

Appendix A: Book and Article Reviews

<http://www.chem.mtu.edu/~fmorriso/wise/WorkLifeProgramCommittee/WorkLifeBalancesummerreport.pdf>

***How to Reduce Workplace Conflict and Stress: How Leaders and Their Employees Can Protect Their Sanity and Productivity From Tension and Turf Wars* by Anna Maravelas**

The core of this book is a discussion of how to change one's focus and source of energy, from beliefs and behaviors that generate negative energy (contempt, gossip, avoidance, assuming the worst) through low energy (disconnection, isolation, depression) to positive energy (gratitude, compassion). Both at the individual level and the organization level, negative and low energy can reduce productivity and drive turnover and dysfunction. Changing the default energy mode can lead to dramatic improvements in productivity, health, and retention.

The author uses a large number of case studies from her consulting practice to illustrate her points, which can be boiled down to two key issues:

1. *Focus on the system, not the person.* In most of the cases she has witnessed, problematic workers struggle to meet targets because of obstacles in workplace systems that leave them frustrated and overworked. Often managers add new systems on top of old ones without stepping back to understand how these additions will affect workers and their daily tasks, and this additional complexity creates a drag on the workforce and individual workers. Therefore, it is best to routinely examine workplace systems collectively, with input from everyone. Additionally, it helps to approach problematic workers with the default assumption that something is wrong with the system, instead of assuming something is wrong with the worker. Managers and team members should try view the system from the perspective of other workers or team members to help identify problems. Blaming other workers for problems one doesn't understand often traps people in a "cycle of contempt", filled with blaming others for perceived shortcomings, and blaming self for one's own shortcomings, real or imagined. A focus on the system, using multiple perspectives, generates a "cycle of courage", where systemic shortcomings can be identified and fixed without generating blame.

2. *Acknowledge what you don't see.* The author calls this the "baby in the backseat" phenomenon: Imagine you are late for work. At a traffic light you have to wait behind a woman who has gotten out of the driver's seat and is fiddling with something in the backseat that you can't see. You could honk your horn and yell, assuming that she is doing something stupid or trivial like fetching her cosmetics from the backseat. However, it could be that her toddler is choking on food in a carseat that you can't see; knowing that, you would never have honked and yelled (and you might have even run over to ask if you could help by calling for paramedics). When stuck in a negative energy mode driven by blaming others, our minds are very good at selectively choosing data to support our perception of a person as lazy, stupid, or careless. However, if we routinely acknowledge that there might be other things going that we don't know, particularly struggles with a systemic issue, we are more likely to generate explanations

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that are more objective or compassionate. It is far more productive to try to find out why people are doing what they are doing, as a means to improve a system, than to assume the worst and try to work around them.

The author concludes: “When organizations fail to make a commitment to positive energy, the daily grind of frustrations and delays and disappointments pulls teams and groups toward negativity, pettiness, and irritability. Without a conscious commitment to create positive energy, nothing compensates or rewards individuals for unnoticed investments and sacrifices.” (p. 205) Managers should take the lead in setting a tone based on positive energy, and provide all workers with the opportunity to generate positive feedback to others.

Less Doing, More Living: Make Everything in Life Easier by Ari Meisel

Overall Comments

While he makes some good points about un-cluttering our lives, I find a lot of his solutions to be workable for only those who have a self employment lifestyle and large amounts of disposable income with which to allow themselves to experiment with these life changes and or spend money to outsource things to other people. The most useful part of this book lies in the resources that are outlined for using technology to manage different aspects of our lives. There is one other chapter on choosing your own work week that I also think could be of value. It basically is telling you to predefine what times during the week you are willing to leave open for meeting and interacting with other people so that you don't end up letting your whole week be consumed by such interactions. However in light of reading the next book, this one seems like it's more about technical or superficial fixes.

