Report

Work Family Research Project

University of Ballarat

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Work Family Project
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Contents

1. Acknowledgements

Michelle Waters, Consultant and Chief Investigator of the University of Ballarat, Work Family Research Project, would like to express sincere thanks to Barbara Webb, Manager, Equity and Equal Opportunity, University of Ballarat, for her excellent guidance, contribution and support with this study.

Thanks and appreciation must also go to the University of Ballarat Work Family Steering Group, and all the participants of the focus groups for their contribution.

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2. Executive Summary and Recommendations

Significant changes occurring within the workplace and family life have led to greater pressure on individuals within organisations. In responding to these changing needs the University of Ballarat approved a Work Family Project in February 2003. The aim of the project was to assess how effectively and efficiently the University's policies and entitlements assist staff with meeting their work and family obligations.

The Work Family Project involved the collection of detailed information by conducting focus groups across four campuses to determine staff's experience in accessing the University's policies and entitlements. This information was based on the answers to a range of questions from participants. The responses would then be used to inform the development of a set of recommendations that, if implemented, would improve accessibility and further legitimize the use of policies and entitlements to enhance staff's experience in balancing their work life and family.

Seven focus groups were held between March and April 2003 with 51 staff members (10 male and 41 female) either attending from Mt Helen, SMB, Horsham and Stawell or forwarding comments. Each participant was self nominated and remained anonymous. The participants represented all staff classifications: Academic (5), Teaching (17) and General staff (29). Three quarters of the participants were responsible for dependent children (39), an elderly relative (7), or a disabled/chronically ill child (3). More than half of the participants worked full-time with most on a continuing appointment (39). The average age of the participants was 41 years.

At the conclusion of the final group, the responses were coded into four broad themes that identified barriers to participants' use of policies and entitlements including; communication; workloads; supportive and non-supportive workplace culture; and child care. From this, three sub-themes emerged relating to the experience of part-time work as a method of balancing work and family; supportiveness of the University before, during and on return from maternity leave, and overall satisfaction with work life balance.

Main Themes

i   Communication

Overall, participants indicated that knowledge of the policies and entitlements was low, with many participants uninformed about their options. Of those participants who had used the policies/entitlements or had knowledge of them, there was confusion about the details i.e. the duration, availability or if it was an entitlement, benefit or formal versus informal arrangement. Specifically, participants were puzzled over the use of the annualized hours scheme (for part-time staff), TOIL and 48/52. The predominant source of their knowledge appeared to be reliant upon other staff, such as Staff Services (8), management (5) or peers (4). Only four participants said they had used the Staff Services web page while two had used the Enterprise Agreement. Managers also seemed to be unclear about the accurate interpretation of policies and entitlements, which led to some participants being denied access.

There was also limited awareness of the use of informal arrangements such as job share, home based work, flexible start and finishing times with participants confused about the approval process by management which appeared inconsistent, lacking transparency and applied on an ad hoc basis.

ii. Workloads

Workloads were identified as a primary inhibitor to assessing the policies and entitlements. This was reported consistently across all three categories of staff. For example, the academic participants said that this issue was due to pressure to take on more administrative duties and the ongoing pressure of combining teaching and research while attending to student needs.

Moreover, general staff participants attributed increased workloads to reduced staffing levels across the University with work sometimes being done at home or at night. Some general staff participants indicated they wanted to reduce their hours but felt this would not be approved and that working part-time only meant working long hours for less pay.

Notwithstanding, some of the TAFE teachers provided positive comments about encouragement from their peers to use the 8 hours non-attendance time to work flexibly. However, this was also perceived as being undermined due to long distance travel between campuses, flexible delivery of teaching programs outside normal working hours, pressure from management, increased competition and inter-departmental rivalry.

The difficulty of trying to contain workloads while on a reduced fraction was also identified.

iii. Supportive and Non-supportive Workplace Culture

A number of participants spoke positively about the support they had received from their manager and peers with their work life balance. The primary reasons were attributed to effective inter-personal communication, flexible attitudes, trust, empathy and understanding.

In contrast, many participants experienced a non-supportive workplace culture due to the sometimes rigid, unsympathetic or mistrustful attitude of management like 'family issues are *your* problem'. Disapproval, hostility and 'whispers' by peers were also regarded as a deterrent, and reflected in the unwillingness by some staff to inflict extra work on peers due to the backlash of appearing a non team player fueling their feelings of guilt. Furthermore, participants perceived that approval for flexibility from management was often dependent upon the applicant acquiring high-level negotiation skills.

Participants also said that for implementation of the policies and entitlements to be effective, there needed to be a change in culture which hinges upon the education and improved attitude of 'supervisors, employees, peers and the relationship between all these things'.

Administrative processes like the rigidity of timetables, not being afforded time off during school holidays and limited resource capabilities to find or appoint replacement staff were also mentioned as undermining the use of policies and overall flexibility.

iv. Child Care Issues

The unavailability of child care across all the campuses including long day care, out of school hours care and vacation care was an issue for staff and was mentioned as affecting staffs options when returning from Maternity Leave, taking vacations or wanting to increase their fraction.

Sub-themes

i. Participants' Experience of Part-Time Work as a Method of Balancing Work and Family

Almost a third of the participants who worked part-time found part-time work had provided added balance to their lives. Conversely, almost half of these same participants provided comments about difficulties in containing workloads, financial loss, differing expectations from managers (to those working full-time) in relation to use of leave, and the realization that the organization and its processes including promotion, operate around a full-time model of work. There was a perception by both academics and general staff participants that the use of the policies and entitlements would negatively impact upon their career and may be interpreted as lacking commitment to the University, ultimately influencing the renewal of their contact.

ii. The Supportiveness of the University Before, During and on Return from Maternity Leave

A few of the women participants commented that their supervisor and peers were very supportive while accessing parental leave and contacted them while absent. Participants who were comfortable with negotiating a flexible work arrangement or a reduced time fraction on return from maternity leave, and received empathy from peers said they felt supported by the University.

However, the experience of other participants saw them returning to the workplace earlier than planned at the University's request with a willingness to compromise their desired fraction to appease management. It appears this behavior was born out of vulnerability for those on a fixed term contract, overt conscientiousness or pressure from the failure of management to appoint a replacement staff in their absence. Lack of back fill, reported by one participant, meant on two occasions she returned from Maternity Leave months early than planned to a diminished service. Lack of communication about workplace changes while these women were absent also elevated feelings of anxiety.

There was also confusion expressed by participants about breastfeeding at work with a lack of clarity about boundaries such as the right to a lunch break, lactation breaks or knowledge about whether babies and children were even permitted on campus.

Confidentiality was an issue for a few participants when inquiring about maternity leave or applying for a reduced fraction.

iii. Overall Satisfaction

Overall, more than half of the participants said they were satisfied with their work family balance to some degree. However, findings of the study identify a level of ambiguity concerning the accessibility of the policies/entitlements to assist staff balance their work life family obligations. This related to participants' limited knowledge about the available options, elevated workloads, mistrust and a non-supportive work culture. Furthermore, because some participants identified inconsistent application, delay in the approval processes, denial or non-negotiation around flexible work arrangements this may place the University at risk in relation to claims of discrimination. The findings also show that just providing policies/entitlements does not necessarily create a family friendly workplace and

that unless these policies/entitlements are communicated to all staff, and staff 'feel empowered' to access them with support from management, use will remain limited. Importantly, the study highlights barriers to providing a supportive and inclusive work environment presenting an opportunity for the University of Ballarat to develop new and improved work practices to delimit these barriers, thus, enhancing staff's work life family balance.

Recommendations

1. That the University develop and incorporate into University wide plans and processes (e.g. through the Pro Vice-Chancellor and the Work Family Steering Group) a statement of intent outlining the University of Ballarat's commitment and support for staff with family responsibilities.

2. Clearly define and compile all the University's options (informal and formal), policies, entitlements, leave arrangements, work practices and initiatives to support staff with family responsibilities.

3. Develop a Work Life Family Strategy to include the following elements:

   - A multi layered communication strategy to promote and publicise easily accessible information about the University's family friendly policies, entitlements and practices e.g. publications and user friendly intranet web site including links to relevant sections of Enterprise Agreements.

   - Extensive training for supervisors and managers on:

     · the University's obligations in relation to equal opportunity legislation relevant to work/family;

     · the business case for work life family;

     · the benefits of providing an inclusive environment;

     · what constitutes a supportive work environment;

     · strategies to ensure all processes for approval are clearly defined, transparent and documented.

   - Formalize and extend (where appropriate) the existing informal and formal flexible work policies and practices such as home-based work for general staff, job share and flexible use of hours.

   - Develop guidelines on the implementation and application of flexible work policies and practices.

   - Develop a process for equitable consideration of requests for leave during school holidays eg on a rotational basis.

In addition, consider the following:

   - Extend the range of entitlements such as paid Paternity Leave.

   - Clarify the use of 48/52 and consider extending this to part-time staff.

   - Broaden the Special Family Leave entitlement to include extended family for whom the staff member has caring responsibilities and extend the entitlement's application to important family issues beyond sickness.

- Eliminate the need for a Statutory Declaration or Medical Certificate for the first 3 days of Special Family Leave to align with the Sick Leave requirements.

