

Report on Childcare:  
Challenges for Parenting Professors

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Women Faculty Forum  
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## **Executive Summary**

Faculty respondents offered valuable insights regarding the ways in which the time and money they devote to ensuring adequate childcare for their children directly affect the quality and quantity of their academic work. Yale is able to recruit extraordinary faculty, yet the lack of adequate childcare options makes balancing professional and family responsibilities an ongoing struggle for many of our faculty members.

Although respondents are largely satisfied with the quality of childcare provided by Yale-affiliated childcare centers, they expressed concerns about inadequacy of the physical facilities, the number of children who can be accommodated, and the limited hours of operation. Moreover, the cost of childcare imposes an additional stress on families.

Respondents showed considerable interest in programs that would subsidize the cost of childcare, expand the Yale-affiliated programs, and increase the flexibility of services. A majority of respondents recommended a sliding scale childcare subsidy; subsidized childcare for nights and weekends, as well as subsidies for emergency and sick care; the implementation of extended operating hours in existing Yale-affiliated centers; an increase in the number of spaces available through Yale-affiliated childcare centers; and the creation of a centralized office for childcare and other work-life issues.

An administrative and structural response is needed in order to strengthen the existing childcare system and to augment resources.

## II. Introduction

Concepts of the academic career have traditionally been modeled around the figure of a male head-of-household with an at-home spouse. For many years, the dominant image of the eminent university professor was that of a man who sported not only a rumpled tweed jacket, but also a wife who typed. Changes in the gendered and raced make-up of the professoriate in the past twenty-five years may have displaced the centrality of this image, yet the structure of university workplace and benefit systems remain linked to this male head-of-household figure. For women faculty members, the costs of an unrevised workplace structure are particularly high given that they are most likely to bear the burden of jointly shouldering familial and academic responsibilities.

In 1999, the University of Michigan released a *Faculty Work-Life Study Report* noting gender differences associated with significant family and work-life issues among its faculty.

Across all ranks, 37–41% of male faculty reported that their spouses/partners worked full time compared to 78–89% of female faculty who reported that their spouses/partners worked full time. Men at all ranks were more likely than women at all ranks to have spouses/partners who worked part-time or not at all, and a higher percentage of men reported that their spouses/partners preferred to be employed part-time or not at all. These findings suggest that men were more likely than women to have spouses/partners who were available to perform more of the household and child-rearing duties.<sup>1</sup>

As these statistics indicate, while many men have spouses at home, the vast majority of women faculty do not. The traditional model of a professor with a stay-at-home partner thus does not fit women faculty.

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<sup>1</sup> *University of Michigan Faculty Work-Life Study Report* (Ann Arbor, Mich.: Regents of the University of Michigan, 1999), 19.

For women professors who choose to have children, the hurdles of navigating an academic career are particularly daunting. As Joan Williams notes in the *Chronicle of Higher Education*, the specific pressures and timing of the tenure system have led many women to feel that they must choose between parenting and an academic career.

Mothers in academia are disadvantaged by the way we define the ideal worker as someone who can move at will and needs no time off for childbearing or child-rearing. That definition disadvantages women in three basic ways, the most straightforward of which is that most women need time off for childbirth. Most also need time off for child-rearing, because American women still do the bulk of childcare.<sup>2</sup>

Though the number of full-time women faculty at American universities had risen from 22.5% in 1975 to 36% in 2001,<sup>3</sup> large numbers of these women have either delayed or foregone childbearing entirely. A 1993 survey by the National Survey of Postsecondary Faculty reported that only 31% of women faculty have children.<sup>4</sup> In fact, research comparing women faculty to women in professions such as medicine and law shows women faculty as the professional group least likely to have children.<sup>5</sup> Because the academic community has not adjusted to the growing number of women professors in a manner that would make parenthood and a tenure-track career compatible, the obstacles to parenthood apparently seem insurmountable to many women in the academy.

The challenge of parenthood can be especially acute for academics at the beginning of their careers, when the demands of launching a career often occur in concert with the labor-intensive work of parenting young children. Universities and departments

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<sup>2</sup> Williams, Joan. "How the Tenure Track Discriminates Against Women," *The Chronicle of Higher Education*, October 27, 2000.

<sup>3</sup> *Annual Report on the Economic Status of the Profession*. American Association of University Professors, 2001.

<sup>4</sup> Perna, L.W. (2001). "The Relationship between Family Responsibilities and Employment Status." *Journal of Higher Education*, vol. 72 (5), p. 584 – 611.

<sup>5</sup> Cooney, T.M. and P. Uhlenberg. (1989). "Family Building Patterns of Professional Women: A Comparison of Lawyers, Physicians, and Postsecondary Teachers," *Journal of Marriage and the Family*, vol. 51, p. 749–758.

are often committed to providing new faculty with the supports they need to successfully launch their careers. Traditionally, these supports have been closely linked to academic pursuits (e.g., travel money, seed money for research, reduced teaching load). However, it is clear that other forms of support, such as childcare, also contribute to the quality and quantity of one's academic productivity. Recognizing the importance of institutional support in order to reach the goals of a more parent-friendly academy, the American Association of University Professors released an updated *Statement of Principles on Family Responsibilities and Academic Work* in May 2001. The new report states that “women remain disproportionately represented in instructor, lecturer, and unranked positions” and that “the conflict between work and family obligations that many faculty members experience is more acute for women faculty than for men.”<sup>6</sup> These statements suggest that difficulties relating to family life are at least partially responsible for keeping women faculty from reaching truly equal status in the university workplace.

Transforming the academic workplace into one that supports family life requires substantial changes in policy and, more significantly, changes in academic culture. These changes require a thorough commitment from the leaders of educational institutions as well as from the faculty. No template of policies fits every institution, but it is essential that the priorities, workloads, reward structure, and values of the academy permit and support the integration of family and work. Without such support, the commitment to gender equality, for both women and men, will be seriously compromised.<sup>7</sup>

As the AAUP report indicates, it is crucial that academic institutions evaluate the needs of their own communities in order to determine what policies and resources are needed to transform the workplace such that women can succeed in the academy, and more broadly, such that faculty members—both male and female—can thrive as committed parents and professors.

While the challenges of balancing parenthood and an academic career in a dual-income family are tremendous, the availability of quality childcare reduces these burdens considerably. In keeping with the fundamental change in the nature of the workforce, the

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<sup>6</sup> *Statement of Principles on Family Responsibilities and Academic Work*. American Association of University Professors, May 2001, p. 2.

childcare needs of these new workers must be considered central to the mission of the university in order to help employees function in the most effective way possible, rather than viewed as secondary and chiefly a personal matter. Many universities have begun to address ways to reform the workplace to meet the needs of the contemporary professoriate, and particularly the needs of both men and women seeking to raise children and pursue academic careers.

The Women Faculty Forum (WFF) gathered the information in this report in an effort to assess the childcare needs of faculty parents at Yale. The survey results provide valuable insight into the interplay of professional and personal concerns in the everyday lives of faculty. In particular, the results highlight how the time and resources that parents must currently invest in childcare can impede their scholarly growth and productivity. This report aims to locate the strengths and weaknesses of the resources for childcare currently available, as well as to detail some of the pressure points relating to childcare felt by faculty parents at Yale. In addition, we survey some of the policies instituted at peer institutions to address childcare needs. It is our hope that this report will contribute to a broader understanding of the issues confronted by parents who are members of the faculty at Yale and indicate possibilities available for transforming the workplace to meet the new shape of our society.