What Works for Women at Work: Four Patterns Working Women Need to Know by Joan Williams and Rachel Dempsey

The authors (a mother and daughter team) open the book by explaining that there are many systemic issues that block women from advancing as far as their potential would take them, and state that until these systemic obstacles are removed, equality at the top (board rooms, partners of law firms, full professors, etc.) is not likely to occur (or certainly not quickly). The core of this book focuses its discussion on four issues:

1. Prove it Again: There is now a large body of research and data that demonstrates that women must have twice the achievements and experience as men to gain the same positions, salary, and respect. (Unfortunately the book does a poor job of citing this previous work.) Men are more likely to be judged on their potential, while women are judged on what they have already done, which leads to men being promoted earlier and more often than women. Alternatively, men are judged less harshly when taking risks.... when men make mistakes, it is shrugged off as an

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inevitable outcome of desired risk-taking or entrepreneurial activity. For women however, mistakes are seen as mistakes and possible evidence for incompetence.

The book takes the first step in describing the problem. However, the book offers little helpful advice to counteract this phenomenon, other than to “lead with your accomplishments”. Make sure that you document what you do, accolades you receive (if they are verbal, ask if the person can put them in an email), and leadership roles. Put them front and center on your resume, CV, website biographies, and yearly reports for performance reviews. Don’t make your boss (or headhunters) search for them. Also, use men with comparable CVs to gauge your salary potential, promotions, etc. Be objective but firm in your negotiations... if there is a man with the same experience and achievements, insist that your compensation be comparable. When interviewing, don’t downplay or qualify your experience; even if you only have one day of experience doing something, the answer to whether you have that experience or not is “Yes”.

Unfortunately, the book also takes the position that you may just have to work twice as hard to prove it again and again... this is a good recipe for resentment, work-life balance issues and burn-out, and personally I think this should be avoided. The book ends with a discussion of “Leave or Stay”, and risking burn-out just to prove yourself time and again would seem to me to be a good reason for leaving. The book does acknowledge this possibility, but does not go far enough to address it.

2. The Tightrope: This section addresses the problem that many women face trying to fit in to workplaces that are stubbornly resistant to moving away from the “white married male worker with a wife at home” structure. The authors discuss the problems that women have with being perceived as too masculine, too feminine, too bitchy or too “bimbo”-y. The authors offer NOTHING here other than pages upon pages of advice on how women can change themselves, so I recommend that readers skip this entire part. It works directly against the authors’ opening statements regarding how women *shouldn’t* have to change themselves just to appease the dominant male workplace systems. The authors know this, even going so far as to recommend that readers “hold their noses” and proceed. Rubbish. Tear the pages out and move on to the third part.

3. The Maternal Wall: This section discusses the severe penalty that women face when they have children, or even when workers and supervisors catch the faintest whiff of possibly wanting children one day. There is a widespread (false) perception that good workers can’t be good mothers, and good mothers can’t be good workers, so when a woman has a child she is typically written off and put on the “Mommy track”, with fewer responsibilities and opportunities for

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advancement. Again, there is a huge literature on this issue and the book just barely touches the surface of it.

There is some good advice in this section, again (unfortunately) only aimed at women (ignoring lesbian couples for a moment... men are literally half the problem here). Women are advised to establish a reentry plan as soon as they let their employer know they are pregnant and plan to take a leave. This re-entry plan should have very specific details on how you intend to ramp up your time, what your schedule will look like, and what you envision doing. Show them when you intend to be back at 100%, and what you want to be working on. Share your 5-year career goals and explain how motherhood won't interfere with them. The authors state that you might want to share your child care plans with your supervisor to put him/her at ease, but I think this is stupid and self-defeating and not their business.

Two other good pieces of advice:

1. DO NOT buy into the "Mommy wars". Do not aim to be a perfect mother... a "good enough" mother who is happy (because she likes her work and likes spending time with her kids) is what you should aim for. Kids want happy moms, not perfect moms.
2. DO discuss child care duties with your partner early and often. If you want an egalitarian child care system at home, you must demand it and be clear about it. Don't expect the baby to magically turn on Stay-At-Home-Daddy genes.

This is another issue that really must be addressed systemically; it won't change much even if every single woman goes through these steps with their employers.

