

Report of the Committee on Work and Family Issues

June 2009

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REPORT OF THE COMMITTEE ON WORK AND FAMILY ISSUES

May 2009

EXECUTIVE SUMMARY

The Committee on Work and Family Issues was created by agreement of the Rutgers chapter of the American Association of University Professors/AFT and the Rutgers University administration to “research and make recommendations regarding child and family care issues for all members of the University community, including faculty, staff and students.” The committee was asked to 1) determine the work/life needs and concerns of the University community; 2) examine what other public universities, particularly those that are members of the AAU, offer in the way of family-friendly policies and practices; 3) evaluate which of these policies or practices are the “gold standard” for a university such as Rutgers; and 4) recommend new policies and practices or adaptations of current policies and practices that are feasible in the short term and achievable in the long term.

The committee collected information and developed recommendations in seven areas: child care, elder care, faculty tenure-track policies and practices, student issues, work flexibility issues, wellness issues, and strategies for ensuring that deans, directors, and supervisors understand and support Rutgers’ current and future family-friendly policies and practices. It also developed a suggested plan for communicating Rutgers’ current and new work/life policies. Finally, the committee developed a series of overarching recommendations.

General Recommendations for Improving Work/Life Balance for Rutgers Students, Staff, and

Faculty

1. Create a standing Work/Life Advisory Committee for ongoing review of policies and practices. A key goal will be to identify ways to maintain a university environment that will lead to effective recruitment, retention, and advancement of faculty, staff, and graduate students.
2. Create a recruitment brochure that highlights the University's family-friendly policies. A good example includes the University of Michigan brochure for faculty.¹
3. Create the position of work/life coordinator who is charged with ensuring that faculty, staff, and students are aware of Rutgers' work/family policies and are able to utilize them effectively. This coordinator would also be responsible for working with the academic and administrative vice presidents to ensure that deans, directors, and supervisors promote University work/life policies. The work/life coordinator would also convene regular meetings of all on-campus daycare providers.
4. Engage in continuous education for deans, directors and supervisors, which include addressing issues and practices that discourage faculty, students and staff from using work/life benefits to which they are entitled.

¹<http://www.provost.umich.edu/faculty/family/FamilyFriendlyBrochure.pdf>

Specific Recommendations

A. Child Care

Short-Term Recommendations:

A-1. Designate a child care coordinator to elevate the quality and quantity of information collected and provided to the Rutgers community.

A-2. Create a central child care website for each of the three Rutgers campuses, with all relevant information, prominently linked to a central work/life page, and all top-level pages for faculty, staff, and students, University Human Resources, and elsewhere.

A-3. Work with existing on-campus providers to ensure that they remain available to the Rutgers community. The Pine Grove Cooperative Nursery School in particular has been forced to plan for departure from the Busch Campus. Rutgers should try to keep them on campus. Douglass Psychology Child Study Center should be allowed to expand, possibly to provide infant care, if space in Davidson Hall (or elsewhere) becomes available when the Philosophy Department is moved.

A-4. In planning for any new daycare facilities, the University should coordinate with existing daycare facilities to take advantage of potential partnerships and to coordinate child care services.

A-5. Create networking tools for Rutgers parents – a babysitter referral service, a support group, a listserv for communication.

A-6. Designate areas where parents can nurse, change, or otherwise deal with the needs of their infants on all campuses.

A-7. Form a child care committee (or subcommittee of a larger work/family committee) to create, maintain, and monitor information and support services.

A-8. Investigate grant opportunities to provide support for child care.

Long-Term Recommendations:

A-9. Expand child care on all campuses. While we believe that on-campus centers, run by Rutgers or by non-profit entities are the best model to provide quality care, the possibility of a public-private partnership should be explored. Child care cannot be improved by a one-size-fits-all approach. Existing centers should be preserved and expanded, and new centers should add capacity and options. A diverse range of educational and day care options should be offered. Different families will want different educational styles, different care giving schedules, and so on.

A-10. Create facilities for infant care from 6 weeks to 2 years, readily available on all campuses. Our research indicates that this is the largest unmet need.

A-11. Create programs that will offer flexible enrollment options, allowing children to enroll for selected days of the week, in support of faculty and student schedules.

A-12. Provide emergency backup care and sick child care.

A-13. Provide subsidies and scaled tuition options to support staff and students on lower incomes.

A-14. Create after school and summer programs for children from ages 5 to 12.

A-15. Consider offering subsidies to faculty and staff that prefer to use off-campus child care facilities near their homes rather than on campus.

B. Policies for Recruiting and Retaining Tenure-Track Faculty

Short-Term Recommendations:

B-1. Educate faculty and administrators on a regular basis about policies available and the need to create environments in which tenure-track faculty feel safe to use the policies. Develop

procedures to address any actions that discourage faculty from using benefits; create a system of accountability for promoting and enforcing policies.

B-2. Give tenure-track (but not yet tenured) faculty more flexibility in setting their teaching schedules.

B-3. Limit the number of departmental and University-wide committees a tenure-track faculty member is required to serve on per year.

B-4. Include information about work/life policies in the orientations for new tenure-track faculty.

B-5. Provide tenure-track faculty with mentors for advice on work/life issues. This is particularly important for women faculty, whom research shows bear the brunt of childrearing responsibilities during their probationary years.

Long-Term Recommendations:

B-6. Address the issue of flexible tenure options, such as creating part-time tenure-track positions, using the appropriate venues.

C. Student Issues

Short-Term Recommendations:

C-1. Develop a website collecting information on child care relevant to student parents, ideally as part of a comprehensive student parent website. As the needs and circumstances of graduate and undergraduate student parents are often quite different, two websites addressing the specific needs of these groups separately would be ideal.

C-2. Assign a staff member in a dean's office or University Human Resources to research alternative sources of financial assistance for child care for student parents.

C-3. Reserve some slots at on-campus daycare centers for student parents; give students the same priority as faculty and staff.

C-4. Subsidize the child care fees for children of students at on-campus child care centers, regardless of the number of children in the family.

C-5. Consider granting an automatic extension of academic deadlines, departmental requirements and academic milestones for GAs and TAs who become parents.

C-6. Consider providing regular funding and benefits during the additional term.

C-7. Develop a general set of leave of absence policies for all graduate schools to provide standard guidance for the faculty, students and staff in the event of anticipated leave, regardless of in which graduate school this will occur.

Long-Term Recommendations:

C-8. Offer subsidies to cover a portion of the annual health insurance premium for graduate fellows and/or their eligible dependents, which is a hefty expense for a family on a graduate student's salary.

C-9. Compress the health insurance plan to a two-level system such that the basic package offers more services (than the current \$5,000/condition maximum) and the benefits offered by the highest package (currently \$250,000/condition maximum) are reduced.

C-10. Add a prescription benefit plan for graduate students.

C-11. Restructure the benefit system for graduate students to provide equivalent benefit amounts irrespective of the type of medical condition.

C-12. Make the student health insurance premium for family coverage the same.

C-13. Partner with UMDNJ to offer reduced dental and/or vision services in their teaching clinics. In addition to providing a patient base for a local teaching institution, such a partnership would allow graduate students and their families to acquire needed care that they would otherwise forgo until their graduate studies are over.

C-14. Provide more online course options for students to reduce the amount of time they need to spend on campus.

D. Elder Care Issues

Short-Term Recommendations:

D-1. Review and revise the current Rutgers website information on elder care to incorporate the best design features and content of websites of peer institutions.

D-2. Improve the dissemination of information on elder care.

D-3. Establish support groups for employees involved with caring for elderly parents.

D-4. Appoint a task force or working group that could focus on bringing in elder care informational programs for faculty and staff on topics such as Medicare/Medicaid; financial planning; assisted living resources, etc.

Long-Term Recommendations:

D-5. Research the cost of providing back-up care. Consider making this part of a cafeteria-style benefit plan that employees would select or not as their needs dictated.

E. Work Flexibility

Short-Term Recommendations:

E-1. Provide supporting resources and tools directed towards managers and supervisors for the usage of University Policy 60.3.14 *Overtime and Alternative Work Arrangements for Regularly*

Appointed Staff. Make such tools available on the University Human Resources website, with a corresponding link on the actual policy under “Related Documents.”

E-2. Increase manager and supervisor awareness of the aforementioned policy via web, training programs, and interactions with HR Consultants and other appropriate University Human Resources staff.

E-3. Convene a small group of representatives from University Human Resources, Academic Labor Relations, Risk Management and Insurance, and the Office of Information Technology to explore the feasibility of developing a telecommuting policy for staff and faculty.

Long-Term Recommendations:

E-4. Discuss the feasibility of job sharing policies, taking into consideration the impact on collective bargaining agreements, staff classifications, and departmental budgets.

E-5. Explore the feasibility of offering comprehensive benefits to regularly-salaried (Type 1) faculty and staff whose percentage of work time is less than 100 percent but more than 50 percent.

F. Wellness Issues

Short-Term Recommendations:

F-1. Initiate programs on smoking cessation.

F-2. Begin a wellness newsletter created by University Human Resources

F-3. Provide an online health assessment service that would provide employees with personalized assistance in dealing with their own or their family members’ health conditions.

Long-Term Recommendations:

F-4. Develop and offer free fitness classes and pedometer walking programs for employees.

F-5. Provide services such as holistic and alternative therapies (e.g., meditation or acupuncture), as well as coaching services through a third-party online portal for individual coaching on issues such as weight loss, smoking cessation, or personal counseling.

G. Education for Deans, Directors, and Supervisors

Short-Term Recommendations:

G-1. Create a website that pulls together all the family-friendly policies that the University now offers for easy accessibility and to promote policies to the community.

G-2. Encourage deans and other administrators to link to this new Rutgers website from their school or unit website.

G-3. Include education about family- friendly policies in all educational programs for new deans, department chairs, faculty, staff, and graduate students; share examples of policy implementations or barriers to implementation at faculty and/or chairs meetings to support positive culture change.

G-4. Recognize October as National Work and Family Month with activities such as panel discussions, speakers, a conference or Work and Family Fair with vendors, and an annual address from the President of the University or the chair of the Work/Life Advisory Committee.

G-5. Incorporate work and family friendly criteria for President's Recognition Program awards.

Long-Term Recommendations:

G-6. Add a section on work/life benefits in a faculty handbook.

G-7. Develop a series of on-line workshops that discuss common work/life issues deans, directors, and supervisors might experience and how to use policies and advise faculty and staff thoughtfully in response to these issues.

REPORT OF THE COMMITTEE ON WORK AND FAMILY ISSUES

May 2009

Introduction

The Committee on Work and Family Issues was created by agreement of the Rutgers chapter of the American Association of University Professors/AFT and the Rutgers University administration to “research and make recommendations regarding child and family care issues for all members of the University community, including faculty, staff and students” (see Appendix A). Twenty-seven individuals, representing faculty, staff, students, and administrators, were asked to serve on the committee (see Appendix A for committee membership). President Richard L. McCormick and Executive Vice President Phil Furmanski convened the committee on April 28, 2008 and asked it to: 1) determine the work/life needs and concerns of the University community; 2) examine what other public universities, particularly those that are members of the AAU, and some private AAU members as well, offer in the way of family-friendly policies and practices; 3) evaluate which of these policies or practices are the “gold standard” for a University such as Rutgers; and 4) recommend new policies and practices or adaptations of current policies and practices that are feasible in the short term and achievable in the long term. A grid showing which AAU members have specific work/life policies is attached as Appendix B.

The committee members identified seven areas of relevance to work/life matters, and divided into subcommittees to collect and analyze information and to develop preliminary recommendations. The subcommittees were: child care, faculty tenure-track policies and

practices, student issues, elder care, work flexibility issues, wellness issues, and strategies for ensuring that deans, directors, and supervisors understand and support Rutgers' current and future family-friendly policies and practices.

The full committee met eight times to discuss the progress of the subcommittees and to plan for collecting information from the Rutgers community on work/life concerns and preferences. Although the committee had initially planned to conduct a survey of the entire University community, the committee's schedule did not permit the survey to be completed and administered in time for the results to be used to inform the final report. Therefore, six focus group sessions were conducted with faculty, staff and graduate students on the Camden, Newark and New Brunswick campuses in order to identify concerns and suggestions from these constituencies. Ideas generated by these focus groups are attached as Appendix C.

This report is divided into eight sections, with a ninth section containing the overall recommendations of the committee. Each section addresses four issues:

1. Resources already available at Rutgers University for this subarea of work/life.
2. Best practices at other AAU institutions or elsewhere.
3. What the University could do reasonably quickly and inexpensively in the next 12 months.
4. What the University should consider doing over the next 3-5 years if resources permit.

A. Child Care Issues

Resources for Child Care Available at Rutgers:

While there are child care options available to the Rutgers community, the University does not present its offerings in a consistent or coherent manner, and is lacking some important child care services that are present in Rutgers AAU peer institutions.

