

2010

University of Utah
Parental Leave Policy
Evaluation Report



THE UNIVERSITY OF UTAH

**UTAH EDUCATION
POLICY CENTER**

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University of Utah Parental Leave Evaluation

Focus of Evaluation

Section VIII of University of Utah Policy 6-315 (Parental Leaves of Absence) provides the mandate for reviewing both the implementation and fiscal impacts of the University's parental leave policy. In this evaluation, implementation and interpretation of University of Utah Policy 6-315 – “Faculty Parental Leaves of Absence” from a multi-level perspective (individual, departmental, and institutional) were considered. This evaluation addressed the implementation of parental leave on the main campus and excludes evaluation of the School of Medicine. The formal evaluation of the School of Medicine Parental Leave policy (8-002) is anticipated to conclude Fall 2010.

Context

In 2005, the Presidential Commission on the Status of Women (PCSW) at the University of Utah presented a formal request for and draft of the University of Utah parental leave policy to the Academic Senate. The University of Utah Academic Senate approved University of Utah Policy 6-315– “Faculty Parental Leaves of Absence” on May 1, 2006 following a series of discussions and debates. The University of Utah Board of Trustees subsequently approved the policy on May 8, 2006.

The University's Parental Leave Policy took effect July 1, 2006 and provides tenure track faculty on a nine month appointment (or equivalent twelve month appointment) the option for parental leave of absence which allows eligible faculty the option for requesting “modified duties” for one semester. Eligible faculty are guaranteed to receive two such leaves and may be eligible for subsequent leaves with the approval of the cognizant University Senior Vice President. As stated in the Parental Leave Policy, “The faculty member will be released from professional duties during this period, but may choose to continue some professional activities (e.g., meeting students, doing research, participating in hiring or RPT decisions).” Moreover, eligible faculty are provided the option of extending their tenure and promotion period for one year per event up to two birth/adoption events with approval of the Senior Vice President (See Parental Leave Policy 6-315 Appendix A)

Eligible faculty receive 95% of their annual base salary during the semester they are on paid parental leave. Currently, the University Central Administration provides \$3000 to departments to defray the costs associated with faculty taking parental leave.

In 2007, a proposal for revising the existing policy was submitted by the Office of the Associate Vice President for Academic Affairs to address various questions that arose over the first year of implementation, including the clarification that use of policy is limited to either the (1) primary caregiver of a child or (2) birth mother who is guaranteed unpaid leave under established Federal Disability Laws. Moreover, the 2007 revisions addressed the extension of the pre-tenure probationary period for faculty on nine-month appointments; explanation for setting the “length of leave periods”; clarification on eligibility of academic librarians; and allowance for use of a pro-rated leave formula for faculty on twelve month appointments.¹ Figure 1 below outlines the general process for faculty who choose to take parental leave.

¹ University of Utah Regulations 6-315: Faculty Parental Leaves of Absence," 2007 (See Appendix A)

Eligibility

- Library or regular faculty, as indicated in Policy 6-300, with expected birth/adoption event
- Appointment date prior to expected arrival of child
- “Primary-caregiver” within semester of leave

Benefits

- One semester of Parental Leave per event
- Absence with modified duties
- 95% salary during parental leave
- One-year extension to tenure review timetable

Process

- Make formal request at least 3 months prior to event, if possible
- Negotiate modifications
- If selected, request tenure extension within 3 months of event & before external reviewers are solicited
- Return to university role following parental leave

Figure 1. Parental Leave Policy Process

Evaluation Design and Methods

This evaluation addressed both the implementation and impact of the parental leave policy on campus. To address questions regarding the implementation and impact of parental leave on campus, this evaluation included a mixed method design. Data for this evaluation were collected via web-based surveys, focus groups, and interviews, as detailed below.

Specifically, we address the following evaluation questions:

1. What are the experiences of faculty who have taken parental leave?
2. What are the perceptions of faculty and leadership of the parental leave policy?
 - a. To what degree do faculty value the current benefits provided by the parental leave policy in comparison to other benefits?
 - b. Do faculty and leadership differ in their opinions on how the parental leave policy has been utilized and implemented?
 - c. Are there differences among subgroups of faculty in how they value benefits?
 - d. Do leadership vary in their opinions according to their actual experience with parental leave utilization and implementation?
3. How has the parental leave policy been implemented?

Data Collection

Faculty and Leadership Survey 2010

The UEPC developed a faculty and a leadership survey. The survey was designed to understand the institution's implementation and perceptions surrounding use of the parental leave policy. The survey

addressed individual awareness of the policy, individual experiences with actual use of policy, departmental communication surrounding policy, and the impact of actual use on formal retention, promotion, tenure (RPT), as well as general recruitment and retention of faculty to the University of Utah. The survey contained items that measured respondents' levels of agreement with the utilization and implementation strategies of the policy at the individual and departmental level, as well as the value of the policy to the individual faculty, department, and institution. For faculty eligible to use the parental leave policy, survey questions further explored individual level experiences and perceptions of the policy in regards to modifications of duties, formal review implications, and support of departmental faculty and leadership.

In Spring 2010, the UEPC administered the University of Utah Parental Leave Survey through email to all tenure track and tenured faculty (n=1262), as well as current and past department chairs (n=123) who would have had the potential to use or implement the parental leave policy between 2006-2009. Of the 1557 emails provided by the University, 261 faculty emails were identified as invalid and 34 emails bounced back to the system resulting in a total of 1262 potential participants. Among 1262 eligible tenure track faculty, 185 faculty (48.6% Female; 49.7% Male) completed the surveys (15% response rate). Of the current or past department chairs and deans, 15 completed the complementary leadership survey (15% response rate). The demographic composition of the sample is described in Table 1. To determine representativeness of the samples, survey responses were compared to institutional data regarding faculty by gender, rank, and college, see Table 2 and Table 3. Based on responses on the survey to participate in a follow-up focus group, 16 faculty (62.5% Female; 37.5% Male) agreed to participate in focus groups.

While the response rate (15%) to the survey was not high, 185 faculty responded. Of those who responded to the survey, 73% had not had a qualifying event since 2006 when the parental leave policy was adopted. Though the response rate was not as high as we worked for, we find that a low response rate is not equivocal to nonresponse bias, particularly when the responders reflect the possible survey pool, as demonstrated in Tables 1-3. We recognize that the overall response rate

for this survey is likely impacted by several circumstances common to organizational research and evaluation, including misalignment of topic with faculty interest, lack of immediate need or ability to provide data, use of web-based survey, and busy and already over obligated faculty.

Focus Groups and Individual Interviews

Initially, focus group participants were grouped based on their eligibility to use the parental leave policy between 2006 and 2009 (1) eligible and used; 2) eligible but didn't use; 3) not eligible but interested. The "not eligible but interested" group of faculty included those who have yet to have a qualifying event but may in the future, as well as those who have not had nor plan to have a qualifying event. Due to scheduling issues, some focus groups were mixed in terms of faculty eligibility status. There were no leadership interviews due to insufficient sample. All participants signed a consent form regarding participation in the study.

The focus group protocol was prepared following the initial analysis of the survey responses. Focus groups addressed individual awareness, perception, and experience with the parental leave policy.

Three focus groups and six individual interviews were conducted with faculty. Focus group 1 included a mixed group of three faculty, 2 of which were eligible and had used the parental leave policy and 1 faculty member who is currently not eligible but interested in potentially using the parental leave policy. Focus group 2 included 2 faculty members who were eligible and had previously used parental leave. Group 3 included 5 faculty members all of whom were eligible and had previously used the parental leave policy. Individual interviews were scheduled with faculty who were unable to attend scheduled focus groups. Two individual interviews were with faculty who were eligible and used policy, one interview was with a faculty member who was eligible but didn't use parental leave, and three interviews were with faculty who are not (yet) eligible to use the policy. Interviews ranged from 30-90 minutes depending on individual awareness, perception, and use of policy. Of the focus group and interview participants, 63% were female, while 50% were assistant professors and another 44 % were associate professors. Focus groups and interviews were audio-recorded and transcribed for analysis.

Survey Analysis

This section outlines how the survey data were analyzed. Basic survey results are presented in the form of clustered bar charts and pie charts, labeled with means and percentages and with notation of statistically significant relationships or differences. Here we provide a description of how the estimates of statistical significance were obtained. We understand that to claim a particular result as “statistically significant” is to claim that it is highly unlikely to have occurred by chance, although it does not necessarily imply a causal relationship among the variables in question. The methodological approach used is intended to provide data that informs our interpretation or explanation of the available evidence.

For the analysis of benefits valued by faculty, which are presented in Figure 7, a paired samples t-test was used to determine whether faculty valuation of the benefit “Parental Leave with Modified Duties,” which represents the current substance of the parental leave policy (and by far the most popular option with users of the leave benefit), differs significantly from their valuation of each of the other benefits.

For the analysis of faculty and leadership awareness, communication, support, fairness in use, and value of policy, we used an independent samples t-test to determine whether faculty and leadership differed in their responses to Likert scale items that were common to their respective versions of the questionnaire (See Figures 8-12). We used a five-point Likert scale (i.e., Strongly Disagree (SD), Disagree (D), No Opinion (NO), Agree (A), and Strongly Agree (SA)) as possible responses coded 1 through 5, respectively. The Likert scale is an ordinal measure, but we analyzed the scale as representing an underlying continuum of responses. Therefore, the Likert scale served as an interval measure supportive of a parametric approach to significance testing. We also followed convention by setting the level of significance at $p < .05$, where p stands for the probability that the observed magnitude of the relationship was due to chance, although we also note in the tables, relationships that are marginally significant at $p < .10$.

For the analysis of faculty subgroups, ordinary least squares (OLS) multiple regression was used to estimate the relationship between each of four characteristics of the faculty respondent's social location in the university (i.e., gender, academic rank, tenure status, and college affiliation) with their position on the issues, while controlling for the other characteristics. Specifically, we regressed the Likert scale response as the dependent variable on seven dummy variables indicating whether the respondent was:

- *Female* (with Male as the reference category)
- *Tenured After the Policy* went into effect (with both Tenured Before the Policy and Not Yet Tenured as the reference categories — more on this below)
- an *Assistant Professor* or *Associate Professor* (with Full Professor as the reference category)
- in a *Humanities*, *Science*, or *Social Science* department (with the Other category as the reference category);

The following identifies how the colleges were categorized²:

- **Humanities** = College of Humanities; College of Fine Arts
- **Social Sciences** = College of Social and Behavioral Science; College of Education
- **Science** = College of Science; College of Engineering; Mines & Earth Science
- **Other** = College of Law; College of Business; College of Architecture, Health Sciences (COP, CON, COP)

“Not Yet Tenured” was excluded because it identifies the same set of respondents as Assistant Professor. The model is generally weak in explaining variation in the positions faculty take on benefits and especially on issues directly related to parental leave. However, this analysis aimed to identify statistically significant variation in responses among groups of respondents. The model highlighted distinct patterns in responses. Results of this analysis are presented in Tables 2 and 3.

² There were no responses from the College of Health, College of Nursing, and College of Pharmacy.

To explain variation in the leadership data, we conceptualized “policy experience” as the extent to which leadership had been involved in discussion and dissemination of the parental leave policy and had actually dealt with faculty who had qualifying events and made use of the policy. We used confirmatory factor analysis to develop a policy experience scale from the following variously scaled six items, each of which taps the construct as defined above:

- As a department leader, *I have discussed* the availability of the parental leave policy to individual faculty members.
- Have you *personally discussed* the availability of the parental leave policy with faculty in your department?
- How often *has your department discussed or distributed* the parental leave policy?
- Have *any faculty* members, spouses or partners *given birth or adopted a child* since the policy was enacted?
- At least one *faculty* member has *opted to the use parental leave policy*. (Based on the question: Number of faculty members who opted to use the benefit?)
- How did your faculty find out about the policy? - As department chair *I provided them with information*.

The sample for this analysis was 15, as four of the leadership respondents did not have policy experience. We obtained measures of the adequacy of the sample for factor analysis (KMO = .69) and of the end result for this analysis (percentage of total variation accounted for by the single factor:.64; reliability of the composite score: Cronbach’s alpha = .78). The loading for each of the six indicators on the factor was high (.79 -.91). We used respondents’ scores on the scale to identify their respective experience with parental leave as “High” (n = 6), “Average” (n= 5) or “Low” (n=4). An ANOVA indicated that the scale score mean of the Low group was significantly different from that of the Average group ($p < .00$), and that the Average group was marginally significantly different from that of the High group at ($p < .06$) We then crosstabulated level of policy experience by response on the Likert scale (described above). Because both variables were ordinal, we used Somer’s d and its associated t test, respectively, to measure the direction and strength of the relationship and to test its significance. Like the Pearson correlation coefficient r, Somer’s d ranges from -1 to 1

and has a similar interpretation. The results are presented in Figure 23.

Qualitative Analysis

Focus group and individual interviews were transcribed and uploaded in to HYPERResearch. Qualitative data were analyzed and coded using the constant comparative method to identify salient themes and constructs. The qualitative data from the focus groups and interviews were used to complement the findings from the quantitative survey data to better understand the implementation and utilization of the parental leave policy. Once qualitative and quantitative data had been compiled, all data were examined together to identify trends or themes as well as differences and discern recommendations for policy implementation.

Results

Summary Review of Actual Use of Parental Leave Benefit 2006-2009

According to the Office of Academic Affairs, since adoption in 2006:

- 51 tenure track faculty have formally requested and been granted parental leave benefits (73% female; 27% male)³
 - 20 of these faculty have had a formal review since using parental leave
 - 24 faculty have requested a one-year extension to their pre-tenure clock,
 - 18 requested no tenure clock extension,
 - 9 faculty were already tenured
 - 9 faculty were pre-tenure
 - 8 faculty have opted to retain the right to extend their tenure clock at a later time.
 - Of these, no faculty had extended their clock within the timeframe allowable by the existing policy

³ Excludes SOM, but includes COH, CON, & COP.