4. The Tug of War: This point is a bit muddled with the other points, but it discusses women backstabbing each other, usually because they know that there is a quota (official or unofficial) that means that only one woman will be allowed into the top tier, or otherwise some sort of zero sum game where the advancement of one woman means that others must be pushed down. This can also surface across generations, where older women may perceive that just because they managed to get ahead without generous maternity leave or lactation facilities, that younger women don't really need these things. (I have heard this exact argument at Tech!) There are broader generational issues concerning Boomer women who sacrificed a lot and put up with a lot of crap, and worked hard to make things easier on younger generations of women (who now seem oblivious to the work the older generations did). These are all fair points, but it is not clear what women are supposed to do about it, other than perhaps give each other a break and be supportive.

Other tugs-of-war arise from the underrepresented-ness of women, particularly women of color. There is a perception that if a woman fails, then ALL women are likely not good at a task (while if a man fails, it's just him). This puts extra pressure on women (especially women of color) to

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succeed so as not to let down their entire group. There are additional stereotypes and biases that women of color must face that differ across ethnic groups; again, the authors' solutions seem to be "change yourself", which I find offensive and counter-productive.

The book ends with a section on how to decide whether to "Leave or Stay", which can be helpful if individuals are really that close to the fence. It brings up valid points about being careful to assess what you're likely to gain versus lose; often women take a salary cut when they change jobs, and frequent job changes can suggest to potential employers that you are a flight risk. This is always a difficult decision, and the book offers some advice that is useful.

Overall, I think this is a marginally helpful (but occasionally harmful) book for women, but would benefit male administrative types and managers far more *if* they are alerted to these weaknesses in the book beforehand. It would help them uncover their unconscious biases and show how they play out for women. It may help them understand why their unit has a difficult time hiring, retaining, and promoting women.

Why Work Sucks and How to Fix It: The Results-only Revolution by Cali Ressler and Jody Thompson

Overall Comments

The crux of this book is that most work life balance solutions today are only technical or surface fixes; this issue is more at the heart of how we view work and systemic problems can only be fixed through systemic changes. Specifically they talk about how work is defined by time and results, when it should be defined by results alone. The assumption is that: time + physical presence = results (see pages 23-24 for a list of assumptions that follow because of this myth). This leads employees to feel like work is a problem they have to deal with (constant judgment on appearances only), like their employer is treating them like a child who cannot do anything unsupervised (no trust; management acting as parents), and feeling stressed about time all the time (focus on time, not accomplishment; feelings of neglect of outside of work commitments or competition between these and work). They point out that even supposed flexible work environments are really just a "Flexibility Con Game" that makes work even worse, because now instead of your employer straight out not trusting its employees, now mistrust is masquerading as trust. What is even worse is that they generate more judgment and resentment between employees because of the often times selective application of such policies.

They then go into how this culture is perpetuated by the judgment we all impress upon one another. They call this Sludge and define three versions:

Sludge Anticipation: mental preparation we all go through if we are experiencing a piece of Sludge (ex. You're running 15 minutes late and you might spend the rest of the day worrying

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about the consequence of being late and may even come in early or stay late the next couple of days to “make up for that 15 minutes and worrying about if people are noticing you doing this); all this expended time and energy has no point and takes away from the tasks at hand that actually matter.

Sludge Justification: When you feel the need to come up with excuses for why you didn't meet the arbitrary time expectations of work. (Ex. Let's say you come in “late” and someone makes the comment to you, “Oh, look who's here.” Instead of saying, “Yes, I'm here and I do a great job, so why do you care?” you feel the need to justify it with a comment about traffic or some other white lie.) This leads to further worrying about consequences and takes your focus away from the work at hand as well as the waste of time interacting about issues that are really no one else's business.

Back Sludge/Sludge Conspiracy: when Sludge becomes an integral part of how people socialize (ex. “Those IT people are always goofing off; they should try doing a real job instead of playing around on the computer all day”; but what does this say?) In the example it basically is saying if you don't interact with people it's not real work and it continues because it allows people to group together (we play by the rules, we're good workers, that person over there is not); it also allows people to shirk their responsibilities since all that matters is “Presenteeism” or being there for the most amount of time. This hold everyone back because it reduces engagement, lowers motivation, and slows down the organization.

