

Childcare choices: Who knows best?

Is there a person alive who has not indulged the thought that he or she, given the chance, would do better by somebody else's children than is currently being done? I know that when I have children—unlike some folks I could mention—I will not handicap their chances in life by giving them names that would not befit a Nobel laureate; my children will not be dressed in miniature versions of trendy adult fashions; they will eat whatever exotica they find on their plates; and if they want to play soccer they will have to get to practice on their own. Other people make such dreadful mistakes. They play with their kids too much, or not enough. They sign them up for enough lessons to play every instrument in the orchestra and dance the Sugar Plum Fairy to boot, or they leave them to watch soap operas all day. They don't make them wear seat belts, they slap them in supermarkets, and all the rest.

And yet, I have known enough people who have grown to more or less successful adulthood under such various child-rearing schemes as to shake any conviction that one right way and one only exists. There is a commonly accepted picture of childcare as nature intended: Mother stays home and tends her babies with her own two hands, while father works like a dog to maintain them. It is frequently held against feminists that they disrupted this idyll, which had existed from time immemorial right up until the moment the first bra was

burned. The picture is attractive, at least from the point of view of the child—and we have all been children. It's easy to believe it is natural; if someone tells me that such were the ways of my cave-ancestors, I can readily imagine a strong-shouldered, hairy-backed madonna crouched before a fire, a baby at her breast, anxiously awaiting the return of the men-folk from the hunt. Who can prove otherwise? A great many of us Americans alive now can remember in our own childhoods some approximation of the same arrangement. Where what we remember corresponds so neatly to what we can imagine, it is so easy to think we've hit on an obvious truth—this is the way it's supposed to be; it's self-evident.

But the truth, obviously, is more complicated than that. In different places, at different times, under different circumstances, families have made different arrangements for the care of their young. No single iconic image can represent them all. The ancient Spartan idea of childcare was that once all the scrawny or unhealthy babies had been put out on a mountainside to be eaten by wolves, the survivors were to be taken from their parents, forced to steal their food and sleep on the bare ground without blankets until they were seven. Queen Elizabeth I, who was three when her father offed her mother, was in any case raised in an entirely separate house from either of her parents. Jane Austen was sent away from home at birth to live with her wet-nurse until

she got old enough to be interesting to her parents. It was more common than not for middle and upper class women of Austen's time to use wet-nurses, and a family was very poor indeed that did not have some sort of nanny or nurse to help out. Among those poorest families, older children—when they were still so young that today a parent would be charged with neglect for leaving them alone—were responsible for their siblings, or often enough, children were simply left untended. In turn-of-the-century New York tenements, childcare might mean chaining a child to a table leg while the parents worked 12-hour days in factories. On large southern plantations, a slave woman might well be taking care of her mistress's baby while her mistress supervised care of the very youngest slave children, keeping them well and fit to be put to work as soon as possible.

It is important to keep these realities in mind when thinking about one's own—and other people's—child-bearing and child-rearing decisions. No matter what you do, somebody will disapprove, starting with whether or not you decide to have children in the first place. But this sort of personal disapproval, based on a false nostalgia and bad history, should not be allowed to continue as the basis for discussion of the issues related to childcare.

See pages 4 and 5 for IU's family leave policies and page 8 for a rundown of childcare options at IU.

Is It Necessary to Choose: Children or Career?

Research study after research study has identified factors that hold women back in their pursuit of successful careers. Women's career achievements fall short of those of equally qualified men because women are disproportionately constrained by family responsibilities. A generation after women began regularly combining motherhood with careers, female academicians find that balancing the demands of a tenure system and the timing of motherhood is difficult. A recent study by Mary Beth Montgomery found that a higher proportion of young faculty women are choosing to remain childless or have fewer children than older faculty women or women in the general population. Women who do want both a career and children are postponing childbearing, asking for delay of tenure decisions, or job-sharing to accommodate family and career.