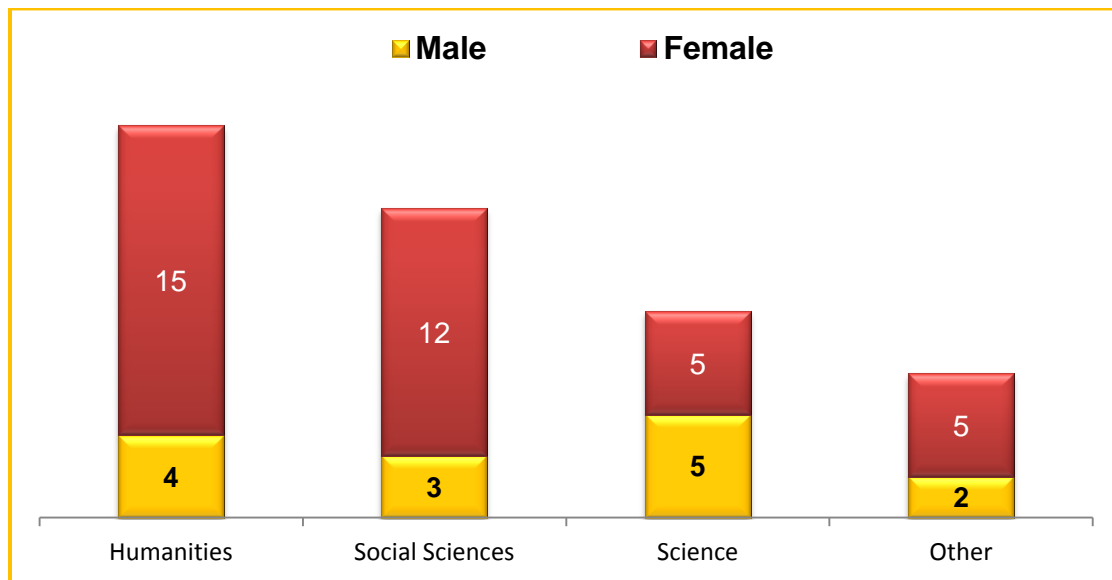
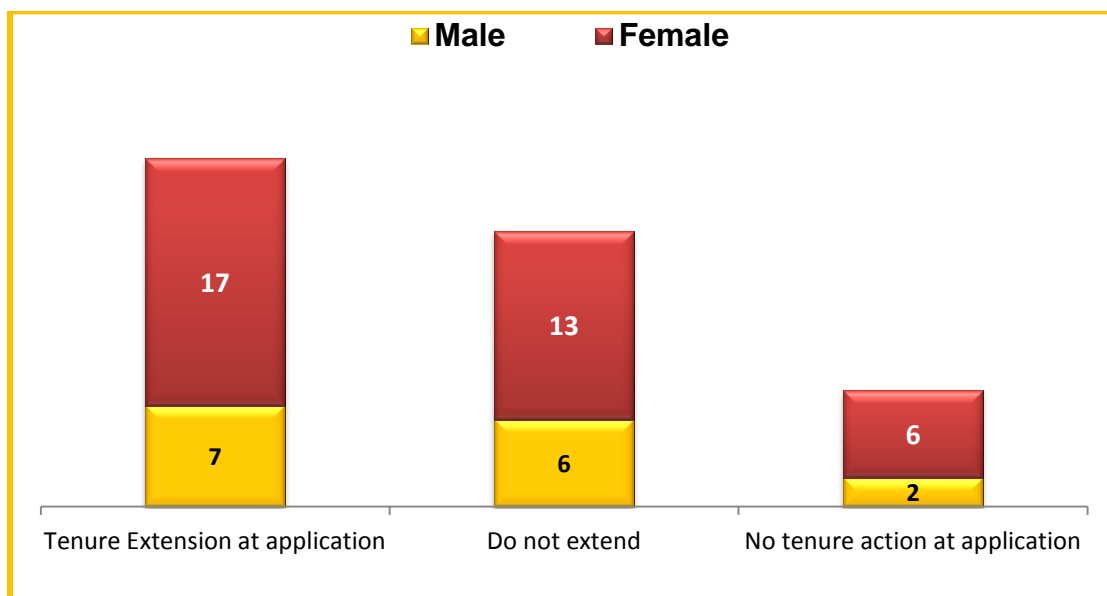


Figure 2. Actual Use of Policy by Gender

Note. N = 51. Source: University of Utah, Office of Academic Affairs. Three respondents did not indicate their gender.

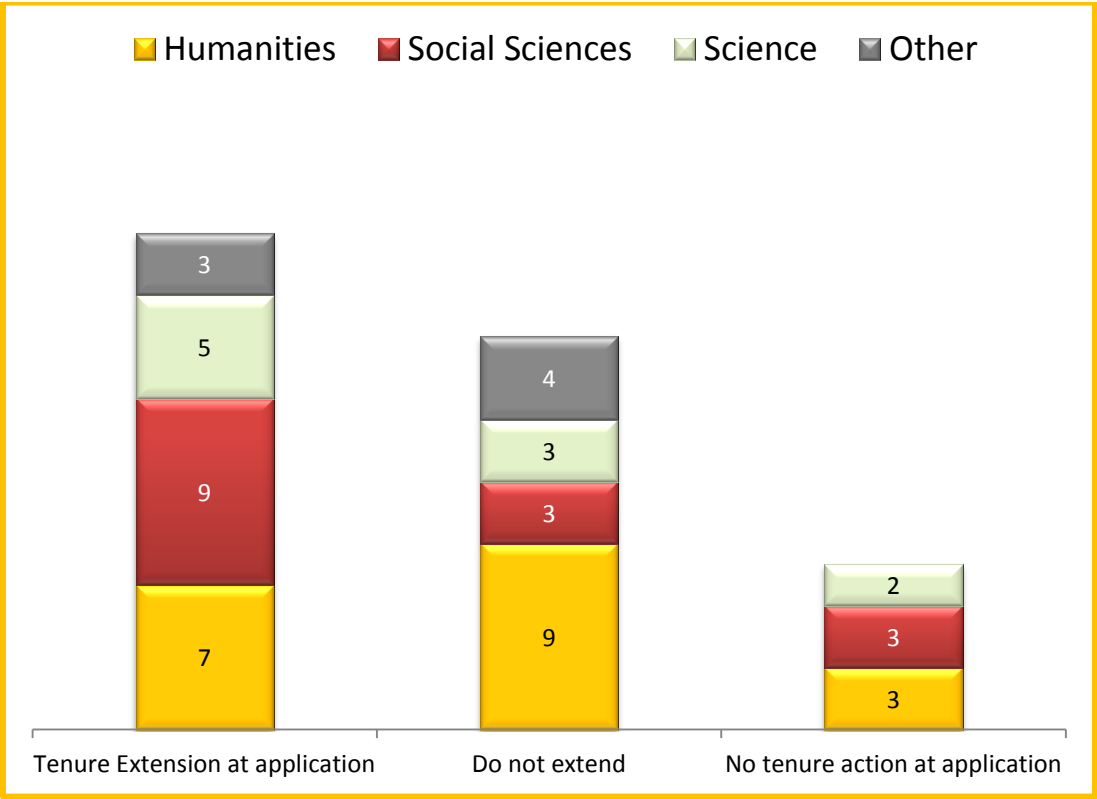
Figure 3. Tenure Action at Time of Parental Leave Application by Gender



Note. N = 51. Source: University of Utah, Office of Academic Affairs.⁴

⁴ "No Tenure Action" refers to situations where the faculty member retained their right to extend the tenure clock.

Figure 4. Tenure Action at Time of Parental Leave Application by College

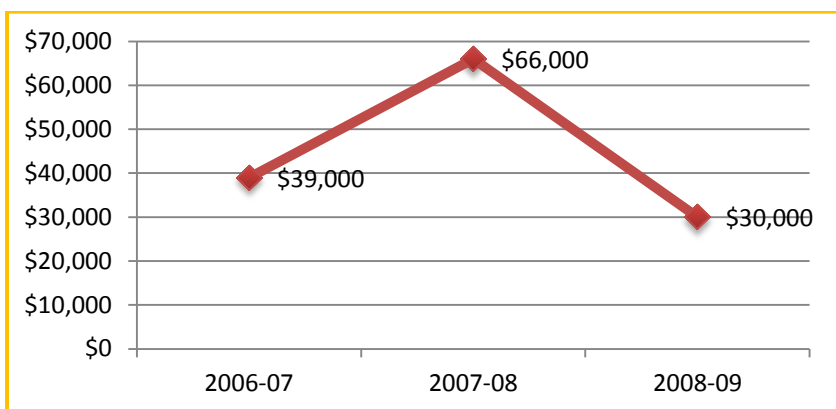


Note. N = 51. Source: University of Utah, Office of Academic Affairs.

Institutional Costs

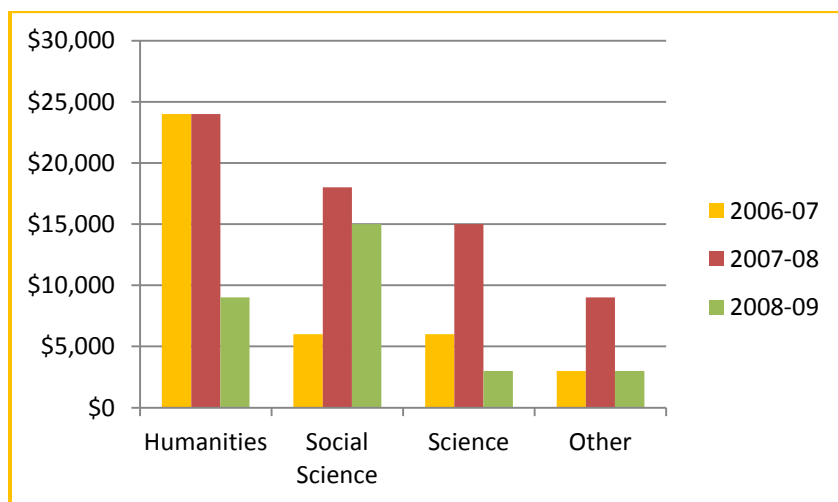
In May 2006, Professor Elizabeth Tashjian presented a summary of projected costs to departments. These projections estimate \$5,250 for the cost of adjunct to cover teaching, with \$1500 in salary offset (5% of a \$60,000 faculty salary). Again, \$3000 is provided by Central Administration, leaving anticipated departmental costs at \$750. Actual institutional funds distributed for this purpose during the 2006-07, 2007-08, and 2008-09 academic years totals \$147,000, reflecting an average of .01% of total institutional budget per academic year (See Figure 5). Figure 6 illustrates the differences in costs by year and aggregate levels across colleges. For the three year period, institutional distribution of funds for parental leave was highest in 2007-08.

Figure 5. Total Central Funds for Parental Leave by Academic Year



Source: University of Utah, Office of Institutional Analysis and Budget.

Figure 6. Institutional Expenditures for Parental Leave by College Category



Source: University of Utah, Office of Institutional Analysis and Budget.

Survey Findings

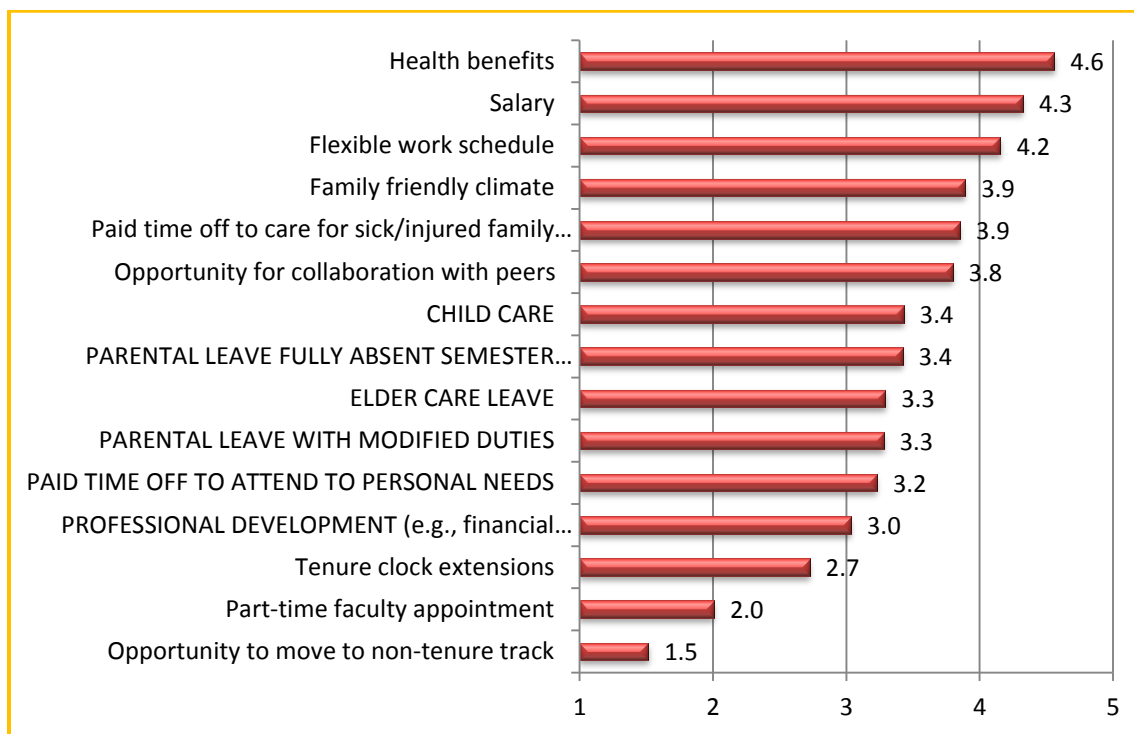
Of the faculty who responded to the survey, 26% indicated that they or their spouse or partner had given birth or adopted a child after July 1, 2006. Of those eligible to use parental leave, 62% of the respondents indicated that they had applied for and used the parental leave benefit.

Table 1. Percent of Survey Respondents by Role and Parental Leave Use

		Faculty (n=185)	Faculty With Qualifying Event ² (n=48)	Faculty Who Used Leave ³ (n=30)	Leave Users Who Had RPT Review ⁴ (n=12)	Leadership (n=15)
Gender	Female	48.6	47.9	66.7	66.7	20.0
	Male	49.7	52.1	33.3	33.3	66.7
	Missing	1.6	.0	.0	.0	13.3
College¹	Humanities	26.5	33.3	46.7	50.0	26.7
	Science	28.1	27.1	10.0	8.3	13.3
	Social Science	28.1	31.3	33.3	33.3	40.0
	Other	15.1	8.3	10.0	8.3	13.3
	Missing	2.2	.0	.0	.0	6.7
Faculty Rank	Associate Prof.	35.1	47.9	43.3	50.0	0.0
	Assistant Prof.	32.4	47.9	53.3	41.7	33.3
	Professor	31.4	4.2	3.3	8.3	66.7
	Missing	1.1	.0	.0	.0	0.0
Received Tenure	Before Policy	17.3	2.1	.0	.0	93.3
	After Policy	42.7	50.0	56.7	50.0	0.0
	Not Yet	38.9	47.9	43.3	50.0	0.0
	Missing	1.1	.0	.0	.0	6.7
Leadership Role	Dept. Chair	na	na	na	na	73.3
	College Dean	na	na	na	na	6.7
	Other	na	na	na	na	13.3
	Missing	na	na	na	na	6.7
Qualifying Event²	Yes	25.9	na	na	na	na
	No	73.0	na	na	na	na
Used Leave³	Yes	16.2	na	na	na	na
	No	9.7	na	na	na	na
	Not Applicable	74.1	na	na	na	na
RPT Review⁴	Yes	6.5	na	na	na	na
	No	9.7	na	na	na	na
	Not Applicable	83.8	na	na	na	na

Note. [1] Humanities (Humanities, Fine Arts); Science (Science, Engineering, Mines & Earth Sciences); Social Science (Social & Behavioral Sciences, Education, Social Work). [2] Have you, your spouse, or your partner given birth or adopted a child after July 1, 2006? [3] Did you request the parental leave benefit? [4] Have you had a formal retention, promotion, or tenure review since returning from leave?

