

Appendix B: Notes from the CUWFA Annual Conference, May 7-9, 2014 in Baltimore Maryland

I. May 7, 2014

- a. That Was Then, This Is Now: Building Work/Life Culture Change with Cross-University Mentoring (Sue Sloop, Grand Valley State University; Caryn Jung, University of Arizona)
 - i. What do we thinking mentoring is: sharing, guidance, trust, support, community, relationships, validation, professionalism, growth
 - ii. We should move away from the hierarchy model of mentoring and leave behind competition
 - iii. Mentoring should include more than professional mentoring
 - iv. Universities should be sharing solutions; mentoring should happen across universities
 1. Within university mentoring can be hard due to competition
 2. Make mentoring sustainable by reaching out, connecting, and communicating with others at different universities
 - v. **Recommended Book:** [Establishing the Family Friendly Campus: Models for Effective Practice](#) edited by Jaime Lester
- b. Managing Magnificent Meetings (Becky Christianson, retired from Michigan Technological University)
 - i. See the handout for more details on things to think about
 - ii. Some other thoughts
 1. Why do we assume meetings should be one hour? What is the purpose of the meeting, does it need to be 1 hour, shorter, longer?
 2. U-shaped set up is good for both interactive meetings and presentations since everyone can be seen and heard
 3. Ground rules should be set, especially for recurring meetings
 4. Have your attendees evaluate your meetings (much like course evaluations) to see where you could improve or what is working well

II. May 8, 2014

- a. From Mind Full to Mindful at Harvard (Nancy Costikyan, Harvard University; Tara Healey, Harvard Pilgrim Health Care)
 - i. NOTE: I highly suggest looking at their PowerPoint, which is supposed to be available online on the CUWFA website; however, I think you may need to be a member to access it
 - ii. Overall Message: WORK LIFE ISSUES ARE PART OF SUSTAINABILITY ISSUES (e.g., well being); many schools have sustainability movements, this should be part of those movements
 - iii. Mindfulness is about being in the present

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- iv. Depression rates are higher the university level than at the national level with the highest levels existing at the 30-50 age group (data from market Scan Norms 2008)
- v. Depression rates are much higher in females than males
- vi. Depression rates are similar across all university positions
- vii. This can be very costly as far as healthcare is concerned (Herbert Benson 2005 Harvard Business Review)
- viii. Even if one is functioning in the workplace while depressed is this trend sustainable and how does it affect colleagues?
- ix. They have only done a pilot study of mindfulness meditation at the central administration level and while it has been successful they do not know if the whole university will adopt it
 1. After 6 week course they say benefits including increased morale and greater sense of community
 2. Learned that several obstacles need to be overcome
 - a. Have to deal with the skeptics using the scientific information we have available
 - b. Need to reduce misconceptions; don't every require employees to do this
 - c. Keep it secular, don't relate it to religion; they used a great little phrase by calling it "defragging your brain"
- x. Is this just a band aid for a deeper structural program (i.e., you workplace tells you to "take care of yourself" and "work until you are dead" at the same time)?
- xi. Mindfulness versus relaxation response is equivalent to stress resilience versus stress management
- xii. Tara Healey provides these statistics
 1. 47% of the time the mind is wandering and most people feel unhappy
 2. Mindfulness requires self compassion
 - a. Relaxation is a byproduct of mindfulness meditation
 - b. You are not trying to analyze or judge
 - c. You don't try to stop thoughts, you just let them come and go
 - d. It is simple, but not easy
 - e. It is about calibrating or steadying the mind to increase responsiveness and decrease reactivity
 3. Great Analogy: You exercise you body to increase strength and flexibility, and mindfulness meditation does this for your mind
 4. Communication and Marketing advice

