

**Report of the Child and Dependent Care Subcommittee
Work-Life Committee
Emory University**

Work-Life Committee Charge

In February 2006, 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 seek out innovative experiments or programs—signature Emory activities—that would address well-being and maximize joy and vitality on campus.

Members of this task force met over the summer, fall, and spring of 2006-2007 to address three main areas: faculty recruitment, retention, tenure, and promotion; child and dependent care; and alternative work arrangements. This preliminary report focuses on child and dependent care issues.

Child and Dependent Care Subcommittee

The Work-Life Child and Dependent Care chair Peter Barnes led a group of faculty and staff to research existing practices and policies and to make recommendations for ways to enhance these arrangements. The subcommittee met several times over the course of the fall and spring semesters to discuss current successful child and dependent care mechanisms and ways that Emory could further develop successful practices. In spring 2007, the child and dependent subcommittee members worked closely with the Faculty Tenure and Promotion Subcommittee and the Alternative Work Arrangements Subcommittee and the Office of Institutional Research to develop and distribute two web surveys (a staff and a faculty survey) that inquired about staff and faculty's experiences with child and dependent care options at Emory. Work Life Initiative chairs also met with the Administrative Council, Dean's Council, Faculty Senate, and graduate and professional students. This report and its recommendations are based on the findings from these surveys, presentations, and discussions and the work and discussions of the Child and Dependent Care subcommittee and the larger Work-Life Initiative.

Current Child and Dependent Care Options at Emory and Peer Institutions

Based on discussions with the Work-Life Initiative members and faculty, staff, and graduate students across the university, the Child and Dependent Care Subcommittee focused on ten different types of child care options: campus daycare center, part-time daycare options, back-up or emergency daycare, childcare subsidies, summer camps, student babysitter referral services, daycare for disabled children, dependent care travel grants, childcare referral services, and after-school care subsidies. Emory University offers five types of child care services: campus daycare centers, childcare subsidy, summer camps, daycare for disabled children, and childcare referral services. Emory

University's campus daycare is available to Emory faculty, staff, and students. Childcare subsidies for the Clifton School is based on a sliding scale from 15 to 50 percent for those Emory employees whose family income is less than 58,000 dollars per year. Emory University's campus child care referral services are operated through its vendor Brown Richards Associates. Summer camps are offered to the broader Atlanta community and are operated through different departments and programs, including Emory Recreation and Athletics and the Carlos Museum, and range from daily to weekly camps. Aside from Flexible Spending Accounts (FSA), for which Emory employees can contribute, dependent care services are not offered currently at Emory University.

Emory is ahead of peer institutions in its offering of daycare for disabled children as no other peer institution offers this, and Emory matches peers in that it offers campus daycare centers, summer camps and childcare subsidies. However, Emory is slightly behind the curve in other child and dependent care areas as peer institutions generally offer more variety of options in child and dependent care. For instance, Brown, Duke, Georgetown, Northwestern, Princeton, Stanford, U Penn, Vanderbilt, Washington, and Yale all offer part-time daycare options to their university community. In addition to peer institutions, Berkeley, Michigan, UCSB, UCLA, Cornell, and Ohio State also offer part-time childcare services. Columbia University supports six local daycare centers, giving faculty and staff greater access to childcare. Duke has partnered with Child Care Services Association (CCSA) to provide \$200,000 to fund childcare centers improvements and expansions. Duke's Child Care Partnership has a total of 30 participating child care centers. Back-up and emergency daycare services are offered by Duke, Johns Hopkins, Northwestern, Princeton, and Stanford. Duke and Yale offer student babysitter referral services; and Princeton and Northwestern offer an after-school care subsidy program. Brown and Stanford offer dependent care travel grants.

As work life issues become more prevalent in efforts to recruit and retain faculty and staff among top research institutions, expectations around child care and dependent care among staff and faculty will continue to grow. Emory's available resources around child and dependent care options need to be explored further and addressed as the findings and recommendations of the Work Life Initiative are implemented.

Based on research collected through surveys, discussions, web postings, and meetings with Emory administrators, faculty, staff, and students, the subcommittee considered several recommendations that would significantly improve the availability and access to dependent care services, as well as to create a focus on child care and dependent care services that would further enhance Emory's work-life programs. The following sections describe this research and the resulting recommendations.