Figure 7. Value of Benefits, Faculty

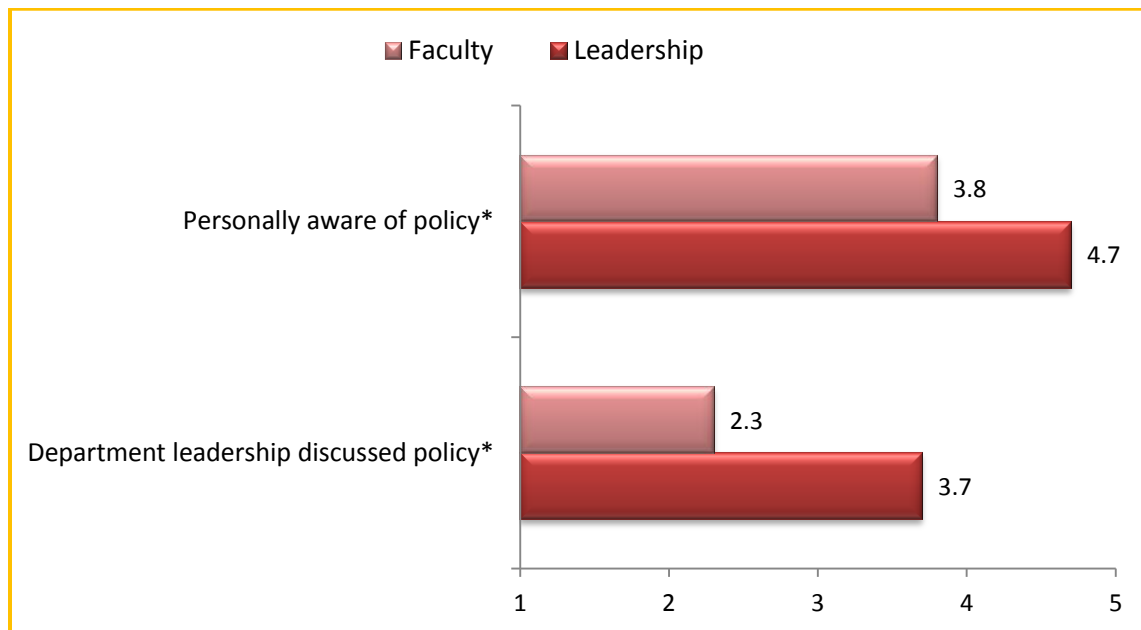


Note. N = 179-182. Mean response on five-point scale where options are (1) “Not” (2) “Slightly” (3) “Fairly” (4) “Quite” (5) and “Very.” The mean response for benefits in mixed upper and lower case letters is significantly different from that for PARENTAL LEAVE WITH MODIFIED DUTIES. The mean response for benefits in all upper case letters is statistically indistinguishable from PARENTAL LEAVE WITH MODIFIED DUTIES ($p < .05$ based on paired t-test).

Figure 7 demonstrates how faculty rated the value of benefits beyond parental leave. Survey respondents rated health benefits as the most valuable benefit. To determine the value of each benefit, we tested each value in comparison to “parental leave with modified duties,” which is the current status of the University’s parental leave policy.

Benefits and working conditions such as health benefits, faculty salary, flexible work schedule, family friendly climate, paid time off to care for a family member, and opportunities for collaboration were seen as significantly more valuable than the current provision allowing for modified duties. At the other end, tenure clock extension, part-time faculty appointment, and opportunity to move to a non-tenure track position were seen as significantly less valuable than the current provision allowing for modified duties. Child care, being able to be fully absent with pay, paid leave to attend to personal needs were seen as equally valuable as parental leave with modified duties.

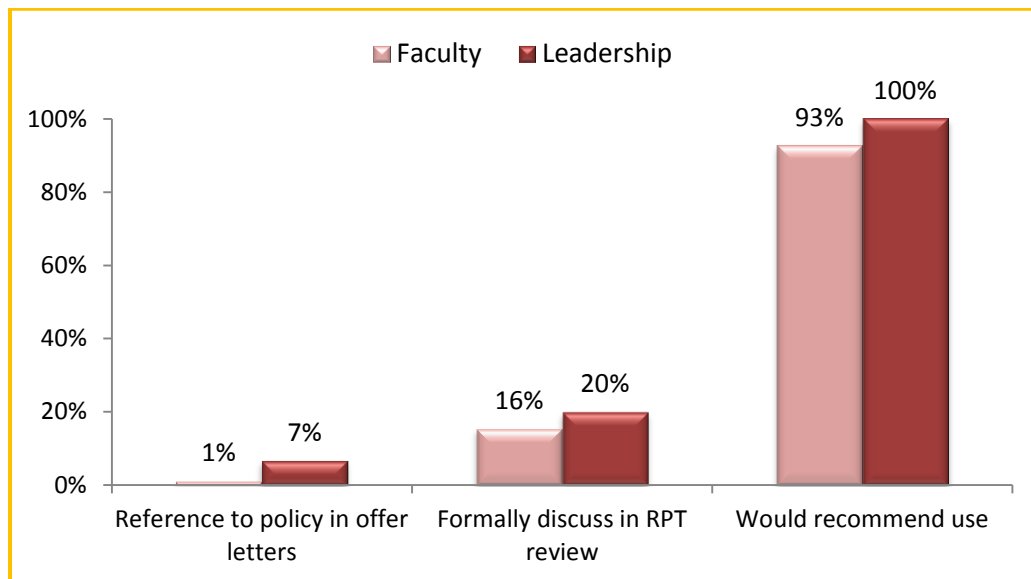
Figure 8. Faculty and Leadership Awareness of Policy



Note. Faculty N = 178-184, Leadership N = 15. Mean based on a Likert scale with five options (1) "Strongly Disagree" (2) "Disagree" (3) "No Opinion" (4) "Agree" and (5) "Strongly Agree." An asterisk (*) indicates a statistically significant difference between faculty and leadership ($p < .05$ based on an independent samples t-test).

Figure 8 indicates that leadership had greater personal awareness of the policy (e.g., knew of the policy, knew someone who had taken the leave, or had personally taken the leave) than faculty. Leadership and faculty differed in whether the parental policy had been discussed as part of department faculty meetings and/or retreats by departmental leadership. Faculty significantly disagreed with leadership on this statement.

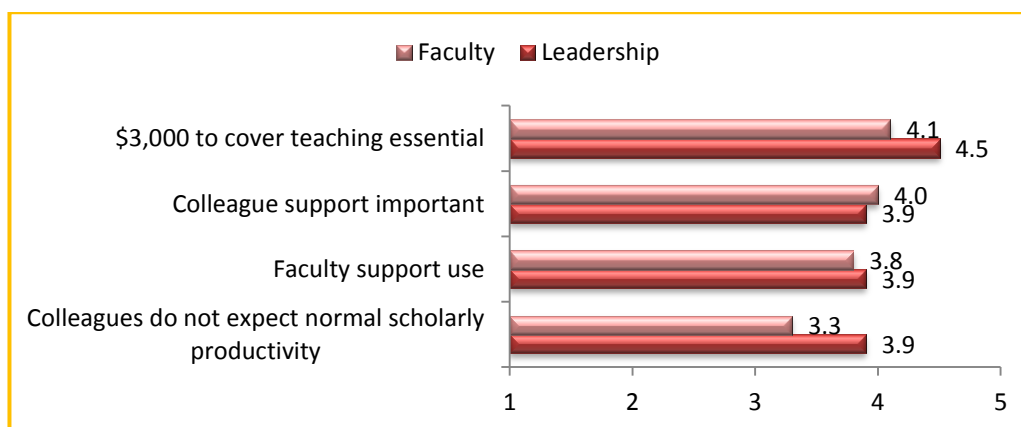
Figure 9. Faculty and Leadership Report of Communication and Recommendations Regarding Policy, % Who Answered Yes



Note. Faculty N = 182, Leadership N = 15.

As illustrated in Figure 9, both faculty and leadership overwhelmingly would recommend use of the policy to others on tenure track. In comparison, the percent of faculty or leadership who report that the parental leave is referenced in offer letters (1% and 7% respectively) or formally discussed in RPT reviews (16% and 20% respectively) is minimal.

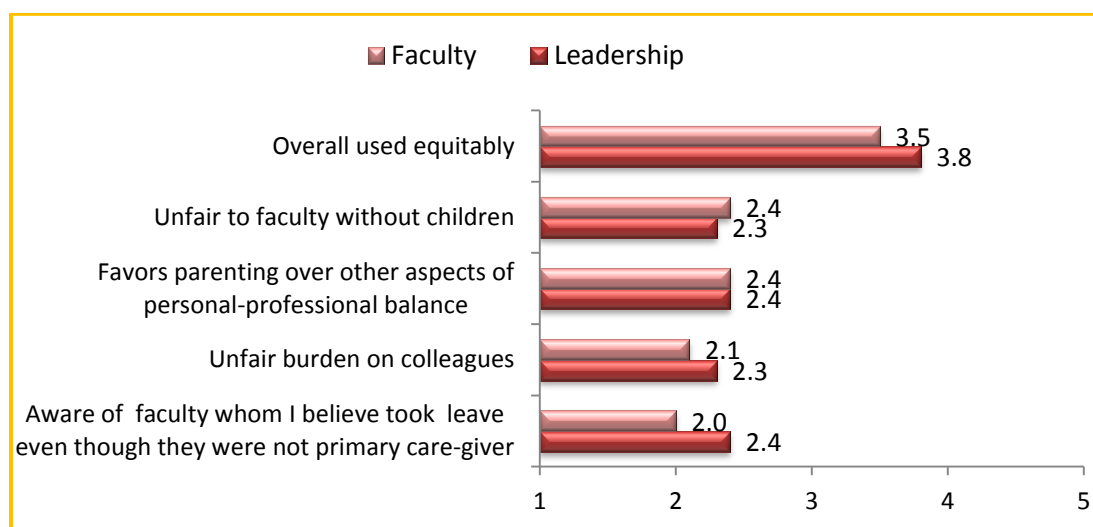
Figure 10. Faculty and Leadership Perception of Department and Institutional Support



Note. Faculty N = 179-182, Leadership N = 15. Mean based on a Likert scale with five options (1) "Strongly Disagree" (2) "Disagree" (3) "No Opinion" (4) "Agree" and (5) "Strongly Agree." No differences were statistically significant at $p < .05$.

As indicated in Figure 10, faculty and leadership respondents agree to strongly agree that the funding provided for teaching replacement costs is an essential element in the implementation of the parental leave policy. In addition, both faculty and leadership agree that collegial support for the use of parental leave is necessary and that faculty currently support the parental leave policy. While faculty were neutral on whether or not colleagues expect normal scholarly productivity, leadership more strongly agreed that they do not.

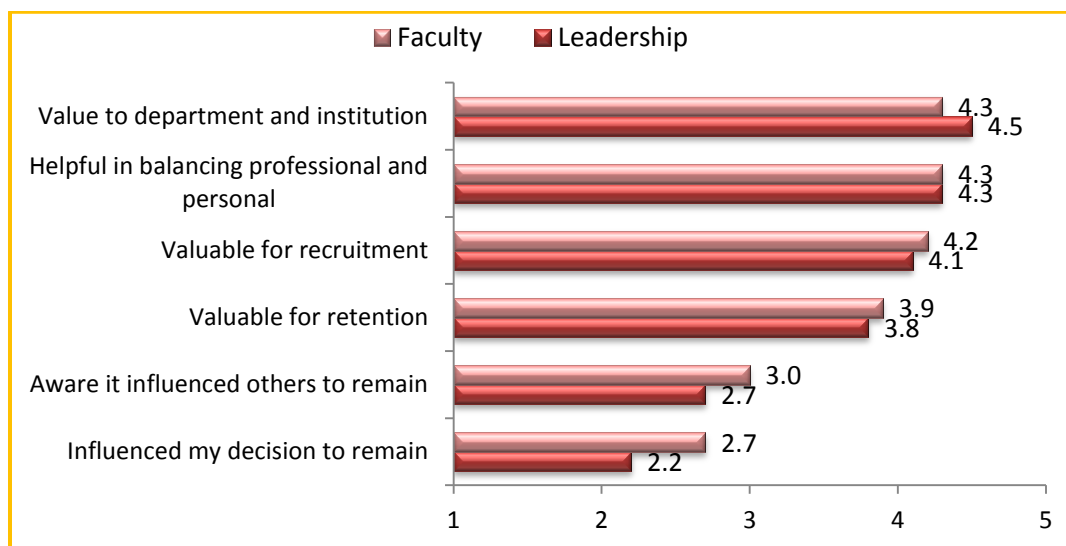
Figure 11. Faculty and Leadership Perceived Fairness in Use of Policy



Note. Faculty N = 177-183, Leadership N = 14-15. Mean based on a Likert scale with five options (1) “Strongly Disagree” (2) “Disagree” (3) “No Opinion” (4) “Agree” and (5) “Strongly Agree.” scale. No differences were statistically significant at $p < .05$).

Overall, both faculty and leadership respondents perceive the parental leave policy to be used equitably, as illustrated in Figure 11. There were no statistically significant differences between the faculty and leadership on any of the items regarding the fairness of the policy and its use and implementation. As noted in Table 3 (see Appendix), respondents in the Humanities category have a significantly more positive view of the equitable use of the parental leave policy, while those in the Social Sciences category had a significantly more negative view (see Table 3). Both faculty and leadership disagreed that the parental leave policy is unfair to faculty without children, favors parenting over other aspects of personal-professional balance, places an unfair burden on colleagues, or finally are aware of faculty who have taken use of the parental leave policy.

