray the costs of childbearing/adoption leave.[34] In its policy, the University of Michigan's College of Literature, Science and the Arts offers to provide "reasonable visitor resources" to replace teaching that is lost by granting a term of modified duties.[35]

A strong reason for institutions providing central funding for work-life policies is that when the onus for paying salaries for replacement faculty is removed from departments, the climate is more accepting of work-life policies, and faculty are less fearful of alienating their colleagues. Even in cases where departments are responsible for funding temporary faculty from their own budgets, however, some administrators see value in doing so. Accommodating individuals' work-life needs creates a flexible, family-friendly climate that in turn improves faculty satisfaction and retention. And, in the long run, retaining satisfied faculty members is less costly than the process of searching for and hiring their replacements.

Current practices artificially reduce the talent pool by eliminating a hefty percentage of qualified candidates (that is, most mothers) from reaching for or achieving tenure. Opening up the talent pool would improve the quality of our colleges and universities because the key measure of success would be the quality of the candidate—not his or her ability to work long hours.

*Drago, R. & Williams, J. (2000, Nov.-Dec.). A half-time tenure track proposal. **Change,** 50.*

Ensuring that Practice Supports Policy

Enacting good family-friendly policies is an important first step, but alone it is not enough. Findings from the CEW *Faculty Work-Family Policy Study* and from other research[36] indicate that institutions must also ensure that faculty are aware of the policies' existence and control factors that discourage policy use. *Designing and Implementing Family-Friendly Policies in Higher Education* offers the following suggestions to enhance policy use and continuation.

> **ENSURING THAT PRACTICE SUPPORTS POLICY**
>
> 1. Monitor the policies' use and impact
> 2. Continually educate faculty and administrators about the policies
> 3. Address issues that discourage faculty from using work-family policies

15

1. Monitor the Policies' Use and Impact

Once policies have been enacted, it is important to follow up to determine whether outcomes meet initial policy objectives and to identify any unintended outcomes or problems. Whether or not language requiring monitoring is incorporated into the policies themselves, forward-thinking administrators will collect and periodically review data. Minimally, they will track the use of each policy by department, by gender, by race, and by purpose, in order to measure the relationship among policy usage, tenure achievement and promotion, and the different variables.

Ideally, the administrators will also seek out faculty perceptions about the positive and negative effects of choosing to use, or not to use, a particular policy, in order to determine the policy's effect on satisfaction and retention. Such monitoring is particularly important for determining if and when policy provisions need to be reevaluated and updated.

In addition, framers should give the policies a "home" on campus—a permanent office, not an individual person who will eventually leave. Such an office, where someone is responsible for collecting and reporting on usage, perceptions, and outcomes of that usage, helps ensure continued data collection and reporting. This office should be a safe-feeling, well-publicized place where faculty and administrators know they can go to learn the details of the policies and their application procedures.

2. Continually Educate Faculty and Administrators About the Policies

The larger and more decentralized a higher education institution is, the bigger the challenge to keep faculty members and other employees informed about all kinds of information. Thus all types and sizes of schools, but especially large and decentralized ones, must continually publicize work-life policies to all relevant constituencies. For example, when surveyed, some women faculty at the University of Michigan said that they had not taken advantage of modified duties and/or tenure-clock extension policies because they were "not aware of the policies' existence."[37]

Given the perennial turnover among chairs and other administrators and the continual addition of new faculty, keeping everyone aware of departmental and university policies and practices requires diligence and repetition. Information about work-life policies should be part of training sessions for deans and chairs, new faculty orientations, mentoring programs and relationships, faculty handbooks, departmental and institution-wide websites, brochures and other printed materials, and periodic programs on work-family balance. Faculty are more likely to use policies that are well-advertised, well-known aspects of institutional life.

3. Address Issues that Discourage Faculty from Using Work-Family Policies

As discussed earlier, effective work-life policies contain language that protects users from later experiencing discrimination and backlash. Words, unfortunately, are not likely to be enough to allay the fears of some faculty that using such policies may harm their relationships with and reputations among colleagues.

