

**COMMITTEE ON CLASS AND LABOR**

**REPORT AND RECOMMENDATIONS**

**2 January 2013**

## **EXECUTIVE SUMMARY**

### **Genesis of the Work**

The Committee on Class and Labor has its roots in conversations that began at Emory University in the spring of 2010, when students began raising awareness of their concerns about contract labor on campus. A number of faculty members also sought to deepen the community's interest in these matters. These conversations and activities led to the creation of this committee.

Provost Earl Lewis and Executive Vice President Mike Mandl met with the members of the Committee on Class and Labor on February 3, 2011, to present the committee's charge (see Appendix A for committee membership and charge). Provost Lewis and Executive Vice President Mandl noted that this could be the first in several phases of looking at distinct labor segments (first the nonacademic work force, or staff; later, tenure-track and nontenure-track faculty; and still later, students). In broad terms the committee's charge has been to investigate thoroughly the ways in which class and status affect working relationships and the treatment of only the first category of workers on campus—those who are staff, whether they are employed by Emory or by contractors and other outside service providers.

### **Goals**

The committee carried out its charge with several overarching goals in mind:

1. Understand the nature of class as this concept plays out on a university campus, particularly in terms of the nonacademic work force (referred to in this report as “staff members” or “staff,” except where it is useful to distinguish between managerial and nonmanagerial staff, or between hourly and salaried staff).
2. Recommend steps toward reducing the power of class to interfere with work and toward increasing work satisfaction and productivity at Emory.
3. Identify ways the university could foster a culture of education, professional advancement, and personal growth for all employees, regardless of their status or class.
4. Propose ways to think about how the university contracts for ongoing services by major contractors and regularly assesses the working conditions of contract labor on campus.

## Major Findings

### Nature of Class

In the United States, a belief in individualism and universal opportunity leads many Americans to downplay (or even deny) the impact of class-based social stratification. Nevertheless, most people easily ascribe and act on social rankings. At Emory the phenomenon of class exists, and its influence has been described by some members of our community. At the same time, many members of the campus community appear unaware of the dynamics of class and might benefit from the university's more intentional treatment of class as a matter of policy and practice.

Status, which often derives from class, is signaled on campus in part by working arrangements, including control over one's time and space. Examples of this include, but are not limited to, working in a cubicle instead of an office, using a time clock instead of monitoring one's own time, or parking across campus instead of near one's place of work.

Status also is signaled by the degree of respect given and received. Respect—defined as treating people with dignity, fair treatment, compassion, collegiality, responsibility, and accountability—is perceived by many to be exercised differently in different parts of the campus and different levels of management.

Moreover, status is inherent in institutions like universities, which are built on hierarchies, many of which are historically conditioned and difficult to change. Nevertheless, many members of the Emory community believe that change is desirable and possible.

Our committee employs the term “class” rather than “status,” because “class” more clearly connects rankings within the university to social orderings in the broader society. This connection is particularly relevant when trying to consider class in conjunction with race, ethnicity, and gender. While Emory has had initiatives focused on race/ethnicity and gender in the campus community, there has been no comparable initiative concerning class.

The challenge is to find ways to honor positive dimensions of class differences—such as increased diversity of experience and background—while minimizing their inappropriate and unjust impact on the quality of our work life together. **We believe**

**that it is unlikely that class as a marker and shaper of social status can be eliminated in our society or on our campus, and therefore we believe that our proper goal should be to become mindful of and reflective about class and its impact on all aspects of campus life. We believe that it is imperative to take note of class in order to minimize its inappropriate and unjust impact on the quality of our work life together. We also believe that addressing issues of class will inevitably lead to greater work satisfaction on campus. To that end, we present our findings and recommendations in the hope that they will help the Emory community live out its values more fully and successfully.**

#### Class and Workplace Satisfaction

Emory employees generally express satisfaction about their work, though of course individual perceptions vary. Emory's compensation and benefits for staff jobs are fairly competitive in the market, although staff surveyed expressed high satisfaction with the benefits offered by Emory (78 percent were satisfied) but much less satisfaction with compensation (43 percent were satisfied).

The idea that "Emory keeps asking more for less" emerged frequently in surveys and focus groups. Staff members are concerned about increased workload and responsibility without accompanying increases in salary.

Most troubling, a perception exists that policies—for instance, about leave time, access to professional development, and clocking in and out—are applied inconsistently from unit to unit, depending on supervisors' preferences and staff members' status.

#### Culture of Education, Professional Advancement, and Personal Growth

In general, Emory offers outstanding opportunities for self-improvement, but staff often are unaware of them and express frustration that some types of much-needed learning (such as classes in computer skills and language skills) are not available on campus.

The greatest frustration seems to be that the university's relatively flat organization makes it difficult for staff to achieve greater levels of responsibility (and compensation) within units, often requiring a move across the university or outside it for career advancement.



As an educational institution, Emory lacks a clear philosophy on staff development to match its clear vision statement. Staff members and their supervisors are not held accountable for planning a path of professional/personal development or knowing what resources are available to that end.

### Contract Labor

Emory's current contracted, or "contingent," labor force amounts to about 10 percent of the university's total nonacademic workforce—3.7 percent if healthcare employees are included. "Major contractors" are companies that assign at least ten employees to our campus and are present continuously to perform key services. Currently there are six major contractors, which together employ approximately 80 managers and more than 700 nonmanagerial staff. Since contractors may be better equipped and experienced than the university to provide certain services, there is general agreement that making use of such major contractors offers a potentially legitimate route to cutting costs and efficiently using limited resources.

At the same time, there is a developing consensus that employing contractors raises important issues. For instance, there are questions about community. How and to what extent are individuals who are linked to the university through another employer considered part of the community? How and to what degree do they belong? Who has a voice and rights of membership at Emory? Who does not?

The use of contractors raises other issues as well. Potential tensions exist between the university's legitimate need to constrain costs and function efficiently (and its use of contractors to promote those goals) and its commitment to act as an ethical institution. And there are significant cultural differences separating Emory's academic culture from the views and values of its contractors.

There is broad belief that dealing with these potential tensions and evident divisions should entail Emory stating clear and public principles by which to select and evaluate contractors. Similarly, the university should enhance the concrete procedures for monitoring the performance of companies once they are in place. Emory's supervision of contractors is currently divided among separate university offices and liaison officials and is largely limited to questions of service, safety, and financial performance; the nature of the companies' labor relations on campus is generally not specifically addressed. This last omission is at least in part a consequence of federal labor law against co-employment—i.e. strictures against clients (such as Emory)

behaving toward workers in a role more appropriate for the actual employing agency (the contracting company). Addressing this legal hurdle and moving toward greater overall understanding of the situation experienced by contracted workers at Emory campus is fundamental to aligning the university's principles with its reliance on contractors.

There is, finally, wide agreement that in balancing principles and fiscal priorities, the university should ensure that contracted employees have access to adequate benefits, fair wages, and functioning grievance structures. There also was support in focus groups for reducing gaps between benefits, wages, and grievance procedures available to Emory's workforce and those available to contracted employees.

### **Summary of Recommendations**

The committee has identified *fifty-nine discrete recommendations* whose implementation, we believe, will address the need for change suggested by our findings. Those recommendations are *grouped into nine categories* and are summarized concisely in the following paragraphs. We also wish to highlight three additional, overarching recommendations:

- (1) the entire Emory community should review and engage with this report through appropriate mechanisms;
- (2) the provost and executive vice president for finance and administration should assume primary responsibility and accountability for carrying forward the recommendations of the committee including assigning individuals or units on campus to assume primary responsibility for implementing specific recommendations (e.g., possibly expand the charge of the Emory WorkLife Resource Center to incorporate responsibility for some of these recommendations), tracking progress, and securing funding;
- (3) an advisory committee of staff, faculty, students, and administrators, under the auspices of the University Senate, should be appointed by February 1 2013 to work with the provost and the executive vice president for finance and administration toward monitoring and guiding the implementation of our recommendations.

### **Infrastructure**

Survey responses and focus group discussions indicate that feelings of injustice—and actual injustice—arising from class difference might be addressed through structural changes or enhancement. Among these, we find particularly notable the

array of frustrations around such a seemingly simple thing as the telephonic clock-in system. We also have heard at varying levels a sense of inadequacy of current institutional resources for resolving workplace conflict, reporting fraud and abuse, or applying policies consistently but also with flexibility. We thus recommend that Emory review current offices and structures for dealing with these matters to see where there is room for improvement, including the possible creation of an ombudsman's office or similar resource.

### Community and Culture

One of the hallmarks of Emory University is its vision of being an ethically engaged community. An important facet of ethical life that we heard repeatedly was the right for every community member to be accorded respect and civility. Some of our recommendations thus aim to facilitate a culture of mutual regard and support while also recognizing the vast variety of roles played by the more than forty thousand members of the Emory University community.

### Educating the Community about Class and Labor

As a committee, we have been struck by the remarkable learning experience we have enjoyed in educating ourselves about the social realities of class and the law surrounding labor practices and policies. We also are aware that we have been learning these things as our national society undergoes significant changes in demographics and cultural identities, in attitudes toward organized labor, in the way industries are outsourced, in the correlation of education and income levels, and in many other subjects that bear directly on the way class and labor influence each other on a university campus. We thus have recommended ways that we believe our university community would benefit if all community members were involved in a more extended and available discussion about these matters.

### Communication

To a striking degree, many of the hopes and frustrations of Emory staff lie in the realm of communication. Although survey data indicate that 85 percent of respondents feel they can talk to their supervisors, and 88 percent can talk to other employees about work matters, focus group participants sometimes expressed inability to communicate with their supervisors, or were unable to communicate with someone other than their supervisors if that would be helpful. At other times staff members have expressed the need for their supervisors to communicate more effectively and comprehensively to them. Staff also desire the freedom and

opportunity to participate in activities and learning experiences, unaware that these already are available to them at Emory—suggesting that these opportunities are not communicated adequately, or staff are not receiving the communication for some reason. Recognizing that communication is a two-way process, and that considerable responsibility rests with staff as well as with administrators, we have made a number of recommendations to enhance communication on campus, particularly with regard to staff interests.

#### Professional Development

Curiously, as an educational institution, Emory has not articulated a philosophy about the education and professional development of its work force. The university offers many opportunities for personal and professional development, although these are not equally available to all, and not every staff member feels either responsible or empowered to take advantage of them (for instance the Woodruff Leadership Academy and Excellence through Leadership). We have outlined in some detail the ways we believe Emory can and should foster responsibility and accountability on the part of both staff and supervisors for ensuring that every staff member has a clear understanding of possible pathways toward professional development.

#### Supervision of Staff

One of the recurring themes in staff surveys and focus groups is the unevenness of quality in supervision of staff. In rare cases managers and supervisors have a natural gift for supervision. More typically, they learn the skills and qualities of a good supervisor through training. Too often, unfortunately, the academy (including Emory) requires on-the-job learning of these skills, casting people into responsible positions for which they are inadequately prepared. We believe that the university should invest in more programs like the Management and Supervisory Development Programs. In addition, Emory should make training in supervision mandatory for new supervisors and should provide ongoing training for all supervisors of staff.

#### Work Flexibility, Benefits, and Compensation

Emory's benefit program is in the top quartile of companies in the Atlanta labor market, while compensation is on average slightly lower than the median of the market. We recommend that the university strive to continue and even enhance its leadership in these areas. To do that, we believe it will be necessary to provide centrally allocated funding for improving pay in job categories for which Emory is less competitive. Emory also should consider providing certain benefits that are commonly

found in other companies (such as adoption benefits). One major desire we heard frequently was for more flexibility in work schedules, not only in the formal structures of shifts but also, and especially, in the informal flexibility by which staff are not penalized inappropriately for needing to attend to family and other emergencies.

#### Policy Making and Implementation

The committee's recommendations about policy can be summarized succinctly: No policy or practice should be implemented without consideration of its impact on staff who have fewer economic advantages and less voice in governance. As an example, we recommend eliminating differences in library privileges among staff, students, and faculty, because current policy gives additional advantages to those (faculty) who already have considerable advantage in terms of flexible schedules and access to parking, making it easier for them to take advantage of library privileges. Similarly, changes in parking and transportation should be made only after their impact on those who must use alternative-commute options is considered.

#### Contract Labor

Assuming that Emory will continue to use major contractors, the university should make the rationale and process for choosing them more transparent and more closely tied to the university's "Statement of Guiding Ethical Principles." We recommend also that regular evaluation of contractors take into account not only financial performance and customer satisfaction but also their demonstration of satisfactory labor relations and conformity to the university's guiding ethical principles. We also recommend ways that the university could seek to ensure that contract workers be viewed more fully as members of the Emory community by the reduction of differences between their work circumstances and those of Emory staff. Recognizing that United States labor law puts certain restrictions on Emory's relationship with contract workers, we also recommend exploring ways that these barriers might be addressed constructively.

## INTRODUCTION

The Committee on Class and Labor has its roots in conversations that began at Emory University in the spring of 2010. Members of a student group called Students and Workers in Solidarity (SWS), concerned about what they perceived as unfair treatment of food-service workers (Sodexo employees) on campus, launched a series of public programs, protests, and conversations aimed at raising awareness of these contracted workers' labor conditions, and of alleged rights abuses by the company that employed them. Representatives of SWS met several times with Provost Earl Lewis and, later, with President James Wagner to present their concerns, seek the termination of the university's contract with the food-service provider, and request adoption of a "labor code of conduct." They also sought creation of a new presidential commission focused on labor.

A number of faculty members also sought to deepen the community's interest in these matters and raised other work-related concerns beyond the issue of contract labor, such as the status of adjunct faculty. Throughout the summer and fall of 2010, their searching conversations with the provost, along with the activities mentioned above, led to the creation of this committee.

Provost Lewis and Executive Vice President Mike Mandl met with the members of the Committee on Class and Labor on February 3, 2011, to present the committee's charge (see Appendix A for committee membership and charge). In broad terms the committee's charge has been to investigate thoroughly the ways in which class and status affect working relationships and the treatment of nonfaculty workers ("staff") on campus—whether they are employed by Emory or by contractors and other outside service providers. Although beyond the committee's purview, the arrest of students protesting Sodexo in the Spring of 2011 naturally deepened the committee's commitment to address the broad issues it was assigned to consider.

To fulfill our charge, we have worked for nearly twenty-one months examining Emory's role as an employer of the nonfaculty labor force and the role of class and status in shaping the work environment at Emory. We set about our task by pursuing five interwoven tracks aligned with specific points of the committee's charge:

- (1) assessing whether class is a significant factor in work relationships at Emory;

- (2) collecting data that outline the basic contours of the nonacademic labor market in which Emory competes in Atlanta and beyond;
- (3) evaluating retention, advancement, and employee engagement;
- (4) identifying structural impediments to career and educational opportunities; and
- (5) determining clear principles and effective practices for guiding the use of contracted labor on Emory's campus.

Each of these tracks for advancing our work served as the focus for a respective subcommittee. In time it became clear that points 3 and 4 were closely related, and the two subcommittees responsible for examining these issues merged their activities.

Emory University has had good precedent for undertaking such ethical engagement by means of committee. In 1985-86, the President's Advisory Committee on South Africa, appointed by then-President James Laney and chaired by Professor Jon Gunnemann, undertook "to sort through the issues presented by the crisis [of apartheid] in South Africa and to make recommendations about what we can and should do about them as an academic community." Just a few years later, in the spring of 1990, following a number of sexual assaults and date rapes on campus, President Laney again appointed a committee, called the Task Force on Security and Responsibility, to examine community life and recommend ways to "improve security and ensure responsibility in community life by recognizing and honoring diversity." Still later, following an incident in which two students were harassed because of their sexual orientation—an incident that led to a public demonstration and sit-in of the Administration Building—President Laney appointed a "dialogue group" to gauge the ethos of the campus and make recommendations for how best to ensure the full participation of the lesbian, gay, bisexual, and transgender (LGBT) community in university life without fear of discrimination.

In most of these instances, recommendations led to concrete actions. Although the Committee on South Africa succeeded in raising awareness of ethical issues around investments in companies doing business in South Africa, the committee's recommendation to appoint an advisory committee on university investment responsibility has not been carried out. (It is worth noting, however, that in 2007, at the request of students concerned about the fate of Darfur, the university administration directed its portfolio managers to avoid companies investing in Sudan.) On the other hand, the recommendations of the Task Force on Security and

Responsibility led directly to the creation of the Emory Center for Women, among other changes. In addition, the dialogue group created after the harassment of two gay students led to the establishment of a president's commission, appointment of a full-time director of the LGBT Office, and revisions to university benefits policy. More recently, extensive conversations fostered by the Transforming Community Project, following an incident of racially charged language, have demonstrated the capacity of structured study and dialogue to effect change at fundamental levels of institutional life. All of this, along with the immediate issues of fair treatment of contract workers, served as the context of the work of this committee.

Comprising faculty members, staff members, administrators, and undergraduate and graduate students, the committee met biweekly for the duration of the project, with subcommittee meetings occurring in addition. Lengthy meetings also were held in order to gain group consensus regarding the report and its recommendations. The committee experienced some transition in membership during its life. One faculty member and a graduate student had to step away from the committee to complete writing commitments, and one nonexempt staff member could not accommodate the meetings of the committee in his daily schedule. (The committee notes that this staff member's scheduling difficulty points to a recurring issue raised by nonexempt [hourly] staff, which is addressed in this report—the issue of hourly staff having little opportunity to engage in self-governance as other employees of the university may). In addition, although one of the co-chairs is a member of the medical faculty, the committee felt the need to add a member who could speak from the perspective of staff in the health sciences. In the end, the committee was able to replace the nonexempt staff member, faculty member, and graduate student, as well as to add a representative from the health sciences center and from the Campus Services staff.

The committee has gathered and studied information from sources throughout the university and beyond. This information has included:

- an online survey of Emory staff (paper copies available to those without online access), which yielded both quantitative and qualitative data from more than 2,200 respondents (a 33 percent return); see Appendix B;
- a survey of the university's major contractors (See Appendix C for a list of major contractors. We were unable to survey the contracted employees; for full discussion, see Section IV);
- an independent survey and market analysis of compensation and benefits of Emory and other major employers in Atlanta;



- data on promotion, retention, turnover, and exits;
- a survey of educational and professional development offerings at Emory;
- a survey of people who declined offers of employment at Emory;
- relevant Emory policies.

In addition to the primary and secondary sources noted above, the committee gained valuable insight from dozens of meetings with representatives of Emory's various constituencies. These meetings included:

- focus groups for staff, including separate meetings with Campus Services employees and with Emory employees at Grady Hospital and at Oxford College;
- focus groups for faculty members, including both the Druid Hills and the Oxford campuses;
- focus groups for students, including both graduate and undergraduate students;
- representatives of Students and Workers in Solidarity (SWS);
- the Council of Deans;
- the University Senate;
- the Employee Council;
- the President's Commissions on Race and Ethnicity, on the Status of Women, and on Sexuality, Gender Diversity, and Queer Equality;
- senior administrators from academic affairs, campus life, campus services, and finance;
- Emory liaisons with the university's major contractors;
- senior administrative representatives of those major contractors;
- a representative of the Teamsters Union;
- leaders of the Task Force on Dissent, Protest, and Community;
- Emory faculty members from the business school and Emory College who have special expertise in labor economics, ethics, community, and class.

All of the data and information gleaned from these meetings form the basis of our analysis and recommendations.

As a side note, we want to emphasize that the data gathered through various surveys has been independently audited and analyzed to ensure its integrity.

With this by way of background, we are pleased to report our findings and to make recommendations. We believe these recommendations, if implemented, can enhance

the sense of shared purpose, respect, and dignity that infuses our community. We have found that class differences, while often hard to define precisely, are a significant and unavoidable dimension of our shared life at Emory. Often these differences add to the variety of our community and to the diversity that Emory values. In at least one significant way, any university is inherently classist, for it privileges certain kinds of credentialed knowledge and learning as a key basis of position and influence. Moreover, certain distinctions are imposed from outside Emory, such as the categories of “exempt” and “nonexempt” workers defined by the National Labor Relations Act.

The challenge is to find ways to honor positive dimensions of these differences, while minimizing their inappropriate and unjust impact on the quality of our work life together. **We believe that it is unlikely that class as a marker and shaper of social status can be eliminated in our society or on our campus, and therefore we believe that our proper goal should be to become mindful of and reflective about class and its impact on all aspects of campus life. We believe that it is imperative to take note of class in order to minimize its inappropriate and unjust impact on the quality of our work life together. We also believe that addressing issues of class will inevitably lead to greater work satisfaction on campus. To that end, we present our findings and recommendations in the hope that they will help the Emory community live out its values more fully and successfully.**

## SECTION I: THE ROLE OF CLASS AT EMORY

### Background

#### Definition

The committee’s first charge was to examine whether class, and the status it affords, has a significant influence on relationships at Emory. Class is a deeply contested concept, both as a tool of social analysis and as a marker of personal identity. There is no obvious or simple definition of “class,” which is often used as if identical to “status” to describe evaluative rankings of social and economic position. The committee came to rely on understandings of “class” as this concept was expressed by the university community; “class” in that respect is how Emory experiences it. Nor is there any simple definition of the related term “status,” which again we came to understand substantially in terms expressed by the university community.

That said, we offer some preliminary ways of thinking about class and status. We suggest that class can be taken to mean, in a general sense, “social position,” and that status can be taken to mean, generally, “how we actively use our social position to enhance our relationship to others.”

In the United States, a deep tradition of individualism and a dominant belief in a “classless society” lead many or most Americans to downplay (or even deny) the impact or very existence of class-based social stratification in our country. Belief in a “meritocratic” society often leads to the assumption that in America everyone and anyone is given fair opportunity to change social position by hard work. While this kind of social advancement has been possible for certain groups at certain historical periods, it never has been universally available. To add to these difficulties, differences of race/ethnicity and gender are intertwined with markers of class and can lead to ignoring class as one among several contributors to social inequities.

Nevertheless, most people can ascribe, interpret, and act on social rankings without much difficulty. (Think of terms like “redneck,” “Wall Street banker,” and “artist”—all of them deriving from kinds of work, yet all of them connoting lifestyle, education, and social status.) The social phenomenon of class exists, and varieties of its influence at Emory have been described by members of our community.

Sociological literature differentiates class on the basis of economic position, status, or access to power (see especially Max Weber). In the United States, class has tended not to be a fixed identity, but determined by various detailed markers, such as salary, educational background, vehicle ownership, occupational prestige, mobility and life opportunities, residence, clothing, and the status or class of one’s family of origin. All of these markers mix together dynamically, especially with factors of race/ethnicity and gender, and become more or less important in different social contexts. One of the most important of these social contexts is one’s place of work.

Drawing on the overall work of the committee, as well as academic and popular literature about class, we determined that it would be less useful to seek a comprehensive definition of class than to try to understand how certain social rankings operate within the context of a university campus, where both the variety of jobs and the frequency of personal interactions are much higher than in many other employment settings. This decision suggests that the more flexible term “status” might be more useful. Nevertheless, our committee employs “class,” because this word more

clearly connects rankings within the university to social orderings in the broader society. This connection is particularly relevant when trying to consider class in conjunction with race, ethnicity, and gender. While Emory has had initiatives focused on race/ethnicity and gender in the campus community, there has been no comparable initiative concerning class. One reason for this is that, while women and minorities often are overrepresented in areas of lower class and status, the concerns of women and minorities often are viewed as matters of gender and race/ethnicity rather than class or ranking. Yet without attention to class, an institution could attend to race/ethnicity and gender representation in areas implicitly understood as “higher status” (e.g., administrative and professional positions), while ignoring inequalities that affect persons in lower-status positions, regardless of their gender or race/ethnicity.

Some specific factors are, in our opinion, particularly critical for better understanding the impact of class and status at Emory University. All of these factors point to class differences. Some are traditional factors, while others are more specific to a university:

- Degree of agency or capacity to participate in decision making;
- Educational attainment or aspirations;
- Compensation;
- Economic security;
- Job classification (including “exempt” versus “nonexempt”);
- Degree of visibility in one’s job (including kind of work station, uniform);
- Privileges (library, educational opportunities, etc.);
- Flexibility of schedule (clocking in v. clock freedom);
- Ability to control use of work space;
- Modes of transportation to work (and parking location).

Unfortunately, because we were unable to survey or lead focus groups with contract workers, we do not know what class markers may be relevant to their experience.

## **Findings**

In the overall survey of Emory staff, 25 percent of those responding indicated that class occasionally, frequently, or always makes a difference in our university community, while 53 percent of those responding said that class did not make a difference at Emory (another 22 percent indicated “seldom”). While 53 percent represents a large proportion of the campus community, it disguises the variety and nuance of some responses. Our focus groups, for example, made it clear that

responses to questions about class vary considerably in relation to status at Emory. Surprisingly, students tend not to see class differences among themselves, but they do note the effect of class differences between themselves and staff members, especially those whom students encounter most frequently—food service workers and Campus Services personnel. To their credit, students express a willingness to try to communicate across those differences and to take note of workers as persons, not just functionaries. Some faculty members appear completely unaware of class differences, while others speak quite perceptively of class. For example, several noted the different library privileges for staff, students, and faculty members as an indication that, as one put it, “the closer you are to the heart of the academic enterprise, the higher your status.”

Staff, on the other hand, see class at work in many ways—in the perceived affluence of students, in the superior or patronizing attitudes of some faculty members and students, in the generally greater burden of commuting for lower-paid staff members (e.g., length of time, cost, and difficulty of access to MARTA and shuttles), and in the perceived differences in privilege among different schools and departments. Comments made by staff in the survey focused particularly on treatment by faculty:

*Faculty view staff as a service provider rather than [people who have] the same mission.*

*I am staff — I have a good education but I'm not a faculty member who has dedicated my career to education (of myself and others). There is an attitude (sometime appropriate and sometimes not) of faculty being the ruling class. They seem to have to stretch themselves to understand that the rest of the world doesn't really operate that way.*

Overall, then, class distinctions are evidently experienced as varied but real elements of the university community.

For the survey and its results, see Appendix B.

### Markers of Difference

Focus group responses indicate that status is signaled in part by working arrangements, especially by the degree of control staff have over time and space. Do you work in a cubicle or an office? Do you use a time clock or monitor your own time? Do you park near your office or across the campus—or do you have to spend an hour

or more on public transportation? Do you have regular access to computers or not? Do you have access to special areas like *faculty* dining rooms or need to use a break room for lunch? Do you work in public space or more private areas? This last marker is especially interesting in view of Americans' love of private space. At Emory the degree of personal space at work ranges from none to a locker, a common break area, a desk in an open space, an office with an always open door, or an office with the door closed at one's own initiative. Working arrangements—and the status they signify—have a subtle yet significant impact on the sense of community.

*"The work load of my job and the amount of time required to commute to and from Emory, leaves very little time to experience the Emory Community."*

The wearing of uniforms came up a number of times. It is generally acknowledged that uniforms can be useful, especially in the healthcare arena of campus (Where's that white coat in an emergency? Who's the nurse here and who's just a visitor?). It also is acknowledged that for certain professions it is the norm to wear uniforms (such as the white shirt and pants generally worn by painters). On the other hand, in other parts of the university there is a perception that women and members of racial/ethnic minorities wear uniforms more often than men and whites. (The committee was not able to confirm whether this perception is borne out by statistics.) In some instances, moreover, uniforms are prescribed for employees, not offered with choices. In some cases employees remarked that they prefer to wear uniforms if Emory provides them, as this reduces the personal cost of clothing. One person noted that the special shoes required by his job are far more costly than ordinary shoes and might well be provided by Emory.

*"Emory's culture names groups as faculty, staff, and administration. The names are used throughout Emory's official documents and used in informal conversation. Staff are less equal than faculty, who may or may not be less equal than administration. There are even uniforms that broadcast group membership such as FM, health care (a whole universe of class distinctions on its own), administration (suits). Faculty, in general, use a uniform of casual clothing or sometimes [the stereotypic look of tweed jackets and horn-rimmed glasses]. Staff casual uniforms can be distinct as jeans over business clothing and kakis. Until recently, there was a class distinction for parking spots. This still remains but is less palpable in that the most desired decks are still overwhelmingly faculty and administration. I'll stop here."*

### Status and Relationships

In addition to these markers, status often is signaled by the degree of respect practiced and understood within relationships. From the perception of many staff and some faculty, Emory's articulated values—offering others dignity, fair treatment, compassion, collegiality, responsibility, accountability—play out differently in different corners of the campus and at different levels of management. Application of rhetoric about “family” and “community” is not perceived to apply consistently or with equity.

Staff members comment often on a perceived gap between the aspirations of senior administrators for improving morale and work/life balance, and the attitude of some mid-level managers, for whom productivity takes precedence over a positive work experience. While staff spoke with pride of the experience and competencies they bring to their jobs, they also frequently referred to being relegated to “second-class citizenship” (some faculty also remarked on this phenomenon in behalf of staff). This perception of being overlooked or disregarded has a direct impact on perceptions about opportunities for growth in the workplace: those staff members not viewed as important are not encouraged to develop. Staff frequently do not perceive that they have voice—for instance, in school or departmental meetings about nonacademic matters—and they frequently express concern about reprisal or retaliation if they report grievances.

To a large extent, the creation of the Employee Council in 1970 was intended to address some of these feelings and perceptions. Ideally, the Employee Council represents the perspective of employees to the administration (recommending change when appropriate); facilitates communication between the administration and employees at all organizational levels regarding university policies, practices, and programs; and fosters closer working relationships between organizational areas and groups of employees. Yet many Employee Council members do not have access to the leadership in their respective areas nor the means to communicate to the colleagues they represent. In some cases, their areas of representation are not well defined.

All of these perceptions and expressions are balanced by a recognition that all universities—not just Emory—are *built on hierarchies*, that many of these hierarchies are historically conditioned, and that they are difficult to change. *Along these lines, our conversations with staff members have led us to believe that finding ways to make the community more aware of these hierarchies—and their potential power—is imperative. Similarly, while it is not germane to this committee's charge to examine the academic work force (the faculty), we are compelled to note the recurring issue of the*

*status of adjunct/volunteer faculty who view themselves (and are viewed by others) as lacking status and rights concomitant with the important teaching mission they fulfill.*

## **SECTION II: THE NONACADEMIC LABOR MARKET**

### **Background**

In meeting the second part of its charge—to understand Emory’s nonacademic workforce in the context of the nonacademic labor market—the committee used three major sources of data:

- Market salary data from surveys published by consulting firms. This market analysis was conducted by staff in Emory’s compensation department.
- Survey of benefit programs and values, conducted by the firm of Towers Watson (see Appendix D).
- Survey of demographic data and perceptions about class and labor from Emory employees (excluding faculty members, although faculty members who supervise staff were asked to complete a separate survey; see Appendix B).