Staff and Faculty Childcare Web Surveys Methodology

The director of Institutional Research at Emory, worked with the Child and Dependent Care Subcommittee to develop two different web-based surveys, one focused on staff's experiences with dependent care needs and the other that focused on faculty's dependent care needs. Both surveys included multiple-choice and open-ended questions. Emory University staff members, except for Emory Healthcare staff, were invited to participate.

Staff Response Rates

Approximately 29 percent (1641) of Emory staff responded to the survey. Of the 1641 who took the survey, 92 percent (1511) are full time employees and 14 percent (124) are part-time employees. Seventy-eight percent (1274) of the survey respondents are women and 22 percent (350) of survey respondents are men. Forty-six percent (737) of survey respondents have some type of supervisory responsibilities while 54 percent (870) have no supervisory responsibility.

Faculty Response Rates

All tenured, tenure track, and non-tenure track faculty at Emory were invited to participate in a web survey that focused on faculty dependent care needs. Out of the 2,864 faculty who were invited, 597 responded to the survey, for a response rate of 21 percent. The distribution by rank was generally representative of faculty in the general population:

- Assistant professors (39% of population and 34% of all respondents),
- Associate professors (20% of population and 26% of respondents),
- Full professors (24% of population and 25% of respondents),
- Lecturers, senior lecturers, instructors and other ranks (17% of population and 15% of respondents).

Interestingly, the distribution by gender was not representative of the population: women are only 36 percent of the survey population but accounted for 52 percent of respondents, perhaps because work-life issues impact women more as caregivers.

While the majority (64 percent) of faculty spouses and partners are employed, male faculty members are much more likely (24 percent) than female faculty members (10 percent) to have a spouse or partner not employed. About half of the respondents (47 percent of men and 51 percent of women) have children under 18.

Institutional Research professionals collected, analyzed, and presented the child and dependent care survey results to the full Work-Life Initiative group and the AWA subcommittee who discussed the findings and made recommendations for this report.

Findings and Themes

Availability of Child and Dependent Care

Perhaps the most significant issue brought to the attention of the Work Life Task Force is the importance of availability and accessibility of child care. This concern is multi-factorial, as it is compounded by issues of affordability, quality of available services, expectations of parents, and the impact that the lack of child care has on work at Emory.

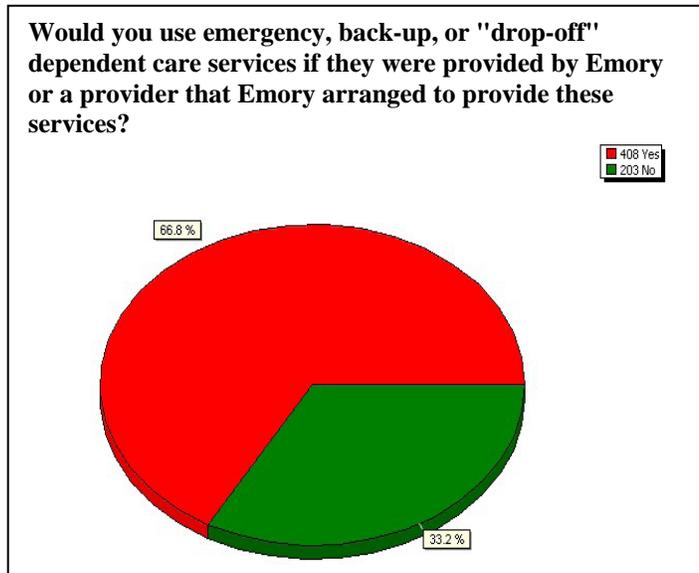
Throughout the discussions, parents noted that child care issues can affect their attendance at work as well as their focus while at work. Seventy-five percent of staff who responded to the web survey stated that they use personal sick leave to care for their children as most childcare programs will not accept children when they are sick and alternatives to those childcare programs are not available at Emory. The availability of childcare would continue to add to faculty and staff satisfaction and productivity. As one faculty member commented, "I think it is exceptionally important that the university identify and develop creative and flexible ways for faculty members who are primary care-givers of small children to achieve a workable balance between professional and family responsibilities."

Staff and faculty report that having access to dependable affordable childcare would enhance their work-life balance and would also be seen as an indication of Emory's commitment to its staff well-being. In this regard, Emory can differentiate itself by enabling child care services for its staff. With this in mind, the working group focused on what steps should be taken to more fully develop the full array of child care services.

Twenty-seven percent of staff respondents and 28 percent of faculty respondents reported using or needing childcare. Sixty-seven percent of staff and 54 percent of faculty stated that availability of campus childcare is quite a priority or a high priority.