Do women have to make a choice between children and career? Title VII of the 1964 Civil Rights Act is supposed to address issues of pregnancy discrimination, and the Family and Medical Leave Act, passed by Congress in 1993, mandates up to 12 weeks unpaid leave for a pregnancy-related condition or the demands of new parenthood. But interviews conducted by Ellen Spertus and Dale Strok with women scientists show that the allotted time off was not always used. The Women's Bureau of the U.S. Department of Labor has conducted studies that conclude that universities can help by: developing a recruitment and hiring policy responsive to dual-career families; adopting a better maternity policy; adopting a family leave policy; allowing load reductions for new parents; stopping the tenure clock for one year for new children or family crises; considering on-campus child-care; reducing early morning, late

afternoon, and Saturday obligations; and re-examining teaching and research expectations for all faculty.

The clash of publishing and pregnancy has effects on women science students, too. Becky Packard and E. David Wong examined why a number of college women who pursued a science career for at least two years eventually changed their career aspirations. The "switchers," envisioning a future clash between the role of academic scientist and that of mother, turned away from their science aspirations to pursue other careers. Those women science students who persevered negotiated the difficulties through conversations with and examples set by mentors. Because there is more gender inequity in traditional academic science careers, some women scientists are electing to leave academics and join organizations that have fewer negative career thanks to a more flexible organizational form. But losing women from the academy is a great loss of talent and resources.

Some people think this exodus from academics can be stemmed by programs offering alternative ways of working and pursuing tenure. One such program is The Daphne Jackson Trust in Great Britain. Daphne Jackson was the first (and for many years the only) woman professor of physics in Britain. To limit the loss of scientific talent and resources when women scientists and engineers set aside their careers for a time because of family commitments and find themselves unable to return, she devised the Women Returners Scheme. After her death, the program became the Daphne Jackson Memorial Fellowships Trust, which supports scientists and engineers returning to their professions after a career break. This effective program results in greatly increased self-confidence and

a high rate of successful re-entry into advanced science and engineering.

In the U.S., the Sloan Foundation has launched the Sloan Pre-Tenure Leave Fellowship Program, which provides funding to faculty in the fields of mathematics, science, engineering, or technology faced with urgent family responsibilities so that they may take a leave with salary, or, after a leave, resume research. The amount of the fellowship is up to \$20,000, to be matched equally by the faculty member's home institution. In addition to the Fellowship money, the faculty member's department will be given \$5,000 to address work-family issues for other faculty, post-doctoral fellows, or graduate students. The objective is to ensure that family-related leave, taken either by choice or by necessity, will not jeopardize a faculty member's career.

Dr. Anne C. Petersen, past associate director of the National Science Foundation and current vice president of the Kellogg Foundation, says, "Our society is only beginning to appreciate the true complexity surrounding issues of family and child rearing.... Young women are still expected to play a larger role in family responsibilities than do young men.... I've realized that being a woman scientist is no different from being a woman in any professional field... the issues are the same. We need to provide a web of support, encouragement and example.... And this effort will only be enhanced by the participation of our male colleagues." The sciences are growing rapidly and women make up a growing share of its researchers. The academic environment must let women choose how they want to balance their lives without having to make a choice between children and career.

—Lynn K. Wilson
Women in Science Project

Dean of all she surveys: Robinson plans new study

The Office for Women's Affairs is now well into its 26th year. In the past quarter decade, there have been quite substantial changes in the opportunities and equity afforded women at IU. When I first arrived on campus in 1977, there was no formal sexual harassment policy, senior women faculty were few, safety for women was only discussed in whispers among radical students. Well, it is obvious to us all that real changes have occurred. We do now have strong strictures against sexual harassment. There are many more tenured women faculty than in the past. Safety issues are regularly addressed and resolved through education, policy, and widespread activism.