After identifying what is not right with this culture and how it makes people less productive, not more, and definitely does not ensure that people are actually doing work even if they are there for 40 hours or more a week. They then make what I think is an especially important point.

You are paid for a chunk of work, not for a chunk of time and just because an employer is paying you does not mean he/she gets to own your time and essentially your life. This is where the Result-Only Work Environment (ROWE) comes in. The main thesis behind ROWE is:

Each person is free to do whatever they want, whenever they want, as long as the work gets done.

They make an analogy to being a college student and how you are trusted to manage your own time and get the work done because it is in your best interest to do so. Essentially you are giving people control of their time, which contrary to what one might think actually leads to higher productivity and efficiency. They also compare it to flexible work arrangements (see Page 69 for a table). They also came up with 13 Guideposts to accomplish several goals: flesh out a basic definition of a ROWE, have a set of statements people could refer to as they went through the adaptive change process, and they also wanted to shock people to make them see this would require a radical rethinking of work (see Page 89 for the list). Chapters 4-6 provide more detailed explanations of all 13 Guideposts.

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This all started at lower levels of corporate Best Buy and their corporate headquarters is now completely a ROWE. To support their claims they have provided both qualitative evidence in the form of anecdotal evidence (stories from people throughout the book both from a pre and post ROWE perspective as well as from a managerial perspective) and quantitative evidence in the form of pre and post ROWE statistics on company performance and retention/turnover rates (see Chapter 7) . The main arguments countered about a ROWE involve how managers and employees behave. Many managers were reluctant to want a ROWE because they thought their employees would just slack. In fact, what happens in a ROWE is that people get their work done and while involuntary turnover rates go up, voluntary turnover rates go down indicating that dead weight is being released while talent is being retained. Additionally, many people say they feel less stressed and are happier with all aspects of their lives. Also, this method forces managers to start acting as leaders and mentors and not as micromanagers (see Pages 171-174 for information on this topic and Chapter 9). Chapter 8 goes into how this has been applied outside of Best Buy and includes more studies and the evidence those studies provided to support a ROWE including a project they did with MNDOT to investigate how ROWE implementation in a number of companies could help relieve traffic congestion in the Minneapolis-St. Paul metro area.

They also address the difficulty in changing culture and advice on how to go about introducing A ROWE (Pages 166-172). The main thing they don't address in this book (although they allude to it) that I think is important is how do you apply this to other jobs besides office jobs? This is important to me because one of the main tenets of the ROWE is that everyone has to be included in it for it to be successful. This is not like flex time that only subsets of employees are "special" enough to be "allowed" to participate. This is a cultural shift in how we perceive work and its relation to time. They have a website with a lot of information about ROWE (www.gorowe.com) and also one with information on the quantitative data (<http://www.gorowe.com/about/results-case-studies/>). Finally they also admit that a complete shift to ROWE would lead to a need to examine our federal and state work policies because those are geared towards an outdated version of work based on time.

Appendix I: Quiz (How Rowe Are You?)

Provides a great exercise for people to determine what kind of workplace they are currently in. When I took it I found that while university life is on the surface a ROWE for many employees (faculty, graduate students), the Time centric and Sludge culture are still very prevalent no matter what position you have (graduate students, faculty, staff).

Appendix II: Yeah, Buts

This Appendix is great in that it takes all the potential push back questions and gives very concrete reasonable answers. This section is a must read. One that I think particularly applies to Tech is:

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Q: "We're already doing this; this isn't anything new."

A: Show us one work environment that doesn't have Sludge in it and we'll eat our book.

And this one:

Q: "If everyone becomes more efficient are there going to be layoffs."

