WORK-LIFE BALANCE TASK FORCE FINAL REPORT August 31, 2008

I. BACKGROUND

The success of the University of Chicago's effort to recruit, retain, and cultivate the best faculty, students, and staff increasingly requires institutional recognition of the demands and challenges that arise from our lives outside the University. Current and prospective members of our community have come to expect that the University will provide some measure of assistance to individuals as they strive to meet these demands. As an institution, it is important that we respond appropriately and equitably to this expanding area of responsibility. For this reason in the fall of 2007 Deputy Provost Ken Warren and Associate Provost Mary Harvey recommended to Provost Thomas Rosenbaum that a Task Force be formed to examine the current state of University policies and practices in light of the efforts being undertaken at peer institutions to better accommodate the current work-life needs of our faculty and staff.

Provost Rosenbaum accepted the recommendation and asked Warren and Harvey to convene a Task Force to assess the University's response to the demands of work-life balance and to make recommendations concerning policies, practices, and programs that would enhance the ability of members of the University community to function productively in both their professional and personal lives. Task Force membership included faculty and other academic personnel, a graduate student and a post-doctoral fellow, and members of the staff, in recognition of the sometimes differing needs of each of these groups.

II. ORGANIZATION OF WORK

The Task Force met ten times between 28 January and 26 June 2008. The initial meetings involved a general discussion of the topic areas and of the particular circumstances of the various institutional populations on which we would focus our attention. At these first meetings we shared information on University policies and procedures along with an overview of best practices at other institutions, written by Elizabeth Terrien, a graduate student assistant. The remaining meetings focused on the development of specific recommendations with respect to dependent care, flexible time, and dual-career couples. When available, model programs/policies were distributed to Task Force members (See Appendix II).

III. DEPENDENT CARE RECOMMENDATIONS

Dependent care demands are inevitably central to any discussion of work-life balance. No other life circumstance so critically affects productivity. Accordingly, the Task Force focused more time on this topic than any other. Although we have not ranked recommendations in order of importance, we believe that a failure to address the care-giving needs we have identified will signal a lack of institutional commitment that will dishearten current employees and, over time, diminish our competitiveness.

The Task Force reviewed policies, practices, and programs of peer institutions along with our own care-giving resources (see Appendix II). Associate Provost Ingrid Gould reported on the history and current state of the University's support for child care. The Task Force also noted the increasing burden of elder care in contemporary society. Our sense was that we must be more aggressive in developing support structures for all of our employees, particularly those in the early stages of their careers.

Recommendations

Establish an on-site child care facility. The long-expressed desire for a campus-based child care facility should be met. The need for such a facility is particularly acute for faculty and staff within the Medical Center, who have little flexibility in their schedules and are often in the clinic far into the evening. On-site care for ages zero to three is particularly valuable since close proximity to the workplace will allow working parents easy access to their babies throughout their workday.

Further support the existing Child Care Initiative sites, such as Baby PhD, as well as the Family Resource Center. In 2006 the University introduced its Child Care Initiative, a partnership with three organizations providing child care services. These diverse care options, available throughout greater Hyde Park and offered at a range of prices, have proven a great success with faculty, staff, and students. Need outstrips current supply. We encourage the University to work in partnership with the providers to expand the number of slots available. We want to emphasize, however, that increasing the capacity of our Child Care Initiative partners will not obviate the need for an on-site childcare facility, nor will establishing an on-site facility make it unnecessary to increase the number of childcare slots in greater Hyde Park. The varied needs of University employees and students require that we pursue both strategies.

Institute dependent care awards for career advancement. A faculty career today requires active participation and networking in venues beyond campus, including scholarly conferences, editorial board meetings, etc. Participation in such events can place a particular burden on faculty with care-giving responsibilities. We recommend creation of a small grant program (perhaps \$500 annual per person maximum) to support expenses incurred in care giving for dependents of junior faculty when those faculty are engaged in career advancing activities ranging from conference participation and professional dinners to field work. Allowable expenses would include travel for a care giver, care giving at remote sites, or care giving at home while the parent is away. The application and review process for these grants should be kept simple and quick.