Educating the Rutgers community about child care options begins with the internet, but there is little web visibility for child care on the Rutgers website. Searching for child care at the main page does lead to University Human Resources' list of child care centers for the New Brunswick/Piscataway Campus, but the "Day Care" link on the UHR website leads to a page describing the Employee Discount program. The list of child care centers also links to a Newark Campus page maintained by the Child Care Committee on the Newark campus. There is no high level page at UHR or elsewhere that describes child care options in a larger context, nor is child care linked to other work/life concerns. Focus group participants frequently mentioned the lack of visibility and the difficulty in accessing information about existing child care services on the web.

Actual child care offerings vary greatly among the campuses. The Camden campus lists no affiliated child care centers. The Newark Campus website lists seven child care centers, all off campus, and a mother's support group. The Newark Campus website is maintained by the Newark Child Care Committee, and includes detailed information on each center's hours, rates, and services, along with contact names and application information. This page also indicates if a Child Care Committee member has visited a facility and found it to be safe and clean. In Newark, care is offered for children ranging from 6 weeks to 6 years old, and there are some

options for night care of children up to 12 years old. On the New Brunswick/Piscataway Campus, nine centers are listed on the University Human Resources (UHR) website, in less detail than what the Newark Campus website provides. Of the nine, five are physically located on Rutgers campuses: Douglass Developmental Disabilities Center (Small Wonders Preschool – a school for autistic children), Douglass Psychology Child Study Center, Nutritional Sciences Preschool, the Pine Grove Cooperative Nursery School, and the Rutgers-Livingston Day Care Center.

In New Brunswick, while some off-campus centers offer infant care, no on-campus center accepts children younger than two. This total lack of on-campus infant care was identified by focus group participants as a major problem. In addition, in comparison to the size of the campus, on-campus offerings are very limited. The Douglass Developmental Disabilities Center and Douglass Psychology Child Study Center have special missions that affect enrollment. The Douglass Psychology Child Study Center only enrolls children from the ages of 2 through 5, and only on a full-time basis. The Nutritional Sciences Preschool is part-time only. These three centers are operated by Rutgers and provide Rutgers students and faculty with valuable (but limited because of their small sizes) research and internship opportunities. The Pine Grove Cooperative Nursery School is relatively small and requires parental participation. Although Pine Grove is on the Busch campus, the school has been asked to leave its home in St. Michael's Chapel so that the church can sell its property to Rutgers. The Rutgers-Livingston Day Care Center operates as a traditional full-day center serving children from age 2 to 6. In spite of its name, it is independently operated, although Rutgers provides it space on Livingston Campus.

The overall capacity of the centers in New Brunswick is small: Douglass Developmental Disabilities has 21 children with special needs from 3-5 and 25 older children; Psychology Child Study has 30 children from 2-5; the Nutritional Sciences Preschool has 33 3-4 year olds in its part-time programs; Pine Grove has 38 children from 2-5 (2's and 3's part-time); and Livingston has 60 children from 2-6. The total number of spaces for preschool children on-campus from 2 up is 182, not all full-time. Many universities exceed that capacity within their own University-run programs.

Flexible enrollment schedules are also relatively rare. Only the Nutritional Sciences Preschool and Pine Grove on the New Brunswick/Piscataway Campus offer half-day and part-week schedules. Flexible care that allows parents to pick and choose certain days of the week (for example, to match faculty schedules) is not available at Rutgers, and focus group participants considered this a serious problem.

The expense of child care falls disproportionately on those at the lower end of the earnings range at Rutgers, including staff and especially students. While some of the Newark centers and Pine Grove in NB/Piscataway offer sliding scales where tuition varies by income, Rutgers itself does not offer any kind of child care support based on income or employment/student status. Affordability came up frequently in focus group discussions as a concern of many participants.

Child care also includes support for mothers in the workplace. Designated lactation stations are increasingly available at peer AAU institutions, but Rutgers has no stations, programs, policies, or information about lactation options. Some institutions offer referral networks and support groups for child care needs, but only at the Newark campus is there a

mother's support group. Regarding the lack of lactation stations, one focus group participant remarked, "It's demeaning to be told you can use the Xerox room to nurse."

While individual child care centers at Rutgers offer excellent services, the overall quantity of child care at Rutgers is well below what is needed, as are the number of convenient on-campus options. Lacking sufficient information, faculty, staff, and students struggle to find out about the child care options that do exist, including costs and application and enrollment procedures.

Best Practices at Other AAU Institutions and Elsewhere:

Only a handful of AAU institutions lag behind Rutgers in the area of child care, either by not having any organized day care offerings at all, or having no centralized information on child care options. Most peer AAUs offer much more child care services in many more formats and settings, with more control by the University, and with more support services, than are available at Rutgers.

In terms of sheer quantity, Stanford, for example, has six on-campus centers. The University of Kansas is completing work on a University-run facility with a capacity of 290 children. Institutions with less capacity can have substantial waiting lists (up to two years at the University of Pittsburgh). A few of the universities run their child care as a partnership with a private company, but most do not.

Universities are devoting substantial space to their on-campus centers. For example, the University of North Carolina at Chapel Hill has a 10,500 square foot facility for 120 children. The University of Kansas' Hilltop facility had 18,000 square feet *before* its planned \$2 million expansion.

Partnerships with University departments can provide valuable expertise. For example, the University of Illinois operates a Child Development Laboratory and an Extended Child Development Laboratory providing care for 192 children from 6 weeks to 5 years old. Illinois' College of Education operates the University Primary School for bright and talented children ages 3 through 6. At the University of Colorado-Boulder, the Department of Speech, Language and Hearing Science operates the Child Learning Center, where a class of typically developing and special needs preschoolers learn together.

Several universities have entered partnerships with for-profit providers of child care. Examples of these child care providers and their University partners are listed in Appendix D.

Most institutions that provide on-campus child care explicitly prioritize the University community in enrollment, and many provide significant programs to assist with expenses. Similar to several other universities, Cornell offers Child Care Grant Subsidies to families demonstrating need. The University of Michigan provides a subsidy of up to \$4,030/year/child, while the University of Washington makes grants covering up to 60% of child care costs. The University of Texas, University of Pittsburgh, Ohio State University, and Penn State University are some of the many universities that offer a sliding scale of tuition based on income.

Lactation support is extensive at the best peer institutions. Some, like Iowa State, provide designated locations across campus. Others, like Purdue, are required by state law to accommodate each individual requesting facilities.

Some universities also work to improve services without doing it themselves. Duke and the University of Chicago both have little in the way of existing child care support and no on-campus centers, but are funding initiatives (\$200,000 at Duke, \$1 million at Chicago) to expand

the capacity of nearby centers. Chicago is creating a “Baby Ph.D” network of recommended providers of child care in the home.

The best peers have well-developed child care resources offices, with designated support staff, and well-developed web presence that collects all relevant information on a single page. These are combined with extensive support features. At Iowa State, the central child care page provides information on all child care locations, campus lactation stations, subsidies for students, a referral service for babysitters, and contact information for the child care coordinator. The University of Wisconsin, in addition to those features, offers a centralized application process for all the child care facilities with complete information on wait times and financial assistance available at each facility, along with a support network of parents and a listserv for communication.

Emergency backup and sick care are also important components of support for parents. Several universities have designated centers where children can be dropped off on an “as needed” basis for any type of family emergency that arises. Sick care provides a place for children, often older children up to age 12, to stay in a safe and comfortable environment when they are too sick to attend their regular school. At Wisconsin, this place is called the “Comfort Zone.” This kind of care helps faculty and staff to remain productive and avoid being forced to miss work for the various mishaps involved in a young person’s life. Some other variants are before and after care to cover early and late hours outside of regular preschool (offered at Vanderbilt, among others). In an interesting tie-in with health wellness, the University of Colorado-Boulder’s recreation center provides drop-in care for children during their parents’ workouts, at a cost of \$1.25 an hour.

Finally, the institutions implementing these best practices generally show through their thorough descriptions of services and creation of new programs that child care is a major priority for their universities. The holistic nature of their concern leads them to extend and improve services across the board. Quality of service is difficult to evaluate at a distance, but the best institutions appear to be working to ensure the highest quality of child care, as well as a high quantity.

Short-Term Recommendations:

A-1. Designate a child care coordinator to elevate the quality and quantity of information collected and provided to the Rutgers community.

A-2. Create a central child care website for each of the three Rutgers campuses, with all relevant information, prominently linked to a central work/life page, and all top-level pages for faculty, staff, and students, University Human Resources, and elsewhere.

A-3. Work with existing on-campus providers to ensure that they remain available to the Rutgers community. Pine Grove in particular has been forced to plan for departure from the Busch Campus. Rutgers should try to keep them on campus. Douglass Psychology Child Study Center should be allowed to expand, possibly to provide infant care, if space in Davidson Hall (or elsewhere) becomes available when the Philosophy Department is moved.

A-4. In planning for any new daycare facilities, the University should coordinate with existing daycare facilities to take advantage of potential partnerships and to coordinate child care services.

A-5. Create networking tools for Rutgers parents – a babysitter referral service, a support group, a listserv for communication.

A-6. Designate areas where parents can nurse, change, or otherwise deal with the needs of their infants on all campuses.

A-7. Form a child care committee (or subcommittee of a larger work/life committee) to create, maintain, and monitor information and support services.

A-8. Investigate grant opportunities to provide support for child care.

Long-Term Recommendations:

A-9. Expand child care on all campuses. We believe that on-campus centers, managed by Rutgers or by non-profit entities are the best model to provide quality care. But child care cannot be improved by a one-size-fits-all approach. Existing centers should be preserved and expanded, and new centers should add capacity and options. A diverse range of educational and day care options should be offered. Different families will want different educational styles, different care giving schedules, and so on. The focus groups that we conducted and the experiences of committee members show that there is a demand for child care services for University students, faculty and staff. The University should explore the possibility of a public-private partnership for the building of additional child care facilities. Potential partners for such a venture are listed in Appendix D. The Committee recognizes that the feasibility of such a project is dependent on the specific enrollment estimates and per child tuition in relation to the facility building and operation costs and that further study will be needed after potential

partners are contacted. However, the Committee emphasizes the importance of increasing the child care options for our students, faculty and staff and strongly recommends that the University proceed expeditiously to explore this option.

A-10. Create facilities for infant care from 6 weeks to 2 years, readily available on all campuses.

Our research indicates that this is the largest unmet need.

A-11. Create programs that will offer flexible enrollment options, allowing children to enroll for selected days of the week, in support of faculty and student schedules.

A-12. Provide emergency backup care and sick child care.

A-13. Provide subsidies and scaled tuition options to support staff and students on lower incomes.

A-14. Create after school and summer programs for children from ages 5 to 12.

A-15. Consider offering subsidies to faculty and staff that prefer to use off-campus child care facilities near their homes rather than on campus.

B. Faculty Tenure-Track Issues

Surveys show that men who have children before tenure are 38 percent more likely to be promoted than women in the same situation.² Faculty recognize this problem, and make universities' work/life policies one of their priorities in deciding whether to accept a tenure-track job offer. Since many universities compete for top faculty, good work/life policies could make the pivotal difference in Rutgers' favor. Excellent faculty candidates have turned down

² Mary Ann Mason and Eve Mason Ekman, *Mothers on the Fast Track: How a New Generation Can Balance Family and Careers*. 2007. Oxford U. Press.

tenure-track jobs at prestigious universities because they perceive a lack of support for balancing work and family. In order to recruit and retain the highest quality faculty, Rutgers must implement strong family-friendly policies.

Resources Available for Tenure-Track Faculty at Rutgers:

Rutgers provides support for tenure-track faculty with children in several different ways, both formally and informally. The formal support includes the provisions of the University-AAUP-AFT Agreement. The relevant provisions of the Agreement are set forth below. In addition, many units and departments go beyond what is required by the terms of Agreement by “closing ranks” for tenured and tenure-track faculty. Closing ranks is a significant benefit that is generally only available to tenured and tenure-track faculty members. A summary of policies for tenure-track faculty is shown below; the full statement of these policies appears in Appendix E.

Current Rutgers Policies Regarding Tenure-Track Faculty

Pregnancy and New Parenting Paid Leave Benefits:

After pregnancy, recuperative paid leave up to six weeks (or longer if disability continues).

Release time from specifically assigned classroom teaching and service obligations for up to eight weeks may be requested by new parents, which is in addition to the six weeks of recuperative paid leave for birth mothers.

Through the “closing ranks” process, departments or units may extend the required paid leaves above for pregnancy, adoption, parenting, or caregiving.

Family Leave Provisions/Leaves of Absence Without Pay:

Leaves of absence without pay up to two years for birth or adoption, as well as for professional development, personal convenience, or completion of terminal degree. The first year's leave automatically extends the term of appointment by one year and excludes one year from the probationary period. The second year's leave may extend the term of appointment by another year and exclude a second year from the probationary period if requested. Once during the probationary period, a leave for one semester may exclude a full year from the probationary period if requested.