A: Some people can sense the enormity of a ROWE and it scares them. People at all levels fear that they will find out the truth about their organization: that a team is bloated; that there are managers who have no business managing people. But is the feat of the truth a good reason to resist what is otherwise positive change? If your organization is bloated and top-heavy or over-staffed or undertrained or misguided, then yes a ROWE could reveal those truths. But most people know what's wrong with their company already; there just isn't any incentive for change. There can be some growing pains with a ROWE, but isn't a sane work environment ultimately worth it?

Why Managing Sucks and How to Fix It by Cali Ressler and Jody Thompson

This is a companion book to "Why Work Sucks and How to Fix It" by the same authors, but written about a decade later. It addresses a Results-Only Work Environment (ROWE) from the perspective of managers, who must transition from managing people (and their time) to work/results. Many of the common practices that managers do in a time-centered model become obsolete or harmful in a ROWE, such as "drive by" visits (visiting employees unannounced), "face time" enforced by recurring, mandatory meetings (often poorly planned and executed), and using time cards or other means to track hours instead of productivity (time is assumed to equal productivity in traditional work systems).

The book does a great job of answering many of the questions managers may have on how (and why) to implement a ROWE, along with their hesitancy with the system itself. For example, they recommend a step-wise process to transition from systems with earned vacation time to a no-vacation time system (vacations can be taken whenever, and are not tracked by management). Ten years later, the authors have many more examples beyond Best Buy of where ROWEs have been implemented successfully, including in government agencies, school districts, and a higher education institution (in this case, an organization that creates and delivers professional development curriculum).

Personally I found the chapter on Meetings ("No more bullshit meetings. Ever.") to be particularly refreshing.... it is no doubt true that those managers who rely on meetings as the primary approach to get things done have likely never tallied the cost of the people sitting in the meeting (and preparing for the meeting), plus other resources (space, refreshments, etc.). The authors advocate for using meetings as an absolutely last-ditch effort to get something done, and

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then if a meeting is used, it should meet several criteria.... If these criteria aren't met, either some employees should not go to them or the meetings should not happen at all.

From the book:

p.190-191: "... a meeting invite must ... have the following elements to clarify why [employees] should spend their time there:

1. The outcome the meeting intends to create (This is critical, because it's what will cause people to agree that a meeting is the best way to accomplish what you're asking - or not)
2. The role the person you are inviting has in the meeting
3. What each person or the group needs to do to prepare or come prepared to contribute and how it affects the outcome or need for the meeting.

If an invitation meets all the conditions, then people will accept it because everyone can readily agree that it's the best way to achieve what's needed."

p. 194-195:

"1. Look at every meeting that's on your calendar for the week and put it through this filter:

- a. Does the meeting have an outcome that I understand? Can I agree that the best way to achieve this outcome is through a meeting?
- b. Is my role clear?
- c. Do I know what I need to prepare so that the meeting is effective?

If you find meetings with unclear outcomes or where you may waste time, e-mail the meeting organizer. Ask that person to be specific about the outcome, your role, and any preparation. If the organizer can't, respectfully decline.

2. Look at the meetings that you've scheduled for others to attend. Does your meeting invite pass the filter test? If not:

- a. Cancel the meeting.
- b. Figure out another way to get what you need when you can articulate exactly what that is - and then do it.
- c. Resend the meeting invite with the pertinent information: outcome, roles, and preparation requirements.

3. Look for recurring gatherings like staff meetings, stand-up meetings, and project update meetings. Do they pass the meeting filter test? If not, you know what to do.

4. Next time you're in a meeting that's going nowhere, do a quick mental calculation of the company's resources that are being wasted. Then respectfully ask for clarification on what is actually needed or what the expected outcome of the meeting is.

5. Sniff out any meeting that is supposed to be a brainstorming meeting. If you've scheduled it:

- a. Cancel the meeting. Instead, send an e-mail to all participants asking them for their idea or solution on the topic you wanted to group brainstorm about. Put a deadline for when you'd like

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their thought, solution, or idea - for example, "Please send me your idea or solution by noon on Thursday." Ask them *not* to "Reply to All". Now you have multiple suggestions that people have been able to develop and share on their own time.

b. Next time you're in a brainstorming meeting with a bunch of people, watch what *really* happens. One or two ideas get presented initially and everybody jumps on these. Those *must* be the best, right? That's why no "Reply to All" when you're asking a group for ideas through e-mail. People see one or two ideas and then they just say, "Ditto, great idea, Sam!" without bothering to put any more thought into it."