## **II. Methodology**

In May 2002, WFF council member Elizabeth Dillon, Assistant Professor of English and American Studies, and Alison Mackenzie, former WFF Research Director and Program Coordinator, designed the WFF Childcare Survey. In planning the survey, Dillon and Mackenzie took into account the comments made by faculty members in a focus group convened to discuss childcare. The survey was sent by email to all Yale faculty members on June 4, 2002. Responses were requested by June 17, but were received and accepted through July 25.

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<sup>7</sup> Ibid., p. 2.

The WFF was particularly interested in eliciting the views of those faculty members with children between the ages of birth and twelve years, since this group was most likely to need childcare services. However, because the exact list of faculty parents could not be determined from the Human Resources records,<sup>8</sup> the survey was sent to the entire Yale faculty to ensure that all faculty parents were given the opportunity to respond.

The WFF received 139 survey responses from members of the Yale faculty. According to calculations by the Yale Human Resources department, approximately one-half of all faculty list children on their health plan. Approximately 38% of all Yale faculty members have children between the ages of birth and twelve years, and 16% have children between the ages of birth and five years (which are the ages typically served by Yale-affiliated childcare centers and other childcare providers.)<sup>9</sup>

This report offers a summary of information from the responses received for each question on the survey. Professor Dillon and Rachel Thomas, WFF Program Coordinator, compiled the report, with help from Elizabeth Paluck, graduate student in the Psychology Department and WFF Student Liaison for the Graduate School of Arts and Sciences, to ensure the statistical accuracy of the results. Also included are representative responses when written responses were solicited.

A copy of the full Women Faculty Forum Childcare Survey is included in Appendix A. Appendix B provides a summary of all the results.

### *Description of Survey*

Rates of response were markedly higher among women faculty parents than their male counterparts. Forty-one percent of tenured women faculty with children ages birth to twelve years responded to the survey, whereas 7% of male tenured faculty with

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<sup>8</sup> According to Chuck Paul in Human Resources, the number of faculty parents could not be exactly calculated from the health plan records in the Benefits Department because some faculty members may have children but not list them on health plans through the University.

<sup>9</sup> "Faculty Covering Children on Health Insurance," generated by Chuck Paul, Human Resources department, on July 31, 2002.



children in that age bracket responded. Similar distances were seen between response rates from men and women in junior and non-ladder faculty ranks.

**Percent of Faculty Parents with Children Aged Birth to 5 Years  
Responding to the WFF Survey**

		Tenure Status		
		<u>Tenured</u>	<u>Junior</u>	<u>Non-ladder</u>
Sex	Female	41%	25%	19%
	Male	7%	7%	2%

Table 1

The observations and comments in this report are therefore intended as a compilation of views and suggestions from faculty concerned with issues of childcare in the University. Although it cannot be assumed that the sample is statistically representative of the entire Yale faculty or of those faculty with young children, it does reflect the views and concerns of a substantial number of persons whose professional and personal lives are affected by childcare concerns.

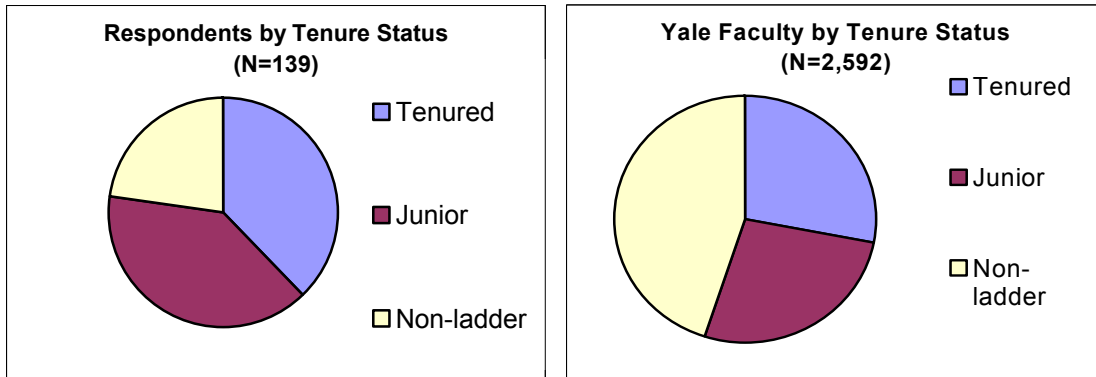
### III. Overview of Results

Of the 139 survey respondents, 30% were tenured, 44% were junior, and 25% were non-ladder faculty members. (One percent of respondents did not offer their tenure status.) While the percentage of tenured faculty responding to the survey was similar to the percentage of total tenured faculty at Yale, the number of junior faculty respondents (44%) was notably higher than the 27% of Yale’s faculty in junior positions.<sup>10</sup> This response rate confirms our assumption that junior faculty are particularly interested in childcare and its effect on tenure. Forty-three percent of the women responding were junior faculty members, though 30% of all women faculty hold junior positions. Similarly, 45% of the male respondents were junior faculty, though 35% of all male faculty hold junior faculty positions (graphs 1 and 2).<sup>11</sup>

<sup>10</sup> “Fall 2001 Faculty Headcounts by Academic Group and Rank,” Office of Institutional Research, 2002.

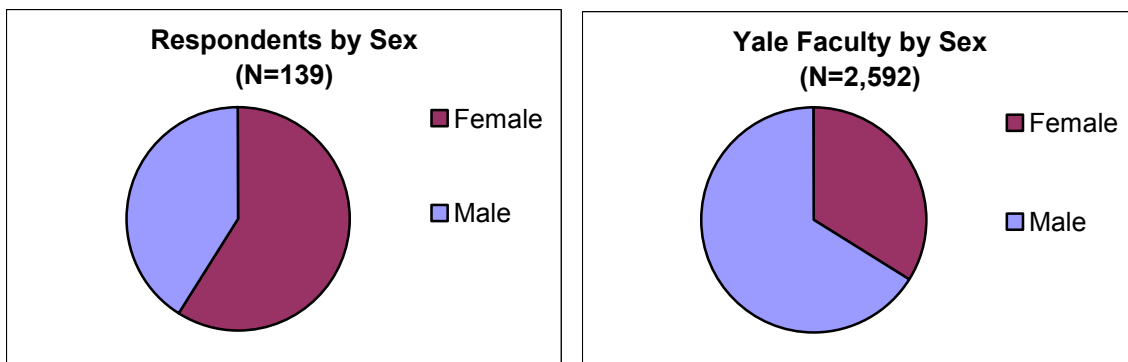
<sup>11</sup> Ibid.

One-quarter of survey responses came from non-ladder faculty, though 45% of all Yale faculty members hold non-ladder track positions.<sup>12</sup> The lack of responses from non-ladder faculty may suggest either problems with the database, the timing of the survey, or that this portion of the faculty feels less invested in the institutional structures.



