Resources on Business Case for Flexible Work Arrangements

1. American Council on Education. Office of Women in Higher Education. (2005). *An agenda for excellence: Creating flexibility in tenure-track faculty careers*. Washington, DC: American Council on Education.

    This report advocates for the need to create flexible tenure-track faculty career paths at institutions of higher education, in order for American higher education to sustain its leading role in a diverse and changing environment. It provides numerous recommendations, including recommendations on policies and programs.

2. American Council on Education. Making the Business Case: The Imperative for Supporting and Promoting Workplace Flexibility in Higher Education. (2015). Retrieved from http://www.acenet.edu/news-room/Pages/Making-the-Business-Case-for-Workplace-Flexibility.aspx

    This article outlines examples of workplace flexibility in higher education. It then describes a number of benefits to such workplace flexibility, including revitalizing and retaining faculty, promoting inclusion and diversity, remaining competitive internationally, keeping up with the private sector, recruiting and retaining future generations, and saving the institution money. It provides models of cost-benefit analyses for faculty turnover.

3. Barnett, R. C., & Hall, D. T. (2001). How to use reduced hours to win the war for talent. *Organizational Dynamics*, *29*(3), 192-210.

    The authors provide a business case for work-life balance. They show how reducing hours helps companies retain talented employees, and they outline benefits to both employees and employers. They provide specific examples of companies that have succeeded in such efforts.

4. Cornell University Policy Library. "Flexibility in the Workplace." Policy 6.6.13. Last Updated: March 3, 2015. Retrieved from http://www.dfa.cornell.edu/cms/treasurer/policyoffice/policies/volumes/humanresources/upload/vol6_6_13.pdf

    This is Cornell University's formal policy on flexibility in the workplace. It outlines specific forms of flexibility and states that benefit status will not be affected by a flexible work arrangement, as long as the workplace is in the United States. The policy outlines procedures for making and reviewing flexible arrangements. If an employee's supervisor wishes to deny the proposed flexible work arrangement, the supervisor must first consult with his or her local HR representative for review and guidance.

5. Gahn, S., & Carlson, S. (2008). Breaking the Norms: Measuring the Impact of New Policies. Retrieved from https://www-provost.sws.iastate.edu/sites/default/files/uploads/advance/2008_10-11gahncarlson_ppt.pdf

    This presentation explores initial findings on the use of flexible policies and provides data on faculty attitudes about these policies at Iowa State University (ISU). The Faculty/Work Database at ISU

measures the costs and benefits of ISU flexible career policies. The presentation provides data on dollars saved with flex policy retention of faculty vs. hiring new faculty (based upon costs to hire new tenure-track assistant professors and costs to maintain faculty with flexible policies). The majority of ISU faculty surveyed agreed that a part-time work policy will help retain faculty. This work is part of ISU's NSF ADVANCE Program.

6. Guglielmo, C. (May 6, 2015). "It's not women who are the problem in tech land." *CNET.* Retrieved from http://www.cnet.com/news/women-arent-the-problem-in-tech-land/

   This article examines the culture in the technology industry and the reasons that women are not well represented in this industry. The authors question why educated, professional women would exit the technology industry, an industry that has the highest starting salaries. Some women cite of the lack of family-friendly flexibility, lower salaries compared with their male colleagues, and fewer opportunities for advancement. Other women blame the "bro culture" at tech companies, referring to a kind of immature, frat-boy behavior. The male-dominated technology industry can be very aggressive and intimidating. The authors argue that technology companies should care about attracting and retaining women. One reason is to improve diversity. Another reason is that it costs companies $150,000 to $200,000 to replace a single employee in a technical role. The article provides examples of initiatives at leading technology companies to improve the culture for women in the industry.

7. Herbers, J. M. Part-Time on the Tenure Track. Retrieved from https://awis.site-ym.com/resource/resmgr/ADVANCE_14/Part_Time_-_Herbers.pdf

   In this presentation, the author reviews who the part-time tenure-track faculty (PTTT) are, why individuals pursue such positions, how such positions are structured, and the benefits of such arrangements for faculty (e.g., high job satisfaction and more time for outside activities) and institutions (e.g., career-long job engagement and high retention). She shows that implementation of PTTT policies is rare and that usage of such policies is low in institutions that allow such arrangements.