Helping Faculty find Work-Life Balance: The Path Toward Family-Friendly Institutions by Maïke Ingrid Philipsen and Timothy B. Bostic

Overall Comments

This book details the findings of two independent qualitative studies on work-life balance in academe; the first study was a women's study and the second was a men's study. They did a great job with how they organized the study by including a variety of colleges from a R1 school to public and private as well as a community college. They also sampled interviewees from all career stages from early non-tenured to late tenured. They dedicate a chapter to the methods of the study which are probably more of interest to social science folks, but do lend a lot of credence to their results.

The first half of the book presents the results of both studies in compartmentalized topics including work-life issues when developing a career, having life partners, parenting, and thriving in academe with or without institutional support. These chapters are organized to talk about sub themes brought up by the interviewees identified by the authors and then exemplary institutions are used to provide recommendations for how to address those issues. They end this section of the book with an overall summary and conclusions.

Then they provide extensive information in the multiple appendices; the first one being about the methods of the studies. The women's study was done earlier and published elsewhere, while the men's study was new. Because of this they added an appendix with additional detailed findings from the men's study. The next three appendices provide information and resources: one on the exemplary institutions (**University of Michigan is one of them**), one on exemplary policies, and one with details on key organizations, readings and websites.

Finally, the information they learned from these studies was very fascinating and lent support for how overwhelmed and unfocused the academic world can feel even though one's work schedule is much more flexible (although this "flexibility" is often paradoxical) than a factory job for example. Here are two quotes that illustrate this and are equally applicable to graduate students as well as faculty:

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“Academics, she explains tend to never know how much work is enough and, subsequently, carry a constant sense of guilt because they are never doing as much as they could. The academy is remiss at providing clear expectations, and as long as faculty do not know what, exactly, the expectations are and what it takes to succeed, they are doomed to try and do as much as they possibly can, often sacrificing obligations to self and other.”

“...Faculty may have much discretion over how they allocate their time and integrate roles, but they work under intense pressure to meet high expectations that are often unclear. She quotes a colleague saying that faculty ‘enjoy the freedom to work themselves to death.’”

Many of the issues that have been brought up by our committee this summer were also noted in this study with the top concerns relating to issues of workload, roles and rewards throughout one’s career, having significant others, parenting, and coping with all these issues despite the institution rather than with it. In particular two major messages should be taken from this study, the second of which is of great interest to any budding work life program:

- 1. These issues apply to any career stage in varying degrees, and have become more prominent since more families include two working partners/parents.**
- 2. Newer generations of men are beginning to express the same issues usually associated with female faculty as they take on more responsibilities outside of work.**

Whether or not workplaces think this is their responsibility, these issues impact worker productivity. The main difference between institutions that were exemplary and those that were not was that the exemplary institutions were proactive about helping faculty (and often also graduate students and staff) with work-life issues. The exemplary schools had policies to address all sorts of work-life issues and brought those options to the employees instead of asking the employees to seek them out. They also make those policies apply to everyone and not just on an ad hoc basis within a department for example, reducing bias and resentment. **In other words exemplary institutions changed their work-life culture.**

There were many specific policy recommendations that the authors highlighted from the “exemplary” institutions, at least some of which would work well at Tech:

1. Childbirth policies
 - 1.1. Parental leave policies need to be available to both men and women (upon the birth, adoption or fostering of a child) so as not to inadvertently stigmatize child issues as “women’s” issues. Men are increasingly involved in child care in these early periods and also need this time.
 - 1.2. Parental leave policies should be a default and faculty must opt-out, rather than the current system of opting in. This would prevent putting junior faculty and staff in a vulnerable position of having to negotiate the time.

