

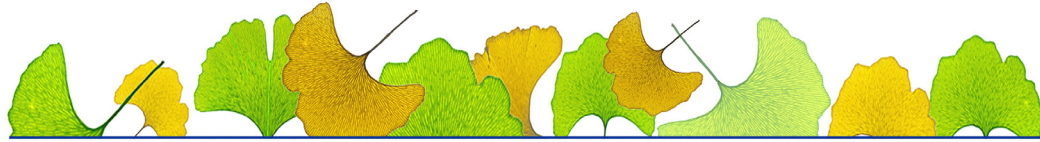
# Report of the Work-Life Initiative Task Force

*Fall 2007*



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## Emory University Work-Life Initiative

### Report of the Work-Life Initiative Task Force

Fall 2007

#### Executive Summary

Emory University has the extraordinary opportunity to retain, attract, and sustain a diverse and talented community of faculty, staff, and students who seek a positive work-life environment within a culture of excellence.

In February 2006, at the recommendation of the President's Commission on the Status of Women, President James Wagner commissioned the Work-Life Initiative Task Force to participate in the University's cross-cutting strategic theme "Creating Community-Engaging Society." Task force members from across the campus considered a wide range of practices, programs, and processes that sustain individuals and families within a university environment of engaged reciprocity. Central to the initiative's mission was the goal to further enhance Emory as a community that embraces a culture of joy.

During eighteen months of discussions, consultations, and data gathering, the task force developed the following goals, each accompanied by separate recommendations in the final report:

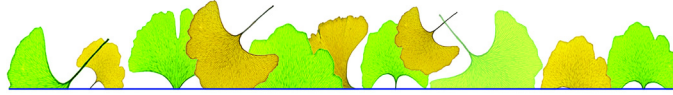
- ***Goal I: Strengthen Work-Life Culture at Emory.***  
Strengthen a work-life culture for individuals and families of all shapes and sizes within a university environment of engaged reciprocity.
- ***Goal II: Broaden Resources that Support Members of the Emory Community.***  
Broaden access, options, and programs for child and dependent care to support working families.
- ***Goal III: Develop Work-Life Policies and Opportunities for Staff.***  
Develop and promote flexible, collaborative working environments that sustain personal growth, encourage professional development, and nurture community and family life.
- ***Goal IV: Enhance Work-Life Policies for Emory Faculty and Graduate Students.***  
Create a new, more flexible model for academic advancement that sustains personal growth, encourages professional excellence, and nurtures community and family life.
- ***Goal V: Promote a Culture of Joy.***  
Promote a culture of joy where respect for traditions, immersion in the moment, and preparation for the future are inextricably interwoven.

- ***Goal VI: Engage in a Vigorous Campaign of Support.***  
Enhance Emory’s academic culture and community life through courageous leadership, dialogue, and innovation—truly making Emory a destination university for the twenty-first century.

Because clear engagement of the administration and community is a key component of the success of work-life policies, the task force is committed to supporting the implementation of the findings and recommendations of this report. This commitment, along with the investment of resources required for these initiatives, will serve Emory University by honoring excellence, diversity, and the values that guide our path.

### **Emory University Vision Statement**

*Emory: A destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action.*



## Preface

*by Rosemary Magee, Vice President and Secretary of the University, and Peter Barnes, Vice President of Human Resources*

In his insightful book on teaching, Professor Patrick Allitt describes the classroom as a special place where some of the ordinary devices and behaviors in life are suspended, such as cell phones and the customary right of Americans to wear baseball hats or answer every question with a question.

His concept of this special place conjures up ideas of sacred space and also sacred time. Here the ordinary demands of human life are suspended out of a deep respect for something that both underlies and transcends our being.

If for a moment we consider the classroom as a microcosm of the entire university, then we will recognize that when we enter the Emory campus, whether by way of Clifton Road, Oxford Road or through the historic Haygood-Hopkins gate, we are entering a special place where the ordinary rules of human discourse are not discounted or disavowed but somehow respected and transcended, at one and the same moment.

There is no other institution on this planet that is like a university, in both its real and ideal form. Others may have similar qualities such as libraries, foundations, churches, and temples—all special places in their own right. But even in their totality, none of these encompasses the full range of possibilities, rigor, enchantment, skepticism, enlightenment, and knowledge production that a university is all about.

And so while it is incumbent upon us to be as accomplished as we can possibly be, always striving for excellence, at the same time we must also acknowledge and celebrate the university as a special place where preparation for the future and immersion in the moment are inextricably interwoven.

The goal of this report is to suggest processes and programs that embrace these ideas while supporting the work of individuals within the context of a full and complete life. Just as the university improves the lives of people in the community and world through scholarship, teaching, and research, the university can enrich the professional and personal lives of its faculty, staff, and students, who, in turn, enrich the life of the community.

These contributions can take many forms and shapes, from the award-winning poetry of Natasha Trethewey and anthropology professor Peggy Barlett's scholarly and hands-on work with campus groups devoted to the environment, to staff member Ciannat Howett's leadership role in establishing Emory as an educational model for sustainability, John Notarantonio's work on the user-friendly software behind the Destination Emory carpool program, and police lieutenant Cheryl Elliot's dedicated spirit throughout her years of service to Emory.

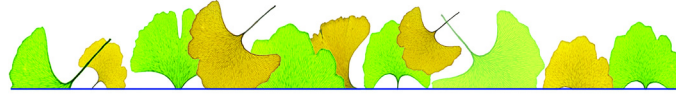
*We believe the University should be a special place where silence, introspection, eccentricity, playfulness, whimsy and free thinking are protected and preserved.*

In this reciprocal way, a special place becomes even more special, allowing ideas to flourish and connecting each of us with our deepest yearnings and our highest callings. Ultimately, it is this desire to recognize the special nature of the university—in our world, on our campus, and within our hearts—that inspires the central mission of the Work-Life Initiative.

*Ultimately, it is this desire to recognize the special nature of the university—in our world, on our campus, and within our hearts—that inspires the central mission of the Work-Life Initiative.*

The following report represents the time, energy and thoughts of many individuals in the Emory community, including the Work Life Initiative task force members themselves. We would like to express our deep gratitude and thanks to everyone who shared an idea, forwarded a magazine article, filled out a survey form, or stopped us in the hall to ask, “How is your work-life balance going?”

*Note: The Work-Life Initiative Task Force chose ginkgo leaves for its logo because the tree is a symbol of unity and is associated with longevity. Ginkgo trees are among the oldest living specimens on earth, going back over a hundred million years. They can also be seen on the Emory campus, particularly in the fall with their golden leaves. Ginkgo trees have special symbolic meaning in East Asia because Confucius is said to have loved reading, reflecting, and teaching his disciples under a ginkgo tree. Researchers are also studying the links between ginkgo and human memory.*



# Work-Life Report

## Introduction

### Background

The Work-Life Initiative Task Force has met over the last eighteen months to consider policies and programs at Emory that address the current realities of our professional and personal lives. One issue we have continually kept on the front burner involves joy and vitality. How can we deepen those feelings that so often pave the way to inspiration, insight, and innovation? To what extent can our policies and programs truly influence our culture of joy? What other steps are needed to ensure that Emory remains a place where—in the words of the University’s Creating Community-Engaging Society theme—students, faculty, and staff can realize their full potential?