4. In order to support staff who are pregnant or returning from Maternity Leave consider the introduction of the following best practice policies/initiatives:
   - Pre-natal Leave Policy
   - Breastfeeding Policy
   - Return from Maternity Leave Policy that includes the option of a reduced fraction for a negotiated term with the expectation that staff will return to their original fraction at the end of that term
   - Expectant Parent's Kit/ Keeping in Touch Program
   - Parenting rooms
   - Maternity Leave on half-pay

5. Designate a specific officer at Staff Services as the contact point for work/family balance queries and to coach HR Officers on all campuses on flexible work options, their application and changes to policies and entitlements. Ensure Staff Services are updated on policy changes to ensure the provision of confidential, accurate and timely responses to all work life family queries.

6. Develop and introduce a Children on Campus Policy.

7. Introduce into the performance review process, a mechanism to identify staff's work life family needs and barriers that influence the use of policies to ensure the enhancement of the work life family experience of all staff.

8. Formalise the procedure of annualising hours for part-time general staff, extending its availability to all general staff (including full-time) and provide guidelines for its negotiated use.

9. Establish an Academic Work Practices Committee to examine workloads, define reasonableness, and set targeted limits.

10. Ensure that a reduced fraction is reflected in a reduced workload.

11. Introduce mechanism to monitor the use of Maternity Leave replacement funding to ensure the appropriate back-fill of positions. This may include a policy and guidelines on recruiting replacement staff.

12. Review the Leave Without Pay Policy to enable its use for a broader range of purposes e.g. caring, health and family circumstances.

13. Amend the Maternity Leave entitlement to extend the period of leave without pay.

14. Consider introducing a Career Break Scheme.

15. Ensure staff on a reduced fraction e.g. for family reasons, are afforded professional development opportunities and are encouraged to pursue promotional opportunities.

16. Ensure staff are made aware of and have access to the University's grievance procedures that are available to them if their application for a flexible work option is declined.

17. Conduct a child care needs assessment including long day care, Out of School Hours Care and Vacation Care to determine the demand for these services.

18. Explore and consider the business case for various options to expand the provision of child care across all the University of Ballarat campuses such as a joint venture, reserving places, buying places, expanding existing services or establishing a new service.

19. Consider introducing salary packaging of child care fees (FBT exempt) for staff using University of Ballarat child care centres.

20. Regularly monitor and evaluate (eg. survey) the effectiveness of the Work Life Family Strategy and the use and progress of policies/entitlements/initiatives related to work family life balance. Consider continuing the role of the Work Family Steering Group to oversee this task.

3. Project Aim

The University of Ballarat has a range of existing entitlements and allowable work practices (Appendix 1) that can be utilised with respect to work life and family balance for all categories of contract and continuing staff. Entitlements are more limited for sessional and casual staff. The Coordinator, Work Family Unit, Equity and Diversity Centre, Monash University was contracted in February 2003 to coordinate a project to gather data from focus group interviews, and make subsequent recommendations to enhance the work family experience of staff.

The project aim was to assess how effectively and efficiently policies and entitlements, assist staff with meeting their work and family obligations.   Results from the data would then be used to inform recommendations that support the University of Ballarat with their development of a coordinated framework under which the University's family friendly policies/entitlements, work arrangements and initiatives are promulgated, used effectively and improved where necessary.

4.   Background to the Report

According to Drago, Crouter, Wardell and Willits 2001[1], understanding demographic changes and factors associated with the use of policies/entitlements to assist staff in balancing their work and family obligations at Universities is important in a practical sense. Drago et el. conclude that unless changes in organizational culture, climate, day to day practices and expectations are addressed, the most progressive work/family policies/entitlements are likely to be ignored by academic faculty.

There is also a need for organizations to stay informed and understand the changing work family needs of their workforce [2]. Over the past 20 years demographic change such as the rise in dual earner families, increased participation by women in the workforce, increased participation by fathers in childrearing, the ageing population and a declining fertility rate have impacted upon organizations[3].

In addition, organisations are recognizing that competitiveness is dependant upon the knowledge of its people and that the retention of highly skilled staff is essential. Hence, it is not surprising that organizations such as universities are identifying 'family friendly' policies/entitlements as not only a means of attracting and retaining high quality staff together but also achieving a competitive edge [4].

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[1] Drago, R., Crouter, A., Wardell M. & Willits B., (2001) *Final Report to the Alfred P. Sloan Foundation for the Faculty and Families Project,* The Pennsylvania State University. Inpress p 1-62

[2] Bardoel, E. A., Tharenou, P., & Ristov, D. (2000). *The Changing Composition Of The Australian Workforce Relevant To Work-Family Issues.* International Human Resources, 1 (1), p 58-80

[3] Russell, G. & Bowman, L. (2000) *Work & Family: Current Research and Practice*, Department of Family and Community Services, Canberra p 1-5

[4] The Ohio State University Report (2002). Ohio State University, Cleveland, U.S.A.

Under the University of Ballarat's Statement of Strategic Intent 2002-2004 a key priority is to:

"*Consolidate the implementation of staffing practices that build staff capacity and make the University inclusive, responsive and a great place to work for men and women.*"

The University recognises that a key plank in the achievement of this objective is to increase coherence and flexibility in staffing conditions, policies/entitlements and practices to better enable staff to balance their work/family/life needs.

Recognition of the value of diversity and flexible work practices is reflected in the University's Valuing Diversity/Equal Opportunity Policy, which states:

"The University of Ballarat is committed to fostering diversity within its community and affirms that the diversity of backgrounds, experience, opinions, perspectives, interest and skills of its student and staff populations contributes to the life and work of the University. This diversity is an essential element of rigorous and adaptive intellectual and social debates and approaches, and contributes to the development of creative and effective responses to emerging challenges".

and:

"To this end, University policies and practices, and members of the University community should ensure that:

- *all prospective and existing students and staff are provided with equality of opportunity in all aspects of study and employment; and*

- *student and staff participation in the University is not impacted upon negatively through unlawful discrimination, harassment, racial and religious vilification, or lack of appropriate flexibility".*

5. Methodology

Permission to collect the data was granted by the Pro-Vice-Chancellor (Administrative and Academic Support) University of Ballarat, Dr Vicki Williamson on 29 January 2003 under the University of Ballarat's Consultancy Agreement with Monash University. Collection of the data was conducted in accordance with procedures approved by the Standing Committee on Ethics in Research Involving Humans, Monash University on the 18 February 2003 and the Human Research Ethics Committee, University of Ballarat on the 20 February 2003.

A set of 11 questions were drafted to gather demographic data from each participant with a further 11 questions compiled to elicit information about participants awareness of the University policies and entitlements, factors that influence use and the overall work life family experience of staff at the University. These questions were then presented to the University of Ballarat Work Family Steering Group for comment and approval (Appendix 2).

In order to recruit participants a global email was distributed to all staff under the authority of the Pro-Vice-Chancellor (Administrative and Academic Support), promoting, explaining the purpose and inviting staff to voluntarily participate in the focus groups. An Explanatory Statement was attached to the email to fully inform staff of the purpose of the research (Appendix 3). Hard copy information was also distributed so staff without email access could be included.

Seven focus groups were conducted across four campuses: Mt Helen, SMB, Horsham and Stawell. The group sizes ranged from 5 to 10 participants with each focus group lasting approximately one hour in duration.

All participants were self nominated and remained anonymous. Participants were assured of confidentiality and informed that the results would be summarized as a total group with a written report compiled and presented to the University of Ballarat Work Family Steering Group. At the commencement of each group, participants were asked to complete a consent form (Appendix 4) and a questionnaire about themselves including where they worked. The researcher then proceeded to facilitate the remaining questions for discussion. Each focus group was tape recorded with assistance provided by the Manager, Equity and Equal Opportunity, University of Ballarat, who acted as scribe. Although the format of each focus group was structured, it allowed for opportunities for individuals to expand on their experience.

A follow-up form was available which could be forwarded to the researcher if participants were uncomfortable about speaking in the group or had to leave early (Appendix 5).

6. Method of Data Analysis

The first level of processing involved the researcher transcribing and collating the data from each focus group tape recording. The data package SPSS 11.0 for Windows was then used to transfer the raw demographic data from the participant's questionnaire to a table with numbers and percentage scores (Appendix 6 & 7).

Given the objective of the study, the data from each participant was then sorted and clustered into four broad categories that influence the use of polices including; communication, workloads, workplace culture and the availability of child care.

Further categories related to the experience of part-time work as a method of balancing work and family, the supportiveness of the University before, during and on return from maternity leave, and participants' overall satisfaction with their work and family balance.

7. About the Participants

The seven focus groups comprised 10 male and 41 female staff with a total of 51 participants contributing to the findings of the study.

Of the 10 male participants one was academic staff, 5 were teaching staff and 4 were general staff, whereas, of the 41 female participants, 4 were academic, 12 teaching and 25 general staff.

Slightly more participants worked full-time (27) than part-time (24) with most of the males (8) working full-time in contrast to the females (more than half) who worked part-time (22).

The majority of the participants were general staff (29 including supervisors) with teaching staff representing 17 participants and academic participants representing 5.

Participants worked at Mt Helen (25), SMB (9), Horsham (11), Stawell (5) and Camp Street (1).

More than three quarters of the participants were in continuing positions (39), with 7 fixed-term and 5 participants either sessional or casual.

Roughly three quarters (39) of the participants were responsible for dependant children with a further 7 indicating they were responsible for an elderly relative. Three participants indicated they were responsible for a disabled or chronically ill relative.

The maximum years of service for participants was 18 years with the minimum year of service reported at 1 year. The average service for all participants was 8 years.

Participants ages ranged between 27 to 56 years with the average age recorded as 41 years.

8. Findings and Data Analysis

Participants were numbered and quotes coded into F= female and M= male.