To maximize usage and make the policies an inherent part of the culture, they need to exist within institutions, colleges, and departments that clearly support and promote them. The issue of how to create such a supportive climate is beyond the scope of this publication. However, research does suggest that at universities where an influential champion, such as a president or provost, advocates for improved balance between work and family responsibilities and where deans and chairs echo that support in faculty and committee meetings, faculty members are much more likely to use the policies confidently and to see their institutions as genuinely responsive to their professional and personal needs. The policies become strong, public evidence to both current and prospective faculty that administrators value, protect, and work to retain them.

Conclusion

At some point in their lives, most men and women faculty—faced with exigencies ranging from the joy of new parenthood to the challenges of ill, injured, or dying family members—will desire more flexibility in their academic careers. Employers who recognize the commonality of these life events and enact effective policies to temporarily modify duties and lessen pressures are making their institutions more humane, more productive[38] and more attractive to potential faculty.

It is vital that these policies be crafted to address the specific desired outcomes of the institution, that they be clear and specific, and that they be enacted in climates that enable and encourage faculty use. Family-friendly policies clearly benefit individuals. Administrators should also be able to benefit from such policies at their institutions. Workplaces that acknowledge the lives and multiple roles of today's faculty will increasingly have the edge in recruiting and retaining highly qualified faculty. And higher education will remain an inviting option for the bright young scholars we want to make up the next generation of the academic workforce.

Notes

[1] The first publication in a series of reports on faculty issues, *Family-Friendly Policies in Higher Education: Where Do We Stand?,* summarizes the key findings from the CEW *Work-Family Policy Study*. Copies are available on CEW's website:
http://www.cew.umich.edu/PDFs/pubs/wherestand.pdf

[2] CEW's *Work-Family Policy Study* defined *reduced appointment, ordinary,* as an appointment used to provide ongoing care for a young child or as a short-term transition after returning from a maternity leave, while reductions used to care for an ill or injured child or spouse or partner were referred to as *reduced appointments extraordinary.* Part-time or job-share appointments were less than 100% FTE from the date of hire.

[3] American Council on Education. (2005). *An agenda for excellence: creating flexibility in tenure-track faculty careers.* Washington, D.C: Office of Women in Higher Education.

[4] Felde, M. (2005, December 6). University leaders pledge to help women in academia. Retrieved March 20, 2006 from the University of California at Berkeley website:
http://www.berkeley.edu/news/media/releases/2005/12/06_pledge.shtml

[5] Valian, V. (1999). *Why so slow? The advancement of women.* Cambridge, MA: MIT Press.

[6] Mason, M.A., & Goulden, M. (2002) Do babies matter? The effect of family formation on the lifelong careers of academic men and women. *Academe: Bulletin of the AAUP, 88,* 6, 21-27.

[7] *Extension of tenure-clock for childbearing.* (n.d.) Retrieved October 24, 2005, from Massachusetts Institute of Technology, Faculty Family Policies website:
http://web.mit.edu/facfamily/policies/2tenureclock.html

[8] *Benefits and privileges: Family accommodations for childbearing and childrearing.* (2006, January 1). Retrieved February 16, 2006, from University of California, Office of the President's website: http://www.ucop.edu/acadadv/acadpers/apm/apm-760.pdf

[9] *Part-time appointment with tenure for family care.* (n.d.). Retrieved October 24, 2005, from Massachusetts Institute of Technology, Faculty Family Policies website:
http://web.mit.edu/facfamily/policies/3parttime.html

[10] *Medical and family leave.* (n.d.). Retrieved November 4, 2005, from University of Washington, Academic Human Resources website:
http://www.washington.edu/admin/acadpers/procedures/leaves/leaves_med_fam.html#tenure_extension

[11] *Work/life balance.* (n.d.). Retrieved October 25, 2005, from University of California at Davis, Office of the Vice Provost website: http://academicpersonnel.ucdavis.edu/worklife.cfm

[12] *Report of the committee to consider a more flexible tenure probationary period.* (n.d.). Retrieved November 17, 2005, from University of Michigan, Office of the Provost website: http://www.provost.umich.edu/reports/flexible_tenure/work_of_the_committee.html#partime