*“It will do us little good to wire the world if we in doing so short circuit our souls.”*

[Tom Brokaw, journalist and recipient of an honorary degree from Emory]

In the report that follows we address institutional policies and practices that affect the work-life experience of faculty, staff, and students, especially in light of changing needs and expectations in today’s society. Flexible career paths can meet the needs of an increasingly diverse faculty and staff, and improve recruitment and retention in a competitive global market. Many of our peer institutions and organizations such as the Sloan Foundation have focused on these issues. In 2006, five research universities across the U.S.—Duke, Lehigh, University of California (Berkeley and Davis campuses), University of Florida, and University of Washington—received the Alfred P. Sloan Awards for Faculty Career Flexibility in recognition of policy advances to promote work-family issues for faculty. Duke, in particular, was recognized for plans to establish a flexible work arrangements policy and a dual career recruitment/retention program.

The 2003 report of Emory’s Commission on Research touched on work-life balance in its review of areas of concern for U.S. institutions of higher education: “The university must ensure adequate time for scholarly reflection and maintain a quality of life sufficient to attract top scholars in the face of rising expectations for academic excellence and service.” Rebecca Stone, an associate professor of art history, emphasized this point in her essay in the final report, “If faculty members are to be creative and productive, they must live a full life in which family circumstances are also taken into account.”

The Office of Provost’s 2007 publication *Reflections and Directions from the Year of the Faculty* describes several programs that are also considered here: a dual-career hiring program that is expanded beyond Emory to local colleges and universities, active engagement of graduate students, faculty development programs, and greater attention to part-time faculty. In the words of the Provost report: “From an institutional perspective, recruiting, retaining, and developing excellent faculty members will require more and more flexibility and sensitivity to ‘quality of life’ issues.”

Sensitivity to the impact of information technology on our community life, personal space, and traditional boundaries is an oft-repeated concern of faculty and staff. Michael Elliott, associate professor of English and director of Graduate Studies, summed up the views of many when he wrote: “At this point, we need some way to moderate, contain, and streamline our electronic communication on campus. I have a feeling that the best thing that I could do for my ‘work-life’ balance would be to throw my home Internet connection out the window, and yet I also fear that would leave me hopelessly unable to keep up the pressures of teaching and service responsibilities.”

While the Internet, e-mails, PDAs, and cell phones have certainly afforded us greater opportunities to communicate and work in flexible ways, they also allow us to isolate ourselves from others, extend our working hours into the evenings and weekends and even into family vacations. As news anchor Tom Brokaw, recipient of an honorary degree from Emory, reminded us: “It will do us little good to wire the world if we in doing so short circuit our souls.”

*“Seek out innovative experiments or programs—signature Emory activities—that will address well-being and maximize joy and vitality on campus.”*

[Emory President James Wagner in his charge to the Work-Life Initiative Task Force]

### **Emory’s Distinctiveness**

Fortunately, Emory has an excellent foundation in its natural environment and faculty, staff, and students who are dedicated to living full, creative lives. To a great extent, we already possess a culture that places a high premium on personal and social well-being—and Emory researchers have made scholarly contributions to the growing body of knowledge in this area.

For example, psychiatrist Charles Raison heads a group that studies how compassion meditation improves the mental health of students. This new meditative technique, designed and taught by Emory’s Geshe Lobsang, is secular in nature but is based upon methods derived from Tibetan Buddhist meditative practices. A related effort is led by religion professor John Dunne and faculty in the health sciences and humanities. Their group, the Emory Collaborative for Contemplative Studies, looks at how practices of the world’s religious traditions can help improve people’s health and emotional well-being. These efforts resonate deeply with the words of His Holiness the Dalai Lama in his 1989 Nobel Peace Prize Acceptance Speech: “We need to cultivate a universal responsibility for one another and the planet we share.”

Kathy P. Parker, Edith F. Honeycutt Professor in the Nell Hodgson Woodruff School of Nursing, investigates sleep disturbances—her work with a team of Emory sleep researchers has made significant contributions toward achieving an increased understanding of the important interactions among sleep, health, and illness, both in normal and clinical populations.

Emory’s Center for Myth and Ritual in American Life (MARIAL) addresses family and work-life issues. MARIAL research by psychologists Marshall Duke and Robyn Fivush focuses on the power of family time, revealing that an activity as simple as sharing stories over the family dinner can lead to children who have higher self-esteem and are more resilient than their peers. Bradd Shore, professor of anthropology and director of the center, spoke at the Sloan Foundation’s 2006 international conference on the importance of workplace flexibility.

Institutional efforts have also led the way in ensuring the well-being of individuals in the community. Emory's campus master plans continue to shape a pedestrian-friendly environment while protecting valuable green space; our performing arts and visual arts continue to enhance the lives of people throughout the community. We have a strong foundation of respect for individuals' well-being as seen in our domestic partners policies and the Faculty Staff Assistance Program, and other University initiatives that complement this work-life effort: Sustainability, Strengthening Faculty Distinction, Creativity and the Arts, Preparing Engaged Scholars, among others. In 2006, Emory University was recognized as a Breastfeeding-Friendly Employer due to its successful lactation support initiative. Inaugurated in fall 2004 with the support of the President's Commission on the Status of Women, the Center for Women, the Faculty Staff Assistance Program, Human Resources and the Office of the Executive Vice President of Administration and Finance, the lactation rooms offer new mothers private, safe, and accessible locations across campus.

### **Context for Recommendations**

We believe the University should be a special place where silence, introspection, eccentricity, playfulness, whimsy, and free thinking are protected and preserved. It should be a safe place where people respect and appreciate a pace that can be slow and thoughtful as well as energetic and dynamic. Along with respect for the environment, we should also respect Emory's traditions and rituals, while adding new activities that capture the imagination of a new generation of students, faculty, and staff. By making a deeper investment in this area, we hope to see more gifted individuals choose Emory, then *choose* to stay here as they invest their energy and contributions in our community in a way that resonates throughout the world.

*We seek to promote a culture of joy where respect for traditions, immersion in the moment, and preparation for the future are inextricably interwoven.*

The twenty-nine recommendations contained in this report address the challenges confronted by many of today's institutions, individuals, and families. The task force recognizes that recommending new or revised policies can go only so far—that there are significant cultural challenges to using or not using policies. To truly become a destination university for staff, faculty and students, Emory must, in the words of Nancy Cantor, chancellor and president of Syracuse University, who spoke at Emory's Women's Symposium in October 2007, build "a new normal" in institutional culture and practices "by examining the kinds of leadership styles we promote, the kinds of daily interactions in our departments and units that we promote, as well as the institutional practices and reward structures that provide incentives for and strong messages about inclusion."

## The Work-Life Task Force

In February 2006, at the recommendation of the President's Commission on the Status of Women (PCSW), President James Wagner commissioned the Work-Life Initiative Task Force to participate in the University's cross-cutting strategic theme "Creating Community-Engaging Society." In his opening remarks to the task force, President Wagner asked members to consider ways to enhance the work, health, and family life of faculty, staff, and students in the Emory community. He encouraged the task force to build on the work of other groups, especially the Sustainability Committee and the Faculty Concerns Committee of the PCSW, and seek out innovative experiments or programs—signature Emory activities—that would address well-being and maximize joy and vitality on campus.