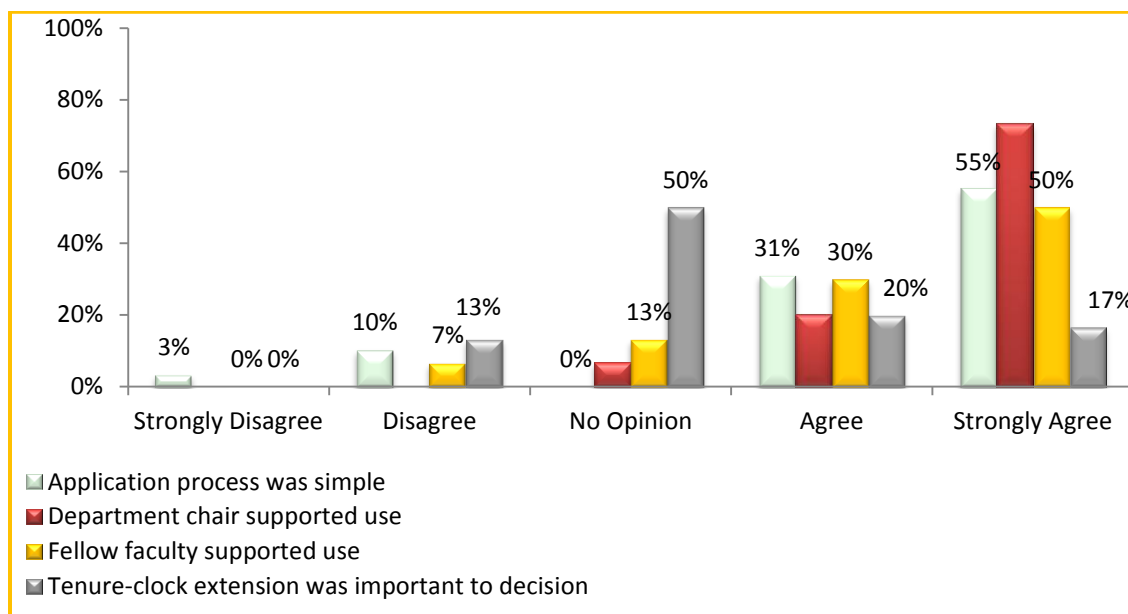
Figure 12. Perceived Value of Parental Leave Policy to Individuals and Institution



Note. Faculty N = 177-181, Leadership N = 15. Mean based on a Likert scale with five options (1) “Strongly Disagree” (2) “Disagree” (3) “No Opinion” (4) “Agree” and (5) “Strongly Agree.” No differences were statistically significant at $p < .05$.

Both faculty and leadership see the parental leave policy as a value to both the department and the institution, as well as helpful in balancing professional and personal responsibilities. Moreover, both groups indicated that the parental leave policy was both a valuable recruitment and retention tool, as indicated in Figure 12. Despite the noted variances in the means of responses, there were no statistically significant differences between the faculty and leadership. An analysis of group responses reveals that women, assistant professors, and associate professors were all more likely to agree that the policy influenced their personal decision to remain at the University compared to their peers (see Table 3).

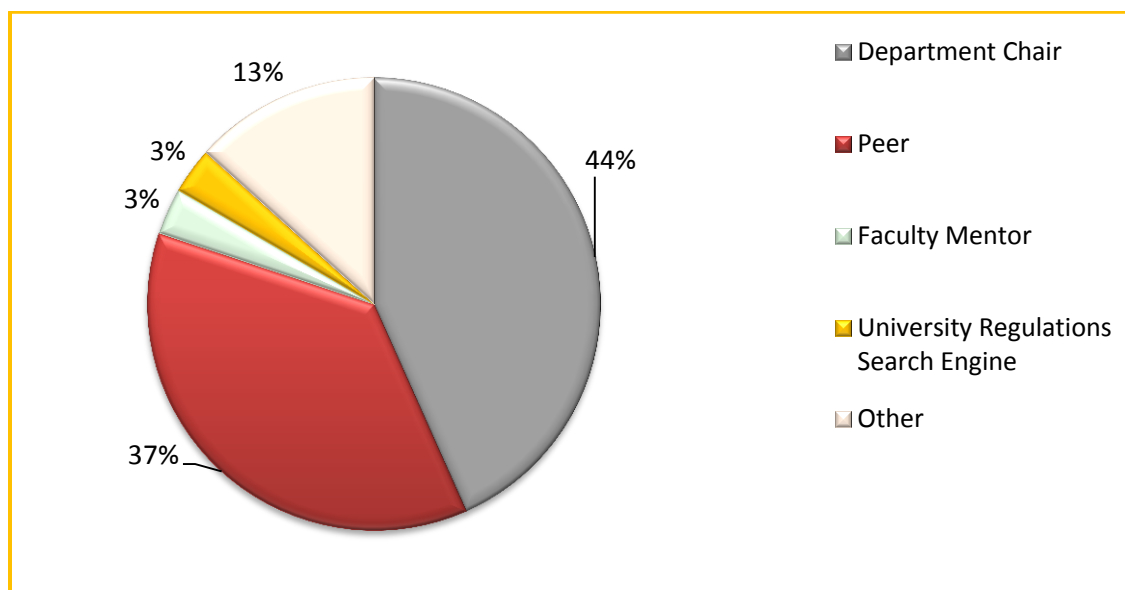
Figure 13. Aspects of the Leave Experience as Reported by Faculty Who Used the Leave



Note. N = 29-30. Based on Likert scale as shown. Only percentages for the “tenure-clock extension” options are shown.

Of the faculty survey respondents who had used the parental leave, most believed the application process was simple, that the department chair supported use of parental leave, and that other faculty supported the use of parental leave (see Figure 13). Half of the respondents indicated that they had no opinion as to whether the tenure-clock extension was an important aspect of the policy.

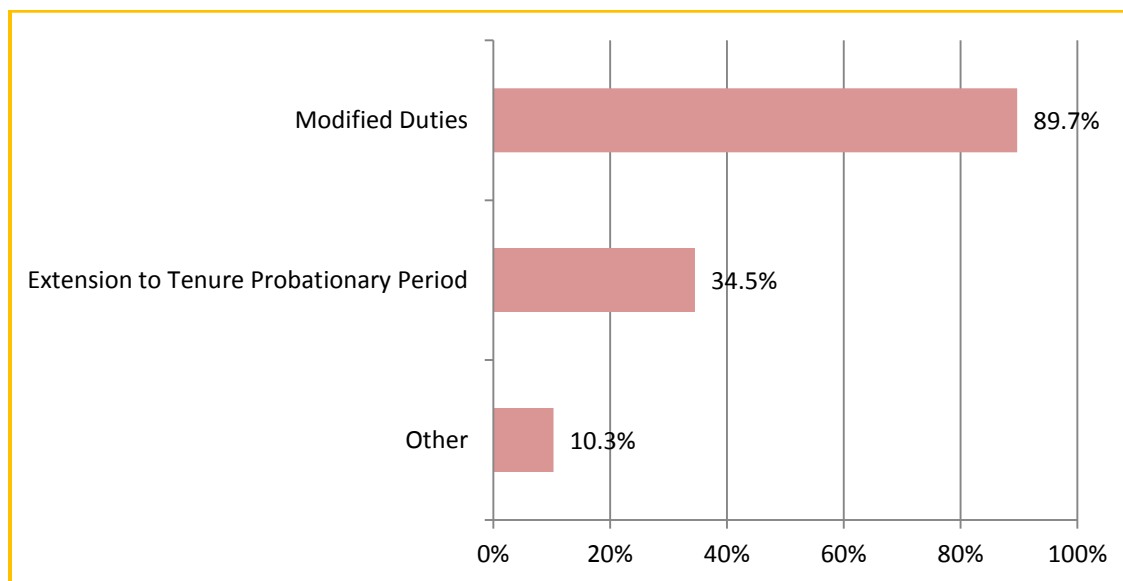
Figure 14. Sources for Parental Leave Policy Information Reported by Faculty Who Used Leave



Note. N = 30. Respondents were allowed to mark only one option.

As indicated by those who had reportedly taken leave, most reported that the department chair (44%) followed by a peer (37%) provided information relative to the parental leave policy (see Figure 14). For those who selected the “Other” category, two prevalent sources were cited. These primarily included references to the fact that as the parental leave policy was discussed and adopted it was a “hot topic at the time” or the respondent was in a place or position which was part of policy adoption process (e.g., Academic Senate and PCSW).

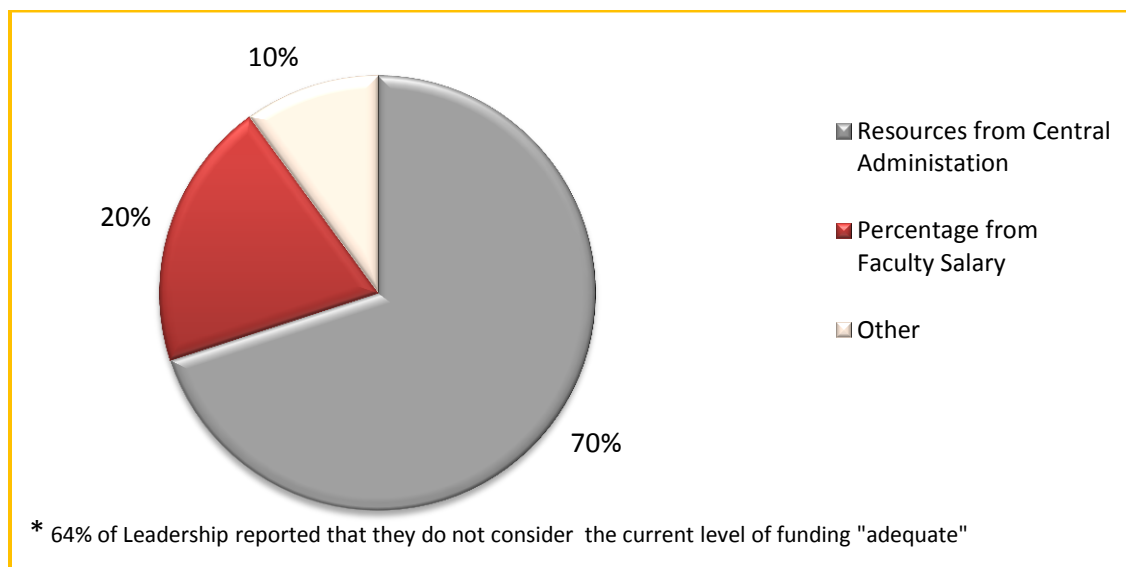
Figure 15. Use of Parental Leave Policy Provisions



Note. N = 29. Percentages sum to more than 100% because respondents marked all that apply.

For those who had previously taken parental leave, most selected the provision of modified duties (see Figure 15). Of those who had taken parental leave, 35% extended their tenure clock.

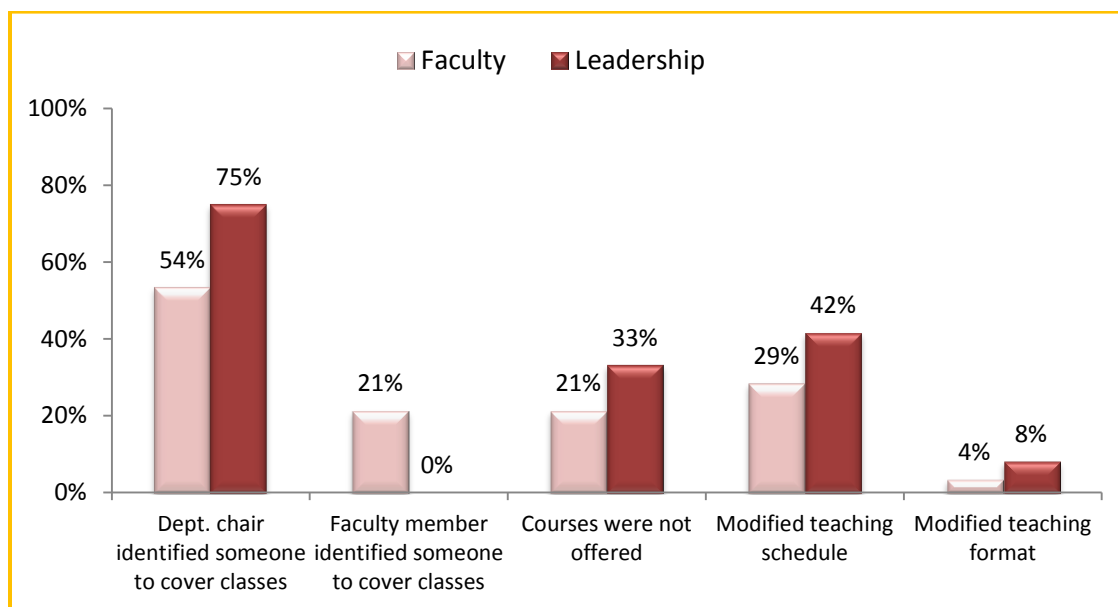
Figure 16. Recommended Sources of Funding for Faculty Parental Leave, as Reported by College and Department Leadership*



Note. N = 10 for main question, N = 14 for footnote to main question.

Currently, the Central Administration provides \$3000 to departments to defray costs associated with a faculty member who takes parental leave of absence. Of those in leadership who responded, 64% (n=14) reported that they do not consider the current level of funding “adequate” (see Figure 16). Seventy percent of leadership respondents indicated that they would prefer more assistance from central administration rather than to impose additional direct costs on faculty members by reducing their salaries further during leave.

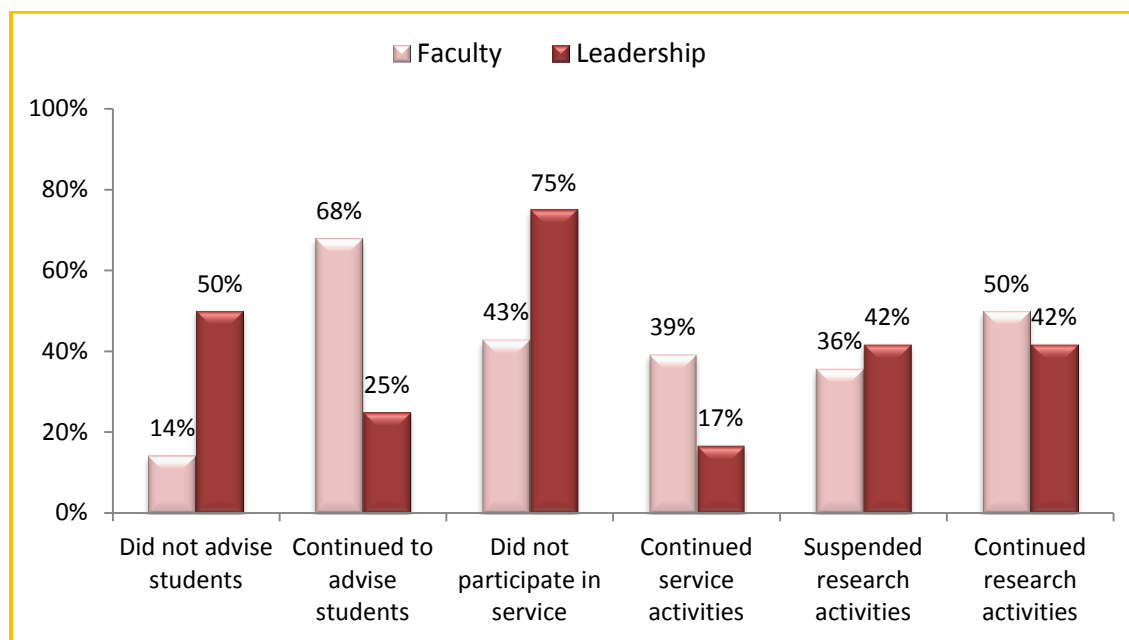
Figure 17. Faculty Who Used Leave and Leadership Perceptions of Modification of Teaching Duties



Note. Faculty N = 28, Leadership N = 12. Percentages do not sum to 100% because respondents marked all that apply.