The survey of benefits market competitiveness was made possible by funding from the Provost’s Office. Towers Watson was chosen after a competitive bidding process. The firm researched benefits at major employers in metropolitan Atlanta (e.g., Delta, The Coca-Cola Company). Detailed analysis of this survey is in Appendix D.

The staff survey was constructed by the Committee on Class and Labor and was refined with the help of the Office of Institutional Research. It was administered both online and in paper (in three languages—English, Spanish, and Mandarin) after being publicized widely and heavily during the fall of 2011. The Office of Institutional Research also provided invaluable assistance in collating and analyzing the data, whose integrity has been verified by a third party (see Appendix B).

### **Findings**

#### **Emory’s Staff Compensation Compared to the Atlanta Market**

The compensation analysis compared Emory’s average compensation to the market median, by job, for jobs in which there are four or more incumbents. In general the analysis showed that Emory’s compensation for staff jobs is fairly competitive. With few exceptions, salaries at Emory are comparable to the market; 60 percent of all job groups (weighted by number of employees) are within 95 to 105 percent of the market wage (see Appendix D, Table 2). (“Market wage” is the median (50<sup>th</sup> percentile)



income from salaries and wages of comparable jobs in the Atlanta area.) Median pay at Emory is approximately 98 percent of the median market pay. That is, on average, an Emory employee makes about 98 percent of what the same job would pay in the Atlanta market beyond Emory.

Emory's pay philosophy targets the median of the market for staff compensation. Average employee salaries were used to protect the confidentiality of individual salaries. The use of jobs with four or more incumbents for the analysis was also to protect confidentiality

Emory has established a minimum pay rate, which means that the lowest-paid job groups (especially maintenance workers, craft workers, and technical workers) earn more than they likely would earn with other employers. Clerical employees, however, are most likely to be paid less than the market rate; 89 percent of employees in these jobs earn less than the market rate. (See Appendix D, Table 3 for additional information by job group.)

Data revealed that higher-paid employees are less likely to be paid above the market than are lower-paid employees (see negative slope in Figure 1, Appendix D).

#### Emory's Benefits Compared to the Atlanta Market

In general Emory's benefits are similar **in kind** to those of other employers – e.g., health insurance, leave time, etc. A full list of Emory's benefits can be found on the Human Resources website.] The Towers Watson survey compared the **value** of Emory's benefits to those of other employers, using an actuarial valuation methodology. A list of the benefits valued by Towers Watson can be found in Appendix D.

Emory's overall benefits program ranks second among ten major Atlanta employers. This relatively high ranking reflects primarily the generous retirement plan and vacation/holiday leave, which are among the highest cost benefits provided by employers. In addition, long-term disability benefits for staff are slightly above average, while the medical plan is about average among the peer group. On the other hand, Emory's standard life insurance benefit of \$10,000 falls substantially below the average life insurance provided by other employers, which is 1 to 1.5 times the employee's annual pay. Additionally, Emory's dental plan and short-term disability plans are in the bottom quartile of the group for the employer subsidized portion of

the benefit, although the total values of the plans' coverage are above the average of the peer group. (Details of Emory's rankings by major benefit categories are provided in Appendix D.)

The survey also provided comparison data on fifty lifestyle benefits—e.g. flexible work arrangements, commuter options, tuition reimbursement. These benefits are designed to help employees balance their work, family, and personal obligations. Most of the lifestyle benefits are provided by a small percentage of employers. Of these fifty benefits, Emory provides, subsidizes, or partially subsidizes eighteen. The benefit that distinguishes Emory from other employers is the courtesy scholarship program, which increases the value of Emory's benefit program by approximately 5 percentage points. The list of lifestyle benefits and percentage of employers providing them is available in Appendix D.

#### Staff Perceptions of Compensation and Benefits

The results of the Towers Watson benefits survey are confirmed by the staff survey and staff focus groups. Employees expressed high satisfaction with the benefits offered by Emory. However, there is much less satisfaction with compensation, and a third of all respondents indicated that pay is one of the aspects they liked least at Emory. Dissatisfaction with pay is a common finding of employee surveys across many employers.

While non-university employers are perceived to offer better compensation and benefits than Emory and other Atlanta universities, skilled craft and maintenance workers are least likely to believe that their pay and benefits would be better elsewhere. This is consistent with previous analyses that showed that maintenance and skilled craft workers were the group most likely to be paid above the market average. At the same time, however, research staff express particular dissatisfaction with pay and benefits and are most likely to believe that compensation and benefits would be better elsewhere.

One theme from survey comments identified in the qualitative analysis was that staff members recognized that the downturn in the economy resulted in necessary cut-backs, which affected both workload and salary. The idea that "Emory keeps asking more for less" emerged frequently and was associated with concerns that increases in workload and responsibility, with no accompanying increase in salary, would never end. Respondents often listed the number of years they went without salary increases

despite good performance reviews, and many indicated that increases in health insurance costs with no salary increases resulted in either a decline in compensation in real dollars or the decision to do without health insurance.

Perhaps of greater concern with regard to class differences on campus, some staff members perceive an inconsistent application of policies from school to school or unit to unit. Access to tuition reimbursement and leave time, in particular, which is at the discretion of supervisors, sometimes appears to depend on supervisors' preferences. With regard to more informal benefits, some nonexempt employees report variable giving of holiday gifts collected or funded by departments, or other unofficial practices that have the effect of discriminating by rank or place within the university (if you're lucky enough to be in Department X, you get the afternoon off before July 4, but not if you're in Department Y).

In focus groups, staff members have objected that department budgets too seldom allow for overtime pay, yet workloads often require overtime for completion. This situation leads to frustration at being unable to complete work in a timely way.

The opportunity to use flex time also depends on job level within the organization—in general, employees at higher levels have greater freedom for flexible work hours. However, employees whose jobs require set hours and locations may have equal or greater need for flex time (e.g., for child care).

There appears to be awareness and at least some comfort among both staff and faculty that the Human Resources Division regularly does market comparisons of benefits and compensation.

### **SECTION III: RETENTION, TURNOVER, AND IMPEDIMENTS TO PROFESSIONAL ADVANCEMENT**

#### **Background**

Among the questions posed about the possible effect of class and status on work relationships at Emory, perhaps the most interesting was whether class differences could influence an employee's decision to leave. Could feelings of alienation arising from lifestyle, financial resources, family background, or any of the other markers of class identified in Section I make the experience of working at Emory unsatisfying enough to prompt a career move away from Emory? Even within Emory, do class

differences affect the degree to which people are offered additional training, promoted within or across units, or otherwise able to advance in their work life? Are there assumptions within the university—perhaps biases about language, education, style, dress, behaviors—that affect decisions about advancement?

The committee addressed these questions with three basic assumptions, which were later borne out by feedback from focus groups and surveys of both employees and potential employees who declined job offers.

First, as an educational institution, Emory should foster a culture of learning that promotes personal development and professional advancement. This philosophy is basic to Emory's mission and educational purpose.

Second, Emory should provide certain basics for staff in all jobs, regardless of their location, function, or relative value to the academic enterprise. These basics include, but are not limited to, safe conditions, proper tools (including special job-required clothing such as uniforms or work boots), sufficient support, a nondiscriminatory environment, respect for personal dignity, and opportunity to participate in community.

Third, there is always the possibility of tension between professional development that would be good for the individual and professional development that would be good for the institution. That is, training, education, and advancement of job skills may lead to the institution's loss of well-trained, hard-working, and committed staff members. This risk always must be weighed when making professional development available, but the committee believes that more weight should be given to the benefit of the individual than may currently be the case, and that as a result there will be positive effects in making Emory a more valued employer.

## **Findings**

### **Promotion, Advancement, and Self-Improvement**

Emory offers many outstanding opportunities for self-improvement. The committee has found, however, that these opportunities could be more widely publicized so that staff in all sectors of the university know about them. Unfortunately, according to focus groups and survey data, many staff were unaware of the wealth of opportunities available to them, and some who were aware said that their access to these opportunities was limited by departmental practices.

Among the model programs Emory offers, the Human Resources (HR) Learning Services is a nationally recognized program that provides courses taught by HR and Goizueta Business School personnel. Through these courses, staff members develop competencies that can be put to use across the University (e.g., communication, conflict resolution, management/leadership skills, project management, etc.) Emory Learning Management Services (ELMS) also offers opportunities for schools, departments, and divisions to teach courses specific to the work of the respective unit: e.g., Campus Services, Finance, the School of Medicine; Development and Alumni Relations, the Office of Information Technology, and the Office of Sponsored Programs. These and other offices avail themselves of the space and expertise of ELMS in providing additional training and education to their specific staff.

In addition, many departments offer courses of their own not delivered through the ELMS—e.g., Emory Police Department and the Yerkes National Primate Research Center. And many departments provide for professional development through external opportunities such as conferences and seminars.

Through Emory Continuing Education (formerly the Center for Lifelong Learning), Emory employees receive 10 percent discounts on certificate programs, computer training, professional development, and personal enrichment. Emory employees also pursue degrees through the courtesy scholarship program and tuition reimbursement benefit. (For data on numbers of participants and Emory's costs for these programs in 2008-10, see Appendix E.)

Two class-related areas where employees might benefit, but where Emory offers limited or no access, are in completing General Education Diploma (GED) or English as a Second Language (ESL). While Emory formerly offered GED completion programs on campus (until 2010), the demand was too low to justify the expense to Emory. ESL courses are taught at Emory through various divisions (the Laney Graduate School, Emory College of Arts and Sciences, Emory Continuing Education), but there is no central system for delivering these courses. Generally these courses are available only to employees enrolled as college, graduate, or ECE students. Employees can obtain both GED education and ESL assistance in the local community free of charge.

Many staff members in survey responses and focus group commented on the desire for more opportunities to learn computer skills.

In focus groups and on surveys, some respondents noted that limiting tuition reimbursement to job-related instruction serves the interest of Emory, but not necessarily that of employees. Nearly half of survey respondents indicated that they had used the tuition reimbursement program, courtesy scholarship, Learning Services programs, Emory's development programs, or conferences on or off campus at Emory's expense.

#### Retention, Promotion, and Turnover

Voluntary turnover at Emory is relatively low compared to that in other universities and general industry, averaging under 10 percent since FY2008; during this same period, involuntary turnover has ranged from 2.5 percent (FY2011) to 3.7 percent (FY2009, following the economic downturn). From the general survey of staff, it appears that most employees would recommend Emory as a place to work, and most feel that they are a part of the Emory community. Feeling valued and listened to, and given a sense that their ideas for change are acted upon, enhances employees' sense of engagement.

In trying to gauge why employees leave voluntarily, and why persons offered positions at Emory decline to accept them, the committee drew on data from exit interviews. In addition, we identified a cohort of those who had declined job offers at Emory and sent them a survey. (See Appendix F for this survey and data analysis.) The principal reasons cited for leaving Emory include family changes (relocation of a spouse or domestic partner, or birth of a child or elder care), lack of opportunity for career advancement within Emory, better compensation elsewhere, becoming a full-time student, and wanting to reduce commuting time.

When it comes to promotion, overwhelmingly respondents to surveys and focus groups indicate frustration that the relatively flat organization of the university makes it difficult to achieve greater levels of responsibility (and compensation) within units, thus requiring a move either across the university or outside it, in order to advance in one's career. In FY2011, 666 employees within Emory were promoted, compared to 793 persons hired from outside Emory; 173 temporary employees became regular, permanent employees, while 98 employees made lateral transfers.

When comparing the number of persons promoted to the number hired from outside Emory, data show that for positions with salaries greater than \$100,000, the

numbers are about the same; for positions with salaries between \$47,000 and \$100,000, more Emory employees are promoted than are hired from outside the university. Lower salary levels see more new hires than promotions. Women tend to be promoted in slightly greater proportion to their numbers in the Emory workforce than do men (69-76 percent since FY2008, compared to 67 percent of the workforce in 2011). Whites similarly are promoted at or above their proportion in the workforce (53-60 percent of promotions since FY2008, compared to 52 percent of staff in FY2011). Blacks or African Americans are promoted at somewhat lower rates than their presence in the Emory workforce—29-35 percent of promotions (FY2008-11), compared to 36 percent of FY2011 staff. (Note that racial and ethnic terms reflect US Census usage.)

### Structural Impediments to Employment and Career Advancement

Emory's vision statement calls for the university to be an "inquiry-driven" community. As such, the university necessarily and rightly suggests that learning is essential to its mission. For employees, this implies that the university values learning for its own sake as well as for professional development—that is, for personal growth as well as for what a more highly educated workforce can bring to the institution.

Unfortunately, the university lacks a clearly stated and embodied philosophy or stance on employee development to go along with its clearly stated vision. Moreover, the opportunities that exist tend to be supported inconsistently by supervisors, and employees are themselves not held accountable for planning a path of professional/personal development or knowing what resources are available to them. Without a formal talent management system, Emory is limited in its ability to fill more positions by internal promotion rather than external hiring, and many (if not most) employees lack a clearly defined career path for advancement. Many employees note that it is difficult to take time away from the job for learning opportunities, either because permission is not forthcoming or because the work load is too great. Faculty supervisors do not always feel obligated to support staff development, and some supervisors (faculty and managerial staff) fear that fostering staff development will mean losing valuable staff members. Beyond all these factors, there simply are not sufficient resources to support staff development at the level staff desire.

Additional impediments to staff development lie outside of Emory's control. Employees do not consistently take responsibility for gathering Emory information, available in many venues and media, about opportunities for development and career

advancement. And while Emory has a high retention rate, the downside of this is that it results in fewer opportunities for advancement.

#### **SECTION IV: THE PLACE AND IMPACT OF CONTRACT LABOR AT EMORY**

##### **Background**

Emory's current contracted, or "contingent," labor force is not large (amounting to about 10 percent of the university's non-academic workforce—3.7 percent if healthcare employees are included. By "contracted workers" we mean employees of companies contracted by Emory to perform stipulated services. (See Appendix G for numbers of Emory's nonacademic employees and Appendix C for numbers of contracted workers.) Assessing the situation of these employees on our campus was a vital component of the committee's work, for several reasons.

First, these workers have been the subject of protracted controversy, which, in turn, played a considerable role in the creation of this committee.

Second, although there are evidently no specific plans to enlarge the number of contracted employees at Emory, the use of such workers is increasing across the United States and throughout the global economy, including in institutions of higher education. It is thus conceivable that the proportion of Emory's contracted workforce could expand in the future to become a more sizable part of the University's non-academic payroll.

Third, and most importantly, whether or not the roster of contracted workers grows or remains about the same (and leaving aside specific issues surrounding Sodexo, which were not within the committee's purview), the presence of these employees at Emory underscores significant questions that need to be addressed. For one thing, hosting workers on our campus who are under the immediate authority of a third party raises in a direct way the issue of community. Who belongs and to what degree? Who has a voice and rights of membership, and who does not?

At the same time, the fact that federal labor law places contracted workers essentially outside Emory's formal jurisdiction raises the issue of priorities. There is the potential tension between, on the one hand, the university's legitimate need for economic efficiency (and the use of contracted labor to support that efficiency) and, on the other hand, the university's commitment to stand as an ethical institution (and



to exercise the consistent administrative oversight consonant with ensuring ethical practices). The use of contracted labor, in other words, focuses attention on the fact that if Emory must demonstrate sound business practices, it is not only a business, and its fiscal goals need to be weighed constantly, carefully, and soberly against its proclaimed standards of “courageous” and “ethically driven” inquiry.

## **Findings**

### Survey of Major Contractors on the Emory Campus

Our first task in this regard was to identify the major contractors on Emory’s campus and then determine the size of their presence. We defined “major contractors” as companies that assign at least ten employees to Emory’s campuses and that are present continuously in order to perform key services. With these criteria in mind, we identified six major contractors:

- Barnes and Noble (manager of book stores at Emory and Oxford campuses);
- Crestline (manager of the Emory Conference Center Hotel);
- First Transit (manager of shuttle buses);
- Ricoh (formerly IKON—manager of campus mail services);
- Sodexo (manager of food services and food facilities);
- SP Plus (formerly Standard Parking—manager of parking facilities).

These six companies employ approximately 80 managers and more than 700 nonmanagerial staff, for an aggregate workforce of nearly 800 (see Appendix C for more detailed information about each contractor).

The committee distributed a questionnaire (see Appendix C for survey and analysis) to managers of the six major contractors, covering these topics:

- the composition of each company’s workforce at Emory;
- the definition and proportion of fulltime/part-time employees;
- pay and benefits;
- seasonal contractions of workforces;
- processes for handling employee grievances;
- processes of monitoring by Emory.

Questions raised by some of the companies’ responses led to follow-up queries.

In the aggregate, the responses portray a contracted workforce whose managerial cadre is 40.2 percent female and 59.8 percent male, while its nonmanagerial workers are 55.1 percent female and 44.9 percent male. The managerial workforce is 61

percent white and 39 percent black or African American or Hispanic/Latino/Spanish, while the nonmanagerial workforce is 21.3 percent white and 78.7 percent black or African American or Hispanic/Latino/Spanish. (These terms reflect usage of the United States Census.)

The companies varied in their definition of full-time employment. They varied, too, in the proportion of employees working less than full time (from Ricoh, which reported a workforce that is 100 percent full time, to SP Plus and First Transit, whose non-management employees are some 90-95 percent part time). Overall, nearly two-fifths (38.2 percent) of the companies' nonmanagerial labor force works less than full time. (This falls to 34.3 percent if we exclude Barnes & Noble, which hires large numbers of part-time work-study students.) Several companies with a high number of part-time workers report that this arrangement reflects "operational needs," and that moving toward a higher proportion of full-time employees could raise costs to Emory. First Transit and Sodexo indicated that their workers often prefer part-time employment, but the committee could not independently verify this view, and this perspective may not be uniformly shared among the workers.

The statistics bearing on part-time work among contracted laborers are not necessarily out of line with national standards for these respective businesses. But they may be compared to Emory, whose university workforce is 13.4 percent part time (or temporary), and whose aggregate (university plus healthcare) nonacademic labor force is 18.8 percent less-than-full-time. The role of part-time work in the contracted labor force also bears on access to healthcare, since (as at Emory and other businesses) only employees working more than twenty hours are eligible to purchase the benefit plans offered by their employers. Moreover, one conversation partner, a representative of the Teamsters local representing First Transit drivers, commented that even full-time contract employees often find the companies' plans unaffordable. We recognize as a committee that contracted workers (like Emory employees) may have access to health benefits through other household members. Still, our considered view is that the relation of part-time employment to healthcare must be born in mind when considering the situation of the University's contracted employees.

Some companies reported providing nontraditional benefits, including MARTA passes, library privileges, parking, and a per diem food allowance. Regarding compensation, the companies indicate that their pay rates reflect the market, experience, and performance and meet Emory's mandated minimum. Curiously, Ricoh

noted that while it does not feel itself bound by “any contractual or other legal obligation” to honor Emory’s specified minimum wage level—perhaps because its labor force is under 50 individuals— no Ricoh employee at Emory in fact receives less than the Emory minimum.

Two companies (Sodexo and First Transit) indicated that they customarily reduce Emory payrolls outside the regular academic school year. (SP Plus characterized its Emory labor force as “predominately” year round.) While there are evidently some efforts made to place workers thus displaced in other situations, this practice gains particular saliency given new limits imposed on unemployment claims in Georgia. Until February 2012, contract workers in schools and colleges (cafeteria workers and bus drivers, for instance) whose jobs were eliminated by their companies seasonally (during holiday breaks and summer vacations, for instance) were eligible for state unemployment compensation. The state has declared that these employees in public institutions will now be ineligible (see Appendix H). The United States Department of Labor has declared that this policy is impermissible as an administrative action, but some Georgia legislators have declared their intention to enact the policy into law. In any case, these seasonal employees remain vulnerable.

All the companies indicate the presence of internal grievance mechanisms; several specifically note the availability of hotlines. Emory has no role in these mechanisms, and while questions have been raised by students and contract workers about the adequacy of these mechanisms, the university has no way of independently assessing them.

Indeed, Emory’s responsibility for monitoring these companies is evidently divided among separate university offices and liaison officials. While the companies characterize this monitoring as frequent or continuous, it is largely limited to questions of service, safety, and financial performance. No contracting company cites labor relations as a variable reviewed by Emory in assessing the company’s service.

#### Feedback From Focus Groups

The committee’s conversations with different university constituencies included the topic of contractors and contracted employees. There was widespread recognition that Emory might find it useful to contract for some services as a way to cut costs and make efficient use of limited resources. At the same time, however, there was widespread acknowledgement that the presence of contracted employees on campus

raises questions about how (or whether) individuals formally linked to the University through another employer are considered to be fully part of the community. For instance, they lack representation on university governance bodies but are affected by conditions created by Emory faculty, staff, students, and administrators. There also was appreciation that different contracted workers have different kinds of relations with the university: food service workers, for example, have closer contact with students than parking attendants.

There was broad agreement that Emory has the responsibility to ensure that contracted employees have access to good benefits, fair recompense, and functioning grievance mechanisms. There also was support for the university's moving to reduce any gaps between benefits, wages, and grievance procedures available to Emory's workforce and those available to contracted employees.

Further points of consensus included:

- The university needs to monitor its contractors, including these companies' labor relations, throughout the life of the contract.
- Emory should develop clear and publicly articulated principles—possibly amounting to a formal checklist—by which to select and evaluate companies contracted to work regularly on the campus. (Questions were raised whether the standards developed for such assessments should be constructed to address a company's national and international record or remain focused on local practices.)

#### Meetings with Invited Students, Faculty, and Emory Liaisons.

Student representatives of Students and Workers in Solidarity (SWS) presented the committee with concerns about Sodexo's relations with its campus workforce, including reports by Sodexo workers of covert monitoring by the company and assertions that workers have little faith in the company's grievance mechanisms. (We were unable to verify independently whether Sodexo workers in fact feel as the students claimed.) The students argued that Emory is effectively moving toward a two-tiered, differently treated nonacademic labor force—one tier comprising employees directly hired by the university and the other employed by the university's contractors.

In conversations with Emory liaisons to the major contractors (see list in Appendix C), the liaisons said they believe they have effective relations with the contractors. Supervision of the bookstore seems to be especially close and responsive. On the

other hand, it was disturbing to the committee that questions raised by students and faculty about Sodexo in the spring of 2010 were not a significant issue when Emory renewed its contract with this company later that same year.

As in the monitoring of contractors, the university's selection of them is largely the responsibility of different offices and divisions. At the same time, the office of the executive vice president for finance/administration does employ a template of fifteen unranked criteria in selecting major contractors. Although "Social Responsibility" is among the listed factors, the specific rubric of labor relations is not cited (see Appendix I, memo from David Payne).

#### Meetings with Company Officials and Emory Counsel

In addition to meeting with company representatives and Emory liaisons to the companies, the committee sought to survey and lead focus groups with the employees of those companies, just as the committee had done with Emory staff members. While company officials readily cooperated in making themselves available for conversations, significant impediments arose when the committee asked to contact these companies' Emory employees.

Officials from the six contractors expressed varying but substantial discomfort with the very idea of our engaging directly with their employees. The problem of co-employment loomed large in this discussion. Federal labor law prohibits a contracting agency such as Emory from treating workers of a contractor as if those employees were Emory's own. In light of this reaction, the committee submitted a list of focus-group and survey questions for review by Emory counsel and the companies. Barnes & Noble declined to cooperate in any fashion; the other companies offered substantial revisions and in two cases (First Transit and SP Plus) indicated that management would need to be present at focus groups with nonmanagement staff. Given the inconsistency of data that would have resulted from such varied surveys, and the possibility that management's presence would inhibit free discussion, the committee chose not to pursue either the survey or the focus groups.

Without the opportunity formally to meet with or survey the contracted employees, the committee had little means of determining their perspective on their experience at Emory. When a member of the Teamsters Union, whose members include employees of one of our contractors (First Transit), offered to meet with the

committee, we worked with the Office of General Counsel to establish parameters for a meeting with the Teamsters representative.

From all of this experience—our frequent interactions with contractor representatives and liaisons, the impediments to first-hand meetings with contracted employees, and the meeting with the union representative—we have gained an understanding of significant cultural differences that separate Emory from its contractors.

(See Appendix J for proposed questions for survey and focus groups for contracted employees.)

The committee was frustrated that we could not engage with contracted employees as we wished, and as we usefully did with Emory's own employees. We could not gain independent information about important questions, such as whether some sets of contracted workers prefer part-time schedules, or whether employees find their company's grievance procedures problematic. More generally, we could not ascertain how Emory's contracted employees experience their situations on our campus. Notwithstanding the belief among Emory liaison officials that they have effective relations with these companies (exercising varying administrative styles), current arrangements limit the university's review of these companies' labor relations largely to reviewing what the companies themselves report. The university therefore cannot claim that it knows the status of the contracted workers' experience. And this lack of direct knowledge, in turn, is a key indicator of the difficulties encountered by a university striving both to implement ethically responsible oversight and to rely on outside businesses.

We emphasize that we do not assume there *are* problems in how these companies deal with their employees. We also emphasize that the difficulties we encountered in reaching out to the contractors' workforce reflect real legal issues and understandable company priorities. Yet the fact is that these difficulties were major impediments in learning about the place and condition of contracted workers on our campus. In that sense, these laborers do indeed occupy a distinct tier within the University community: our present knowledge about them is qualitatively more limited than our knowledge about Emory's own non-academic employees.

## Recommendations

Class is woven integrally throughout Emory's institutional life and cannot, therefore, be separated out in a series of recommendations related to class alone. It is threaded through all of the recommendations that follow.

The recommendations advanced by this committee obviously comprise a lengthy and complex list of proposals. Their sheer volume and intricacy raise questions as to how they might best be reviewed and enacted. Still, the Committee on Class and Labor believes that our recommendations—the product of literally hundreds of hours of community meetings and expert analysis, leading to significant and compelling findings—must be carefully considered and, where possible, put into action.

To that end, we urge, first, that the entire Emory community review and respond to this report, and that the issues it raises about class and labor be addressed and acted upon with seriousness and integrity.

Second, we urge the provost and executive vice president for finance and administration to assume primary responsibility and accountability for carrying forward the recommendations of the committee, including assigning individuals or units on campus to assume primary leadership for implementing specific recommendations (e.g., possibly expand the charge of the Emory WorkLife Resource Center to incorporate responsibility for some of these recommendations), tracking progress, and securing funding. The provost and executive vice president for finance and administration would have “ownership” of the recommendations identified for implementation and would be charged with enacting these proposals.

Third, we recommend that by February 1, 2013, an advisory committee, comprising staff, faculty, students, and administrators be created to work with the provost and the executive vice president for finance and administration to monitor and guide the implementation of our recommendations. This advisory committee should be under the auspices of the University Senate.

The committee's recommendations are outlined thematically as a way of addressing issues that often cut across the five parts of the committee's charge. Our intention is to highlight facets of the university's structure and ethos that came to the fore in our findings.

It is recommended that Emory University:

### **Infrastructure**

- (1) Review existing programs and offices that are designed to ensure that all members of the university community are treated equitably and fairly. Based on findings from this review, consider recommendations for improving these programs and offices. One such recommendation could be to create an ombuds office or similar office to serve staff as well as all other members of the university community. Such an office could be an independent resource for resolving workplace problems and a source of information about grievance procedures and policies. In addition to helping to resolve conflict, the office should have sufficient authority and influence in the perception of the campus community to effect real change. The committee supports the recommendation of the Faculty Council Ad Hoc Committee on University Grievance Procedures (see Appendix K) but recommends that consideration be given to expanding the purview of this office to cover all members of the university community, not just faculty. This office could address a commonly voiced discomfort with or distrust of current mechanisms for resolution of conflict or grievance. The ombuds office could serve helpfully to remind staff of the avenues for resolution available to them and could correct staff misperceptions about the reasons for and implementation of policies and practices.
- (2) Add “class” as a category of diversity to be represented in Emory’s newly reorganized diversity structure, including Emory’s Advisory Council on Community and Diversity.
- (3) Examine the charge of the Employee Council in order to ensure its effectiveness in representation of and communication with all staff.
- (4) Promote third-party reviews of workplace practices—for example, Organization Dynamics Assessment available through the Faculty Staff Assistance Program, or external consultants.
- (5) Create standards for and enhance school-specific and division-specific employee-relations resources.



- (6) Strive to make available to every employee some space—whether a desk, locker, or other area—over which the employee has control.
- (7) Find ways to identify staff by name—on signage, for instance—in their respective buildings, in order to recognize and give value to all staff, especially those who don't have desks or offices in the building.
- (8) Evaluate the telephonic clock-in system and consider fair alternatives that imply trustworthiness of staff and that are appropriately applied across the university.

### **Community and Culture**

- (1) Foster a culture of civility that respects all persons and dignifies the contributions of all to the mission of the university. Steps toward this should include:
  - a. Creating a pledge or promise that reinforces a community approach to reminding each other about respectful behavior. The Emory Healthcare Pledge and the Children's Healthcare Employee Promise (Appendix L) could serve as models.
  - b. Monitoring and responding to complaints through an office or system to be identified.
- (2) Emphasize repeatedly that all non-academic campus staff should be treated with respect by all members of the community, including faculty and students. (Toward this end, the Pledge used in the Health Transformation Program might provide useful language for this undertaking. See Appendix L.)
- (3) Make diversity and inclusivity training part of every unit's ongoing professional development plan.
- (4) Make anti-harassment training part of every unit's ongoing professional development plan.
- (5) Create a network of clearly identified persons, located throughout the university, who are trained to know what to do and how to provide guidance when employment or ethical issues arise.

- (6) Include staff on major (nonacademic) committees of all schools and colleges.
- (7) Review appropriateness of exclusive nonwork spaces (e.g., faculty/staff locker rooms, the Faculty Dining Room, lounges) to determine whether they should remain as such or be altered to eliminate class distinctions.
- (8) Find ways to encourage units to ensure that every person in the unit receives invitations to common celebrations in the unit or building.

### **Educating the Community about Class and Labor**

- (1) Foster open conversations about the history and current conditions of labor and labor organizing. For example, create cross-university seminars and programs to engage with questions about labor. The aim of these initiatives should be to educate the Emory community about the social, legal, and economic dimensions of work within local, national, and global contexts. These programs should be open to all members of the Emory community.
- (2) Remind staff of their access to information about their right to organize and make this information widely available.