Led by Vice President and Secretary of the University Rosemary Magee and Vice President of Human Resources Peter Barnes, the Work-Life Initiative Task Force met over the course of a year to discuss and explore Emory in light of its vision as "a destination university internationally recognized as an inquiry-driven, ethically engaged, and diverse community, whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action."

The first steps of the initiative were to establish a mission statement, guiding principles, framing questions and central focus areas, and develop a process and methodology for the completion of this work.

### Mission and Guiding Principles

Based on Emory University's *Statement of Guiding Ethical Principles*, the Work-Life Initiative Task Force adopted the following mission and guiding principles around issues of fairness, openness, respect, care, and compassion (see principles on next page).

We are committed to the University's pursuit of knowledge and truth in a work-living environment that enables all persons to strive toward their highest potential. We foster mutual respect along with understanding and accountability between the University and its citizens. In carrying out this mission, we will be guided by the principles of fairness, honesty, and respect in a community that values care and compassion.

### Framing Questions and Central Focus Areas

Task force members developed three central questions to frame the initiative discussions, research, and analyses.

1. What are the strengths of Emory University as a destination workplace?
2. What are the barriers that could have an impact on achieving our shared hopes and ambitions? How should the Emory community address these barriers?
3. In five to ten years, what will Emory look like as a destination workplace?

In addressing these questions, members discovered that their work would be building upon an already strong foundation of practices and policies developed and recommended by the Faculty Life Course Committee of the Faculty Council and the President's Commission on the Status of Women. In many ways, Emory already protects the rights of individuals and recognizes the

importance of a healthy environment. Complementary programs and offerings include the Sustainability Committee, domestic partner benefits, Creativity and the Arts Initiative, professional development (e.g., the Excellence through Leadership program, Woodruff Leadership Academy), the Clifton Corridor Transportation Management Association, and the many cultural programs that Emory supports each year.

After deliberations, the members of the task force decided to focus their research and discussion on three main areas: child and dependent care; alternative work options for staff; and faculty recruitment, retention, and advancement. Subcommittees were formed to address each of these areas and the task force developed a timeline (see next page) for the completion of the subcommittees' reports and task force's final recommendations.

### **Process and Methodology**

The Work-Life Initiative Task Force met fifteen times over the course of the 2006-2007 academic year. Each of these meetings was dedicated to exploring the different aspects of work-life on Emory's campus. In fact, most of the meetings began with diverse examples of how work and life flourish on campus and in the lives of Emory community members. Guest speakers and performers included the following:

- Michael Mandl, executive vice president of finance, led a discussion on the campus master plan and Sustainability Committee work.
- Ashish Ankola, an Emory College undergraduate and member of the task force, performed *Meditation from Thais*, by Jules Massenet, on his flute.
- Paula Stauf, lecturer in the Health and Physical Education Department, led the committee in a session of chair yoga.

## **Guiding Principles**

### **Fairness**

- Elevate high standards of integrity and ethical engagement
- Allow for learning and growth opportunities
- Recognize and respect diversity and diverse needs
- Create expectations of accountability

### **Openness**

- Engage in open communication across all levels
- Inspire conversation among all university citizens
- Support creativity and engagement across the campus
- Generate understanding through dialogue and interaction

### **Respect**

- Demonstrate reciprocal respect through actions, words, and deeds
- Promote leadership development
- Acknowledge and respect a variety of work/life boundaries
- Promote leadership development

### **Care and Compassion**

- Create and sustain a healthy and supportive environment
- Support well-being (physical, emotional, spiritual)
- Provide opportunities for joy and happiness
- Demonstrate caring for all members of the Emory community

## *Work-Life Initiative Timeline*

**SPRING 2006** - *Incubation*

**SUMMER 2006** - *Staff Planning*

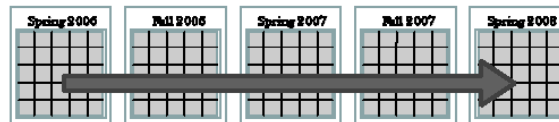
**FALL 2006** - *Research and Analysis*

**SPRING 2007** - *Draft Report*

**FALL 2007** - *Symposium and Published Report*

**SPRING 2008** - *Implementation Strategy*

## *Work-Life Initiative Timeline*



- The acoustic trio (“Local Honey”) of Allison Adams, managing editor of *Academic Exchange*, Paige Parvin, editor of *Emory Magazine*, and Paul Jean, graduate research associate in the Office of Strategic Planning, performed two original songs about balancing work and life.
- Jill Perry-Smith, assistant professor of organization and management in the Goizueta Business School, presented her research on the impact of “bundling” work-life initiatives on firm and individual performances.
- Corey Keys, associate professor of sociology, presented his work on understanding the pursuit of happiness to inform greater work-life balance at the final meeting of the task force in October 2007.

In addition to bringing examples of work-life practices to the meetings, task force members also provided feedback from their schools, departments, dorms, communities, and colleagues on issues under discussion. In gathering feedback and research, and realizing the scope of the endeavor, Work-Life Initiative members faced important decisions about how to most effectively use their resources and time. The research and recommendations in this report represent the first step of many in understanding the true scope of the work ahead.

After a period of discussing the main work-life issues with members of the task force, conducting extensive research in these areas (see bibliography) and benchmarking practices at peer institutions (see Appendix), task force co-chairs Rosemary Magee and Peter Barnes, along with other members of the task force, met formally and informally with faculty, staff, students, and representatives from peer institutions to gather their views. Highlights included the following:

- **Fall 2006:** Co-chairs met with the University Senate to present a summary of the work underway on leave options and child care.
- **Winter 2006:** Peer benchmarking and analysis.
- **Early 2007:** Provost Earl Lewis and Senior Vice Provost Claire Sterk met with members of the task force and defined success in the work-life area as anchoring Emory in family-friendly values at the same time that the University drives forward to achieve scholarly, teaching, and service excellence. Rosemary Magee and Randy Fullerton visited representatives from the University of Michigan Work/Life Resource Center. Peter Barnes and taskforce member Julie Seaman, an associate professor of law, attended a

College and University Work Family Association conference on faculty/staff work-life issues in California (confirming that the operational model being proposed for Emory's work-life program was quite similar to successful models found at other higher education organizations).

- **April 2007:** A brown-bag lunch for staff on alternative work options was held in Cox Hall with Rosemary Magee, Graduate School Dean Lisa Tedesco, Human Resources Associate Vice President Del King, and task force member Julie Seaman.
- **Spring 2007:** The three subcommittees worked closely with the Office of Institutional Research to develop and distribute web surveys to staff and faculty that inquired about experiences with dependent care options, alternative work arrangements, and tenure and leave policies at Emory. Each subcommittee used these findings to help develop reports that included recommendations which inform this report (see Appendix for subcommittee reports). Co-chairs also met with graduate and professional students, including representatives from the PCSW.
- **Fall 2007:** The task force co-sponsored the Emory Women's Symposium (*Women at Emory: Past, Present, & Future*), held October 4, 2007, which featured scholarly presentations; a panel on work-life issues; and a speech ("Women in the Academy: Insider Voices with Outsider Values") by Nancy Cantor, chancellor and president of Syracuse University (see Appendix). Planning for this symposium involved Ali Crown and Nadine Kaslow, both members of the Work-Life Task Force.