Revise the Stop-the-Clock policy for junior faculty members. The University's present stop-theclock policy may be invoked only once and then only on the written request of the faculty member. On the one hand, this policy fails to recognize that one or more additional newborns add to a family's care giving responsibilities. On the other, making the policy available only upon request discourages some faculty members from availing themselves of this benefit out of a fear their departments may frown on extending the tenure clock. We recommend removing the present limit on the number of stop-the-clock extensions and making application of this policy automatic for all junior faculty members with new infants, with an "opt-out" opportunity. Departments should be informed that a faculty member's decision either to take the stop-theclock provision or to opt out must not be a factor in assessing scholarly productivity for renewal or promotion to tenure. Outside reviewers should be likewise instructed.

Amend the provisions of the 3Q Parental Leave/4Q Maternity Leave policies to provide more relief to faculty in lab-based sciences. The University's 3Q Parental Leave policy, applicable to all faculty except those in the BSD, permits one course reduction for those teaching three or more courses per year. The 4Q Maternity Leave policy has no provision for course relief. Both permit up to twelve weeks of leave. Faculty who direct laboratories, however, are generally not able to take advantage of the leave provision because their experiments cannot be suspended. At the same time, because annual teaching expectations for most faculty in the lab-based sciences are fewer than three courses, they also do not enjoy any course relief. In order to address this paradoxical flaw in a policy intended to provide some relief to new parents, we recommend that faculty in the lab-based sciences who have new infants be granted relief from teaching one course. This change would provide some parity between laboratory and non-laboratory based faculty.

Implement a backup dependent care program. When emergency situations involving dependents arise, our employees must frequently leave work. Other institutions are addressing this problem, and keeping employees on the job, by engaging outside backup care providers. We recommend that the University do the same and retain a professional emergency/backup care service. Faculty and staff would be eligible for backup care support when they experience temporary disruptions in their child, adult, or elder care-giving arrangements that would otherwise prevent them from fulfilling work obligations. The use of the service would appropriately have an annual hourly limit. This subsidized, short-term assistance should be available 24 hours a day, within or outside of the home.

Subsidize graduate student/postdoctoral researcher childcare. Women and men in the final years of academic preparation generally do not have the income to pay for full-time childcare. Trying to provide this care themselves slows productivity and can lead women, in particular, to drop out of their programs. We believe that a subsidy for childcare at this critical time would speed progress toward degree completion and quite possibly keep more women on track to positions in their chosen fields.

IV. FLEXIBLE TIME RECOMMENDATIONS

Enhanced care-giving programs and policies alone do not adequately address the sometimes excessive personal responsibilities that may occasionally confront our faculty and other academic personnel. The 2006 Survey of Faculty Climate revealed that a quarter of the faculty report having "far too many" work commitments. Though it is difficult to know how and when the University ought to provide support, the Task Force encourages a consideration of measures to assist faculty and other academic personnel to achieve both their personal and work goals. Examples of approaches taken at other institutions will be found in Appendix II.

Recommendation

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Consider a policy permitting temporary part-time faculty appointments in special circumstances. Intense intellectual engagement is a core value of our University. While this

value is generally best served by requiring full time faculty appointments, in exceptional personal circumstances, the full-time requirement can be counterproductive. For example, when a faculty member's dependent care responsibilities are particularly great, a full teaching and administrative load can lead to a loss of research productivity, weaker classroom performance, or diminished collegiality. The committee believes that some provision for less than full-time status on a temporary basis can allow a faculty member to remain professionally engaged and productive during periods when personal responsibilities are particularly demanding. Accordingly, the Task Force recommends that the University permit deans to recommend to the Provost part-time status if requested by faculty or other academic personnel, junior and senior. Such status should be for a predetermined temporary period of time. We would expect that the salary of an individual in part-time status would be proportionately reduced and that benefits would be maintained to the maximum extent possible. We urge that the University contribution for the Laboratory Schools Benefit and the Faculty Children's Scholars Plan remain unchanged.

V. DUAL CAREER RECRUITMENT RECOMMENDATIONS

Faculty participating in the 2006 Survey rated "opportunities for spouse/partner" among the top five factors in their decision to accept an offer or to remain at Chicago. To understand better the dimensions of the dual-career couple issue, the Task Force invited the University's new Relocation Director, Phyllis Brust, to report on her experiences working with partners and spouses as well as on our policies in comparison with those of other institutions (see model programs of other institutions in Appendix II). We were surprised by the number of requests for assistance she had received in only four months on the job and concerned by the difficulty of finding appropriate placements. The University's success at recruiting and retaining faculty and staff will increasingly depend on the success of the Relocation Director's efforts and on our ability generally to develop programs to meet the employment needs of spouses and partners.