Graphs 1 and 2

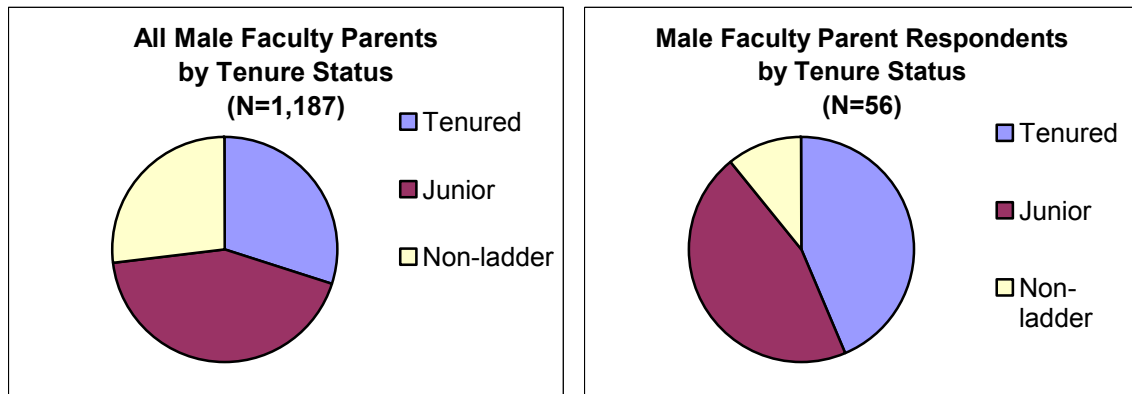
Though women constitute 34% of all Yale faculty, almost two-thirds of respondents were women (graphs 3 and 4). Women constitute approximately one-quarter of the 1,597 faculty parents listed with Yale Human Resources, yet three-fifths of survey respondents were women faculty parents.



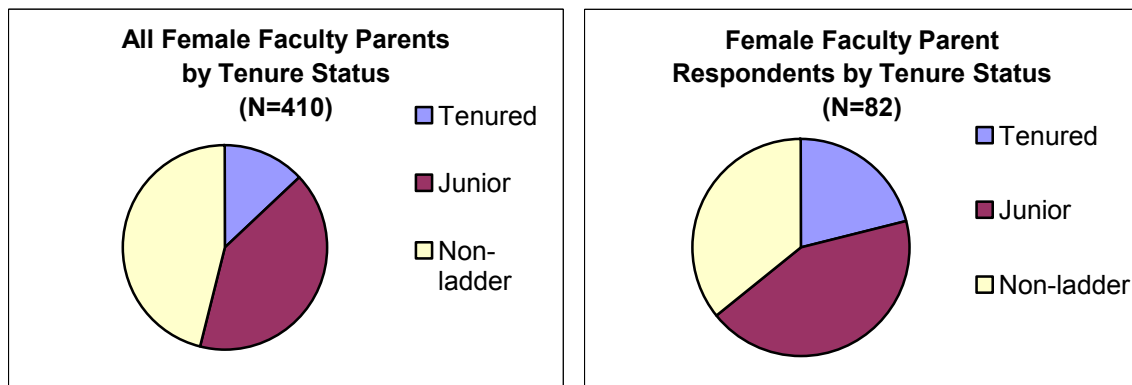
Graphs 3 and 4

<sup>12</sup> “Fall 2001 Faculty Headcounts by Academic Group and Rank,” Office of Institutional Research, 2002.

Of the female faculty members with children, 13% are tenured, 41% are junior, and 46% are non-ladder faculty (graph 7). Of the male faculty members with children, 30% are tenured, 43% are junior faculty, and 27% are non-ladder faculty (graph 5).<sup>13</sup>



Graphs 5 and 6



Graphs 7 and 8

Ninety-eight percent of all respondents have children between the ages of birth and 12 years, ages for which childcare beyond school hours remains a pressing parental concern. While 30% of faculty members listing children on their health plans (through Human Resources) have children between the ages of birth and five years,<sup>14</sup> 57% of those responding to the survey have children between these ages (the ages typically served by

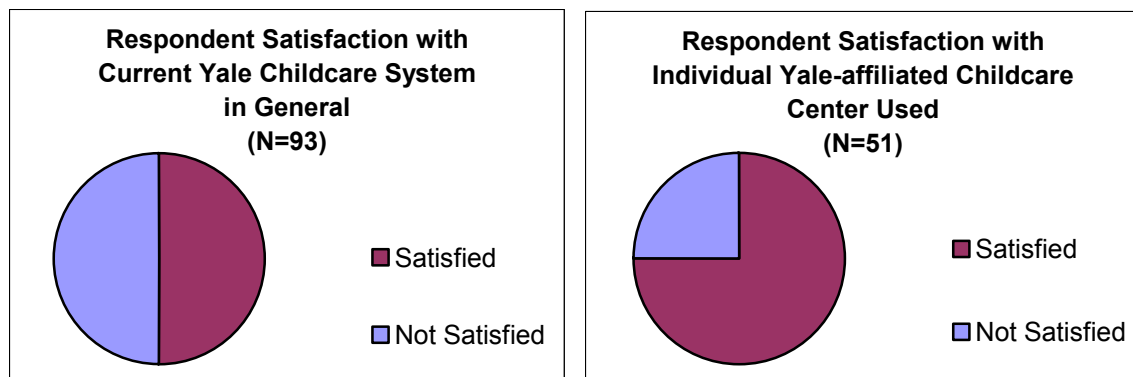
<sup>13</sup> “Faculty Covering Children on Health Insurance,” generated by Charles Paul, Human Resources department, on July 31, 2002.

<sup>14</sup> Ibid.

the Yale childcare system and other childcare providers). Thirty-eight percent of survey respondents currently use or have used Yale childcare facilities.

#### IV. Satisfaction with Yale Childcare System

When asked to rate their satisfaction with the current Yale childcare system, half of those responding to the question said that they were either not satisfied or very unsatisfied (graph 9). However, when asked to describe their level of satisfaction with the quality of care given in the Yale-affiliated childcare centers they used, 75% of respondents to the question said that they were satisfied or very satisfied (graph 10).



Graphs 9 and 10

While responses to the survey revealed considerable dissatisfaction with the Yale childcare system as a whole, it seems that the root of this dissatisfaction did not lie in the individual centers, but rather in the system of which those centers are a part. Many respondents noted the excellent quality of childcare offered in Yale-affiliated centers, but mentioned the limited number of openings and extended waiting lists as major drawbacks of the current system. Respondents also commented on the need for expanded hours of operation and changes in the physical spaces where Yale-affiliated programs are housed. The need for increased outdoor play space was mentioned repeatedly. These same issues led a large number of respondents to choose non-Yale-affiliated childcare options, although they would have preferred affiliated programs in many cases.