8.1 The Main Themes that Influence the Use of Policies/Entitlements by Participants

The four major recurring themes identified as influencing the use of policies/entitlements by participants were communication; workloads; supportive and non-supportive workplace culture; and issues around child care.

8.1.1   Communication

Overall Awareness

By combining initial responses by participants, with further recognition of policies/entitlements after prompting, participants were aware of the following policies/entitlements relevant to work/family balance:

- Family Leave 15 (29%)
- Maternity Leave 17 (33%)
- Paternity Leave 8 (16%)
- Compassionate Leave 7 (14%)
- Special Leave 2 (4%)
- Job Share 2 (4%)
- Flexible starting and finishing times 4 (8%)
- 48/52 8 (16%)
- TOIL 1 (2%)
- Study Leave 1 (2%)
- Reduction of hours 3 (6%)

Seventeen participants indicated that they had accessed maternity leave, 4 had used paternity leave, 6 family leave and 4 compassionate leave.

Comments from most of the participants indicated that overall knowledge of the policies and entitlements was low, with many participants uninformed about their options. Of those participants who had used the policies/entitlements or had knowledge of them, there was confusion about the details i.e. the duration and availability or whether it was an entitlement, benefit or formal versus informal arrangement. Participants also said that the source of their knowledge was predominately reliant upon other staff, such as Staff Services (8), management (5) or peers (4). Four participants said they had used the Staff Services Web Page while two had used the Enterprise Agreement.

Typical responses by participants to their awareness were:

> *It was dependent upon the knowledge and good will of their manager (M 3)*

> *I think there is a problem with staff not knowing where to go to for advice. There doesn't seem to be a designated person or persons within Staff Services that you can actually go to for advice if you are having difficulties balancing work and family and to get advice on what policies are available and what you are entitled to. I think that is a gap in our infrastructure perhaps to support our staff with these very issues (F 10).*

When you are talking about family leave are you extending this to nieces and nephews because I find while I don't have children, I have commitments as an emergency contact for child care and children at school. If I walk out of the office when I'm called I feel there is a perception 'but hang on these aren't your children'. Then I think perhaps I should take recreation leave, because it is not clear in the EA whether this would be covered (F 11).

I think a lot of the reasons why people aren't using these policies and aren't encouraged to, is because they are in the EA agreement and unless you have a vested interest to read the EB a lot of people are only interested in whether they are going to get a pay rise, as opposed to some of the other benefits that have been won through the EA. Perhaps if we made a little bit more of an effort to direct people and say it is worth your while to have a read through the EA document which does specify the benefits that the University can provide (F 10).

I wasn't aware of the issue when I had a need to help my sick mother, I put in for Recreation Leave, I didn't think to ask for Family Leave, nobody said you don't have to use Recreation Leave and could use Family Leave (F 9).

There also appeared to be lack of awareness amongst managers of the correct interpretation of entitlements, which may have resulted in staff being denied entitlements.

I actually approached my supervisors about taking 48/52 a couple of years ago and was knocked back because I had long service leave owing to me (F 17).

A staff member commented:

They do not like me to use the family leave because I am…I guess because there is one day per week that I do not actually work, the belief is that my appointments should be scheduled on that day that I don't work. It is not possible for me to do that (F 27).

Use of the UB Web Site

When prompted about access to the web, although some staff had obtained information on the web, they said this was difficult to locate and that in some work areas staff didn't have access to the web.

I have to ask where the information is and what you are entitled to. Some of our members in our working area have not got access to the internet. It is a bit more difficult in our area.(M 23).

It would be nice to know there was someone you could contact with regards to the policies/entitlements because some are quite buried in the EA, for example, compassionate leave detail. I would like to find it myself but can't find it on the Web. I know that certain staff at Staff Services (in Payroll) are very pressured and have a huge workload, are therefore not always accessible. You don't want to ring them because of their workloads (F 22).

When asked to provide suggestions for improvement, a typical comment was:

A very accessible web site and I don't know if there is one, about things like leave without having to expose who I am and knowing about it too, particularly for people that are reasonably new (F 52).

At the smaller campuses, like Stawell and Horsham, participants said they were happy to rely on information about the policies/entitlements from the Pay or Staff Services Officer located on the campus.

Confusion About Policies/Entitlements

There was confusion over some work practices like Time Off in Lieu (TOIL) in regard to its application and intent with some participants at Stawell and SMB reporting this was discouraged by the University to supposedly prevent staff working longer hours. Participants, however, saw TOIL as a very positive work practice to assist them with working flexibly and with having some control over their working hours.

> *TOIL has actually been discouraged in our branch and it has to be approved by the Pro Vice-Chancellor if we are allowed to take it so, I don't think that is a very helpful sort of thing to happen.*
> *I'm disappointed with TOIL, I think it is a problem that needs to be left at management level so they can gauge what staff they need on the ground sometimes. I would like to see that sort of thing loosened up a bit more rather than having to get permission for us to take that or even work TOIL (F 15).*

> *We bank up TOIL very well. We just can't find the time to take it (M 35).*

Participants were also puzzled since the university amalgamated regarding why 48/52 was no longer allowed for part-time staff saying this policy had been very helpful when caring for their children during school holidays.

> *I was using 48/52 when the children were young so I managed to get the school holidays. That was before we amalgamated, I was on that system for many years and then once we amalgamated because I was 0.8 or because of the Higher Ed system we could no longer use that, we had to be a full-time employee to get 48/52. I found that a disadvantage with small children (F 42).*

There was also confusion at Mt Helen regarding why accumulated hours could not be carried over to the following year if you are on the annualized hours scheme (part-time staff). This effectively didn't allow leave accruals to be carried into the following year.

Lack of Awareness of Policies and Entitlements

Importantly, almost a quarter of participants said they were unaware of the policies/entitlements. The main reasons given by participants for this lack of knowledge was around how and where to obtain the information.

Typical responses by participants who were unaware of the policies/entitlements were:

> *I didn't know it existed, I thought things like maternity leave were a thing of the past (F 52).*

> *I wasn't really aware of what entitlements were until I really started asking people, actually I didn't even know until someone said to me that I could have paternity leave until the child was born (M 14).*

> *Any sort of special leave I have needed I've sought through other staff. I have never been aware of a document (F 5).*

A staff member who had taken Paternity Leave used his annual leave to extend the time available to support his partner, as they had no immediate family nearby to provide support. He commented:

> *10 days would have been better it was quite daunting (M 47)*

Awareness of Informal Arrangements

When asked if participants knew of any informal work arrangements to help balance their work and family commitments more than a third of participants said they knew of staff accessing these kinds of arrangements, or in some cases, they themselves had negotiated this kind of arrangement. Arrangements included using 8 hours non-attendance time (TAFE teaching staff only), job share, working from home (academic and general staff) or flexible start and finishing times. However, staff perceived approval and knowledge of these arrangements to be dependant upon their peers or a good working relationship with their manager, and this was coupled with an ability to effectively negotiate this kind of work practice.

> *I have seen other staff members from within my department who have had children who have had extended sick periods that they have been able to do work from home and I see that as informal (M 35)*

> *The wording of the policy on the internet when I was looking at Maternity Leave didn't in any way reflect the flexibility that I was later given and it was only because I was actually talking to people and asking questions that I was able to find other options that I was able to negotiate something else. So you really have to know and hope that your manager is very flexible and has the knowledge. (F 46)*

8.1.2   Workloads

A significant number of participants said that workloads inhibited their freedom to access the policies/entitlements. This was reported consistently as an issue across all classifications including full-time and part-time academic, teaching or general staff participants from each campus.

Academic Staff

Academic staff participants said that they felt very pressured by the inherent requirements of having an academic career together with the pressure of applying for promotion. Increased pressure from the need to take on added administrative duties was mentioned, thus further compounding the pressure on participants' workloads. One academic participant said that despite reducing her hours to 0.8 she was still effectively working full-time.

> *I think there is a cultural issue with academics that the harder you work the more serious you are (F 22).*

> *Something I found difficult last year was that I was working 0.8 but really working full-time. So there were people replacing some of the things but they could not replace everything (F 22).*

> *There are other things that academics are involved in things like sitting down on more than one occasion with students, counseling, coaching, mentoring and inducting new staff. These things are not included as part of the proper workload assessment and the University doesn't take this into serious consideration (F8).*

General Staff

Both part-time and full-time general staff participants said that reduced staffing levels had resulted in more work being done by less which made it extremely difficult to contain their work hours. This resulted in work being done at home or working extra hours at night or on the weekend.

> *One of the reasons I got out of doing my managers job is because I was doing 50 hours a week and getting paid for 38 hours over a long period of time. If you stick to the hours allocated you just can't do the job effectively (F 54).*

> *I find with the workload, it is hard to squeeze it all in and a lot of the time I don't move from my desk all day to have a lunch break or anything (F 12).*

> *Balancing workloads and the expectation that someone else has to take up the slack is playing on a lot of people's minds (M 30).*

Many of the participants indicated working part-time often meant working longer hours

> *I think it comes back to the fact you employ people part-time but the expectations are on full-time work (F 10).*

> *I would feel that yes we are asking for reduced hours but the workload is not going to go away. So we are in a bind in a way, we still have to do the job (M 3).*

Quite a few general staff indicated they would like to reduce their hours but due to their workload felt it would not be approved.