Recommendations

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Facilitate the recruitment of dual-career couples through the provision of "bridge funding" for partner employment at the University. Dual-career hiring is an issue of concern to institutions across the nation and the cause of many failed recruitments. The problem is exacerbated when both partners are academics, a situation more frequent among women than men. Regardless of whether or not the partner is an academic, the University is seen as the employer of choice for many accompanying partners. Clearly the University does not have the capacity to absorb all faculty partners, nor should units be urged to hire individuals who do not meet the University's standards for excellence. Frequently, however, financial reasons lead units to demur from hiring qualified partners in whom they are interested. The Task Force believes that in order to remain competitive with peers the University should develop a program to assist units to hire qualified partners. The program might provide full or partial salary for some period between one and three years. We would recommend that the positions qualifying for support be flexibly defined to include post-doctoral, academic, and staff positions. Such a program would give faculty partners time to establish their credentials with a hiring unit or, alternatively, find permanent employment elsewhere in the city. This bridge funding would strengthen our workforce even as it demonstrates to those individuals we seek to recruit that we will go the extra mile to ensure their satisfaction at Chicago.

Provide appropriate support for the Relocation Office. Though the position is new, the Relocation Director reported to the Task Force that demand for her assistance in locating jobs for faculty partners is high. We urge the University to continue this service and provide whatever additional resources may be needed in order for the office to support fully not only partner job searches but the entire process of transition to the University community. This initial assistance to our new recruits can be a crucial factor in their long-term satisfaction with their lives and careers at Chicago.

VI. ADDITIONAL RECOMMENDATIONS

Implement annual analysis of distribution of faculty teaching and service obligations. Ours is a culture that places great demands on our faculty in terms of teaching and service as well as research. Many faculty members report that teaching and committee assignments are inequitably distributed. There is, however, no consistent University-wide practice of tracking an individual faculty member's service obligations on an annual basis. We recommend that department chairs and deans annually undertake an assessment of the teaching loads (e.g. type of course) and service work (e.g. departmental committees, interdisciplinary committees, and university committees) of each member of their faculty. Such information can inform discussion about distribution of work among faculty colleagues and salary setting. Ultimately, these data may be the basis for developing unit guidelines on, for instance, the appropriate limits of service obligations for junior faculty.

Better Publicize the Staff and Faculty Assistance Program. Task Force members were, in general, surprised to learn of the variety of services available through the Staff and Faculty Assistance Program to help with family, financial, legal, emotional, and substance abuse issues. We recommend that information on this valuable but underutilized program be more regularly and effectively shared with employees in general and, in particular, with managers and department chairs, who have a role in advising staff needing assistance.

Consider creation of a staff position or office to develop programs and provide information on work-life resources. As Appendix II indicates, many institutions have individuals or offices dedicated to developing programs, providing information, and assisting employees with work-life issues. We encourage the University to consider doing likewise.

Improve communication of work-life resources. A recurring motif in the discussions of the Task Force was the difficulty of knowing what the University's policies are, finding information on staff support programs, and figuring out whom to contact for assistance. By contrast, many of our peer institutions make it easy for staff to find information on work-life programs through well-designed websites, brochures, and resource offices. Although the University's support of work-life balance is far stronger than most of our staff realize, our failure to communicate effectively causes us to appear not only indifferent to work-life balance issues but also less supportive than some of our peers. We recommend that the University develop a coordinated communications plan to inform current and prospective employees about our work-life policies and practices. This will be especially important as new programs are launched in response to this report.

VII. Conclusion

Attention to work/life balance issues is no longer optional for an institution whose success depends on the creativity and productivity of its employees and students. Effective and supportive work/life policies and practices are not only necessary to attract to the University top candidates at all levels, but are also fundamental if we want members of this community to make the University their home and to perform at their best. The recommendations in this report are intended to help the University of Chicago respond to this challenge by fortifying those areas where gaps currently exist, and by making it easier for the University's employees and students to avail themselves of the appropriate policies and programs when additional support is needed. We believe this is a strong set of recommendations that will place the University among the most employee-friendly educational institutions in the nation.