### **Communication**

- (1) Create a system of multiple media for communicating matters of importance. These media should include social media, strategically placed video monitors, and email as well as print.
- (2) Create and make publicly available a central digest of learning opportunities.
- (3) Conduct annual, locally focused surveys of staff and make units accountable for conducting surveys and acting on the results. Share the findings and use them to inform changes in policies and practices.
- (4) Annually examine and report to the Employee Council data about promotion, reclassification, and voluntary and involuntary termination of staff to demonstrate the extent to which Emory's efforts are fair and supportive of Emory's workforce. To encourage transparency, the Employee Council should share this information with its constituency.

- (5) Ensure that Employee Council representatives have access to leadership within their respective schools or units, so that representatives can communicate more effectively both to staff they represent and to their units' leadership. Leadership in each area represented by an Employee Council member should meet regularly with that area's representative and ensure good communication between each staff member in the area and to the Employee Council representative.
- (6) Continue to publicize Emory's successes in training, education, and promotion. For instance, Emory Learning Services has done some of this through feature articles and a new video, and Emory Report could recognize staff members who earn degrees at commencement through the courtesy scholarship.

### **Professional Development**

- (1) Articulate a clear philosophy about staff development, promotion, and advancement. This philosophy should include
  - a. a statement of commitment that outlines the accountability of staff members, their supervisors, and the university (While Emory cannot provide regular promotions for all, it would help to have clarity about the roles and responsibilities related to an employee's career progression at Emory.);
  - b. an explicit recognition of two different kinds of education available to staff members:
    - i. participation in formal education curricula, whether at Emory or at other educational institutions, and
    - ii. development of job-related skills through in-house or off-campus training programs;
  - c. a clear recognition that job assignments can also provide opportunities for development.
- (2) Recognize that as a single—though large—organization, Emory benefits from having talented people who have experience in more than one area of the university.

To this end, Emory should:

  - a. provide staff with multiple channels of information about professional development and career advancement;
  - b. encourage staff to develop their own career and professional development plans;

- c. encourage supervisors to mentor their staff who want to seek opportunities in other areas of Emory;
- d. encourage supervisors to mentor and guide staff members to consider what “advancement” would mean for them individually in their respective careers;
- e. encourage units to give appropriate consideration to internal candidates when hiring;
- f. develop a way to measure and recognize units for their success in these endeavors.

(3) Develop a university learning strategy and create the necessary organizational structure to support the strategy.

- a. Ensure that all staff have access to developmental opportunities, whether classroom training, online training, cross-functional assignments, etc.
- b. Ensure good, low-cost opportunities to obtain computer literacy or more advanced computer skills. Currently, these classes are not offered through Learning Services and there seems to be a gap between needs and access for some staff.
- c. Ensure sufficient opportunities for lower-paid staff to have learning opportunities and to have sufficient flexibility in the work environment to attend them.
- d. Encourage more attendance at Emory’s training and educational opportunities. This could be accomplished through scholarships for Emory Continuing Education and opportunity to enroll in Emory graduate programs part time (some have this opportunity but not all).
- e. Create a Learning Resource Center that could be staffed by volunteers (staff, faculty, and students) to provide assistance (through classes or one-on-one training) on topics such as computer programs, ESL, numeracy, etc.

(4) Establish a talent management strategy that identifies staff with high performance and high potential, and results in the establishment of talent pools that can be considered for possible promotion or transfer.

(5) Increase access to education by allowing staff more work time flexibility to take more academic credit hours per semester, thus reducing the time to obtain a degree at Emory (ten years is too long).

- (6) Increase Emory-provided courses leading to personal and professional enrichment.
- (7) Consider the impact on the fringe benefits pool of increasing the cap for tuition reimbursement.
- (8) Review the job-related restrictions of tuition-reimbursement for classes leading to degrees or certificates at other institutions, so as to encourage broader educational objectives of staff.
- (9) Encourage and allow each staff member to take time for professional development annually, funded to the extent possible by a central pool of funds in Human Resources to eliminate inconsistency among units.
- (10) Devise a competitive process that allows staff to take one month of paid sabbatical leave to learn new and important matters with job relevance.
- (11) Create a goal of 100 percent literacy and numeracy for staff and expect that all staff will be given the support and opportunity to attain this goal.

### **Supervision of Staff**

- (1) Mandate targeted and efficient training for new supervisors, including faculty, who supervise staff. This training should use the best methods, whether through focused and concentrated sessions or on-line delivery. This training might include the following topics:
  - a. Having “crucial conversations”;
  - b. Fostering diversity;
  - c. Managing conflict ;
  - d. Conducting performance evaluations;
  - e. Recognizing different work styles;
  - f. Exercising logic and problem-solving;
  - g. Others as needed to support best practice.
- (2) Require ongoing training of supervisors as appropriate (including faculty members who supervise staff).
- (3) Require periodic 360-style reviews of all supervisors (with three or more individuals who report directly to them), as appropriate, with associated

development plans. These reviews are for development, not performance evaluation.

- (4) Explore whether there is a need for more effective ways to identify, address, and provide training and/or coaching for problematic supervisors.

### **Work Flexibility, Benefits, and Compensation**

1. Ensure that all jobs have access to some form of flexibility, recognizing that different jobs may require different approaches.
  - a. Both regular flexibility (in scheduling or in working from home) and ad hoc flexibility (the freedom to leave work without penalty for urgent family matters, for instance) should be considered.
  - b. Continue to experiment with and implement flexible work schedules for more staff.
2. Continue to work toward and inform the community about child-care options on or off campus to meet the needs of individuals taking into account their work shifts or financial status.
3. Continue to conduct market analyses of compensation and benefits, and provide better communication about the market comparisons to the campus.
4. Consider certain benefit improvements where Emory is below market:
  - a. Life insurance—while this is a low-cost benefit, it has not been increased in many years and should at least be indexed for inflation from the time it was instituted.
  - b. Dental insurance—the employer contribution is very low compared to market practice, and increasing the benefit would entail a low-cost change.
  - c. Adoption benefit—this is offered by a majority of employers.
5. Continue to increase the minimum wage for Emory staff and contract workers. Emory is a regional leader on this front, and it is important that this continue. Emory should bear in mind certain living wage standards, without necessarily indexing its minimum wage to these.
6. Budget money centrally to address market competitiveness problems, with priority being given to relatively lower-paid staff positions.

7. Provide financial education geared toward the needs of staff. For instance, greater awareness of the Earned Income Credit could make a significant difference in tax liability and, therefore, provide more disposable income. While Emory provides financial education, it is currently geared toward stage of life rather than level of income.
8. Encourage departments to monitor work flow and ensure that staff are not asked to do more with less for extended periods without pay increases or supplements commensurate with their additional responsibilities.

### **Policy Making and Implementation**

- (1) Consider whether the university's nondiscrimination policy could include "class" as a protected category.
- (2) Review program and policy changes to ensure that they do not disproportionately harm the less advantaged—e.g., parking rate increases, changes to bus routes, and changes to the time and attendance system.
- (3) Evaluate differences in policy implementation across schools and departments.
- (4) Ensure that policies governing benefits, access to programs, and time management apply to day-to-day operations equitably across the institution. Surveys, audits, and external reviews of units could be effective mechanisms in this effort.
- (5) Eliminate differences in library privileges among staff, students, and faculty.
- (6) Review policies to ensure consideration of their impact on staff members' work-life balance.
- (7) Require in departments where staff are not assigned a computer, that each staff member be allowed 15 minutes of computer time daily for connecting with Emory (e.g., responding to Emory email, visiting Emory websites, enrolling in benefits). Alternatively, make some kind of computer access possible in breaks and lunch time. This time is not replaceable by other activities. Departments should be given material support and encouragement to implement this practice.

- (8) Create a committee to review parking and transportation at Emory as they affect people very differently according to class, job status, or income level. The university should minimize any risk that certain classes of employee are gaining unfair advantage in parking and transportation.

### **Contract Labor**

- (1) Make the rational and process for choosing major contractors more transparent (assuming that Emory will continue to make use of major contractors)
- a. Ensure that the university's choice to use major contractors is a mindful one that seriously considers ethical, operational, community, and financial advantages and disadvantages of contracting. Prospective financial and organizational benefits of using contractors should be explicitly identified and, where possible, quantified. The university should weigh the potential tensions between these benefits and Emory's broader mission as an ethically grounded educational institution.
  - b. Develop a comprehensive set of principles and practices, reflective of the "Emory University Statement of Guiding Ethical Principles" (see Appendix M), to guide the university's selection of and engagement with major contractors.
    - i. As a first step, revisit the recommendations of the 2006 final report by Contract Managers Committee convened by Bruce Covey (see Appendix N). The current "Statement of Guiding Ethical Principles" and "Criteria Used to Select Outside Vendor Services" may serve as starting points here. In any case, what is needed are directly relevant and implementable standards that attend to a company's record of labor relations. The Labor Code of Conduct proposed by Students and Workers in Solidarity (SWS) might serve as a reference for the kind of standards that would be appropriate (See Appendix O). Other universities also have posted such codes on their websites, and these also may serve as references.
    - ii. Develop a checklist of institutional values and practices (e.g., wage guidelines, passing of National Labor Relations Board standards, meeting measurable ethical standards, nondiscrimination in all of Emory's categories, range of benefits, availability of benefits to same-sex domestic



partners, adequate grievance procedures, work/life balance, career development paths, attention to the impact of seasonal and part-time employment practices, and possibly access to information about employee satisfaction pending solutions to co-employment issues below.), against which potential contractors' practices would be measured. Scores on the checklist are to be balanced against financial benefits to the university. To aid this process, the university should identify a minimally acceptable score on the checklist as well as ethical criteria that must be met.

(2) Establish a centralized campus entity (possibly under the scope of the Labor Resource Center) to advise in selecting major contractors. This group should comprise representatives from the student body, the faculty, the staff, and relevant sectors of the administration. This committee could be a "social responsibility committee" similar to advisory groups at Georgetown University [<http://publicaffairs.georgetown.edu/page/1242676305005.html>] and the University of Michigan [<http://irlee.umich.edu/CoLSHR/>]. Selection of contractors should be accomplished without jeopardizing employees already in place.

(3) Implement regular evaluation of contractors.

- a. Assess major contractors by a centralized entity comprising representatives from the student body, the faculty, the staff, and relevant sectors of the Administration. Those evaluating the companies should not be those selecting them, to avoid possible conflict of interest.
- b. Ensure that assessments of major contractors take into account their current and recent performance in other universities or relevant institutions; should be guided by clear and directly relevant standards; should be both formative (i.e., informal and ongoing) and summative (i.e., annually and at time of contract renewal); and should review various facets, including service, safety, financial performance, and—importantly—contractors' demonstration of satisfactory labor relations.
- c. Be certain that assessments of major contractors' labor relations recognize both the contractors' corporate culture and the need to respect the special nature of a university culture. The focus should encompass:
  - i. Confirmation that the contractors uphold Emory's wage standards.

- ii. Confirmation that grievance procedures are satisfactory.
  - iii. Consideration of the impact of the contractors' practices regarding seasonal layoffs and part-time employment.
- (4) Acknowledge explicitly and actively address the impediments—especially prevailing interpretations of strictures against “co-employment”—that currently prevent the university from gaining independent knowledge about contractors' employees. Emory also should give high priority to finding solutions to these obstacles—soliciting access to the companies' worker surveys, for example, or commissioning third-party reviews.
- (5) Explore how companies engage in practices like monitoring demonstrations and holding closed-door meetings with employees about labor organizing. The university should further determine whether such practices conflict with the university's commitments to free expression. The outcome of this exploration could determine additional measures for assessing contractors both before selection and during regular evaluation.
- (6) Affirm that the role of Emory liaisons to major contractors is not only to facilitate the activities of these companies on our campus, but also to articulate and protect relevant university values and ethical practices.
- (7) Identify and, where possible, seek to reduce significant differences between the circumstances of Emory's staff and circumstances of contracted workers. In particular the University should:
  - a. strive to reduce significant gaps in wages between Emory and non-Emory workers on campus;
  - b. strive to reduce significant gaps between benefits of Emory and non-Emory workers on campus—e.g., standardized health screenings, parking policies, library and gym access, bookstore discounts, and other academic pricing requiring the Emory Card, carpool arrangements, MARTA card eligibility, access to (and information about) university facilities, local discount opportunities, tax counseling, and educational (and career development) opportunities);
  - c. encourage a shift toward greater fulltime employment for contracted workers;
  - d. consider enrolling contracted employees within Emory's health plans;

- e. strive to ensure that contractors' policies and practices regarding non-discrimination and grievances match the university's;
- f. investigate ways to include employees of contractors within Emory's general communication network for Emory's staff;
- g. consider developing a "What is Emory" orientation (either as website or direct presentation) for both contracted and Emory employees;
- h. consider recognizing employees, Emory and non-Emory alike, by posting their names and titles on worksites.

## Acknowledgements

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Ken Carter, of Oxford College, who served on the committee during its first year, until other duties required his stepping away, and who facilitated focus groups on the Oxford campus for staff and faculty members and students.

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Kristin Dunkle, Rollins School of Public Health

Carla Freeman, Emory College of Arts and Sciences (Anthropology)

David Payne, Office of Finance and Administration

Jessica Perlove, former president of Employee Council

Claire Sterk, Office of the Provost

Alanna Mahone

Joe Mitchell, Emory manager for Sodexo

Frank Alexander, Emory Law School

Rick Doner, Emory College of Arts and Sciences (Political Science)

Steve Everett, Emory College of Arts and Sciences (Music)

Amy Adelman, Office of General Counsel

## **Appendices**

- A Committee members and charge to the committee
- B Survey sent to Emory staff, with analysis of responses
- C Major contractors at Emory, with data supplied by them in response to committee queries
- D Towers-Watson analysis of compensation and benefits: Emory and Atlanta market
- E Participants in Emory-offered professional development programs
- F Survey of persons who declined offers of employment from Emory
- G Number of Emory staff
- H Georgia unemployment claims issue for seasonal employees
- I Criteria for selecting contractors (David Payne memo)
- J Questions for contract workers' focus groups and survey
- K Report of Ad Hoc Committee on University Grievance Procedures
- L Emory Healthcare Pledge
- M Emory University Statement of Guiding Ethical Principles
- N Contract Managers Committee Report ("The Covey Report")
- O Labor Code of Conduct

## **Committee on Class and Labor**

### **Membership**

Nadine J. Kaslow, School of Medicine, Co-chair

Gary S. Hauk, President's Office, Co-chair

Peter Barnes, Human Resources, Committee Adviser

Elizabeth Bounds, Candler School of Theology

Angie Duprey, Athletics and Recreation, Campus Life

Ozzie Harris, Provost's Office

Wanda Hayes, Human Resources

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Anne Kathrin Kronberg, Laney Graduate School PhD candidate

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Cathy V. Wood, Emory Healthcare

Kathryn M. Yount, Rollins School of Public Health and Emory College of Arts and Sciences

## **Committee Charge**

February 3, 2011 (revised 4/21/11)

Prospectus for Conversation about Class and Labor at Emory: 2010-2011.

We envision a conversation that would explore the nature of class and status within the Emory University community. The conversation would take up these topics:

1. The role of class at Emory.

Class is a cultural, political and financial construct also influenced by power positions and relative status. In this study, we will examine whether class and the status it affords is a significant factor that influences relationships at Emory. Given that a University is by its basic construct is a hierarchical organization, with distinct labor segments (e.g., faculty vs staff, tenure vs non-tenure, faculty rank, academic vs non-academic, scholarship vs non-scholarship), what are the issues that are inherent that promote class isolation, differentiation, and distance between classes? Can we find ways around these issues at Emory? If we address the non-academic labor force to begin, it is apparent that a full exploration requires an examination of the full range of employment categories and the relation of one to another. This suggests that this is not a one-time conversation but one to last two-three years, most likely.

2. The role of Emory as an employer of the non-academic labor market.

The task here is basic data collection, to know the basic contours of the non-academic labor force and the attendant labor market.

- a. Gather the facts of how this University, as one of the largest employers in the Atlanta metropolitan region, compares in wages and benefits within the region and around the city. We must consider all components of compensation, benefits, and rewards offered at Emory.
- b. While the question of whether Emory could cooperate with other metropolitan schools to improve local labor market conditions such as prevailing wage scales, benefit packages, etc. may be interesting, we should also focus on the factors that inhibit cooperation, such as competition, state employee wages and benefits at state universities, financial well-being of other schools, for profit versus non-profit, etc. At no time should we consciously or unconsciously suggest, however, that we should suppress market forces to artificially inflate compensation.

3. Gather available data on promotion, advancement and self-improvement (e.g.

courses, educational benefit, etc.) within the Emory non-academic labor force.

- a. Evaluate retention and turnover.
- b. Why do potential applicants and employees choose or fail to choose Emory over other employment options?
- c. What really drives retention and employee engagement?

4. Factually identify any structural impediments to employment and career advancement; note impediments that are within Emory's control and those that are not within Emory's control.

- a. What are the feasible and practical ways to facilitate access among such employees to educational opportunities within the University?

5. The role of contracting.

- a. What principles guide the University's decision to engage with contractors?
- b. How many contractors currently work on campus and in what areas?
- c. What are the employment practices that we insist on when negotiating with a contractor? And what happens if a contractor violates the University's code of ethical principles?
- d. What continuing responsibility should the University have for a contractor's employees, if any?



## **APPENDIX B**

# Emory University Class and Labor Survey

Thank you for taking the time to complete this survey by the Class and Labor Committee at Emory University. Our charge is to explore the nature of class and status within the Emory community. This first phase of our work is investigating (1) Emory's role as an employer of the non-faculty labor force and (2) the role class and status play within the University. This survey should take about 10 minutes. Your answers are completely anonymous and will be seen only by the members of the committee. The results of the survey will help shape recommendations about enhancing the work environment at Emory. If you have any questions about the survey, or the work of the Class and Labor Committee please contact the committee co-chairs, Drs. Nadine Kaslow ([nkaslow@emory.edu](mailto:nkaslow@emory.edu)) or Gary Hauk ([gary.hauk@emory.edu](mailto:gary.hauk@emory.edu)).

Sincerely,  
The Committee on Class and Labor

**Please click the "Next Page" button below to begin the survey.**

**1. Which of the following do you like most about working at Emory? (check up to three responses)**

- ☐ Educational mission
- ☐ Research mission
- ☐ Challenging work
- ☐ Interesting or satisfying work
- ☐ Academic/intellectual environment
- ☐ Higher education compared to other industries
- ☐ Workplace atmosphere
- ☐ Compensation
- ☐ Benefits
- ☐ Stability as an employer
- ☐ Location
- ☐ Commute
- ☐ Colleagues
- ☐ Opportunity for growth/development
- ☐ My leader/manager
- ☐ None of the above; I do not like working at Emory
- ☐ Other (please specify)

If you selected other, please specify

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**2. Which of the following do you like least about working at Emory? (check up to three responses)**

- ☐ Work not challenging
- ☐ Work not interesting or satisfying
- ☐ Workplace atmosphere
- ☐ Academic/intellectual environment
- ☐ Higher education environment compared to other industries
- ☐ Compensation
- ☐ Benefits
- ☐ Stability as an employer
- ☐ Location
- ☐ Commute
- ☐ Colleagues
- ☐ Lack of opportunity for growth/development
- ☐ My leader/manager
- ☐ None of the above; I like everything about working at Emory
- ☐ Other (please specify)

If you selected other, please specify

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**3. Please rate your agreement with the following statements:**

	Strongly disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Strongly agree
I am satisfied with the pay I receive for the work I do at Emory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the benefits I receive as an employee of Emory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would earn higher pay for the same work at another university in Atlanta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would earn higher pay for the same work at another company (non-university) in Atlanta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would receive better benefits if I were an employee at another university in Atlanta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would receive better benefits if I were an employee at another company (non-university) in Atlanta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to talk openly with my supervisor about my work responsibilities and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am able to talk openly with my co-workers about my work responsibilities and working conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of Emory's sick leave policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of Emory's vacation leave policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of Emory's standards of conduct policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of the performance expectations for my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the opportunity to grow in my career at Emory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Emory University to others as a place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. How likely are you to leave Emory for a job elsewhere within the next 12 months?**

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not likely
- ☐ Not applicable – I plan to retire/stop working within the next 12 months.

**Please explain the reason for your answer:**

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**5. How much do you feel part of the Emory community?**

- ☐ To a great extent
- ☐ To some extent
- ☐ Not at all

**Please explain the reason for your answer:**

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**6. The concept of "class" can be defined in many ways. Please tell us how you define class: (open ended)**

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**7. Do differences in class (however you experience it), and the status it affords you, interfere with your ability to do your work?**

- ☐ No, never
- ☐ Yes, but seldom
- ☐ Yes, occasionally
- ☐ Yes, frequently
- ☐ Always

**8. Do differences in class (however you experience it), and the status it affords you, interfere with your work relationships?**

	No, never	Yes, but seldom	Yes, occasionally	Yes, frequently	Always
With your supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With people you supervise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. If you answered that differences in class interfere with your ability to do your work or with your work relationships, please explain.**

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**10. Does your economic situation interfere with your ability to do your work?**

- ☐ No, never
- ☐ Yes, but seldom
- ☐ Yes, occasionally
- ☐ Yes, frequently
- ☐ Always

**11. Does your economic situation interfere with your work relationships?**

	No, never	Yes, but seldom	Yes, occasionally	Yes, frequently	Always
With your supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With people you supervise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. If you answered that your economic situation interferes with your ability to do your work or with your work relationships, please explain.**

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**13. On average, how many times per year do you attend professional development activities, such as training courses, conferences, and webinars?**

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

**14. What reasons, if any, keep you from attending professional development activities that you would like to attend? (Check all that apply)**

- ☐ Not applicable – I am able to attend the professional development activities I need
- ☐ Not applicable – I have not felt the need to attend professional development activities
- ☐ Lack of budgeted funds
- ☐ Lack of supervisory support for attending professional development activities
- ☐ Heavy workload makes it difficult to be away from my job
- ☐ Other (please specify)

If you selected other, please specify

---

**15. On average, how many times per year do you attend non-work related lectures, concerts, theater, athletic events, interest group meetings and similar activities sponsored by or taking place at Emory?**

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

**16. What reasons, if any, keep you from attending non-work related lectures, concerts, theater, athletic events, interest group meetings and similar activities sponsored by or taking place at Emory that you would like to attend? (Check all that apply)**

- ☐ Not applicable – I am able to attend the events I am interested in
- ☐ Not applicable – I have not felt the need to attend these events
- ☐ Lack of money
- ☐ Lack of time
- ☐ Other (please specify)

If you selected other, please specify

---

**17. Please choose the best answer for each of the following:**

	Yes	Not yet, but I plan to	No	Did not know about this benefit
I have used the Tuition Reimbursement Program (which reimburses some tuition for job-related or career-path coursework at schools other than Emory).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used the Courtesy Scholarship program for my own education (this program provides a scholarship for courses you take at Emory). <i>Note: this question is not asking about a Courtesy Scholarship that your children may have received.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have taken general enrollment classes from Emory's Learning Services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been enrolled in one or more of Emory's development programs such as the Manager Development Program, Supervisor Development Program, Administrative Professionals Program, Excellence through Leadership, Woodruff Leadership Academy, or Mentor Emory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have attended conferences on campus, at Emory's expense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have attended conferences off campus, at Emory's expense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**18. What are the best methods for you to receive information about matters such as your employee benefits, training opportunities available at Emory, work-related policies, etc.? (check up to three responses).**

- ☐ Human Resources website
- ☐ Links on university or departmental web pages
- ☐ Postings/flyers on bulletin boards
- ☐ Presentations/guest speakers at department meetings
- ☐ Email announcements from Human Resources
- ☐ Email announcements from my departmental HR rep/administrator
- ☐ Directly from my manager
- ☐ *News You Can Use*
- ☐ *Emory Report*
- ☐ Text messaging
- ☐ Other (please specify)

If you selected other, please specify

---

**19. Please let us know if you have any additional thoughts regarding work-related training and development opportunities.**

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**20. Please tell us about any additional comments or suggestions related to Emory as an employer, or regarding class differences that you may experience at Emory.**

---

---

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## **Demographic questions**

### **21. Which job classification below best describes your principal work at Emory?**

- ☐ Administrative or clerical (*Rollover to see examples*)
- ☐ Technical (*Rollover to see examples*)
- ☐ Research
- ☐ Professional field such as finance, information technology, human resources, communications, development
- ☐ Academic professional such as academic support, admissions, financial aid, registrar
- ☐ Service/Maintenance (*Rollover to see examples*)
- ☐ Skilled Crafts (*Rollover to see examples*)

### **22. Are you paid biweekly or monthly?**

- ☐ Biweekly
- ☐ Monthly

### **23. What is your work schedule?**

- ☐ Full-time (36 or more hours per week)
- ☐ Part-time (less than 36 hours per week)

### **24. How long have you been employed at Emory?**

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 4-5 years
- ☐ 6-10 years
- ☐ More than 10 years

### **25. How many times have you been promoted during your employment with Emory?**

- ☐ Never
- ☐ 1 time
- ☐ 2 times
- ☐ 3 times
- ☐ 4 times
- ☐ 5 times or more

**26. In what year did you receive your most recent promotion?**

- ☐ 2011
- ☐ 2010
- ☐ 2009
- ☐ 2008
- ☐ 2007
- ☐ 2006
- ☐ 2005
- ☐ 2004
- ☐ 2003
- ☐ 2002
- ☐ 2001
- ☐ 2000
- ☐ Before 2000

**27. What is your annual household income (combined income of all individuals in your household)?**

- ☐ Less than \$50,000
- ☐ 50,001 – 100,000
- ☐ 100,001 or more

**28. How would you categorize the class you grew up in?**

- ☐ Upper class
- ☐ Upper middle class
- ☐ Lower middle class
- ☐ Working class
- ☐ Poor

**29. How would you categorize your current class situation?**

- ☐ Upper class
- ☐ Upper middle class
- ☐ Lower middle class
- ☐ Working class
- ☐ Poor

**30. Which of the following factors most influenced your answer to the last question (#29)? Select up to three responses.**

- ☐ Education
- ☐ Income
- ☐ Family background
- ☐ How I dress
- ☐ Where I shop
- ☐ My neighborhood
- ☐ My leisure activities
- ☐ The type of job I have
- ☐ Other (please specify)

If you selected other, please specify

---

**Demographic questions**

**31. Are you:**

- ☐ Male
- ☐ Female
- ☐ Other (please specify)

If you selected other, please specify

---

**32. Are you:**

- ☐ Heterosexual
- ☐ Gay/Lesbian
- ☐ Bisexual
- ☐ Prefer not to say
- ☐ Other (please specify)

If you selected other, please specify

---

**33. How old are you?**

- ☐ 18-25
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ 56-65
- ☐ Over 65

**34. What is your race/ethnicity? (Check all that apply)**

- ☐ American Indian or Alaska Native

- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic/Latino
- ☐ Native Hawaiian or Pacific Islander
- ☐ White or Caucasian
- ☐ Other (please specify)

If you selected other, please specify

---

**35. What is your citizenship status?**

- ☐ U.S. Citizen
- ☐ Permanent Resident
- ☐ Temporary Visa Holder

**36. What is your highest earned degree? If currently enrolled, mark the previous highest degree received.**

- ☐ High school, no diploma
- ☐ High school graduate or GED
- ☐ Some college
- ☐ Associate degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Professional degree such as MD, DDS, DVM, LLB, JD
- ☐ Doctoral degree

**\*37. Do you supervise or manage other staff (employees who are not considered students, residents, or post docs)?**

- ☐ No
- ☐ Yes

**38. Please rate your agreement with the following statements:**

	Strongly agree	Agree somewhat	Neither agree nor disagree	Disagree somewhat	Strongly disagree
As a supervisor, I consider part of my job to ensure that the people I supervise have an opportunity to develop their skills and careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of Emory's leave policies and how they apply to the employees I supervise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of Emory's standards of conduct policy and how it applies to the employees I supervise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of Emory's performance management process and how to use it effectively for the employees I supervise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**39. Which if any of the following impediments might affect your decision to approve training for the employees you supervise? Check all that apply.**

- ☐ Lack of budgeted funds
- ☐ Work load
- ☐ Class content
- ☐ Employee performance
- ☐ Other (please specify)

If you selected other, please specify

---

**40. Is there a budget in your department for professional development for the employees you supervise?**

- ☐ Yes
- ☐ No
- ☐ I don't know

**Please click the "Submit Survey" button below to submit your responses.**

***Thank you for taking the survey!***

# Emory University Class and Labor Survey



## Executive Summary

This report contains a brief summary of the results to the Emory University Class and Labor Survey. There were 2210 responses received during the 13 day period (3/9/12 – 3/21/12) in which the survey was open. The results are summarized by category, and the questions in each category are shown in parentheses.

### Job Satisfaction

(Questions: 1, 2, 3a, 3b, 3m, 3n, 4, 5)

- The top three responses to “What do you like **most** about working at Emory?” were benefits, interesting or satisfying work, and stability as an employer.
- The top three responses to “What do you like **least** about working at Emory?” were compensation, commute, and lack of opportunity for growth.
- When asked whether they were satisfied with the pay they receive for the work that they do at Emory, 45% agreed and 43% disagreed.
- When asked about their satisfaction with benefits, 78% were satisfied, compared to just 14% who were dissatisfied.
- Most participants agreed (48% Agree vs. 33% Disagree) with the statement “I have the opportunity to grow in my career at Emory.”
- Most participants (78%) would recommend Emory to others as a place to work.
- To the question “How likely are you to leave Emory for a job elsewhere within the next 12 months?” 69% responded “Not Likely” compared to just 29% saying likely or somewhat likely.
- More respondents feel part of the Emory community to a either a great extent or some extent (88%) compared to just 12% who feel no connection at all.

### **Professional Development**

(Questions: 13, 14, 17a-17f)

- Participants (46%) indicated that on average they attend 1-2 professional development activities, such as training courses, conferences, and webinars per year.
- A heavy workload that makes it difficult to be away from their jobs was the reason given by 35% of respondents for not attending professional development activities. Slightly fewer respondents (34%) indicated that they were able to attend the professional development activities they need.
- Less than half of respondents indicated that they have used benefits such as the tuition reimbursement program, the courtesy scholarship, enrolling in Emory's learning services programs, enrolling in Emory's development programs, or attending conferences on or off campus at Emory's expense.

### **Communication**

(Questions: 3g, 3h, 7, 8, 10, 11)

- Most respondents feel that they are able to talk with their supervisor (85%) or co-workers (83%) about work responsibilities.
- More than half (53%) indicated that differences in class have never interfered with their ability to do their work.
- More than three-quarters (77%) said that their economic situation has never interfered with their ability to do their work.