Seventy-five percent of staff survey respondents use personal sick leave to care for their children, as most childcare programs will not accept children when they are sick. Sixty-seven percent of respondents with children stated that they would use emergency, back-up, or "drop-off" dependent care services if they were provided by Emory or a provider that Emory arranged to provide these services.

Similarly, after school programming and child care is seen by some parents as important. Sixty-six percent of staff respondents stated that they would use an Emory student as a sitter or an after-school program for "as-needed" childcare if it were organized and available. Addressing



this need also entails addressing transportation, proximity to home and school and availability of facilities. The working group notes that the combination of frequent and unscheduled erratic work hours and child care arrangements for after-school care simply adds to parental stress. Some degree of after-school care and programming might alleviate some of this issue.

Within the University milieu, there is a significant need for child care amongst the health care provider community. Emory Health Care staff and the medical staff, including medical residents operate in a 24-7 mode and often have unique needs for child care. These needs may require different approaches such as non-routine hours and weekend hours from child care providers.

Recommendations:

I. Work-Life Resource Center: Hire a Work-Life Program Specialist who will support and coordinate child and dependent care services, programs, facilities, and transportation

Services

- Identify local child care providers who can participate in the network
- Identify gaps within the network where established vendors can be encouraged to create services and work with providers to fill these gaps
- Identify and purchase software that will assist in child care services and placement; on-line access to services and information should be developed or purchased
- Contract with vendors to provide after school care and programming

Facilities

- Use assessment in recommendations to locate, construct, and include child care facilities and programs in Emory's future capital projects.
- Continue the work underway at Oxford College to develop an on-site day care center for Oxford faculty and staff

Transportation

- When transportation issues are addressed and transportation options are being developed, assure that child care needs are taken into consideration and that adequate planning includes child/parent transportation needs, schedules, etc.

Programs

- Establish and manage an emergency care service that provides on-demand care when routine care is unavailable
- Assist Emory Health Care in identifying its staff child care needs and work with EHC HR to establish services that address staff schedules
- Partner with providers and services, rather than become a provider of child care. Business arrangements for these partnerships and service delivery

should be developed with the assistance of the consultant and on-going vendor management would be done through the Work Life Program

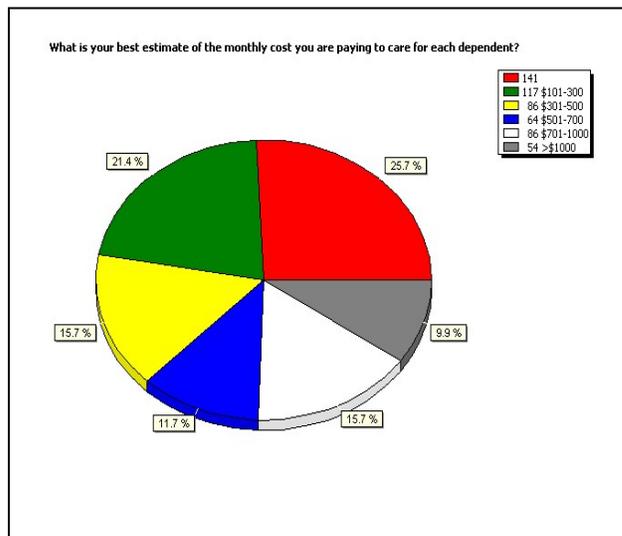
- Identify on-going resources, staffing, promotional, and communication capabilities within the annual operational budget of the Work-Life Resource Program
- Establish a registry or service of Emory students, who would provide child care and act as a back-up or temporary solution for some child care need

Access and Affordability

A significant issue that affects accessibility to child care services and the costs of child care is the quality of the child care program or provider. Staff repeatedly reference the Clifton School as the ideal quality program, and then often note that its availability and costs are significant barriers. As one Emory central administration, staff member stated,

As a working mother, I would be extremely interested in Emory striving to be the best in benefits for families. There is a severe lack of affordable childcare in the area. Many of us can't choose to bring our kids on campus for care either. It may be too far away from home or our spouse's employment. . . . There is no doubt that high quality child care is desirable and optimal; however, parents often have to make choices due to affordability, budget, and availability. (Work-Life Web posting, 10/5/2006)

As the chart below shows, twenty-seven percent (27%) of staff survey respondents spend more than \$500/month on childcare.