COMMITTEE MEMBERS

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APPENDICES

I. LIST OF PEER INSTITUTIONS USED FOR BENCHMARKING

Columbia University Cornell University Harvard University Princeton University Stanford University University of California, Berkeley University of Michigan Yale University

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II. MODEL PROGRAMS AT PEER INSTITUTIONS

A. DEPENDENT CARE

Child Care Facilities

Cornell: In fall 2008 Cornell will open a new child-care center with space for 158 children, ages 6 weeks to 5 years, of Cornell staff, faculty and students.

Stanford: There are six children's programs on the Stanford campus that can serve approximately 650 children in either a full-time, part-time, nursery school, or combination schedule. All six programs offer quality early childhood education and care, and are accredited, or seeking accreditation, by the National Association for the Education of Young Children. Accreditation sets quality of care standards that exceed state licensing and are a benchmark for programs of excellence.

Travel/Research Care Giver Financial Assistance

Harvard: An expansion of the Dependent Care Fund for short-term professional travel enables junior faculty to receive up to two awards per academic year to finance dependent care travel when attending conferences and professional meetings.

Princeton: Dependent care assistance is available for professorial rank faculty members attending professional development events such as academic conferences. Awards from the fund may be used for dependent care at a conference or at an alternative location (including at home), and may include those expenses incurred in transporting a caregiver. Eligible members of the faculty may submit more than one request (and receive more than one grant) within a given academic year, up to a net (post-tax) maximum of \$500 in funding per academic year.

Stanford: Stanford offers junior faculty a taxable grant for qualified dependent care expenses incurred when traveling to attend professional meetings, conferences, workshops and professional development opportunities, or to conduct approved research or scholarship. The grant will be funded at a level intended to provide full compensation for reasonable and approved expenses, up to a maximum of \$500 post tax per year. Awards may be used for either child or adult dependent care, for:

- Care at an alternate location (including at home) for after hours care while you are away.
- Reasonable dependent care expenses over and above the costs, if any, that you would normally incur for care here, if your dependent must travel with you.
- Duplicate care, i.e., dependent care at a conference or research site if you must continue to pay to preserve dependent care space or coverage here.
- Travel expenses for a caregiver.

Backup Care Programs

Columbia: Backup Care Program entitles full-time officers to 100 hours of care for their loved ones anywhere in the country when normal arrangements are disrupted. The cost is \$2/hour per child at specific child care facilities and \$4/hour for up to three people requiring in-home care.

Harvard: Faculty and staff may be eligible to use one or all of Harvard's Emergency/Backup Care benefits. Employees may use these service when they need to be at work and their regular child care is unavailable: When your regular caregiver or stay-at-home spouse is ill or temporarily unavailable, when you are between child care arrangements, when your child's regular day care center, school or after-school program is closed, to ease transition back into a regular work schedule when returning from leave, to accommodate changes in flexible work arrangements, and other situations where back-up care is required. Harvard has contracted with Parents in a Pinch, Inc. (PIAP), to provide emergency/backup in-home back-up care services for child care and adult care. Service is available to benefits-eligible faculty, administrative and professional staff, support staff in HUCTW, non-bargaining-unit support staff, and postdoctoral fellows. In addition, Harvard participates in a Back-Up Care Advantage Program which provides center-based back-up child care. Both of these services charge \$15 per hour. However, 75 hours are subsidized per academic year for faculty and staff.

Princeton: Faculty members are eligible for Backup Care Options when they experience temporary disruptions in their child, adult, and elder care-giving arrangements that would otherwise prevent them from fulfilling work or study obligations. These options provide up to 100 hours of subsidized backup care per calendar year. The care can be requested for anyone for whom the faculty member is responsible, including children, spouses and partners, parents and grandparents; the person for whom backup care is requested does not have to live with the faculty member. This program is managed by Work Options Group, which has an exclusive network of licensed in-home and center-based care providers in all 50 states and Canada. Backup Care Options is available 24 hours a day, 365 days a year, for infants through the elderly. Because the University is underwriting the cost of this program, the co-pay is \$4 an hour for inhome care (for up to three dependents) and \$2 an hour per child for center-based care.