### **Community**

(Questions: 5, 15, 16)

- Most respondents attend (72%) attend on average 0-2 non-work related lectures, concerts, theater, athletic events, interest group meetings and similar activities sponsored by or taking place at Emory per year.
- A lack of time was the response given by most respondents (49%) for not attending non-work related events.



## **APPENDIX C**

**Major Contractors at Emory University,  
with names of their Emory-based managers and Emory's liaisons**

Barnes & Noble

Myra Haley (manager) and Bruce Covey (Emory liaison)

Crestline

Kathryn Johnson (manager) and Mike Mandl (Emory liaison)

First Transit

Matt Wood (manager) and Lisa Underwood (Emory liaison)

Ricoh

Marnie Morgan (manager) and Paul Byrnes (Emory liaison)

SP Plus

J. Spoeth (manager) and Lisa Underwood (Emory liaison)

Sodexo

Joe Mitchell (manager) and Eric Bymaster and Kenny Hemmer (Emory liaisons)

**Response to Questionnaire to Contract Management**

**Barnes & Noble**

BAN

I. Please supply data for the Table below. Includes data for Emory and Oxford Stores combined.

Employment Data													
ROLE	Rank	Number	FTE as %			Gender			Race/Ethnicity				Annual Turnover (%)
			100%	50 -100%	<50%	Male	Female	Other	African/ American	White	Hispanic	Other	
Managers		8	8			2	6			6	1	1	12.5%
Non-Managers		28		6	22	11	17		11	13	1	3	53.6%

II. How do you define fulltime employment (40 hrs. week or ...?)

Full-time is defined as regularly scheduled to work 30 hours or more per week.

III. Are employees hired as fulltime or parttime exclusively? If not, how frequently do they move from one category to the other?

New hires may be regular full-time, regular part-time, seasonal or temporary, depending on the needs of the store and the job being filled. When new positions become available, current employees have the opportunity to be considered for promotion.

IV. Does your Emory workforce constrict when the University is not in session? If so, do you make arrangements to place your Emory employees elsewhere during these off-seasons?

The workforce constricts when the University is not in session. Many employees are students and elect to take time off that coincides with the school calendar. We do not "layoff." Rather, schedules are modified to meet the business needs. We do not place our Emory employees at other locations when hours are reduced. Our contract with the University requires us to hire work study students. By definition, there are limits on the number of hours they can work and their availability typically mirrors the university calendar.

V. Pay/Benefits of non-managerial employees at Emory.

-What is your pay range and average pay rate for hourly employees?

The range is \$8.00 to \$14.75 based on position, prior related experience and job performance.

## Employment Questionnaire

-How is pay for entering non-managerial employees determined -- by market, skill set, or experience?

Pay scales are determined by market, position and classification. For regular employees (non temporary or seasonal), we also factor in prior related experience.

-Do non-managerial employees receive regular pay increases? If so, what are the average rates of these increases?

Regular staff (not seasonal or temporary) participate in an annual review and merit cycle. The average increase has been 3%.

-Are health benefits provided to all non-managerial employees as part of the remuneration package?

Health benefits are available on a voluntary basis to all full-time employees (employees scheduled to work 30 or more hours per week). Employees make a contribution toward the cost, with the employer paying the majority of the cost.

-If not, are they available for purchase (and if so at what cost)?

The cost depends on the coverage level chosen and ranges from \$19.26 per week to \$71.69 per week.

-Is access to health benefits, whether by purchase or through remuneration packages, restricted to fulltime employees?

Yes.

-What proportion of your non-managerial employees have benefits?

100% of our non-managerial, full time employees are eligible to enroll in health benefits.

-What other benefits (including subsidies for food purchases, MARTA passes, etc.) are provided?

Dental, vision, life insurance, disability insurance, retirement benefits, commuter benefits, credit union, discounts on merchandise, flexible spending accounts, paid time off, and free access to an employee assistance program. /

## VI. Processes for Handling Employee Grievances.

What internal resources and processes do you assign to handling employee grievances (Hotline? Specific managerial structures?) Does Emory have a role in your grievance process? If so, briefly describe this role.

## Employment Questionnaire

Barnes & Noble maintains a policy of open communication. Each store displays a poster with contact information for each member of the Field Management Chain, the Vice President of Stores, the Executive Vice President and the President. In addition, the Company provides a hotline (WEListen) to allow employees to voice concerns or complaints. Contact can be made by phone or email and each situation is investigated. Emory does not have a role in our internal complaint process.

### VII. Overall Monitor by Emory.

What Emory office evaluates your company's performance on campus?  
University Bookstore Liason Office (Bruce Covey)

Is the monitoring continuous or periodic? If the latter, how frequent?  
Monitoring is continuous with contact between Mr. Covey and the Store Manager at least weekly.

What elements of your company's performance receive major attention in this monitoring?

Partnership involves regular discussions of special events, store appearance, campus outreach, sales, work study students, and any other issues relevant to the bookstore.

**Response to Questionnaire to Contract Management**

**CRESTLINE**

Questionnaire to Contractor Management

Crestline



**Prude, Jonathan**

---

**From:** Johnson, Kathryn [KJohnson@ecch.emory.edu]  
**Sent:** Thursday, October 13, 2011 12:40 PM  
**To:** Pettigrew, Mika  
**Subject:** Employment Questionnaire  
**Attachments:** Employment Questionnaire ECCH.rtf

Mike,

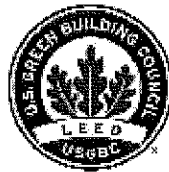
Please let me know if you have any questions. <<Employment Questionnaire ECCH.rtf>>

Thank you,

Kathryn Johnson

## **Kathryn Johnson**

Emory Conference Center Hotel  
General Manager  
1615 Clifton Road  
Atlanta, GA 30329  
Phone: (404) 712-6001



**Hotel, & Silver Certified New Addition**

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## Employment Questionnaire

I. Please supply data for the Table below.

Employment Data												
Rank	Number	FTE as %			Gender			Race/Ethnicity				Ar Tu (%)
		100%	50-100%	<50%	Male	Female	Other	African/American	White	Hispanic	Other	
frontline	12	12			3	9		3	9			
middle level	13	13			12	1		8	4		1	
senior level	7	7			4	3		1	6			
entry	139	107	24	8	64	75		80	33	13	13	
mid-level	12	9	3		7	5		3	9			
senior-level	16	16			7	9		12	4			
technical/professional	5	2	1	2	5			4	1			

How do you define fulltime employment (40 hrs. week or...?) 30 hours or more

Are employees hired as fulltime or parttime exclusively? If not, how frequently do they move from one category to another?  
Yes

## Employment Questionnaire

Does your Emory workforce constrict when the University is not in session? If so, do you make arrangements to place your Emory employees elsewhere during these off-seasons? No

Pay/Benefits of non-managerial employees at Emory. Crestline does not share compensation information of its employees. We cannot respond to this question in detail. We do participate in market wage surveys with our strategy being to remain competitive within market ranges of the 25<sup>th</sup>-75<sup>th</sup> percentile. Economic conditions permitting, we strive to give merit increases based upon performance. All full time employees upon meeting eligibility requirements may participate in our health plans with an employee contribution. Our employees have access to discounted MARTA passes since we are members of the CCTMA.

- What is your pay range and average pay rate for hourly employees?
- How is pay for entering non-managerial employees determined -- by market, skill set, or experience?
- Do non-managerial employees receive regular pay increases? If so, what are the average rates of these increases?

-Are health benefits provided to all non-managerial employees as part of the remuneration package? If not, are they available for purchase (and if so at what cost)? Is access to health benefits, whether by purchase or through group insurance packages, restricted to fulltime employees?

- What proportion of your non-managerial employees have benefits?
- What other benefits (including subsidies for food purchases, MARTA passes, etc.) are provided?

Procedures for Handling Employee Grievances.

What internal resources and processes do you assign to handling employee grievances (Hotline? Specific committees? Structures?) Does Emory have a role in your grievance process? If so, briefly describe this role.

If the employee has any problems or concerns related to his/her work environment or conditions, this is what he/she should do:

1. Tell his/her immediate supervisor or manager.
  2. If the problem is still not resolved after meeting w/ the supervisor, the employee should go to the next level of management: manager, department head, or executive committee member, who will obtain all the facts and will try to resolve the matter.
  3. If the employee is still not satisfied, he/she should go to Human Resources.
  4. If, after a thorough discussion of the matters, the employee still feels the concern has not been resolved to his/her satisfaction, he/she may go to the General Manager.
- The company has established an Employee Hotline for all employees to use to express a concern that has not been addressed but remains unresolved at his/her property, a violation of our code of conduct and business ethics.

or if the situation is uniquely sensitive. Employees may call the employee hotline number or email us v concerns and receive a response within 48 hours.

#### all Monitoring by Emory.

- a. What Emory office evaluates your company's performance on campus? Office of the Executive Vice President, Finance Administration.
- b. Is the monitoring continuous or periodic? If the latter, how frequent? Continuous
- c. What elements of your company's performance receive major attention in this monitoring? All areas of operations are satisfaction.

## **Response to Questionnaire to Contract Management**

### **First Transit**

## Employment Questionnaire – First Transit

I. Please supply data for the Table below.

**Employment Data**

ROLE	Rank	Number	FTE as %			Gender			Race/Ethnicity				Annual Turnover (%)
			100%	50-100%	<50%	Male	Female	Other	African/American	White	Hispanic	Other	
<b>Managers</b>													
	frontline	7	100	0	0	4	3	0	7	0	0	0	20
	middle level	2	100	0	0	2	0	0	1	0	0	0	0
	senior level	2	100	0	0	1	0	0	1	1	0	0	50
<b>Non-Managers</b>													
	entry	86	0	83	17	48	38	0	83	2	1	0	22
	mid-level												
	senior-level												
	technical/professional	5	100	0	0	5	0	0	5	0	0	0	10

II. How do you define fulltime employment (40 hrs. week or...?)

***Fulltime at Emory is more than 31 hours per week.***

III. Are employees hired as fulltime or part time exclusively? If not, how frequently do they move from one category to the other?

***They are hired on an as needed basis. Based on the run bid they could be Fulltime or Parttime.***

#### Employment Questionnaire

IV. Does your Emory workforce constrict when the University is not in session? If so, do you make arrangements to place your Emory employees elsewhere during these off-seasons? ***Workforce adjustments are made when the University is not in session. Employees are encouraged to apply for any temporary vacancies at other First Transit locations.***

V. Pay/Benefits of non-managerial employees at Emory.

-What is your pay range and average pay rate for hourly employees? -How is pay for entering non-managerial employees determined -- by market, skill set, or experience?

-Do non-managerial employees receive regular pay increases? If so, what are the average rates of these increases? ***First Transit considers the wage and benefit information of its employees confidential and proprietary. Disclosure of such information could harm First Transit's competitive position in future bids. Wages and benefits for represented employees are negotiated every three years and are included in a confidential Collective Bargaining Agreement between First Transit and the Teamsters Local 728.***

-Are health benefits provided to all non-managerial employees as part of the remuneration package? If not, are they available for purchase (and if so at what cost)? Is access to health benefits, whether by purchase or through remuneration packages, restricted to fulltime employees? ***Access to health insurance is provided to all full-time employees. The plan details are considered confidential and proprietary and are included in our confidential Collective Bargaining Agreement between First Transit and the Teamsters Local 728.***

-What proportion of your non-managerial employees have benefits? ***First Transit considers the wage and benefit information of its employees confidential and proprietary. Disclosure of such information could harm First***

***Transit's competitive position in future bids.***

-What other benefits (including subsidies for food purchases, MARTA passes, etc.) are provided? ***First Transit considers the wage and benefit information of its employees confidential and proprietary. Disclosure of such information could harm First Transit's competitive position in future bids.***

## VI. Processes for Handling Employee Grievances.

What internal resources and processes do you assign to handling employee grievances (Hotline? Specific managerial structures?) Does Emory have a role in your grievance process? If so, briefly describe this role. ***First Transit's grievance process for represented employees is detailed in a confidential Collective Bargaining Agreement between First Transit and the Teamsters Local 728. A toll-free hotline is also available for all employees and is published in employee breakrooms. The hotline is administered and management by a third party.***

## VII. Overall Monitoring by Emory.

What Emory office evaluates your company's performance on campus? ***Administration – Office of Transportation and Parking***

Is the monitoring continuous or periodic? If the latter, how frequent? ***Performance is monitored on a daily basis.***

What elements of your company's performance receive major attention in this monitoring? ***Passenger and pedestrian safety, on time performance, customer service, vehicle availability, etc.***



**Response to Questionnaire to Contract Management**

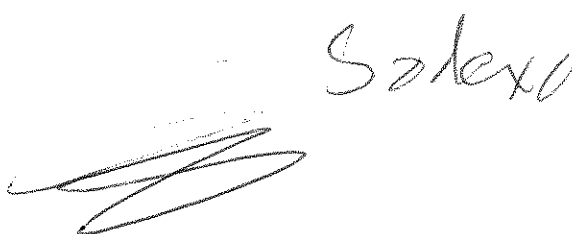
**RICOH**

KON

[illegible]

**Response to Questionnaire to Contract Management**

**SODEXHO**



## Employment Questionnaire

I. Please supply data for the Table below.

Employment Data													
ROLE	Rank	Number	FTE as %			Gender			Race/Ethnicity				Annual Turnover (%) For Example 2010- 2011
			100%	50-100%	< 50%	Male	Female	Other	African/ American	White	Hispanic	Other	
Salaried Employees													
	front line	12	100%			50%	50%		40%	53%	7%		20%
	middle level	4	100%			50%	50%			100%			0%
	senior level	2	100%			100%				100%			0%
Hourly Employees													
	1 year	34	74%		26%	38%	62%		53%	32%	6%	9%	
	2-5 years	211	71%		29%	39%	61%		87%	9%	2%	2%	
	6 years + technical/ professional	92	95%		5%	38%	62%		81%	5%	4%	2%	

II. How do you define fulltime employment (40 hrs. week or...?) 30 hours per week or more.

III. Are employees hired as fulltime or parttime exclusively? If not, how frequently do they move from one category to the other?

People are hired to fill positions. Some positions are 30 hours or more, some positions are 29 hours or less. Positions are advertised to current employees prior to seeking applicants outside of Sodexo at Emory.

### Employment Questionnaire

IV. Does your Emory workforce constrict when the University is not in session? If so, do you make arrangements to place your Emory employees elsewhere during these off-seasons?

Prospective employees are informed when they apply that our business cycle includes periods of time when they may be laid off; Semester break and summer. Schedules for the period when full staffing is not available are provided employees weeks in advanced of the slow periods. Positions are offered by seniority. People return to work based on seniority also. Sodexo at Emory has a 94% retention rate going into the 2012 academic year.

### V. Pay/Benefits of non-managerial employees at Emory.

-What is your pay range and average pay rate for hourly employees?

-How is pay for entering non-managerial employees determined -- by market, skill set, or experience?

-Do non-managerial employees receive regular pay increases? If so, what are the average rates of these of these increases?

-Are health benefits provided to all non-managerial employees a Employees part of the remuneration package? If not, are available for purchase ( and if so at what cost)? Is access to health benefits, whether by purchase or through remuneration packages, restricted to fulltime employees?

-What proportion of your non-managerial employees have benefits?

-What other benefits (including subsidies for food purchases, MARTA passes, etc.) are provided?

Employees hired to work 30 hours or more begin at no less than \$11.10 per hour. Employees hired to work 29 hours or less earn no less then \$10.30 per hour.

Current average rate of pay is \$14.89 per hour.

A persons wage at time of hire is determined by position, prior experience, and education in the case of culinary positions (sous chef, chef)

Annual merit increases are given in September. Average increase 2.75%

-Are health benefits provided to all non-managerial employees  
If not, are they available for purchase (and if so at what cost)? Is access to health benefits, whether by purchase or through remuneration packages, restricted to fulltime employees?

-What proportion of your non-managerial employees have benefits?

-What other benefits (including subsidies for food purchases, MARTA passes, etc.) are provided?

-A starting wage of no less than \$11.10 for employees working 30 or more hours

-Medical

-HMO

-PPO

-49 % participate

-Dental

-Vision- Free check up every two years with co pay for corrective lenses

-Life insurance - \$10,000 policy paid by Sodexo

-Group life term

-Accidental death and dismemberment

-Healthcare spending account

-Family care spending account

-Educational assistance- up to \$2,500 annual reimbursement

-Life works

-Vacation- sick- funeral- jury duty

-Meal stipend- \$9.50 per day for up to 8 hours per day additional when more than 8 hours

\$190 per month for a five day work week

-401K

-Credit Union

-Direct Deposit

-Stock Purchase Plan

## VI. Processes for Handling Employee Grievances.

What internal resources and processes do you assign to handling employee grievances (Hotline? Specific managerial structures?)

Does Emory have a role in your grievance process? If so, briefly describe this role.

Sodexo's Promise of Respect and Fair Treatment gives each guarantees each employee to the right to:

- Voice a complaint or concern
- To be heard in an atmosphere of respect and cooperation;
- To have the complaint acknowledged by a member of management in a timely way;
- To have the complaint acknowledged by successively high levels; of management if the employee is not satisfied with the response or does not receive it in the appropriate time frame;
- To have no fear of retaliation for presenting a complaint or concern.

When an employee has a complaint or a concern they should:

Step One- Contact Immediate manager or Supervisor

Step Two- Contact Next Higher of Management

Step Three- Contact Next Higher Level of Management

Step Four- Contact Human Resources

An employee may also use the Business Abuse Hotline. This system is operated by a third party that is neither owned or operated by Sodexo North America. The toll free number allows an employee to speak anonymously or leave name and contact information. The information is sent to the appropriate Division's Senior Human resource officer who then assigns a Human Resource Director to the case. Her/his job is to investigate allegations, speak to the person who made the call if contact information was provided, conduct interviews with anyone mentioned by the caller and make a determination as to the validity of the information.

The decisions made are shared with caller and the local management.

Sodexo employees use the company's resources to assist them and Emory University employees use Emory University to assist them.

VII. Overall Monitoring by Emory.

What Emory office evaluates your company's performance on campus? Food Service Administration

Is the monitoring continuous or periodic? If the latter, how frequent? Continuous

What elements of your company's performance receive major attention in this monitoring? Food quality, service quality, food safety, and physical safety.



**Response to Questionnaire to Contract Management**

**SP Plus**

SP Plus.

Student  
Party

# Employment Questionnaire

I. Please supply data for the Table below.

## Employment Data

ROLE	Rank	Number	FTE as %			Gender			Race/Ethnicity				Annual Turnover (%)
			100%	50-100%	< 50%	Male	Female	Other	African/ American	White	Hispanic	Other	
Managers													
	front line	2	X			2				2			0
	middle level	1	X			1			1				0
	senior level	1	X			1				1			0
Non-Managers													
	entry	45		X		23	22		39	6			260/2
	mid-level	5	X			1	3		5				60/0
	senior-level												
	technical/ professional												

II. How do you define fulltime employment (40 hrs. week or...?) 40 hrs.

III. Are employees hired as fulltime or parttime exclusively? If not, how frequently do they move from one category to the other?  
AS NEEDED, BUT PRIMARILY FULLTIME.

## Employment Questionnaire

IV Does your Emory workforce constrict when the University is not in session? If so, do you make arrangements to place your Emory employees elsewhere during these off-seasons? *OUR WORKFORCE IS PREDOMINATELY YEAR ROUND.*

V Pay/Benefits of non-managerial employees at Emory.

-What is your pay range and average pay rate for hourly employees? *11.20*

- *LIVING WAGE* ← How is pay for entering non-managerial employees determined -- by market, skill set, or experience?  
- *WHEN LIVING* ← Do non-managerial employees receive regular pay increases? If so, what are the average rates of *WAGE ADJUSTS* these increases?

-Are health benefits provided to all non-managerial employees as part of the remuneration package? *YES*  
*YES* - If not, are they available for purchase (and if so at what cost)? Is access to health benefits, whether by purchase or through remuneration packages, restricted to fulltime employees? *YES, FULLTIME*

-What proportion of your non-managerial employees have benefits? *24%*

-What other benefits (including subsidies for food purchases, MARTA passes, etc.) are provided?  
*LIFE INSURANCE, ADA, TBI & STD, PARKING*

VI Processes for Handling Employee Grievances.

What internal resources and processes do you assign to handling employee grievances (Hotline? Specific managerial structures?) *HOTLINE, CORPORATE HR EMPLOYEE RELATIONS, ON SITE MANAGEMENT*

Does Emory have a role in your grievance process? If so, briefly describe this role. *NO*

VII Overall Monitoring by Emory.

What Emory office evaluates your company's performance on campus? *TRANSPORTATION, PARKING DIRECTOR*  
Is the monitoring continuous or periodic? If the latter, how frequent? *CONTINUOUS*

What elements of your company's performance receive major attention in this monitoring? *CUSTOMER SERVICE, FINANCIAL PERFORMANCE*

**Follow-up to Questionnaire to Contract Management  
and Responses by Company**

**FIRST TRANSIT**

Reply Reply All Forward

First Transit

## Follow Up Questions

Wood, Matt [[matt.wood@firstgroup.com](mailto:matt.wood@firstgroup.com)]

To: Prude, Jonathan

Cc: Underwood, Lisa; Hauk, Gary S

Monday, April 02, 2012 11:45 AM

You replied on 4/2/2012 4:02 PM.

Mr. Prude,

I apologize for my delayed response to your question regarding part time vs. full time employee status. It appears I lost your original request in my email shuffle.

You had asked:

The data you supplied to the Committee indicated that a large proportion of your hourly employees are part time (that is: not furloughed during vacations but part time during the academic year). What would be involved in moving toward a larger number of full time employees? Would such a shift be possible? If not why not?

First Transit response: It is not uncommon in the public transit industry to utilize part time positions to cover operational demands which typically do not adhere to the general 9-5 work schedule. For example, individual route schedules may exceed reasonable and lawful work shifts, thereby required a relief operator to work the remaining period which could be as little as 4-hours. It is therefore necessary to use more flexible, part time shifts in order to provide full service coverage. The route schedules are structured based on passenger demand. Under DOT and general labor law, it would be unlawful for us to require an employee to operate a vehicle without 8-hours of "off duty" time.

In addition to legal and safety considerations, these part time positions provide a much desired option for employees who only seek work on a part-time only basis, such as single parents and/or yellow school bus drivers.

Moving our part-time shifts to full time shifts would result in serious safety, DOT and employee retention related issues.

Please don't hesitate to contact me if you require any additional information.

Regards,  
Matt

Matt Wood  
Senior Vice President  
First Transit, Inc.  
Cell. 646-772-1634  
Fax. 775-261-1346  
[Matt.wood@firstgroup.com](mailto:Matt.wood@firstgroup.com)

**Follow-up to Questionnaire to Contract Management  
and Responses by Company**

**RICOH**

Ricoh Response to the Committee on Class and Labor – Contractor's Survey: Follow-up Questions

1. First, could you confirm that only fulltime employees are eligible to purchase healthcare insurance through Ricoh? And could you indicate the levels of employer contribution toward this insurance for workers who do purchase this benefit through your company?
  - *At Ricoh, part-time employees (defined as working 21-30 hours per week) are also eligible to purchase the same health care benefits as full-time employees.*
  - *With regard to the level of employer contribution towards insurance coverage, even with the increasing cost of healthcare, Ricoh continues to pay the majority of the cost for employee health benefits. In addition, Ricoh offers a tiered approach to benefits, based on the number of covered family members. Further, to ensure fairness and that all employees have affordable access to health care, health insurance premiums are based on salary bands with employees in higher bands paying a higher percentage of the healthcare coverage costs.*
2. Second, your survey suggested that pay levels for hourly workers begin at \$10.50. Could you explain how your wage scale relates to Emory prescribed minimum wage levels?
  - *While we don't believe the minimum wage level applicable to Emory employees is applicable to Ricoh employees by virtue of any contractual or other legal obligation, no Ricoh employee currently assigned to Emory is paid less than \$11/hour. Ricoh's compensation philosophy and practice is to pay employees competitively in the marketplaces in which we do business. We do so by utilizing compensation surveys to identify competitive market rates that are paid by other organizations for specific jobs. This benchmarking is a key component in formulating our pay structures. In addition, Ricoh seeks to recognize the relative worth and strategic nature of jobs internally. This internal alignment is designed to ensure that positions are compensated consistently across the organization.*

C. J. - response to survey

Ricoh

**Follow-up to Questionnaire to Contract Management  
and Responses by Company**

**SODEXHO**



M. F. Chel /

1. What would be involved in moving towards a larger number of full time employees?

I will begin my response by first providing background to Sodexo's full and part time employees. Seventy nine percent of Sodexo's workforce at Emory University are people working 30 hours or more a week, which is considered full-time status at Sodexo. Many of our part-time employees appreciate the flexibility they have with those hours and are not striving to find a full-time position. A person seeking part time hours may be a recent retiree seeking to supplement their income. The person may have another job and employment with Sodexo provides them additional income.

Part time employees fill positions that do not lend themselves to full time hours, cashiers who work during our peak service hours, for instance. While we remain committed to creating opportunities for our employees to grow and develop, we also know that we have need to utilize part-time workers to support the goals of exceptional customer service and quality dining within responsible business operations.

For those part-time employees who want to continue to build opportunities within Sodexo at Emory University, we work to provide them as many hours as we can, understanding that our business needs do determine how we schedule our people. Full time positions are advertised internally to provide current employees the first opportunity to apply for positions that better meet their needs and aspirations.

As to the question of what would be involved in changing the full time / part time mix, the answer lies with what price Emory customers wish to pay for food, beverages and services. Maintaining our commitment to great food and great service while being good business stewards for our partners and our customers has to remain a major focus for us. A shift in the balance of full-time and part-time employees is a decision that would financially impact our customers through higher prices. This is a significant issue for students who live on a fixed income as well as employees of Emory University.

2. Could you confirm that only fulltime employees are eligible to purchase healthcare insurance through Sodexo? And could you indicate the levels of employer contribution toward this insurance for workers who do purchase this benefit through your company.

It is accurate that full-time employees are eligible to purchase healthcare benefits through Sodexo – any employee who works 30 hours or more a week is considered full-time in our system. Sodexo currently pays about 2/3 the cost of health insurance premiums for employees.

**Follow-up to Questionnaire to Contract Management  
and Responses by Company**

**SP Plus**

Dear Mr. Spoeth:

Thank you again for your response to our survey to Emory's major contractors. I'm getting in touch now to ask a few follow-up questions. This additional information will be helpful as we move toward assembling our final recommendations. And we would thus greatly appreciate this additional information.

First, the data you supplied to the Committee indicated that a large proportion of your hourly employees are part time (that is: not furloughed during vacations but part time during the academic year). What would be involved in moving toward a larger number of full time employees? Would such a shift be possible? If not why not? - Currently we have 45 FTE and 7 PTE which does fluctuate based on operational and employee needs.

Second, could you confirm that only fulltime employees are eligible to purchase healthcare insurance through SP Plus? And could you indicate the levels of employer contribution toward this insurance for workers who do purchase this benefit through your company. [Yes, this is correct. The employer contribution is approximately 80% - 55% of the total cost depending on the plan chosen by the employee.]

And third, your survey indicated that you link pay levels to Living Wage guidelines. Could explain how these guidelines relate to Emory's prescribed minimum wage levels? [They are one in the same, the Living Wage is equivalent to Emory's prescribed minimum wage.]

It would be helpful if you send your responses to me (at histjp@emory.edu by March 22). Thanks in advance for your cooperation.

Sincerely,

Jonathan Prude (for the Committee on Class and Labor).

Chris Wagner  
Senior Manager  
cwagner@spplus.com  
404.727.4697 (Direct)  
404.448.4500 (Fax)  
404.966.6576 (Mobile)

SP Plus

Follow-up

## **APPENDIX D**

# How do Emory's Benefits Compare to the Atlanta Market?

- The charge to the Committee on Class and Labor includes comparison of Emory's staff pay and benefits to the Atlanta market
- Pay comparisons already available through published survey data (overall, Emory's staff salaries are about 98% of market)
- Engaged Towers Watson to conduct a comparison of Emory's benefits to the market
  - ▣ Existing database of large Atlanta employers
  - ▣ Valuation methodology allows comparison across different types of plans
- Comparison employers selected based on prominence and size in the Atlanta market:

Children's Healthcare of Atlanta	Georgia Power Company
Coca-Cola Refreshments USA	NCR Corporation
Delta Air Lines	Newell Rubbermaid
Genuine Parts Company	SunTrust Banks
Georgia-Pacific LLC	United Parcel Service

# Methodology

- All plans are valued based on a standard population representative of large U. S. employers, with a range of salaries, ages and years of service represented
- The value of grandfathered provisions (such as Emory's retiree medical plan) are not reflected
- Assumptions are made around such factors as:
  - ▣ Employee 403(b) contributions and matching contributions
  - ▣ Actuarial value of medical, disability and life insurance plans
  - ▣ Enrollment in medical, disability and life insurance plans
- Index methodology uses a score of 100 for the average value across the comparison sample
- Comparisons of "Employer Contributions" and "Total Value" (including employee contributions/costs) are provided

# How Do We Compare?

	Employer Contribution Only		Total Benefit Value**	
	Value*	Rank (of 11)	Value*	Rank (of 11)
Retirement	119.2	4	93.8	7
Disability	101.0	8	104.4	5
Life Insurance	9.4	10	74.6	9
Medical	99.9	6	100.9	6
Dental	44.7	9	124.7	1
Vacation/Holiday	111.9	3	111.9	3
All benefits, excluding Courtesy Scholarship	108.2	3	106.8	4
All benefits, with Courtesy Scholarship	113.7	2	--	--

\* Compared to average value for all employers, indexed at 100

\*\* Total benefit value defined as employer contributions plus employee costs

# Observations

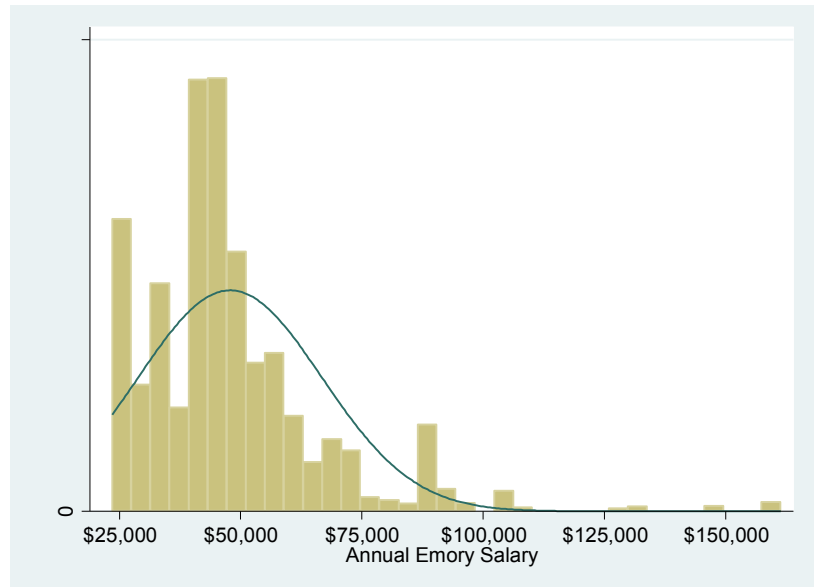
- Only Georgia Power and Georgia-Pacific have higher scores for the value of **employer** contributions.
- Emory's relatively high ranking comes primarily from the retirement plan and vacation/holiday benefits, which are among the highest cost/highest value benefits.
- Medical plans, another high value benefit, showed the least amount of variation in value among all plans.
  - Employer values ranged from 86.2 to 119.5 (Emory 99.9), compared to retirement plan values which range from 28.7 to 150.2 (Emory 119.2).
- Dental and life insurance, where Emory ranked low in Employer Contribution, are generally the lowest value benefits.
- Courtesy Scholarship added an estimated 5% to the value of Emory's benefit program.