But now I must pause. By training I am a social scientist and although I trust my own observations I also don't want to make snap judgements or rely only on intuition to tell me what problems have been solved and what yet remain to be answered. Early on I was taught, as many of you have been, that we need evidence to reach conclusions. And then there is another context I must confess: you might have guessed that I am a feminist, of long-standing. I have inherited many of the dispositions to skepticism of my generation. Both my instinct and my history tell me that the problems women face as students, as workers, indeed as women, are not problems that are easily erased or quickly resolved. I believe that as we move into the next millennium we will continue to face many challenges and will need to wage many more struggles.

Twenty-six years of OWA leadership combined with the work of hundreds of women and men on campus have been effective in making important policy and practical changes in our campus environment. But in case you thought otherwise, I still suspect there remains work to be done. Many of us think that not enough women

women. This research project will rely heavily on studies done by units all over campus as well as some new surveys and analyses of data. I want, though, to go beyond the sheer numbering of women's successes and constraints. The OWA staff and I will also be asking you (or at least some of you!) to tell us your thoughts, your histories, and your experiences within the IU system.

As a social scientist, I value research because it can help shed light on the ways people experience and interact with their environment. And it might clue us in as to how to improve those experiences and environments. As a feminist and as an administrator responsible for working to enhance women's opportunities in this IU

environment, I value research studies because they can point out what needs to be done. I want this study to be useful. We are not engaging in the research so that it can sit on the shelves of campus offices. Instead we are embarking on it to find out what kinds of problems remain for women on this campus. From there we can begin to develop new programs and policies which will address the issues women will face at the beginning of the next millennium.

I am fortunate to have been preceded as dean by thoughtful and imaginative women who wanted to make IU a better place for all women. I hope to extend their legacy by developing a deeper understanding of women's status at IU and then working with you to create programs that will advance women's equity in the next century.

—Jean C. Robinson

OWA is considering a name change. Please email us at owa@indiana.edu to let us know your thoughts and reactions to the proposed change:

Office for Women's Advocacy and Gender Equity (WAGE)

Our mission will remain the same, but our name will more accurately reflect the work we do and the services we offer.

are studying or teaching or researching in some disciplines. Some of us believe that there is a glass ceiling for both staff and faculty women who want to move into supervisory and administrative positions. We suspect that sexual harassment still lives, if not thrives, at IU. We question whether women are paid fairly and appropriately for their work. We wonder whether there might be better ways to address the "chilly climate" in some classrooms and some departments.

In the next months, OWA will launch a study on the status and conditions of women on the IU-Bloomington campus. If we can compile both quantitative and qualitative data about the lives of women students, staff, and faculty, we can learn what else we need to do to make IU a place of full opportunity and equity for

Take it or leave it: IU's Family Leave Policies and You

A majority of women polled say that they would like to be able to spend significant time home from work following the births of their children; in general—as long as they're not on welfare—we, the public, approve. Amidst the mixed messages and crossed signals that constitute our public discourse on work and family, this is a rare point of agreement, sentimentally speaking. Unfortunately, the practical support that would make this a viable option for many women is limited. IU's policies on family leave are reprinted below; they may play out differently in different units and departments.

Family Leave Policy for Faculty

WHEREAS, the University Faculty Council has requested that a partially paid family leave policy be established for any full-time academic appointee, including full-time clinical faculty members and full-time librarians

BE IT RESOLVED, that after three years of service and with a frequency not to exceed once every three years, a full-time academic appointee is eligible for a partially paid leave:

1. For the birth or adoption of a child by the academic appointee or the academic appointee's spouse, which leave must be concluded within twelve (12) months of the birth of the child or within twelve (12) months of the date on which the child is placed for adoption with the academic appointee.
2. For the serious health condition of the academic appointee's spouse, child, or parent, when the academic appointee is the primary or co-primary caretaker.

The partially paid leave shall be for a period not to exceed fifteen (15) weeks or the end of the semester, whichever occurs first.

During the partially paid leave, the academic appointee shall be paid an amount not to exceed 50% or the appointee's salary. Contributions to the appointee's retirement plan during this period of leave shall be based on the reduced salary actually paid.