Other Exclusions from the Probationary Period (regardless of leaves):

Faculty who become parents in the first five years of the probationary period may request up to two years' exclusion from that period.

Reappointment and Promotion Considerations:

Faculty members with time excluded from the probationary period are to be reviewed in the same manner as those with the normal probationary period.

Faculty can decide whether evaluators should be informed of time excluded.

Individual Workload Assignments:

Faculty may discuss workload modifications with their department chair or dean for particular parental circumstances.

Best Practices at Other AAU Institutions:

The following policies are common in universities that have set up family friendly policies, with some variation in the details of implementation. These variations include:

- A grant of temporary relief from duties (normally partial or full relief from teaching for one semester to a year).
- Tenure clock stoppage, also known as tenure clock extension. Variations are:
 - Whether the stoppage is automatic (with an opt-out clause) when maternity leave is requested or must be specifically requested (opt in); the first given as an entitlement, the second as a privilege that must be granted. Princeton University and University of California at Berkeley make the extensions automatic.
 - Whether the clock stops for more than one child born during pre-tenure years.
 - How long the clock stops for (usually one year but up to two).
 - Different balances between length of stoppage and length of leave.
 - When a faculty member has to request tenure clock extension, s/he is sometimes required to detail responsibilities in providing care and discuss the impact that these responsibilities will have on scholarly work. Faculty women reported that this procedure made them reluctant to request extensions.
 - Modified duties (temporary reduction in teaching, research, or service load for one to two semesters with no reduction in pay, known as active service-modified duties (ASMD); maximum percentage of workload reduction varies. Also, the balance between reduction of duties and extension of probationary period varies, but are definitely linked.
 - Part-time tenure-track positions that extend the probationary period.³

³ <http://chronicle.com/jobs/news/2009/05/2009052001c.htm>

- A stated University policy that candidates' productivity should be evaluated as if the probationary time period was of normal length.

Below are policies instituted by universities that had applied for Sloan Foundation Awards for Faculty Career Flexibility. Of the 55 research universities:

78% had ASMD or partial relief from duties policies.

96% have tenure clock stop policies.

86% have paid leaves for biological mothers.

62% have paid leaves for adoptive mothers.

49% have part-time appointments for tenure-track and tenured faculty.

73% have part-time appointment with budget line protected to return to full time.

71% have written policies regarding workload for faculty with part-time appointments.

50% have written policies re tenure-related productivity for part-time faculty.

We recommend adding the following policies that Rutgers can implement relatively quickly for Rutgers tenure-track faculty. These recommendations are based on multiple sources, including the policies common in other universities and research done at the University of Michigan, The University of Massachusetts, the AAUP, and at Rutgers in the focus groups of faculty, staff, and students conducted by this subcommittee.

Short-Term Recommendations:

B-1. Educate faculty and administrators about policies available and the need to create environments in which tenure-track faculty feel safe to use the policies. Develop procedures to address any actions that discourage faculty from using benefits; create a system of accountability for promoting and enforcing policies.

B-2. Give tenure-track (but not yet tenured) faculty more flexibility in setting their teaching schedules.

B-3. Limit the number of departmental and University-wide committees a tenure-track faculty member is required to serve on per year.

B-4. Include information about work/life policies in the orientations for new tenure-track faculty.

B-5. Provide tenure-track faculty with mentors for advice on work/life issues. This is particularly important for women faculty, whom research shows bear the brunt of childrearing responsibilities during their probationary years.

Long-Term Recommendations:

B-6. Address the issue of flexible tenure options, such as creating part-time tenure-track positions using the appropriate venues.

C. Student Issues

The subcommittee addressing the work/life needs of students addressed three issues: child care, health insurance, and leaves of absence. Each topic includes a set of short- and long-term recommendations.

Child Care for Student Parents

Child care issues are of critical importance to most parents working in academia, and the challenge of finding a child care solution is heightened for graduate and undergraduate students. Student parents of young children cannot complete a degree without some child care, but students typically have low incomes and are often living at some distance from family and other support systems. Here we try to focus on child care issues particular to student

parents, but most of the issues discussed by the child care subcommittee are relevant to student parents in general.

Resources Available at Rutgers University:

Access to on-campus child care is an issue important for all University parents, and Rutgers does have a small number of child care spaces available on the New Brunswick campus. There is no on-campus infant care, which is of particular importance to student parents who are starting families. Availability of part-time child care is also especially useful to student parents, both because their children are likely to be quite young and because it provides a lower-cost option to balancing work and parenting. Ideally, parents could have some flexibility to select both the number of days and/or partial days that is appropriate for their family. All of the AAU universities we researched except for New York University had some on-campus child care available, and nearly all had on-campus infant care and part-time child care available. Only one existing child care center at Rutgers, the Pine Grove Cooperative School, offers flexible part-time child care.

At Rutgers, as at most University child care centers, all of the slots in each of the on-campus child care centers are typically full. When a slot does become available, the most common procedure at child care centers across the AAU is to prioritize University-affiliated families for placement over non-University-affiliated families, and the Rutgers centers operate similarly. The Douglass Psychology Child Study Center and Nutritional Sciences Preschool give priority enrollment to members of their own departments, and the Douglass Center also prioritizes Rutgers employees over students.

In terms of assisting graduate and undergraduate students in meeting the cost of child care, Rutgers falls far behind most of our sister institutions. While the cost for child care at an on-campus child care center is reduced compared to comparable centers in the area since the University contributes the facilities, the cost is still high; for instance, full-time child care for one child at an on-campus child care center costs approximately one-quarter the gross income of a family with two TA/GA parents, or half of the stipend of a single parent. Many universities employ a variety of solutions to assist their students in meeting the high cost of child care, from offering reduced fees for student parents or fees based on income at on-campus child care centers, to child care grants or subsidy programs. Most Rutgers centers have one set fee for child care; only the Pine Grove Cooperative Nursery School uses a sliding scale based on income to determine tuition. Rutgers offers no child care grant/voucher/subsidy program to assist students, nor is there a University effort to direct students to outside organizations which might help with child care costs. The only financial assistance available is at the Pine Grove Cooperative Nursery School, which offers some need-based scholarships through a memorial fund.

Best Practices at Other AAU Institutions:

The best practices identified in the area of graduate and undergraduate student child care issues include a clear commitment to providing quality, on-campus child care for the community in general (including infant care, part-time care, and back-up/emergency care), efforts to ensure that some on-campus spots are occupied by children of students, and a dedication to assisting student parents in meeting the cost of child care.

The previous section on child care provides examples of those universities that provide high quality on-campus child care. Several AAU universities, both private and public, provide excellent child care options for their employees and students. The child care programs themselves, as well as the ways they are championed and integrated within the human resources, work/life, or student life divisions of the universities, demonstrate that these universities recognize the importance of child care to the productivity and well-being of parents in the University community.

All the on-campus child care centers at the AAU institutions that we researched are open to children of student parents. Most are usually fully enrolled at all times, and admit new children from a waiting list. Most universities prioritize enrollment for open spots as at Rutgers; University-affiliated families are prioritized over families from outside of the University, and otherwise priority is by waiting list position only. Several universities disadvantage student parents by giving priority enrollment to children of full-time employees (which could include some graduate students) over children of students (as at the Douglass Psychology Child Study Center). There are a few universities, perhaps in recognition that students have the greatest need for *affordable*, quality child care, which prioritize student families or reserve slots for children of students. One child care center of the six on the campus of Stanford University is specifically designed to meet the needs of graduate student families in University family housing. At this center, those in family housing are given priority. The University of California-Berkeley child care system reserves a significant percentage of spaces for Berkeley students eligible for subsidy by the State of California Department of Education. Families with the lowest income and the greatest need for child care, according to a state

ranking system, are admitted for subsidized spaces before other families with higher incomes. Additional spaces are reserved for full fee-paying student families. At University of Washington child care centers, all student families are prioritized for placement over faculty and other employees.

Students' access to quality child care is strongly influenced by the high cost of child care. Through a variety of programs, most universities we researched provide some type of financial assistance for child care to student parents, at least to those enrolled at on-campus child care centers. At some universities, such as University of Michigan and University of Washington, at least some on-campus centers charged reduced child care fees to student parents. Many university child care centers have a sliding scale of fees based on family income, such as at University of Pittsburgh, Ohio State University, and Pennsylvania State University. Even more common among the universities we researched was a university program to provide child care grants, vouchers, or subsidies, which would allow students to use off-campus or home child care facilities, thereby easing the pressure on on-campus child care centers. The details of these programs varied in terms of source of funds (university, state, private), who could apply (all students, students meeting income requirements, all parents meeting income requirements), whether a grant was paid directly to parents or to the child care provider, and whether funds could be used at on-campus centers only or at any child care provider. In all cases however, there was well-publicized, easy-to-find information detailing how to get financial help for child care through the university. Information about the amount of financial assistance provided through these programs was less available and typically varied depending on family income, but Princeton and Stanford child care grant programs provide up to

\$5,000/year/child; the University of Michigan subsidy provides up to \$4,030/year/child.

Roughly on par with these figures, the University of Washington makes grants covering up to 60% of child care costs.

Finally, the most student-parent friendly universities clearly recognize that some of their graduate students and undergraduates will be parents who have unique needs. Many universities have websites dedicated to gathering information on child care options and grant programs, as well as other important information for student parents, in one central, easy-to-find location. See the University of Michigan site⁴ for an excellent example.

Short-Term Recommendations:

C-1. Develop a website collecting information on child care relevant to student parents, ideally as part of a comprehensive student parent website. As the needs and circumstances of graduate student and undergraduate parents are often quite different, two websites addressing these groups separately would be ideal. The website should include information about leave of absence policies, health insurance information, and child care information, and should provide an opportunity for student parents to connect to various resources within the university. In addition, the website should serve as an online community for students to connect with each other and provide advocacy and support for student parent issues. A great example of such a website is the Students with Children at New York University.⁵

⁴<http://www.studentswithchildren.umich.edu/>.

⁵<http://www.nyu.edu/clubs/studentswithchildren/index.html>.

C-2. Assign a staff member in a dean's office or University Human Resources to research alternative sources of financial assistance for child care for student parents.

Long-Term Recommendations:

C-3. Reserve some slots at on-campus daycare centers for student parents; give students the same priority as faculty and staff.

C-4. Subsidize the child care fees for children of students at on-campus child care centers. The best program would allow parents to put funds toward any licensed child care program, so that all student parents could benefit. The total annual cost of the program could be determined by the University, and those funds distributed to eligible student parents according to need. Any financial contribution toward the high cost of child care would demonstrate the University's commitment to assisting student parents. The bulk of these funds do not have to come directly from the University; Pennsylvania State University's Child Care Subsidy Program is funded by a grant from the U.S. Department of Education. Penn State was awarded the maximum amount possible under the federal Child Care Access Means Parents in School program and receives \$300,000 per year for four years. Rutgers should be making a dedicated effort to seek out this type of funding for our own students.

Health Insurance for Students

Resources Available at Rutgers University:

For graduate students who do not have assistantships, Rutgers University offers a Student Health Insurance Plan ("Health Services Plus"), which is administered through Aetna Student Health. The University pays the cost of basic coverage for graduate students. This coverage is extremely limited, however, providing a maximum benefit of \$5,000 per condition. Graduate

students can enroll dependents in the basic plan for annual premiums of \$1,414 for the spouse and \$684 for each child. Rutgers offers the option to purchase additional coverage under Plan 1 (maximum \$100,000/condition) or Plan 2 (maximum \$250,000/condition) for an additional \$465 or \$606 annually per person, respectively.

Rutgers is similar to most of the public AAU institutions in two areas. First, in terms of scope of services, like most AAU institutions, graduate students who utilize the on-campus student health centers receive most services free of charge, although the centers do not provide pediatric care for children. Secondly, like most AAU institutions, Rutgers does not offer coverage for routine dental or vision care, instead opting for separate dental and vision discount plans through Aetna's Vital Savings Program.

The health insurance plans offered by Rutgers differ from the public AAU institutions in two areas. With the exception of the University of Michigan, the remaining 12 public AAU institutions offer some type of prescription benefit for their graduate students. At Rutgers, prescriptions are not covered under the basic plan, and a \$250 deductible must be paid before receiving prescription benefits under Plan 1 or Plan 2.

Best Practices at Other AAU Institutions:

Of the 13 AAU institutions researched, Ohio State University and Pennsylvania State University are the most competitive, offering health insurance subsidies for graduate students and their dependents. Ohio State covers 85% of the student and dependent premiums for either the basic Student Health Insurance Program or the private University Prime Care program. Penn State covers 80% of the annual premium for graduate students and 70% for their dependents.