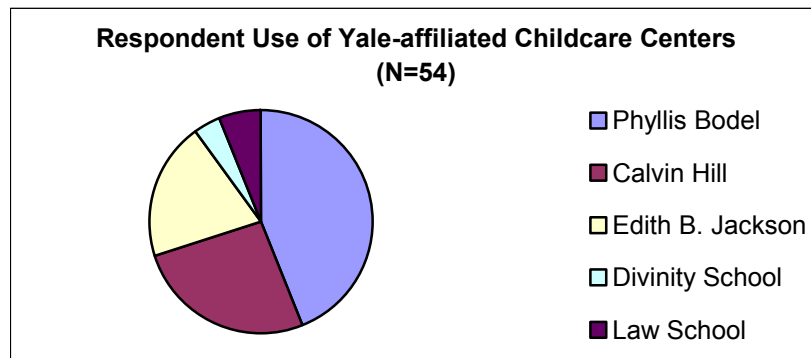
*Yale-affiliated Childcare Centers*

There are currently six childcare centers affiliated with Yale. They can serve a total of approximately 280 children and cost an average of \$1,000 per child, per month.<sup>15</sup>

	Ages Served	Number of Children	Hours of Operation	Cost for Full-Time Care (per child, per month)
<b>Calvin Hill</b>	2.5 yrs – 5 yrs	57	8:00 a.m. – 5:15 p.m.	\$206 – 1005 (sliding scale by salary)
<b>Divinity School</b>	3 yrs – 4 yrs	16	8:00 a.m. – 5:30 p.m.	\$800
<b>Edith B. Jackson</b>	3 mos – 5 yrs	40	8:15 a.m. – 5:15 p.m.	\$1055 under 3 yrs \$900 over 3 yrs
<b>Law School</b>	3 mos – 3 yrs	10	8:30 a.m. – 6:15 p.m.	\$1,170
<b>Phyllis Bodel</b>	3 mos – 5 yrs	70	8:00 a.m. – 5:30 p.m.	\$978 under 3 yrs \$884 over 3 yrs
<b>Yale-New Haven Hospital</b>	3 mos – 5 yrs	88	6:45 a.m. – 5:15 p.m.	\$992 under 3 yrs \$862 over 3 yrs

Table 2<sup>16</sup>

Thirty-eight percent of survey respondents currently use or have used Yale childcare facilities.



Graph 11

<sup>15</sup> Figure based on full-time childcare for a child under 3 years of age.

When asked about their level of satisfaction with the cost of Yale childcare programs, more than half of those responding to the question said that they were either satisfied or very satisfied with the cost; 21% were either not satisfied or very unsatisfied. More than half of all respondents to the question of satisfaction with flexibility of Yale childcare center hours said that they were satisfied or very satisfied.

Additional comments raised a number of issues underlying general satisfaction or dissatisfaction with the programs.

- Excellent, but too small to serve most who need it.
- Although the childcare in all Yale daycare centers is universally described as excellent, the physical space of each center is vastly inadequate. Specifically, they are very cramped and do not offer the most developmentally appropriate settings for children, despite the excellent efforts of center directors and staff to make the most of the space they have been given. In addition, the number of spaces available is also vastly inadequate given the number of employees seeking care. We have been on wait lists for Yale daycare centers for over two years for each of our children, we never were provided a space for our first child, we were one of the last to be offered a space for our second child, and the space is for four days a week, not the five days we require. She will start at Edith B. Jackson in the fall.
- What childcare system?
- Very satisfied with the quality of care after my kid gets into the system. Disappointed by the cost. I have three kids under three — a toddler and twins — and just the daycare is approximately \$3500 per month. I am lucky to be among the somewhat better paid faculty at Yale (though I am not sure this is true comparing Med Schools), but this is a huge drain, since call activities compel me to have additional care at home!
- When I teach an afternoon class, my husband is forced to leave work by 4 p.m. to pick up our daughter because the center closes at 6 p.m. (and it is an hour from work for the both of us).
- I wish Calvin Hill did not close in August.
- Childcare should be open until 6 p.m. for those who have meetings. Calvin Hill currently closes at 5 p.m., which means that one has to leave campus at 4:30 to get there in time. Faculty meetings start at 4 p.m., and many talks and events begin at 5 p.m.
- We had an enormous struggle to get our son into daycare here, even though we put his name on the waiting list before he was born. Eventually, a part-time slot opened up at Edith B. Jackson and we have been able to expand this to four days per week. The teachers at Edith B. Jackson are outstanding, as is the structure of

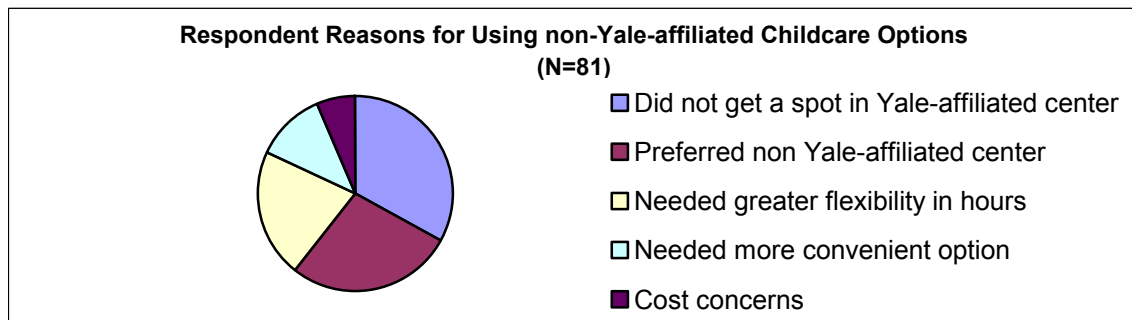
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<sup>16</sup> Childcare fees as of January 15, 2003.

the program. The facilities are entirely inadequate. They are currently located in four Yale apartments that in no way were designed to serve as a childcare facility.

*Reasons for Using Childcare Centers not affiliated with Yale University*

Sixty-two percent of respondents to the WFF survey use or have used a childcare center not affiliated with Yale. When asked to give the reasons for their decisions in childcare services, nearly one-third of those responding to the question said that they used a non-Yale-affiliated childcare option because no openings were available in Yale-affiliated programs.



Graph 12

When asked whether they would prefer to place their children in a Yale-affiliated center if more spaces became available (or had been available when they had been needed) one-quarter of those responding to the question said that they would have preferred a Yale-affiliated program.

*Non-Yale Affiliated Childcare Centers*

When asked to describe their level of satisfaction with the non-Yale-affiliated childcare options used, nearly three-quarters of the respondents said they were satisfied or very satisfied with the options they had chosen. Three-quarters also said they were satisfied or very satisfied with the quality of care and flexibility of hours offered at those centers. Regarding the cost of these programs, 58% percent of respondents to this question were satisfied or very satisfied with the costs.

## V. The Effects of Childcare Costs

Childcare in Yale-affiliated centers costs an average of \$1,000 per month, per child. Respondents were asked whether the cost of childcare either at Yale-affiliated or other local centers had significantly affected their quality of life. Two-thirds of those responding said that the cost of childcare had “definitely” or “somewhat” affected their quality of life.

Additional comments on the subject of childcare costs revealed the willingness of faculty parents to pay higher fees for quality childcare, but also the considerable sacrifices that many make in order to pay those costs. A number of faculty noted that the necessity of earning money for childcare interferes with the time they need for research, thus reducing their overall academic productivity.