Student Child Care Support

University of Michigan: The U-M Child Care Subsidy Program provides up to \$3,630 per academic year for undergraduate or graduate students with one child who meet application and financial guidelines (award amounts increase significantly if applicants have more than one child, and spring/summer half-term awards are also available).

Princeton: The Student Child Care Assistance Program provides assistance to eligible graduate and undergraduate students with pre-kindergarten children to help them meet the cost of child care. The grants are based on household resources, and can be used to pay for a wide range of possible arrangements, from in-home care to licensed day care centers. The maximum grant for one eligible child is \$5,000; an additional grant of up to \$5000 is available for a second eligible child. Only one grant is available per eligible child. For tax purposes, these grants are treated as additional stipend income for graduate students or non-tuition scholarships for undergraduates, and may be subject to state and federal tax.

B. FLEXIBLE TIME

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Columbia: Full-time faculty who are primary caregivers of a child under the age of nine may be eligible for a part-time (50%) career appointment, during which they retain full-time status, benefits, and privileges; work 50% time and receive 50% of their 9-month salary.

Yale: Part-time Appointment to the Ladder Ranks of Assistant Professor, Associate Professor, and Professor are permitted. The primary purpose of allowing part-time appointments to the ladder ranks is to accommodate persons whose pressing personal or professional responsibilities cannot be adjusted to full-time appointments at the University. For positions with tenure (and in the School of Medicine, positions held on a continuing basis) part-time appointments are permitted only in exceptional circumstances and only for a limited period of time. The proportion of time designated in a part-time appointment applies to the full range of faculty responsibilities, including committee work and other administrative obligations.

Stanford: University policy allows appointment of faculty members at any rank on a part-time basis, although such appointments are in general discouraged because a large number of part-time appointments within any one department could weaken its academic program. The University does look favorably, however, upon family-related needs as a possible justification for granting temporary reductions from full-time to part-time status, such as when the part-time status is expected to exceed the limit of permitted leave.

C. DUAL CAREER RECRUITMENT

The following peers have staff assigned to assist dual career couples or have full-fledged dual career offices: Cornell (<u>www.ohr.cornell.edu/contactHR/rec/dualcareer.html</u>), Harvard, Princeton, Stanford, University of Michigan (<u>http://www.provost.umich.edu/programs/dual_career/index.html</u>), and Yale.

To the best of our knowledge, none of the peer institutions used as benchmarks have standard programs/policies on bridge-type programs, but most report that they provide such funding on a case-by-case basis. Among the public institutions that have established programs for partner hiring are:

University of Illinois (<u>http://www.provost.uiuc.edu/communication/08/Comm08.pdf</u>) University of Wisconsin (<u>http://www.provost.wisc.edu/dual-career/</u>)

D. OTHER

Work-Life Offices/Webpages

Berkeley: http://hrweb.berkeley.edu/jobs/whywork/balance.htm Columbia: http://www.hr.columbia.edu/hr/misc-pages/work-life/ Cornell: http://advance.cornell.edu/worklife.html Harvard: http://employment.harvard.edu/benefits/worklife/ Harvard Medical School: http://www.hms.harvard.edu/hr/owf.html Princeton: http://www.princeton.edu/dof/policies/family_friendly/ Stanford: http://worklife.stanford.edu/ University of Michigan: http://www.hr.umich.edu/worklife/ Yale: http://www.yale.edu/hronline/worklife/

III. Overview of Work-Life Policies and Resources (at the University of Chicago)

A. **Policies Affecting Faculty**

1. Absences & Leaves

- Academic Leaves of Absence •
- Maternity Leave for Four-quarter (BSD) Appointments •
- Parental Leave for Three-quarter Faculty Appointments / Rearrangement • of Teaching Duties
- Child Care Leave and Care Giver's Leave (FMLA) ٠
- Family and Medical Leave Act (FMLA) •
- Policy on Faculty Sick Leave and Long Term Disability •
- Stopping the Clock on Tenure Review 2.
- 3. Clinical Educator (BSD) Reduced Effort Policy