## Goals and Recommendations

After examining the findings of the Work-Life Initiative subcommittees and extensive discussions, the task force proposed the following goals and recommendations (see Appendix for full reports and more detailed descriptions of recommendations):

- ***Goal I: Strengthen Work-Life Culture at Emory.***  
Strengthen a work-life culture for individuals and families of all shapes and sizes within a university environment of engaged reciprocity.
- ***Goal II: Broaden Resources that Support Members of the Emory Community.***  
Broaden access, options, and programs for child and dependent care to support working families.
- ***Goal III: Develop Work-Life Policies and Opportunities for Staff.***  
Develop and promote flexible, collaborative working environments that sustain personal growth, encourage professional development, and nurture community and family life.
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Create a new, more flexible model for academic advancement that sustains personal growth, encourages professional excellence, and nurtures community and family life.
- ***Goal V: Promote a Culture of Joy.***  
Promote a culture of joy where respect for traditions, immersion in the moment, and preparation for the future are inextricably interwoven.
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Enhance Emory's academic culture and community life through courageous leadership, dialogue, and innovation—truly making Emory a destination university for the twenty-first century.



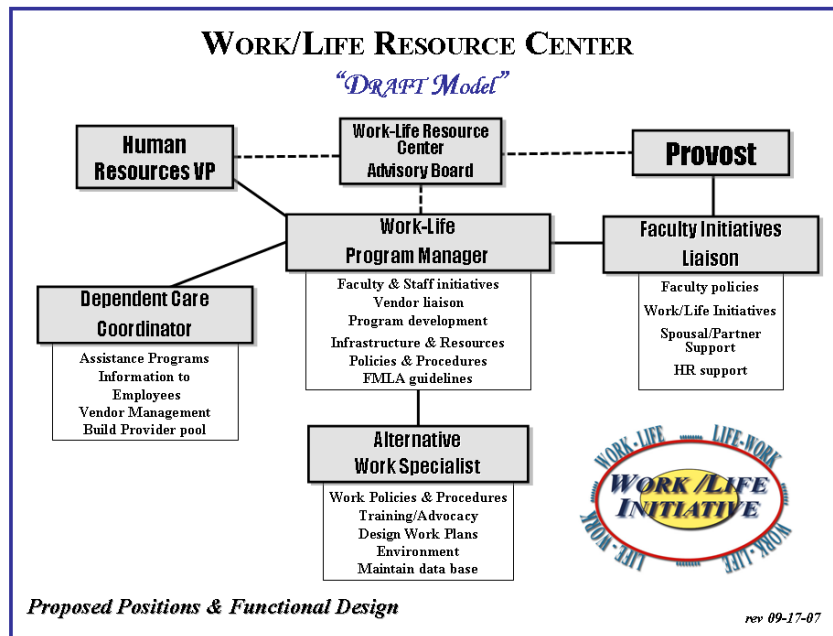
### **Goal I: Strengthen Work-Life Culture at Emory**

**Strengthen a work-life culture for individuals and families of all shapes and sizes within a university environment of engaged reciprocity.**

Emory is committed to policies and programs that sustain individuals and families—and, reciprocally, the University itself—within a culture of excellence. By “engaged reciprocity,” we envision an active partnership and collaboration between the University and its faculty and staff constituents so that each feels a deeper commitment and sense of responsibility to the other.

In keeping with these values, as Emory maintains and strengthens a faculty and staff of distinction, the University should regularly review its policies to maintain alignment with the University's ethos and mission. In turn, members of the University community should further strengthen their collective and individual commitment to greater contributions to the University's mission, the daily operations of the University, and the future for which we all strive.

1. **Work-Life Resource Center.** In collaboration with Human Resources and the Office of the Provost, Emory should establish a Work-Life Resource Center (WLRC). (Note: Funding for the Center was approved in spring 2007. See draft organizational chart on next page.)



2. **Work-Life Resource Center Advisory Board.** In connection with the operation of the Work-Life Resource Center, an advisory board of faculty, staff, and students should be established to advise the Work-Life Resource Center on Emory work-life matters.



**Goal II: Broaden Resources that Support Members of the Emory Community**  
**Broaden access, options, and programs for child and dependent care to support working families.**

Emory University and members of the community mutually benefit from support systems and services that meet the needs of family and community life. Staff and faculty report that having access to dependable and affordable child care enhances their work-life balance and further indicates Emory’s commitment to their well-being. Even staff and faculty without children express a concern for their colleagues’ children, as well as the need for family-related policies related to caring for their own spouses, partners, or parents. A majority of staff and faculty respondents to the web survey stated that the availability of campus child care is a high priority and that prolonged waiting periods and long lists for admission into childcare programs are a frustrating barrier for parents. While Emory faculty, staff, and students have access to campus daycare centers, summer camps, daycare for children with disabilities, and childcare subsidies, other peer institutions offer greater access to child and dependent care through part-time childcare services, dependent care travel grants, after-school care and programming, and emergency care services. These recommendations are intended for all Emory staff, faculty, and graduate students.

3. **Work-Life Resource Center.** Appoint a Work-Life program specialist who will support and coordinate child and dependent care services, facilities, and transportation.
  - 3.1 **Services.** Work with local providers, consultants, and services to assess and address child and dependent care issues.

- 3.1a Identify local childcare providers who will participate in a network available to Emory faculty, staff, and students. Develop priority admission relationships and partnerships with providers that give Emory faculty and staff easy access to day- and elder-care facilities. The Center should also develop and maintain preferred provider lists that can be quickly accessed by parents who may want to evaluate choices for childcare providers.
  - 3.1b Identify gaps within the current network where established childcare providers can be encouraged to create services and work with providers to fill these gaps.
  - 3.1c Develop a childcare service that links up families needing temporary childcare services with student childcare providers using the model developed by the Destination: Emory Ride Matching Service, a secure website that ensures privacy and allows individuals to participate at their discretion. (Other institutions have developed such software.)
  - 3.1d Contract with providers to provide after-school care and programming.
  - 3.1e Establish an emergency care program that offers on-demand care when routine care is unavailable.
  - 3.1f Assist Emory Healthcare in identifying its staff childcare needs and work with Emory Healthcare and Human Resources to establish services that address staff schedules.
  - 3.1g Establish support systems for managing the illness or disability of spouses, partners, parents, or other family members.
  - 3.1h Consider alternatives to late afternoon and evening meetings and events to avoid scheduling conflicts for parents with dependent care responsibilities.
  - 3.1i Identify on-going resources, staffing, promotional, and communication capabilities within the operational budget of the Work-Life Resource Center.
- 3.2 **Facilities.** Develop a needs assessment to locate, construct, and include childcare facilities and programs in Emory’s future capital planning on the Atlanta and Oxford campuses.
- 3.2a In consultation with the campus master plan, create a feasibility study that examines childcare needs in precinct areas as new buildings come online.