> *I have a staff member at the moment who has very ill parents and being able to say to her 'go whenever you want or need to'. This is really difficult because I don't have the staffing levels to cover her when she is gone. I then have to look at closing services (F 15).*

Teaching Staff

Some participants from Horsham, when asked what the biggest issue was for the University of Ballarat, commented:

> *There is a lot of un-funded overtime that goes on around here (M 47).*

While another participant when asked if there is anything that would inhibit your use of the policies/entitlements replied:

> *Reduced staffing levels within your area, there may not be anyone that can step in your role (F 48).*

Participants from Horsham also thought the issue of workloads had accelerated since the introduction of a flexible delivery of teaching (night and weekend classes), indicating it was difficult to take time off work without work spilling over into home time. While others from remote campuses said that having to travel long distances to attend meetings at other campuses had put pressure on workloads coupled with the need to recruit students.

> *This is an enormous task in a tiny market, it never fits within contained hours (M 38).*

or

Beyond the normal administration, coordination and teaching there is a lot of extra work that I have seen other staff members do (F 39).

Amongst TAFE teachers, although there were positive comments about support and encouragement from peers to use the 8 hours non-attendance time to work from home and juggle family commitments, participants felt this practice was being eroded and undermined by the pressure of workloads.   They said they had observed staff unable to work by their agreed working conditions due to the pressure of workloads, pressure from management, increased competition and departmental rivalry.

Obtaining objectives and always the underlying fear that if you don't achieve your targets you might not be here the next year (F 35).

The workload is such it is difficult for somebody just to step in and pick up and do what we do…we do everything in industry (M 14).

However, despite the pressure of high workloads a few participants admitted that work pressure was self-imposed due to their commitment to the job and high expectations. As one participant articulated, in order to manage work, sometimes you need to stop, self manage and clarify your own values.

I'm satisfied at last with my work and family commitments, but I found that last year when I had a different manager, the values of my manager were quite different to mine, and the job I was doing was extremely stressful. It was only when I could stand back, take a long hard look at what I really wanted to do, and ask the question did I want to exist like this, that I found the balance (F 1)

8.1.3   Supportive and Non-supportive Workplace Culture

Supportiveness

A number of participants gave positive responses when talking of their experience in gaining work/family balance in the University. This was largely due to the ability of their manager and peers to be flexible and accommodating. Some typical responses were:

I've found in the area that I work that any time that needs to be taken for Doctor's appointments when I was full-time or if my child was sick that the people in my area are really flexible and happy to back you up. And I guess I have a good relationship with my manager and they are very understanding, perhaps because they have children too. I've never run into what the other people are saying (F 18).

I'm in the same situation and my supervisor doesn't need any more explanation, you don't feel you have to go on with long justification of why you take leave, which is really good because it takes the stress out of you (F 25).

If I needed to have leave for personal reasons for whatever circumstances I would always sit down with management. I would not have any issues in going to management to discuss that. Family becomes before work in all areas I think. When you give enough to the place I think it pays it back duly (M 37).

However a large number of participants cited examples of a non-supportive work culture relating to flexibility for family obligations.

Non-supportiveness

Attitude of Management and Peers

The principal issue identified by participants as non-supportive, and something that could inhibit the use of work/family polices and entitlements by them, was the attitude of management and the disapproval and 'whispers' by peers.

> *I never use any of the flexible work options but from seeing other people use them and observe I would be uncomfortable to ask, simply because it does not mean a fully positive experience watching other people ask for it. It is treated like something extra over and above, not like a right or entitlement. It is almost like a favor and is seen as if you are almost letting the team down. I guess it goes back to the peer whispers or the culture and people's attitudes (F 20).*

> *I am not comfortable with our new manager on a professional level much less on a personal level, I feel like I am asking for a privilege (F 13).*

> *My perception is you would be ostracised even if it were granted (M 14).*

> *Over Christmas I requested three weeks leave but it was made clear to me don't expect it will happen again (F 12).*

> *I and another person wanted to apply for an advertised position in the Uni as a job share. I was told it would not be accepted. It was clear there was no negotiation on this point (F 4).*

> *I think having a manager that wasn't approachable or that was a difficult person a person could have difficulty with flexibility. You would like to ensure all the managers were knowledgeable on this topic. Managers need to know that flexibility is encouraged by the Uni. Maybe having an advocate or maybe there is someone in HR who could become an advocate but I think our current HR looks at administering and not supporting people. The times I have rung up as a manager to ask about different things and they will tell me the letter of the law and often it doesn't sound like it is advantageous to the employee (F 55).*

> *There are staff in our area that do not have children, so I don't think they appreciate the pressure you are sometimes under to pick up from school. They would say 'oh here we go again' (F 29).*

> *I have heard the odd comment from staff members that don't have children that perhaps some of the staff members that do have children may abuse the family leave, if we have a sick parent at home why can't we take that option. As a parent I have endured those comments (F 44).*

> *If you are away because you have a contract with somebody or because of a conference, that is fine, but if you are away because of a family commitment…"oh she's away because she is at an important conference, we can do without her. She is away because a family member is sick she is letting the team down" (F 20).*

When participants were asked if they had any suggestions for improvements at the University of Ballarat a typical response by participants were:

> *I think communication with your immediate team and manager and that it is ok to ask for what you need (F 12).*

Need for Effective Implementation

When participants were asked what the biggest work life issue was for the University of Ballarat one participant succinctly added:

> *It is the implementation of the policy where the real work happens and that has to do with so many things. It has to do with the supervisor's attitudes, employee attitudes, peer attitudes and the relationship between all those things. I mean if people do not support the policy or do not understand it, or do not have permission to inquire about it…there are a whole range of issues. It is about educating people. Particularly, where people sit in the hierarchy scale (F 31).*

Mistrust

There were also pockets of the University where participants perceived the workplace culture to be mistrustful and hostile to flexibility with approval often applied inconsistently, lacking transparency, requiring unreasonable justification, and in many instances dependant on the negotiation skills of the applicant and willingness of the manager to oblige.

> *It comes back to the issue of the inconsistency between manager and their whole approach to work life. It would be worthwhile for the manager to get some training so that people are not so uncomfortable about approaching their manager and can ask for those benefits (F 10).*

> *I have an elderly parent and believe I have a good working relationship with my supervisor but I do not feel comfortable about going to her and saying I need an afternoon off to go to a doctor's appointment. I feel like I have asked her to drive me there! Get a certificate as if I have to prove everything that I'm doing. I put in extra hours and well this is the thanks I get (F 24).*

> *I get the impression there is flexibility depending on the person who your manager is (M 3).*

One academic said, on return from maternity leave, she felt very unsupported by the University that she embarked on a range of 'unconventional' caring practices, like breastfeeding at work, in order to keep her classes going.

> *I had heard rumors that parts of the University frowned on babies being brought into the workplace so I just didn't ask about it. It was extremely stressful. The difficulty was I had to manage this on my own and a feeling that if someone found out (F 22).*

Replacement Staff an Issue

Participants generally agreed that depending on the classification i.e. academic or teaching there was inherent workplace flexibility permitted. However, in the case of academics and teachers during semester time, rigidity of the timetable and an inability to employ replacement staff to step in and take lectures or classes reportedly undermined the use of this flexibility.

> *Sessional staff are hard to come by (F 1).*

Comments by participants indicated a strong sense of community at the University of Ballarat coupled with a strong commitment to work, students and peers. However, this sense of community, while contributing to some participants' feelings of support with meeting their work family obligations, for others came with feelings of guilt about placing more

pressure upon the team and individuals who were already stretched. This was perceived by participants as restricting their ease to request or access the policies/entitlements, and often resulted in a 'Catch-22' situation.

> I'm from the TAFE sector, if I requested these things I would feel very guilty about having to overburden somebody else with duties (F 1).

> I think it is because the area I teach in it is very small and there is only a couple of us, so I guess my feeling is that I should not be letting other people pick up extra work regardless of whether it is legitimate or not (F 28).

> We are a small campus people work as a team, if you take one or two of those people out everyone is aware of the pressure it puts on other people (F 43).

> I guess trying not to make the situation too hard on my work colleagues. Sometimes when you take leave it falls on someone else (F 55).

Children on Campus

A number of participants outlined the advantages for staff of having their children on campus, for example when breastfeeding or when child care arrangements had broken down. Moreover, these same participants expressed confusion regarding the acceptability or unacceptability of this practice at the University. There was also inconsistency identified in the application of this practice with approval, seemingly dependent upon the individual manager or the confidence of the staff member to 'just do it'.

> I was encouraged by my manager to come back early and bring my baby. My daughter and I spent a couple of months together in my office while I was breastfeeding and this worked tremendously well for me. While with a different manager I had a situation about bringing my children to work at times when they were ill of child care wasn't available and my manager expressed concern for a number of reasons. So we engaged in a process that was resolved to the point where we now have a (localized) set of guidelines on children in the workplace recognizing that there are time when it is preferable for them to be there (F 53).

> There are some informal arrangements where people bring children in and again I've only seen other people speaking to other women where they have said they wouldn't dare bring a child in unless they are really sick or unless they have no other option. Some of the guys have found it a bit easier to bring kids in when its convenient but even that has drawn adverse comments along the lines of your not paying to look after children even if it is a toddler asleep and it is a Friday research day. So there is a bit of a negative culture about bring kids and no set boundaries about what is appropriate or not appropriate (F 20).

8.1.4 Child care

When asked do you have any suggestions for improvement at the University of Ballarat a number of staff made comments about the cost and limited availability of child care across all the campuses including long day care, out of hours care and vacation care. This they said was an issue for both staff and students.

> I know two staff members at the moment on Maternity Leave who are considering not coming back because they can't get child care. There is heaps of ground the crèche could double in size and be full (F 5).

I take four weeks of my long service leave over Christmas holidays so I can spend that time with my children because I can't afford to put them both in child care for that period of time (F 17).