While Stanford does not offer coverage or subsidies for dependents, it does offer either a 25% or 50% subsidy for graduate students (depending upon whether the student is a teaching/graduate/research assistant or a fellow). Such a benefit is important for institutions like Rutgers, in which graduate fellows (unlike TAs/GAs/RAs) are not considered employees and therefore lack eligibility to participate in the University's faculty/staff health benefits program.

Long-Term Recommendations:

C-8. Offer subsidies to cover a portion of the annual health insurance premium for graduate fellows and/or their eligible dependents, which is a hefty expense for a family on a graduate student's salary

C-9 Compress the health insurance plan to a two-level system such that the basic package offers more services (than the current \$5,000/condition maximum) and the benefits offered by the highest package (currently \$250,000/condition maximum) are reduced.

C-10. Add a prescription benefit plan for graduate students.

C-11. Restructure the benefit system for graduate students to provide equivalent benefit amounts irrespective of the type of medical condition. As the only AAU institution researched that caps benefits for each medical condition, Rutgers should also consider restructuring its benefit system to common annual maximums regardless of condition type.

C-12. Make the student health insurance premium for family coverage the same regardless of the number of children in the family. With the exception of Princeton University, Rutgers is the only AAU institution researched that charges an additional premium per child.

C-13. Partner with UMDNJ to offer reduced dental and/or vision services in their teaching clinics. In addition to providing a patient base for a local teaching institution, such a

partnership would allow graduate students and their families to acquire needed care that they would otherwise forgo until their graduate studies are over.

C-14. Provide more online course options for students to reduce the amount of time they need to spend on campus.

Leave of Absence for Student Parents

Resources Available at Rutgers University:

Teaching and Graduate Assistants are covered by the paid recuperative and paid parental leave provisions of the collective bargaining agreement between the University and the AAUP-AFT, as are tenured, tenure-track and non-tenure-track faculty. Teaching and Graduate Assistants are entitled to a minimum of 6 weeks of paid pregnancy-related recuperative leave (or more, if extended for medical reasons). In addition, all new parents with specifically assigned classroom teaching and/or committee service responsibilities regardless of gender, marital/domestic partnership status, or sexual orientation, may request up to 8 weeks of release time from specifically assigned classroom teaching and/or committee service responsibilities. For birth mothers, the 8 weeks are in addition to recuperative leave — thus, totaling 14 weeks of leave. The 8 weeks of release time follows the 6 weeks recuperative leave. By agreement of the new parent and academic unit, the timing of the 8 weeks release time may be flexible to begin before the birth of a child in order to facilitate and simplify the taking of an entire semester of leave, or begin at a reasonable time after the end of the 6 weeks (or more, if extended) recuperative leave. For *birth mothers*, the combined 6 and 8 weeks of leave are envisioned to cover a full semester, whenever possible.

The bargaining unit member retains full access to her/his health benefits and tuition remission benefit during the period of pregnancy and/or parental leave. This information applies to both domestic and international students.

Best Practices at Other AAU Institutions:

The best practices we identified in the area of leave of absence for student parents include granting paid time off to take care of the child, but also granting many accommodations beyond the time off. For example, Stanford University grants an automatic one-quarter extension of University and departmental requirements and academic milestones, with the possibility of up to three quarters by petition under unusual circumstances. At Stanford, approval of an Academic Accommodation Period (up to two consecutive academic quarters) will stop the academic and research clocks with regard to assignments due, reports anticipated, or other class- and research-related requirements. At Princeton, graduate students who give birth are provided with 12 weeks of maternity leave during which the birth mother continues to receive financial support, and teaching and other academic obligations are suspended. While applications are required, the benefit is automatic. Also, birth mothers or primary caregivers who are pursuing doctorates will be eligible for an extension of academic deadlines and one additional term of financial support to complete their studies for each child they give birth to or adopt. The same is true at University of North Carolina. During the period of leave, the graduate student will continue to be enrolled (i.e. tuition must be paid) and will receive his/her full level of stipend support and health benefits. In addition, the student will receive a one-academic semester extension for all academic responsibilities.

New York University grants an additional 6 weeks of paid Bonding Leave benefits following the regular maternity leave period. In addition, non-primary caregivers are eligible for 1 week paid Bonding Leave following the birth, adoption, or foster care placement of a child. At NYU, following maternity disability, employees (presumably GAs are included) may take a leave of absence without pay for up to 45 calendar days to care for a newborn or adopted child. At Ohio State, a funded graduate student on a leave of absence from appointment responsibilities for a personal serious health condition or to care for a family member with a serious health condition or for childbirth or adoption receives 100% of his/her stipend and other benefits associated with the appointment (fee authorization, health care subsidy, etc). In addition to standard paid leave of absence granted to the birth mother, Ohio State also provides 3 weeks of paid leave for a father, domestic partner or adoptive parent. At Berkeley, a student anticipating childbirth is entitled to receive an extension of up to one extra year for passing preliminary examinations and qualifying examinations, and an extension of up to one extra year toward Normative Time completion while in candidacy. A woman or man experiencing other extraordinary parenting demands, such as the serious illness of a child, is entitled to receive an extension of up to six extra months for passing preliminary examinations and qualifying examinations, and an extension of up to six extra months toward Normative Time completion while in candidacy. However, the total additional time granted by this policy cannot exceed two years, no matter how many children are involved. To assure that during the leave of absence students maintain their full-time student status, in order to continue accumulating units toward the residency requirement, and to avoid triggering any interruptions in on-campus housing, insurance coverage, eligibility for student loans, and deferment of student loan repayment,

Stanford developed a set of policies to assure that the above mentioned mechanisms are put in place.

Short-Term Recommendations:

C-5. Consider granting an automatic extension of academic deadlines, departmental requirements and academic milestones for GAs and TAs who become parents.

C-6. Consider providing regular funding and benefits during the additional term.

C-7. Develop a general set of leave of absence policies for all graduate programs to provide standard guidance for the faculty, students and staff in the event of anticipated leave, regardless of the graduate program in which this will occur.

D. Elder Care Issues

Many faculty and staff are caught in the “sandwich generation” between needing to care for dependent children and simultaneously caring for the needs of elderly family members.

Some of the issues pertinent to child care are also relevant to elder care, such as the importance of quality and affordable day care, respite care, and support groups. The committee makes the following observations:

Resources Available at Rutgers University:

Rutgers offers long term care insurance to both employees and to members of an employee’s family. The University also offers flexible spending accounts under which elder care expenses for a dependent parent would be reimbursable using the employee’s pre-tax contributions. Rutgers also offers programs peripheral to elder care such as counseling through the University’s employee assistance program. University Human Resources also provides a list of local, state and national resources on aging issues and elder care.

Best Practices at Other AAU Universities:

Princeton University is a clear leader by virtue of the Carebridge WorkLife benefit as well as the Backup Care option. The Backup Care program is offered through Work Options Group. The Carebridge program provides 24 hour, 365 days a year counseling services, professional referrals, and educational programs on a myriad of work life issues, including elder care. More than 25% of Princeton's employees avail themselves of Carebridge services annually. The cost to Princeton is between \$1.75 and \$2.00 per employee per month based on monthly employee census reports. The service is also provided to graduate students at a slightly lower per capita charge. The quality of service is deemed excellent. Columbia University and New York University are about to sign contracts with Carebridge for their employees. Backup Care is provided by an organization called WorkLife Options. Employees are entitled to 100 hours per year of emergency dependent care for either children or elders, either at home or at a center at a cost to the employee of \$4.00 per hour. Princeton is charged \$2.00 per month per employee based on a monthly employee census. Usage is high for this benefit, and faculty have availed themselves of this benefit more than staff. Princeton has had a few complaints about the competence of caregivers, but overall they are satisfied with this service. The major issue with this benefit is that many employees use it as their only source of child or elder care until the annual benefit has been exhausted.

Rutgers' elder care benefits are equivalent to those provided by Indiana University, University of Connecticut, University of Oregon and Ohio State University.

- Ohio State University provides an extremely well organized web page which describes the University's benefits related to elder care.

- Indiana University-Purdue University Indianapolis (IUPUI) features a very helpful webpage on elder care which includes information on advance directives, power of attorney, conservatorships and the like along with state and local referrals.
- Texas A&M University provides a website which describes all the faculty research done on elder care issues.
- The University of Oregon provides a directory of students who are willing to provide occasional or regular child or elder care services for faculty and staff members.

Short-Term Recommendations:

D-1. Review and revise the current Rutgers website information on elder care to incorporate the best design features and content of websites of peer institutions.

D-2. Improve the dissemination of information on elder care. This could include on-campus mini-workshops or lunchtime seminars for faculty and staff conducted by local and state agencies involved with aging and elder care.

D-3. Establish support groups for employees involved with caring for elderly parents.

D-4. Appoint a task force or working group that could focus on bringing in elder care informational programs for faculty and staff on topics such as Medicare/Medicaid; financial planning; assisted living resources, etc.

Long-Term Recommendations:

D-5. Research the cost of providing back-up care such as the program at Princeton University that includes an employee co-payment. Consider making this part of a cafeteria-style benefit plan that employees would select or not as their needs dictated.

E. Work Flexibility Issues

Alternative work arrangements are a critical facet of a comprehensive work/life program for University employees. Flexible work arrangements allow employees to more easily manage the demands of their work and home lives. In a study conducted by the *National Study of the Changing Workforce*⁶ it was revealed that organizations with flexible work schedules tend to operate more efficiently and have a higher rate of employee retention than companies with rigid business hours. At companies that were the most flexible, employees reported high rates of job engagement and commitment, with the majority planning to stay with their employer. These are important considerations for universities as we look for new talent and to improve productivity and efficiencies. Additionally, flexible work arrangements facilitate a healthier work/life balance for employees, which in turn can raise morale, reduce stress, and improve overall job satisfaction.

Alternative work arrangements can include part-time employment and a variety of other options, including the following:

Flexible scheduling: The employee's scheduled work hours can vary by day and/or by week.

Compressed schedules: The employee's scheduled work hours would be compressed by the week (e.g., 4-day workweek) or over a pay-period (e.g., 9 work days over two weeks).

Telecommuting: The employee works from an alternate work location rather than

⁶ "Work-Life Balance: Making Flextime Work for Your Firm" Managing Benefits Plans Newsletter. Vol. 2008, No.12.

regular work location with some form of electronic access and connection to the main work site.

Job sharing: A work arrangement in which two employees work part-time and share the responsibilities of one full-time job.

Much of the information provided in this report is directed towards alternative work arrangements for staff employees. This is because staff employees are classified according to workweek designation, which dictates the number of workweek hours assigned to a particular job. Faculty positions are not classified in this manner, and therefore do not have issues of compliance with designated work hours in regards to the Fair Labor Standards Act.

Additionally, faculty at Rutgers already enjoy a certain degree of flexibility in their work schedule in terms of hours and locale. However, in benchmarking some of the policies at other institutions, especially the telecommuting policies, policies were directed towards both faculty and staff employees. The vast majority of public AAU institutions do offer some form of flexible work arrangements with the greatest focus on flexible scheduling and compressed work schedules. These policies may vary within the institution by employee classification or whether or not the employee is in a collective bargaining unit.

Alternative Work Arrangements at Rutgers:

To some degree, Rutgers is in line with other AAUs in regards to policies concerning alternative work arrangements. Rutgers currently has a policy on *Overtime and Alternative Work Arrangements for Regularly Appointed Staff*⁷. The policy includes a provision for an

⁷ See the Rutgers University Policy Library website <<http://policies.rutgers.edu/PDF/Section60/60.3.14-current.pdf>>

alternate workday schedule and a compressed workweek option. Clarification is provided for employees by their workweek designation as well as their status as a part- or full-time employee. This is comparable to what is offered at most AAUs. Although the Rutgers policy is clear as to what is available for staff employees, it doesn't provide any resources or tools for managers and staff employees considering this option. Rather, they are referred to University Human Resources for advice and guidance. This issue of work scheduling and arrangements is addressed in some of the labor contracts, but generally from the standpoint of the manager imposing an alternative work arrangement on the employee. The exception is the URA-AFT contract, which includes a provision for members to request an adjustment in their work schedule to attend classes during the workday.

In the area of telecommuting, Rutgers is a bit behind the curve as many AAUs have some form of a telecommuting policy in place. The University does not have a formal policy regarding telecommuting of employees; however, anecdotal information indicates that some units within the University do allow telecommuting on a case-by-case basis. Additionally, there is no formal structure for employees to request telecommuting as an option for work. As for the use of job sharing, again there is no University policy or practice for this, which is comparable to most AAUs.

Rutgers currently allows regularly-salaried employees (Type 1) to work less than 100 percent of the time. However, these individuals do not enjoy the scope of benefits that employees working at 100 percent receive. Although working less than 100 percent of the time might ease stressors that employees might feel in managing work and family responsibilities, the impact on benefits might not make this option feasible to consider.