In Figure 17, faculty and leadership are not necessarily commenting on the same leave situations. That said, 75% of leadership report identifying someone to cover classes compared to 54% of faculty. While 21% of faculty reported that they were the person who identified the person to cover classes, no leadership reported that faculty identified the teaching replacement. Modified teaching schedules and not offering classes were both reported as frequently used as solutions to the modification of duties.

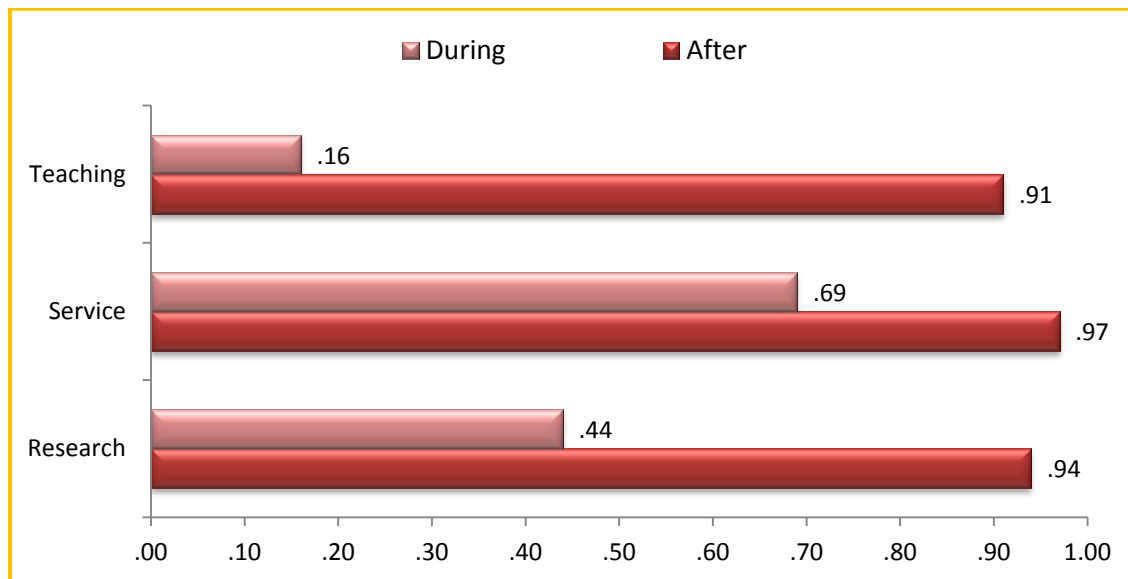
Figure 18. Faculty Who Used Leave and Leadership Reporting of Modification of Other Duties



Note. Faculty N = 28, Leadership N = 12. Percentages do not sum to 100% because respondents marked all that apply.

In Figure 18, faculty and leadership are not necessarily commenting on the same leave situations. On several occasions, faculty and leadership differed widely on the reported participation in activities associated with tenure track. For instance, 68% of faculty reported that they continued to advise students, compared to 25% of leadership. With regard to service activities, 39% of faculty reported continued service participation compared to 17% of leadership reporting their continued participation in service. There was closer agreement on the reporting of continued research activities.

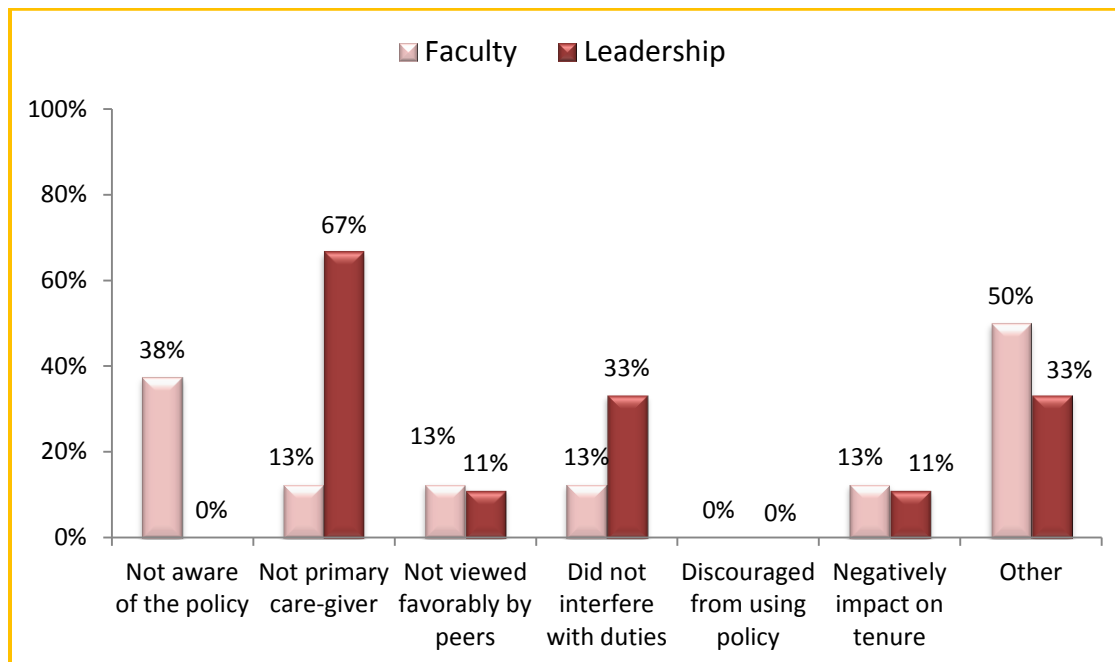
Figure 19. Correlation between Time in Duties Before Leave with Time in Duties During and After Leave, Faculty Who Used Leave



Note. N = 11. Based on Pearson correlation coefficient (r).

With regard to modification of duties and roles, eleven respondents who used leave reported sufficient data to enable tracking of their time in the three major areas of faculty responsibility (teaching, service, and research) before, during and after leave. We tested the relationship between the percentage of time spent in the duty before leave with the percentage of time in that duty during leave and then again after leave. Figure 19 shows consistent results across the three types of activity: in general, the more time faculty spent in an activity before leave, the more time they spent in it during leave, but the relationship is not statistically significant for teaching ($r = .16$, $p = .64$) or research ($r = .44$, $p = .18$). The relationship is strongest and significant for service ($r = .69$, $p = .02$). However, after leave, the relationship between activity before and after leave in all three areas is nearly perfect and statistically significant ($r = .91-.97$, $p < .00$). These two patterns together suggest that normal work schedules were substantially modified during leave — mostly in teaching, least in service — but returned to normal after leave.

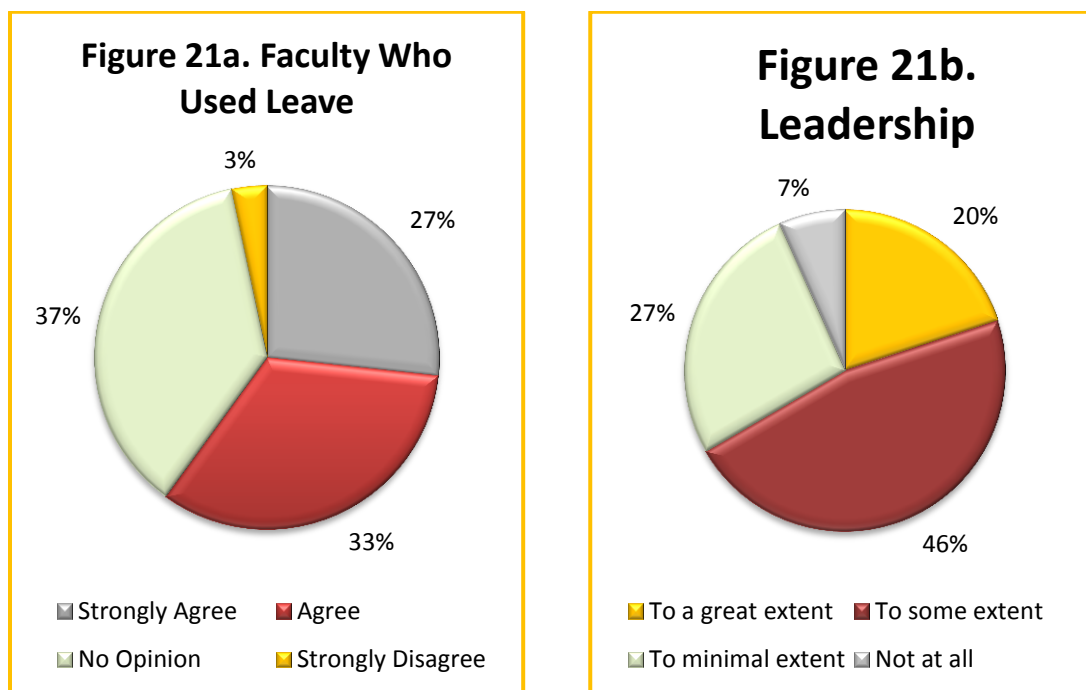
Figure 20. Other Faculty with Qualifying Event and Leadership Reported Reasons for Not Using Parental Leave Policy



Note: Faculty N = 16, Leadership N = 9. Percentages do not sum to 100% because respondents marked all that apply. Faculty and leadership are not necessarily commenting on the same leave situations.

As illustrated in Figure 20, faculty who opted not to use parental leave and leadership reported that there was not discouragement for using the parental leave policy. That said, 38% of faculty with a qualifying event reported that they were not aware of the policy. Perceived negative views of peers or negative impact on tenure were similarly low across faculty and leadership. Elaborations of the “Other” category fell into three basic types: the respondent was on sabbatical, the respondent was not (yet) employed by the university; or the respondent’s spouse/partner took the leave making them ineligible for leave.

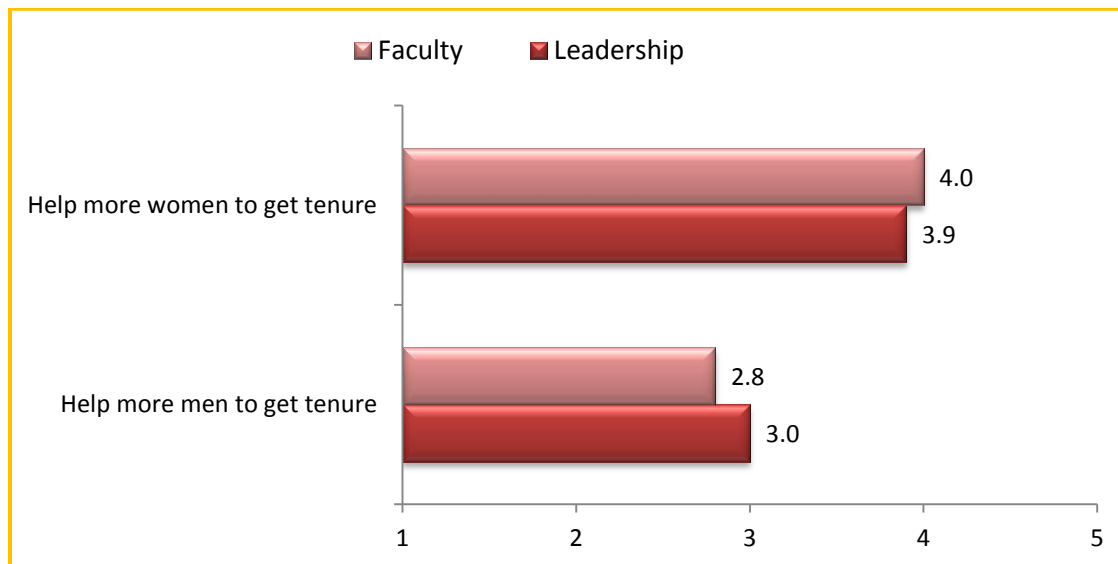
Figure 21a and 21b. Faculty Who Used Leave and Leadership Perceived Positive Impact of Parental Leave on Tenure and Promotion



Note. Faculty N = 30; Leadership N = 15. Leadership respondents are not necessarily commenting on the same faculty members whose responses are present in the faculty graph.

In Figure 21a and Figure 21b, we report to what degree faculty and leadership believe taking the parental leave positively impacted the likelihood of attaining tenure and/or promotion. The faculty responses cannot be compared to the leadership responses directly, as these items had two different scales and they are not reporting necessarily on the same event. Of the faculty who had taken leave, 60% reported that taking the leave “positively impacted the likelihood of [their] attaining tenure.” This is further illuminated by the qualitative data reported below. Meanwhile, 66% of leadership considered leave to have “improved the likelihood of [their] faculty attaining tenure” at least “to some extent.”