The situation at Horsham is really atrocious for OSHC and vacation care I have to book in 12 months in advance and even then if you don't cancel care within a specified time you are charged for it (F 50).

It is more the things unplanned for, if you child is sick, you wake up in the morning and think I can't go in because I have no child care (F 28).

When asked what is the biggest issue for the University of Ballarat a number of staff identified child care.

Lack of child care. Child care at Ballarat is appalling any way. I've been here 6 years and I have never managed to get a place at the SMB child care centre or at Mt Helen. We should utilize the early childhood teachers at SMB and maybe try and link it to family day care or something like that or build another facility. It is poor for students…(F 52).

I would say child care has been one of my biggest issues (F13).

Child care issues is a big one at Stawell and its growing I would say that 10-15% of the population out there may be missing out (M 38).

8.2 The Sub-Themes that Influence the Use of Policies/Entitlements by Participants

Three further sub-themes emerged during the study relating to staff's experience of managing work and family responsibilities while employed at the University of Ballarat. These included the experience of part-time work as a method of balancing work and family; supportiveness of the University before, during and on return from maternity leave; and overall satisfaction with work and family balance.

8.2.1 Participants' Experience of Part-Time Work as a Method of Balancing Work and Family

Advantages of Part-time Work

When asked about participants' experience of part-time work as a method of balancing work and family almost a third of participants said that part-time work had been a very positive work practice for them and had provided added balance to their lives. Typical responses by participants to this question were:

> *Great to be able to keep in touch with what your children are doing in their lives as well as keeping a life of your own (F 49).*

> *At one stage I reduced my hours to look after my sick mother and I had a flexible .8 arrangement and I just came in as I could. I didn't have set days. I worked around medical appointments so that was a flexible work arrangement that worked well (F 55).*

> *For me it is just fantastic. I feel like I have got a life and that work is not the only thing (F 28).*

> *I think it is fabulous, you can switch off because you are not here more than you are at home and concentrate on things that you need to be doing at home. I guess I've worked my hours and I know that they are the days I work and so I plan things for the other days when I'm home. It gives me a really good balance (F 18).*

> *For me I think it is a really good model for my girls that you can raise a family and get a job that fits in with a family (F 21).*

Disadvantages of Part-Time Work

Conversely, almost half of all participants, including some participants who had espoused the benefits of part-time work, provided negative comments about their part-time work. The majority of comments related to difficulties in containing workloads, financial loss, differing expectations from managers (to those working full-time) in relation to use of leave, and the realization that the organization and its processes including promotion, operate around a model of full-time work.

Typical responses by participants were:

> *I left a full-time position to come back 0.6 but I was still doing all of the stuff I used to do in five days in three days. It wasn't as if my workload was any less. It just meant I had to be more efficient. I think the biggest negative is you still have a huge workload you just have less time to do it in (F 13).*

> *For staff it is not a win financially. It does have an impact on superannuation (F 55).*

Because I am expected to rearrange my schedule to swap days rather than use family leave (F 27).

My main problem with part-time work is that you are still expected to attend meetings and all those other commitments that for a full-time worker might take up 10% of your time but when you are .5 will represent 20% of your time (F 53).

Career Implications

When asked if there are any reasons that would inhibit use of these kinds of arrangements both academic and general staff participants perceived a negative impact on their career.

If you are wanting to be a serious, ambitious academic you may not want to go back to be considered less serious (F 6).

I think this applies to general staff as well, you would be viewed as not committed, if you are serious about wanting some kind of career path, there are so many barriers to that already, if you tried to take advantage of some of these benefits, I think that would be seen as not productive to your career (F 10).

My observation is that when your work is rigidly bounded by deadlines like day care, school, what ever, I think that the perception is that because they have those constraints and accept them, may be their commitment to the job is less because they have to leave on the dot, and that reflects on promotion (M 3).

My husband is at home but there are still occasions where my children like me to attend school functions but underlying all that I still have the feeling I can't commit to that because I have career ambitions. There are subliminal messages you get that you have to make a choice (F 10).

8.2.2 The Supportiveness of the University Before, During and on Return from Maternity Leave

A third of the female participants said they had taken Maternity Leave. Of these, a quarter said they had accessed Maternity Leave more than once and provided comments (negative and positive) concerning their experience prior to, during and on return from Maternity Leave. Furthermore, although the sample of academic women participants was low it is worth noting that one commented that academic women at the University may choose to delay or postpone conception until it is too late:

I think I'm right in saying no female full-time academic staff in my school in 16 years has had any Maternity Leave. Quite a few are childless (F 6).

When asked to explain this participant added:

Women still do most of the child care and because an academic career is quite slow in starting with a PHD taking a while and publications, you think about promotions first and then finally it is a bit late to get pregnant (F 6).

Supportiveness during Maternity Leave

A few of the women participants commented that their supervisor and peers had been very supportive and understanding while they were pregnant, on Maternity Leave or

breastfeeding. Supportiveness was defined by the women as having contact with the workplace while on Maternity Leave, feeling comfortable to negotiate a flexible work arrangement or time fraction on return their from Maternity Leave and empathy from peers.

> *Everyone was really supportive I had 12 months off and came back 0.5. My supervisor let me choose that time and the days. I kept contact during Maternity Leave and visited, they knew I was coming back 0.5 (F 18).*

> *With my second child they gave me a room to express my milk and I thought that was wonderful (F 5).*

Non-supportiveness during Maternity Leave

However, comments from a couple of the participants revealed an almost subservient attitude and willingness to return to the workplace earlier than planned and willingness to compromise their desired fraction to appease management. The origin of this behavior appeared to stem from vulnerability for those on a fixed contract (e.g. fear to disclose a desire to come back part-time in case this was used as a reason to not extend a fixed term contract), overt conscientiousness or because a replacement staff wasn't appointed in their absence. These issues were compounded by lack of communication about workplace changes during their absence.

Lack of back fill reported by one participant meant on two occasions she returned from Maternity Leave months earlier than planned to a diminished service.

> *Twice I was asked to come back from Maternity Leave early to fill my position because it hadn't been properly back filled which wasn't my needs at all, it was the University looking for assistance. I think it puts enormous pressure on you as somebody who is going to be absent for 12 months. So when you return from leave you return to a service that has been seriously demoralized by the lack of proper staffing (F 53).*

> *I'm on a fixed term contract and I know the documentation I sent to HR said 'but I think I am coming back full-time' because I felt there was quite a lot of pressure to come back full-time asap. Therefore, to string it out and give myself more time to work out whether or not I could, I kept inferring that I would be coming back full-time and that kept everyone sort of happy. I think staff cut backs have meant there is no room to maneuver (F 13).*

Others commented on the lack of management support to assist them to re-enter the workplace, particularly when changes had occurred in their absence.

> *I had no contact from the University while on Maternity Leave. I took 12 weeks came back and my job had been made redundant. Without any consultation I had been shifted sideways into another position. I needed my job financially so I was trapped. Next time I was on Maternity Leave I turned up on the day and there was nothing prepared for me, no computer, stationery, phone, and they knew for 12 months that I was definitely returning (F 19).*

> *And I found that returning from leave too with changes of management, like on my last return to work from Maternity Leave there was nothing, just walking in with no welcome, no briefing again well just like your back, get on with your job (F 53).*

Another participant, who was currently pregnant with her first child, expressed similar concern and frustration with management due to their delay in appointing any back-fill for her job even though she had given plenty of notice. Her commitment to the University and

job meant she wanted to give a professional hand-over to her replacement, but could foresee the timing of a replacement would not allow this.

> *I am really conscious about leaving a really organised situation behind me and making the path as easy as I can. My greater concern is for my students. I have been working very hard trying to put that to management to have the least amount of disruption to my students as possible. There is no one locked in yet and the baby is 12 weeks away (F 35).*

Breastfeeding

There was confusion expressed about breastfeeding at work with a lack of clarity about boundaries such as the right to a lunch hour, lactation breaks or knowledge about whether babies were even permitted on campus.

> *I had heard rumors that parts of the university frowned on babies being brought into the workplace so I just didn't ask. And I took leave, about an hour out of every day to express, I did effectively make up the time but it was extremely stressful. The difficulty was I had to manage this on my own and there was a feeling that if someone found out then I would have to own up and go home*
> *(F 22).*

> *There was a time when my child was in creche where I was still breastfeeding her so I forfeited my lunch hour to go down and feed her twice a day. This meant the whole day I was working, walking, feeding or working, walking and feeding. This went on for 4 or 5 months. If I felt the University valued my contribution I would not mind but I suppose as time goes on I have felt I'm just a number and I am nothing and it doesn't matter (F 13).*

Additional Unpaid Leave

Another issue raised by a couple of the participants was that there appeared to be no ability to take further unpaid leave for family purposes, after unpaid Maternity Leave had ceased.

> *I had an ongoing position and took 12 months Maternity Leave. I was very disappointed that no-one explained I could take leave without pay on top of unpaid Maternity Leave. I made a lot of phone calls because I was hoping that I could extend unpaid leave for another year and then come back at 0.8. Eventually, this meant I had to give up my 'ongoing' teaching position and go sessional (F 46).*

Confidentiality

There was also concern expressed by more than one participant about confidentiality at Staff Services when inquiring about Maternity Leave or reducing your fraction on return from Maternity Leave.