*“Organizations and employees can benefit from a bundle approach to work-family policies. The bundle approach is more focused on the extent to which the policies are highly related and interactive, which sends a signal to current and potential employees about the high value the organization places on the work-family experience.”*

*[Professor Jill Perry-Smith, Assistant Professor of Organization and Management]*

- 3.2b With the help of a consultant, develop a target number of childcare facilities that will serve the needs of the Emory campuses.
- 3.3 **Transportation.** Ensure that childcare needs (e.g., child/parent transportation needs, schedules) are taken into consideration when transportation options are developed and that Emory-sponsored transport (e.g., shuttles, taxis, Flexcars) takes into account child safety with proper equipment.
- 4. **Child and Dependent Care Subsidies.** Explore current access to dependent and childcare options and consider proposals to further subsidize child and dependent care.
  - 4.1 Evaluate the budgetary feasibility of expanding affordable childcare and dependent care subsidies for a specific range of income groups.
  - 4.2 Benchmark other higher education employers to determine reasonable subsidy targets and expenses.
  - 4.3 Research peer institutions' dependent care options and develop funding options, such as travel grants (covering extra costs related to dependent care needs), that would help supplement dependent care costs.



### **Goal III: Develop Work-Life Policies and Opportunities for Staff**

**Develop and promote flexible, collaborative working environments that sustain personal growth, encourage professional development, and nurture community and family life.**

Emory provides a mutually supportive and enriching work environment that continues to meet the changing needs of individuals and the University. Alternative work arrangements (AWAs) offer the potential for increased employee satisfaction, productivity, and retention, and will promote Emory University's goal of being a true destination for its skilled and valued employees.

According to Professor Bradd Shore, a recent survey conducted by the Sloan Foundation on desirable work patterns showed that individuals seek flexibility—flextime, flexible hours, and even a flexible workplace and telecommuting options where possible. “People want to be able to chunk their work patterns and juggle them according to personal needs,” said Shore. Professor Jill Perry-Smith, who examines the value of work-family policies in the workplace, told the task force that organizations and employees can benefit from a bundle approach to work-family policies. The bundle approach is more focused on the extent to which the policies are highly related and interactive, which sends a signal to current and potential employees about the high value the organization places on the work-family experience. In turn, employees reciprocate by contributing extra effort, by developing a concern for the overall success of the organization, and by embracing its goals—giving the organization a source of sustained competitive advantage.

The AWA Subcommittee focus groups and web survey revealed that a majority of survey respondents stated that they did not currently participate in an alternative work arrangement but would like to see such programs expanded and hoped to participate in some type of flexible scheduling. Despite strong interest in AWAs and Emory's already robust flexible work policies, a majority reported being unaware of existing options and perceived resistance to AWAs among supervisors and administration.

5. **Increased Awareness, Communication, and Education.** Within the newly established Work-Life Resource Center, appoint a staff coordinator who will develop communication mechanisms that will increase awareness of and support implementation for alternative work arrangements.
6. **Availability, Equity, and Support.** Promote AWA information, including the awareness that not all positions will be amenable to AWAs due to job requirements, while at the same time encouraging supervisors and employees to seek creative approaches.
  - 6.1 Actively promote the AWA policy and encourage supervisors to identify ways in which AWA can become an integral part of department management.
  - 6.2 Provide flexible, yet realistic, and consistent discussion and assessment of AWA options across varied office environments. Identify positions within the University for which AWA's are encouraged and already offered as primary options.
  - 6.3 Where feasible, increase telecommuting opportunities and resources in consultation with IT leaders to enhance support of technology, such as remote access, IT equipment, hardware, and confidentiality.
  - 6.4 Support job sharing as a means of increasing productivity, reducing absenteeism and turnover, and retaining valued employees.
7. **Policy and Implementation Review, Assessment, On-going Support.** Continue to seek out new and innovative alternative work arrangements and ways to implement them while eliciting input from all levels.
  - 7.1 Provide an archive of AWA success stories to serve as role models for supervisors and employees.
  - 7.2 Support ongoing research into AWAs adopted, with the recognition that individuals participating in AWAs may often perceive increased demands on their time.
  - 7.3 Fine-tune AWA policies and procedures in light of input and feedback, and advances in available technology.
  - 7.4 Provide ongoing training and support for supervisors as they seek to implement AWA and/or other work-life-enhancing activities.
8. **Support Life- and Work-enhancing Activities at Emory.** Support the physical, social, intellectual, and spiritual well-being of faculty and staff with efforts coordinated throughout the University and support from the Work-Life Resource Center. In addition, extend programs to those employees who work evening or night shifts.
  - 8.1 Encourage departments and units to support staff participation in physical exercise and other well-being activities, such as the existing PALS and Step-Up Emory programs.
  - 8.2 Promote incentives for community service work, such as work days dedicated to volunteer services or volunteer weeks planned by entire offices.
  - 8.3 Encourage employees to fully utilize vacation leave.
  - 8.4 Allow time for participation in the intellectual life of the University (for example, providing time to attend lectures during work hours).

9. **Staff Sabbaticals.** Based on the model of the faculty sabbatical, develop a pilot program for staff sabbaticals that can benefit staff and the institution by providing time for reflection, travel, humanitarian work, or professional development (see Appendix for more information).
10. **Family Medical Leave Act (FMLA) Policy.** Establish clearer communication mechanisms for Emory’s FMLA policy and provide FMLA training for supervisors and staff concerning FMLA policy, guidelines, and implementation.
11. **Short-term Disability Option.** Modify the short-term disability plan so that enrolled staff employees only take sick leave until the end of their selected “elimination period” before short-term disability benefits begin, allowing staff to “save” their vacation and extra sick leave for needs that occur after the disability period. (Note: this recommendation will be implemented effective January 01, 2008.)
12. **Maternity and Parental Leave for Staff.** Charge the Work-Life Resource Center to develop a feasibility study on expanding maternity and parental paid leave options for staff. This report will draw on models provided by peer institutions (e.g., Duke University) to provide support for staff leaves.
13. **Dual-Career Program.** Establish a dual-career program for partner hires through the Work-Life Resource Center and in consultation with the Office of the Provost that develops programs and systems to provide employment assistance for the partners of new staff and faculty.

*“From an institutional perspective, recruiting, retaining, and developing excellent faculty members will require more and more flexibility and sensitivity to ‘quality of life’ issues. . . .”*

[from *Reflections and Directions from the Year of the Faculty*, Office of Provost, Emory University]



**Goal IV: Enhance Work-Life Policies for Emory Faculty and Graduate Students**  
**Create a new, more flexible model for academic advancement that sustains personal growth, encourages professional excellence, and nurtures community and family life.**

Emory sustains faculty and graduate students in their pursuit of academic research, professional development, and personal as well as family well-being. Consistent with the strategic vision of the University, the prior work of the PCSW and the Faculty Life Course Committee, as well as the findings of the Year of the Faculty, we offer the following recommendations designed to promote faculty excellence and advancement. Because faculty do not accrue sick or vacation time, they require focused policies and programs to meet their needs. By honoring family and personal commitments and faculty development, Emory has an opportunity to keep and recruit talented faculty and graduate students who seek an institution that is seriously committed to sustaining an engaged community.

14. **Work-Life Faculty Liaison.** The Faculty Liaison will report to the Provost and advise the Work-Life Resource Center on matters having to do with faculty work-life issues and will provide information and support to incoming and existing faculty.