Best Practices at Comparable AAU Institutions:

Some institutions provide a breadth of policies and processes that encompass all facets of an alternate work arrangement program. These institutions capture the four primary approaches (flexible scheduling, compressed schedules, telecommuting, job sharing) and provide a good model for policy development and process implementation. The University of Virginia provides an excellent example of an all-encompassing policy on alternative work arrangements⁸. Of note is how these options are described. The flexible arrangements website “encourages supervisors and department heads” to facilitate alternative work arrangements with their employees. This clearly sends the message that the University values such arrangements and the managers bear some of the responsibility in making these options available to interested employees. This is also reflected in the formal policy, which clearly delineates the responsibilities and obligations of both the employee and the supervisor. The University of California – Davis has a comparable benefit, focusing on the fact that the program meets the core initiatives of the campus including “principles of community, sustainability, and wellness.” The institution goes a step farther than the University of Virginia in providing an agreement and checklists⁹ for both managers and employees. The University of Minnesota is comparable to the prior two institutions, but stands apart in how the information is delivered on their website. What is unique is that the information on alternative work arrangements is directly linked to information as to how such arrangements might affect the employee’s

⁸ University of Virginia Human Resources website <<https://policy.itc.virginia.edu/policy/policydisplay?id=HRM-012>>

⁹ University of California Davis Human Resources website <<http://www.hr.ucdavis.edu/Elr/workplace-flexibility/>>

benefits¹⁰. However, *the* model for a comprehensive alternative work program is the University of California-Santa Barbara. In addition to having all the features described above, they offer a comprehensive set of planning tools¹¹ and resources for employees and supervisors.

Telecommuting

In addition to the comprehensive policies noted above, two institutions stand out for their telecommuting policies. The University of Texas at Austin has a well-constructed policy and process¹². The policy is clear in addressing eligibility of employees, responsibilities of the employee and manager, feasibility criteria, work site and equipment requirements, communication and assignments, timekeeping and liability issues. The University of Oregon policy and process¹³ is comparable, adding additional features including pay status of employees telecommuting, work site safety, and assessment of the telecommuting arrangement. What can be learned from these institutions is the clarity of the policy and the clear delineation of responsibilities.

Job Sharing

As noted earlier, few public AAUs have a formal job sharing policy or process. Both Purdue University and the University of Iowa have a brief mention of the concept of job sharing in their general alternative work arrangements policy. These statements mostly focus on the impact of such arrangement on the employee (e.g., benefits) and on the department (e.g.,

¹⁰ University of Minnesota Office of Human Resources website

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

¹¹ University of California Santa Barbara Human Resources website < <http://hr.ucsb.edu/worklife/flexwork.php>>

¹² University of Texas-Austin Human Resource Services website

<<http://www.utexas.edu/hr/current/compliance/telecommuting.html>>

¹³ University of Oregon Human Resources website < <http://hr.uoregon.edu/policy/telecommuting.html>>

scheduling). The University of Minnesota's policy is also comparable, providing additional information in terms of examples of possible job sharing scenarios.

Short-Term Recommendations:

Some strategies for expanding opportunities for alternative work arrangement are "low hanging fruit" that can make employees' lives easier and improve morale.

E-1. Provide supporting resources and tools directed towards managers and supervisors for the usage of University Policy 60.3.14 *Overtime and Alternative Work Arrangements for Regularly Appointed Staff*. Make such tools available on the University Human Resources website, with a corresponding link on the actual policy under "Related Documents."

E-2. Increase manager and supervisor awareness of the aforementioned policy via web, training programs, and interactions with HR Consultants and other appropriate University Human Resources staff.

E-3. Convene a small group of representatives from University Human Resources, Academic Labor Relations, Risk Management and Insurance, and the Office of Information Technology to explore the feasibility of developing a telecommuting policy for staff and faculty.

Long-Term Recommendations:

E-4. Discuss the feasibility of job sharing policies, taking into consideration the impact on collective bargaining agreements, staff classifications, and departmental budgets.

E-5. Explore the feasibility of offering comprehensive benefits to regularly-salaried (Type 1) faculty and staff whose percentage of work time is less than 100 percent but more than 50 percent.

F. Wellness Issues

Institutions should make a commitment to the health and well-being of their faculty and staff, as it is the health of its employees that sustains the institution. There is evidence that providing health and wellness options provides significant benefits to the employer including lower medical costs, reduced turnover and absenteeism, and higher employee productivity and job satisfaction.¹⁴ As such, many institutions provide resources that make health and well-being a priority to their employees, retirees and dependents. These benefits range from providing free flu vaccine shots to lunch-time fitness programs or providing on-site seminars on topics such as stress reduction, financial planning, parenting, nutritious cooking, smoking cessation, etc. Various institutions offer free membership to the exercise facilities on campus, and reduced price aerobics classes. Institutions also offer Employee Assistance Programs which offer counseling free of charge to faculty, staff and their immediate family members to help resolve personal or work related problems.

The University of Vermont is an example of a leader in University wellness. It operates a wellness program, entitled the Lifetime Wellness Program, in which over one-third of the faculty and staff participate. It is a self-administered program, with the exception of their coaching program which is outsourced. It features an online Wellness Center, which is a resource for all University of Vermont employees. This Center promotes various online programs and displays information that is customized to the individual's health needs, such as

¹⁴ Randall S. Hansen "Quintessential careers: Workplace Wellness Programs: A Winning Idea in Which Employees Acquire Better Health While Employers Receive Higher Productivity...and Perhaps Both See Lower Healthcare Bills" http://www.quintcareers.com/printable/workplace_wellness.html.

an online health assessment; a personal incentive tracker; a personal health record; wellness tools; and a personal online health coach. The University also offers an online newsletter that reports on various health and wellness topics.

The University of Vermont also offers Faculty/Staff Health Promotion Series that are free and open to all University faculty and staff. This program includes Wellness Workshops which present topics such as “Health & Consciousness: Making the Connection” and “Health Alternatives for Parents: Holistic Responses to Childhood Attention/Learning Disorders”. The program also includes fitness/movement classes such as yoga, Pilates, Nordic walking, Tái Chi Chih, and Campus Recreation fitness classes. There is a University Mindfulness Practice Center that offers meditation groups, retreats, and workshops that are free and open to everyone including students, staff, faculty, and the community. The University also offers smoking cessation resources such as telephone, local and online support for individuals attempting to quit smoking or needing more information.

This Lifetime Wellness Program is frequently advertised and is also promoted through an “ambassador” within each department. There are 110 ambassadors who receive information about program activities from the central office and then broadcast the information to the other members of the department. Further information about this program can be found on the University of Vermont wellness website: <http://www.uvm.edu/~wellness>.

The Ohio State University offers its faculty and staff a Wellness Program that is managed through its University website, found at <http://www.osumhcs.com/wellness>. This program offers a personalized health screening which provides the individual with information regarding their total cholesterol, glucose, blood pressure, and weight and height, to be used by the

individual when they complete their Personal Health Assessment online through an outsourced website. The Wellness website also lists resources within the campus and community that spans from urgent care facilities, to elder care facilities and location information for immunizations. The website displays links to the University Faculty and Staff Assistance Program, the University Health Connection, a University-based primary and urgent care facility, Netwell, the University's quarterly wellness newsletter, and National Health and Wellness-related Organizations.

Resources Available at Rutgers University:

The list of wellness-related resources currently available at Rutgers is listed in Appendix F. It includes counseling services, weight management programs, medical screenings, sexual assault services, and recreational services.

Short-Term Recommendations:

- F-1. Initiate programs on smoking cessation.
- F-2. Begin a wellness newsletter created by University Human Resources.
- F-3. Provide an online health assessment service that would provide employees with personalized assistance in dealing with their own or their family members' health conditions.

Long-Term Recommendations:

- F-4. Develop and offer free fitness classes and pedometer walking programs for employees.
- F-5. Provide holistic and alternative therapies (e.g., meditation or acupuncture), as well as coaching services through a third-party online portal for individual coaching on issues such as weight loss, smoking cessation, or personal counseling.

G. Education for Deans, Directors and Supervisors

Many institutions have created family-friendly policies, but research has shown that policies alone do not contribute to the cultural change necessary to ensure that a university is perceived as being a family-friendly place to work. A report produced for the American Society of Engineering Education by researchers at the University of Washington¹⁵ states that the success of family-friendly policies and practices depends heavily on attitudinal change at the departmental level. For academic units, such change requires strong support from deans and department chairs that encourages the use of such policies. Deans need to communicate that family-friendly policies are in the best interests of the academy for recruiting and retaining the best faculty and graduate students. Chairs need to be knowledgeable about university policies and apply them uniformly. Policies should be easily accessible and understandable, examples of how to implement policies should be provided, and aspects of departmental culture that either foster or inhibit the use of family-friendly policies should be openly discussed.

A similar report from the Center for the Education of Women at the University of Michigan notes the challenge of keeping faculty members and employees informed about all kinds of information at large and decentralized institutions. An institution must continually publicize work/life policies to all relevant constituencies. Information about work/life policies should be included in training sessions for deans and chairs, new faculty orientations, mentoring programs, faculty handbooks, departmental and institution-wide websites, brochures and other printed matter, and periodic programs. “Faculty are more likely to use policies that are well-

¹⁵ Quinn, Kate and Riskin, E. and Chen, J. “2006-1089: Demystifying family-friendly policies for faculty: Resources for department chairs.” American Society for Engineering Education, 2006.
http://staff.washington.edu/kquinn/Kate/ASEE_2006-1089.pdf

advertised, well-known aspects of institutional life.”¹⁶ However, the challenge is keeping administrators and deans informed and up-to-date about work/life policies. Moreover, it appears that at universities where there are informed administrators and deans, there has been a significant culture shift within the institution so that work/life issues are considered central to maintaining an effective workplace for faculty, staff, and students.

Resources Available at Rutgers University:

There appears to be no ongoing program to provide education or training in how to utilize family-friendly policies at Rutgers for any faculty administrators. There is anecdotal information from junior faculty that chairs either do not know about policies, or are reluctant to offer them. The University’s policies related to work/life are not easy to find, as they are not pulled together in a single place on the website. There is no ancillary information that would help in their interpretation and use. As a result, someone interested in a position at Rutgers may not be aware of the full range of benefits already offered.

Best Practices at Comparable Institutions:

It is difficult to determine the extent of educational practices at peer AAU institutions. However, some institutions stand out as providing substantial information on their websites focused on educating the community. These include the Massachusetts Institute of Technology, Harvard University, Johns Hopkins University, the University of Michigan, Stanford University, the University of California, Ohio State University, and the University of North

¹⁶ Smith, Gilia C., Waltman, Jean A. “Designing and implementing family-friendly policies in higher education.” The Center for the Education of Women, University of Michigan, 2006 p. 17.
<http://www.umich.edu/~cew/PDFs/designing06.pdf>

Carolina. In reaching out to some of these institutions, it was found that the University of California system has an *At Your Service* interface on its website that breaks down the University's benefits and services by campus into an easy-to-use format. The University of Washington has quarterly leadership development workshops for department chairs, deans, and divisional deans. They have addressed work/life issues, primarily for faculty, at these workshops.

Short-Term Recommendations:

G-1. The University should create a website that pulls together all the family-friendly policies that it now offers for easy accessibility and to promote policies to the community. Entries can be brief and link to fuller explanations and details on University Human Resources websites elsewhere. The website should include a University work/life statement that reinforces the University's commitment to creating and sustaining a work/life agenda. A good example of a statement can be found at the University of California-Santa Barbara website.¹⁷

G-2. Encourage deans and other administrators to link to this new Rutgers website from their school or unit website.

G-3. Include education about family- friendly policies in all educational programs for new deans, department chairs, faculty, staff, and graduate students; share examples of policy implementations or barriers to implementation at faculty and/or chairs meetings to support positive culture change. This could be done at the next scheduled leadership training.

¹⁷ <http://hr.ucsb.edu/worklife/>

G-4. Recognize October as National Work & Family Month (the U.S. Senate in 2003 passed a resolution designating October as National Work & Family Month) with activities such as panel discussions, speakers, a conference or work and family fair with vendors, and an annual address from the President of the University or the chair of the Work/Life Advisory Committee.

(<http://www.awlp.org/awlp/nwfm/nwfm-home.jsp>)

G-5. Incorporate work and family-friendly criteria for President's Recognition Program awards.

Long-Term Recommendations:

G-6. Add a section on work/life benefits in a faculty handbook. A good example is the University of Iowa's faculty handbook

(<http://provost.uiowa.edu/faculty/fachandbk/worklife.htm>)

G-7. Develop a series of online workshops that discuss common work/life issues that deans, directors and supervisors might experience and how to use policies and advise faculty and staff thoughtfully in response to these issues.

COMMUNICATION PLAN

Effective communication is critical to an effective work/life program implementation. A clear and well-planned communication strategy is key to managing and executing new initiatives and providing ongoing information about programs and services. It is essential that senior leaders and central units in the University provide timely and high quality information about the committee's work and proposed initiatives to all stakeholders including faculty, staff, and graduate students. Although focus groups were conducted for the purposes of this report,

it is equally important to continue to listen to employees, actively solicit their feedback, and then respond constructively.