## Compensation Comparison

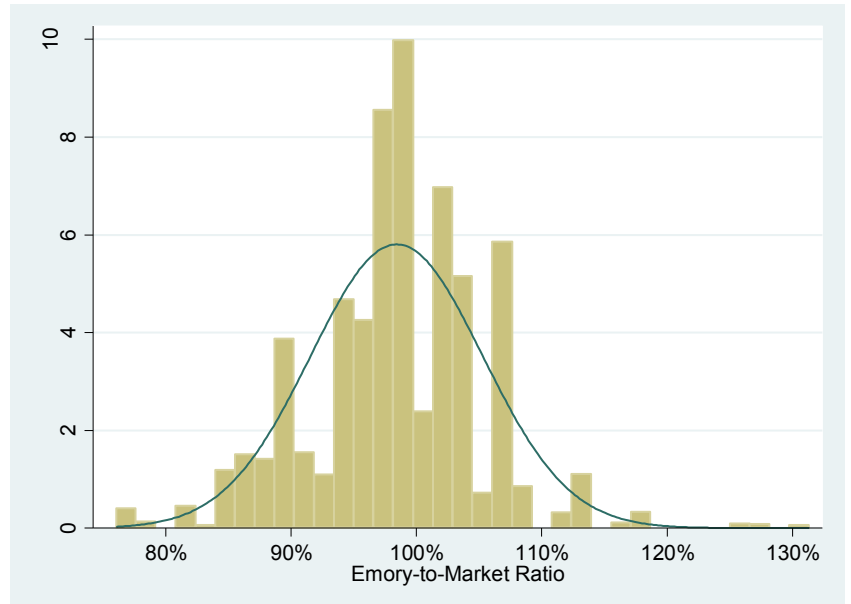
**Table 1. Distribution of Annual Salaries**

Average salary of job group (weighted by # of EE)	Percentile in the overall distribution
\$23,510	Min
\$26,246	10th
\$33,541	20th
\$35,583	25th
\$40,078	30th
\$41,799	40th
\$43,371	50th
\$46,434	60th
\$50,978	70th
\$53,753	75th
\$57,636	80th
\$70,349	90th
\$161,318	Max

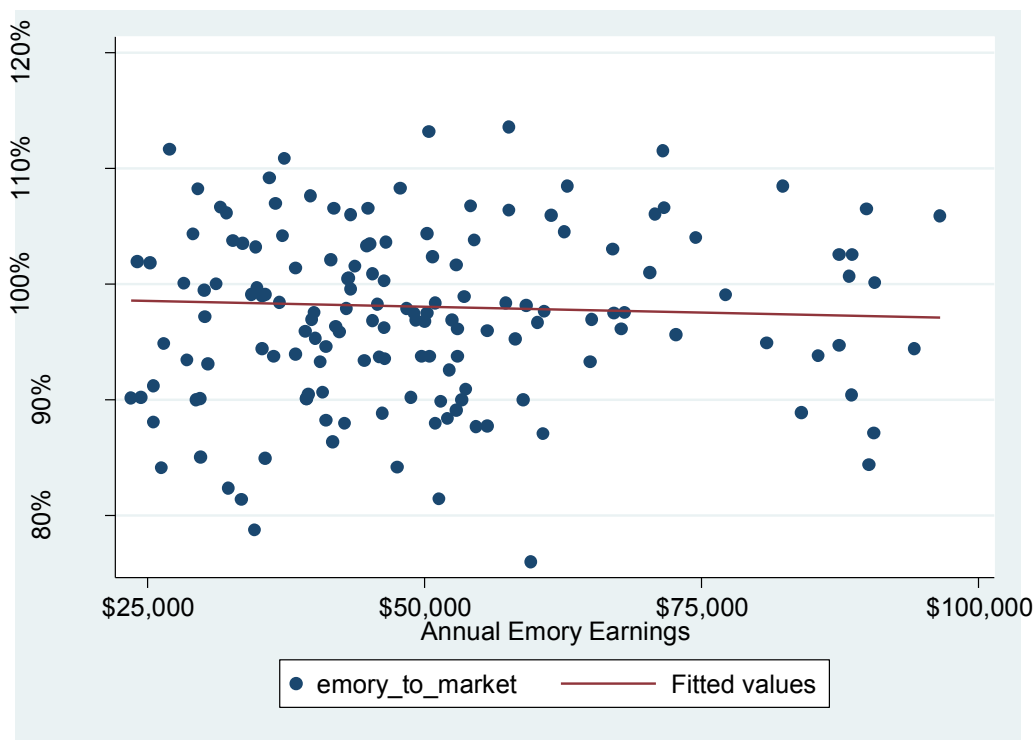


**Table 2. Distribution of Market-to-Emory ratio**

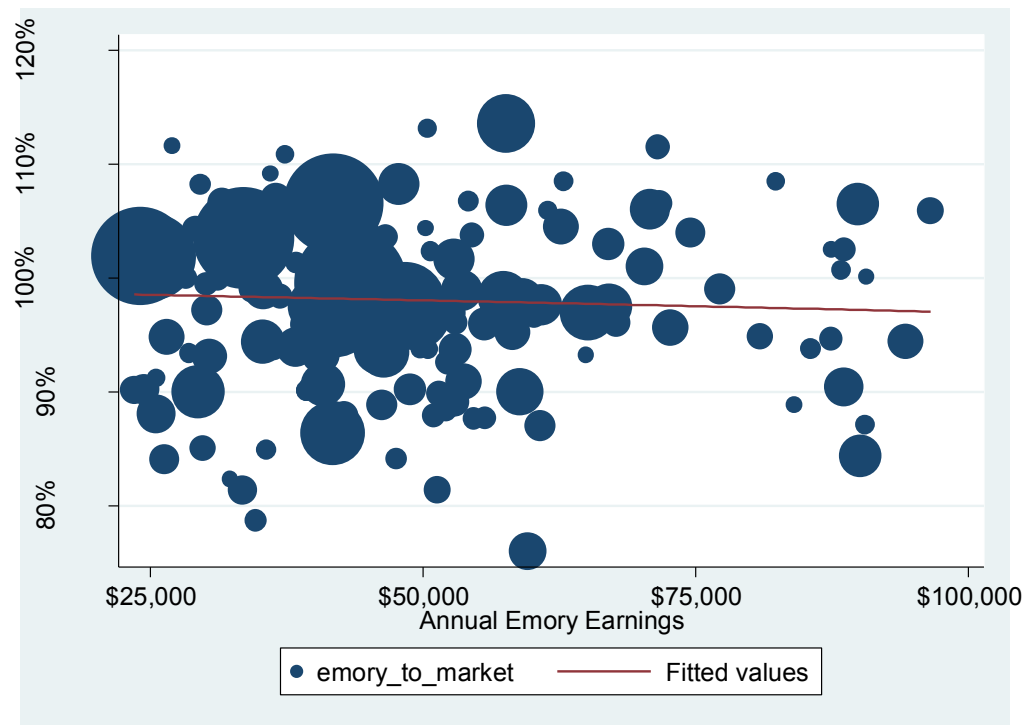
Emory to Market Ratio	Percentile in the overall distribution
76.0%	Min
90.0%	10th
93.7%	20th
94.7%	25th
96.3%	30th
97.5%	40th
98.3%	50th
99.6%	60th
101.9%	70th
102.0%	75th
103.5%	80th
106.6%	90th
131.3%	Max



**Figure 1a. Emory-to-market ratio by Annual Earnings (weighted by # of employees/ job title)**



**Figure 1b. Emory-to-market ratio by Annual Earnings (size of circles indicates number of employees in each of these jobs)**



**Table 3. Emory-to-market ratio by Job Family**

		Maintenance & Skilled Craft	Clerical & Administrative	Prof. & Academic Services	Exec & Admin & Managerial
Emory Salary to Market Pay	below	45.8% ( 316 )	89.7% ( 566 )	61.0% ( 1441 )	16.0% ( 4 )
	above	57.2% ( 422 )	10.3% ( 65 )	39.0% ( 923 )	84.0% ( 21 )
TOTAL		100% ( 738 )	100% ( 631 )	100% ( 2364 )	100% ( 25 )

$\chi^2 (3)=344$ ,  $p=0.000$ , weighted by number of employees in each group

**Table 3b. Emory-to-market ratio by detailed Job Family**

	Maintenance / Service	Clerical	Research	Prof. Serv	Academic	Executive Admin.
below	42.27 ( 309 )	89.7 ( 566 )	55.99 ( 519 )	67.44 ( 816 )	48.29 ( 113 )	16 ( 4 )
above	57.73 ( 422 )	10.3 ( 65 )	44.01 ( 408 )	32.56 ( 394 )	51.71 ( 121 )	84 ( 21 )
Total	100 ( 731 )	100 ( 631 )	100 ( 927 )	100 ( 1,210 )	100 ( 234 )	100 ( 25 )

$\chi^2 (5)=396$ ,  $p=0.000$ , weighted by number of employees in each group

**Table 4. Emory Compensation by detailed job family**

	Median	Mean	Std. Dev.	Min	Max
Maintenance / Service	\$26,480	\$31,498	\$10,138	\$23,510	\$87,425
Clerical & Administrative	\$43,371	\$42,556	\$6,406	\$26,246	\$57,363
Research	\$41,799	\$44,298	\$10,235	\$24,400	\$82,365
Prof. Services	\$57,630	\$61,367	\$20,860	\$30,078	\$161,318
Academic services	\$47,781	\$48,245	\$8,990	\$32,311	\$77,867
Exec/Admin/Managerial	\$130,517	\$129,367	\$16,443	\$107,200	\$145,592

Note: weighted by number of employees in each group

**Table 5. Probability of being above market by Job Family and Annual Earnings**

	Logit ( OR )	
Average Salary (in \$1,000)	-0.21 ( 0.81 )	***
Average Salary - squared	0.00 ( 1.00 )	***
Job Classification		
Maintenance / Skilled Craft	(reference group)	
Clerical / Administrative	-1.49 ( 0.23 )	***
Professional / Academic Services	0.43 ( 1.53 )	***
Exec / Admin / Managerial	-2.16 ( 0.12 )	**
Constant	5.00	
N (Weighted Obs)	3758	
N (Job Titles)	162	
R-squared	0.14	

Note: Dependent variable: “Above market” (0=no, 1=yes), weighted by number of employees in each job family.

\*\*\* p<0.001, \*\* p<0.01

### Things liked most / least at Emory:

Table 1. Percentage of Respondents choosing Compensation and Benefits as thing they liked most / least.

	No	Yes	TOTAL
Thing I like most: Compensation	93%	7%	2116
Thing I like Most: Benefits	63%	37%	2116
Thing I like least: Compensation	69%	31%	2116
Thing I like least: Benefits	93%	7%	2116

Table 2. Thing I like most: Compensation by job family, income and perceived class

Like most - pay: job family

	No	Yes	Total
Administrative / Count %	461 91.8%	41 8.2%	502 100.0%
Technical Count %	128 87.1%	19 12.9%	147 100.0%
Research Count %	357 95.7%	16 4.3%	373 100.0%
Professional Count %	659 94.0%	42 6.0%	701 100.0%
Academic profession Count %	211 96.3%	8 3.7%	219 100.0%
Service/Maintena nce Count %	137 86.2%	22 13.8%	159 100.0%
Skilled Craft Count %	36 90.0%	4 10.0%	40 100.0%
Count %	1989 92.9%	152 7.1%	2141 100.0%

p= 0.001

Like Most - Pay - by earnings

	No	Yes	Total
Less than Count %	651 93.5%	45 6.5%	696 100.0%
50,001 – Count %	814 92.8%	63 7.2%	877 100.0%
100,001 or Count %	502 92.4%	41 7.6%	543 100.0%
Count %	1967 93.0%	149 7.0%	2116 100.0%

p= 0.74

Like Most - Pay - by perceived class

	No	Yes	Total
Upper class Count %	32 100.0%	0 .0%	32 100.0%
Upper middle Count %	777 93.1%	58 6.9%	835 100.0%
Lower middle Count %	798 92.1%	68 7.9%	866 100.0%
Working class Count %	357 93.5%	25 6.5%	382 100.0%
Poor Count %	40 95.2%	2 4.8%	42 100.0%
Count %	2004 92.9%	153 7.1%	2157 100.0%

p=0.4

Table 3. Thing I like most: Benefits by job family, income and perceived class

Like Most - Benefits - by job family

		No	Yes	Total
Administrative /	Count	292	210	502
	%	58.2%	41.8%	100.0%
Technical	Count	83	64	147
	%	56.5%	43.5%	100.0%
Research	Count	252	121	373
	%	67.6%	32.4%	100.0%
Professional	Count	490	211	701
	%	69.9%	30.1%	100.0%
Academic	Count	155	64	219
	%	70.8%	29.2%	100.0%
Service/Maintena	Count	69	90	159
	%	43.4%	56.6%	100.0%
Skilled Craft	Count	21	19	40
	%	52.5%	47.5%	100.0%
	Count	1362	779	2141
	%	63.6%	36.4%	100.0%

p=0.0001

Like Most Benefits - by income

		No	Yes	
Less than	Count	387	309	696
	%	55.6%	44.4%	100.0%
50,001 –	Count	551	326	877
100,000	%	62.8%	37.2%	100.0%
100,001 or	Count	404	139	543
more	%	74.4%	25.6%	100.0%
Total	Count	1342	774	2116
	%	63.4%	36.6%	100.0%

p=0.0001

Like Most -Benefits by perceived class

		No	Yes	Total
Upper class	Count	26	6	32
	%	81.3%	18.8%	100.0%
Upper middle	Count	580	255	835
class	%	69.5%	30.5%	100.0%
Lower middle	Count	511	355	866
class	%	59.0%	41.0%	100.0%
Working class	Count	221	161	382
	%	57.9%	42.1%	100.0%
Poor	Count	27	15	42
	%	64.3%	35.7%	100.0%
	Count	1365	792	2157
	%	63.3%	36.7%	100.0%

p=0.0001

Table 4. Thing I like least: Compensation by job family, income and perceived class

Like least - pay - by job family

		No	Yes	Total
Administrative / clerical	Count	352	150	502
	%	23.9%	22.5%	23.4%
Technical	Count	108	39	147
	%	73.5%	26.5%	100.0%
Research	Count	227	146	373
	%	60.9%	39.1%	100.0%
Professional	Count	495	206	701
	%	70.6%	29.4%	100.0%
Academic profession	Count	140	79	219
	%	63.9%	36.1%	100.0%
Service/Maintenance	Count	122	37	159
	%	76.7%	23.3%	100.0%
Skilled Craft	Count	30	10	40
	%	75.0%	25.0%	100.0%
	Count	1474	667	2141
	%	68.8%	31.2%	100.0%

p=0.001

Like least - pay- by income

		No	Yes	Total
Less than \$50,000	Count	454	242	696
	%	65.2%	34.8%	100.0%
50,001 – 100,000	Count	603	274	877
	%	68.8%	31.2%	100.0%
100,001 or more	Count	410	133	543
	%	75.5%	24.5%	100.0%
Total	Count	1467	649	2116
	%	69.3%	30.7%	100.0%

p=0.001

like least - Pay - by perceived class

		No	Yes	Total
Upper class	Count	26	6	32
	%	81.3%	18.8%	100.0%
Upper middle class	Count	620	215	835
	%	74.3%	25.7%	100.0%
Lower middle class	Count	578	288	866
	%	66.7%	33.3%	100.0%
Working class	Count	250	132	382
	%	65.4%	34.6%	100.0%
Poor	Count	22	20	42
	%	52.4%	47.6%	100.0%
	Count	1496	661	2157
	%	69.4%	30.6%	100.0%

p=0.0001

Table 5. Thing I like least: Benefits by job family, income and perceived class

Like least - benefits - job family

		No	Yes	Total
Administrative /	Count	465	37	502
	%	92.6%	7.4%	100.0%
Technical	Count	141	6	147
	%	95.9%	4.1%	100.0%
Research	Count	334	39	373
	%	89.5%	10.5%	100.0%
Professional	Count	658	43	701
	%	93.9%	6.1%	100.0%
Academic	Count	200	19	219
	%	91.3%	8.7%	100.0%
Service/Maintena	Count	151	8	159
	%	95.0%	5.0%	100.0%
Skilled Craft	Count	38	2	40
	%	1.9%	1.3%	1.9%
TOTAL	Count	1987	154	2141
	%	92.8%	7.2%	100.0%

p=0.08

Like least - benefits - by income

		No	Yes	Total
Less than	Count	630	66	696
\$50,000	%	90.5%	9.5%	100.0%
50,001 –	Count	813	64	877
100,000	%	92.7%	7.3%	100.0%
100,001 or	Count	516	27	543
more	%	95.0%	5.0%	100.0%
Total	Count	1959	157	2116
	%	92.6%	7.4%	100.0%

p=0.01

like least - benefits by perceived class

		No	Yes	Total
Upper class	Count	26	6	32
	%	81.3%	18.8%	100.0%
Upper middle	Count	796	39	835
class	%	95.3%	4.7%	100.0%
Lower middle	Count	798	68	866
class	%	92.1%	7.9%	100.0%
Working class	Count	336	46	382
	%	88.0%	12.0%	100.0%
Poor	Count	41	1	42
	%	97.6%	2.4%	100.0%
	Count	1997	160	2157
	%	92.6%	7.4%	100.0%

p=0.001

Table 6. Over satisfaction and perceived competitiveness

	1.	2.	3. Neither	4.	5.		
	Strongly	Somewhat	agree nor	somewhat	Strongly		
	disagree	Disagree	disagree	agree	agree	TOTAL N	Mean
Satisfied With Pay	15%	28%	11%	32%	14%	2132	3.0
Satisfied with Benefits	4%	10%	8%	42%	36%	2128	4.0
Pay better at other university	9%	15%	54%	16%	7%	2114	3.0
Pay better at other non-university	4%	6%	26%	30%	33%	2123	3.8
Benefits better at other university	13%	24%	53%	7%	3%	2109	2.6
Benefits better at other non-university	12%	23%	44%	15%	6%	2116	2.8



# **Logistic Regressions – Pay satisfaction by occupational groups + controls**

Table1. Satisfaction w/ pay

	LogOdds	p-value
<b>Occupational Group</b>		
Admin	-0.09	0.665
Technical	0.11	0.681
Research	-0.38	0.100
Professional	-0.18	0.405
AcadProf	-0.31	0.215
<b>Earnings</b>		
\$50K-100K	0.27	0.038
\$100K+	0.72	0.000
<b>Job Characteristics</b>		
paid monthly	0.10	0.499
part time	0.06	0.780
nr of prom	0.16	0.001
<b>Human Capital</b>		
tenure	-0.18	0.000
education	-0.06	0.130
<b>Demographics</b>		
female	0.05	0.690
lgbt	0.19	0.280
age	0.13	0.009
Native American	0.13	0.744
Asian	-1.00	0.001
Black	-0.42	0.000
Hispanic	-0.70	0.027
Pacific Islander	1.43	0.156
Other Race	-0.53	0.150
international	0.32	0.251
Constant	-0.44	0.209
N (Observations)	1,830	
Log Likelyhood	2,406	

Table 2. Satisfaction w/ benefits

	LogOdds	p-value
<b>Occupational Group</b>		
Admin	-0.34	0.187
Technical	-0.12	0.728
Research	-0.71	0.011
Professional	-0.43	0.110
AcadProf	-0.59	0.053
<b>Earnings</b>		
\$50K-100K	0.01	0.927
\$100K+	0.24	0.197
<b>Job Characteristics</b>		
paid monthly	0.38	0.023
part time	0.33	0.153
nr of prom	0.07	0.225
<b>Human Capital</b>		
tenure	-0.03	0.581
education	-0.14	0.005
<b>Demographics</b>		
female	0.05	0.739
lgbt	0.19	0.386
age	-0.01	0.867
Native American	0.52	0.347
Asian	-0.60	0.041
Black	-0.26	0.058
Hispanic	-0.25	0.442
Pacific Islander	20.51	0.999
Other Race	-0.71	0.059
international	-0.01	0.974
Constant	1.35	0.001
N (Observations)	1,827	
Log Likelyhood	1,863	

Note: Outcome “satisfied with Pay/ benefit”: 0= strongly & somewhat disagree &neutral;  
1= strongly & somewhat agree  
Effect significant when p-value <0.05, effect positive if log odds are positive (>0)

Table 3. Pay better at other university

	LogOdds	p-value
<b>Occupational Group</b>		
Admin	0.44	0.083
Technical	0.43	0.178
Research	0.64	0.024
Professional	0.42	0.119
AcadProf	0.94	0.002
<b>Earnings</b>		
\$50K-100K	-0.08	0.581
\$100K+	-0.25	0.189
<b>Job Characteristics</b>		
paid monthly	-0.18	0.273
part time	0.02	0.944
nr of prom	0.01	0.866
<b>Human Capital</b>		
tenure	0.15	0.008
education	-0.04	0.475
<b>Demographics</b>		
female	0.12	0.414
lgbt	0.26	0.190
age	-0.20	0.002
Native American	-0.38	0.456
Asian	0.45	0.136
Black	0.40	0.003
Hispanic	0.75	0.014
Pacific Islander	-0.30	0.796
Other Race	-0.43	0.381
international	0.40	0.166
Constant	-1.26	0.003
N (Observations)	1,817	
Log Likelyhood	1,831	

Table 4. Pay better at other non-university employer

	LogOdds	p-value
<b>Occupational Group</b>		
Admin	0.52	0.013
Technical	0.53	0.045
Research	0.70	0.003
Professional	0.72	0.001
AcadProf	0.13	0.591
<b>Earnings</b>		
\$50K-100K	0.26	0.045
\$100K+	0.33	0.047
<b>Job Characteristics</b>		
paid monthly	0.35	0.016
part time	0.15	0.497
nr of prom	-0.10	0.031
<b>Human Capital</b>		
tenure	0.21	0.000
education	0.11	0.011
<b>Demographics</b>		
female	0.15	0.227
lgbt	-0.11	0.550
age	-0.27	0.000
Native American	-0.40	0.323
Asian	0.62	0.069
Black	-0.18	0.122
Hispanic	0.65	0.068
Pacific Islander	0.50	0.666
Other Race	0.28	0.477
international	-0.04	0.902
Constant	-0.72	0.048
N (Observations)	1,824	
Log Likelyhood	2,242	

Note: Outcome "Pay better at other ATL university/ non-university employer":

0= strongly & somewhat disagree, neutral; 1= strongly & somewhat agree

Effect significant when p-value <0.05, effect positive if log odds are positive (>0)

Table 5. Benefits better at other university

	LogOdds	p-value
<b>Occupational Group</b>		
Admin	0.88	0.029
Technical	0.64	0.191
Research	1.01	0.020
Professional	0.69	0.098
AcadProf	0.79	0.094
<b>Earnings</b>		
\$50K-100K	-0.47	0.027
\$100K+	-0.22	0.395
<b>Job Characteristics</b>		
paid monthly	0.15	0.534
part time	-0.13	0.713
nr of prom	-0.05	0.536
<b>Human Capital</b>		
tenure	0.06	0.485
education	-0.04	0.573
<b>Demographics</b>		
female	0.19	0.344
lgbt	0.46	0.078
age	0.01	0.879
Native American	-1.11	0.282
Asian	0.46	0.249
Black	0.21	0.281
Hispanic	0.26	0.570
Pacific Islander	-19.17	0.999
Other Race	0.60	0.236
international	0.43	0.273
Constant	-3.07	0.000
<hr/>		
N (Observations)	1,818	
Log Likelyhood	1,093	

Table 6. Benefits better at r non-university employer

	LogOdds	p-value
<b>Occupational Group</b>		
Admin	0.43	0.130
Technical	0.43	0.201
Research	0.85	0.004
Professional	0.28	0.327
AcadProf	0.25	0.444
<b>Earnings</b>		
\$50K-100K	0.04	0.794
\$100K+	0.21	0.261
<b>Job Characteristics</b>		
paid monthly	0.20	0.243
part time	-0.01	0.978
nr of prom	0.00	0.980
<b>Human Capital</b>		
tenure	0.06	0.282
education	0.05	0.323
<b>Demographics</b>		
female	0.03	0.860
lgbt	0.03	0.882
age	-0.07	0.227
Native American	-0.78	0.211
Asian	0.75	0.009
Black	0.29	0.041
Hispanic	0.99	0.001
Pacific Islander	-21.01	0.999
Other Race	0.83	0.027
international	-0.02	0.942
Constant	-2.45	0.000
<hr/>		
N (Observations)	1,821	
Log Likelyhood	1,804	

Note: Outcome "Benefits better at other ATL university/ non-university":

0= strongly & somewhat disagree, neutral; 1= strongly & somewhat agree

Effect significant when p-value <0.05, effect positive if log odds are positive (>0)

## Lifestyle Benefits

- The following are prevalence statistics for various lifestyle benefits provided by 717 BDS U.S. participants.
- Companies who are performing better in controlling health care costs generally employ a broad range of tactics to derive improvements in employee's health. Such tactics include engaging employees in health care decisions and encouraging the adoption of healthy behaviors.
  - Smoking cessation, wellness, and health risk assessment programs are increasing in use.
- Note that lifestyle benefits are not included in the values shown throughout this report.

## Lifestyle Benefits

	Emory University	BDS U.S. Database			
		<i>Provided w/Full Subsidy</i>	<i>Provided w/Partial Subsidy</i>	<i>Provided w/No Subsidy</i>	<i>Not Provided</i>
Family and Personal Life					
Child/Elder Care Referrals	Provided	62%	n/a	n/a	38%
Pet Care Referrals	Not Provided	20%	n/a	n/a	80%
Moving Assistance Referrals	Not Provided	36%	n/a	n/a	64%
Home Repair Referrals	Not Provided	14%	n/a	n/a	86%
Subsidy for Home Office	Not Provided	3%	8%	n/a	89%
Child Care Reimburs. for Business Travel	Not Provided	3%	4%	n/a	93%
Emergency Child Care	Not Provided	3%	12%	4%	81%
Outside Child Care	Not Provided	<1%	7%	4%	89%
On-Site Child Care	Partial Subsidy	0%	9%	6%	85%
Elder Care	Not Provided	1%	4%	4%	91%
Adoption Benefits	Not Provided	2%	45%	2%	51%

## Lifestyle Benefits

	Emory University	BDS U.S. Database			
		Provided w/Full Subsidy	Provided w/Partial Subsidy	Provided w/No Subsidy	Not Provided
Work Environment					
Flexible Work Arrangements	Provided	69%	n/a	n/a	31%
Flex-Time	Not Provided	69%	n/a	n/a	31%
Job Sharing	Provided	36%	n/a	n/a	64%
Reduced Summer Hours	Not Provided	12%	n/a	n/a	88%
Buy/Sell Vacation Days	Not Provided	25%	n/a	n/a	75%
Sabbaticals (Non-Educational)	Faculty: Partial Subsidy Staff: Not Provided	2%	2%	10%	86%
Parking Benefit	Partial Subsidy	18%	16%	12%	54%
Commuter Benefits	Partial Subsidy	4%	22%	20%	54%
Employer Cafeteria	Partial Subsidy	3%	38%	24%	35%
Take Home Meals	Not Provided	1%	5%	5%	89%
On-Site Fitness Center	Partial Subsidy	21%	21%	8%	50%
On-Site Convenience Store	Not Provided	1%	4%	16%	79%
On-Site Dry Cleaning	Not Provided	1%	3%	22%	74%
On-Site Banking	Not Provided	47%	n/a	n/a	53%
Car Wash Service	Not Provided	0%	2%	8%	90%

## Lifestyle Benefits

	Emory University	BDS U.S. Database			
		<i>Provided w/Full Subsidy</i>	<i>Provided w/Partial Subsidy</i>	<i>Provided w/No Subsidy</i>	<i>Not Provided</i>
Recognition Programs					
Extra Efforts Bonus	Not Provided	56%	n/a	n/a	44%
Project Milestone/ Completion Bonus	Not Provided	38%	n/a	n/a	62%
Royalty Participation	Not Provided	3%	n/a	n/a	97%
Patent Awards	Not Provided	18%	n/a	n/a	82%
Travel Awards	Not Provided	6%	n/a	n/a	94%
Training and Development/Education Assistance					
Tuition Reimbursement	Partial Subsidy	29%	64%	n/a	7%
Management Skills Development	Partial Subsidy	70%	14%	2%	14%
Technical Skills Development	Partial Subsidy	68%	14%	2%	16%
New Product/Technology/Equipment Training	Not Provided	66%	9%	3%	22%
Corporate University/Training Center	Not Provided	41%	8%	2%	49%
Education Sabbaticals	No Subsidy	4%	6%	12%	78%

## Lifestyle Benefits

	Emory University	BDS U.S. Database			
		Provided w/Full Subsidy	Provided w/Partial Subsidy	Provided w/No Subsidy	Not Provided
Financial Planning/Assistance					
Long-Term Care Insurance	No Subsidy	1%	3%	47%	49%
Group Financial Planning	Not Provided	11%	6%	13%	70%
Prepaid Legal Services	No Subsidy	2%	5%	30%	63%
Group Auto Insurance	No Subsidy	0%	2%	37%	61%
Group Homeowners Insurance	No Subsidy	0%	2%	36%	62%
Home Purchase Assistance	Not Provided	2%	4%	10%	84%
Pre-Retirement Planning	Full Subsidy	24%	10%	14%	52%
Pet Insurance	Not Provided	0%	<1%	14%	86%
Computer Purchase	Not Provided	<1%	21%	16%	63%
Financial Planning	Not Provided	11%	10%	16%	63%
College Loans	Not Provided	1%	2%	7%	90%
Other/Miscellaneous Benefits					
Concierge Services	Not Provided	10%	n/a	n/a	90%
Travel/Ticket Services	Provided	43%	n/a	n/a	57%



## **APPENDIX E**

## TUITION REIMBURSEMENT

	<b>AY07</b>	<b>AY08</b>	<b>AY09</b>	<b>AY10</b>
Employee Count	362	307	328	342
Payments	\$594,728	\$563,020	\$606,713	\$606,713

## Courtesy Scholarships

	<b>AY07</b>	<b>AY08</b>	<b>AY09</b>	<b>AY10</b>
Employee Count	323	320	313	310
Payments	\$3,063,852	\$3,130,842	\$3,203,754	\$3,281,690

## Participation in Professional Development and Training Opportunities on Campus

Employees who have attended classes listed in the Learning Management System (these classes include those taught by multiple departments including Learning Services, Campus Services, Development and Alumni Relations, Environmental Health and Safety, Institutional Review Board, Finance, Office of Clinical Research, Office of Research Compliance, School of Medicine):

	Employee Count		
	Faculty	Staff	Total
FY09	460	2,542	3,002
FY10	627	2,768	3,395
FY11	713	3,018	3,731

	Increase %		
	Faculty	Staff	%
FY10	36.3%	8.9%	13.1%
FY11	13.7%	9.0%	9.9%

## **HR-Learning & Organizational Development Programs:**

### **Program Participants since January 2008 (for Staff), with the exception of Excellence Through Leadership (2005)**

Administrative Professionals Program – 150

Supervisor Development Program – 134

Manager Development Program – 96

Excellence Through Leadership -- 99

HR Rep Certification – Level I – 26

HR Rep Certification – Level II – 7

HR Rep Certification – Level III - 2

Mentor Emory – Mentees – 98

Mentor Emory – Mentors – 77 (*Note: Some mentors have served multiple years.*)

*Total -- 689*

## **General Course Categories**

In addition to programs, Learning & Organizational Development offers several courses for professional development.