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- a. Go to departmental meetings
 - b. Don't start with managers
 - c. Get multiple organizations to work together
- xiii. Resources
1. App: Insight Timer (free, meditation timer)
 2. Richard Davidson at the University of Wisconsin: Documentary ["Free the Mind"](#)
 3. Jon Kabat-Zinn national leader in mindfulness meditation
 4. Headspace: a lot of free apps for meditation
 5. Sara Lazar's TED Talk called ["How Meditation Can Reshape Our Brains"](#)
- b. Academic Leaders who Foster Work-Life Cultures (Panel Discussion)
- i. What kind of responses do leaders give to employees who come to them with an issue who foster work-life culture?
 1. They take care in their responses
 - a. What can I do to support you?
 - b. We can find a solution for this
 2. Lead by example; relate to your employees by considering your own work-life issues
 3. Know your policies well so you can use them to your advantage
 - a. Flexibility in current policy: what is the goal? How can we work this? Most faculty just need predictability in their teaching
 4. Policy development
 - a. pilot things at the college or department level (if successful, more likely to get the whole institution on board)
 - b. Call policies initiatives instead so that more creative plans are able to get on their feet
 - c. NSF ADVANCE grants
 5. Create an environment where people feel that they can be and live; people shouldn't have to silo their lives
 - a. Example: one leader has everyone go around and talk about something new going on in their non-work lives before they start meetings
 6. Small changes can help change institutional culture
 7. Read university president's speeches to find issues they talk about that you can then leverage support for
 - ii. Advice to influence change

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1. Unite to gain momentum/critical mass (liaise between colleges and departments: figure out who supports something already and get them together)
 2. Employee engagement: do your employees actually feel supported; you need this for retention and productivity
 3. Take the time to help upper administration understand how important engagement is through concepts of maximizing resources, time/money spent on recruitment, retention, the right thing to do
 4. Relentlessly push (transgressive leaders/microaggression): ask potential new leaders what their strategy for work-life balance is; use feedback
- c. Leading Change: Academic Leaders Shaping Work-Life Culture (Laura Koppes Bryan, University of Baltimore; Cheryl Wilson, University of Baltimore)
- i. NOTE: slides available on CUWFA website as well
 - ii. They interviewed university leaders, from presidents to chairs and deans
 - iii. Interview findings
 1. Good work life balance supporting leaders had the following traits
 - a. Communication
 - b. Flexibility
 - c. Commitment
 - d. Trust/ golden rule
 - e. Ideally these should be part of a strategic plan and leaders should be accountable for this through annual reviews and also makes it part of the operating budgets
 2. Successful programs often had funding from the following two sources
 - a. **NSF ADVANCE grants (can see what others are doing on NSF website)**
 - i. Initially for large institutions, but now the focus is on smaller colleges/universities
 - b. SLOAN WORK LIFE
 - iv. Biggest Challenge: convince leaders to get it
 1. Figure out what their work-life issues are
 2. Dispel the assumption that this is only about childcare
 3. Return on investment concept
 - v. At some places; especially community colleges, no one could identify a leader of work-life balance
 - vi. Do your leaders know and understand your employees
 - vii. Successful leaders know how to foster culture change

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- viii. What does work life culture mean?
 1. Time demands (work creep)
 2. Career consequences (caregiver discrimination, gender bias)
 3. Managerial support
 4. Climate for sharing concerns, for making sacrifices
 5. Respect for an employee's non-work life/commitments
 6. Climate for boundary separations (being able to say no)
- ix. Work Life Myths
 1. Not compatible with higher education: guilt for not always being plugged in/time for outside work commitments not built in
 2. Just for parents: others are relevant including caregivers, chronic conditions, pets, volunteer work, general well being
 3. Code for "special treatment": this is about maximizing retention and productivity and the sustainable way to do this is to have personal well being; different people may need different things
- d. Finding the Practical Path Forward: Leading a Strategic Assessment Process at Stanford University (Phyllis Stewart Pires, Stanford University)
 - i. NOTE: She's been working for only 18 months in this newly created role and her talk was about her journey into this; she's really in the beginning of the process of putting together a work life program, so she may be a good person to talk to
 - ii. FAMILY SUPPORT EXPERIENCE: what she has learned from working in the private sector
 1. Practical programs
 2. Sustainability
 3. Align to specific needs of the institution
 - iii. HIGHER ED EXPERIENCE; what she has learned from being in academia
 1. Pace of change (slow)
 2. More hierarchy
 3. History of university and any relevant programs is important
 4. Decision making is distributed
 5. Entitlement
 - iv. **THE PROCESS SHE WENT THROUGH (could be a really useful roadmap)**
 1. History lesson (who is involved and who is still around)
 2. Testing assumptions (ex. We are childcare)
 - a. Political landmines will be set off (ex. 1972 Liefert Report story)