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- 1.3. Leave policies should also be available for other life-caring issues, such as caring for family members, elder care, personal medical reasons, or even professional reasons such as a gap in external funding or losing lab space.
- 1.4. Communication on these leave policies must be done on a continuous basis with all employees and administrators. Administrators should discuss these policies routinely, such as at annual performance review times.
2. Tenure clock
 - 2.1. Stopping the tenure clock for parental or family leave should be a default and faculty must opt-out (again, to reduce stigmatization and need for negotiation).
 - 2.2. Committee members must be explicitly told that “extra” time does not translate into the need for extra products (e.g., publications, grants, etc.).
 - 2.3. Institutions should consider lengthening the probationary period.
 - 2.4. Less-than-full-time tenure track paths could be developed, such as 100% for 6 years, 75% for 8 years, and 50% for 10 years (meaning that faculty on a part-time tenure track would receive more time to achieve the standard tenure requirements).
3. Dual-career hires
 - 3.1. Boise State U was singled out for a unique program: a spousal hire would be supported by a three-way split (1/3rd from the receiving department, 1/3rd from the department hiring the spouse, and 1/3rd from the Provost). Spousal hires were guaranteed a “regular” tenure-track position by earmarking the next tenure track line that opened up in the receiving department, typically within 3 years.
 - 3.2. Local areas should form “hiring coalitions” to help find placements for spouses. (I don’t know if Michigan Tech, Finlandia, Portage Health, and other employers have a formal coalition like this).
 - 3.3. This wasn’t emphasized in the book, but alternatives to the tenure-track also need to be constructed, so that spouses can still build their careers (perhaps through a lecturer line for teaching, or a research line for soft money support). These alternatives need as-clear of expectations and guidelines as the traditional tenure-track positions.
4. Child care
 - 4.1. Many other institutions struggle with the same issues as Michigan Tech, such as inadequate child care (i.e., long waiting lists), such as long waiting lists, lack of infant care, etc. Universities can serve as a central hub for all child care openings (where local providers would contact the university to update their available spots on a regular basis) and this allows faculty, staff and students to make one call instead of dozens.
 - 4.2. **Sick kids care: several universities have partnered with home care companies or agencies (e.g., nurses who provide home visits for elder care, care for disabled people, etc.); parents with a child who is too sick to go to school can**

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call the home care agency and pay for a nurse to watch the child at home. (This is for kids who have a mild fever, a communicable disease, etc..... not for urgent care issues.) This is cost-neutral to the university as the parents pay for the care on an as-needed basis. Incidentally, this was Audrey's most favorite piece advice in all the books she read, so she has put it in bold font.

Finally, I want to note how much of what was said in this book relates to the ROWE mentality. Specifically they note that our culture of what a family is and who works and takes care of the household has changed dramatically, thus there needs to be a change in the academic culture as well. Currently it is generally still structured with the outdated notion of the man works and can have his wife take care of all outside work issues leaving him to dedicate all his time to academic pursuits in mind (particularly how tenure track timelines are set up). In this study however, men and women both expressed that they feel that "their self-image is tied up with what they 'do', not who they are" and that "family experiences [are] seen as making greater contributions than outside work to overall well-being". Changes in policies are needed, but without a concomitant change in the academic culture (which needs to be spearheaded by the administration) policies will likely fail. This study provides comprehensive and convincing evidence and recommendations with examples that could be used to illustrate this need to the administration of any school that is thinking about addressing work-life issues more fully.

Walk the Talk: Taking Strides for Professional Growth by Katie Engen (from the ASPB Newsletter May/June 2014 Volume 41 Number 3)

Overall Comments

I randomly came across this article since I am a member of this organization. I thought this was a great idea of combining exercise with social interaction and idea exchange between faculty members. With the beautification of the campus at MTU and all the great places to walk around the area, I think it would be a really cool program to see started at Tech. This program was started by Wake Forest University's TLC group and they call it Pedometers and Pedagogy. Basically they organize walks for faculty members to come and talk about teaching philosophy. They have starter topics, but people can bring their own topics as well.