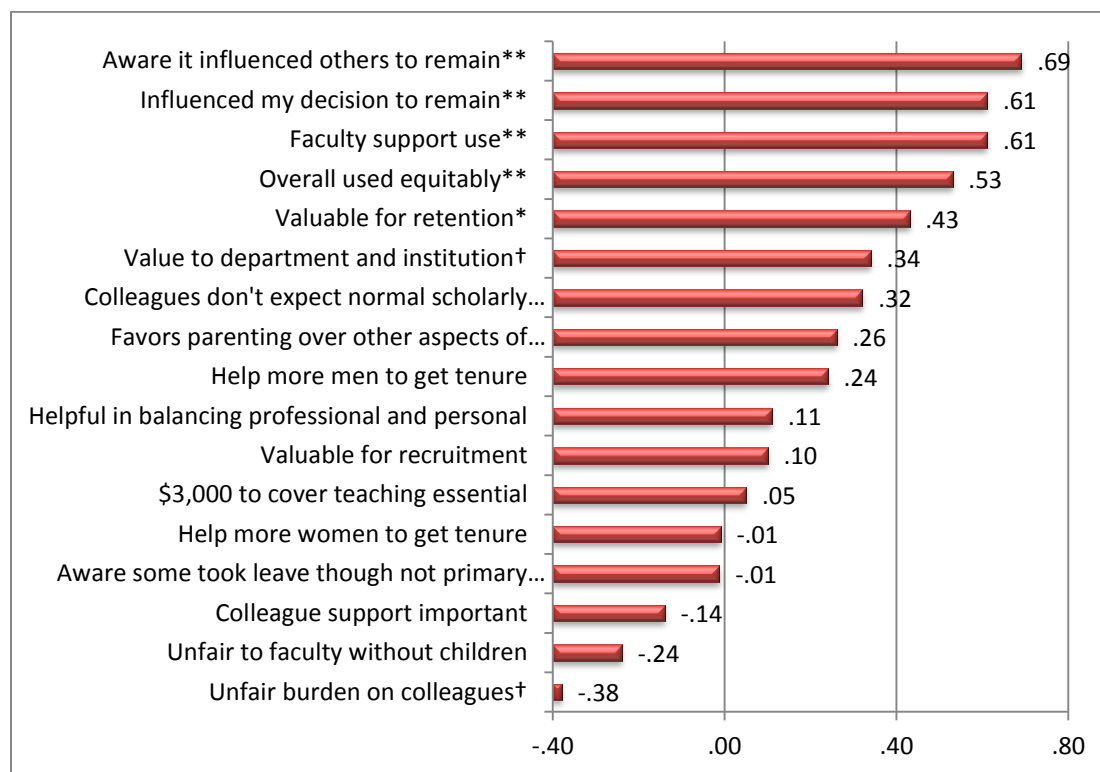
Figure 22. Faculty and Leadership Perceived Impact of Parental Leave on Tenure by Gender



Note. Faculty $n = 181-182$; Leadership $n = 15$. Mean based on a Likert scale with five options (1) “Strongly Disagree” (2) “Disagree” (3) “No Opinion” (4) “Agree” and (5) “Strongly Agree.” No differences were statistically significant at $p < .05$).

Figure 22 represents faculty and leadership agreement on whether parental leave helps women and men get tenure and promotion. According to the survey, both faculty and leadership agreed that parental leave helps women obtain tenure. The average for respondents on whether parental leave helps men get tenure and promotion was “no opinion” for both faculty and leadership. Evidence from written reports of retention, promotion and tenure deliberations, as reported by respondents who were the subjects of those reports ($n = 11$), strongly suggests that having taken leave played neither a positive nor a negative role in the RPT process at any level (i.e., departmental committee, department chair, college committee, dean, or university).

Figure 23. Correlation between Experience with the Parental Leave Policy and Perception of Policy Utilization and Implementation as Reported by Leadership



Note. N = 15. **p < .01, *p < .05, †p < .10; based on Somer's d.

Finally, in Figure 23 we report the perceptions of leadership with regard to the implementation of the parental leave policy. We constructed a measure of parental leave policy experience (discussing the policy, disseminating information about the policy, dealing with faculty who had a qualifying events and took leave), and used this measure to identify each leadership respondent as high, average or low in such experience. We then crosstabulated leadership level of policy experience by response to each of 17 questions regarding implementation and utilization and tested the resulting bivariate relationship. Our expectation was that leadership with more policy experience would have more favorable opinions about the policy. As shown in Figure 23, the observed relationship was in the expected direction (positive or negative) for all but a few items. The relationship was statistically significant for five items (at $p < .05$), indicating that leadership who had more experience with the policy saw it as more valuable in retaining faculty, more equitably utilized, and better supported by faculty in their respective department.

Qualitative Findings

For those who had taken parental leave, the policy was viewed as a significant institutional support for faculty, particularly those pre-tenure. Support of the parental leave policy occurred at all three organizational levels, peers, departmental, and institutional. Respondents indicate that generally their peers were highly supportive of their use of the parental leave. That said, faculty were aware of and sensitive to colleagues who are at different life stages or who did not have access to similar provisions.

When asked what other initiatives the university should explore to improve the family-friendly climate on campus, participants articulated the need for increased options for daycare, particularly infant and early childhood care. There were two reasons identified for this request. First, faculty wanted to have appropriate and adequate care. Second, faculty wanted to have increased accessibility to childhood care here on campus in addition to the limited spaces available at the Early Childhood Education Center or Biokids. Waiting lists, sometimes reportedly 18-24 months, prohibited faculty from quickly and smoothly transitioning back after parental leave ended. Moreover, faculty reported the situation of seeking early care as stressful and often a deterrent from their productivity. For instance, consider the following example from a faculty member who had taken leave:

...I just think it just – it makes your day so much more fluid if you can get with your child and go to your – where your workplace and the daycare are the same. And if they get sick, you're right there. I think that would be a wonderful thing to do, to have – maybe – well, I don't know if we could subsidize it, but at least have a dedicated space for it.

Several faculty who have taken the leave noted that having individuals in the department who had previously utilized the leave further created an atmosphere of support for the parental leave policy. In particular, faculty noted that use of the policy creates an understanding that the policy can be administered without negative repercussions to female or male colleagues. Moreover, participants agreed that the parental leave policy was a significant step in the right direction for creating a family-friendly climate of the university.

To me, there's I can't – I'm trying – I can't think of there's anything else that would interfere with my ability to function at work other than if there was not parental leave. That would be very stressful because I don't think I would have taken a leave. I would have just tried to manage.

The existence of the parental leave policy, according to faculty, provided legitimacy for them to participate and attempt to find balance in their multiple roles as professor and parent. A faculty member explains:

It's just that – and especially because my department was friendly –it was good to feel entitled to take time off, and that, I think, was very important to feel entitled rather than to feel like you're just sort of scrambling to kind of desperately... take what sick days you're entitled to and then... stretch things out and cut corners to sort of just manage.

Another faculty member added:

Just the fact that everyone knows I went on leave and it was sanctioned by the university, that just makes a big difference right there. I just get rid of any concern about that [parental leave] being an inappropriate way of spending time.

As this section describes, faculty are pleased with the availability of the parental leave policy.

That said, they were concerned about the impact on colleges and departments. In particular, faculty recognized that there were times colleges and departments may experience a “little burst of fertility” or a “baby boom,” which occurs when multiple people who are eligible for parental leave simultaneously or in relative short succession take the leave. In these instances, faculty raised concerns for the impact (e.g., costs, time) on the department and or college.

Finally, in the open-ended responses on the survey, a faculty member contributed another perspective to the value of the parental leave policy:

The intense time after which one's child is born or adopted (the first 6 months or so) is such a short period in one's lifespan. Yet it is such a critical time for the entire family to bond and readjust. I think it not only benefits the family, but benefits society at large, when a culture has good parental leave policies.

Faculty recognized that the parental policy may be beneficial in attracting and retaining faculty, particularly in certain fields. For instance, in the following the faculty member addresses the value of the policy for professors in early stages of their career.

So I think, indirectly, it benefits the university just by making it a more attractive place to work. And it really makes it a more attractive place to work when you're in the early stages of your career especially if you want to have children at that time.

Another faculty member explained that the existence of the parental leave policy was a deciding factor in remaining at the University of Utah when recruited to another institution.

Conditions that Influence Parental Leave Use

Numerous conditions influenced the request for and use of the parental leave policy.

1. Communication and dissemination, which includes the accessibility of information, visibility of use
2. Negotiation of Modification of Duties
3. Factors Considered for Tenure and Promotion Extension

Policy Communication and Dissemination

Faculty reported three primary means for the communication and dissemination of the parental leave policy. Communication and dissemination occurred through:

1. Formal departmental practices (e.g., department chair, recruitment, RPT, faculty retreats) to a minimal degree;
2. Informal networks (e.g., peers and colleagues); and
3. Institutional web-based policy library.

Faculty indicated that the parental leave policy was discussed briefly in some departments immediately following the policy's adoption in 2006. Although one faculty member noted that because numerous colleagues had taken or considered taking parental leave since the implementation of the University's policy, "that it seems like general knowledge," this was not the general view. Data suggests that most respondents felt that their departmental culture was

supportive of parental leave, but that formal discussions have been absent as illustrated by several responses

Faculty interviews also revealed inconsistent use of formal strategies when they did occur (e.g., recruitment discussions, reference in the faculty offer letters, discussion at formal retreats, meetings, or in reference to RPT). Faculty, including both those who have taken the parental leave and those who have yet to take parental leave, reported in both the survey and the qualitative analysis that their departments were not discussing the parental leave policy formally in departmental meetings or retreats on a regular basis. Instead, discussions regarding parental leave were more informal and occurred most often as the need to use the policy emerged (e.g., consideration of pregnancy, post-disclosure of pregnancy, or after the pregnancy was “visible”).

There were few reported uses of formal channels of communication about what the policy is, who is eligible, and how it works. Faculty raised the issue that additional formal means of communicating information regarding the parental leave policy may ensure equitable distribution of this information. As a faculty member illustrated, a recent shift to younger professors in the department provided an opportunity to revisit the policy as a department:

It's probably something worth bringing up to the chair of the department just to, you know, don't make a big issue of it but highlight it, and particularly it's important I think that the young faculty, who may be having kids, are aware of it.

For those who reported that their department chair had communicated parental leave information, one explained that the chair provided this information at the time of their application for their position, and was promoted “as an incentive to entice me to come.”

Informal Networks

In part, the informal communication and dissemination of information to faculty who had taken parental leave occurred through campus networks (e.g., women in engineering and science, PCSW, mentors). That is, information regarding the availability of the policy and the specifics of the policy were provided by peers across campus. However, a faculty member highlighted that this was not pervasive across campus, which also addresses the issue of formalizing some form of policy dissemination.

Well, I just think it's interesting that in a field with traditionally fewer women, they look – it seems like the women look out for each other make sure you know about it. I'm in a field that's almost all – that's predominantly women. I've never heard a thing about outside of this research project.

Peers, including those who had taken the leave, and colleagues provided guidance regarding the availability and suggestions for navigating the use of the policy.

A colleague took leave my first semester here. So I knew there was something that existed. And then when I found out we were pregnant I contacted [this faculty member]. ... I just contacted him and asked, "Hey, what's up with the leave? How does it work?" [This faculty member] gave me a little information.

Faculty also responded that colleagues familiar with the parental leave policy sought out faculty once pregnancy was disclosed and informed them of the availability of the parental leave policy. One respondent indicated that they personally inquired about family-work balance policies as part of their recruitment and was provided with a link to the university regulations library.

Institutional Web-Based Policy Library

Several respondents indicated the use of the university regulations library including a self-directed search based on current or potential need, being provided the website by peers, mentors, or department leadership. For instance, a faculty member described the oft intermittent discussions that occur and the ultimate responsibility taken to gather information.

The department didn't really know anything... and certainly weren't advertising it"; no one came to me and said "oh there's this policy" – I heard whispers from other faculty and then I looked it up on my own.

Another interview participant noted that parental leave information on the University's website was shared following their disclosure of their pregnancy.

So I told her and she was lovely and she said, "Actually, there's a leave." And I said, "Yeah. I wanted to ask about that." She just sort of pointed me in the direction of the website.

Modification of Duties

According to those who had taken leave, modification of duties for faculty differs based on:

1. Individual negotiations based on circumstances arising from committee, student advising, and grant responsibilities
2. Identified departmental needs

The University's parental leave policy permits the modification of duties for the semester that the faculty member requests leave. (See Appendix A for the Parental Leave Policy 6-315). Importantly, faculty acknowledge how the provision for modified duties created a more feasible arrangement when having children. Yet, both faculty who had taken leave and those who planned to take leave in the future reported concern for the impact of taking leave on their "tenure trajectory." For instance, the following references the magnitude of work a faculty member must manage and the role of modified duties.

I see it as a very, very important benefit, and it's a benefit that it makes the university more attractive because it is one – one of the disadvantages of academics is that it's not very easy to suspend everything, and you know, take on bigger responsibilities for a while, but with the modified duties, it just makes it totally feasible.

Reiterating the value of the parental leave policy, including the modification of duties, a faculty member explained:

I found the parental leave modified duties option crucial for effectively carrying out essential personal and professional responsibilities during the first few months of my child's life.

According to faculty participants, there are many applications of the modifications of duty stipulation in the University's parental leave policy. One faculty member summarized it in this way:

It's pretty straightforward. I mean it can mean, essentially, what you want it to mean.

Mostly, the variations in modifying duties were viewed as essential and perceived positively. Reportedly, many of the differences in modified duties arise to accommodate faculty committee, student advising, and grant responsibilities, although in other instances modifications were mitigated by departmental needs and expectations. In part, the flexibility to define or negotiate modification of

duties individually (i.e., by the faculty member and chair), participants noted that ambiguity can arise as to the expectations for their participation while on leave. Also, given the 95% pay provision, faculty noted that they understood that there were expectations for their continued involvement.

I also think that by getting the pay, that's why I still felt some obligation to do service, to keep working with students. I'm like, "I'm supposed to be engaged." And I think that was also the expectation from our faculty is that yes, you have teaching release – sort of it's negotiable about how much you really have to do. But you're expected to do research and service to students and committees in some sort of modified more flexible way.

As referenced earlier, the legitimacy of modifying duties or extending the tenure clock for birth or adoption events were bolstered by the existence of the policy, resulting in many faculty indicating their own reference to the policy when discussing others expectations of them during leave.

It felt better and more acceptable within a university community to just be able to be like, "Okay, this is my – this is part of the benefits of working at this institution."

It's one of the benefits, and so you feel like it's appropriate to – you're not taking advantage but using it appropriately was very good.

The following addresses how modification of duties was considered by faculty. As you will note, there were not significant discussions of modification of research responsibilities. Those with grants reported continuing their engagement on the grant, as appropriate.

Teaching

Faculty most frequently used the modification of duties for teaching. A faculty member captures how this modification is of benefit to a parent:

It is an incredibly generous policy to have an entire semester of teaching released, and so – and as a new mother who is up half the night – probably more than half the night – it allows you to sort of get your feet back on the ground and think straight again.

Expressing a sense of “responsibility” to the department, faculty who had taken the parental leave noted that they revealed their pregnancy “earlier professionally than [they] may have wanted to.” A faculty member explained,

But it's when this obligation, like, “I know I'm going to be gone. I might as well tell you now. I haven't even told much of the family yet, but I'll tell you I can't teach in the fall.

Because they recognized the departmental requirements for scheduling and teaching, faculty reported disclosing their pregnancy to prevent course scheduling conflicts or tension with other departmental faculty members.

We were like, I don't know, a month or two in. But I figured I should let them know, otherwise there'd be some bad blood if they planned for me to teach something and I wasn't around.

In part, this disclosure and their concern over whether or not their classes and graduate students continued to get attention when and if they took parental leave were attributed to budgetary issues.

In my department, the issue actually for me is primarily budgetary because there's no one in my department who can take my classes. And right now, it's obviously an enormous issue. So if I wanted to have another baby and take a leave, I don't know how they would replace me, honestly...