> *I returned from Maternity Leave and was comfortable to discuss with my boss but hesitated to discuss it with Staff Services, purely because I had issues of confidentiality, I know that there are things discussed that I do not think should be. I just didn't want it broadcast to the world 'it looks like she is going to reduce her hours' (F19).*

> *I know a lot of people who have found out they are pregnant but do not want to tell their supervisors. They then have an issue of going to HR to get the information because they do question how confidential that information can be held (F 24).*

8.2.3   Overall Satisfaction

Overall, more than half of the participants said that they were satisfied with their work family balance to some degree. Further analysis of these responses revealed that satisfaction for these participants was dependent upon having a sense of control over their working hours and a flexible and supportive attitude by management to accommodate their needs. The responses also indicate the willingness by staff to forfeit or put on hold their career aspirations and juggle their work and time for the needs of the family.

> *In the job position and work group I'm in we have a lot of flexibility and it is fabulous and this is why I am staying. I have the option to go out and do other things and I do want to advance my career eventually but at the moment it suits me, I am quite happy to stay where I am. I will stay until my kids get older (F 5).*

> *Yes, I am but you have to work hard both sides of the story to make it work, some days work better than others (F 49)*

> *I'm really happy with mine, I'm 0.9 and I've managed to suit my hours to fit by working to 3.30 and having half an hour for lunch every day. So that allows me to pick children up from school for 3 days even though I work over 5. That is something that has made my job easier (F 42).*

> *I'm quite happy because I know if I want half an hour or an hour or two off I can always make it up or work it out with my supervisor (M 23).*

These findings further reveal that when the University provides flexibility participants feel more satisfied, supported, are happier and are more likely to remain committed to the University.

9. Summary

The major aim of this project was to assess how effectively and efficiently policies/entitlements, assist staff at the University of Ballarat with meeting their work and family obligations.   Moreover, the aim involved determining specific issues based on staff's experience that prevented them from accessing the existing policies/entitlements.   This information would then be used to inform the development of a comprehensive set of recommendations that, if implemented, would improve accessibility and legitimize use in order to enhance staff's experience in balancing their work life and family.

The findings of the project add weight to the argument that just providing policies/entitlements does not create a family friendly workplace and that unless these policies/entitlements are communicated to all staff and staff 'feel free' to access them, use will be limited. Importantly, the findings reveal a range of barriers to the use of flexible work policies/entitlements. These were identified as poor communication of policies/entitlements; elevated workloads; a non supportive attitude by management and peers; inconsistent application of the policies; a lack of transparency in application; and work processes built around a full-time model of work. Another issue for participants related to the lack of clear boundaries concerning children on campus when breastfeeding or when a child was ill. The unavailability of child care places on campus and in the community also an issue.

The findings of this study highlight the positives and negatives of part-time work as an effective method of balancing work and family with the flexibility gained traded against career advancement, long-term financial security and trying to contain work within reduced hours.

Eleven participants afforded the opportunity to talk about their experience and the supportiveness of the University before, during and on return from Maternity Leave. The most common definition of supportiveness related to the ability of participants to negotiate a flexible work option on return from Maternity Leave and empathy from their manager and peers. Findings also identified the importance and benefit for participants of having contact with the workplace during unpaid Maternity Leave. Various other concerns raised by the women centered around vulnerability for those on a fixed term contract, lack of communication about workplace change, the lack of back fill during their absence, and lack of ability to extend the period of leave without pay.

The issues raised through the focus groups and the suggestions given by participants, provide the University with a wide range of material and options for action to improve the ability of staff to balance their work and family lives. The recommendations contained in this report attempt to summarise these options for action and, if implemented, would improve accessibility and further legitimize the use of policies and entitlements to enhance staff's experience in balancing their work life and family.

Award and EB conditions re work/family/life balance

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January 2003

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	Academic Staff	General Staff*	Teaching Staff
Maternity leave	[3](for >12 mths service) 12 weeks full pay from 6 wks before to 12 wks after birth. Can take LWOP to take leave up to 12 mths from 20 wks before to 12 mths after birth. Up to 26 weeks to count as service. <12 mths service, LWOP same, but paid leave = one week for each month of service. Normal increment advancement during maternity leave to 52 weeks (but only 26 weeks counts as service) Return to work must be confirmed in writing $\geq$ 4 wks prior on same class & salary & similar duties If miscarriage or still-born (after 20 wks) same paid leave, but 6 mths LWOP (to 12 mths if medically advised)	[4] as for academics	[7](for >12 mths service) 12 weeks full pay from 6 wks before to 12 wks after birth. Can take LWOP to take leave up to 12 mths <12 mths service – no entitlement No counting leave as service nor increment advancement Return to work must be on same class & salary & similar duties– 12 weeks notice If miscarriage or still-born (after 20 wks) same paid leave, but 6 mth LWOP (to 12 mth if medically advised)
Paternity leave	[3]With stat dec. re father or accepted responsibility for ongoing care – 5 days paid leave from one week prior to 6 weeks after. No stated entitlement to unpaid leave – but, under Fed WRA – primary care-giver is entitled to 52 weeks unpaid leave. *(Amendment to 2002 academic award also implies this entitlement. Also states >12 mth eligibility)* No stated return to work right.	[4]As for academics.	[7]For non-primary care-giver, 5 days paid leave between one week prior and up to six weeks after birth. Male primary care-giver > 12 months service – 51 weeks unpaid leave. Return to work must be on same class & salary & similar duties – 12 weeks notice.
Adoption leave	[3F]For female approved applicant. Child <12 mth – 12 weeks paid leave from date of placement. Child $\geq$12 mth – 6 wks paid leave. LWOP to 12 mth. Adoption leave up to 26 weeks counts a service.	[4F]For female and male as for academics above. (Male's listed under Paternity Leave)	[7]Major entitlement does not state gender - states "primary care-giver". >12 months service. Same as for female acad/gen. Return to work on same class & salary & similar duties – 12 weeks notice. *(cont.)*

	Academic Staff	General Staff*	Teaching Staff
	[3]For male 5 days paid within 6 weeks from placement. (Listed under Paternity Leave) No return to work right stated. *(Amendment to 2002 academic award states >12 mth eligibility for adoption leave - both sexes. Also allows unpaid leave to 52 weeks for either but paid leave is only for women.)*		Non-primary care-giver entitlement is gender-specified - as only entitlement is listed under Paternity Leave. Same as acad/gen.[7]
Use of leave for family purposes	Special Family Leave[1]. Access to sick leave (10 days/yr) or annual leave to care/support ill family member (includes same-sex). Sick cert may be required	Special Family Leave[1]. As for academics.	Special Family Leave[2]. Access to sick leave (10 days/yr) or annual leave as for academics (Apparently this 10 day provision overrides award entitlement under Sick Leave of 15 day use of sick leave[7])
Compassionate Leave	[3]3 paid days for death or serious illness of spouse, child, parent, guardian, grandparent, brother, sister (or of spouse's same rel's). Med cert. Defacto specified (with stat dec) *but not specifically covering same-sex.* Further paid leave discretionary.	[4]3 paid days as for academics, but defacto not specified. Also not sure if covers same-sex.	Called 'Pressing Necessity Leave'. 3 paid days as for academics.[7] Not mention defacto or same-sex.
Leave for Cultural or Religious Purposes	Ceremonial Leave for Aboriginal Staff[1] 10 unpaid days/2 years for A&TSI cultural purposes (counted as service) Leave for Religious Purposes[3]. LWOP 3 days/year for observance of religious occasions with evidence eg stat dec.	Ceremonial Leave for Aboriginal Staff[1]. As for academics. Leave for Religious Purposes[4]. As for academics.	
Special Leave		Special Paid Leave[4]. As warranted by CEO.	Special Leave[7]. Paid or unpaid leave available as warranted by employer.
Occupational Welfare Leave	[1]Discretional leave with or without pay (if all leave exhausted) for >2 yrs service eg to deal with marriage/family problems; stress	[1]Discretional leave as for academics	[2]Discretional leave as for academics
Recreation Leave	[3]20 days/year. Time of taking by mutual agreement. Referred to Council if no resolution. With CEO approval, 40 day accumulation.	[4]20 days/year. As for academics.	20 days[7] to be taken in the calendar year[2]. To be taken at a mutually agreeable time having regard to the operation of the emploiyer[7].

	Academic Staff	General Staff*	Teaching Staff
Leave Without Pay	Covered under University Policy[5] Generally not to exceed one year. Illustrative list of reasons for LWOP is given – including "care for dependants or family members in case of illness ". Whilst LWOP for family purposes would be legitimate claim – not specifically mentioned.	As for academics[5].	As for academics[5].
Conversion to Part-time	[1]Continuing staff >0.5 can reduce to ≥0.5 and retain continuing status	[1]As for academics	[7]A teacher may apply for a temporary adjustment of their position to part-time. Reversion to the full-time position will gen occur after twelve months
48/52 (also 50; 44; 42)	[1]Possible for full-time staff	[1]Possible for full-time staff	
Flexible Working Hours	No stated hours of work. Flexibility negotiated within Schools.	Allowed according to principles stated in the EA[1] For Mt Helen staff, hours are annualised, allowing for flexibility within any one year – by negotiation. Overtime & TOIL not encouraged but can take place within policy guidelines.[6]	Required to attend work for 30 of 38 hrs/week[7].
Other			

*inc Blue Collar Staff where PACCT award provisions are adopted if better than their actual state awards
Notes:
[1] UB Enterprise Agreement 2000-2003 (Academic and General Staff)
[2] UB TAFE Teaching Staff Agreement 2000-2003
[3] Vic Post-Compulsory and H Ed Academic and Teaching Staff Interim Award 1990
[4] PACCT award
[5] Internal Procedures, Policies and Guidelines Relating to Employment 1996, 16 Leave without pay Policy (provided by Staff Services)
[6] University Policy for General Staff – Overtime and Time Off in Lieu 1999 (provided by Staff Services)
[7] TAFE Teachers' conditions of Employment (Vic) 94/02

University of Ballarat Focus Group Demographic Information (tick, circle or write)

Number……………………….