- Child-care is far and away the biggest budget item we have — it dwarfs our mortgage.
- We have cut out most other non-work expenses. \$12,000 per year on daycare is a large sum. It forces use to spend more time on housework, cooking, etc. that keeps us away from both our son and our work.
- In addition to childcare costs, I spend circa \$200 per month in babysitters for early evening and evening university activities. The cost of monthly care should not be more than 1/5 of take-home salary.
- Almost my entire salary during my residency-training period was used to pay my nannies.
- I spend nearly a third of my pre-tax income on childcare — and I suspect I am among the higher-paid senior faculty.
- I have to live apart from our kids — I can't afford the time or money to take care of them here in New Haven.
- We've always considered this the most important thing one could spend money on, and we're lucky to be able to afford it.
- Daycare costs more than rent. I'd like another child but will have to wait until [my son] is in public school — paying daycare tuition for two is simply out of the question.

When asked about the relationship between childcare services and the tenure process, junior faculty respondents frequently noted the effect that childcare responsibilities had on their financial situations. Many mentioned the need for second jobs during summers and of less desirable living situations resulting from childcare costs.

- I have been forced to work an additional teaching job at a local university (moonlighting at night, approved by the Yale Corporation) to assist in paying for



childcare. This places an additional burden on my family and impacts my work at Yale.

- I cannot afford housekeeping, lawn care, take-out dinners, and other things that would economize on time. Sorry to focus on matters so mundane, but all of these things have a profound impact when your time is scarce.

## **VI. Priorities in Childcare Services**

Survey respondents were asked to characterize their priorities for a new childcare facility, were Yale to build one. Child/teacher ratio appeared as the highest priority for parents when considering a new childcare facility, with nearly two-thirds of respondents mentioning it. More than half listed convenience as a high priority. Cost, and the quality of both teachers and programming were also given considerable importance. (Thirty-five percent listed quality teachers as a priority, and one-third listed cost.) The overall quality of the program was listed by about 30% of respondents as a priority. Flexibility in hours, diversity in the child population, emergency care services, and the quality of physical facilities were also listed repeatedly as priorities.

## **VII. Changing the System**

Respondents were asked their opinions on the importance of several potential changes to the Yale childcare system. Respondents showed the most interest in increased availability of a University childcare subsidy, increased spaces at the existing Yale childcare centers, and Yale-subsidized short-term childcare for sick children or unanticipated parental commitments. The least popular potential changes were affiliation with more existing childcare centers in the New Haven area, and partnering with national childcare providers to build a new childcare center in New Haven. Faculty members that responded were somewhat interested in the possibility of Yale-sponsored childcare for evenings and weekends, and were divided by faculty rank regarding the issue of using college benefits for childcare.

### *Subsidies for Emergency and Sick Care*

Fifty-nine percent of respondents to the question ranked Yale-subsidized short-term childcare for sick children or unanticipated parental commitments as a high or medium priority. Respondents offering written comments often differentiated between emergency and sick care, showing willingness to use emergency care but not sick care. The majority of comments, however, did stress the necessity of these types of care in order to avoid missing both classes and speaking engagements.

- This is extremely important. I was forced to miss a speaking engagement this semester because my son was ill and my wife was away. It can be very damaging professionally.
- Yeah, in principle this sounds good. But I know that when it comes to a choice between leaving my kid with a bunch of sick kids, or with drop-in staff whom I have never met and know nothing about, then there is \* NO WAY \* I will use it. I will cancel engagements, I will miss deadlines, I will reschedule tests, it doesn't matter.
- Back-up care, yes. Sick children care, no.

### *Childcare Subsidies*

Fifty-four percent of respondents ranked an increase in the availability of a Yale childcare subsidy as a high or medium priority. Respondents offering additional comments seemed particularly enthusiastic about a subsidy that would apply to after-school, weekend, and summer childcare programs, and stressed the importance of childcare subsidies in making their academic work possible.

- For junior faculty in the humanities, this is the single most important factor in making it possible for women to be parents and successful academics. If childcare is not affordable, then one must take on extra work or use less childcare, either of which makes it very difficult to keep up with the demands of a research and teaching position at Yale.
- Yes, I think a straight increase in the compensation package for anyone who is raising kids would be a very good idea — whether you use that increase to pay someone else to raise your children for you, or use it to defray the costs associated with raising them yourself.

*Increased spaces in Yale-affiliated centers*

On the subject of increasing spaces at the six existing Yale-affiliated childcare centers, 52% of respondents listed this change in policy as a high or medium priority. (Note: when asked to describe their reasons for using non-Yale-affiliate childcare centers, 31% of respondents who chose non-Yale-affiliated childcare for their children said they did so because they could not get spots in Yale-affiliated programs.)

Those offering comments on this subject stressed the need for increased space, while voicing concerns that the quality of care in Yale-affiliated centers would suffer with the addition of spaces within existing programs.

- This is critical. Faculty in Humanities and Sciences have no designated day-care, as the law school or medical school do. I would prefer not to have to commute to a daycare, since I work on campus. I would also prefer to keep my young children nearby so I could see them during the day.
- I'm sure this would be helpful, though making the centers too large might be a mistake. Adding more centers, so they can be kept small, might be a better idea.

*Yale Childcare for Evenings and Weekends*

Forty-seven percent of respondents to the question of whether Yale-sponsored childcare for evenings and weekends should be made available ranked this as a high or medium priority. Respondent comments on the subject were varied, including both strong support and disinterest in the use of evening and weekend care. Several respondents did, however, note that this type of “after hours” care would aid faculty members in attending department programs that did not fall within normal work hours.

- I would add [childcare for] school holidays and breaks, when most day centers are closed.
- This allows faculty to attend afternoon lectures (something I fear I will never be able to do again) or evening seminars, etc.

*Using College Benefits for Childcare*

Thirty-eight percent of those responding to the question of whether faculty should be able to use the college benefit offered by the University to pay for childcare instead of college ranked this as a high or medium priority. More than three-quarters of those

listing it as a high priority were junior or non-ladder faculty. Several offered written comments that this option would be of great help to junior faculty who did not expect to be at Yale once their children reached college age. However, other respondents noted that they needed both college and childcare benefits, that one should not be substituted for the other, and that faculty should not be asked to choose between the two.

- I think that having to choose an either/or idea is not desirable and might in fact be invidious. What WOULD really and truly be helpful is to have BOTH options available. And I would rank that as a 1 plus [priority].
- Would make much, much sense for junior faculty with young children. As junior faculty, we will rarely be able to take advantage of the college benefit, so this shift makes some sense.
- I'm afraid we would have spent it all now to our later detriment!

#### *Affiliation with New Haven Childcare Facilities*

Thirty-six percent of respondents ranked the potential option for Yale to “affiliate with more of the existing childcare centers in the New Haven area” as a high or medium priority. Most of the comments offered reflected a concern among faculty about non-Yale New Haven families being pushed out of their existing childcare arrangements if Yale were to affiliate with local facilities. Others voiced concerns regarding the quality of care in New Haven childcare facilities.