Communicating The Value of Work/Life Programs

The cornerstone of an effective employee program is its alignment with core University mission, values, and initiatives. There needs to be a clear and compelling vision for work/life programs at Rutgers. The vision should direct the energies of institutional leaders as well as serve as a tool to communicate such programs and services to the general University community. The vision statement needs to emerge from the University's broader mission and describe how the project will support the University's larger vision.

The vision statement could reference the following:

- The President's goal to move to the highest tier of public research institutions¹⁸
- The University commitment to promoting an environment that encourages diversity and equity¹⁹

The vision statement can be included in written and electronic communications and be used as a tool for senior leaders who speak about these important programs.

Communication Strategies

In communicating programs and services, there will be a multi-layered approach to delivering information using a wide range of media including written communication, email, websites, in-person interactions, and educational sessions. Communications will be targeted in

¹⁸ Office of the President website <<http://www.president.rutgers.edu/>>

¹⁹ Office of Institutional Diversity and Equity website <<http://www.diversityandequity.rutgers.edu/>>

four specific manners: Written and electronic communications, websites, new employee welcome programs, and outreach and education efforts.

Written and Electronic Communications

Written communications, in both print and electronic and electronic forms, need to be well planned, as they will serve as a permanent record for future reference on details of the goals, purpose and development of the programs. Additionally, written communication can provide clarity and understanding for employees who wish to take advantage of such programs and for managers that may help the facilitation of such benefits.

Policies: Current policies will need to be updated and others developed and placed in the University Policy Library. Policies that are developed or revised should include companion pieces that guide employees and managers in using specific programs. These “toolkits” could be available in print or web-based forms.

Print publications: Information on programs and services can be described in a comprehensive brochure that can be made available to prospective, new, and existing employees. In addition, this information can be included in the current Benefit Guides that are provided to new faculty, staff, and TAs/GAs. A wellness newsletter could be developed by University Human Resources and distributed to employees on a regular basis. A brochure can be developed that can be used to recruit faculty, staff, and graduate students that highlights the University’s family-friendly policies and programs. The current *Benefits at Rutgers: Another Good Reason to Consider Rutgers* brochure (<http://uhr.rutgers.edu/documents/Benefits.pdf>) could be updated to include more information on family-friendly benefits.

E-Digest: Every Tuesday, University Human Resources distributes an E-Digest to all faculty and staff. The digest could be used as a tool to introduce new programs and services as they are made available as well as to refer employees to relevant websites.

Work/Life Connections Website

A website should be created that promotes Rutgers internally as well as to the community as having a family-friendly environment. It would pull together all of the family-friendly policies, programs, and services that Rutgers now offers, as well as new initiatives, for easy accessibility and to promote policies to the community. Entries can be brief and link to fuller explanations and details on other University websites. The website should include the work/life vision statement that reinforces the University's commitment to creating and sustaining a work/life agenda. The website will contain a wide-range of information on programs and services available to employees and students. The website will also host targeted pages that provide in-depth information for interested individuals. Decanal and administrative units would be encouraged to link to this website from their website.

Child care and Development Centers Webpage: Enhance the current page (<http://uhr.rutgers.edu/ben/childcare.htm>) to provide more information. Expand the website by collecting specific information on child care relevant to student parents. This could also be linked to a comprehensive student-parent website.

Camps @ Rutgers Webpage: To provide additional work/life information for employees as it pertains to summer programs for children and teenagers and to promote the diversity of programs and services provided by Rutgers departments. The page would include new summer

programs for infants and toddlers, including day care, as well as current camp offerings such as athletic, science, art, 4-H, among others.

Wellness Webpage: Enhance the current site

(<http://uhr.rutgers.edu/ben/addbenwellnessprog.htm>) to provide a wider range of information.

Include a *Health and Risk Assessment* where employees are given an online survey and receive personalized information on how to live a healthier and less stressful life.

New Employee Welcome Programs

Include information about work/life policies, programs, and services in the welcome and orientation programs²⁰ for new faculty, staff, TA/GAs and related websites.

Faculty handbook²¹: Information could be placed in the faculty handbook that makes a statement about the importance of work/life programs as well as website and key phone numbers for follow up.

New Employee, New Faculty, and Prospective Employee websites: These pages (hosted by University Human Resources) should include information about the value placed on work/life programs and what programs and services are available. In addition to descriptive information, links to the Work-Life Connections website would be included.

Outreach and Educational Efforts

Ensure that deans, directors, and administrators promote and enforce policies.

²⁰ The Offices of Academic Affairs and UHR are in the process of developing expanded welcome and orientation programs for new tenured/tenure-track and non tenure-track faculty. Programs will be launched in fall 2009. A weekly program for all new staff, faculty and TAs/Gas is held in New Brunswick and hosted by UHR. Programs on the Newark and Camden Campus are held as needed.

²¹ The Faculty Handbook is currently under development by the Office of Academic Affairs.

Discussion Forums: Take advantage of existing forums (e.g., Academic Leadership Forum, Deans Council, and Executive Leadership Forum) to Include education about family-friendly policies and programs. Develop educational programs for new deans, department chairs, and supervisors that include examples of policy implementations or barriers to implementation.

Online Programs: Develop a series of online workshops that help illustrate common work/life issues that deans, chairs, and supervisors might experience and how to use policies and advise faculty and staff thoughtfully in response to these issues. Online programs would be linked to toolkits located elsewhere on the website.

Work/Life Advisory Committee: A committee should be put in place for ongoing review of policies and practices. A key goal will be to identify ways to maintain a University environment that will lead to effective recruitment, retention, and advancement of faculty, staff, and graduate students.

SUMMARY

General Recommendations:

1. Create a Work/Life Advisory Committee for ongoing review of policies and practices. A key goal will be to identify ways to maintain a University environment that will lead to effective recruitment, retention, and advancement of faculty, staff, and graduate students.
2. The University should create a recruitment brochure for faculty and graduate students that highlights the University's family-friendly policies. A good example includes the University of Michigan brochure for faculty:

(<http://www.provost.umich.edu/faculty/family/FamilyFriendlyBrochure.pdf>)
3. Create the position of work/life coordinator who has authority to ensure that faculty, staff, and students are aware of Rutgers' work/life policies and are able to utilize them effectively. This individual would also be responsible for working with the academic and administrative vice presidents to ensure that deans, directors, and supervisors are held accountable for following University work/life policies.
4. Engage in continuous education for deans, directors and supervisors, which includes addressing issues that discourage faculty, students and staff from using work and family benefits to which they are entitled.

Appendix A

Committee Membership

Marianne Gaunt, Co-Chair – University Libraries
Barbara Lee, Co-Chair – School of Management & Labor Relations
Narda Acevedo – Criminal Justice-Newark
Laura Ahearn – School of Arts & Sciences-New Brunswick - Student
Alisa Belzer – Graduate School of Education
Catherine Duckett—Women in Engineering
Lila Fredenburg – University Libraries
Andrea Hetling – Edward J. Bloustein School of Planning & Public Policy
Lee Jussim – School of Arts & Sciences-New Brunswick
Susan Keith – School of Communication Information & Library Science
Carolyn Knight-Cole – Human Resources
Marisa Koz – Academic Affairs
Rosemary Lane – School of Arts & Sciences-New Brunswick
Ewa Lavin – Graduate School of Applied & Professional Psychology
Jennifer Leon – Graduate School of Applied & Professional Psychology
Sarah McMahon – School of Social Work
Miriam Montalvo – Faculty of Arts & Sciences-Newark
Dawne Mouzon – School of Arts & Sciences-New Brunswick
Patricia Nolfi – Human Resources
John Rollino – Faculty of Arts & Sciences-Newark
Sarah Rosenfield – School of Arts & Sciences-New Brunswick
Sharon Ryan – Graduate School of Education
Sean Spinello – Academic Affairs
Maria Stanko – School of Arts & Sciences-New Brunswick
Karen Stubaus - Academic Affairs
Ryan Womack - University Libraries

Subcommittees and their Members

Child Care Issues

Laura Ahearn, Chair
Susan Keith
Marisa Koz
Jennifer Leon
Sharon Ryan
Ryan Womack

Student Issues

Ewa Lavin, Chair
Sean Spinello
Maria Stanko

Faculty Tenure-Track Issues

Sarah Rosenfield, Chair
Alisa Belzer
Andrea Hetling

Education for Deans/Administrators

Sharon Ryan, Chair
Rosemary Lane

Elder Care Issues

Lila Fredenburg, Chair
Barbara Lee

Wellness Issues

Carolyn Knight-Cole, Chair
Marisa Koz

Work Flexibility

Catherine Duckett, Chair
Narda Acevedo
Patricia Nolfi

Formatted: Spanish (Nicaragua)

Coordinator of Focus Groups

Patricia Nolfi

Appendix B: Work and Family Policies of Selected Private ar

	Indiana University	Iowa State University	Michigan State University	The Ohio State University	The Pennsylvania State University	Purdue University	Rutgers, The State University of NJ	Stony Brook University - State University of NY	Texas A&M University	University at Buffalo - State University of NY	The University of Arizona	University of California - Davis	University of California - Berkeley	University of California - Irvine	University of California - Los Angeles	University of California - San Diego	University of California - Santa Barbara
Key For User: S = Staff F=Faculty SL																	
On-Site Child Care	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y
On-Site Summer Child Care	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y
Off-Site Child Care	N	Y	Y	Y	N	Y	Y	N	Y	N	Y	N	N	Y	Y	Y	Y
Lactation Stations	N	Y	N	Y	Y	Y	Y	N	N	N	Y	Y	Y	N	N	Y	Y
Emergency Back-up Care	N	Y	Y	Y	Y	N	N	N	N	N	Y	N	Y	N	N	N	soor
Eldercare resources	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Emergency Eldercare	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Telecommuting/AWL Policies	N	N	N	N	Y/F,S	Y/S	N	N	Y/S,F	N	N	Y	Y-S	Y#	Y#	Y	Y
Flexible Time Policies - Staff	Y**/S	Y***/S	Y	N	Y	Y	Y*	N	N	N	N	Y	Y	N	N	Y	Y
Job Sharing Policies	N	N	N	N	N	Y/S	N	N	N	N	N	N	N	N	N	Y	N
Policies for Extension on Leaves	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y
Time Out of Tenure Stream (automatic or by request)	Y	Y	Y	Y	Y	Y	Y	Y/N##	Y	Y/N##	Y	Y	Y	Y	Y	Y	Y
Support Groups	N	Y	Y	Y	N	M	N	N	N	N	Y	N	Y	N	Y#	Y	Y
Counseling Services	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y#	Y#	Y	Y

* RU: Varies by Collective Bargaining Unit. General alternate work policy for all staff
 ** For non-aligned and some CBUs
 *** Designated for certain times of the year
 **** provides directory of students willing to provide occasional or regular child and elder care for staff and faculty
 # FOR ALIGNED STAFF

periods of leave of absence at full salary and periods of full-time service in probationary and temporary appointments granted shall be included in the tenure stream; periods of leave of absence at partial salary or without salary and periods of part-t

Appendix C

Compiled by Patricia Nolfi, University Human Resources

Focus Group Responses

Six focus groups were held in the months of March and April, 2009 on all three Rutgers campuses. Sessions were held:

- Thursday, March 26, 2009, Dana Library, Newark Campus. Targeted toward Newark Staff
- Monday, March 30, 2009, Alexander Library, New Brunswick. Targeted toward NB Staff & Graduate Students
- Wednesday, April 1, 2009. Alexander Library, New Brunswick. Targeted toward NB Faculty & Post Docs
- Friday, April 3, 2009, Library of Science & Medicine, Busch Campus. Targeted toward NB Faculty & Post Docs
- Tuesday, April 14, 2009, Dana Library, Newark Campus. Targeted toward Newark Faculty (ended up mixed)
- Wednesday, April 22, 2009 Paul Robeson ?Library, Camden Campuses. Targeted towards faculty, staff, graduate students – mixed

1. What kind of family-friendly programs and services would be helpful?

- Work flexibility and flexible work hours including telecommuting (all) *****
- Onsite, affordable child care (fac/PD, ST)***
- Changing stations on campus (fac/PD)***
- Offer additional leave beyond state and federal leave (fac/PD) *
- *“Environment where you can do your job and deal with family issues without fear of consequences”*
- Grads wanted more online and distance learning opportunities in order to manage work and family
- Need changing stations for men and women (All) ***
- Increase graduate student compensation; many have to take second job to make ends meet; impacts ability to address family issues/time (GA) **
- Health insurance for child of a graduate student *
- Transportation is an issue for graduate students if they don’t have a car; how to get to doctors, hospital? ***

a. Are there specific programs and services that would be helpful for those with children/family commitments?