B. **Policies Affecting Other Academic Personnel**

1. Leave of Absence

- Maternity Leave for Four-quarter (BSD) Appointments •
- Child Care Leave and Care Giver's Leave (FMLA) •

C. Policies Affecting Non-Union Staff

310 - Flexible Work Options	08/04/05
401 - Dependent Coverage	05/17/04
402 - Counseling Service/Staff and Faculty Assistance Program	07/16/04
504 - Jury Duty	05/17/04
505 - Voting	04/01/04
506 - Bereavement Leave	10/13/04
508 - Personal Leave of Absence	07/27/06
509 - Vacation	12/01/06
511 - Personal Holidays	08/04/05
512 - Sick Leave	<u>05/11/05</u>
513 - Short-Term Disability	06/27/03
514 - Long-Term Disability	08/01/06
517 - Leave of Absence for Active Military Service	02/19/03
518 - Military Reserve Training Leave	07/16/04
521 - School Visitation	<u>11/28/05</u>

522 - FMLA Policy

09/12/07

D. <u>Work/Life Programs Applicable to Faculty, Other Academic Personnel and</u> <u>Non-Union Staff Employees</u>

1. <u>Staff and Faculty Assistance Program (SFAP)</u>

The SFAP is a confidential service designed to help in connection with personal problems. For details:

- <u>Who Provides SFAP Services</u>
- Who Can Use the Program
- <u>Issues SFAP Can Help Address</u>
- How SFAP Works
- <u>Confidentiality</u>
- How to Seek Assistance
- Cost of the Program

2. <u>Elder Care Consultation/Referral</u>

The University provides employees, retirees and family members an elder care referral service designed to assist in making elder care arrangements. The University provides the referral service at no charge, but the individual user is responsible for the elder care services that are used. For details:

- <u>Who Can Use This Service</u>
- Services Provided
- Types of Questions This Service Can Help With
- <u>Contact Information</u>

3. <u>Long-Term Care Insurance</u>

Long-Term Care Insurance is available to University employees as well as their spouses, parents, and parents-in-law through John Hancock. Coverage can help offset the cost of nursing home care, home health care, and adult day care. Participants receive a 10% discount off premiums (but cannot pay via payroll deductions).

http://hr.uchicago.edu/benefits/spds/ltc/

4. <u>Children's Activities on Campus</u>

The Laboratory Schools, Smart Museum, and Gerald Ratner Athletics Center offer a variety of programs for University employees' children:

- <u>University of Chicago Super Summer Sports Camp</u>
- <u>University of Chicago Swim School</u>
- Laboratory School Summer School
- Laboratory School Athletics
- <u>Summer Lab 2006</u>
- <u>Smart Museum</u>

5. <u>Childcare Resources</u>

The University's latest effort - the Childcare Initiative – is designed to enable licensed childcare providers to create or expand their capacity to care for infants and toddlers for employees and community members in Hyde Park. The childcare resources are:

- <u>\$1M Childcare Initiative In the Know (May 2006)</u>
- <u>Childcare Initiative Flyer</u>
- <u>Childcare Referral Program</u>
- <u>Choosing Childcare</u> Tips from Action for Children

6. <u>Qualified Transportation Program (QTP)</u>

Under the QTP, participants are able to pay for certain commuting expenses with tax-free dollars. All benefits-eligible employees may participate in the QTP. Participation in the program is voluntary. There are different components to the QTP from which to choose based on how a participant commutes to work.

http://hr.uchicago.edu/benefits/spds/transportation

7. <u>Presentation of Work-Life Balance Benefits at UHRM Web-Page</u>

This is how UHRM presents its menu of work/life balance polices and resources (you may click on the particular benefit/service to go directly to the web page):

	The University Benefits		go		
HR Home 🔪 Sea	rch Sitemap	Forms	Contacts	Publication	is Help
Benefits Home					
Summary of Benefits					
Changes 2008					
Contribution Rates					
Work/Life					
Moving					
Disabled					
Death					
Marriage/Partnership					
Separation/Divorce					
Birth/Adopt/Guardian					
Child Turns 23 Spouse/Partner Job					
Parents Need Care					
Dependent Dies					
New Univ Job					
Univ/Hospital Transfer					
Full/PT Status					
Leave of Absence					

Univ App. Ends
Leave University
Retirement