- We scouted [New Haven CC facilities] out very thoroughly. These were not places that we felt comfortable leaving our son. It would be better to expand the established Yale programs that are managed effectively.
- Unfortunately, without expanding centers, you are removing child-care from others that need it perhaps even more!
- I would be especially interested if this could include some assistance in terms of resources and curriculum. I found the daycare I visited lacking in developmental toys and programs. Although it may be paternalistic to impose these enrichments with Yale funding, it would be good to consider how to share the expertise of the Yale Child Study Center with area childcare programs. I prefer subsidies rather than explicit preference for Yale families, since one benefit of non-Yale-affiliated centers is the diversity of children.

#### *Partnership with National Childcare Facilities*

Thirty percent of respondents to this question ranked the possibility of “partnering with one of the large national [childcare] providers to build a new childcare center in

New Haven, with preference for Yale families and/or subsidies” as a high or medium priority. Those respondents who chose to comment voiced concerns regarding the quality of care offered by national childcare providers, as well as a desire to have their children in programs where Yale maintained managerial control.

- Why [partner] rather than devote more resources to existing programs, which are vastly superior to the national providers?
- I prefer Yale not do this, risk of losing control to a larger group with different philosophy.
- This would allow families who don’t live right in New Haven to use the centers as well.

### **VIII. Childcare and Careers**

While childbearing and child-rearing are likely to consume a large portion of any parent’s time, a 1996 study by Finkel and Oswang asserts that, because “the traditional tenure system was based on a model designed for men who were professors with wives at home caring for children,” this reduction in available work time produces a specific career impediment for women in the academy.<sup>17</sup>

In a survey of 124 women assistant professors in 1996, 43 percent viewed time required by children as a serious impediment to tenure; among those with children under age six, the figure rose to 82 percent. (133)

This theme was reflected in respondents’ comments as well. Although both men and women described their struggles to balance professional and family responsibilities, women faculty emphasized that childcare concerns hinder their academic productivity.

The 1999 *University of Michigan Faculty Work-Life Study Report* found that, in order to avoid this conflict, “women assistant professors were more likely than men either

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<sup>17</sup> Finkel and Oswang. (1996) “Child-rearing as a Career Impediment to Women Assistant Professors” *Review of Higher Education*, vol. 19, p. 130.

to have children prior to beginning their academic careers or to delay child bearing and rearing until after they receive tenure or until they are well established in their careers.”<sup>18</sup>

The University of California at Berkeley similarly reports that “among tenured humanities and social science professors in their 40s, only 38 percent of the women have children, compared with 61 percent of men; in the sciences, it was 50 percent compared with 70 percent of the men.”<sup>19</sup>

Respondents to the WFF Childcare Survey were asked to answer several questions regarding the relationship between childcare services and progress toward achieving tenure at Yale. Their responses revealed that anxieties over whether the demands of caring for their children will negatively affect their tenure prospects is as prevalent at Yale as at its peer institutions.

#### *Childcare and Progress Toward Tenure*

Tenured faculty were asked whether they felt that their family planning decisions had affected the course of their academic careers. Junior and non-ladder faculty members were asked whether they thought that their childcare responsibilities affected their tenure prospects at Yale.

Although the majority of tenured faculty reported that their family planning decisions had not affected the course of their tenure experiences, additional comments offered by tenured faculty members revealed that, rather than family planning decisions affecting the tenure process, the tenure process often affected family planning decisions. Several respondents commented that they had waited until after they had received tenure to have children. Several also commented on the inability to make work the top priority when one has children, and listed reduced productivity as one side effect.

- We waited till after tenure to have children, so you could say the tenure process affected our family planning.
- Being a woman profoundly affects the tenure process in general...family planning is only one part of that general problem.

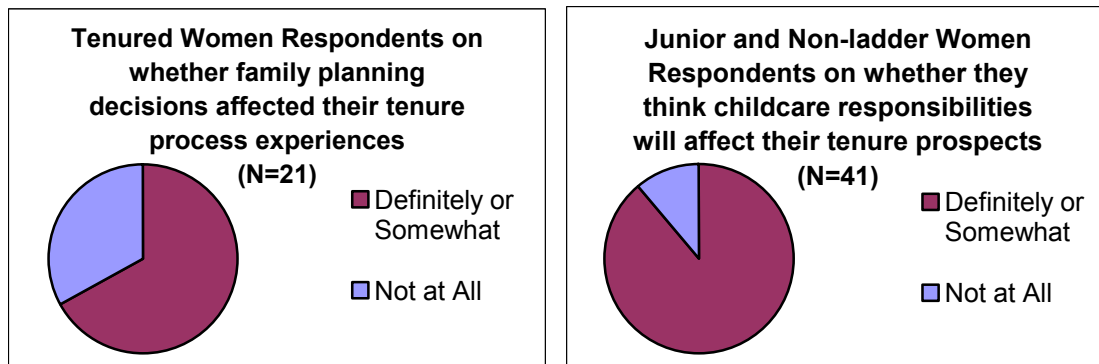
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<sup>18</sup> *University of Michigan Faculty Work-Life Study Report* (Ann Arbor, Mich.: Regents of the University of Michigan, 1999), 18.

<sup>19</sup> Cohen, Hal. “The baby bias,” *New York Times*, August 4, 2002.

- [Family planning decisions affected by tenure process] only in a positive fashion, which is, I know, an unusual response. Having on-site day care allowed me to return to patient care and still see my children and not feel torn. I breast fed my kids for nine months although I was at work! This is commentary to support more on-site daycare. I know many parents who were unable to access on site day care at Yale.
- Unless the wife is staying at home, children impact the time of the husband as well. Tenure at Yale depends heavily on “volunteer” testing and committee work, which suffer when raising small children.
- I have never been able to make my career the first priority in my life as the childless do — both men and women — and as a result I have less time for teaching, less time for writing, less time for career advancement activities of all kinds.
- Childcare makes reaching tenure easier.

Of the junior faculty responding to questions regarding tenure, 88% felt that their childcare responsibilities had definitely or somewhat affected their tenure prospects at Yale.



Graphs 13 and 14

As with the tenured faculty respondents, junior faculty offering additional comments on the subject noted reduced time and productivity at work, and a decreased willingness to travel due to childcare responsibilities. Eleven percent of junior and non-ladder faculty responding said that they had chosen their faculty track (non-ladder or otherwise) because of problems related to childcare responsibilities. A similar percentage

specifically stated beliefs that having children lowers one's likelihood of receiving tenure, and several cited difficulty keeping up with their departmental responsibilities.

- I have taken two unpaid childcare leaves so that we could live together as a family, and my chair has apparently resented that. I was just promoted to Associate Professor on term, with what seems to me the minimal raise in salary, and in my letter of promotion was the following statement: "Given your present family circumstances, I know how difficult it may be on occasion to find time to meet one's obligation." No mention of my award-winning book or other professional achievements.
- I went part-time because of difficulties with childcare and made the decision on my track because of it.
- If I didn't have to worry about tenure I wouldn't be living apart from my kids right now.
- I think the decision to have children inevitably lowers the chances of tenure at Yale and other similar institutions. My hunch is also that women with children are perceived as somewhat less dedicated to the profession. I have some of my own experiences that suggest this, and I have heard similar anecdotes. Whether it is true or not (and I am less convinced that it is — I think you learn to be much more efficient with children than without and I question whether those who wait to have children after they have tenure are really "more dedicated" or just more strategic), I think the perception is that women faculty with children are unlikely to receive tenure.
- Children take an enormous amount of time and effort, and are my priority. On the other hand, children make me more efficient during work hours, make me constantly assess my priorities at work ("is doing this really helping me?") and make me a better person and a better doctor.
- What are the chances I can have a happy family life and still meet the extraordinary (and somewhat mysterious) tenure requirements here? It isn't impossible, but it isn't going to be easy, either.