   The author's book also advocates for the role of PTTT positions to promote career-long faculty engagement and better institutional planning [reference for her book: Herbers, J. M. (2014). Part-Time on the Tenure Track. *ASHE Higher Education Report*, *40*(5), 1-161].

8. Hewlett, S. A., & Luce, C. B. (2005). Off-ramps and on-ramps: Keeping talented women on the road to success. *Harvard Business Review*, *83*(3), 43-54.

   The authors present their survey data, showing that men and women take career off-ramps for different reasons. The authors offer a number of recommendations to help female workers, including creating reduced-hour jobs, providing flexibility in the arc of a career, removing the stigma of flexible arrangements, and nurturing ambitions. This will help businesses to take advantage of female talent in the long run. The authors provide examples of companies that have been successful with flexible work arrangements.

9. Hollenshead, C., Waltman, J., August, L., Bailey, J., Miller, J., Smith, G., & Sullivan, B. (2005). Family-Friendly Policies in Higher Education: Where Do We Stand? Ann Arbor, MI: The Center for the Education of Women, University of Michigan.

This is an overview of family-friendly policies in effect at different types of colleges and universities across the nation. It describes benefits of family-friendly policies. On p. 10, it provides a number of questions that administrators who are examining the policies at their own institutions will find useful to ask themselves.

10. Iowa State University. Office of the Executive Vice President & Provost. (2010). ISU Policies & Guidelines for Flexible Faculty Careers: Resources for Chairs & Deans. Retrieved from https://www-provost.sws.iastate.edu/sites/default/files/uploads/advance/flexiblefacultycareersresource.pdf

This document describes why departments should be family-friendly, how to create a family-friendly department, ISU Policies & Guidelines for Career Flexibility, and legal implications of decisions. It lists additional resources for chairs.

11. Mandleco, B. (2010). Women in academia: What can be done to help women achieve tenure? [Article]. In *Forum on Public Policy: A Journal of the Oxford Round Table* (Vol. 6, No. 5, pp. 1-13).

The author describes a number of ways that institutions can help women faculty achieve tenure. One way to help women faculty achieve tenure after being hired relates to family- friendly policies that better integrate family and work obligations. The author suggests that women be provided the opportunity for flexible work arrangements, such as being allowed to work from home or to take time off for personal or family reasons (see pp. 8-9).

12. Mason, M. A. (April 22, 2009). Is tenure a trap for women? Retrieved from http://chronicle.com/article/Is-Tenure-a-Trap-for-Women-/44814

The author calls for policies that include a part-time tenure track or a tenure track that allows faculty to switch from part-time to full-time status, depending on their family circumstances. In her survey of California faculty members, she found wide support among men and women of all ages for allowing faculty members to shift at times to part-time status. For younger faculty members, child-care needs prompted such great interest. For older faculty members, elder-care responsibilities (for a spouse or parent) and their own physical disabilities prompted such interests. The author states: "The tenure system, for all its faults, must be promoted, not extinguished. But it must be made more flexible to level the playing field and suit the modern realities of professors' lives."

13. Mason, M. A. (May 28, 2009). Rethinking the tenure clock. Retrieved from http://chronicle.com/article/Rethinking-the-Tenure-Clock/44268/

The author argues that the tenure system makes huge demands at a time when women are facing the demands of young families. She states: "I have argued that the solution to the tenure trap is not to abolish tenure —and thereby increase the trend toward ever more part-time and contingent faculty members, to the detriment of students and scholarship. Instead, we should reform the ancient procedure to create a flexible tenure clock for a new population of Ph.D's, half of whom are women, and most of whom are parents who are seriously engaged, for a period in their lives, in the business of raising children." She argues that several reforms could make a difference, including a part-time tenure track. However, she argues, "It is a very long stretch between adopting a written policy and having it actively used and supported by the internal culture." She states that the "right to return" to full-time work is the key for part-time tenure track work arrangements.

14. McNall, L. A., Masuda, A. D., & Nicklin, J. M. (2010). Flexible work arrangements, job satisfaction, and turnover intentions: The mediating role of work-to-family enrichment. *The Journal of Psychology*, *144*(1), 61-81.