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- b. Find best people to test (ex. Budget/decision makers, critics/cynics, those using similar assumptions like housing or benefits)
 3. Mining data
 - a. Balance the quantitative and qualitative data
 - b. What has been collected already/where are the gaps
 4. Benchmarking
 5. Leveraging experts
 - a. Take advantage of data collectors that already exists (both internal and external)
 6. Share and compare
- III. May 9, 2014
 - a. Caring for the Whole Person: A “Wellbeing” Model to Frame Employee Programming (Erica Hayton, The George Washington University; Caroline Adegun, The George Washington University)
 - i. NOTE: This was my favorite session; they did an interactive exercise, so attached handout
 - ii. Colonial Community at GW had been around; they revamped it
 1. What doesn’t exist at other places at the university? Where are the gaps?
 - a. Initially Work-Life, Wellness, Recognition
 - b. Recognition leaves, benefits strategy comes in
 - c. Work life in the context of benefits; helped think holistically
 2. **New approach (based on the book “[Wellbeing: The Five Essential Elements](#)” by Tom Rath)**
 - a. Personal and family life
 - b. Healthy living
 - c. Work fulfillment
 - d. Financial wellness
 - e. Community and culture
 3. They now provide services for some of these and also point people to the right place to go for the ones they don’t
 4. Activities
 - a. Pyramid with Education at top, programs next, and policy at bottom (base/foundation)
 - b. You don’t necessarily need to change culture, but you need the programs to point to a change in culture
 - iii. **ALL OF THEIR INFORMATION IS PUBLICALLY AVAILABLE ON THE GW WEBSITE**

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iv. Fantastic group exercise (see handout)

- b. Family and Medical Leave Insurance in the 21st Century (Heather Boushey, Washington Center for Equitable Growth and Center for American Progress)
 - i. Income equity is more than just dollars
 - 1. Access to benefits
 - 2. Family life balance
 - 3. Future human capital/parenting
 - ii. Companies not obliged to give all employees the same access to benefits, so this is a place where government needs to pick up the slack
 - iii. FMLA: required time off, but not paid
 - iv. July 23rd, Center for American Progress and White House having a public meeting
 - v. **Not just a family issue; it's an economic issue**
 - 1. Employers cannot assume all their workers have someone at home to deal with life issues anymore
 - 2. Increases in both parents working/single parent working
 - 3. Demographic shift is leading to increased elder care as well
 - vi. Why is access to paid leave important to the economy
 - 1. More likely to stay employed
 - 2. Favored by 80% females, 70% males, 60% republicans, 80% democrats
 - 3. Our workforce has changes but the policies have remained the same since the 1930s largely
 - 4. Affects size and strength of workforce (1/5 of total US economic growth due to women and minorities in the work force)
 - 5. Increases female workforce (since 1970s, GDP has gone up 11% with women in workforce)
 - 6. Reduces turnover and employment disruptions (employers in CA have saved 89 million since their law went into effect)
 - 7. Positive impact on company profits and attract high quality workers
 - 8. Pay more taxes
 - 9. Incentives to share care giving responsibilities and close the gender gap
 - vii. **MOST PEOPLE DO NOT HAVE ACCESS TO PAID LEAVE TO CARE FOR CHILDREN AND ELDERS**
 - viii. States that have passed laws for family medical leave that is paid
 - 1. 2004: CA has paid FML

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2. 2007: WA passed a stand-alone law but never implemented since they tried to create a whole new infrastructure instead of using existing like the other states
 3. 2009: NJ has paid FML
 4. 2014: RI has paid FML
- ix. Very different rules between states; but all paid for with a small tax on employees
- x. Foreign countries: all of EU, UK, Canada, Australia have paid leave
- xi. Their proposed act will combine all the good things about the various existing state programs
1. 12 weeks
 2. Definition of family is expanded to included extended family
 3. 2/3 pay
 4. Cap of ~\$1000/week
 5. Cover everyone who is working
 6. Administer through Social Security infrastructure
 7. Paid for through a small employee tax
- xii. What is needed still
1. More research on how paid family leave affects other things besides parenting
 2. Need to know more about how this could impact the solvency of disability/social security/medical programs
 3. Need to know more about the impacts on employers and the gender pay gap