14.1 In connection with the Work-Life Resource Center Advisory Board, the Faculty Council’s Faculty Life Course Committee will advise the Provost, WLRC, and interested faculty members on recruitment, tenure, promotion, and retention policies.

14.2 Create an advisory group of nontenure-track faculty to explore additional work-life policies.

*“We need to cultivate a universal responsibility for one another and the planet we share.”*

*[His Holiness the Dalai Lama in his 1989 Nobel Peace Prize acceptance speech]*

15. **Terms of Appointment.** Expand the range of available tenure clock schedules available to Emory faculty to support retention and to encourage diversity and excellence. (For reference, see the existing policy in the Faculty Advancement Subcommittee report.)

15.1 **Tenure Clock.** A tenure-track faculty member who becomes the parent of a child by birth or adoption will automatically be granted a one-year extension of term by the Provost for each birth or adoption, upon notification by the dean. In keeping with current policy, additional extensions may be requested by the faculty member in unusual circumstances through the chair and dean.

15.2 **Nontenure Appointments.** Any full-time regular\* (on multi-year appointment) member of the lecture-, research- or clinical-track who takes either a maternity or parental leave of at least six weeks will automatically be granted an extension equivalent to one year of his or her current appointment (and, where relevant, the maximum time in that rank) by the Provost, upon notification by the dean. In keeping with current policy, additional extensions may be requested by the faculty member through the chair and dean.

16. **Maternity, Parental, and Family Leave Policies.** Validate and strengthen existing maternity, parental, and family leave policies for full-time regular faculty with the following implementation guidelines to provide consistent administration across academic units with appropriate levels of support. Under extraordinary circumstances, departments or units could seek one-time funding from the Provost’s Office. (For reference, see existing policy as well as redline versions showing proposed changes in the Faculty Advancement Subcommittee report.)

**Length and types of leave.** Consistent with practices at peer institutions, the leaves should apply as follows:

16.1 **Maternity Leave:** One full semester (or its equivalent) of full relief from teaching, administration, service, and research responsibilities.

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\*There are a wide range of faculty appointments within the University. The intention of this recommendation is to ensure that recurring appointments (including multi-year appointments, multiple one-year appointments, lecture-, research-, or clinical-track, etc.) are not in any way jeopardized by maternity or parental leave. In order to be as inclusive as possible, the details will need to be worked out by the Office of the Provost in consultation with the deans of the various schools and colleges.

- 16.1a In keeping with current medical guidelines, maternity leave should include, *at a minimum*, eight weeks in connection with the delivery (for example, two weeks before delivery and six weeks afterward). Given the nature of the academic calendar, relief from teaching responsibilities normally will include the entire semester (or its equivalent).

*The University should infuse health and well-being into all dimensions of work.*

- 16.2 **Parental and Family Leave:** Relief from teaching responsibilities for one full semester (or its equivalent) with full salary and benefits.
- 16.2a Consistent with current policy, paid leave shall consist of full relief from teaching responsibilities for one semester (or its equivalent) to be granted to any faculty member with primary care-giving responsibility who bears or adopts a child or whose spouse or same-sex domestic partner bears or adopts a child.
- 16.2b The faculty member will be expected to remain in residence and to continue departmental service and advising, as well as scholarly activities.
- 16.2c Birth mothers are entitled to both maternity and parental leave.
- 16.2d In addition, a faculty member who bears or adopts a child or whose spouse or same-sex domestic partner bears or adopts a child may also be also granted, upon request, an *unpaid leave* of up to one semester or, where feasible, a half load for two semesters (or its equivalent), occurring within the first year after the birth or adoption, for the purpose of the child's care.
- 16.2e Consistent with the Family Medical Leave Act, a member of the faculty may take a leave of absence to care for a seriously ill partner, parent (natural, foster, adoptive, step-parent, or legal guardian), or child (natural, adopted, foster, stepchild, or legal ward) who is under 18 years of age or, if older, is unable to care for him or herself because of serious illness. To the extent feasible, deans should be encouraged to provide paid leave to faculty facing family illness or crisis.
- 16.2f Develop a Transitional Support Program (TSP) for tenure-track faculty that supports release time and funding for research personnel in a faculty member's lab during a parental or family leave. The TSP would complement tenure clock extension.
17. **Alternative Tenure-Track Options.** The Faculty Work-Life Liaison should work with the Faculty Life Course Committee to examine the possibility of offering flexible work arrangements for faculty who are interested in part-time options.
18. **Dual-Career Program.** Establish a dual-career program for partner hires through the Work-Life Resource Center and in consultation with the Office of the Provost that develops programs and systems to provide employment assistance for the partners of new faculty and staff.

19. **School and Division Planning and Reports.** Each school and division shall report annually to the Provost's Office regarding implementation of these policies, including specific instances in which requests under the policies have been granted or denied. Recognizing that there are departments and schools with distinctive issues, the Office of the Provost and the Work-Life Resource Center will work with each unit to develop appropriate implementation of these policies and programs.
- 19.1 Continue to gather data on current existing tenure and promotion policies and practices, both formal and informal, including a study of retention and recruitment of faculty at Emory.
20. **Graduate, Professional Student, and Postdoctoral Fellow Programs and Policies.** The Work-Life Resource Center shall work with deans, PCSW, and graduate and professional student representatives directly to address work-life issues that affect Emory graduate and professional students and postdoctoral fellows.
- 20.1 Charge the Work-Life Resource Center to work collaboratively with graduate and professional students, postdoctoral fellows, and deans to support work-life policies and programs consistent with peer institutions.
- 20.2 Develop faculty and peer mentoring programs that assist graduate students, professional students, and postdoctoral fellows in their individual research and career development. These areas might include assistance with dissertation research and completion, internships, and publishing opportunities.
- 20.3 Provide extensions related to maternity and family leave for graduate and professional students, including those on fellowship support and postdoctoral fellows. Offer consistent maternity and family leave policies across schools.
- 20.4 Identify a liaison within the Division of Campus Life to work with the Work-Life Resource Center and deans to support graduate and professional students' programs and services, thereby enhancing the experience and community life of graduate students.
- 20.4a Survey graduate students, professional students, and postdoctoral fellows on their needs for child care, and explore childcare options, including affordable part-time options that reflect graduate student income levels. Benchmark peer institutions on comparable policies and programs.
- 20.4b Consult with graduate students and professional students regarding housing plans and programs, especially as transitions occur and new facilities are being considered.
- 20.4c Work with graduate students, professional students, postdoctoral fellows, and University representatives to find alternative transportation, flexible parking programs (such as better access to Eagle permits), more park-and-ride locations, and free Marta passes.
- 20.4d Survey graduate students, professional students, and postdoctoral fellows on their needs for health care and insurance, and benchmark peer institutions' policies and programs to see if additional health insurance options should be offered.

- 20.4e Enhance campus counseling services available to graduate students, professional students, and postdoctoral fellows.