Learning & Organizational Development offers several categories of courses filled with dynamic content to meet professional development needs and interests. The General Enrollment courses offer participants great flexibility as they choose the courses they want to take. Employees can customize their professional development by choosing courses from any of the categories and they are not required to take all the courses listed within any category.

Participants can choose courses from the following categories:

- Aspiring Leaders
- Business of Higher Education
- Coaching & Feedback
- Customer Service
- Interpersonal Skills
- Project Management
- HR Toolkit

## **APPENDIX F**

## DECLINED OFFERS SURVEY

Email Subject: Emory University Requests Your Feedback

Emory University recently created a committee to explore the status of non-faculty employees on the Emory campus. Part of the committee's assignment is to determine the reasons people come to work at Emory, as well as the reasons people decline offers or leave. You were identified as someone who declined an employment offer at Emory University between January 2008 and present. This short survey is intended to help the committee learn more about why you decided not to work at Emory. We would greatly appreciate your willingness to take the time and complete the survey. Please note that your answers will remain entirely anonymous and confidential. The survey consists of only six questions and should take about less than 5 minutes to complete.

To complete the survey, please click on the link below:

*[link to be established in Survey Monkey]*

If you have any questions about the survey, or the work of the Committee on Class and Labor, please feel free to contact the Committee co-chairs, Drs. Nadine Kaslow ([nkaslow@emory.edu](mailto:nkaslow@emory.edu) or 404-616-4757) or Gary Hauk ([gary.hauk@emory.edu](mailto:gary.hauk@emory.edu) or 404-727-6021).

In advance, thank you for your consideration of this request.

Sincerely,  
The Committee on Class and Labor

1. Please indicate the three most important reason(s) below that you chose to decline the job offered to you at Emory University.

- ☐ Salary
- ☐ Benefits
- ☐ Location
- ☐ Length of commute
- ☐ Lack of access to transportation
- ☐ Lack of opportunities for professional development
- ☐ Lack of opportunities for career growth
- ☐ Not a fit with the job
- ☐ Not a fit with the Emory environment
- ☐ Not a fit with the hiring manager
- ☐ Counter offer from current job/organization
- ☐ Competing job offer
- ☐ Other (Please specify): \_\_\_\_\_

2. If you accepted a competing job offer, why did you choose it over Emory's offer?

3. Gender:

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Other (Please specify): \_\_\_\_\_
- ☐ Prefer not to answer

4. Age:

- ☐ 18-25
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ 56-65
- ☐ Over 65
- ☐ Prefer not to answer

5. Race/Ethnicity: (check all that apply)


- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic/Latino
- ☐ Native Hawaiian or Pacific Islander
- ☐ White/Caucasian
- ☐ Other (please specify) \_\_\_\_\_
- ☐ Prefer not to answer

6. Highest educational attainment:

- Less than high school completion
- High school diploma or equivalency
- Some college
- Associate degree
- Bachelor's degree
- Master's degree
- Doctoral degree
- Other (please specify): \_\_\_\_\_




1. Please indicate the three most important reason(s) below that you chose to decline the job offered to you at Emory University.

		Response Percent	Response Count
Salary		0.0%	0
Benefits		0.0%	0
Location		0.0%	0
Length of commute		0.0%	0
Lack of access to transportation		0.0%	0
Lack of opportunities for professional development		0.0%	0
Lack of opportunities for career growth		0.0%	0
<b>Not a fit with the job</b>		<b>100.0%</b>	<b>1</b>
Not a fit with the Emory environment		0.0%	0
Not a fit with the hiring manager		0.0%	0
Counter offer from current job/organization		0.0%	0
Competing job offer		0.0%	0
Other (please specify)			2
<b>answered question</b>			<b>1</b>
<b>skipped question</b>			<b>2</b>








## 2. If you accepted a competing job offer, why did you choose it over Emory's offer?

	Response Count
	2
answered question	2
skipped question	1

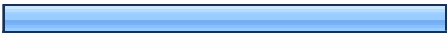

## 3. Gender:

		Response Percent	Response Count
Male		0.0%	0
Female		100.0%	3
Transgender		0.0%	0
Prefer not to answer		0.0%	0
	Other (please specify)		0
	answered question		3
	skipped question		0

#### 4. Age:

		Response Percent	Response Count
18-25		0.0%	0
26-35		0.0%	0
36-45		66.7%	2
46-55		33.3%	1
56-65		0.0%	0
Over 65		0.0%	0
Prefer not to answer		0.0%	0
answered question			3
skipped question			0

## 5. Race/Ethnicity: (check all that apply)

		Response Percent	Response Count
American Indian or Alaska Native		0.0%	0
Asian		0.0%	0
<b>Black or African American</b>		<b>66.7%</b>	<b>2</b>
Hispanic/Latino		0.0%	0
Native Hawaiian or Pacific Islander		0.0%	0
White/Caucasian		33.3%	1
Multiracial/multiethnic		0.0%	0
Prefer not to answer		0.0%	0
Other (please specify)			0
<b>answered question</b>			<b>3</b>
<b>skipped question</b>			<b>0</b>

## 6. Highest educational attainment:

		Response Percent	Response Count
Less than high school completion		0.0%	0
High school diploma or equivalency		0.0%	0
Some college		66.7%	2
Associate degree		33.3%	1
Bachelor's degree		0.0%	0
Master's degree		0.0%	0
Doctoral degree		0.0%	0
	Other (please specify)		0
answered question			3
skipped question			0




**Q1. Please indicate the three most important reason(s) below that you chose to decline the job offered to you at Emory University.**

- |   |   |                     |
|---|---|---------------------|
| 1 | I found out that I was pregnant. I did not think it would be fair to have Emory staff train me and I would end up leaving in nine months when I delivered. I look forward to reapplying in the future.  | Jun 9, 2012 7:28 AM |
| 2 | The position was in an old building with very poor air conditioning, would have been sharing an office with another person. The office was very small and piled high with books and other materials. The department was undergoing renovations but would have taken at least 6 more months. I had a position in a nice building, had a nice office with very good climate control system, and a view. The work environment was not very desirable. The people were nice though. | Jun 8, 2012 6:12 PM |

**Q2. If you accepted a competing job offer, why did you choose it over Emory's offer?**

- |   |     |                      |
|---|-----|----------------------|
| 1 | NA  | Jun 8, 2012 6:12 PM  |
| 2 | N/A | Jun 8, 2012 11:51 AM |


1. Please indicate the three most important reason(s) below that you chose to decline the job offered to you at Emory University.

		Response Percent	Response Count
Salary		0.0%	0
Benefits		0.0%	0
Location		0.0%	0
Length of commute		0.0%	0
Lack of access to transportation		0.0%	0
Lack of opportunities for professional development		0.0%	0
Lack of opportunities for career growth		0.0%	0
<b>Not a fit with the job</b>		100.0%	1
<b>Not a fit with the Emory environment</b>		100.0%	1
<b>Not a fit with the hiring manager</b>		100.0%	1
Counter offer from current job/organization		0.0%	0
Competing job offer		0.0%	0
Other (please specify)			1
<b>answered question</b>			<b>1</b>
<b>skipped question</b>			<b>0</b>

## 2. If you accepted a competing job offer, why did you choose it over Emory's offer?


	Response Count
	0
answered question	0
skipped question	1

## 3. Gender:


		Response Percent	Response Count
Male		0.0%	0
Female		100.0%	1
Transgender		0.0%	0
Prefer not to answer		0.0%	0
	Other (please specify)		0
	answered question		1
	skipped question		0




#### 4. Age:

		Response Percent	Response Count
18-25		0.0%	0
26-35		100.0%	1
36-45		0.0%	0
46-55		0.0%	0
56-65		0.0%	0
Over 65		0.0%	0
Prefer not to answer		0.0%	0
answered question			1
skipped question			0

## 5. Race/Ethnicity: (check all that apply)

		Response Percent	Response Count
American Indian or Alaska Native		0.0%	0
Asian		0.0%	0
Black or African American		0.0%	0
Hispanic/Latino		0.0%	0
Native Hawaiian or Pacific Islander		0.0%	0
White/Caucasian		0.0%	0
Multiracial/multiethnic		0.0%	0
<b>Prefer not to answer</b>		<b>100.0%</b>	<b>1</b>
Other (please specify)			0
<b>answered question</b>			<b>1</b>
<b>skipped question</b>			<b>0</b>

## 6. Highest educational attainment:

		Response Percent	Response Count
Less than high school completion		0.0%	0
High school diploma or equivalency		0.0%	0
Some college		0.0%	0
Associate degree		0.0%	0
Bachelor's degree		0.0%	0
<b>Master's degree</b>		<b>100.0%</b>	<b>1</b>
Doctoral degree		0.0%	0
	Other (please specify)		0
<b>answered question</b>			<b>1</b>
<b>skipped question</b>			<b>0</b>

**Q1. Please indicate the three most important reason(s) below that you chose to decline the job offered to you at Emory University.**

1	I should clarify that I was not a good fit for the particular environment of this job, not with Emory in general.	Jun 8, 2012 8:28 AM
---	---	---------------------

**1. Please indicate the three most important reason(s) below that you chose to decline the job offered to you at Emory University.**

	Response Percent	Response Count
Salary	0.0%	0
Benefits	0.0%	0
Location	0.0%	0
Length of commute	0.0%	0
Lack of access to transportation	0.0%	0
Lack of opportunities for professional development	0.0%	0
Lack of opportunities for career growth	0.0%	0
Not a fit with the job	0.0%	0
Not a fit with the Emory environment	0.0%	0
Not a fit with the hiring manager	0.0%	0
Counter offer from current job/organization	0.0%	0
Competing job offer	0.0%	0
Other (please specify)		0
<b>answered question</b>		<b>0</b>
<b>skipped question</b>		<b>0</b>

## 2. If you accepted a competing job offer, why did you choose it over Emory's offer?

	Response Count
	0
answered question	0
skipped question	0

## 3. Gender:

	Response Percent	Response Count
Male	0.0%	0
Female	0.0%	0
Transgender	0.0%	0
Prefer not to answer	0.0%	0
Other (please specify)		0
answered question		0
skipped question		0

#### 4. Age:

		Response Percent	Response Count
18-25		0.0%	0
26-35		0.0%	0
36-45		0.0%	0
46-55		0.0%	0
56-65		0.0%	0
Over 65		0.0%	0
Prefer not to answer		0.0%	0
answered question			0
skipped question			0

## 5. Race/Ethnicity: (check all that apply)









	Response Percent	Response Count
American Indian or Alaska Native	0.0%	0
Asian	0.0%	0
Black or African American	0.0%	0
Hispanic/Latino	0.0%	0
Native Hawaiian or Pacific Islander	0.0%	0
White/Caucasian	0.0%	0
Multiracial/multiethnic	0.0%	0
Prefer not to answer	0.0%	0
Other (please specify)		0
<b>answered question</b>		<b>0</b>
<b>skipped question</b>		<b>0</b>



## 6. Highest educational attainment:

	Response Percent	Response Count
Less than high school completion	0.0%	0
High school diploma or equivalency	0.0%	0
Some college	0.0%	0
Associate degree	0.0%	0
Bachelor's degree	0.0%	0
Master's degree	0.0%	0
Doctoral degree	0.0%	0
Other (please specify)		0
<b>answered question</b>		<b>0</b>
<b>skipped question</b>		<b>0</b>



1. Please indicate the three most important reason(s) below that you chose to decline the job offered to you at Emory University.

		Response Percent	Response Count
Salary		76.9%	10
Benefits		0.0%	0
Location		15.4%	2
Length of commute		7.7%	1
Lack of access to transportation		0.0%	0
Lack of opportunities for professional development		0.0%	0
Lack of opportunities for career growth		23.1%	3
Not a fit with the job		7.7%	1
Not a fit with the Emory environment		0.0%	0
Not a fit with the hiring manager		7.7%	1
Counter offer from current job/organization		23.1%	3
Competing job offer		30.8%	4
Other (please specify)			4
answered question			13
skipped question			0




## 2. If you accepted a competing job offer, why did you choose it over Emory's offer?

	Response Count
	6
answered question	6
skipped question	7

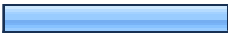

## 3. Gender:

		Response Percent	Response Count
Male		23.1%	3
Female		76.9%	10
Transgender		0.0%	0
Prefer not to answer		0.0%	0
	Other (please specify)		0
	answered question		13
	skipped question		0






#### 4. Age:

		Response Percent	Response Count
18-25		0.0%	0
26-35		58.3%	7
36-45		25.0%	3
46-55		16.7%	2
56-65		0.0%	0
Over 65		0.0%	0
Prefer not to answer		0.0%	0
answered question			12
skipped question			1

## 5. Race/Ethnicity: (check all that apply)

		Response Percent	Response Count
American Indian or Alaska Native		0.0%	0
Asian		0.0%	0
Black or African American		33.3%	4
Hispanic/Latino		0.0%	0
Native Hawaiian or Pacific Islander		0.0%	0
<b>White/Caucasian</b>		<b>66.7%</b>	<b>8</b>
Multiracial/multiethnic		0.0%	0
Prefer not to answer		0.0%	0
Other (please specify)			0
<b>answered question</b>			<b>12</b>
<b>skipped question</b>			<b>1</b>

## 6. Highest educational attainment:

		Response Percent	Response Count
Less than high school completion		0.0%	0
High school diploma or equivalency		0.0%	0
Some college		16.7%	2
Associate degree		8.3%	1
Bachelor's degree		8.3%	1
<b>Master's degree</b>		<b>58.3%</b>	<b>7</b>
Doctoral degree		8.3%	1
	Other (please specify)		0
<b>answered question</b>			<b>12</b>
<b>skipped question</b>			<b>1</b>

**Q1. Please indicate the three most important reason(s) below that you chose to decline the job offered to you at Emory University.**

1	I spoke with other employees who were dissatisfied with the environment of the department.	Jun 12, 2012 10:18 AM
2	getting to the work location/ combination of parking own car, taking bus, then walking required an hour for a ten mile commute	Jun 10, 2012 5:16 PM
3	I chose another position. But is was within Emory University also.	Jun 8, 2012 8:30 PM
4	Difficulties in relocating due to current housing market values.	Jun 8, 2012 5:32 PM

**Q2. If you accepted a competing job offer, why did you choose it over Emory's offer?**

1	I chose to stay with my current employer, because they allowed me to move to Atlanta and continue working with them. The Emory salary was only about \$2,000 more per year, so it was not worth the hassle of working in what appeared to be a difficult work environment.	Jun 12, 2012 10:18 AM
2	N/A	Jun 9, 2012 8:49 AM
3	It was another offer within Emory University. I chose one Emory position over another because it was more comesurate with my education, and career and financial goals.	Jun 8, 2012 8:30 PM
4	Higher salary, position was in current location (city and state)	Jun 8, 2012 5:32 PM
5	Location and salary	Jun 8, 2012 10:23 AM
6	It was easier to stay with my current employer.	Jun 8, 2012 8:30 AM

## **APPENDIX G**



## NUMBER OF EMORY EMPLOYEES (AS OF 1 JUNE 2012)

### UNIVERSITY STAFF

Full time	6,094
Part time	283
Full time temporary	351
Part time temporary	<u>316</u>
Total staff	7,044

### UNIVERSITY FACULTY

Regular full time	2,938
Regular part time	315
Temporary full time	242
Temporary part time	<u>459</u>
Total faculty	3,954

<u>UNIVERSITY PRINCIPALS</u>	21
------------------------------	----

### UNIVERSITY TRAINEES

Post-docs	712
Residents	<u>1,149</u>
Total trainees	1,861

### EMORY HEALTHCARE

Full-time staff	11,460
Part-time staff	3,065
Full-time, temporary staff	24
Part-time, temporary staff	7
Principals	36
Total healthcare staff	14,556

TOTAL UNIVERSITY EMPLOYEES	27,472
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## **APPENDIX H**

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The Atlanta Journal-Constitution

Updated: 10:33 p.m. Monday, Aug. 13, 2012 | Posted: 5:59 p.m. Monday, Aug. 13, 2012

# State ordered to reverse itself on some unemployment claims

## Related

By Nancy Badertscher and Dan Chapman

The Atlanta Journal-Constitution

Thousands of Georgia bus drivers, cafeteria workers and private school teachers, who this year were denied usual summertime unemployment checks, may get that money after all, according to the U.S. Department of Labor.

State Labor Commissioner Mark Butler instituted the benefits change on Jan. 30. He said it was unfair for contractual workers to receive seasonal benefits when public school system employees don't.

Washington officials determined last week that the Georgia Department of Labor violated workplace laws by refusing to pay the benefits. In an Aug. 2 letter obtained by The Atlanta Journal-Constitution, the federal government ordered Butler to rescind the ruling and pay the teachers and contract workers for the weeks, or months, of lost unemployment benefits.

The payments — potentially millions of dollars — would come from businesses and/or taxpayers.

Butler met Monday in Atlanta with Teamsters Local 728 and other union and community leaders representing thousands of affected workers. He was granted a month's reprieve by the U.S. Labor Department to seek legal guidance from Georgia's attorney general.

By then, though, Washington expects the state to begin repaying workers such as Everton Daswell, a shuttle bus driver at Kennesaw State University whose summertime unemployment compensation claims were denied.

"If the [U.S. Labor Department's] ruling stands, then I say justice has been done," said Daswell, who works for a private company that contracts with the university. Daswell, out of full-time work since April, expects roughly \$3,000 in lost benefits.

"Four months of bills have not been paid on time," he continued. "I couldn't look forward to any vacation. It affected our lives greatly."

In the early 1970s, Washington ruled that public school teachers, whose salaries are typically paid out over 12 months, weren't eligible for benefits during summer breaks. Teachers, who expect to be back at work in the fall, aren't considered laid-off — the main criteria to receive unemployment benefits.

Commissioner Butler, though, said public school teachers last year cried foul, as had private pre-kindergarten administrators whose unemployment insurance costs rise with each jobless claim. If a worker is approved for benefits, the pre-k provider is on the hook for additional unemployment insurance costs, which cut into slim profit margins.

"We were treating people employed directly by a public school system, or a university, differently than somebody who was contracted by a school system," Butler said in an interview Monday. "In cases where you have a great probability of returning to contracted work, then you're not eligible for unemployment."

The benefits change in January came as the state continued its push to trim jobless rolls and save money. Georgia's unemployment rate stood at 9 percent in June. The state owes Washington \$743 million for jobless assistance borrowed during the recession.

In the Aug. 2 letter, the U.S. Labor Department wrote that Butler's "recent reinterpretation" of unemployment compensation is without "adequate statutory basis."

State Rep. Howard Maxwell, R-Dallas, a member of the House Insurance Committee, disagrees, adding that Butler "did the right thing." Paying benefits to seasonal workers is unfair to taxpayers and businesses that pay unemployment insurance, he said.

"Mr. Butler was doing what the majority of the people and legislators think is the right thing to do," Maxwell said.

It's impossible to determine how many Georgians could financially benefit if Washington's ruling withstands a challenge by Butler and state Attorney General Sam Olens. (Olens' office is "reviewing the matter," a spokeswoman said Monday.)

Labor departments don't track employment by occupation, so determining the seasonally jobless is imprecise. But the U.S. Bureau of Labor Statistics labeled 64,702 Georgians as private "educational service" workers last September, a category that includes teachers, assistants and other educators employed by private companies on contracts for public schools and universities.

Roughly 3,000 bus drivers, pre-k teachers, cafeteria workers, landscapers, janitors, crossing guards and other contractually employed Georgians applied for, and were denied, seasonal unemployment benefits this year. They could be eligible for weeks of benefits if the U.S. Labor Department's ruling stands. Seasonal workers who didn't apply for benefits may be eligible retroactively.

Angela Goddard, a fourth-grade teacher at Faith Christian Academy in Griffin, received summertime benefits the previous two summers. Not this year. She expected \$250 in benefits weekly. Instead, Goddard borrowed \$2,000 from her sister to cover the mortgage.

Monday, though, she was "crying tears of joy. This is a blessing, and what we've prayed for all summer."

Unions, Jobs With Justice and other groups representing seasonally laid-off workers will rally Tuesday morning outside the Labor Department's downtown Atlanta office.

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The Atlanta Journal-Constitution

Posted: 6:27 p.m. Thursday, Sept. 6, 2012

## State defies U.S. on seasonal workers

### Related

By Dan Chapman

The Atlanta Journal-Constitution

Georgia Labor Commissioner Mark Butler is defying Washington by refusing to restart jobless benefits to seasonally unemployed teachers and bus drivers, setting up a showdown between state and federal officials.

"This is really a states' rights issue. The administration is really over-stepping their bounds," Butler said Thursday. "We will not back down from something we feel right about. We have the authority to write laws when it comes to unemployment."

Butler and Georgia Attorney General Sam Olens, who concurs with the Labor commissioner's interpretation, vow to carry the fight to Washington.

The U.S. Department of Labor is "reviewing Georgia's new legal position," a spokesman said without elaboration. Washington officials earlier threatened to cut millions of dollars sent annually to Georgia to administer the unemployment program unless the state relented and resumed the payments.

For years, thousands of Georgia bus drivers, cafeteria workers, private school teachers and others had received jobless benefits during the summer when school is out. Butler, who says it's unfair for contractual workers to receive the benefits when public school system employees do not, changed that last January.

School workers, who are usually re-hired in the fall, aren't technically considered laid-off – the main criterion to receive jobless benefits. Many, though, have recently told the Atlanta Journal-Constitution of being blind-sided by the ruling and unable to pay rent, mortgages or utility bills.

"We hope that Commissioner Butler can see how much pain and suffering his misinterpretation of the law is causing for so many families throughout the state of Georgia," Charlie Flemming, president of the Georgia State AFL-CIO, said in a statement.

In an Aug. 2 letter, U.S. Labor Department officials wrote that Butler's "recent reinterpretation" of unemployment eligibility is without "adequate statutory basis." They ordered Georgia to pay the benefits to those whose claims were denied this summer.

The commissioner estimates 3,500 to 4,000 bus drivers, pre-k teachers, landscapers, janitors, crossing guards and other contractually employed Georgians have filed or will file claims. Seasonal workers who didn't apply for benefits yet may be eligible retroactively, could swell the rolls.

The U.S. Bureau of Labor Statistics labeled 64,702 Georgians as private "educational service" workers last September, a category that includes teachers, assistants and other educators employed by private companies on contracts for public schools and universities.

U.S. labor officials have threatened to slash some or all of the money Georgia gets to cover administrative costs of the unemployment benefits program. That amount was \$72 million in fiscal 2011.

"It would be very irresponsible for them to do that," Butler said. "It's a pretty serious issue if the states just let the federal government tell us what to do all the time. We're not trying to pick a fight here. We're just trying to govern Georgia the way Georgians want us to govern."

In a Sept. 4 letter the AJC obtained via an open records request, Butler wrote: "A reasonable interpretation of Georgia's unemployment compensation statute permits the denial of unemployment compensation for summer breaks and other school vacations to all educational workers – rather than only those paid directly by schools, school boards or non-profits – and does not conflict with federal law in that respect or otherwise."

He said public school teachers and private pre-k administrators complained last year that the seasonally jobless were receiving benefits unfairly. Pre-k schools are on the hook for additional unemployment insurance costs if a worker files for benefits.

The state's cash-strapped unemployment insurance fund has sought to cut spending and reduce its jobless roll, now at 442,056. Georgia owes Washington roughly \$740 million for jobless assistance borrowed during the recession.

Meanwhile, the state's unemployment rate, 9.3 percent, is rising again.

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# **APPENDIX I**





# EMORY

Office of the Executive Vice President  
for Finance and Administration

## Memorandum

To: Bridget Guernsey Riordan  
Jonathan Prude

From: David Payne

CC: Nadine Kaslow  
Gary Hauk  
Peter Barnes

Date: May 10, 2012

Subject: Criteria Used to Select Outside Vendor Services

I write to follow up to your inquiry regarding the guidelines or criteria that Finance and Administration uses when Executive Vice President, Mike Mandl, is involved in selecting major contractors.

During the development of the RFP (Request for Proposal), Emory's Procurement department works with Emory stakeholders to develop specific selection criteria based on the service being considered. The criteria taken into account include the following (listed in no particular order):

- Service
- Quality and Safety
- Technical Capability
- Delivery
- Performance History
- Cost
- Operating Controls
- Social Responsibility
- Financial Position
- Reputation and Position in Industry
- Management and Organization
- Convenience/Simplicity
- Risk
- Agility
- Geographical Location

Please let me know if you have any additional questions regarding this matter.

DP:dt

## **APPENDIX J**

## Proposed Focus Group Questions for Contract Employees

#### Proposed Focus Group Questions for Contracted Employees Accepted by Emory Counsel

- 1.) To what extent do you feel you are part of the Emory community? In what ways do you feel that you are part of the Emory community? Are there other ways in which you would like to feel more included in the community?
- 2.) If you have worked for your present employer elsewhere, how would you compare that work experience to your situation at Emory?
- 3.) How do you believe your work environment compares to the environment of other non-faculty employees at Emory?
- 4.) What do you think Emory's responsibilities should be toward employees of contractors? Does it meet those responsibilities? What changes, if any, might Emory make to improve the situation of contracted employees?
- 5.) What do you think Emory should consider in evaluating the performance of your employer? Do you think Emory does a good job in carrying out these evaluations?
- 6.) Do you have a sense of Emory's general values toward its non-faculty employees? Do they match your company's values?

#### Proposed Questions Not Accepted by Emory Counsel

- 7.) Are you aware of your company's benefits policies? Are they explained clearly enough? Are they implemented satisfactorily?
- 8.) How do you feel you are treated by Emory staff, faculty, and students? If you are not comfortable with the treatment you are receiving, are there ways to register your dissatisfaction?
- 9.) What motivates you to work for your company?
- 10.) To what extent are you able to openly with your supervisor and co-workers about your work?
- 11.) Do you feel grievance procedures are adequate and safe to use? How might these procedures be improved?

## Proposed Survey Questions for Contract Employees

*Proposed*

## **Class and Labor Survey For Contract Employees Assigned to Emory University**

Thank you for taking the time to complete this survey by the Class and Labor Committee at Emory University. Our charge is to explore the nature of class and status within the Emory community. This first phase of our work is investigating (1) Emory's role as an employer of the non-faculty labor force and (2) the role class and status play within the University. This survey seeks to gauge the satisfaction of employees of Emory's major contractors with their treatment on the Emory campus and with their employers. The survey should take about 15 minutes. Your answers are completely anonymous and will be seen only by the members of the committee. The results of the survey will help shape recommendations about improving the work environment at Emory, both for those individuals who are employees of Emory, and for those individuals who are employed by contractors. If you have any questions about the survey, or the work of the Class and Labor Committee please contact the committee co-chairs, Drs. Nadine Kaslow ([nkaslow@emory.edu](mailto:nkaslow@emory.edu)) or Gary Hauk ([gary.hauk@emory.edu](mailto:gary.hauk@emory.edu)).

Sincerely,  
The Committee on Class and Labor

### **1. Which of the following are most important to you? (check up to three responses)**

- ☐ Fair compensation
- ☐ Commuting subsidy
- ☐ Stability of employer
- ☐ Daily food allowance
- ☐ Healthcare benefits
- ☐ Vacation leave
- ☐ Sick leave
- ☐ Help with tax preparation
- ☐ Dependent care subsidy
- ☐ Opportunity for professional growth
- ☐ Training or educational programs
- ☐ Other (please specify)

If you selected other, please specify

---

### **2. Which of the following are least important to you? (check up to three responses)**

- ☐ Fair Compensation
- ☐ Commuting subsidy
- ☐ Stability of employer
- ☐ Daily food allowance
- ☐ Vacation leave
- ☐ Sick leave
- ☐ Healthcare benefits
- ☐ Help with tax preparation
- ☐ Dependent care subsidy
- ☐ Opportunity for professional growth

- ☐ Training or educational programs  
☐ Other (please specify)

If you selected other, please specify

---

**3. Please rate the following statements:**

	Strongly disagree	Disagree somewhat	Neither agree nor disagree	Agree somewhat	Strongly agree
I am satisfied with the pay I receive for the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the benefits I receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would earn higher pay working for another contractor in Atlanta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would earn higher pay for the same work at another company in Atlanta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would receive better benefits if I were an employee working for a different contractor in Atlanta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would receive better benefits if I were an employee at another company in Atlanta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to talk openly with my supervisor about my work responsibilities and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to talk openly with my co-workers about my work responsibilities and working conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of my employer's sick leave policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of my employer's vacation leave policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of my employer's standards of conduct policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good understanding of what is expected of me in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend my employer to others as a place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. How likely are you to leave your current job in the next 12 months?**

- ☐ Very likely  
☐ Somewhat likely  
☐ Not likely

- ☐ I plan to retire/stop working within the next 12 months.