Respondents were asked to offer their ideas on how — given the responsibilities of family life — the tenure process at Yale might be improved. Many suggested increased flexibility for individuals with young children, though the definitions of "flexibility" were varied. Part-time work was repeatedly mentioned as a viable option for increased flexibility.

Respondents also commented on the need for a shift in the academic community's attitude toward child-rearing, saying that greater value should be placed on faculty having and caring for their children.



- Childcare is the number one variable in being successful in academics.
- The University could consider the possibility of allowing the option of a part-time engagement of the faculty during the years critical for the rearing of children.
- Adjust/stop tenure-clock of BOTH parents for a short time after having (or adopting) a child.
- Maybe the criteria could be the same, but the age requirements may be rendered more flexible, considering that women generally spend more time at home with the children.
- Asking for childcare benefits does not mean asking for special consideration that non-parents will not receive. Those faculty who do not have children ought to receive similar benefits if they have to care for family members or partners with comparable needs, just as adoptive parents ought to be entitled to parental leave. Greater flexibility in the tenure system should benefit everyone, since all of our careers require juggling multiple demands of personal obligations, service, teaching, and scholarship.

Respondents were also asked whether they would worry about a loss of academic rigor in the university's hiring and tenure process, were Yale to change the tenure process in the direction of greater flexibility. Seventy-eight percent of those responding to the question said no. However, several did voice concerns that the creation of "mommy tracks" might further hinder female tenure candidates.

- I am less worried about a possible loss of academic rigor than I am about the loss of good people whose major child-rearing responsibilities come at a time when they need to be most productive, and about the loss of good parenting for the children of university faculty.
- You can't cut corners on the hiring and tenure process, because you want the best people. Once you have got what you presume are the best, however, you want to do whatever you can to make sure that they can function at their best. If childcare worries constitute a distraction, that distraction must be removed. (If nothing else, high-quality and affordable childcare removes an excuse for lack of productivity.)
- I think the problem with revising the tenure process is that creating a separate "mommy track" has the possibility of marginalizing women even further and consigning them to a ghetto that they may not be able to get back out of. I think giving extensions of the tenure clock is a very good compromise, although it should be one year per child and should be given to both men and women that choose that option.
- No on the potential loss of academic rigor. On the contrary, if Yale's tenure policy was perceived as being especially supportive of (especially) women's careers through the child bearing years, one might hope that Yale would succeed to attract more of the best scholars.

## **IX. Additional Comments**

The survey welcomed additional comments. Respondents stressed the need for the University to support and to strengthen existing Yale-affiliated childcare centers. When addressing the issue of subsidies, respondents focused on the need for a sliding scale.

The importance of a central office for parent and childcare issues was also repeatedly mentioned in respondent comments, in order to simplify and centralize the process of finding childcare, gathering information about the Yale childcare system (i.e., how spots are awarded, etc.), sharing information with other parents, and resolving difficulties regarding all faculty parent issues.

While expressing gratitude for the University's past and current efforts at creating quality childcare, respondents also stressed the great importance of childcare in determining the quality of life among faculty parents, pinpointing it as a common distraction from scholarly work that could be addressed by better services.

- I think communication and information is vital. There is need for a central office where issues of gender, parenting, and childcare can be addressed and talked about freely and substantially. A standing informal lunch for interested faculty could be another way to create a community where different issues can be discussed.
- I encourage consideration of the father's situation for this issue as well — centering this issue around women solely is just as annoying as the persistent gender salary discrepancy in certain departments.
- We need to integrate children into the fabric of our work-lives, not segregate that aspect of our lives by simply finding the substitute labor that will allow us to meet the demands of a career. An investment in early childhood education should be seen as an important opportunity for enriching the broader communities of Yale and New Haven, of collectively improving our quality of life. To recognize the importance of childcare and family life is a matter of social justice, for women, parents, childcare providers, but most importantly for children.
- I'm awfully glad to see that someone is asking these questions. In my experience, issues around childcare are the most serious concern of a large fraction of our junior faculty.

## X. Conclusions

The needs highlighted in the survey are:

- *Access to quality childcare*

The quality of childcare in existing Yale-affiliated centers is uniformly described as excellent. However, the number of faculty parents who cannot gain access to those centers proves the need for growth in space in these facilities.

- *Affordable childcare*

The need for a sliding-scale childcare subsidy is made plain in testimony that a high percentage of faculty salaries are absorbed by childcare costs, and that faculty members need to take on additional (outside) work to meet these costs.

- *Extended hours in centers*

The need for extended hours (8 a.m. – 6 p.m.) at Yale-affiliated centers is demonstrated in the percentage of faculty choosing non-Yale-affiliated childcare options for the sake of hours that cover their full workdays.

- *Back-up childcare*

Subsidized childcare for nights and weekends, and well as for emergency and sick care, will allow faculty parents to fulfill departmental and travel expectations required beyond the standard workday.

- *Centralized access to information and networking opportunities*

A central office through which parents can address and resolve all of their childcare-related concerns is needed by faculty parents confused over existing childcare benefits, how to explore and secure childcare services, and where to find other parents dealing with similar problems.

Adjusting the current Yale childcare system to lessen or eliminate these needs would reduce the daily burdens of faculty parents considerably, and increase their ability to function as effective members of the academic community. For example, a 1996 study interviewing American academics found that “two-thirds of women and close to one-third of men experienced family difficulties when faculty meetings were scheduled after

5 p.m. on weekdays or during the weekend.”<sup>20</sup> The extension of childcare center hours would very simply eliminate much of this “difficulty” currently experienced by faculty parents at Yale. In addition, departments and faculties could explore the question of scheduling such meetings to see whether they could become more family-friendly.

*Examples from peer institutions*

Similar issues have been addressed at Yale’s peer institutions, with the extension of operating hours at university-affiliated childcare centers, the development of offices of “family and life,” and the development of subsidized emergency care arrangements for faculty and staff. For example, Harvard, Johns Hopkins, MIT, NYU, and Stanford have designated offices within their Human Resources departments to address work-life issues. Harvard’s Office of Work and Family oversees its university-affiliated childcare centers through an Office of Childcare Services. This office runs several brown-bag series each semester, one of which focuses on family and childcare issues.

At Johns Hopkins, the Office of Human Services operates a series of “WORKlife” programs, and a Work & Family Task Force within the office issues reports on the work/life status of the university. By logging on to a centralized “WORKlife” website, faculty and staff can find information on university-affiliated daycare, nanny and au pair agencies, guidelines for flexible work arrangements, an explanation of Maryland’s earned income credit policies, and direct access to information on all registered, licensed, or accredited childcare programs in the state. The “WORKlife” programs offered include university-affiliated daycare, referral services for childcare and eldercare, a dependent care voucher program, sick and emergency back-up care, and a flexible work schedule program allowing department chairs to work out individualized alternative work arrangements with department faculty members. Eileen Appelbaum of the Rutgers Center for Women and Work has lauded this type of flexible work program as an excellent way for employers to help themselves while helping their employees.

