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There are several benefits for employers and employees when lactation support is offered at the workplace, and initiation and duration of breastfeeding/offering human milk is often increased (Kim et al., 2019). Offering a supportive workplace lactation environment contributes to a more productive workforce, increased retention rates, raised morale and loyalty in the workplace (Bai et al., 2015; Bostick et al., 2016; Dinour & Beharie, 2015; Dinour et al., 2015; Sturtevant et al., 2021; West et al., 2017). Even though the benefits for the employer have been documented, more research is needed on how universities support their breastfeeding/chestfeeding/lactating employees and students, and how support influences lactation initiation and duration rates. Available data confirms the need for lactation support on university campuses, and lactation support should be available to both university employees and students to promote equity between these two populations (Bai et al., 2015; Bostick et al., 2016; Dinour & Beharie, 2015; Dinour et al., 2015; Sturtevant et al., 2021). Unfortunately, many employees and students face inadequate lactation support when returning to work or school such as lack of schedule flexibility, lack of private spaces, policies prohibiting children on-campus, lack of campus child care, and/or nearby/affordable child care (Bai et al., 2015; Bostick et al., 2016; Dinour & Beharie, 2015; Dinour et al., 2015; Sriraman & Kellams, 2016; Sturtevant et al., 2021; Sulaiman et al., 2016; West et al., 2017).

While breastfeeding is often associated with the biological mother of the child, it is important to recognize all potential lactating individuals' identities. Most existing laws, policies, and resources that support lactation access and rights support or reference a mother's or woman's experience with breastfeeding. Creating laws, policies and support that are inclusive of all lactation experiences and narratives is a critical component of successful outcomes for the breastfeeding/chestfeeding/lactating pair.

The aim of this article is to describe the grassroots development and evaluation of a Lactation Support Program (LSP) on a university campus and provide information to assist other university campuses who desire to create, enhance and/or provide inclusive lactation support for students and employees.

The LSP at the University of Northern Colorado started in the fall of 2011. After a future LSP co-director, a faculty member in the Department of Nutrition and Dietetics and a certified lactation counselor, walked into a restroom on-campus and noticed a visibly uncomfortable individual hunched over a bathroom sink expressing milk, change needed to occur. As a result, Dietetics students enrolled in a professional development course completed an environmental scan of campus to identify existing spaces that could be used as a safe and private place for individuals to express their milk. Students identified and met with staff at the Center for Gender and Women's Equity (CGWE) who allowed colleagues and students to use their offices to express milk. The CGWE is a campus resource center that honors gender as a central identity and engages critical women's and gender issues, while challenging systems of inequity and advocating for change. Since initially meeting, the relationship with the CGWE has grown into a partnership and the two co-directors collaborate and direct the LSP. This relationship is unique in that it includes a faculty member in an academic department and a staff member at a resource center who have similar passions for lactation support.

The University of Northern Colorado has nine Lactation Stations (LS) on-campus and two LS at satellite campuses. Eight of the LS are private (e.g., locked private room) and three of the stations are semi-private (e.g., privacy screen within a multi-use space that has a door that locks). Ten of the eleven LS are all-gender inclusive, which ensures the station does not present a barrier for people regarding gender. Most stations are compliant with the Americans Disabilities Act (ADA) requirements, and if the station is not ADA accessible, an alternative space is provided. LS are available when the facilities are open. All LS

Lactation Support Groups, both in person and virtually, have been and continue to be offered at the CWGE and led by a certified lactation consultant. In addition, if an employee or student emails about a lactation concern, contact information for local lactation support groups, lactation consultants and local agencies (e.g., WIC) are provided. In addition, the directors are often asked to be part of local and state-wide community lactation support events where the promotion of the LSP occurs.

The most critical piece to any LSP is a Lactation Support Policy; the policy was completed in 2015. The policy was drafted by the LSP directors and reviewed by Human Resources staff, the Dean of Students, Title IX Office and legal counsel, faculty, students, and outside experts. In 2021, the Lactation Support Policy was approved to become part of University Regulations.