- Expanded on-campus child care; younger and older kids(all)****
- *“Choices are critical for those working in labs; option to work from home not there like the humanities” (fac/PD)**
- Ability to work from home (fac/PD)*
- Lactation stations, *“Demeaning to be told you can use the Xerox room to nurse.” *****
- More information for new faculty moving in from out of state *
- Homework help on campus for kids*
- On campus after school programs (fac/PD) *
- Consider day care co-ops ****
- Various times that classes are offered, online classes (GA) ***
- Option to stretch salary over 12 months (GA)*

b. Are there specific programs and services that would be helpful for those who care for other family members?

- Referral service for day care ****
- Elder care services ****
- Respite care *

2. How important is the availability of University-sponsored child care services as an incentive for you to continue your employment at Rutgers?

- Issue for faculty and staff recruitment (fac/PD, ST) ****
- *“Senior administrators don’t seem to understand the vital importance of these programs.”*
- General family-friendly policies and program more important*
- Some departments are supportive, while others are not. For example, allowing a new mother to teach an online course from home rather than taking leave *
- Need to address cultural issues with child care to ensure there is comfort****
- Extremely important (fac/PD)*

a. How does the location of the child care facility influence this issue?

- Need services that allow for part-time hours, extended hours or episodic care*****
- Would like discounts for off campus centers, Y’s etc *

- After care programs need to be offered for all students (not just graduate students) *
- On campus affordable is most desirable *****

3 I am now going to hand out a brief questionnaire regarding family–friendly policies and programs for employees. Please take a few moments to answer but do not write your name on the questionnaire.

a. Do you think there are any barriers to faculty in taking advantage of these policies or programs? If so, which policies and programs and what are the barriers?

- “Need to create a workplace culture where it is okay to take advantage of benefits to which we are entitled and not risk stigmatization or punishment.” (staff)**
- Even though it’s a right to take leave, faculty are stigmatized, it’s a “black mark” if they take time out of the tenure-stream **
- Some services are not valued by the University*
- Not enough information that is easily available; can’t find on the website; no single place to look ***
- Recruitment activities need to include clear discussion and questions about work-life issues *

b. Any thoughts on what can be done to reduce or eliminate these barriers?

- Educate departments/leaders so employees are not punished for taking time out/leave to care for a child (fac/PD) ***
- More normalizing, consistency of policies and application of policies; Consistent application of policies (all)***

4. The availability of comprehensive health insurance for graduate students was very important to the considering of graduate studies at Rutgers.

Communication

- Promotion of, awareness, and information about programs (all) *****
- Centralized information about child care spaces available of campus (fac/PD) *
- Information about work-family programs at new faculty orientations ***
- Talk to employees and grads and their families about these issues. Offer regular forums ***
- Information on housing for undergraduates with families and graduate family housing is difficult to find*

Other Comments

- Take advantage of on campus child development centers and graduate school of education, social work, in providing programs and services ***
- Develop recreational opportunities on campus, particularly for younger kids; camps; especially for kids under the age of 5 ***
- A lot of the benefits are just for New Jersey residents. What about people that live in Pennsylvania or New York? **
- Offer discounted/affordable housing on campus*
- Family housing needs to have areas for small kids; swings, play areas*
- *“Bottom line – need to do something!”*
- No diaper changing stations on Camden **
- Family bathrooms *

Appendix D

Providers of Child Care who have Partnered with Universities

Bright Horizons Family Solutions

Bright Horizons Family Solutions is the world's leading provider of employer-sponsored child care, early education, and work-life consulting services, managing more than 600 early care and family centers in the United States, the United Kingdom, Ireland and Canada. Bright Horizons serves more than 700 clients, including more than 95 FORTUNE 500 companies and 70 of the "100 Best Companies" as recognized by *Working Mother* magazine. Bright Horizons is proud to be recognized as one of FORTUNE magazine's "100 Best Companies to Work For" in 2007.

Bright Horizons is used at Harvard, George Washington University, Iowa State, Yale, University of California, University of South Florida, Rice University, Cornell, etc.

Visit our Web site at <http://www.brighthorizons.com>

For more information email ClientServices@brighthorizons.com or call 800-324-4386.

Bright Horizons Notes compiled by Ryan Womack, who conducted telephone interviews.

Johns Hopkins University

Work-Life Programs Director

Carlstrom, Michelle, LCSW-C, Sr. Director Phone: 443-997-7000 Fax: 443-997-3809

Email: mcarlst1@jhu.edu

Mary Ellen Diggory, Director of Bright Horizons at JHU, 410-614-4111

1. How long have you used the partner company? Since 2001
2. Are you satisfied with them - what works well, what doesn't?
3. Would you recommend the partner company?
4. What is the fee schedule? If you have to ask...

Program	Age of Child	Monthly Tuition Chart*		
		8 - 10 hrs	10-11 hrs	11-12 hrs
Infant	6 weeks-16 months	\$1,455	\$1,470	\$1,484
Toddlers	16-24 months	\$1,455	\$1,470	\$1,484
Twos	24-36 months	\$1,306	\$1,320	\$1,333
Preschool	36 months and up	\$1,163	\$1,175	\$1,186

5. What is the capacity?

Program	Capacity	Adult to child ratio / classroom size
Infants (6 wks.-16 mos.)	24	1:3 - 6 Children
Toddlers (16 mos.-24 mos.)	27	1:3 - 9 Children
Two's (24 mos.-36 mos.)	24	1:6 - 12 Children
Preschool (36 mos. and up)	81	1:10 - 20 Children

6. What age groups and type of care is offered? See above, also backup care

Iowa State University

Julie Graden

jgraden@iastate.edu

Child Care Coordinator

100 University Village Suite 1010C

Ames, Iowa 50010

(515)294-8827

1. How long have you used the partner company? 1997

2. Are you satisfied with them - what works well, what doesn't?

They now have an exceptional regional manager, but 1st director was not responsive. A lot depends on this relationship.

Iowa State negotiated a sliding fee scale. Contract states that profit over X amount should be returned to the University (of course they do not exceed X). Corporate fees are high – you have to watch out for that. They are tough in negotiations.

Offer exceptional quality of care, expertise, very good curriculum. Corp. admin comes at least yearly.

Rent-free, building maintenance, plus tuition subsidy is given by Univ.

Nonprofits are eligible for USDA food reimbursement for low-income families, county subsidies. For-profit is not.

3. Would you recommend the partner company?

Yes, looking to add more capacity, and they will be invited to do so.

4. What is the fee schedule?

Sample top income infants \$1021/mth. Goes down to 575 for low income families.

5. What is the capacity?

400 or 500 are waiting. 300 waiting for 36 infant spots.

Center One

Giggly Guppies

Age: 6 weeks to 18 months

Ratio : 1:4

Group Size: 12

Busy Bees

Age: 18 months to 3 years

Ratio : 1:4 & 1:6

Group Size: 18

Leaping Lizards

Age: 2 1/2 years to 5 years

Ratio : 1:6 & 1:8

Group Size: 22

Kangaroo Kids

Age: 4 1/2 years to 12 years

Ratio : 1:12 & 1:15

Group Size: 27

Center Two – not University affiliated**Sunshines**

Age: 6 weeks to 1 year

Ratio : 1:4

Group Size: 8

Lightning Bolts

Age: 1 year

Ratio : 1:4

Group Size: 12

Shooting Stars

Age: 2 years

Ratio : 1:6

Group Size: 12

Moonbeams

Age: 3 to 4 1/2 years

Ratio : 1:8

Group Size: 16

Comets

Age: 4 to 5 years

Ratio : 1:12

Group Size: 24

Cyclones

Age: School Age

Ratio : 1:15

Group Size: 26

6. What age groups and type of care is offered?

See above, plus backup care

Massachusetts Institute of Technology

Notes from telephone conversation, compiled by Sharon Ryan, who spoke with Kathy Simons, Co-Director of the Center for Work, Family, and Personal Life at MIT. They have been contracting with Bright Horizons for the past 8 years. Prior to this partnership MIT had 3 parent-coop child care centers on campus. They built their fourth and largest center 8 years ago and were encouraged by the Faculty council to consider an outside vendor. They developed an RFP and Bright Horizons won the contract.

Current child care on campus - 4 centers, 1 serves 75 children ages 0-5, the other 110 children ages 0-5. There is still one coop model that Bright Horizons manages which serves 15 children ages 3-5 but sometimes 15 months - 5 years of age depending on children at time. Their other center serves toddlers (15 months) and preschoolers (up to 5 years of age). Fees for infant care is around \$2000.00 per month, toddlers around 1800.00 and preschools approximately 1500 per month. MIT does provide some scholarships. They have a waiting list of 400 children so also help faculty find child care in their local community including help with obtaining nannies.

Advantages of Partnership - Bright Horizons allows the University to customize the service so MIT made sure that teachers and staff in centers received higher salaries and benefits than in local child care centers. MIT is allowed to have input into choice of staff particularly Center Directors. They pay Bright Horizons a flat management fee so if MIT centers make a profit MIT keeps this and similarly with loss MIT has to foot the bill. Other advantages include the rich, research based and flexible curriculum of Bright Horizons, have a great accounting and financial operation, and have a career ladder for teachers and directors working within their sites. Bright Horizons also provides great professional development for staff, facilitate renovation and facilities audits so centers always meet state regulations and are safe, and help centers get accredited. Also have floating directors so if a director resigns, it is possible to get a substitute from their pool as a temporary measure until a new director is employed. Finally, they have excellent health and safety policies so with the swine flu scare Bright Horizons took

care of everything such as policies and communications to families.

Disadvantages - Bright Horizons are very sophisticated at a corporate and national level priding themselves as a Fortune 500 Company but they are not sophisticated at the local level. In particular, they don't individualize with regards to populations being served in a University culture. So for example, they have the same communications about reading to a child as they would for a center serving a corporation where parents have less education. The directors aren't necessarily trained to work with faculty and MIT has recently had a lot of trouble with directors in two of their centers so much so they have set up a new faculty committee to consider some of the issues as they go into recontracting with Bright Horizons. Kathy also said that they have experienced more teacher turnover since Bright Horizons took over. She is wondering if they should only give Bright Horizons the infant-toddler programming in their centers and use some other model for preschoolers.

Kathy is happy to have us visit anytime.

Childrens' Creative Learning Centers, Inc. (CCLC) (AKA- Kindercare)

Childrens' Creative Learning Centers Inc. (CCLC), has provided early childhood education programs in corporate settings and work/life solutions for families since 1992, including on-site and near-site locations that include educational and child-care programs, emergency backup care services, work/life consulting and other specialized programs.

CCLC helps corporations, including Fortune 500 companies, establish and maintain enriched learning environments where their employees' children receive the best emotional, social and cognitive experiences as required by National Association of Education for Young Children (NAEYC) standards in the United States.

CCLC provides Early Childhood Education centers for corporations and institutions such as Google, AOL, Fox, Stanford University, Pfizer, The Mayo Clinic, the US General Services Administration, The World Bank, IBM, Northwestern University, California State University, Stanford University, The University of Alabama at Birmingham, The University of Rochester, Florida International University, The University of Tulsa and Yahoo. CCLC offer its clients the combination of experience, strength in the industry and dedication to developing quality and innovative family-focused programs.

<http://www.cclc.com/index.html>

Hildebrandt Learning Centers LLC

Hildebrandt Learning Centers, LLC (HLC), was established to provide progressive and caring employers the ability to offer their employees the highest quality child care available in the child care market, and promote the employers' goals of achieving or maintaining a "Family Friendly" atmosphere at their workplace.

This company was selected by Princeton University to operate their new child care facility. "The company was selected because of its proven track record in providing quality child care and its positive partnerships with employers, according to Alison Nelson, director of benefits in the Office of Human Resources and current chair of the Child Care Working Group, who has led planning efforts for the center."

Other Universities and corporations that use Hildebrandt Learning Centers are Gettysburg College, the IRS in Philadelphia, King's College, The Pennsylvania Auditor General's Office, The Pennsylvania Department of Higher Education, The Pennsylvania Department of Labor and Industry, Pennsylvania Higher Education Assistance Agency, Pennsylvania State Employees Credit Union, Rodale Inc, St. Joseph Medical Center, the Social Security Administration, and Vertex, Inc.

<http://www.hildebrandtlearningcenters.com/about>

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Fax: 570.675.8785
Hours: Monday-Friday, 8 a.m. to 4:30 p.m.

Parents in a Pinch

Founded in 1984, Parents in a Pinch, Inc. provides in-home child care and elder care as an employee benefit. In addition, the agency has a nanny service and provides group child care during vacations and holidays. The Parents in a Pinch mission is to provide high quality, customer-centered, flexible and responsive services for families seeking regular, on-going and/or short-term backup care, while adhering to the highest quality standards of care. Parents in a Pinch, Inc., contracts with companies nationwide, as well as Canada and the UK. Contact

corporate@parentsinapinch.com or (617) 739-5437 x219 for more information, or visit our website at www.parentsinapinch.com.