**Goal V: Promote a Culture of Joy**

**Promote a culture of joy where respect for traditions, immersion in the moment, and preparation for the future are inextricably interwoven.**

The university is a special place that promotes health and well-being while protecting and preserving introspection, eccentricity, playfulness, whimsy and free thinking within a culture of excellence. It offers a setting where people respect and appreciate a pace that can be energetic and dynamic, as well as slow and thoughtful. In addition, it should be a place where individuals bear a responsibility to support and model a work-life balance for others in our society. Along with respect for the environment, we must also encourage respect for Emory's tradition and rituals, while adding new activities that capture the imagination of a new generation of students, faculty, and staff.

*Along with respect for the environment, we must also encourage respect for Emory's tradition and rituals, while adding new activities that capture the imagination of a new generation of students, faculty, and staff.*

For example, colleges across the U.S. are adding spaces specifically designed for meditation, an area that Emory is already exploring with its studies on compassion meditation.

21. **Health and Well-being.** Infuse health and well-being into all dimensions of work. Encourage all members of the University community to respect boundaries, especially regarding e-mail correspondence and the importance of vacation as a time away from work. (Recommendations 22-27 that follow also involve health and well-being.)
22. **Undergraduate Experience.** Because the undergraduate experience is at the center of the life of the Emory community and creates such a dynamic sense of vitality, sustain and build on the unique student initiatives that make learning and living at Emory such a wonderful adventure.
  - 22.1 Support the strategic plan of Campus Life with the goal to “infuse healthy practices into all aspects of co-curricular education.”
  - 22.2 Support the recommendations of two presidential task forces addressing mental health and substance abuse (including additional staff positions for psychologists, counselors, and educators, as well as resource materials and the nationally recognized educational program AlcoholEdu).
  - 22.3 Sustain and recognize the value of mentoring, counseling, informal gatherings, extracurricular programs, arts and athletics, and solitude as well as community life with the support of Campus Life Divisions and Programs, Recreational Services, Counseling Center, and Office of Multicultural Programs.
23. **Wonderful Wednesdays.** Expand the concept of Wonderful Wednesdays and its related activities to encourage faculty, staff, and students to interact more freely in more spontaneous ways. Examples of potential activities include:
  - 23.1 Provide a communal table in dining halls to encourage people to share their dining space with members of the community.

23.2 Sponsor conversations around important issues using a process designed by the World Café organization.

23.3 Develop a campus-wide campaign promoting the virtues of going “untethered” (e-mail, cell phone, iPod, etc.); establish times when individuals, groups, or departments might choose to suspend e-mail communication.

*The University should be a safe place where people respect and appreciate a pace that can be slow and thoughtful as well as energetic and dynamic.*

23.4 Support the university-wide “Life of the Mind” lecture series, recently created by the Office of the Provost and the Faculty Council in response to faculty and students’ desire for more interdisciplinary communication, and encourage participation from students and staff.

24. **Spaces and Places.** Work with Campus Life, Campus Services, the Office of Recreational Services, and other units and initiatives (e.g., Sustainability and Creativity and the Arts) to enhance campus spaces and activities, including the following:

24.1 Develop formal and informal gathering spaces for faculty, students, and staff (in accordance with the Campus Master Plan).

24.2 Explore additional housing options that include affordable housing options on or closer to campus for faculty, staff, and graduate students.

24.3 Develop a process by which people “release” books in a public space.

24.4 Provide reflective spaces for mind, body, and soul—places or therapeutic resource centers that give students, faculty, and staff a natural or holistic environment in which to contemplate or relax.

24.5 Promote a culture where individuals can set appropriate work boundaries, preserving the margins of personal lives, while respecting and observing the needs of the University.

24.6 Develop and promote a variety of outdoor spaces to encourage more interaction such as contemplative gardens, strolling paths, bird sanctuaries, and an on-campus disc golf (aka Frisbee golf) course similar to those at Davidson, Oberlin, Rice, and elsewhere.

24.7 Work with the Public Arts Committee to expand the presence of the arts on campus.

24.8 Expand activities in the faculty dining room and provide casual meeting spaces in the new bookstore to encourage cross-disciplinary conversations.

24.9 Provide in each new residence hall a space for activities such as contemplation, massage, yoga, and tai chi.

25. **Build Community.** Create and advance ongoing activities that lead to the development of community, both internal and external: improve scheduling and communications so that

activities and events are more easily accessible, with fewer schedule conflicts. The updated and enhanced University homepage, in particular, should provide easy access to a University calendar that conveys Emory's full spirit and vitality.

26. **Increase Mentoring Opportunities.** Acknowledge the importance of mentoring in a diverse learning environment by increasing formal and informal programs, as well as programs designed to improve mentoring, and provide recognition of mentoring with various awards.
27. **Support Emeritus College.** Support the Emeritus College in recognizing and sustaining the contributions of retired staff as well as faculty who wish to make continuing contributions to the life of the campus.



**Goal VI: Engage in a Vigorous Campaign of Support.**

**Enhance Emory's academic culture and community life through courageous leadership, dialogue, and innovation—truly making Emory a destination university for the twenty-first century.**

Courageous leadership and engaged dialogue across the University are essential to the implementation of the recommendations in this report. The task force recognizes that some of the recommendations and considerations proposed in this report will require new resources or a reallocation of existing resources. We will continue to work with leaders of the University community, appropriate review bodies, and the Work-Life Resource Center to establish priorities, assess financial feasibility, and to seek external funding sources.

28. **Engage Emory Community.** Invite and engage appropriate University bodies in consultation regarding these recommendations.
29. **Evaluation and Implementation Framework.** Develop an evaluation and implementation framework for these recommendations that includes a process for prioritization and implementation, measuring progress, and imbedding a feedback loop within the context of the Strategic Plan.

Because clear support from the top tiers of administration is a key determinant of the success of work-life policies, the task force will join forces to promote implementation of the findings and recommendations of this report. We believe this level of commitment and investment will help to ensure the future excellence of the University.

## Conclusion

The Task Force has spent the last eighteen months addressing issues raised under the University's theme of Creating Community-Engaging Society: "create a community environment in which students, faculty, and staff can realize their full potential"; and "be the preferred employer and first choice—a destination for staff and faculty to work, raise families, and contribute to the campus and the world." We believe the policies and recommendations included in this report provide benefits to both the University and its stakeholders. As research has shown, the "bundle approach" to work-family policies sends a signal to current and potential employees about the high value the organization places on the work-family experience and, in turn, employees reciprocate by contributing extra effort, giving the organization a source of sustained competitive advantage. These factors will contribute to placing Emory among the top-tier of research universities—and ensure that the University will keep its competitive edge, distinctiveness, along with respect for individuals and families within a community, in the years ahead.

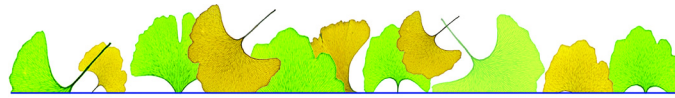
*"We need to retain 'margins' in our lives—hold back a little in reserve—so that we can enjoy occasional restorative and contemplative periods in order to relish a good sprint at other times."*

[President James Wagner]

Over the past years, President James Wagner has relayed the message that the University values a well-balanced work-life experience. Most recently, in his May 2007 message to the Emory community, he encouraged faculty and staff to be mindful "that the pace and demands of an increasing number of needs and opportunities do not become overwhelming."