In 2016, the program directors decided to share their journey to establish a

The first

information and ways to improve on-campus lactation support. All participants provided consent before completing the survey. Surveys were sent out to individuals who utilized the LS from 2012 to 2019. The survey was sent out to 123 emails with 45 of those emails being returned because of family leave, retirement or leaving the university. Statistical analysis software, IBM SPSS Statistics for Windows, version 25, (IBM Corp. Armonk, N.Y., USA) was used to conduct frequency distributions. Twenty-five individuals responded to the survey for a response rate of 32%. The average respondent was 35 years old (range of 26-40 years), married (84%) and had some graduate education or degree (68%). Twenty-four (92%) respondents identified as white, one identified as Asian (4%), and one (4%) identified as Hispanic/Latino. Eleven (44%) visitors, nine (36%) staff members, three (12%) faculty members, two (8%) graduate students, and no undergraduate students responded to the survey. Ten (40%) respondents stated it was their first-time breastfeeding/chestfeeding/lactating. Forty-eight percent have breastfed/chestfed/provided milk for two children and 68% felt they had met their personal lactation goals. Twenty-one (84%) encountered difficulties during their breastfeeding/chestfeeding/lactating experience (e.g., perceived low milk supply, latch concerns), and all who encountered difficulties reached out to a lactation consultant or health care provider for assistance. Twenty (80%) of the respondents who used the LS at the University of Northern Colorado felt the stations met their needs. Open-ended comments from the survey included:

I am very happy to know that University of Northern Colorado supports breastfeeding, and that students, faculty and staff are provided places to pump while away from our babies.

The individuals who run the LSP are great. However, I did not feel that my direct colleagues were supportive of my needs regarding pumping or efforts. I was trying to balance the amount of time I spent pumping while still being a productive member of the department. It would be nice to have more education for supervisors regarding how to support lactating individuals, the time it takes, and the flexibility offered.

I wish my place of employment had a LS available; this space made my day!

In response to how users heard about the LS, word of mouth was the top choice (9; 32%) while seven (25%) found out through flyers posted around campus. Respondents were asked what type of lactation support could be offered at the University of Northern Colorado or their place of employment/school to increase lactation support (refer to Table 2). Onsite childcare (18%), paid family

leave (15%), more Lactation Stations (11%), and support group/resources available at workplace or school (11%) were desired.

Lactation Support	%	N
Onsite Child Care	17.56	23
Paid Family Leave	15.27	20
Increased Flexibility in Work or School Schedule	12.98	17
More Lactation Stations	11.45	15
Lactation Support Groups/Resources at Workplace or School	11.45	15
Increased Supportive Environment to Express Milk/Breastfeed/Chestfeed/Lactate in Public Spaces	9.92	13
Provide Ideas for Child Care	9.92	13
Grants to Pay for Support Person to Travel with Employee while Attending/Presenting at Work-Related Conferences	9.16	12

Note. Participants could choose multiple areas of lactation support.

To assure that all individuals meet their own personal lactation goals as well as meet national goals, it is imperative that employers and universities offer an inclusive LSP when returning to work or school. To establish an effective LSP, support is needed from all institutional levels. Top-level support is needed to establish the tone and culture that breastfeeding/chestfeeding/lactating is welcomed and encouraged, communicate messages of support, and identify resources to establish ongoing support. In addition, providing information to employees when they submit their paperwork for family medical leave regarding the lactation support and resources available is imperative. Developing a Lactation Support Policy offers additional support for all students and employees as well as accountability for the university. Creating spaces that are ADA accessible and all-gender inclusive are crucial. Providing information on how to navigate insurance coverage of lactation consultations or pumps to employees is critical. Establishing support for breastfeeding/chestfeeding/lactating individuals is essential and should occur before the leave of absence, allowing discussions to occur about adjusting work or class schedules to accommodate expressing milk, and identifying accessible LS. Building collaborations and implementing effective communication and advocacy on the importance of offering these types of

programs and initiatives and identifying available funding opportunities is required. Meeting with stakeholders (e.g., administration, managers, faculty, students) and others who can assist in developing and supporting the LSP is vital. One of the major obstacles on any university campus is availability of space and funding; therefore, understanding space requirements and being creative while still upholding state and federal laws for lactation workplace accommodations, and being kind, is necessary in building a successful and inclusive program.

While the University of Northern Colorado has established a successful program, it is important to continue to evaluate and identify