[13] The Center for the Education of Women. (2005). *Family-friendly policies in higher education: Where do we stand?* Ann Arbor, MI: University of Michigan. http://www.cew.umich.edu/PDFs/pubs/wherestand.pdf

[14] *Family-Friendly Practices for Faculty Members.* (2005, May) Retrieved November 18, 2005, from West Virginia University, Office of the Provost website: http://www.wvu.edu/~acadaff/fac/policies/familyfriendly.pdf

[15] Williams, J. (2003, April 18). The subtle side of discrimination. *Chronicle of Higher Education.* Retrieved May 3, 2005, from: http://chronicle.com/prm/weekly/v49/i32/32c00501.htm

[16] *Extension of tenure-clock for childbearing.* (n.d.). Retrieved October 24, 2005, from Massachusetts Institute of Technology, Faculty Family Policies website: http://web.mit.edu/facfamily/policies/2tenureclock.html

[17] Cliatt, C. (2005, September 11). Tenure policy aims to make Princeton more family friendly. *Princeton Weekly Bulletin,* 95, 1.

[18] *The faculty: Academic freedom and tenure.* (n.d.). Retrieved November 18, 2005, from New York University, Office of Academic Appointments website: http://www.nyu.edu/oaa/faculty.html#leave

[19] *Family medical leave act of 1993 (FMLA) policy.* (2000, March 20). Retrieved, November 21, 2005, from Boise State University, Policy Manual website: http://policy.boisestate.edu/index.asp?section=5&policynum=5226

[20] *Extensions of the probationary period for childbearing, dependent care, or medical leave.* (n.d.). Retrieved, December 7, 2004, from University of Michigan, Faculty Handbook website: http://www.provost.umich.edu/faculty/handbook/6/6.D.html

[21] *Benefits and privileges: Family accommodations for childbearing and childrearing.* (2006, January 1). Retrieved February 16, 2006, from University of California, Office of the President's website: http://www.ucop.edu/acadadv/acadpers/apm/apm-760.pdf

[22] *Appointment of part-time professors.* Section 24-45 (n.d.). Retrieved November 18, 2005, from University of Washington, Faculty Handbook website: http://www.washington.edu/faculty/facsenate/handbook/02-02-24.html

[23] *Work/life balance.* (n.d.). Retrieved, November 17, 2005, from University of California at Davis, Office of the Vice Provost website: http://academicpersonnel.ucdavis.edu/worklife.cfm

[24] *Benefits and privileges: Family accommodations for childbearing and childrearing.* (2006, January 1). Retrieved February 16, 2006, from University of California, Office of the President website: http://www.ucop.edu/acadadv/acadpers/apm/apm-760.pdf

[25] *Eligibility, coverage and enrollment.* (n.d.). Retrieved April 27, 2005, from Atwork Harvard website for Harvard Staff and Faculty: http://www.atwork.harvard.edu/benefits/eligibility/family.shtml

[26] *The University of Michigan standard practice guide.* (2005, May 10). Retrieved June 30, 2005, from University of Michigan website: http://spg.umich.edu/pdf/201.93.pdf

[27] *Eligibility, coverage and enrollment.* (n.d.). Retrieved April 27, 2005, from Atwork Harvard website for Harvard Staff and Faculty: http://www.atwork.harvard.edu/benefits/eligibility/family.shtml

[28] *Parental and personal leave policies applying to faculty members of the Harvard Law School.* (2001, July 1). Retrieved, October 12, 2004, from the Harvard Law School website: http://www.law.harvard.edu/faculty/faculty_leave_policy.pdf

[29] Williams, J. (2005) Are your parental-leave policies legal? Chronicle of Higher Education, 51, 23, C1 February 11, 2005. Retrieved January 10, 2006, from: http://chronicle.com/weekly/v51/i23/23c00101.htm

[30] *Faculty tenure.* (2001, March 9). Retrieved from the University of Minnesota website: http://www1.umn.edu/regents/policies/humanresources/FacultyTenure.pdf

[31] *The University of Michigan standard practice guide.* (2005, May 10). Retrieved, June 30, 2005, from the University of Michigan website: http://spg.umich.edu/pdf/201.93.pdf