This faculty member explained how their leave didn't affect their graduate students directly but that the potential budgetary impact on their department was large:

That didn't affect any of the grad students. I maintained all of my committee assignments, so that didn't – it's not like my dissertation students and whatever that they end up having to go to the other people. I kept all that going. So I don't think there were any negative things for the other faculty, but the budget thing is \$3,000.00 doesn't remotely cover the two classes. So that's one big issue.

For some departments, capacity and size of faculty alleviated concerns over courses not being offered or covered. A faculty member explained how modified teaching duties has not impacted department operations.

It's always been the case that we've had a large enough faculty that we could kind of absorb missing someone for a semester here or a semester there for a year as a result of various kinds of leave.

Graduate Student Advising

In addition, the majority of participants indicated a strong perceived “obligation” to stay engaged with their graduate students. With one exception, participants indicated that it was necessary to continue, in some form, advising graduate students to ensure their on-going progress. Occasionally, this meant coming to the meeting “with the baby in tow.” Faculty described meeting with students at their homes, during walks on campus, and communicating electronically to ensure the continued success and progress of graduate students.

Service

For some, service duties were minimized. However, some faculty members, particularly pre-tenure women faculty, indicated there was individual pressure to demonstrate commitment above what was explicitly expected to (and visibility in) the department by continuing with service duties.

Faculty described situations where while on parental leave they were asked by someone from the department or college leadership to serve on a committee. As one faculty member described it, they served on these committees because “a lot of us just felt like we couldn’t really say no.” In many instances, faculty again reported bringing their newborn to a committee meeting. Yet, faculty who had taken the leave previously indicated that this was often a “very uncomfortable situation” for them.

It's hard. I'm like I can't talk to you and like be holding this baby. Now she wants to nurse and I'm a mess. And so to me it was a very uncomfortable situation. It may not have been as bad as – I probably perceived it worse than everybody else did.

Retention Promotion and Tenure Implications

The Parental Leave Policy 6-315 recognizes the implication of parental leave for faculty productivity. Specifically, the University policy states that “Faculty members should not be expected to maintain normal scholarly productivity during an extension granted under this policy” (see Appendix A).

Participants expressed “concern” over perceived negative impact or cost for tenure track faculty who may opt to use the provisions outlined in the policy.

However, they added that negative repercussions from the department or colleagues was not evident to date.

Participants noted that modifications of duties are not often public, and during formal retention, promotion, and tenure reviews this information may not be brought to the discussion. Most participants who had taken the leave reported not disclosing the use of the parental leave formally. Recognizing that the RPT committee may forget that someone has taken parental leave when evaluating their RPT materials, some participants indicated that they “signaled the RPT committee” that they were on university sanctioned leave, and that their clock has been formally extended. For example, some faculty included explicit statements on the vita and/or the professional statement, including references to the modification and whether or not the tenure clock was extended. One faculty member described this as being “proactive.”

The implications for utilization of parental leave at the departmental level are particularly relevant for formal retention, promotion, and tenure processes. Although much of the data indicated that formal discussions of faculty parental leave did not frequently occur, there was mention of its inclusion in RPT discussions. For instance, a faculty member provided this description of references to parental leave in the RPT process:

It's certainly been talked about in the RPT process, you know, in talking about cases where a candidate has had a leave or is anticipating taking one. And that certainly enters into kind of not just what kind of tenure decision [occurs] in the form of freezing the tenure clock, or something like that, but also in terms of advice that's given at a pre-tenure review, just about timing, and so on and so forth, both formally by the department in its kind of capacity as the RPT committee and as tenured members of the department.

Scholarly Productivity

Productivity expectations and modification of duties are inter-related, given that the participants often describe their productivity in terms of 1) self expectations and pressures and 2) colleagues interpretation of what parental leave and productivity mean. Several participants suggest that there is the perception that they “got a lot of time off and didn’t have as much as they wanted me to show for it”.

One of the dilemmas noted was the “mixed messages” regarding taking parental leave while still being expected to maintain an upward trajectory. In terms of

equity, one respondent indicated that there may be a perception with the department that “these people are getting something extra”. According to participants, the department’s culture and acceptance of the parental leave policy contributes to the how productivity is defined.

Faculty who had taken the leave explained that the parental leave policy is a benefit, including the potential to extend the tenure clock for one year. However, they also note that the perception that having a child or adopting is a one-time event underestimates the impact on scholarship.

Cause people, you don’t know what it means to care for an infant, you think that like, “Oh, they’re just at home.” They don’t realize that you’re nursing and you’re changing poopy diapers and you’re 24 hours on call. I mean...you’re sleep deprived.

Participants indicated that there may not necessarily be a “stigma for taking leave” but that implications for the scholarly record should not be ignored. The time commitment for raising children is likely to have an effect given the time that you have to contribute to work is constrained.

When you have small children – you have to really limit amount of time you work – and that’s what’s going to have the bearing....If we all had unlimited time – if I could work every day until 900 p.m. I would be much more productive – looking at some of my male colleagues and childless colleagues – there’s a huge differential in terms of availability of time.

Again, participants emphasized that a birth event isn’t a one-semester impact. That there are many factors that contribute to a faculty member potentially “losing” more than one semester of productivity, particularly because of the “dip.”

I think part of it for me is that a year – the impact on your career isn’t going to be defined or restricted to a one-semester or a one-year – you’re like, “Okay. I’m back.” Because if you’re not – if your pipeline isn’t still working, then you’re going to feel implications for that down the road that if for the semester – you’re gone totally for a year, you’re kind of in that first year. If you’re not starting new projects in that year, it’s not just a one-year implication potentially.

Illness during pregnancy, perhaps complicated by the age of the mother, difficult birth, child health issues were among those other factors identified.

Tenure Extension

Generally, both the faculty who had taken the parental leave and those who noted that they may take parental leave in the future, indicated that the tenure review extension was an additional benefit associated with the parental leave policy.

Responses from participants varied, with some feeling that there was no disadvantage to using the tenure extension. The following is from a faculty member who recalled the informal discussion of extending their tenure clock.

Like I didn't feel like, "Oh, my gosh. I have to become an associate professor immediately." So there didn't seem to be a kind of disadvantage to the stopping of the tenure clock. It seemed like it could only work to my advantage. And I think I talked to [faculty member] and I might have talked to my chair a little bit, and then my husband, and then I think I must have talked to a couple of other people maybe outside of the department who I know. But it was sort of this informal thing.

Another faculty member shared their experience in discussing the extension:

It actually was a very supportive conversation. It was like, "Okay, make sure you get the paperwork filled out for leave," and [faculty member] just said, "Definitely extend your clock, and if you decide you don't want to do it later, don't, but do it on the form." And so I mean there was really like no discussion. No advice [it was] just like "do it."

Scholarly productivity and proximity to the tenure review were factors in the decision of whether the tenure extension was either recommended or considered. While some participants noted the benefits of tenure extension provision, others indicated that based on either their proximity to the tenure review or their current rate of productivity (or maintenance of that rate), the extension was not warranted:

I haven't gotten a lot of guidance around it, but it wasn't – I don't think it's because anyone was withholding information. I think it's just like when I told [chair] that we were having a baby, she said, "Oh, there's

this parental leave policy.” [They] went into it. “Here it is.” [Chair] pulled it up in [the] office in that moment on the computer...sent me the link...said, “You can request this with an extension of tenure,” but we had just had a conversation about the fact that I was going up for tenure. And so [chair] sort of said, “I don’t think that’s – I don’t think you really need to do that, but you can look at it.”

Parental Leave Policy Recommendations

Overwhelmingly, faculty who participated in this evaluation of the University's Parental Leave Policy reported that the policy was not at risk of being misused, although cautions about manipulation or abuse of the policy's provisions were provided. Importantly, faculty did not seek "policing" of the policy; reported that such efforts would be unwarranted.

Given the totality of data collected and analyzed, we provide the following recommendations. These recommendations are intended to guide continued implementation of the University of Utah's Parental Leave Policy.

1. Modify language in Parental Leave Policy 6-315 to increase clarity of intent and process.
2. Increase communication and dissemination of the parental leave policy and its provisions to faculty through formal channels (e.g., departmental retreats, recruitment offers) and informal channels (e.g., university-based networks).
3. Formalize a transparent departmental negotiation and recordkeeping process for designation of leave for faculty, modification of duties, and determination of tenure extension.
4. Embed a family-friendly culture at the departmental level, including timing of events that expect faculty participation, flexible work schedule, part-time off to care for sick/injured family members, and child care.
5. Increase availability and access to early childcare and early childhood education on campus.
6. Develop guidelines for extending benefits beyond the provisions allowed for in the University's current Parental Leave Policy, including who has the authority to grant extended benefits, under what conditions, and with which resources.
7. Develop "life-stage" policies that provide comparable leave for faculty who may have other family (e.g., elderly parent, sibling, or partner care) or life circumstances that require their time and attention.

8. Evaluate policy use, and implementation routinely (e.g. at least every three years). Identify office to evaluate policy and to keep longitudinal data to allow for comprehensive policy review.

Appendix A: University of Utah Policy 6-315: Faculty Parental Leaves of Absence

1. Purpose

1. To outline the university's policy for parental leaves of absence and extensions of the review timetable for the birth or adoption of children by regular faculty and academic librarians. To maintain the university's general preference of providing leaves for faculty, except for brief absences, in increments of an academic term or semester, consistent with the length of most teaching assignments. Any questions regarding this policy should be referred to the Office of the Senior Vice President for Academic Affairs or the Office of the Senior Vice President for Health Sciences.

2. Scope and Effective Date

1. This policy applies for academic librarians and regular faculty in all colleges except the School of Medicine. The effective date of this policy is July 1, 2006.

3. References

1. [Policy 5-200](#), Leaves of Absence (Health-Related)
2. [Policy 5-201](#), Leaves of Absence (Non Health-Related)
3. [Policy 6-311](#), Faculty Retention and Tenure of Regular Faculty (extension of pre-tenure probationary period for disability)
4. [Policy 6-314](#), Leaves of Absence
5. [Policy 8-002](#), School of Medicine (SOM) Faculty Parental Leaves of Absence
6. 29 Code of Federal Regulations 825.100 et seq., Family and Medical Leave Act Regulations

4. Definitions

1. "Academic year" is defined for purposes of this policy as August 16 to May 15 for faculty on nine-month appointments and July 1 to June 30 for faculty on twelve-month appointments.
2. "Adopted child" refers to a child under six years of age or a special needs child placed for adoption. "Special needs child" means a child under the age of 18 who is incapable of self-care on a daily basis because of a mental or physical disability that substantially limits one or more major life activities.

3. "Annual base salary" means the total compensation approved in advance as the amount payable to a faculty member for normal and expected working time and effort, not in excess of 100% of full-time, for all services to be performed under all assignments during the appointment period. This term does not include compensation for separate assignments during nonworking intervals, approved overload assignments in the Division of Continuing Education, additional compensation for occasional services or payments made pursuant to authorized consulting or professional service contracts. (See [Policy 5-403](#), Additional Compensation and Overload Policy.)
 4. "Eligible faculty" is defined as library faculty or regular faculty with appointments that began before the expected arrival of a child.
 5. "Library faculty" is defined as academic librarians with continuing appointment or eligible for continuing appointment under [Policy 6-300](#).
 6. "Parental leave benefits" refers to parental leaves of absence with modified duties (including disability leaves for birth mothers and care-giving leaves for all eligible parents) and/or extensions of the review timetable for the birth or adoption of children.
 7. "Partner" refers to a spouse or, in the case of unmarried faculty, to an adult who is certified as an eligible partner through Human Resources procedures.
 8. "Primary caregiver" for purposes of an extension of the review timetable means a faculty member who provides the majority of child contact hours during time that the faculty member would normally spend on productive scholarly pursuits for a period of at least 15 weeks. "Primary caregiver" for purposes of a care-giving leave means a faculty member who provides the majority of child contact hours during the faculty member's regular academic working hours for a period of at least 15 weeks.
 9. "Regular faculty" is defined as tenured or tenure-eligible faculty under [Policy 6-300](#).
5. Faculty Parental Leave: Eligibility, Notification, Benefits
1. Eligibility
 1. Review timetable extensions under this policy are available to an eligible faculty member who either i) is due to and/or does give birth to a child no later than June 30 of the year in which the review to be extended is scheduled, or ii) is planning to and/or begins to serve as the primary caregiver of

her or his own newborn child or a partner's newborn child or of a newly adopted child no later than June 30 of the year in which the review to be extended is scheduled.

2. Disability leave benefits and the resulting modified duties under this policy are available to an eligible faculty member who gives birth to a child within the semester for which leave is sought or within four weeks before the beginning of that semester.
 3. Care-giving leave benefits and the resulting modified duties under this policy are available to an eligible faculty member who serves as the primary caregiver of her or his own newborn child or a partner's newborn child or of a newly adopted child within the semester for which leave is sought.
 4. This policy does not apply to birth mothers who do not anticipate becoming the legal parent of the child following birth. In such cases, the faculty member may be covered by sick leave and FMLA policies.
 5. Disability or care-giving leave under this policy shall begin no more than three months prior to the birth/placement of a child and shall be completed no more than 12 months following the birth/placement.
 6. Only one University of Utah faculty member is guaranteed to qualify for parental leave benefits for a given instance of childbirth or adoption. {Note-- An explanation of coordinating this policy with the School of Medicine policy will be added here, once the SOM policy is in final form.}
 1. The qualifying faculty member is only guaranteed one semester of leave with modified duties for a given instance of childbirth or adoption.
 7. A faculty member will automatically receive parental leave benefits no more than twice. Any subsequent requests for benefits in conjunction with additional instances of birth or adoption will be subject to the approval of the cognizant senior vice president.
 8. Exceptions to these eligibility criteria must be approved by the cognizant senior vice president.
2. Notification
1. An eligible faculty member should notify her or his department chair of a request for a parental leave of absence

with modification of duties as soon as possible and normally no fewer than three months prior to the expected arrival of the child. A request for a review timetable extension may be made at the same time and must be made within three months after the arrival of the child and before external reviewers are solicited or other action is taken to begin a formal review, whichever is earlier. A [Parental Leave application form](#) is available. A previously submitted request for a timetable extension may be revoked by written notice from the faculty member, submitted before the date on which action would ordinarily be taken to begin a formal review in that year's review cycle.