During the period of leave, the academic appointee, other than a librarian or a clinical faculty

member, is relieved from teaching duties while continuing research, creative work, and service activities, and upon return to regular duties, the academic appointee shall not be required to assume a heavier teaching load than normal; the continuing duties of a librarian or of a clinical faculty member during the period of leave shall be negotiated by the academic appointee and the dean of the academic appointee's school or designee of the dean, and said continuing duties shall approximate the proportion of salary received during the leave. Upon return from leave, a librarian or clinical faculty member shall not be required to assume more duties than usual.

Each campus chancellor shall appoint a panel of faculty and administrators to approve leaves requested pursuant to the terms of this policy and to ensure that the leaves are in compliance with this policy.

The portion of salaries and benefits that are not paid to the academic appointees who receive leave pursuant to this policy shall create a funding pool to hire temporary replacements as necessary. The campus shall determine whether the funding pool is campus-wide or in some cases school-wide.

Leave taken pursuant to this policy shall count as all or part of the federal Family and Medical Leave Act requirements.

This policy is effective until June 30, 2001. At that time it will be reviewed and may be renewed by the affirmative action of the Board of Trustees upon the recommendation of the faculty and administrators of the University.

Index Sources:

1, 4 *American Cynic* (April 7, 1997); 10, 11, 15, 16, 18, 19 *USA Today* Snapshots (www.usatoday.com/snapshot/news/snapndex.htm); 2, 9, 12-14, 17, 24 *Harper's Index*; 3, 5-8 U.S. Census Bureau; 20-23 *American Demographics* (August 1998)

IU's Family Leave Policy for Staff

It is expected that employees will be available to work on a continuous basis since this is the foundation of the employment relationship that is established upon accepting employment. Certain uncontrollable family and personal conditions do arise when the employee must cease work temporarily for a period of time. For these reasons, it is the policy of Indiana University to provide a leave of absence in accordance with the Family and Medical Leave Act of 1993...

Coverage. In accordance with the Family and Medical Leave Act of 1993, eligible employees may receive up to a total of 12 weeks of unpaid leave in a 12-month period and will be entitled to return to either their same or an equivalent position at the conclusion of the leave. Health care benefits will be maintained during the leave so long as the employee intends to return and does actually return to work. Employees on an FMLA leave continue to be responsible for the payment of their share of the insurance costs. This type of leave of absence shall be referred to as Family/Medical Leave of Absence (FMLOA).

Qualifying reasons for FMLA leave. An eligible employee may receive an FMLOA leave for any of the following reasons:

- a. For birth of a son or daughter, and to care for the newborn child;
- b. For placement with the employee of a son or daughter for adoption or foster care;
- c. To care for the employee's spouse, son, daughter, or parent with a serious health condition; and
- d. Because of a serious health condition that renders the employee unable to perform the functions of his/her job.

Eligibility. An employee is eligible to take FMLOA if the employee has been employed by Indiana University for at least one year and has worked 1,250 hours over the 12 months immediately prior to the first day of the requested leave. Hours compensated but not actually worked are not included in the 1,250 hour minimum

Leave Period. An eligible employee may take up to 12 work weeks of leave during a 12-month period defined as a calendar year. Each calendar year, eligible employees are entitled to a new 12-week FMLA leave entitlement. FMLA leave entitlement may not be carried over between calendar years. If the purpose of the FMLOA is to care for a sick family member or the employee's own serious health condition, the FMLOA may be taken intermittently or by means of a reduced schedule subject to the qualifications and limitations set forth in the FMLA federal regulations. In the event that foreseeable intermittent FMLOA or a reduced schedule is required, the employee may be temporarily transferred to another position with equivalent pay and benefits. The employee must make a reasonable effort to schedule the FMLOA so as not to disrupt operations.