It is generally accepted that high quality providers and programs have better staff to child ratios and offer more refined and stimulating programming and environment. In selecting partners, Emory should identify certain quality standards that must be met and identify partners that would assure these standards within their programs. These standards can be aligned with the leading standards from national accreditation agencies and will in all likelihood surpass local and state licensing and certification standards. In doing so, Emory can

influence providers and provide its staff with better choices and a tangible commitment to affordable high quality care.

As mentioned earlier the affordability of child care is a significant issue for parents. The current Emory subsidy program is limited in scope and funding. Childcare subsidies for the Clifton School is based on a sliding scale from 15 to 50 percent for those Emory

employees whose family income is less than 58,000 dollars per year. While this does ease some financial burden, the working group identified a need to further evaluate the financial feasibility of a child care subsidy to certain wage earners. This will have to be considered within the context of the benefits expense as a whole and the additional overhead costs associated with such a subsidy. While there can be no assurances that the subsidy program will be expanded, it should be a part of the overall assessment and considered within the solution set.

In addition to childcare concerns, 28 percent of faculty reported that they have provided or managed care for someone who is ill, disabled, aging and/or in need of special services in the past 3 years. Eleven percent of staff also stated that they are responsible for caring for dependents other than children. While these numbers seem low, demographic trends show that elder care issues will be rising with the aging of the work-force population. Currently, Emory offers Flexible Spending Accounts (FSA) that can be used for dependent care expenses. Although Emory manages these accounts for employees, Emory does not contribute funds to these FSAs.

Recommendations

Explore current access to dependent and childcare and develop ways to subsidize child and dependent care so that it is more affordable to staff and faculty members.

- Evaluate the existing subsidy in order to expand affordable child care options for certain income groups;
- Benchmark other higher education employers to determine reasonable subsidy targets and expenses;
- Research peer institutions dependent care options and develop funding options that would help supplement dependent care costs

Flexible Options

The committee discussed and researched options for child care services. Parents noted that routine dependable child care is important to have; however, we also heard that the availability of an “on-demand” incidental child care, often as a back-up to routine care which for some reason might not be available, would be a useful option. Parents noted that when child care centers close, the parents are then forced to scramble for alternatives, increasing their stress levels and interfering with work schedules. Sixty-eight percent of faculty stated that care for school aged children after school or during the summer is quite a priority or high priority, and 60 percent stated that back-up or drop-in childcare when usual childcare arrangements do not work is a priority or high priority.

Even parents who have prepared back-up plans would benefit from a dependable reliable and consistent drop-off or incidental service. Fifty-eight percent of staff surveyed stated that they would benefit from having an office assist them in finding available dependent care services. No doubt the availability of such a service would address a significant source of stress for those balancing work and child rearing.

A significant and pervasive issue that affects accessibility to child care services and the costs of child care is the quality of the child care program or provider. Staff repeatedly

reference the Clifton School as the ideal quality program, and then often note that its availability and costs are significant barriers. Limited availability of the Clifton School along with a scarcity of facilities close to the campus further complicates these issues. It is also significant that many of Emory's faculty and staff do not live close by the campus or within the proximate community. Thirty-four percent of staff reported that they would prefer childcare close to home and 34 percent stated that either option (close to home or work) would suffice. For those parents who prefer to have child care close to the home or within their neighborhoods and those who commute moderate or long distances, the Clifton School model is not ideal. For others who have satisfactory child care, the need is often for emergency or unscheduled drop in care, while others have a need for only part-time or occasional services.

It is generally accepted that high quality providers and programs have better staff to child ratios and offer more refined and stimulating programming and environment. In selecting partners, Emory should identify certain quality standards that must be met and identify partners that would assure these standards within their programs. These standards can be aligned with the leading standards from national accreditation agencies and will in all likelihood surpass local and state licensing and certification standards. In doing so, Emory can influence providers and provide its staff with better choices and a tangible commitment to affordable high quality care.

Recommendations:

Through the Work-Life Resource Center develop more flexible child and dependent care options.

- Engage a child care consultant to undertake an assessment of the exact need for child care, identify and address all the variables within the workforce, to better identify options and solutions for child care
- Contract with a child care network provider who can assist in the development and maintenance of a child care network available to Emory University
- Maintain a catalog of child care services and high quality providers from which staff can make informed choices

Conclusion

The Emory Work-Life Subcommittee on Child and Dependent Care is pleased to see that in this process, Emory has already taken steps to ensure that these recommendations are considered through the approval of funding for the Work-Life Resource Center and the position for a Dependent Care Coordinator. These are steps that will continue to build Emory as a destination University for faculty, staff, students and their families.