   In a sample of 220 working adults, the authors examined the relation between the availability of two types of flexible work arrangements (flextime and a compressed workweek) and work-to-family enrichment. They explored the relation between work-to-family enrichment and (a) job satisfaction and (b) turnover intentions. They found that work-to-family enrichment mediated the relation between flexible work arrangements and both job satisfaction and turnover intentions. This was true even after controlling for gender, age, marital status, education, number of children, and hours worked. The authors discuss the implications of these findings.

15. Mercer LLC. (2014). When Women Thrive Businesses Thrive. Retrieved from http://www.mercer.com/content/dam/mmc-web/Files/Gender-Diversity-When-women-thrive-businesses-thrive-Mercer.pdf

   This study supports the importance of an organizational culture of proactive leadership and management of employees to support their participation in flexible work policies. In this study, the consulting firm Mercer asked 164 companies about their benefits and human resources tactics. The authors state that the provision of such programs that provide women and other employees with additional flexibility and support is no longer enough and that it "may even lull some organizations into complacency" (p. 37). One major finding in the study was that companies with flexible work policies or maternity leave benefits were linked with a slower promotion of women into top ranks.

   The authors state: "… without proactive and engaged support for her career development, a woman who avails herself of programs that help provide better work/life balance as needed during certain periods of her career may be unwittingly deprived of the encouragement or opportunity to seek new challenges and advance her career during other stages of her professional lifecycle. In addition, ingrained bias and negative stereotypes within the organization may put any employee who takes advantage of options such as flexible schedules and leave at a disadvantage when it comes to performance ratings and promotion (p. 37)."

   The authors state: "We conclude that the impact of various programs and benefits on gender diversity has more to do with the way the programs and the employees who take advantage of them are led and managed than it does with simply whether or not the program is offered. As further evidence of this, we found that, although offering maternity leave to employees is correlated with lower projected representation of women at the executive level, among organizations that also ranked maternity leave as one of the top five benefits for meeting the needs of women, there is no negative correlation between the program and future female representation. (See Figure 2.17.)" (p. 39).

16. Parker, K., & Wang, W. (March 14, 2013). *Modern parenthood: Roles of moms and dads converge as they balance work and family*. Pew Research Center. Retrieved from http://www.pewsocialtrends.org/files/2013/03/FINAL_modern_parenthood_03-2013.pdf

   The authors of this Pew Research Center report describe a number of findings on men and women's experiences with balancing work and family. The way mothers and fathers spend their time has

changed dramatically in the past half century. Mothers are doing more paid work outside of the home; fathers are doing more housework and child care. Their roles are converging. In the Pew survey, approximately equal shares of working mothers and fathers reported feeling stressed about juggling work and family life: 56% of working mothers and 50% of working fathers said they find it very or somewhat difficult to balance these responsibilities. The findings of this report highlight the fact that work/life balance issues greatly affect both women and men.

17. Quinn, K., Lange, S. E., & Riskin, E. A. (2004). Part-time tenure-track policies: Assessing utilization. *Proceedings of the WEPAN 2004 Conference,* Albuquerque, NM, pp. 1-6. Retrieved from https://advance.washington.edu/apps/resources/docs/WEPAN-2004-Part-Time-Tenure-Track.pdf

   The University of Washington (UW) received a grant from the Alfred P. Sloan Foundation to explore part-time faculty careers, as part of its NSF ADVANCE Institutional Transformation Award. The UW has both a permanent and a temporary part-time option for tenure track faculty. This mixed-methods study involved a review of existing records with structured interviews. The study demonstrated that faculty and department chairs were largely unaware of the availability of either part-time policy. The authors provide recommendations to improve implementation of the policies, based on faculty experience. Recommendations include improving the communication of policy availability/details and making policy implementation more consistent.

18. Reddick, R. J., Rochlen, A. B., Grasso, J. R., Reilly, E. D., & Spikes, D. D. (2012). Academic fathers pursuing tenure: A qualitative study of work-family conflict, coping strategies, and departmental culture. *Psychology of Men & Masculinity*, *13*(1), 1-15.

   This qualitative study examined how junior male tenure-track faculty with children negotiated work and family responsibilities. Analysis of in-depth interviews (n = 12) revealed three broad themes regarding men's negotiation of their various roles: (a) tenure and family balance/conflict; (b) coping responses; and (c) attitudes toward policy and work culture. Respondents negotiated their multiple responsibilities by using several strategies, but with little knowledge or utilization of university policies that could ease workload and conflicts. The authors discuss the results within the context of research on men's work and family lives, as well as departmental culture and institutional policies. The article supports the fact that work/life balance issues affect men faculty.