Work Options Group

Work Options Group's Backup Care Options program is the leading full-service backup care benefit available. For over 10 years, Backup Care Options has provided companies with a proven, cost-effective way to reduce absenteeism and increase productivity. Backup Care Options resolves every common breakdown in child, adult, and elder caregiving situations and allows organizations to provide consistent benefits to all employees in all locations by offering nationwide backup care, 24 hours a day, 365 days a year, for loved ones of any age, whether they are healthy or ill. www.workoptionsgroup.com or Toll-Free at 1.866.312.4332 or by e-mail at: info@workoptionsgroup.com.

Appendix E

Contract Language from University/AAUP-AFT Collective Bargaining Agreement

XVI - FAMILY LEAVE AND DISABILITY RESULTING FROM PREGNANCY

This provision deals with family leave and shall include leaves for pregnancy, post-pregnancy, disability resulting from pregnancy, disability, parenting, and caregiving.

The AAUP-AFT and the University shall jointly designate a member of the University community to act as the Liaison for Work and Family Issues ("Liaison") to assist members of the bargaining unit in securing the benefits of this article. The name and contact information for the Liaison shall be made known to the University community no later than October 1 of each academic year. The Liaison shall report at the end of each semester to both the AAUP-AFT and the University administration regarding queries received and how such queries were resolved.

The individual's department or unit shall be responsible for closing ranks. The close ranks practice must be applied in an equitable and consistent manner. Claims that it is not being applied equitably or consistently or that an individual is being inappropriately denied his or her benefit shall be brought to the attention of the Liaison designated above who shall investigate and respond.

A. Short-term disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom are, for all job-related purposes, treated like other short-term disabilities. After pregnancy, a member of the bargaining unit is entitled to a recuperative paid leave of up to six weeks, or a longer period if the bargaining unit member continues to be disabled. All employment policies and practices involving commencement and duration of leave, availability of extensions, accrual of seniority and other benefits and privileges, and reinstatement and payment, shall be applied to short-term disabilities due to the above causes as they are applied to other short-term disabilities of members of the bargaining unit. In addition to the above, new parents shall be eligible to receive release time from their specifically

assigned classroom teaching and committee service obligations for up to eight weeks. In cases of "disability resulting from pregnancy," the additional eight weeks of release from specifically assigned classroom teaching and committee service obligations shall be added to the six weeks of recuperative paid leave, for a total of up to fourteen weeks. The period of release from specifically assigned classroom teaching and committee service obligations can be reduced by the dean of the unit if it would place an undue hardship on the department or unit. Such reduction will be reported by the dean to the Liaison, as identified under paragraph two of this Article XVI, and shall be included in the Liaison's end of semester report.

B. Requests by a member of the bargaining unit (faculty or TA/GA) for a leave of absence without pay to provide care made necessary by reason of the birth or adoption of the bargaining unit member's child or the serious health condition of a family member or same sex sole domestic partner, as determined in accordance with University policy, shall be granted in accordance with the provisions of the State of New Jersey Family Leave Act and in accordance with the provisions set forth below. Upon request by a member of the bargaining unit, a written explanation will be provided by the University for a denial of such a leave:

1. A request for such leave shall be made as far in advance as is reasonably practicable.

2. A bargaining unit member who requests a family leave shall endeavor, in the timing of such a leave, to accommodate the needs of the academic program and the provision of instruction to students.

3. In the event that such a leave is taken for a full semester, the faculty bargaining unit member may, at his/her option, have the entire year excluded from the probationary period. A written statement requesting exclusion of the entire year shall ordinarily be submitted by the faculty bargaining unit member to the dean or director at the time the leave is requested and shall be part of the official personnel file. This provision is not applicable to faculty bargaining unit members in their terminal year.

4. A first year's leave of absence without pay shall automatically extend the term of appointment by a period equal to the time excluded from the probationary period. No extension applicable to the final year of the faculty member's probationary period may be requested or granted.

5. A second year's leave of absence without pay shall not automatically extend the term of appointment. When the second year's leave of absence is requested, a faculty member may request an extension of his/her appointment for a period of time equal to the amount of the leave. If the University grants the leave, it shall at the same time respond to the faculty member's request for an extension of the appointment. No extension applicable to the final year of the faculty member's probationary period may be requested or granted.

C. A faculty bargaining unit member who continues to fulfill the duties and responsibilities of his/her faculty appointment may request an exclusion of one year from the probationary period when serving as the principal or co-equal care-giver under the following circumstances: when he/she becomes a parent during the first five years of the probationary period, or became a parent within one year prior to appointment at the University, or in order to care for a family member or same sex sole domestic partner with a serious health condition. This provision also applies when the unit member himself/herself has a serious health condition.

A request for an exclusion of one year from the probationary period under this provision shall be made in writing and requires the approval of the department chair and the dean. Such approval shall not be unreasonably withheld. Exclusion of a year from the probationary period under this provision shall automatically extend the term of appointment by a period equal to the time excluded from the probationary period.

If the University grants a request for a second year's exclusion from the probationary period, the term of appointment shall be extended by a year, except that no extension applicable to the final year of the probationary period may be requested or granted.

No faculty member of the bargaining unit may have more than two years thus excluded from their probationary period.

Grievances in respect to this Article applicable to Article IX shall be heard as Category 2 grievances (except as set forth in D below).

D. For the purposes of faculty reappointment and promotion consideration, University evaluators, evaluative bodies, and writers of confidential outside letters of evaluation shall be informed, only upon the candidate's written request, that the record of a faculty member who has had time excluded from the probationary period is to be reviewed in the same manner as the record of a faculty member with the normal probationary period. Faculty members shall be informed of this option via the 30-day letter (Appendix F-1 of the University Academic Reappointment Promotion Instructions). An alleged violation of this provision shall not be the basis of a grievance under Article IX or under Article X, except as set forth in Article X. A.1.a.

E. Individual members of the bargaining unit may discuss additional modifications of their workload assignments with their department chair and/or dean, or the appropriate supervisor, with regard to their particular parental or familial circumstances. Chairs, deans, and other supervisory personnel are encouraged to work with members of the bargaining unit in this regard within the confines of the needs of the academic or research program involved. Such modifications will be reported by the dean to the Liaison, as identified under paragraph two of this Article XVI, and shall be included in the Liaison's end of semester report.

XVII - LEAVE OF ABSENCE WITHOUT PAY

- A. Leaves of absence without pay are for the purpose of professional development, personal convenience, or completion of a terminal degree. Such leaves may be for a period up to two consecutive years.
- B. The granting of a leave of absence without pay to members of the faculty is subject to the needs of the academic program and requires the approval of the department chairperson and the dean. Such approval may not be unreasonably withheld, and a written statement of the reasons for withholding approval shall be given to the faculty member upon request within ten working days of that request.
- C. A request for a leave of absence without pay shall normally be made one year in advance and will specify the requested dates of commencement and termination of the leave. The date for the commencement and termination of such leave shall be at the

discretion of the University, but normally such leave shall commence on July 1 or on January 1 and shall terminate on December 31 or June 30.

- D. A leave of absence without pay shall not count in the probationary period for tenure. In the event a leave of absence without pay is taken for one semester, the faculty member, only once during his/her probationary period, may request to have the entire year excluded from the probationary period for tenure. A request for a full year's exclusion normally shall be made by the faculty member at the time the leave of absence is requested, and, if the University grants the leave, it shall at the same time respond to the faculty member's request for a full year's exclusion.

- E. A first year's leave of absence without pay shall automatically extend the term of appointment by a period equal to the time excluded from the probationary period. No extension applicable to the final year of the faculty member's probationary period may be requested or granted.

- F. A second year's leave of absence without pay shall not automatically extend the term of appointment. When the second year's leave of absence is requested, a faculty member may request an extension of his/her appointment for a period of time equal to the amount of the leave, except that no extension applicable to the final year of the faculty member's probationary period may be requested or granted. If the University grants the leave, it shall at the same time respond to the faculty member's request for an extension of the appointment. Denial by the University of a faculty member's request for an extension of the appointment shall be grievable under Article IX, Category 2.

- G. A faculty member who has been on a leave shall receive on return any salary improvements he/she would have received had he/she been serving at Rutgers during the leave period. Normal University policy regarding benefits during a period of leave without pay shall apply. The University shall provide to faculty members who are beginning a leave of absence without pay the forms and instructions necessary to re-enrolling in those benefit plans for which they are eligible upon their return to paid employment.

APPENDIX F

Rutgers University – Current Programs Wellness and Work/Life Balance

- Online listing of Wellness and Work/Life balance resources
 - As an institution of higher education, Rutgers is able to offer employees on all campuses access to an extensive set of resources promoting health and wellness. The [Employee Wellness Program](#), located on the University Human Resources web site, is your gateway to services and benefits that can help to improve your overall quality of life.
- Weight Watchers at Work sessions
 - Continuous sessions held on campus with 15+ people per session
 - Weight Watchers Rutgers participates in the Weight Watchers at Work program. In addition to the traditional weekly meetings, you can receive services [online](#) at a discount for Rutgers employees that participate in the Weight Watchers at Work program.
- Starting in the Fall - Quarterly Wellness Seminars
 - Topic ideas:
 - Cholesterol screenings with informational seminar
 - Blood Pressure Screening with informational seminar
 - Body Mass Index with Weight Management seminar
 - Seminars will be given by the SHBP health vendors - Aetna, CIGNA and Horizon Blue Cross Blue Shield of NJ
- Faculty & Staff Counseling for employees and their families
- Sexual Assault Services and Crime Victim Assistance
- Health Services and Screenings
- The Newark and Camden campuses utilize the UHR Wellness and Work/Life Balance services and resources

Recreational Services - Currently fee based

Employees and their family members can take advantage of many offerings through Rutgers Recreation. Below are some of the classes being offered. For information on the New Brunswick Campus visit the [website](#), or check out the websites for [Newark](#) and [Camden](#).

- Nutritional Counseling
- Yoga First Aid/CPR Training
- Body Composition Analysis
- Personal Trainer
- Tai Chi
- Smoking cessation
- Aerobic Courses

Flexible Spending Accounts

Sign up for one or both of types of available flexible spending accounts. Reimburse yourself with pretax money on eligible medical and/or daycare expenses.

- [Unreimbursed Dependent Care Spending Account](#)
- [Unreimbursed Medical Spending Account](#)

For more information and to enroll, contact Fringe Benefit Management Company at 866-440-7150.

Long Term Care Insurance

Help protect your assets and your families' future by enrolling in the Long Term Care Insurance program administered by Prudential Insurance. This benefit can be used for many types of services including:

- Hospice
- Assisted Living
- Nursing Home Care
- Adult Day Care

Disability Accommodations

- Assistance with disability accommodations and counseling on disability matters can be obtained from a variety of sources depending on your role here at the University. For more information, visit the contact page for [disability accommodation](#).

Health Services

- Health Services can be helpful resource on information for faculty and staff on each campus. To get more information on blood pressure screenings, flu shots and contact information visit the [website](#).

Faculty and Staff Counseling (FSAP)

Crisis Management

University departments or groups of staff can request assistance when facing a shared crisis such as the death of a coworker, serious illness, and inappropriate behavior in the workplace, crime, or workplace transition.

Assessment, Counseling, and Referral

- You have the opportunity to discuss your concerns, receive counseling and/or referrals to appropriate outside agencies, and make decisions about how to handle your needs in the workplace.
- Counseling is provided by a licensed, credentialed counselor.
- Common areas of concern for staff include family relationships, bereavement, financial problems, caring for adult family members, child and adolescent development, and substance abuse.
- Conversations with counselors are completely confidential.

Consultation

- Consultations can be provided to supervisors, administrators, coworkers, or family members who have concerns about the mental health of someone else.
- Supervisors can request assistance with managing a poorly performing employee where there is a known or suspected personal problem that is negatively affecting the employee's job performance.

Department leaders can request assistance with organizational change and transition or group conflict resolution. Workshops can be tailored to the unique needs of a specific administrative or faculty unit.

Rutgers - State Health Benefits Program

Under the State Health Benefits Program, eligible employees can participate in the NJ DIRECT 15 PPO, the Aetna HMO, or the CIGNA HMO.

Some medical plans offer coverage for the following:

- Acupuncture
- Nutritional counselors
- Discounts on home exercise equipment
- Massage therapy
- Smoking cessation
- Membership discounts for health clubs

The NJ DIRECT 15 plan offers a variety of discounts and programs to stay healthy. Horizon Blue Cross Blue Shield's membership [Wellness & Discount Programs](#) include:

New York Sports Clubs membership discounts 212-246-6700

National Fitness Network membership discounts 800-294-1500

Discounts on vitamins and supplements through <http://www.choosehealthy.com> 877-335-2746

Discounts on alternative therapies such as yoga and massage therapy 877-335-2746