Utilization of Accrued Leave Benefits During FMLOA Period. Generally, FMLOA is unpaid. However, all vacation, honorary vacation, and /or PTO hours accrued as of the first day of leave must be taken first and will be counted as part of the 12-week FMLA entitlement before any unpaid time. In no event may any employee take any unpaid FMLA leave until such accrued time has been taken. The portion of FMLOA considered to be paid leave and charged against accrued vacation, honorary vacation, or paid time off will be designated not later than the completion of the FMLOA.

Problem Resolution. Employees have the right to a prompt investigation and response to a question or problem concerning the application of this policy and the Family and Medical Leave Act of 1993. If the employee's concerns are not satisfactorily resolved by the department head, the inquiry or problem shall be brought to the immediate attention of the campus Human Resources director. The campus Human Resources director shall respond within two weeks.

The complete and unexpurgated text of this policy can be found on-line at www.indiana.edu/~hrm/SSPolicies/5.0/5.10.html

New Women Faculty, Part Two

Assistant Professor of English **Catherine Bowman** received her MFA from Columbia University in 1988. For the past two years she has been with the English department as a visiting assistant professor. She has published two collections of poems: *Rock Farm* in 1996 and *1-800-Hot Ribs* in 1993. She is co-editing an anthology of contemporary poetry called *The Cauldron: Poetry of the 80s and 90s* and is also working on a collection of her own poems called *The Lost Books*. She has also produced an ongoing series on poetry for National Public Radio's "All Things Considered." Her poetry has been featured in *The Best American Poetry* and has appeared in *The Paris Review*, *TriQuarterly*, *The Kenyon Review*, and elsewhere.

Mary Pat Brady received her PhD in English from UCLA in 1996. For the past two years she has been a post-doctoral fellow in the department of ethnic studies at Berkeley, where she has been working on her manuscript on Chicana literature. Her book, which is forthcoming from Duke University Press, considers the inter-relationship between productions of spatial economies and literary narratives, beginning with the Gadsden Purchase and continuing through the contemporary period. Her current research interests include Latino/a cultural studies, geography, and the race and gender history of narcotics criminalization.

Helen Gremillion is the Peg Zeglin Brand Chair in Gender Studies. She is a medical anthropologist from Stanford University and a specialist on psychiatry, anorexia nervosa, and cultural problems facing young women. Gremillion's research explores clinician-patient interactions as central factors in predicting the likelihood of effective treatment, especially the gender dynamics of these interactions. Her ethnographic study of mainly 15-year-old anorexic girls (most of whom never fully recover) and their doctors, nurses, and families, calls for rethinking approaches across the natural and social sciences.

Elisabeth Lloyd, professor in the history and philosophy of science department, received her BA in science and political theory from the University of Colorado in 1980 and a PhD in philosophy from Princeton in 1984. She has taught at the University of California at San Diego and at Berkeley, and also as a visiting professor at Stanford and Harvard. She has received fellowships and grants from the National Science Foundation and she is currently president of the International Society for the History, Philosophy, and Social Studies of Biology. Her research focuses on the philosophy of evolutionary biology, and she has published two major books in that area. She also works on issues of feminism in the philosophy of science and is currently working on a book on the concept of scientific objectivity.

Elzbieta Szmyt has been appointed as an assistant professor in the School of Music. She was an assistant professor of harp at Vanderbilt University in Nashville, Tenn., from 1995 to 1998 and has been a visiting assistant professor at IU since 1991. She received her artist's diploma in harp from IU in 1991, her master's in performance from the Chopin Academy in Warsaw in 1988, a master's in clinical psychology from the University of Warsaw in 1987, and undergraduate degrees in music performance and psychology from the same institution in 1986. Szmyt has been a featured harp soloist with the Cracow Philharmonic and National Philharmonic orchestras in Poland, and with the World Harp Congress in Copenhagen. She has given many solo recitals in the U.S. and Europe and has been the recipient of many awards, including semi-finalist in the first USA International Harp Competition in Bloomington and the American Harp Society National Close Competition in Chicago.