19. Richman, A. L., Civian, J. T., Shannon, L. L., Jeffrey Hill, E., & Brennan, R. T. (2008). The relationship of perceived flexibility, supportive work–life policies, and use of formal flexible arrangements and occasional flexibility to employee engagement and expected retention. *Community, Work and Family*, *11*(2), 183-197.

   This study examines the relationship of perceived workplace flexibility and supportive work-life policies to employee engagement and expectations to remain with the organization. In addition, it explores the association of formal and occasional (informal) use of flexibility with these outcomes. Data are from a multi-organization database created by WFD Consulting of studies conducted from 1996-2006. Results showed that perceived flexibility and supportive work-life policies were related to greater employee engagement and longer than expected retention. Both formal and occasional use of flexibility were positively associated with perceived flexibility, employee engagement, and expected retention. The data analyses provide evidence that workplace flexibility may enhance employee engagement. This may, in turn, lead to longer job tenure.

20. Rosser, V. J. (2004). Faculty members' intentions to leave: A national study on their worklife and satisfaction. *Research in Higher Education*, *45*(3), 285-309.

This study, using the National Study of Postsecondary Faculty (NSOPF:1999) database, provides evidence that faculty members' perceptions of their worklife have a strong impact on their career satisfaction and subsequently on their intentions to leave their positions.

21. Sallee, M. W. (2012). The ideal worker or the ideal father: Organizational structures and culture in the gendered university. *Research in Higher Education*, *53*(7), 782-802.

The author suggests that organizational structures and culture prevent men from being involved parents at home. The author uses theories of gendered organizations as a guide and draws on interviews with 70 faculty fathers at four research universities. This paper explores the tension that many men feel navigating their responsibilities in the home while aiming to fulfill the norms of the ideal worker. Data suggest men faculty who appear too committed to their families are penalized.

22. Society for Human Resource Management. (2008). *Workplace flexibility in the 21st century: Meeting the needs of the changing workforce.* Retrieved from http://www.shrm.org/research/surveyfindings/articles/documents/09-0464_workplace_flexibility_survey_report_inside_finalonline.pdf

In November 2008, the Society for Human Resource Management (SHRM) conducted the SHRM 2008 Workplace Flexibility Survey. This report describes the following with regard to the survey results: (1) the prevalence and types of flexible work arrangements (FWAs) that employers offer; (2) employee utilization of FWAs; (3) employers that collect metrics/analytics on FWAs; (4) successful FWAs, as well as success factors; (5) the impact of FWAs on both employees and employers; and (6) the challenges associated with FWAs.

23. Waltman, J., & Sullivan, B. (2007). Creating and supporting a flexible work-life environment for faculty and staff. *Effective Practices for Academic Leaders*, *2*(2), 1-16.

The authors describe some of the most common policies and practices related to a flexible work-life environment. They discuss the benefits of a flexible work-life environment to faculty, staff, and their institutions (e.g., improvement in an institution's success in hiring, job satisfaction, retention, decrease in employee stress, improvement in diversity and equity, and improvement in faculty productivity). They describe several ways that department chairs can support work-life flexibility in their departments. They offer advice, based upon work-life policy research, on the factors to consider in creating policies and in shaping a climate in which faculty and staff feel safe using such policies. Finally, they present best practice ideas, as well as stories from faculty interviews.

24. Williams, J. C., Alon, T., & Bornstein, S. (Fall 2006). Beyond the 'Chilly Climate': Eliminating Bias Against Women and Fathers in Academe. *Thought and Action: The NEA Higher Education Journal,* 79-96.

The authors describe key factors contributing to the "chilly climate" for women and fathers in academia. They state that the key to warming up the chilly climate for women and family caregivers in academe is to identify and eliminate unexamined bias and stereotyping. They discuss how the stereotyping and bias that women and parents in academia experience has become a risk management

issue in the current legal context. The authors state: "Academic institutions can no longer get by on talk about supporting families; if they don't address unexamined bias, they now risk serious legal liability" (p. 92).