**Please explain the reason for your answer:**

---

---

---

**5. How much do you feel part of the Emory community?**

- ☐ Very much  
☐ Somewhat  
☐ Not at all

**Please explain the reason(s) for your answer:**

---

---

---

**6. How many times per year do you attend non-work related lectures, concerts, theater, athletic events, interest group meetings and similar activities at Emory?**

- ☐ 0  
☐ 1-2  
☐ 3-5  
☐ More than 5

**7. What keep you from attending non-work events (lectures, concerts, theater, athletic events, interest group meetings and similar activities) taking place at Emory? (Check all that apply)**

- ☐ Does not apply – I am able to attend the events I am interested in  
☐ Does not apply – I do not want to attend these events  
☐ Lack of money  
☐ Lack of time  
☐ Other (please specify)

If you selected other, please specify

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**8. The word "class" can be defined in many ways. Please tell us how you define class: (open ended)**

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**9. What is your yearly household income?**

- ☐ \$20,000 or less
- ☐ 20,001 – 30,000
- ☐ 30,001 – 50,000
- ☐ 50,001 or more

**10. How would you categorize the economic class you grew up in?**

- ☐ Upper class
- ☐ Upper middle class
- ☐ Lower middle class
- ☐ Working class
- ☐ Poor

**11. How would you categorize the class you are in currently?**

- ☐ Upper class
- ☐ Upper middle class
- ☐ Lower middle class
- ☐ Working class
- ☐ Poor

**12. However you experience class, does it interfere with your ability to do your work?**

- ☐ Never
- ☐ Not often
- ☐ Sometimes
- ☐ Often
- ☐ Always

**13. Do differences in class (however you experience it) interfere with your work relationships?**

	Never	Not often	Sometimes	Often	Always
With your supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With people you supervise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14. Do your finances interfere with your ability to do your work?**

- ☐ Never
- ☐ Not often
- ☐ Sometimes
- ☐ Often
- ☐ Always

**15. Do your finances interfere with your work relationships?**

	Never	Not often	Sometimes	Often	Always
With your supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With people you supervise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. How do you receive information from your employer?**

- ☐ Company website
- ☐ Links on university/web pages
- ☐ Postings/flyers on bulletin boards
- ☐ Presentations
- ☐ Email announcements
- ☐ Directly from my manager
- ☐ Text messaging
- ☐ Other (please specify)

**17. What type of job do you work in?**

- ☐ Administrative or clerical
- ☐ Technical
- ☐ Professional field such as finance, information technology, human resources, communications, development
- ☐ Skilled Crafts
- ☐ Service/Maintenance
- ☐ Supervisor

**18. What is your work schedule?**

- ☐ Full-time
- ☐ Part-time

**19. How long have you worked for your employer?**

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ More than 3 years

**20. How many times have you been promoted by your employer?**

- ☐ Never
- ☐ 1 time
- ☐ 2 times
- ☐ 3 times or more

**21. In what year did you receive your most recent promotion?**

- ☐ 2012
- ☐ 2011
- ☐ 2010
- ☐ 2009
- ☐ 2008
- ☐ 2007
- ☐ Before 2007

**Demographic questions**

**22. Are you:**

- ☐ Man
- ☐ Woman
- ☐ Transgender
- ☐ Other (please specify)

If you selected other, please specify

---

**23. Are you:**

- ☐ Heterosexual
- ☐ Gay/Lesbian
- ☐ Queer
- ☐ Bisexual
- ☐ Other (please specify)

If you selected other, please specify

---

**24. How old are you?**

- ☐ 18-25
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ 56-65
- ☐ Over 65

**25. What is your race/ethnicity? (Check all that apply)**

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic/Latino
- ☐ Native Hawaiian or Pacific Islander
- ☐ White or Caucasian
- ☐ Other (please specify)

If you selected other, please specify

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**26. What is your citizenship status?**

- ☐ U.S. Citizen/Permanent Resident
- ☐ Temporary Visa Holder

**27. What is the highest level of education you have completed? If currently enrolled, mark the previous highest degree received.**

- ☐ Middle school
- ☐ High school -GED  
High school diploma
- ☐ Some college
- ☐ College degree
- ☐ Professional degree such as MD, DDS, DVM, LLB, JD

**Please click the "Submit Survey" button below to submit your responses.**

***Thank you for taking the survey!***

## Responses to proposed Survey questions by Company

### First Transit

~~Contractors~~  
Class and Labor

## Class and Labor Survey For Contract Employees Assigned to Emory University - As a whole, First Time?

Thank you for taking the time to complete this survey by the Class and Labor Committee at Emory University. Our charge is to explore the nature of class and status within the Emory community. This first phase of our work is investigating the role class and status play within the University. This survey seeks to gauge the satisfaction of employees of Emory's major contractors with their treatment on the Emory campus. The survey should take about 15 minutes. Your answers are completely anonymous and will be seen only by the members of the committee. The results of the survey will help shape recommendations about improving access and Emory related benefits for those individuals who are employed by contractors. If you have any questions about the survey, or the work of the Class and Labor Committee please contact the committee co-chairs, Drs. Nadine Kaslow ([nkaslow@emory.edu](mailto:nkaslow@emory.edu)) or Gary Hauk ([gary.hauk@emory.edu](mailto:gary.hauk@emory.edu)).

Sincerely,  
The Committee on Class and Labor

### 1. Which of the following are most important to you? (check up to three responses)

- ☐ Fair compensation
- ☐ Stability of employer
- ☐ Healthcare benefits
- ☐ Vacation leave
- ☐ Sick leave
- ☐ Opportunity for professional growth
- ☐ Training or educational programs
- ☐ Other (please specify)

If you selected other, please specify

---

### 2. Which of the following are least important to you? (check up to three responses)

- ☐ Fair Compensation
- ☐ Stability of employer
- ☐ Vacation leave
- ☐ Sick leave
- ☐ Healthcare benefits
- ☐ Opportunity for professional growth
- ☐ Training or educational programs
- ☐ Other (please specify)

If you selected other, please specify

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**3. How much do you feel part of the Emory community?**

- ☐ Very much
- ☐ Somewhat
- ☐ Not at all

**Please explain the reason(s) for your answer:**

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**4. How many times per year do you attend non-work related lectures, concerts, theater, athletic events, interest group meetings and similar activities at Emory?**

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

**5. What keep you from attending non-work events (lectures, concerts, theater, athletic events, interest group meetings and similar activities) taking place at Emory? (Check all that apply)**

- ☐ Does not apply – I am able to attend the events I am interested in
- ☐ Does not apply – I do not want to attend these events
- ☐ Cost of Non-Work Related Events
- ☐ Lack of time
- ☐ Other (please specify)

If you selected other, please specify

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**6. How do you receive information from your employer?**

- ☐ Company website
- ☐ Links on university/web pages
- ☐ Postings/flyers on bulletin boards
- ☐ Presentations
- ☐ Email announcements
- ☐ Directly from my manager
- ☐ Text messaging
- ☐ Other (please specify)

**7. What type of job do you work in?**

- ☐ Administrative or clerical
- ☐ Technical
- ☐ Professional field such as finance, information technology, human resources, communications, development
- ☐ Skilled Crafts
- ☐ Service/Maintenance
- ☐ Supervisor

**8. What is your work schedule?**

- ☐ Full-time
- ☐ Part-time

**9. How long have you worked for your employer?**

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ More than 3 years

**10. What is the highest level of education you have completed? If currently enrolled, mark the previous highest degree received.**

- ☐ Middle school
- ☐ High school -GED
- ☐ High school diploma
- ☐ Some college
- ☐ College degree
- ☐ Professional degree such as MD, DDS, DVM, LLB, JD

**Please click the "Submit Survey" button below to submit your responses.**

***Thank you for taking the survey!***



## Responses to proposed Survey questions by Company

Crestline

*Crestline*

## **Class and Labor Survey For Contract Employees Assigned to Emory University - as *editorial Crestline***

Thank you for taking the time to complete this survey by the Class and Labor Committee at Emory University. Our charge is to explore the nature of class and status within the Emory community. This first phase of our work is investigating the role class and status play within the University. This survey seeks to gauge the satisfaction of employees of Emory's major contractors with their treatment on the Emory campus and is completely voluntary. The survey should take about 15 minutes. Your answers are completely anonymous and will be seen only by the members of the committee. The results of the survey will help shape recommendations about improving the work environment at Emory, both for those individuals who are employees of Emory, and for those individuals who are employed by contractors, such as yourself. If you have any questions about the survey, or the work of the Class and Labor Committee please contact the committee co-chairs, Drs. Nadine Kaslow ([nkaslow@emory.edu](mailto:nkaslow@emory.edu)) or Gary Hauk ([gary.hauk@emory.edu](mailto:gary.hauk@emory.edu)).

Sincerely,  
The Committee on Class and Labor

### **1. Which of the following are most important to you? (check up to three responses)**

- ☐ Wages
- ☐ Stability of employer
- ☐ Healthcare benefits
- ☐ Vacation leave
- ☐ Sick leave
- ☐ Opportunity for professional growth
- ☐ Training or educational programs
- ☐ Other (please specify)

If you selected other, please specify

---

### **2. Which of the following are least important to you? (check up to three responses)**

- ☐ Compensation
- ☐ Stability of employer
- ☐ Vacation leave
- ☐ Sick leave
- ☐ Dependent care subsidy
- ☐ Opportunity for professional growth
- ☐ Training or educational programs
- ☐ Other (please specify)

If you selected other, please specify

---

**3. How likely are you to leave your current job in the next 12 months?**

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not likely
- ☐ I plan to retire/stop working within the next 12 months.

**Please explain the reason for your answer:**

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**4. How much do you feel part of the Emory community?**

- ☐ Very much
- ☐ Somewhat
- ☐ Not at all

**Please explain the reason(s) for your answer:**

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**5. How many times per year do you attend non-work related lectures, concerts, theater, athletic events, interest group meetings and similar activities at Emory?**

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

**6. What keeps you from attending non-work events (lectures, concerts, theater, athletic events, interest group meetings and similar activities) taking place at Emory? (Check all that apply)**

- ☐ Does not apply – I am able to attend the events I am interested in
- ☐ Does not apply – I do not want to attend these events
- ☐ Lack of money
- ☐ Lack of time
- ☐ Other (please specify)

If you selected other, please specify

---

**7. The word "class" can be defined in many ways. Please tell us how you define class: (open ended)**

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**8. How do you receive information from your employer?**

- ☐ Company website
- ☐ Links on university/web pages
- ☐ Postings/flyers on bulletin boards
- ☐ Presentations
- ☐ Email announcements
- ☐ Directly from my manager
- ☐ Text messaging
- ☐ Other (please specify)

**9. What type of job do you work in?**

- ☐ Administrative or clerical
- ☐ Technical
- ☐ Professional field such as finance, information technology, human resources, communications, development
- ☐ Skilled Crafts
- ☐ Service/Maintenance
- ☐ Supervisor

**18. What is your work schedule?**

- ☐ Full-time
- ☐ Part-time

**19. How long have you worked for your employer?**

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ More than 3 years

**20. How many times have you been promoted by your employer?**

- ☐ Never
- ☐ 1 time
- ☐ 2 times
- ☐ 3 times or more

**21. If you have been promoted, in what year did you receive your most recent promotion?**

- ☐ 2012
- ☐ 2011
- ☐ 2010
- ☐ 2009

- ☐ 2008
- ☐ 2007
- ☐ Before 2007

**Please click the "Submit Survey" button below to submit your responses.**

***Thank you for taking the survey!***

## Responses to proposed Survey questions by Company

RICOH

*Reedy*

## **Class and Labor Survey For Contract Employees Assigned to Emory University** *was edited by Reedy*

Thank you for taking the time to complete this survey by the Class and Labor Committee at Emory University. Our charge is to explore the nature of class and status within the Emory community. This first phase of our work is investigating (1) Emory's role as it may relate to the non-faculty labor force and (2) the role class and status play within the University. This survey seeks to gauge the satisfaction of employees of Emory's major contractors with their treatment on the Emory campus. The survey should take about 15 minutes. Your answers are completely anonymous and will be seen only by the members of the committee. The results of the survey will help shape recommendations about improving the work environment at Emory, both for those individuals who are employees of Emory, and for those individuals who are employed by contractors. If you have any questions about the survey, or the work of the Class and Labor Committee please contact the committee co-chairs, Drs. Nadine Kaslow ([nkaslow@emory.edu](mailto:nkaslow@emory.edu)) or Gary Hauk ([gary.hauk@emory.edu](mailto:gary.hauk@emory.edu)).

Sincerely,  
The Committee on Class and Labor

### **1. How likely are you to leave your current job in the next 12 months?**

- ☐ Very likely
- ☐ Somewhat likely
- ☐ Not likely
- ☐ I plan to retire/stop working within the next 12 months.

**Please explain the reason for your answer:**

---

---

### **2. How much do you feel part of the Emory community?**

- ☐ Very much
- ☐ Somewhat
- ☐ Not at all

**Please explain the reason(s) for your answer:**

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---

### **3. How many times per year do you attend non-work related lectures, concerts, theater, athletic events, interest group meetings and similar activities at Emory?**

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

**4. What keep you from attending non-work events (lectures, concerts, theater, athletic events, interest group meetings and similar activities) taking place at Emory? (Check all that apply)**

- ☐ Does not apply – I am able to attend the events I am interested in
- ☐ Does not apply – I do not want to attend these events
- ☐ Lack of money
- ☐ Lack of time
- ☐ Other (please specify)

If you selected other, please specify

---

**5. The word "class" can be defined in many ways. Please tell us how you define class: (open ended)**

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**6. What is your yearly household income?**

- ☐ \$20,000 or less
- ☐ 20,001 – 30,000
- ☐ 30,001 – 50,000
- ☐ 50,001 or more

**7. How would you categorize the economic class you grew up in?**

- ☐ Upper class
- ☐ Upper middle class
- ☐ Lower middle class
- ☐ Working class
- ☐ Poor

**8. How would you categorize the class you are in currently?**

- ☐ Upper class
- ☐ Upper middle class
- ☐ Lower middle class
- ☐ Working class
- ☐ Poor

**9. Do differences in class (however you experience it) interfere with your work relationships at Emory?**



	Never	Not often	Sometimes	Often	Always
With faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. Do your finances interfere with your work relationships at Emory?**

	Never	Not often	Sometimes	Often	Always
With faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. How do you receive information from Emory?**

- ☐ Links on university/web pages
- ☐ Postings/flyers on bulletin boards
- ☐ Presentations
- ☐ Email announcements
- ☐ Directly from my manager
- ☐ Text messaging
- ☐ Other (please specify)

**17. What type of job do you work in?**

- ☐ Administrative or clerical
- ☐ Technical
- ☐ Professional field such as finance, information technology, human resources, communications, development
- ☐ Skilled Crafts
- ☐ Service/Maintenance
- ☐ Supervisor

**18. What is your work schedule?**

- ☐ Full-time
- ☐ Part-time

**19. How long have you worked for your employer?**

- ☐ Less than 1 year

- ☐ 1-3 years
- ☐ More than 3 years

**27. What is the highest level of education you have completed? If currently enrolled, mark the previous highest degree received.**

- ☐ Middle school
- ☐ High school -GED  
High school diploma
- ☐ Some college
- ☐ College degree
- ☐ Professional degree such as MD, DDS, DVM, LLB, JD

**Please click the "Submit Survey" button below to submit your responses.**

***Thank you for taking the survey!***

## Responses to proposed Survey questions by Company

SP Plus

*[Signature]*  
SP Plus

## Class and Labor Survey For Contract Employees Assigned to Emory University - *as edited by SP Plus*

Thank you for taking the time to complete this survey by the Class and Labor Committee at Emory University. Our charge is to explore the nature of class and status within the Emory community. This first phase of our work is investigating (1) Emory's role as an employer of the non-faculty labor force and (2) the role class and status play within the University. This survey seeks to gauge the satisfaction of employees of Emory's major contractors with their treatment on the Emory campus and with their employers. The survey should take about 15 minutes. Your answers are completely anonymous and will be seen only by the members of the committee. The results of the survey will help shape recommendations about improving the work environment at Emory, both for those individuals who are employees of Emory, and for those individuals who are employed by contractors. If you have any questions about the survey, or the work of the Class and Labor Committee please contact the committee co-chairs, Drs. Nadine Kaslow ([nkaslow@emory.edu](mailto:nkaslow@emory.edu)) or Gary Hauk ([gary.hauk@emory.edu](mailto:gary.hauk@emory.edu)).

Sincerely,  
The Committee on Class and Labor

### 1. How much do you feel part of the Emory community?

- ☐ Very much
- ☐ Somewhat
- ☐ Not at all

Please explain the reason(s) for your answer:

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---

### 2. How many times per year do you attend non-work related lectures, concerts, theater, athletic events, interest group meetings and similar activities at Emory?

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

### 3. What keep you from attending non-work events (lectures, concerts, theater, athletic events, interest group meetings and similar activities) taking place at Emory? (Check all that apply)

- ☐ Does not apply – I am able to attend the events I am interested in
- ☐ Does not apply – I do not want to attend these events
- ☐ Lack of money
- ☐ Lack of time
- ☐ Other (please specify)

If you selected other, please specify

---

**4. How do you receive information from your employer?**

- ☐ Company website
- ☐ Links on university/web pages
- ☐ Postings/flyers on bulletin boards
- ☐ Presentations
- ☐ Email announcements
- ☐ Directly from my manager
- ☐ Text messaging
- ☐ Other (please specify)

**5. What type of job do you work in?**

- ☐ Administrative or clerical
- ☐ Technical
- ☐ Professional field such as finance, information technology, human resources, communications, development
- ☐ Skilled Crafts
- ☐ Service/Maintenance
- ☐ Supervisor

**6. What is your work schedule?**

- ☐ Full-time
- ☐ Part-time

**7. How long have you worked for your employer?**

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ More than 3 years

**Please click the "Submit Survey" button below to submit your responses.**

***Thank you for taking the survey!***

## **APPENDIX K**

## **REPORT OF AD HOC COMMITTEE ON UNIVERSITY GRIEVANCE PROCEDURES**

To: The Faculty Council

From: The Faculty Council Ad Hoc Committee on University Grievance Procedures  
(William Buzbee, Chair, Cheryl Crowley, Steven Everett, Debra Houry, Sharon Lewis,  
Randy Strahan)

Date: March 5, 2012

### **I. The Committee's Mission**

During the 2010-11 year, the President of the Faculty Council, Steve Everett, noted that numerous faculty members had contacted him seeking guidance and assistance dealing with a variety of workplace concerns and conflicts. Upon discussion with past Council Presidents, he confirmed that his experience was not unusual. During a Faculty Council meeting, the Council discussed the absence of a mechanism (via a process or perhaps an office) for assisting faculty feeling aggrieved or concerned about a workplace conflict. Following that conversation and Council interest in learning more about means to address faculty workplace concerns, conflicts, and grievances, the Council leadership appointed this Committee. Our charge was to investigate Emory's current handling of faculty workplace concerns, conflicts, and grievances, explore alternative structures that Emory might consider, and return to the Faculty Council with recommendations. This memorandum sets forth our report and recommendation.

### **II. The Committee's Process**

The Committee has communicated and met regularly to undertake necessary research and deliberate over best options for Emory. We started by exploring what mechanisms exist at Emory University and its many sub-units for investigating and resolving workplace concerns, conflicts and grievances. We then investigated procedures and offices at other universities designed to help resolve such faculty workplace concerns, conflicts, and grievances. Both the Emory investigation and research about other universities included web and documentary review, as well as interviews of personnel at Emory and other universities.

### **III. The Committee's Findings, in Brief**

Emory has structures in place to deal with the most serious of faculty misconduct, allegations of illegality, and conflicts over promotion and tenure, but lacks any visible or predictable procedure or an office to assist with resolving other sorts of faculty workplace concerns, conflicts, and grievances. Virtually all of Emory's peer institutions and other top universities have created offices to assist in resolving such problems. Based on our research, our committee unanimously recommends that the Faculty Council endorse our proposed creation of a Emory University Ombuds Office that would provide guidance and a listening ear for faculty, provide a venue for efforts to resolve such workplace conflicts, and also serve as a resource to train university personnel in conflict resolution and about university venues for resolution of various sorts of faculty workplace problems.

#### IV. Emory and Faculty Problems and Grievances Today

This section briefly reviews the structures and procedures in place at Emory today for dealing with faculty workplace problems and conflicts. Emory has several structures in place for handling the most serious sorts of faculty problems, but nothing other than ad hoc arrangements for other workplace conflicts.

a. *Promotion and tenure*: Faculty promotion and tenure decisions are handled first by each department or school, then to the Provost and President's Advisory Committee, and ultimately presented for final trustee approval. Problems and conflicts can arise in that process, usually over some claimed irregularity or an impending unfavorable outcome. If such a problem or conflict arises, faculty can make their case within their units and often then also seek assistance or some kind of intervention by the central administration, usually via the Provost's office. Conflicts do inevitably arise, but the deliberative and sequential review process does not appear to require adjustment or inclusion in our recommended Ombuds Office role. However, as explained below, an Ombuds Office could at earlier stages help prevent later promotion and tenure conflicts and also could help guide a faculty member on next career steps at the conclusion of an adverse promotion or tenure decision.

b. *Faculty Hearing Committee*: Emory still has a standing Faculty Hearing Committee that exists to hear and resolve conflicts over faculty misbehavior potentially leading to dismissal or suspension. This Committee has been little used in recent years, and appears dedicated only to the most serious problems deserving dismissal or suspension from employment at Emory. It currently serves in no preventive or counseling capacity, nor are its members specially trained to serve in such a capacity.

c. *Claims of illegal discrimination or other illegality*: Emory's Equal Opportunity Program Office and the University Counsel's office deal with claims of illegal discrimination. Other sorts of illegal behavior also can end up before the University Counsel's office. Due to existing policies and expertise in both offices, plus concerns with diverting matters involving illegality that could give rise to Emory University liability in the courts, our Committee agrees that claims of illegal discrimination and other illegality should remain within the purview of these offices and not within the jurisdiction of the Ombuds Office we recommend below.

d. *Research misconduct*: Research misconduct, especially in the sciences where government funding may be involved, is currently handled by relevant departments and schools and the Office of Research Compliance. Since such misconduct implicates contract obligations, regulatory compliance, and possible legal liability, our Committee sees these sorts of problems and concerns as appropriately the domain of these existing institutions and personnel, and outside of the jurisdiction of an Ombuds Office.

e. *Emory College Grievance Committee*: This committee has broad jurisdiction to help resolve grievances arising in the College, but has been little utilized and lacks full-time personnel to help resolve conflicts or through training and other outreach to prevent exacerbation of workplace conflicts.



## V. Other Universities' Grievance and Ombuds Offices and Procedures

Most, if not all, peer and higher ranked universities that Emory usually uses for comparative “benchmarking” purposes offer a broader array of grievance options than provided at Emory and also provide something akin to the Ombuds Office we recommend below. Attached is a list of web site links to those schools. In the interest of brevity, we summarize here what our research found. Most schools have some variant on the offices we have at Emory, but all that we researched also had in place offices, procedures, or personnel charged with providing guidance, means to resolve conflicts, and training or facilitation in conflict prevention. Such offices’ personnel do not serve as an advocate for the unhappy faculty member, but serve as a neutral to help resolve the conflicts. In addition, many universities offer a more formalized grievance process option that is separate from a conflict resolution oriented office. Some also provide a mediation option. Many schools refer to their office dedicated to conflict resolution as an ombuds or ombudsmen office.

Since most schools exclude promotion and tenure disputes and discrimination and other illegality from the jurisdiction of such offices, a logical question concerns the sorts of problems that these offices handle. Most problems handled by such offices concern conflicts arising out of hierarchical relationships, especially conflicts over curricular and committee obligations, animosity and perceived hostility, as well as signs of conflict or problems prior to tenure or promotion decisions, but some concern peer conflicts. Pervasive and persistent workplace unhappiness can drive faculty from a university, lead to their withdrawal from full participation in university life, or lead to possible litigation. Via conflict resolution or ombuds offices, such conflicts might be prevented or alleviated, or aggrieved faculty might simply be given suggestions for addressing them on their own. Most such offices also will set up opportunities for both sides of a dispute to talk and seek to resolve the conflict. All such offices emphasized that they are not an aggrieved faculty member’s representative, but a source of guidance and to provide facilitation of conflict resolution meetings. Although they do not seek to resolve discrimination claims, claims of illegality, or promotion and tenure disputes, such offices do often end up directing faculty to other institutions as appropriate. Personnel at other universities mentioned their sense that via such conflict resolution, their universities avoid far more disruptive and expensive departures and lawsuits.

Ombuds offices can and do draw on practices and trainings offered by the International Ombudsman Association. Although faculty availing themselves of such an office do so with a presumption of confidentiality, they can waive confidentiality and often do to allow for conflict resolution efforts. In addition, ombudspersons will also informally alert university leaders if there are repeated signs of conflict or problems with a unit of the university. They do so without revealing the names of faculty seeking assistance. This “reporting up” function also can serve to alert the university to brewing problems with a person, department, or school before they reach a sustained crisis stage.

Most offices have one or two full time personnel, plus support staff, but some are smaller and others substantially larger. Some schools use personnel specially trained in conflict resolution, but several of the schools we interviewed selected senior faculty, or faculty who had just retired, to head the office. Most people serving in an ombuds role had

a demonstrated interest or expertise in conflict resolution. At some schools, the ombuds office has much broader jurisdiction and handles conflicts from all segments of the university, not just faculty.

## VI. The Recommendation of an Emory Ombuds Office

As is implicit within each description above, the Committee is unaware of Emory offering anything like the Ombuds Office we recommend. Our rationale for such an office and its recommended jurisdiction follows.

Emory essentially offers either ad hoc conflict resolution options, or venues for conflict resolution after they have reached a crisis stage. Claims for illegal discrimination and other illegality, or research misconduct, each have their venue for investigation and resolution, but the many other sorts of workplace conflicts lack an apparent venue for their resolution. The University risks losing faculty colleagues due to festering conflicts. It also may end up faced with litigation when conflicts escalate. In addition, outside of discrimination-related counseling and training for handling of funded research, we are unaware of preventive training of university, school and department leadership, or perhaps all faculty, regarding means to avoid and handle conflict.

We believe that Emory should create and staff a small Ombuds Office, initially headed by someone drawn from the faculty, or an emeritus faculty member, or perhaps a specially trained employee. Such a role might initially be part time, but with subsequent adjustment to the hours committed depending on the intensity and frequency of assistance by the office. Such an office would provide the following services:

- a. Meet and informally counsel faculty faced with a workplace problem. The ombuds would not be the faculty member's representative, but would serve in a neutral capacity. Unless waived by the faculty member, such visits and counseling would be kept confidential.
- b. If requested, set up a conflict resolution process for the aggrieved faculty member and the alleged source of the problem. Resolution process meetings would not result in any binding dictates, but would attempt to help disputants understand and begin to resolve their conflicts. The Ombuds Office would, if requested by any party to such a conflict resolution process, follow-up at later dates to see if the problem was successfully resolved.
- c. As necessary, help aggrieved faculty sort out where they might best address their concerns.
- d. Provide and facilitate training in conflict resolution, both by going to the various university units and by offering training at some central location. This might be provided by the ombudsperson or others retained by the office to provide such training. In addition, the university might want to require that leadership in each unit receive training in conflict resolution coordinated or provided by the Ombuds Office.
- e. Periodically, informally advise university leadership if visits from aggrieved faculty indicate a repeated or growing problem with a particular person or unit of the university.
- f. The Ombuds Office *would not* have jurisdiction to intervene in the substance of
  - 1) disputes arising during a tenure or promotion review, or terminations from Emory employment, 2) claims of illegal discrimination, 3) allegations of illegality, or 4) research

misconduct. The Ombuds Office could, however, help an aggrieved faculty member seeking its assistance determine the appropriate venues for pursuing such concerns.

g. During the first year of operation of an Ombuds Office, its head would coordinate a survey of the university units and procedures to make recommendations to the Faculty Council and university administration about the possible need for additional, more formal or binding conflict resolution or grievance venues and procedures. Many universities offer such an additional option, but our committee was not certain if Emory needed this additional layer of conflict resolution process.

h. The Ombuds Office head would be selected by the University President in consultation with the Faculty Council leadership. In addition, the Ombuds Office head would meet at least annually with Emory's administrative leadership and the Faculty Council leadership to discuss its actions and ways to enhance its role within the university.

Attachment:

Grievance – Ombuds Policies at Select Universities; Web links and brief description

To: The Faculty Council

From: The Faculty Council Ad Hoc Committee on University Grievance Procedures  
(William Buzbee, Chair, Cheryl Crowley, Steven Everett, Debra Houry, Sharon Lewis,  
Randy Strahan)

Date: February 29, 2012

This site has a listing of all ombudsman offices and policies at US-Canadian institutions:  
<http://ombuds-blog.blogspot.com/p/college-university-ombuds-offices.html>

International Ombudsman Association – sets standards

[http://www.ombudsassociation.org/sites/default/files/IOA\\_Standards\\_of\\_Practice\\_Oct09.pdf](http://www.ombudsassociation.org/sites/default/files/IOA_Standards_of_Practice_Oct09.pdf) ;

<http://www.ombudsassociation.org>

1. Harvard - <http://www.universityombudsman.harvard.edu/>

“open to all Harvard University faculty, staff, fellows, students and retirees.”

2. Cornell - <http://ombudsman.cornell.edu/>

“open to all members of the Cornell community”

3. University of Virginia - <http://www.virginia.edu/eop/ombudsman.html>

“The role of the ombudsman is to assist all members of the University community in resolving their problems”

4. Yale University (School of Medicine only) –

<http://yalecollege.yale.edu/sites/default/files/equalopportunitiespolicies2009.pdf> (page 12)

5. Princeton University - <http://www.princeton.edu/ombuds/>

“any member of the Princeton University community can discuss a complaint, conflict, or problem.”

6. Columbia University - <http://www.columbia.edu/cu/ombuds/>

“a safe place for any member of the Columbia community to discuss workplace issues, interpersonal conflict, academic concerns, bureaucratic runarounds, and many other problems.”