Jane McLeod has been appointed associate professor of sociology. Her areas of interest are the sociology of mental health, social structure and personality, stratification, and quantitative methods. Her most recent research is concerned with the relationship between poverty and children's mental health, particularly as that relationship is modified by neighborhood conditions and social policies.

Dean for Women's Affairs Jean C. Robinson
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The majority of students enrolled at IU Bloomington are women, who constitute 53.2% of the student body.

MAJORITY REPORT INDEX

- Number of wars that have been fought between two countries that both have McDonald's restaurants: 0
- Rank of the U.S. among the 17 leading industrial nations with the largest percentage of their populations in poverty : 1
- Percentage of U.S. businesses that are owned by women: 33
- Rank of Father's Day among days with the highest number of collect phone calls: 1
- Ratio of women to men among Americans age 85 and over: 2:1
- Ratio of women to men among American centenarians: 5:1
- Percentage increase since 1970 in the number of children living with grandparents: 76
- Ratio of single mothers to single fathers in the U.S.: 5:1
- Average number of Americans under the age of 18 killed by their parents or caretakers each day: 5
- Number of sexual harassment cases filed in 1991: 6,683
- Number filed in 1997: 15, 889
- Total number of Americans serving time in prison for lying to a grand jury : 115
- Number of dates since 1914 that the Jehovah's Witnesses have predicted as the start of the apocalypse : 7
- Change since 1916 in the percentage of U.S. scientists who say they believe in a god : 0
- Number of deaths per minute worldwide: 101
- Number of births: 261
- Estimated amount the Pentagon will spend this year on Viagra : \$50,000,000
- Percentage of men who think men are safer drivers than women: 57
- Percentage of women who agree: 27
- Percentage of American adults who attended a sports event in the last year: 41
- Percentage who attended an arts event in the last year: 46
- Age at which those under 30 think a person becomes old: 67
- Age at which those over 60 think a person becomes old: 77
- Number of days this year during which Norway's Prime Minister Kjell Bondevik was "too depressed" to work : 24

Sources listed on page 4.

I U offers choices for childcare

Campus Children's Center: Full-time care for children ages two through kindergarten. State licensed and nationally accredited. Open 7:30 a.m. to 5:30 p.m., Monday through Friday. Call 855-0789 or e-mail Martha Lash (lashm@indiana.edu).

Campus View Child Care Center: Full- and part-time care for one- and two-year-olds. State licensed and nationally accredited. Open 7:30 a.m. to 5:30 p.m., Monday through Friday. Call 855-3286 or e-mail Linda Bohannon (lbohann@indiana.edu).

Hoosier Courts Cooperative Nursery School: Full- and part-time care for children ages three to six with parent cooperative options. State licensed. Open 8:30 a.m. to 5:30 p.m., Monday through Friday. Call 855-1091 or e-mail Bobbie Summers (hccns@indiana.edu).

Knee High Day Care Cooperative: Parent operated cooperative with full- and part-time care for children ages six months through six years. Requires ten hours per week of parent participation. Open 8:00 a.m. to 5:30 p.m., Monday through Friday. Call 855-0150 or e-mail Jana Wilson (wilsonjs@indiana.edu).

Sunflower Plant Day Care Cooperative: Parent operated cooperative with full- and part-time care for children ages one to six. Requires ten hours per week parent participation. Open 8:00 a.m. to 5:00 p.m., Monday through Friday. Call 855-0178 or e-mail Nicole Negley (nnegley@indiana.edu).

School Age Care: Before and after school care is available for children attending any of the Monroe County Community School Corporation's elementary schools. An after school program is also available at Campus View apartments for residents. Call 330-7702 or e-mail Wendy Perry (wperry@mccsc.edu).

More information about childcare at IU, including a list of questions to ask any prospective caregiver, can be found on the Web at www.indiana.edu/~hrm/child_care/.

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