[32] *UMCP policy on extension of time for tenure review due to personal circumstances.* Retrieved December 14, 2005, from University of Maryland, Consolidated USMH and UM Policies and Procedures Manual website: http://www.president.umd.edu/policies/ii100d.html

[33] *Benefits and privileges: Family accommodations for childbearing and childrearing.* (2006, January 1). Retrieved February 16, 2006, from University of California, Office of the President's website: http://www.ucop.edu/acadadv/acadpers/apm/apm-760.pdf

[34] *Work/life balance.* (n.d.). Retrieved October 25, 2005, from University of California at Davis, Office of the Vice Provost website: http://academicpersonnel.ucdavis.edu/worklife.cfm

[35] *Policies on modified duties, delayed tenure reviews, and reduced appointments.* (2005, Sept.). Retrieved March 20, 2006 from University of Michigan, College of Literature, Science, and the Arts website: http://www.lsa.umich.edu/lsa/detail/0,2034,60%5Farticle%5F10645,00.html

[36] Waltman, J. & August, L. (2005). *Tenure-clock, modified duties, and sick leave policies: Creating "A network of support and understanding" for University of Michigan faculty women during pregnancy and childbirth.* Retrieved November 1, 2005, from University of Michigan, Center for the Education of Women website: http://www.cew.umich.edu/PDFs/pubs/TC-MD Report 7-05.pdf

[37] Waltman, J. & August, L. (2005). *Tenure-clock, modified duties, and sick leave policies: Creating "A network of support and understanding" for University of Michigan faculty women during pregnancy and childbirth.* Retrieved November 1, 2005, from University of Michigan, Center for the Education of Women website: http://www.cew.umich.edu/PDFs/pubs/TC-MD Report 7-05.pdf

[38] Bailyn, L., Drago, W. & Kochan, T. (2001). *Integrating work and family life: A holistic approach.* Cambridge, MA: Massachussetts Institute of Technology.

Designing and Implementing Family-Friendly Policies in Higher Education

As part of the Sloan Foundation grant, the Center for the Education of Women is currently developing a web-based Academic Workforce Clearinghouse. The Clearinghouse will contain information about faculty careers, including a wide range of policy examples and issues. In the same way that Designing and Implementing Family-Friendly Policies in Higher Education *presents research about and specific sample policies regarding work-life issues, the Clearinghouse will provide examples and links to various other types of policies that affect faculty.*

We ask for your help. Our intent is to make the Clearinghouse a central location for sharing information and resources. In order to do so, we need assistance from institutions across the country. Please let us know about policies at your institution. You can email hyperlinks to policies, send us printed materials, or contact us to encourage us to pursue leads of which you are aware.

Our email address is acadclearinghouse@umich.edu

Nondiscrimination Policy Statement

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex*, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504 Coordinator, Office for Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734-763-0235, TTY 734-647-1388. For other University of Michigan information call 734-764-1817.

*Includes discrimination based on gender identity and gender expression.

B M C   M E D I A

University of Michigan

Northern Brewery Office
1327 Jones Drive Suite 104
Ann Arbor MI 48105

UM Campus Mail
BMC/NBB Box 0715

T 734 998 6140
F 734 998 6150
www.bmc.umich.edu

Graphic Design

Illustration

Web Development

Video

Artist	**Brett Wilson**	Job Name	**CVC Booklet**
Client	**Jeanne Miller**	Job No.	**197992**
Due Date	**ASAP**	Quantities	
Today's Date	**5/1/06**		

P R I N T   A P P R O V A L   F O R M

Please check the proof carefully for spelling, contact information, and anything else that may need attention. Your close attention to detail will help ensure your satisfaction. BMC is not responsible for errors not corrected on the proof. Electronic PDF proof files are intended to allow for proofing of content, placement and relative color only. Colors viewed electronically (on screen) will NOT accurately represent the color(s) of the final printed product.

○ Approved. No changes. Proceed to printer.

○ Make corrections and provide revised proof.

○ Approved with changes as marked.

I assume full responsibility for any costs associated with errors not marked on this proof. Failure to sign, date and return this proof form to BMC will delay meeting your deadline.

Signature

Date