1. Are you?   Male   ☐   Female ☐

2. What is the basis for your present employment at the University of Ballarat, are you?

   Academic ☐   Teaching ☐   General   ☐

3. What is your classification/level i.e. Academic Level B; Teacher 4; Hew 7

   Academic   A   B   C   D   E   Above E

   Teacher 3   4   5   6   Above 6

   HEW   1   2   3   4   5   6   7   8   9   10   11   Above 11

4. Are you?   Full-time   Part-time

5. What is your length of service at the University of Ballarat?   …………...years

6. Age?

7. Are you?

   Continuing ☐   Fixed-term Contract ☐   Sessional/Casual ☐

       If sessional/casual has your employment with the University been regular and on-going over a period greater than 12 months?

           Yes ☐   No ☐

8. Which campus is your primary place of work?

   Mt Helen ☐   SMB ☐   Horsham ☐   Ararat ☐   Stawell ☐   Camp St ☐

9. Are you responsible for dependent children aged?

   Under 5 years   ☐   6-12 years   ☐   12-18 years   ☐

10. Are you responsible for a person with a disability/chronic illness? Yes ☐ No ☐

11. Are you responsible for an elderly relative? Yes ☐ No ☐

University of Ballarat Focus Group Questions

These questions are to be answered in the context of your own experience.

1. The University of Ballarat has some policies intended to assist staff balance their work and family commitments such as (list 4). Are you aware of these policies and if so, which ones? Where did you get this information? How have you used any of these polices?

2. How comfortable are you to request (i.e. an indication of the circumstance/context seriousness/reason you would use) a reduced fraction/flexible work option if you needed it for family/personal reasons?

3. Is there any reason that would inhibit your use of these kinds of arrangements (for example)?

4. Have you ever experienced a conflict with management/staff members over work/family arrangements (what happened, specific scenario/example)[5]?

5. For those who have taken Parental/Maternity Leave did you find the University supportive before/during/after your leave?

6. What is your experience, negative and positive of part-time work as a method to balance work life family?

7. In addition to formal University policies, we understand that some staff might use informal arrangements to help them balance work and family commitments. Are you aware of such arrangements, or of cases where such arrangements would be helpful?

8. Overall are you satisfied with your work family balance?

9. Think about your work family commitments. In your experience how easy is it for staff (colleagues, people you work with) to balance/integrate work, personal, and family life while successfully contributing to the university, can you think of any scenarios?

10. What do you think is the biggest issue for staff (including you and immediate colleagues) at University of Ballarat when attempting to integrate their work and family commitments?

11. Do you have any suggestions for improvements (that would make it easier for you) to integrate your work life family responsibilities at the University of Ballarat?

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[5] Faculties and Families Project. The Department of Labour Studies and IR, The Pennsylvania State University, University Pk, 16802.

Explanatory Statement

My name is Michelle Waters, I am a staff member from Monash University who has been contracted to undertake research for University of Ballarat as part of a University-wide Work/Family Project from within the portfolio of Academic and Administrative Support.

Primarily, the project seeks to provide data by way of focus groups on the use and effectiveness of family friendly policies to assist staff at University of Ballarat to combine their work and family commitments, and to discover potential solutions to any problems thereby identified. At some stage this data may be used for wider research project. We envisage that this project will lead to improving the work family balance of staff at University of Ballarat by providing information to inform the development of a coordinated framework under which University of Ballarat's family friendly policies, work arrangements and initiatives are promulgated, used effectively and improved where necessary.

Participants in the Focus Groups will be asked some questions and can answer and discuss these questions with others in the focus group. The session will last one hour and will be tape recorded, with a scribe in attendance. If people wish to continue the discussion longer than one hour, we will continue but also provide the opportunity for participants to leave after one hour. The tape recordings will be transcribed, removing any identifying information such as individual names whereby the tapes will be destroyed. These are standard procedures for focus groups.

Your participation in the focus groups is voluntary. You may decline to answer any or all questions, and you are free to leave at any time. There are no known discomforts or risks. However, some family and work issues can be sensitive. Although we are making every effort to ensure the confidentiality of any information provided, there is a slight possibility that you may be identified if you provide very specific information about your circumstances.

In the event you are not comfortable speaking in the focus group, we have provided a written "focus group follow-up" sheet which you can complete in private and return to the researcher instead of participating in the focus group. You need not speak during this meeting, and can leave at any time, taking the "follow-up" sheet with you.

Every attempt will be made to ensure confidentiality. All data will be removed of identifying information before anything is reported from the project. Once identifiers have been removed, the only individuals who could identify your information are those who participated in this focus group with you.

University of Ballarat will be provided with a report outlining the results from the data with all identifiable information deleted. Any publication that may arise from this information at a later stage will retain anonymity with all identifiable information deleted.

The data will be kept by the University of Ballarat in a safe, secure and confidential environment for a period of five years, whereby it will be destroyed. If a participant wants a transcript of their focus group this can be arranged by making a request to the Manager, Equity and Equal Opportunity.

If you have any queries or would like to be informed of the findings of this research, please contact the researcher on (03) 9905 4635 or the Manager, Equity and Equal Opportunity on (03) 5327 9357.

You can complain about the study if you don't like something about it. To complain about the study, you need to phone (03) 9905 2052. You can then ask to speak to the secretary of the Human Ethics Committee and tell him or her that the number of the project is 2003/054. You could also write to the secretary. That person's address is:

The Secretary
The Standing Committee on Ethics in Research Involving Humans (SCERH)
Building 3d
Monash University, Victoria 3800
Telephone (03) 9905 2052 Fax (03) 9905 1420
Email: SCERH@adm.monash.edu.au

In addition, you can complain to:

The Executive Officer
Human Research Ethics Committee
Office of Research
University of Ballarat
PO Box 663
Mt Helen Vic 3353
Telephone (03) 5327 9765

Thank you, for your assistance.

Yours sincerely

Michelle Waters

INFORMED CONSENT FORM FOR FOCUS GROUPS   **Appendix 4**

WORK FAMILY PROJECT 2003/054

Contacts: Michelle Waters, Monash University, 710 Blackburn Road, Clayton 3800
Email: michelle.waters@adm.monash.edu.au or the Manager, Equity and Equal Opportunity, University of
Ballarat, Email:b.webb@ballarat.edu.au

This is to certify that I, _____, have been given the following information
with respect to my participation as a volunteer in research for University of Ballarat and Monash University,
Standing Committee on Ethics in Research Involving Humans (SCERH) Work Family Project 2003/054
under the supervision of Ms Michelle Waters.

- **Purpose of the study:** Primarily, the project seeks to provide data on the use and effectiveness of
  family friendly policies to assist staff at University of Ballarat to combine their work and family
  commitments, and to discover potential solutions to any problems thereby identified. At some
  stage this data may be used for wider research project. Approximately 70-100 people are
  participating in focus groups for this research project.

- **Procedures to be followed:** You will be asked some questions and can answer and discuss these
  questions with others in the focus group. The session will last one hour and will be tape recorded,
  with a scribe in attendance. We will transcribe the tape recordings, removing any identifying
  information such as individual names and then will destroy the tapes. These are standard
  procedures for focus groups.

- **Participation is voluntary:** Your participation in the focus groups is voluntary. You may decline to
  answer any or all questions, and you are free to leave at any time.

- **Discomforts and risks:** There are no known discomforts or risks. However, some family and work
  issues can be sensitive. Although we are making every effort to ensure the confidentiality of any
  information provided, there is a slight possibility that you may be identified if you provide very
  specific information about your circumstances.

- **Benefits to me:** Some people find it beneficial to discuss work and family commitments because
  they face issues on a day-to-day basis and often do not discuss these issues with others at work.

- **Benefits to society:** We are hoping that by identifying ways to improve the access and application
  of workplace policies, there will be an improvement to combining work and family life at University
  of Ballarat. And that these strategies can be applied to a broad range of institutions, and to other
  types of employee-employer relationships.

- **Alternative procedures which could be utilized:** In the event you are not comfortable speaking
  in the focus group, we have provided a written "focus group follow-up" sheet which you can
  complete in private and return to the researcher instead of participating in the focus group. You
  need not speak during this meeting, and can leave at any time, taking the "follow-up" sheet with
  you.

- **Time duration of the procedures and study:** The focus group lasts one hour. If people wish to
  continue the discussion longer than one hour, we will continue but also provide the opportunity for
  participants to leave after one hour.

- **Statement of confidentiality:** Every attempt will be made to ensure confidentiality. All data will be
  removed of identifying information before anything is reported from the project. Once identifiers

have been removed, the only individuals who could identify your information are those who participated in this focus group with you.

- **Likelihood of Publications:** University of Ballarat will be provided with a report outlining the results from the data with all identifiable information deleted. Any publication that may arise from this information at a later stage will retain anonymity with all identifiable information deleted.

- **Security and Access to Data:** The data will be kept by the University of Ballarat in a safe, secure and confidential environment for a period of five years, whereby it will be destroyed. If a participant wants access to the transcript of their focus group this can be arranged by making a request to the Manager, Equity and Equal Opportunity.

Please indicate with a ✔ your consent to the following:

- ☐ I give approval for my participation in the research.