*We're all in this for the long run, and it is better to take a few sure steps forward than to risk stumbling as a result of haste or exhaustion. We need to retain "margins" in our lives — hold back a little in reserve — so that we can enjoy occasional restorative and contemplative periods in order to relish a good sprint at other times.*

Retaining margins is particularly relevant for faculty, staff, and students at different stages of the life cycle who are caring for young children, aging parents, or facing other work-life issues. By acknowledging these commitments, Emory has an opportunity to support, attract, and retain talented faculty and staff who seek an institution that honors a work-life environment that is seriously committed to sustaining an engaged community within a climate of excellence.



## Report of the Work-Life Initiative Task Force

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Emory University Receives Breastfeeding Friendly Employer Award Nomination

Email / 5-23-06

Did You Know? Emory University Establishes Lactation Rooms

From *Feeding Times*, page 3, 9/05; 1,500 nationwide circulation

<http://www.amysbabies.com/feedingtimes/September2005.pdf>

Sustainability Vision for Emory, Report of the Sustainability Committee (February 2006)

Peer Review of Space and Time off for Dependents and Eldercare by Staff Concerns Committee, President's Commission on the Status of Women (January 2006)

Faculty Concerns Committee Preliminary Survey (2005)

### Emory Report Articles

PCSW meets with Mandl about campus plan  
4/10/06

[http://www.emory.edu/EMORY\\_REPORT/erarchive/2006/April/April 10/UGovPCSW.htm](http://www.emory.edu/EMORY_REPORT/erarchive/2006/April/April%2010/UGovPCSW.htm)

President Wagner addresses PCSW's yearly forum  
2/20/06

[http://www.emory.edu/EMORY\\_REPORT/erarchive/2006/February/February 20/UGpcsw.htm](http://www.emory.edu/EMORY_REPORT/erarchive/2006/February/February%20UGpcsw.htm)

PCSW to hold open forum Feb. 15  
2/6/06

[http://www.emory.edu/EMORY\\_REPORT/erarchive/2006/February/February 6/aroundcampus.htm](http://www.emory.edu/EMORY_REPORT/erarchive/2006/February/February%20aroundcampus.htm)

PCSW preps for cultural change at Jan. 19 meeting  
1/30/06

[http://www.emory.edu/EMORY\\_REPORT/erarchive/2006/January/January 30/UGpcsw.htm](http://www.emory.edu/EMORY_REPORT/erarchive/2006/January/January%20UGpcsw.htm)

President's commissions seek new members for 2006-07  
1/30/06

[http://www.emory.edu/EMORY\\_REPORT/erarchive/2006/January/January 30/Commissions.htm](http://www.emory.edu/EMORY_REPORT/erarchive/2006/January/January%20Commissions.htm)

PCSW preps for cultural change at Jan. 19 meeting  
1/30/06

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President's commissions seek new members for 2006-07  
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Secretary Magee discusses ambition with PCSW  
12/5/05

[http://www.emory.edu/EMORY\\_REPORT/erarchive/2005/December/December 5/UGPCSW.htm](http://www.emory.edu/EMORY_REPORT/erarchive/2005/December/December%205/UGPCSW.htm)

President Wagner guides PCSW at Oct. 20 meeting  
10/31/05

[http://www.emory.edu/EMORY\\_REPORT/erarchive/2005/October/October 31/UGPCSW.htm](http://www.emory.edu/EMORY_REPORT/erarchive/2005/October/October%2031/UGPCSW.htm)

PCSW holds first 2005-06 meeting  
10/3/05

[http://www.emory.edu/EMORY\\_REPORT/erarchive/2005/October/October 3/UGPCSW.htm](http://www.emory.edu/EMORY_REPORT/erarchive/2005/October/October%203/UGPCSW.htm)

### Online Resources

Afterschool Alliance

[www.afterschoolalliance.org](http://www.afterschoolalliance.org)

Alfred P. Sloan Foundation

[www.sloan.org/main.shtml](http://www.sloan.org/main.shtml)

Boston College Center for Work and Family

<http://www.bc.edu/centers/cwf/>

Boston College's Sloan Work and Family Research Network

<http://wfnetwork.bc.edu/>

Brandeis University Community, Families & Work Program

<http://www.brandeis.edu/centers/cfwp/index.html>

Bronfenbrenner Life Course Center

<http://www.lifecourse.cornell.edu/default.html>

Collaborative on Academic Careers in Higher Education (COACHE)

<http://www.gse.harvard.edu/~newscholars/index.html>

Council on Contemporary Families

[www.contemporaryfamilies.org](http://www.contemporaryfamilies.org)

Emory University's Center on Myth and Ritual in American Life

<http://www.marial.emory.edu/>

Families and Work Institute

<http://www.familiesandwork.org/index.html>

Ithaca College's Pathways to Life Quality Study

<http://www.pathwayslifequality.org/index.html>

Johns Hopkins University WORKlife Programs and "Work and Family Task Force Report"

<http://hrnt.jhu.edu/worklife/>

<http://hrnt.jhu.edu/worklife/taskforce/report.cfm>

Lehman Brothers Centre for Women in Business, a partnership between London Business School and Lehman Brothers

<http://www.london.edu/womeninbusiness.html>

National Center on Fathers and Families

[www.ncff.gse.upenn.edu](http://www.ncff.gse.upenn.edu)

National Partnership for Women and Families

[www.nationalpartnership.org](http://www.nationalpartnership.org)

University of California Faculty Family Friendly Edge

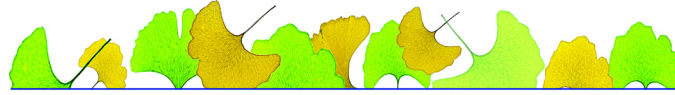
<http://ucfamilyedge.berkeley.edu/>

University of California Los Angeles Center on Everyday Lives of Families

[www.celf.ucla.edu/](http://www.celf.ucla.edu/)

University of Wisconsin-Madison's Women In Science & Engineering Leadership Institute: Balancing family and work bibliography

[http://wiseli.engr.wisc.edu/office\\_library/Balance.htm](http://wiseli.engr.wisc.edu/office_library/Balance.htm)



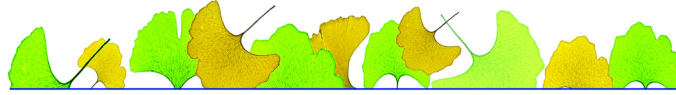
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The Work-Life Report appendices are available upon request by contacting the Office of the Vice President and Secretary of the University.

## **Appendices**

### **I. Online Work-Life Forum Web Postings**

### **II. Work-Life Resource Center**

- A. Work-Life Resource Center Draft Model
- B. Manager of Work-Life Programs Job Description
- C. Work-Life Program Specialist Job Description

### **III. Articles, Programs, and Presentations**

- A. *Work-Life Initiatives Firm and Individual Outcomes*, speech presented by Dr. Jill Perry-Smith
- B. *Women at Emory: Past, Present, and Future* Conference Program
- C. *Women in the Academy: Insider Voices with Outsider Values*, speech given by Dr. Nancy Cantor, Chancellor and President of Syracuse University
- D. “Categorical Diagnosis of Mental Health (i.e., Flourishing), by Dr. Corey Keyes

### **IV. Selected Articles**