7. Stanford University - [http://adminguide.stanford.edu/22\\_10.pdf](http://adminguide.stanford.edu/22_10.pdf)

<http://elr.stanford.edu/grievance.html>

“to resolve employee complaints at Stanford through a formal grievance process and is designed specifically for regular employees”

8. University of Pennsylvania - [http://www.upenn.edu/faculty\\_senate/grievance.html](http://www.upenn.edu/faculty_senate/grievance.html)

<http://www.upenn.edu/provost/category/faculty/index.html/handbook/index.html> ;

<http://www.sas.upenn.edu/africana/new-ombudsman-thadious-davis>

“available to any member of the standing faculty, standing faculty-clinician-educator, associated faculty, academic support staff, or compensated emeritus faculty”

9. Duke University - [http://www.provost.duke.edu/pdfs/fhb/FHB\\_App\\_N.pdf](http://www.provost.duke.edu/pdfs/fhb/FHB_App_N.pdf)  
<http://academiccouncil.duke.edu/ombudsman/>  
 “to facilitate prompt and equitable resolution of allegations by faculty members and instructional staff”
10. Northwestern University -  
[http://www.northwestern.edu/gfc/Archives/Ombudsman/GFC\\_Ombudsman\\_Guidelines.pdf](http://www.northwestern.edu/gfc/Archives/Ombudsman/GFC_Ombudsman_Guidelines.pdf)
11. Johns Hopkins University  
<http://www.grad.jhu.edu/downloads/Homewood%20Grievance%20Policy%202011.pdf>
12. Washington University – St. Louis - <http://law.wustl.edu/news/pages.aspx?id=8353>
13. Brown University - <http://ombuds-blog.blogspot.com/2008/08/brown-university-ombuds-issuessecond.html> ; <http://brown.edu/Administration/Ombudsperson/>
14. Vanderbilt University - <http://www.vanderbilt.edu/ead/griev.html>
15. Georgetown University <http://www1.georgetown.edu/admin/ombuds/>
16. Notre Dame - <http://hr.nd.edu/nd-faculty-staff/forms-policies/employee-grievance-procedure/>
17. Tufts University - <http://ase.tufts.edu/faculty-committees/ase/grievance.htm>
18. University of Michigan - <http://www.umich.edu/~facombud/> ;  
<http://www.umich.edu/~facombud/omblst.html>
19. University of North Carolina – Chapel Hill - <http://www.ombuds.unc.edu/about.html>  
 “for staff, faculty, and administrators”
20. Georgia Institute of Technology - <http://www.provost.gatech.edu/units/ombuds/>  
 “open to assist any member of the Georgia Institute of Technology community”
21. Case Western Reserve University -  
<http://case.edu/president/facsen/conciliationandmediation.html>  
 “grievance process for faculty members to resolve conflicts between themselves.”
22. Dartmouth College - <http://www.dartmouth.edu/~ombuds/>  
 “created to ensure that staff at all levels know whether to bring a formal grievance to Human Resources or to Equal Opportunity and Affirmative Action”
23. University of California-Berkeley - <http://academic-senate.berkeley.edu/committees/omb/faculty-ombudsperson>
24. Amherst College - <https://www.amherst.edu/offices/ombuds>  
 “all members of the faculty, administrators and staff receive fair and equitable treatment”

## **APPENDIX L**



## Our Pledge

### **We will treat each other the way we want to be treated.**

We will...

- treat everyone as professionals and with respect and dignity
- greet each other by name
- welcome and encourage new team members
- be honest and open in all interactions
- be respectful of everyone's privacy
- be culturally and racially sensitive

We will not...

- raise our voices in anger or use sarcasm or profanity
- be passive-aggressive
- make culturally or racially derogatory remarks
- undermine each other's work
- criticize each other and Emory in public spaces

### **We will cultivate a spirit of inquiry.**

We will...

- ask "why" when we have questions or concerns, especially about safety
- ask for a pause when we think someone is about to make a mistake or do something unsafe
- thank each other for raising concerns
- declare our openness to the inquiry of others

We will not ...

- respond with anger or sarcasm when someone requests a pause
- intentionally belittle or respond in a threatening or condescending manner when someone asks a question
- tolerate rudeness
- stifle learning

### **We will defer to each other's expertise.**

We will...

- encourage each other to offer different perspectives
- recognize that all members make important contributions to the team
- seek help when we don't know the answer

We will not ...

- belittle or ignore the ideas and perspectives offered by each other
- assume that expertise is overruled by age, profession, or rank

### **We will communicate effectively.**

We will...

- listen thoughtfully and ask for clarification when we don't understand
- check that others have understood when we say something important
- remain respectful with our body language and tone of voice
- remain calm when confronted with or responding to stressful situations
- use scripts, read-back, repeat-back, or other techniques where appropriate to reduce the chance of misunderstanding

We will not ...

- stifle clarifying questions
- interrupt our team members unnecessarily
- say "it's not my job" or "it's not my responsibility"

### **We will commit to these behaviors in support of Emory Healthcare Care Transformation**

We will...

- encourage and support each other
- hold each other accountable for the behaviors identified in this Pledge

## **APPENDIX M**



## EMORY UNIVERSITY STATEMENT OF GUIDING ETHICAL PRINCIPLES

As an ethically engaged institution, Emory University affirms the conviction that education exerts a powerful force to enable and ennoble the individual, and that the privilege of education entails an obligation to use knowledge for the common good.

In harmony with this conviction, we who belong to the Emory community affirm that the **pursuit of knowledge and truth** is the University's reason for existence. We pursue these ends **honestly, unflinchingly, and whole-heartedly**, as we treasure and seek to foster **academic freedom** and the widest possible diversity of opinion in an atmosphere of **civil discourse**.

Members of Emory are expected to strive for the **highest degree of integrity**. The University's resources, both natural and fiscal, are entrusted to us for the common good and for future generations; the University and we its members are expected to exercise **wise stewardship** over these resources and to guard against their misappropriation or misuse. All **conflicts of interest and of commitment are to be promptly addressed**, and all possible steps are to be taken to eliminate the conflicts or to manage them to ensure that they do not undermine the integrity of our institution or ourselves.

Emory seeks to uphold the **dignity and rights** of all persons through **fair treatment, honest dealing, and respect**. Emory is committed to creating an environment of work, teaching, living, and learning that enables all persons to **strive toward their highest potential**. Members of the Emory community in positions of authority carry a particular obligation to exercise **care and compassion**, and appropriately confidential or personal information must be safeguarded.

As an organization comprising thousands of persons in a shared enterprise, Emory fosters **collegiality** in order to advance our mission of teaching, research, service, and healthcare. While frictions often emerge, we seek to resolve conflict through the active **practice of community**.

By our participation in the Emory community, each of us assumes **responsibility** for our actions and will be held **accountable** for them. Similarly, members of our community are responsible for holding each other and the University to these ethical principles. Members of the Emory community are expected to abide by these principles, regardless of the letter of the law.

Approved by the Board of Trustees  
9 February 2005

## **APPENDIX N**

**CONTRACT MANAGERS COMMITTEE FINAL REPORT**  
**SUBMITTED BY BRUCE COVEY, COMMITTEE CHAIR, ON 8/9/06**

## **Executive Summary / Key Points**

- Emory contracts vary so much in size and scope that sweeping generalizations are difficult.
- Smaller purchase contracts can be, and have been, standardized. Service contracts resist templates (both in RFP and contract stage), but a database of plug-in modules would be beneficial both to contracting departments and to the Office of General Counsel.
- With larger service contracts, the contracting department or division should at all times maintain a local, in-house specialist or expert to monitor the contract continually and ensure the Contractor complies and performs according to the performance standards delineated in the contract.
- Sections such as insurance requirements and indemnity clauses might lend themselves easily to standardization.
- A centralized Contract Management Office at Emory is valuable and necessary, but the Contract Managers Committee could continue to exist as an advisory or support group.
- The committee felt strongly that our contractors—and thus Emory, in turn—would benefit from some universalized or systemized, mandated support, such as by making it clear that on-campus contractors are preferred vendors and instituting penalties for continued use of alternative vendors.
- Emory should take the lead on proposing its own requirements and standards during all RFP and contracting processes.
- The choice of a contractor should balance both financial and quality-of-service returns. Contracting agreements should be win-win arrangements for both Emory and its vendor. A contractor's determination to meet the Emory business standards (such as Minimum Rate of Pay) and to participate (financially and otherwise) in the Emory community should be significant factors in selecting a contractor.

## **General Comments and Recommendations**

- A list of contract managers, Emory wide, should be created and maintained.
- Emory contract types vary—large to small, local to universal.
- Some contracts are for “small” services, but are repeated across Emory, such as security, housekeeping, etc. In many cases unifying these contracts across divisions (such as the University’s office supply contract with Office Depot) would be beneficial for Emory, maximizing the University’s spending power and preventing individual contracting departments from “reinventing the wheel.” These types of contracts, in addition to the examples above, might include web designers, outsourced graphics, t-shirts and inter-departmental gifts, etc.
- This committee believes that, with the assistance of the OGC, several general contract sections—such as insurance, liability, etc.—should be standardized for future Emory contracts (again, taking into account the fact that some level of flexibility might be necessary to accommodate local needs or industry standards). This standardization would reduce labor associated with departments “reinventing the wheel” in writing these clauses.
- This committee also believes that recommended RFP and contract format skeletons should be developed, including lists of standard terms, some sample or recommended language, essential document sections or criteria, and frameworks for review, all again with the understanding that local flexibility is essential.
- This committee agrees that, whenever possible, it is beneficial for Emory to propose its contract first, rather than receiving the initial draft of the document from vendors/bidders.

## **Future Questions**

- If it continues, this committee should address the question of when Emory should consider additional outsourcing. Are there other outsourcing opportunities on campus? What are the issues/factors involved? What procedures are required/recommended?
- How can Emory better support its contractors? How do we notify (or market to) the Emory community? When should community members be required to use a particular vendor or contractor? What accountability processes should be in place for those who do not comply with vendor support policies? How can contracting departments assist the Emory community in

understanding the essential details of the contracting process? (Consider Office Depot model.) Purchasing currently maintains a list of services on its website—how can this list be marketed?

**Discuss contract variances encountered by different units and determine whether differences are operational, fiscal, “industry standard,” or other. (Specifically, what are examples of sections from our particular contracts that would either embrace or resist standardization, and why?)**

- To avoid liability, variances in the protocol for handling displaced employees must be standardized. Current variances include displaced employees’ benefits and insurance, vacation pay out, consideration given to length of service, eligibility for reemployment, etc.
- Must standardize guidelines for evaluating and determining qualifications of potential vendors. Must establish specific criteria that each company must meet in order to participate in the bidding process. Considerations should include the company’s financial history (for example, disqualifying companies recently out of bankruptcy), business experience in higher education, commitment to equal opportunity employment and fair labor practices, and commitment to some sort of agreed-upon hiring standard (see below). Consideration might also be given to companies with minority or other historically disadvantaged ownership, social issues such as environmental policies, etc.
- Should standardize a timetable for Emory’s contracting processes, including a maximum duration of contract, a standard number of years before RFP, detailed deadlines in which paperwork must be received by the legal department, period for vendor reconciliation, etc. Emory should recommend (unless a department or division’s exceptions are unique) that contract re-evaluations and/or RFPs be undertaken at certain intervals—such as a standard 3-5 year contract with 12 month renewals—to foster more competitive bidding, especially in those areas which in the past did not solicit bids as often. A standard 30-day “out clause” should also be included in this timetable for all contracts.
- Minimum insurance requirements to be met by the vendor should become standardized.
- Specific contractor commitments, including the scope of duties, will necessarily vary between contracts, due to the difference in each division’s or department’s specific operational requirements.
- Each contracting party within Emory must define specific departmental contractual requirements in as much detail as possible, so as to avoid potential misinterpretation or contractual loopholes.
- Should standardize how we contract—for instance, who signs, and who are the official parties to the agreement?

**Determine how feedback and information may be able to assist Emory with future outsourcing contract negotiations (i.e., are there particular contract areas that Emory may solidify for future RFPs?)**

- Emory must carefully evaluate its own financial obligations throughout the contracting process and set detailed guidelines for any transition period. For instance, A/R reconciliations must occur within a given period of time, such as by insisting the vendor submit all chargebacks within 30 days of each month-end or forfeit any such claims.
- Other time-sensitive issues which should typically be addressed in contracts include expiration periods for federal grants and any differences in the fiscal calendars of the vendor and the University.
- The Contract Managers Committee should be on-going in some form or fashion as an advisory board to “best practices” for Emory contracting, including the establishment and periodic re-evaluation of standard practices, guidelines, checklists, and schedules.



**Discuss strategies for contract management and oversight of outsourced businesses on campus at a global or corporate level (i.e., what can we learn from one another to better manage vendors?)**

- Encourage the polling of customer feedback and consider “pay for performance” incentives for vendors (offering a scale of financial terms, for instance, based on performance reviews to reward vendors for positive performances). Require annual performance reviews of vendors initiated by contract managers.
- In just three sessions, this committee feels that we learned quite a bit from each other about both our parallel and unique challenges.
- The continuance of this committee or a centralized contracting office would provide a forum for enhanced communication between contract managers.

**Create an on-going “sounding board” for new challenges (e.g., to whom can we turn as new problems arise?).** (Should this committee continue to exist? If so, in what form and with what composition? What are our future expectations for ourselves or this group? What other requirements or recommendations are necessary to act as a “sounding board”? How can feedback and information from contract negotiations be processed in the future to provide continued enhancements to contracting practices?)

- This committee can serve as an on-going resource for contracting services and best practices in contract management. A database of contracts and services (preferably posted electronically) would be a useful tool, both for this committee and potential contracting departments/divisions. A listserv consisting of Emory employees who generate contracts would also be valuable for periodic policy and procedure updates.
- The committee feels it would be valuable for the group to continue, with the continued Executive Sponsorship of Mr. Mandl, meeting quarterly or as needed to review and assist in the implementation of contracting procedures.
- We recommend the committee’s composition remain the same (although several job positions have changed), with an eye toward other relevant campus contracting positions. (It was suggested that another representative from Healthcare Purchasing be added to the committee).
- We would need the guidance of Mr. Mandl and the new Office of Contract Management to define how the group might be most useful and effective moving forward. We might, for instance, assist in creating and maintaining contract templates; as a review board for significant RFPs (new or renewal) and contracts; as an informational resource.
- The committee feels that the new Emory signature policy will have an impact on all of this committee’s finding, and a full understanding of the policy would be essential in the committee’s success as an ongoing body.

**Create a best practice model for future RFPs with a standard set of expectations for our contracts, if possible. Work with Office of the General Counsel to develop standard text (e.g., relating to insurance and indemnity issues) that can be included in all RFPs to avoid contract managers “reinventing the wheel.”** (Generate a list of procedures? List of factors to consider; i.e., what are the issues relevant to the operation being outsourced?)

- This committee feels strongly that contracting should not impinge unduly on service. However, service negotiations, an essential part of the contracting process, must be conducted as a win-win for both Emory and contractor. The service/cost matrix is an essential consideration for the contract. Example: In the case of food service, what number of hours should Emory require of its vendor for less profitable locations in order to suit the needs of the campus?
- In considering outsourced arrangements
  - Cost versus service should be considered holistically.
  - A successful transition is transparent. Internal expertise is critical.
  - What are the conditions for a win-win vendor relationship?
  - How will the relationship need to be managed internally?
  - Cautious and careful analysis is essential.
  - A competency matrix or set of core criteria should be established, along with a set of minimum qualifications and standards.
  - What are the HR and community implications?
  - Have recent market changes or potential market changes been addressed?
  - What values are expected of the contractor? Work environments, workmans comp, insurance levels?
  - What standards will Emory expect/require of its contractors? Ex. Minimum rate of pay.
  - Does the vendor understand the true scope of the work?
  - What lessons were learned from the existing operation that might be corrected or improved upon?
- The first step for any contracting department should to clarify all relevant issues and envision a template.
- For service contracts, a representative or in-house expert needs to be actively involved in the RFP and contract process to ensure all services and other expectations are properly delineated. After contracting, the Emory contracting department or division should retain an expert to manage and monitor the contract and vendor's performance.
- RFPs for large services, such as the Bookstores or Food Service, cannot be standardized or modeled, although certain sections—such as insurance and liability requirements—can and should be.

- Instead of employing a standardized RFP formula for service contracts, the contracting department or division should utilize work groups or committees during the RFP process. These work groups should consist of, at a minimum, the department's or division's in-house (operations) expert and accounting representative, someone from the Office of Contract Management, someone from the Finance Division, someone from the Office of General Counsel.
- In creating an RFP and contract for a service agreement, NACUBO and other relevant resources, including peer institutions, should be consulted to obtain sample agreements from the client's perspective.
- Standard templates should be created to ensure that contracting departments consider all relevant factors during the RFP process. This template should take the form of a series of modules to plug into the RFP as needed and fine-tuned around industry specifics. The template could be placed online, with password-only access.
- This committee recommends standard vendor certification terms, according to Emory standards, as conditions for becoming a certified "Emory vendor." The contracting department should certify first according to these terms; only after that should we give our contract terms and conditions.
- Emory's contract managers should take the initiative in asking vendors to meet the University's requirements. There should be a hard-nosed financial model presented in the RFP with suggested contracting terms. RFP candidates will be asked to modify the RFP as needed (to respond "yes" or "no" to RFP conditions), but the degree to which a candidate changes the RFP will be a deciding factor in who is awarded the contract.
- Performance measures should be a module in the template for service RFPs and contracts. We need to include specific criteria as to how the contractor's performance will be evaluated.
- This committee could establish a list of general questions to assist in evaluating whether to RFP again, although specific contract managers will need to develop these questions further according to the specifics of their particular needs/operation.

**Discuss “hot button” issues such as Minimum Rate of Pay. How will these issues affect our vendors and relationships with them?**

- Contractors’ Hiring Policies
  - Emory should clearly determine minimum requirements for potential contractors, especially in regard to each company’s commitment to a diversified workforce. All contractors should meet minimum standards determined by the University, which should equal or exceed our own policies of providing equal opportunity employment and promoting diversity. Each company’s means of enforcing this pledge to diversification should be examined during the bidding process. Emory should determine a specific weight to be awarded to bidding companies classified as having minority or other historically disadvantaged ownership or trustee involvement.
  - The contractor must meet standardized requirements regarding the pre-screening of employees, or Emory’s HR departmental standards could be required as a standard for vendor’s employees. Emory should encourage a standard practice for vendors, possibly including such tests as a Criminal Background Check and/or Drug Screening for certain contractor employees. It is a substantial liability and security risk to employ workers on the campus who have not been verified to an acceptable extent by either contracting party.
- In general, a company’s willingness and ability to participate in employment and other business standards in keeping with those of the University should receive greater weight during Emory’s vendor selection process. For instance, a company that would comply with Emory’s standards for Minimum Rate of Pay should be given an advantage over one that will not or cannot.

**Discuss perspectives on various aspects of relationships with outsourced vendors (i.e., when do we leave them alone to conduct business, and when do we step in?)**

- Contracting departments or divisions should expect its vendors to aim for profitability and assist in enabling opportunities for win-win arrangements with its vendors.
- The above bullet notwithstanding, Emory should quickly intervene if a vendor is defying Emory's policies and standards of operation.
- Onsite, close supervision of vendors is essential to ensure complete fulfillment of the contract and compliance with Emory's policies. Emory, as both the customer and the employer, must closely monitor vendor operations to ensure complete satisfaction with the contracted services and to call attention promptly to instances in which the vendor is not fulfilling said services to Emory's 100% satisfaction.
- However, Emory must respect the contractor's right to the independence of its internal operations. Although we can demand minimum requirements in regard to hiring policies, we cannot determine who the company hires. Emory also cannot intervene in a contractor's internal financial operations.

**Standardize affiliate benefits on campus (e.g., parking, library, gym use, etc.)**

- The committee agreed that such standardization is important. Affiliate benefits to be considered for standardization include parking policies, library access, gym access, Bookstore discounts or access to any academic pricing which requires the EmoryCard, network ID and/or other IT sponsorships, MARTA card eligibility, access to carpools, etc.
- Costs should be analyzed to determine whether charges to affiliate employees could be reasonably in keeping with those in parallel Emory positions, and companies' policies of reimbursing or paying for these benefits should be analyzed during the contracting process.
- Affiliate employees should be made to feel that they are "part of the campus."

**Explore possible standardization of transition issues and procedures, such as renovation/construction, grandfathered and transition employees, and inventories.**

- Emory will welcome investments as part of the competitive bid process.
- Investments should belong to Emory, except when the contract does not meet its end. In that case, the ownership of the investment should be based on the percentage completed of the life of the contract.
- There needs to be clarity in each contract as to who owns what (equipment and furniture), and the associated equipment's schedule of depreciation
- Schedule of performance of the contractor should correlate to the schedule of depreciation
- The Contract Managers Committee recommends that Emory not continue the practice of grandfathering employees. Final pay should be issued upon termination of employment with Emory (and upon assumption of employment with Contractor).
- The committee suggests a six-month window for grandfathered benefits. In other words, if an Emory employee should become a contractor employee followed by a return to Emory employment within six months, this committee feels that employee should retain her/his benefits and seniority.
- Upon the termination of a contract, when Emory moves from one vendor to another, contractor needs to be given flexibility in rehiring previous contractors employees, although in all cases Emory, in good faith, should make reasonable efforts to encourage the new contractor to retain as many employees as possible.
- Before assumption of a contract, there must be a mutually conducted inventory of equipment, furniture and "small wares," with the contractor paying fair market value for any materials for which they assume ownership. Furniture and equipment "lent" to the contractor must be carefully inventoried before commencement of the contract, and must be returned or replaced upon termination. The contract should specify that the vendor is responsible for repair or replacement of damaged goods.
- Emory's definition of "equipment" must be spelled out and consistent. Loaning equipment is discouraged, although the committee recognizes that with some contracts (such a food service) it might be necessary. As a general rule, equipment should be sold whenever possible, with a price based on fair market value, the life expectancy of the product, and the term of



the contract. We should not provide contractors equipment that has a life expectancy within the term of the contract.

- Contractor will be responsible for costs associated with the actual physical inventory count.

## **Construct recommended procedures for all Emory vendor contracts.**

- The committee agrees that contracts serve different purposes on campus, and that experts within departments or divisions are critical both for contract creation and management. That said, this committee explored the possibility of whether a standard set of **general** process recommendations (modifiable according to local expertise, specific industry standards, and unique departmental or divisional service needs) for contracting would be feasible. If such recommendations were to be established, all parties need to be aware of the level of contracting flexibility accorded to contract managers/generators.
- The Committee agreed that many parts of a contract can be standardized. For standard general purchase and supply agreements, templates are already in place in the Office of Contract Management.
- Contracts should contain a qualitative set of performance standards, as specific as possible, with associated contract “out clauses.” As a general rule, performance should be reviewed against these standards at least annually, with a major contract review every five years. This committee could establish a list of general questions to assist in evaluating whether to RFP again, although specific contract managers will need to develop these questions further according to the specifics of their particular needs/operation.
- For service contracts, the Emory contracting department or division should retain an in-house expert to manage and monitor the contract and the vendor’s performance.
- Service contracts cannot be standardized or modeled, although certain sections—such as insurance, liability, etc.—can and should be. This committee, if it continues to exist, can assist in the process of standardizing these sections, although of course the Office of General Counsel would ultimately need to approve all standardized language.
- Standard templates should be created to ensure that contracting departments consider all relevant factors during the contracting process. This template should take the form of a series of modules to plug into the contract as needed and fine-tuned around industry specifics. For instance, a series of sample indemnity clauses or required liability issues would save the OGC time in assisting with, generating, and approving a contract. The template could be placed online, with password-only access.
- This committee recommends standard vendor certification terms, according to Emory standards, as conditions for becoming a certified “Emory vendor.” The contracting department should certify first according to these terms; only after that should we give our contract terms and conditions.

- Vendor billing of Emory should be standardized with a 90-day window. For instance, if a bill has not been submitted within 90 days, the vendor must absorb it.
- Performance measures should be a module in the template for service RFPs and contracts. We need to include specific criteria as to how the contractor's performance will be evaluated.

## **APPENDIX 0**

March 5, 2010

Dr. John Ford  
Senior Vice President and Dean of Campus Life  
Emory University

Dear Dean Ford,

We write to you to address an urgent matter on campus. The workers who prepare and serve the food at Emory's Sodexo food service locations have been working to achieve collective bargaining rights, workplace accountability, and institutional respect from their employer. Students and Workers in Solidarity (SWS) formed out of concern for these workers, who have reported a number of complaints, ranging from general disrespect from managers to the denial of sick and vacation leave, breaks, and seniority. Even full time employees cannot afford healthcare, and many workers are forced to pay a large portion of their daily earnings to park on campus. Most recently, workers who have been active in unionization efforts have felt intimidated by mandatory anti-union meetings and the management's encouragement of some workers to report on those who have decided to speak up about labor conditions.

As a the Provost of a university that has affirmed the values of ethical community engagement, articulated in the "Statement of Ethical Principles" under Emory's Business Code of Ethics, SWS calls upon you to uphold and enforce the "dignity and rights of all persons through fair treatment, honest dealing, and respect." We ask you to extend the right to organize and collectively bargain to subcontracted workers on our campus so that they may bargain for better pay, benefits, and working conditions. Emory has the opportunity to set a moral precedent on this matter and to be a leader in the university community.

As a university whose Strategic Plan aims to make it an internationally recognized leader in ethical engagement, Emory has a great deal of influence that should be used to make us one of the world's truly great universities. Sodexo workers have faced anti-union intimidation from their employer for standing up for their rights. By contracting Sodexo, the university has the authority, as a customer, to ensure that Emory's subcontracted employees are able to organize and collectively bargain without fear of intimidation or discrimination. SWS asks that Emory University respond by noon on April 9, 2010 by implementing the attached "Emory University Labor Code of Conduct for Contracted and Sub-contracted Employees," creating and recruiting for a President's Commission on the Status of Labor, and by issuing a public communication indicating the steps the University has taken towards these ends. Because the end of the semester quickly approaches and the harms described above occur to the workers on a daily basis, this is a time-sensitive issue that requires the University's immediate attention. We look forward to working together on these very important measures.

Sincerely,  
Students and Workers in Solidarity (SWS)

Contact: [swsemory@gmail.com](mailto:swsemory@gmail.com)  
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**Emory University Labor Code of Conduct  
for Contracted and Subcontracted Employees**

- A. Emory University agrees to, at a minimum, adhere to the principles set forth in the Code. The University will require all administrators, managers, supervisors, contractors and sub-contractors to adhere to the principles set forth in the Code. The University will provide a copy of this Code to all current contractors and sub-contractors. From the date of adoption forward, the University will incorporate this Code into all new and re-negotiated contracts, and require its contractors to incorporate this Code into any sub-contracts or agreements for work engaged on University premises.
- B. The term "campus worker" shall, for purposes of the Code, and unless otherwise specified in the Code, encompass all employees of contractors and/or subcontractors, not limited by hours or length of employment term (full time, part time, or temporary).
- C. The University respects the rights of campus workers to choose for themselves whether to form and join a union and commits that it will remain neutral on the issue of worker unionization. The University will ensure that its administration, management personnel, contractors and sub-contractors honor this commitment and abide by the following:
  - 1. The University agrees, and requires that its contractors and sub-contractors agree that campus workers must have the right to form unions in an environment free of intimidation and coercion; and that it will not allow the use of campus resources or the expenditure of University funds to influence workers about their choice concerning union representation.
  - 2. The University will allow, and requires that its contractors and sub-contractors allow, representatives of labor organizations access to the campus and to campus facilities for the purpose of providing information to campus workers to inform workers about union representation and their rights to form and join a union.
  - 3. No campus worker shall be subject to harassment, intimidation or retaliation in their efforts to freely associate or bargain collectively. The University shall not cooperate with contractors or sub-contractors that attempt to prevent workers from organizing a union of their choice. The term harassment shall include, but is not limited to: intimidation of workers; shifting of workers' schedules; firing of workers; changing of workers work assignments or locations.
  - 4. The University recognizes, and requires that its contractors and sub-contractors recognize that campus workers are allowed to express their views and opinions regarding union representation. No campus worker will be questioned by supervisors, management, or administration personnel, including contractors and subcontractors, about their support or membership, or lack thereof, in a labor union; no campus workers will be subjected to harassment because of their membership or non-membership in a labor union or their activity in support or derogation of union representation; and no campus workers will receive preferential treatment because of their membership or non-membership in a labor union or their activity in support or derogation of union representation.

5. The University shall allow, and require that its contractors and sub-contractors allow, union organizers free access to campus workers. The University shall recognize, and require that its contractors and subcontractors recognize the union of the workers' choice.
- D. The University will notify campus workers, in writing, that it respects their rights regarding union representation and advise them that: the University has agreed and requires that its contractors and sub-contractors agree to a policy of neutrality concerning workers' efforts to achieve union representation, and that there will be no negative consequences for employees who exercise their right to support union representation. Additionally, the University demands that its contractors and sub-contractors train all individuals in managerial positions to behave in accordance with this Code, and will educate all workers about their rights under this code annually when they return for the fall semester. That education shall include providing all campus workers, including contracted and sub-contracted employees, with a copy of this code. Furthermore, this code shall be displayed in a public and permanent form at every work site.
- E. The University, as well as its contractors and sub-contractors, recognizes that workers shall have the right to a free and fair process of unionization, and will therefore honor any legal method of unionization as chosen by the workers. Legal methods of unionization include a card-check or majority sign-up procedure.
- F. The University, its contractors and sub-contractors will uphold the right to collective bargaining by negotiating with the workers' representative in a fair and expeditious manner. Further, the University, its contractors, and its sub-contractors shall sign agreements of neutrality with all unions attempting to organize campus workers.
- G. With respect to service contracts, the University will practice a policy of non-displacement of qualified workers. It will be the policy of the University that service contracts and solicitations for such contracts shall include a clause that requires the contractor, and its sub-contractors, under a contract that succeeds a contract for performance of the same or similar services at the same location, to offer those employees (other than managerial and supervisory employees) employed under the predecessor contract whose employment will be terminated as a result of the award of the successor contract, a right of first refusal of employment under the contract in positions for which they are qualified. There shall be no employment openings under the contract until such right of first refusal has been provided.
- H. To enforce this code, the University will establish a President's Commission on the Status of Labor (PCSL). The Commission will be modeled after the model set forth by the President's Commissions on Race & Ethnicity, Status of Women, and Sexuality, Gender Diversity, & Queer Equality. PCSL will conduct yearly audits of contractors and sub-contractors to assess their abidance of this Code and report directly to the office of the President of Emory University regarding violations of this Code. PCSL will also have the authority to conduct inquiries and make policy recommendations about issues concerning the status of labor on campus.
- I. The University will enter, and requires that its contractors and sub-contractors enter, in an agreement to effectuate the principles of this code within the bounds of good faith and in a timely manner.