- ☐ I give approval for my data to be used in further research provided that this has been approved by the Human Research Ethics Committee.

- ☐ I do not give my approval for any further use of the data.

Participant: _____   Date: _____ 2003

Researcher: _____   Date: _____ 2003

FOCUS GROUP FOLLOW-UP

Is there anything you wish to add to the focus group discussion, please feel free to write that information on a separate sheet, making sure that any separate sheet is headed "Focus Group Follow-Up". Please do not provide your name or any other identifying information in this follow-up. Send the following-up by mail to: Manager, Equity and Equal Opportunity, University of Ballarat, PO Box 663, Ballarat Vic 3353.

If you have any questions about the focus group or the project in general, please feel free to contact: Ms Michelle Waters, Monash University, 710 Blackburn Road, Clayton Vic 3800, (03 9905 4635).

Number……………………….

1. Are you?   Male   ☐   Female ☐

2. What is the basis for your present employment at the University of Ballarat, are you?

    Academic ☐   Teaching ☐   General   ☐

3. What is your classification/level i.e. Academic Level B; Teacher 4; Hew 7

    Academic   A   B   C   D   E   Above E

    Teacher 3   4   5   6   Above 6

    HEW   1   2   3   4   5   6   7   8   9   10   11   Above 11

4. Are you?   Full-time   Part-time

5. What is your length of service at the University of Ballarat?   …………..years

6. What is your age……………….

7. Are you?

    Continuing ☐   Fixed-term Contract ☐   Sessional/Casual ☐

            If sessional/casual has your employment with the University been regular and on-going over a period greater than 12 months? Yes ☐   No ☐

8. Which campus is your primary place of work?

    Mt Helen ☐ SMB ☐   Horsham ☐   Ararat ☐   Stawell ☐   Camp St ☐

9. Are you responsible for dependent children aged?

    Under 5 years   ☐   6-12 years ☐   12-18 years   ☐

10. Are you responsible for a person with a disability/chronic illness? Yes ☐ No ☐

11. Are you responsible for an elderly relative?

The topics covered in the focus group sessions were approximately as follows:

1. The University of Ballarat has some policies intended to assist staff balance their work and family commitments such as (list 4). Are you aware of these policies and if so, which ones? Where did you get this information? How have you used any of these polices?

2. How comfortable are you to request (i.e. an indication of the circumstance/context seriousness/reason you would use) a reduced fraction/flexible work option if you needed it for family/personal reasons?
3. Is there any reason that would inhibit your use of these kinds of arrangements (for example)?
4. Have you ever experienced a conflict with management/staff members over work/family arrangements (what happened, specific scenario/example)?
5. For those who have taken Parental/Maternity Leave did you find the University supportive before/during/after your leave?
6. What is your experience, negative and positive of part-time work as a method to balance work life family?
7. In addition to formal University policies, we understand that some staff might use informal arrangements to help them balance work and family commitments. Are you aware of such arrangements, or of cases where such arrangements would be helpful?
8. Overall are you satisfied with your work family balance?
9. Think about your work family commitments. In your experience how easy is it for staff (colleagues, people you work with) to balance/integrate work, personal, and family life while successfully contributing to the university, can you think of any scenarios?
10. What do you think is the biggest issue for staff (including you and immediate colleagues) at University of Ballarat when attempting to integrate their work and family commitments?
11. Do you have any suggestions for improvements (that would make it easier for you) to integrate your work life family responsibilities at the University of Ballarat?

Demographic Data

Table 1 Gender

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	10	19.6	19.6	19.6
	Female	41	80.4	80.4	100.0
	Total	51	100.0	100.0	

Table 2 Workplace/campus

WRKPLCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mt Helen	25	49.0	49.0	49.0
	SMB	9	17.6	17.6	66.7
	Horsham	11	21.6	21.6	88.2
	Stawell	5	9.8	9.8	98.0
	Camp St	1	2.0	2.0	100.0
	Total	51	100.0	100.0	

Table 3   Number and Percentage of Academic, Teaching, General Participants

ATG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic	5	9.8	9.8	9.8
	Teaching	17	33.3	33.3	43.1
	General	29	56.9	56.9	100.0
	Total	51	100.0	100.0	

Table 4 Number and Percentage of Full-time/Part-time Participants

FT-PT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fulltime	27	52.9	52.9	52.9
	Parttime	24	47.1	47.1	100.0
	Total	51	100.0	100.0	

Table 5   **Number and Percentage of Continuing, Fixed term, Sessional participants**

C-FT-S

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Contin	39	76.5	76.5	76.5
	Fixed Tm	7	13.7	13.7	90.2
	Sess/Cas	5	9.8	9.8	100.0
	Total	51	100.0	100.0	

Table 6   **Number and Percentage of Participants with Dependent Children**

DEPCHD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 5	15	29.4	38.5	38.5
	6 to 12	11	21.6	28.2	66.7
	13 to 18	8	15.7	20.5	87.2
	both 1 & 3	1	2.0	2.6	89.7
	2 & 3	2	3.9	5.1	94.9
	1 & 2	2	3.9	5.1	100.0
	Total	39	76.5	100.0	
Missing	No chldrn	12	23.5		
Total		51	100.0		

- Note: 1 & 3 represents participants having children under 5 plus 13 to 18, 2& 3 represents participants having children 6-12 plus 13 to 18, 1 & 2 represents participants having children under 5 plus 6 to 12.

Table 7   **Number and percentage of Participants with a Disabled or Chronically ill Child**

Dis-chron

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	3	5.9	6.1	6.1
	No	46	90.2	93.9	100.0
	Total	49	96.1	100.0	
Missing	0	2	3.9		
Total		51	100.0		

Table 8   **Number and Percentage of Participants with elderly relatives**

ELDERLY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	13.7	14.0	14.0
	No	43	84.3	86.0	100.0
	Total	50	98.0	100.0	
Missing	0	1	2.0		
Total		51	100.0		

Descriptive Statistics and Cross Tabulations

Table 9   Average Age of Participants

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
SERVICE	50	17.0	1.0	18.0	7.863	5.0305
AGE	48	29	27	56	41.29	8.392
Valid N (listwise)	48					

Table 10   Level and Classification of Academic/Teaching/General Staff

CLASSLEV * ATG Crosstabulation

			ATG			Total
			Academic	Teaching	General	
CLASSLEV	Acad A	Count	2			2
		% within ATG	40.0%			4.1%
	2	Count	2			2
		% within ATG	40.0%			4.1%
	3	Count	1			1
		% within ATG	20.0%			2.0%
	Teach 7	Count		1		1
		% within ATG		6.3%		2.0%
	8	Count		3		3
		% within ATG		18.8%		6.1%
	9	Count		1		1
		% within ATG		6.3%		2.0%
	10	Count		5		5
		% within ATG		31.3%		10.2%
	11	Count		6		6
		% within ATG		37.5%		12.2%
	14	Count			3	3
		% within ATG			10.7%	6.1%
	15	Count			8	8
		% within ATG			28.6%	16.3%
	16	Count			6	6
		% within ATG			21.4%	12.2%
	17	Count			3	3
		% within ATG			10.7%	6.1%
	18	Count			3	3
		% within ATG			10.7%	6.1%
	19	Count			2	2
		% within ATG			7.1%	4.1%
	20	Count			3	3
		% within ATG			10.7%	6.1%
Total		Count	5	16	28	49
		% within ATG	100.0%	100.0%	100.0%	100.0%

Table 11   Gender and classification

GENDER * ATG Crosstabulation

			ATG			
			Academic	Teaching	General	Total
GENDER	Male	Count	1	5	4	10
		% within GENDER	10.0%	50.0%	40.0%	100.0%
		% within ATG	20.0%	29.4%	13.8%	19.6%
	Female	Count	4	12	25	41
		% within GENDER	9.8%	29.3%	61.0%	100.0%
		% within ATG	80.0%	70.6%	86.2%	80.4%
Total		Count	5	17	29	51
		% within GENDER	9.8%	33.3%	56.9%	100.0%
		% within ATG	100.0%	100.0%	100.0%	100.0%

Table 12   Gender by full-time and part-time

GENDER * FT-PT Crosstabulation

			FT-PT		
			Fulltime	Parttime	Total
GENDER	Male	Count	8	2	10
		% within GENDER	80.0%	20.0%	100.0%
		% within FT-PT	29.6%	8.3%	19.6%
	Female	Count	19	22	41
		% within GENDER	46.3%	53.7%	100.0%
		% within FT-PT	70.4%	91.7%	80.4%
Total		Count	27	24	51
		% within GENDER	52.9%	47.1%	100.0%
		% within FT-PT	100.0%	100.0%	100.0%

Table 13   Frequency of Participants (Full-time and Part-time) with Dependent Children

DEPCHD * GENDER * FT-PT Crosstabulation

Count

FT-PT			GENDER		Total
			Male	Female	
Fulltime	DEPCHD	Under 5	5	2	7
		6 to 12		4	4
		13 to 18	1	6	7
		both 1 & 3		1	1
		2 & 3		1	1
		1 & 2		1	1
	Total		6	15	21
Parttime	DEPCHD	Under 5		8	8
		6 to 12		7	7
		13 to 18	1		1
		2 & 3		1	1
		1 & 2		1	1
	Total		1	17	18

Table 14   **Frequency of Participants with Children, Chronically ill or Elderly Dependents**

Statistics

		GENDER	ATG	FT-PT	C-FT-S	WRKPLCE	DEPCHD	Dis-chron	ELDERLY
N	Valid	51	51	51	51	51	39	49	50
	Missing	0	0	0	0	0	12	2	1