3. Parental Leaves of Absence, with Modified Duties (Disability Leave, Care- giving Leave)

1. Upon request, an eligible faculty member will be granted a parental leave of absence with modified duties for one semester for faculty on nine-month appointments or an equivalent period for faculty on twelve-month appointments. The faculty member will be released from professional duties during this period, but may choose to continue some professional activities (e.g., meeting students, doing research, participating in hiring or RPT decisions). The faculty member will receive pay at the rate of 95% of her or his annual base salary during that semester. If a portion of the compensation is received from grants or contracts, that portion of compensation must be based on actual effort performed for the award, and all award requirements must be met. For teaching loads that are unbalanced across the academic year, arrangements should be coordinated wherever possible such that a leave with modified duties would coincide with the semester with fewer teaching duties.
2. Parental leaves of absence with modified duties under this policy are substituted for unpaid leave under the Family and Medical Leave Act (FMLA). Eligible faculty members may in addition qualify for unpaid leave under the FMLA during the same twelve (12) month period, but only in connection with a serious health condition. Such FMLA leave is normally unpaid except that accrued sick leave must be used. See [Policy 5-200](#) for more information.

4. Extension to Review Timetables
 1. Upon making a timely request, an eligible faculty member will automatically receive a one-year extension on her or his overall timetable for retention, promotion and tenure (RPT) or post-tenure reviews. For an RPT review, an extension applies both to the next scheduled review, and the overall timetable for subsequent reviews. An extension taken at any time in a pre-tenure probationary period will extend the date for the final tenure review, as well as any intervening formal review. Faculty members should not be expected to maintain normal scholarly productivity during an extension granted under this policy.
5. Unanticipated Events
 1. Not all events surrounding pregnancy, childbirth, adoption, and the health of a young child can be fully anticipated for purposes of this policy. Requests for exceptions to this policy should be directed to the cognizant senior vice president.
6. Obligation to Return
 1. The obligation to return to university service following the leave, applicable to other leaves under [Policy 6-314, Section 9.B](#), applies to disability and caregiving leaves under this policy as well.
6. Examples of Policy Application
 1. Examples of the application of this policy are available at this link [parental leave examples](#). Examples are provided for illustrative purposes only. They do not constitute any part of this policy.
7. Relationship to Other Policies
 1. Nothing in this policy precludes academic units from providing similar benefits to faculty other than faculty eligible under this policy or providing to any faculty members or academic librarians more extensive benefits for parental or other family responsibilities or personal disability.
 2. Other leave that has been taken or is scheduled to be taken by a faculty member shall not preclude eligibility for parental leave benefits under this policy. Correspondingly, parental leave taken or scheduled under this policy shall have no bearing on decisions regarding other leave for a faculty member, except to the extent that a faculty member with a twelve-month appointment is subject

to a department policy regarding proration of sick leave, vacation leave or professional development leave.

3. If any other University policy is inconsistent with the provisions herein, this policy shall govern.

8. Policy Review

1. The implementation and the fiscal impact of the this parental leave policy will be reviewed in three years from the original date of passage which was May 2006. The report will be given to the Academic Senate. Concerns should be reported to the cognizant Associate Vice President for Faculty or for Health Sciences.

9. Contacts:

1. Policy Officers:

Acting as the Policy Officers, the Sr. Vice President for Academic Affairs, and the Sr. Vice President for Health Science, are responsible for representing the University's interests in enforcing this policy and authorizing any allowable exceptions.

2. Policy Owners:

1. Acting as the Policy Owners, the Associate Vice President for Faculty, and the Associate Vice President for Health Sciences are responsible for answering questions and providing information regarding the application of this policy.

3. Faculty_Policy@utah.edu

4. Students_policy@utah.edu

10. History:

1. Renumbering: Renumbered as Policy 6-315 effective 9/15/2008, formerly known as PPM 8-8.1.

2. Revision history:

1. Current version: Revision 1. Approved by Academic Senate: March 5, 2007. Approved by Board of Trustees: March 12, 2007. Effective date of March 12, 2007.

1. Background information for Revision 1:

1. [Proposal](#) to amend parental leave and related policies (6-311 & 6-315), spring 2007.

2. Earlier revisions:

[Revision 0](#). Effective dates July 1, 2006 to March 12, 2007.

Appendix B: Faculty Subgroup Analysis

Table 2 Survey Response Percentage Compared to OBIA Faculty Data by Gender & College

College	Respondents			Faculty Fall 2009*	
	F	M	Unknown	F	M
Architecture & Planning	50%	25%	25%	30%	70%
Business	40%	60%		33%	67%
Education	80%	20%		52%	48%
Engineering	17%	83%		12%	88%
Fine Arts	53%	47%		44%	56%
Humanities	55%	45%		46%	54%
Law	67%	33%		24%	76%
Mines & Earth Science	20%	80%		11%	89%
Science	25%	75%		10%	90%
Social & Behavioral Science	64%	36%		34%	66%
Social Work	50%	50%		53%	47%
University Libraries	71%	29%			

* Table E3 Headcount of Regular Faculty by College, Department, Rank & Gender 2009 Autumn Semester - OBIA created 11/3/09

Table 3 Survey Response Percentage Compared to OBIA Faculty Data by Rank & College

College	Survey Respondents					OBIA Faculty Fall 2009*			
	INSTRU	ASST PROF	ASSOC PROF	PROF	Missing	INSTRU	ASST PROF	ASSOC PROF	PROF
Architecture & Planning	0%	33%	67%	0%		0%	30%	20%	50%
Business	0%	27%	27%	45%		2%	30%	22%	47%
Education	0%	53%	33%	13%		0%	32%	28%	40%
Engineering	0%	33%	38%	29%		0%	23%	31%	45%
Fine Arts	0%	38%	31%	31%		0%	22%	42%	36%
Humanities	0%	33%	45%	18%	3%	1%	17%	45%	37%
Law	0%	33%	0%	67%		0%	0%	14%	86%
Mines & Earth Science	0%	27%	13%	60%		0%	16%	20%	64%
Science	0%	8%	15%	77%		0%	14%	14%	72%
Social & Behavioral Science	0%	48%	27%	24%		0%	21%	33%	46%
Social Work	0%	25%	50%	25%		0%	26%	32%	37%
University Libraries	0%	29%	57%	14%					

* Table E3 Headcount of Regular Faculty by College, Department, Rank & Gender 2009 Autumn Semester - OBIA created 11/3/09

Table 4. Value of Benefits by Social Location in University Faculty

	Adj. R ²	Female	Asst. Prof.	Assoc. Prof.	Tenured After Policy	Hum.	Sci.	Soc. Sci.
Salary	.05*			-.15†		.14†	-.18*	
Health	.13**	.20*				.15†	-.27**	
Opportunity for collaboration with peers	.00						.14†	
Professional Development (e.g., financial planning, time management)	.00							
Part-time faculty appointment	.02		.14†					
Opportunity to move to a non-tenure track position	.01		.17*					
Tenure clock extensions	.16**	.26**	.27**		.17*			
Flexible work schedule	.10**	.21**	.18*		.25**			
Paid time off to attend to personal needs	.11**	.20*	.15†		.17*	.17*		
Parental leave with ability to be fully absent up to one semester with pay	.18**	.22**	.33**		.24**			
Parent leave with modified duties	.16**	.21**	.27**		.24**			
Paid time off to care for sick/injured family member	.18**	.29**	.20*		.18*			
Child care	.19**	.26**	.34**		.29**			
Elder care leave	.25**	.27**	.27**			.30**		
Family friendly climate	.10**	.27**			.17*			

Note. N = 163. **p<.01, *p<.05 †p<.10; based on F test for model and t test for coefficients. The original partial regression coefficients (b) were transformed to Pearson r. Only coefficients that are significant at least at p<.10 are shown. See the "Survey Analysis" section above for an explanation of this table.

Table 5. Faculty Perception of Utilization and Implementation by Social Location

	Adj. R ²	Female	Asst. Prof.	Assoc. Prof.	Tenured After Policy	Hum.	Sci.	Soc. Sci.
Department leadership discussed policy	.00		-.15 [†]					
Personally aware of policy	.01							
Aware faculty took leave though not primary care giver	.00							.15 [†]
Unfair burden on colleagues	.06*	-.25*		-.17*				
Favors parenting over other aspects of personal-professional balance	.02				-.19*			
Unfair to faculty without children	.02	-.18*		-.08 [†]		.15 [†]		
Overall used equitably	.03 [†]					.19*		-.19*
Help more men to get tenure	.05*	-.24**		.16 [†]				
Help more women to get tenure	.02	.15 [†]						
Colleagues do not expect normal scholarly productivity	.00							
Faculty support use	.01							
Colleague support important	.00							
\$3,000 to cover teaching essential	.08*	.16 [†]			.15 [†]	.16 [†]		
Influenced my decision to remain	.18**	.24**	.31**	.22**				
Aware it influenced others to remain	.07*					.15 [†]	-.15 [†]	
Value for retention	.03	.14 [†]			.19*			
Value for recruitment	.13**	.28**			.22*			
Help balance professional and personal	.00							
Value to department and institution	.00							

Note. N = 148. **p<.01, *p<.05 †p<.10; based on F test for model and t test for coefficients. The original partial regression coefficients (b) were transformed to Pearson r. Only coefficients that are significant at least a p<.10 are shown. See the "Survey Analysis" section above for an explanation of this table.

Table 4: Parental Leave Expenditures by Academic Year – 2006-2009

DATE	COLLEGE	DEPARTMENT	AMOUNT	STATE APPROPRIATED BUDGET INCLUDING TUITION AND FEES
7/1/2006	ENGINEERING	ELECTRICAL ENGINEERING	\$3,000.00	
3/31/2007	FINE ARTS	THEATRE	\$3,000.00	
7/1/2006	HEALTH SCIENCES	PARK, RECREATION & TOURISM	\$3,000.00	
7/1/2006	HUMANITIES	ENGLISH	\$3,000.00	
7/1/2006	HUMANITIES	LANGUAGES & LITERATURE	\$3,000.00	
10/31/2006	HUMANITIES	ENGLISH	\$3,000.00	
10/31/2006	HUMANITIES	PHILOSOPHY	\$3,000.00	
3/31/2007	HUMANITIES	ENGLISH	\$3,000.00	
3/31/2007	HUMANITIES	HISTORY	\$3,000.00	
3/31/2007	HUMANITIES	PHILOSOPHY	\$3,000.00	
3/31/2007	LIBRARY	MARRIOTT LIBRARY	\$3,000.00	
3/31/2007	MINES AND EARTH SCIENCES	METEOROLOGY	\$3,000.00	
3/31/2007	SOCIAL AND BEHAVIORAL SCIENCE	GEOGRAPHY	\$3,000.00	
3/31/2007	SOCIAL AND BEHAVIORAL SCIENCE	POLITICAL SCIENCE	\$3,000.00	
		0.01%	\$42,000.00	370,518,275
DATE	COLLEGE	DEPARTMENT	AMOUNT	
8/31/2007	BUSINESS	ACCOUNTING	\$3,000.00	
8/31/2007	BUSINESS	FINANCE	\$3,000.00	
2/29/2008	EDUCATION	TEACHING & LEARNING	\$3,000.00	
8/31/2007	ENGINEERING	MECHANICAL ENGINEERING	\$3,000.00	
2/29/2008	ENGINEERING	SCHOOL OF COMPUTING	\$3,000.00	
6/30/2008	FINE ARTS	MODERN DANCE	\$3,000.00	
8/31/2007	HUMANITIES	ENGLISH	\$3,000.00	
8/31/2007	HUMANITIES	HISTORY	\$3,000.00	
8/31/2007	HUMANITIES	PHILOSOPHY	\$3,000.00	
2/29/2008	HUMANITIES	LANGUAGES & LITERATURE	\$3,000.00	
2/29/2008	HUMANITIES	LANGUAGES & LITERATURE	\$3,000.00	

2/29/2008	HUMANITIES	PHILOSOPHY	\$3,000.00	
3/31/2008	HUMANITIES	HISTORY	\$3,000.00	
8/31/2007	LIBRARY	MARRIOTT LIBRARY	\$3,000.00	
8/31/2007	MINES AND EARTH SCIENCES	GEOLOGY AND GEOPHYSICS	\$3,000.00	
2/29/2008	SCIENCE	MATHEMATICS	\$3,000.00	
3/31/2008	SCIENCE	BIOLOGY	\$3,000.00	
8/31/2007	SOCIAL AND BEHAVIORAL SCIENCE	SOCIOLOGY	\$3,000.00	
2/29/2008	SOCIAL AND BEHAVIORAL SCIENCE	PSYCHOLOGY	\$3,000.00	
3/31/2008	SOCIAL AND BEHAVIORAL SCIENCE	SOCIOLOGY	\$3,000.00	
3/31/2008	SOCIAL AND BEHAVIORAL SCIENCE	SOCIOLOGY	\$3,000.00	
6/30/2008	SOCIAL AND BEHAVIORAL SCIENCE	SOCIOLOGY	\$3,000.00	
		0.02%	\$66,000.00	403,274,897
DATE	COLLEGE	DEPARTMENT	AMOUNT	
1/31/2009	EDUCATION	EDUCATIONAL PSYCHOLOGY	\$3,000.00	
4/30/2009	EDUCATION	SPECIAL EDUCATION	\$3,000.00	
3/31/2009	HEALTH SCIENCES	MEDICINAL CHEMISTRY	\$3,000.00	
8/30/2008	HUMANITIES	LANGUAGES & LITERATURE	\$3,000.00	
4/30/2009	HUMANITIES	ENGLISH	\$3,000.00	
5/31/2009	HUMANITIES	HISTORY	\$3,000.00	
5/31/2009	LIBRARY	MARRIOTT LIBRARY	\$3,000.00	
4/30/2009	SCIENCE	CHEMISTRY	\$3,000.00	
10/31/2008	SOCIAL AND BEHAVIORAL SCIENCE	ECONOMICS	\$3,000.00	
4/30/2009	SOCIAL AND BEHAVIORAL SCIENCE	POLITICAL SCIENCE	\$3,000.00	
5/31/2009	SOCIAL AND BEHAVIORAL SCIENCE	POLITICAL SCIENCE	\$3,000.00	
		0.01%	\$33,000.00	398,134,272
10/31/2009	MINES AND EARTH SCIENCES	GEOLOGY AND GEOPHYSICS	\$3,000.00	
12/31/2009	ENGINEERING	SCHOOL OF COMPUTING	\$3,000.00	
1/31/2010	HUMANITIES	COMMUNICATION	\$3,000.00	
1/31/2010	SOCIAL AND BEHAVIORAL SCIENCE	SOCIOLOGY	\$3,000.00	

3/31/2010	HUMANITIES	HISTORY	\$3,000.00	
3/31/2010	HUMANITIES	PHILOSOPHY	\$3,000.00	
			<u>\$18,000.00</u>	410,894,310



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Citation: Rorrer, A. & Allie, J. (2010). University of Utah Parental Leave Evaluation Report. Salt Lake City, Ut: Utah Education Policy Center.



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