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<sup>20</sup> Linda P. Fried et al., (1996), “Career Development for Women in Academic Medicine,” *Journal of the American Medical Association*, p. 898.

Flexible work arrangements enable employees to have a career and a life and let working parents — mothers, especially — succeed at both their paid and unpaid jobs. The benefits are palpable, and they accrue not only to mothers and their children. Companies have achieved lower turnover, a more diverse workforce and retention of talented employees. Fathers are encouraged to get more involved in their kids' lives. And maybe mothers will find that they don't have to do it all in order to have it all.<sup>21</sup>

The Office of Work-Life Services at NYU helps staff and faculty find childcare and other work-life resources in the area, researches policies “to support a balanced workplace,” and develops programs to support faculty parents. As a free service for all faculty and staff, NYU offers unlimited use of Ceridian LifeWorks, a professional child and adult care consultation and referral program providing individualized consultation services.

NYU also offers a childcare subsidy for all office and technical staff, as well as needs-based scholarships and discounts at local childcare centers for faculty and staff. At Harvard, three separate scholarship systems are run through the Office of Childcare Services, divided according to faculty and staff ranks (i.e., managerial and professional, clerical and technical, and service and trade employees).

Harvard, Johns Hopkins, and Stanford universities provide their employees with university-subsidized sick, emergency, and back-up childcare programs. A Brookline, MA-based company called Parents in a Pinch, Inc., administers these programs at Harvard and Johns Hopkins. Harvard subsidizes childcare at a rate of \$10 per hour, allowing employees up to 85 hours of care per year. Johns Hopkins subsidizes rates according to employee salaries. At Stanford, back-up care is administered by FamilyCare, Inc. and is 80% subsidized by the university for up to 16 hours of care per year.

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<sup>21</sup> Appelbaum, Eileen. “Flexibility pays,” *Houston Sunday Chronicle*, May 12, 2002.

*Issues for further study*

Faculty parents responses to questions regarding childcare services reveal much about the way in which childcare affects other aspects of a faculty parent's personal and professional life. The relationship between childcare responsibilities and the likelihood of receiving tenure, attitudes of tenured versus junior faculty toward children and family responsibilities, and the link between childcare availability and general work productivity are all issues in need of further study in the Yale faculty community.

*The Need for Institutional Response*

At Yale, the childcare options currently available through the university have arisen in a piecemeal manner over the years, through the grassroots efforts of faculty and staff. Employees who felt a need for these services have been responsible for the foundation of the Calvin Hill, Edith B. Jackson, Phyllis Bodel, and Yale Law School childcare centers.<sup>22</sup> Today, six university-affiliated centers can serve a combined total of 280 children, charging an average of \$1,000 per child for one month of full-time childcare. According to the Yale Human Resources department, 16% of faculty members — around 480 individuals — list children between the ages of birth and five years on their health plan and are likely in need of childcare services,<sup>23</sup> meaning that only half of all faculty parents will have the opportunity to enroll even one child in a Yale-affiliated center. While these centers undoubtedly offer excellent childcare, they cannot currently meet the needs of the body of Yale faculty parents.

Now, after decades of faculty parents dealing with the difficulties of a patchwork system and competing for a small number of coveted and expensive childcare slots, it seems time for the administration to take a broader view of childcare issues across the University. The creation of a consortium for childcare under the Child Study Center marked a clear step in right direction, but the University remains in need of a systematic administrative response to faculty concerns regarding the cost, availability, and governing

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<sup>22</sup> Early Childhood Education and Childcare at Yale website. <http://www.yale.edu/daycare>.

<sup>23</sup> "Faculty Covering Children on Health Insurance," generated by Charles Paul, Human Resources department, on July 31, 2002.

structure of existing childcare resources. Such action, coupled with exploration of the “work-life” issues raised by faculty respondents, will foster the type of change in academic culture that can benefit both individual parents and the University as a whole, creating a better work environment for a new generation of professors and engendering a thriving academic workforce.

**Appendix A: Women Faculty Forum Childcare Survey**

**\*For Faculty with Children—Childcare Survey\***

Dear Colleague:

The Women Faculty Forum is currently exploring the issue of childcare at Yale and we are writing to ask for your participation in a survey. Through this survey we hope to gain a greater understanding of faculty members' childcare needs and the types of programs that might address these concerns. We plan on sharing the results of our survey with the University as it considers possible changes in the current childcare system at Yale.

During the tercentennial year the Women Faculty Forum was organized by professors and staff from across the campus to foster community for the many women at Yale and to deepen our understanding of the effects and implications of gender on all fields of thought. With the support of the President and administration, the Forum is continuing its work. The status of childcare is one of several projects the Forum is currently pursuing.

We would greatly appreciate your participation in the survey. You can return the survey to the Women Faculty Forum by email ([wff@yale.edu](mailto:wff@yale.edu)) or fax at 203-432-8828. We ask that you return it by Monday, June 17. Please contact us with any questions or comments.

Sincerely,

Elizabeth Dillon  
Assistant Professor of English  
*Elizabeth.Dillon@yale.edu* 203-432-7658

*on behalf of the Women Faculty Forum*



Women Faculty Forum Childcare Survey

Thank you for your participation in this project. Please circle or bold your responses (there are 26 questions). Please return the survey to the Women Faculty Forum by email (*wff@yale.edu*) or fax at 203-432-8828 by Monday, June 17.

Name:

*(Optional, this is for internal use only and will not be made public)*

Please circle one:                    M                    F

Age:

.....

*Employment*

Department(s):

Position:

Tenure Status:

Junior faculty (non tenured)                    Senior faculty                    Non ladder track faculty

Number of years employed at Yale as a non tenured faculty member:                    tenured faculty member:

If applicable, partner's name, gender, occupation, employer:

If applicable, what sort of childcare policies does your partner's employer offer?

.....

*Childcare Experience*

(1) Please rate your overall satisfaction with the current Yale childcare system:

Very satisfied                    Satisfied                    Mostly satisfied                    Not satisfied                    Very unsatisfied

Comments:

(2) What age(s) are your child(ren)?

(3) Are your children currently in, or have they previously been in, one of Yale's five affiliated childcare centers?

*If no, skip to question (9)*

(4) If so, which one(s)?

Calvin Hill                    Divinity School                    EBJ                    Law School                    Phyllis Bodel

Report on Childcare:  
Challenges for Parenting Professors

For each center that you use, please indicate the name of the center and rate your:

(5) Overall satisfaction

Center 1:	Very satisfied	Satisfied	Mostly satisfied	Not satisfied	Very unsatisfied
Center 2:	Very satisfied	Satisfied	Mostly satisfied	Not satisfied	Very unsatisfied

(6) Center Program/Quality of Care

Center 1:	Very satisfied	Satisfied	Mostly satisfied	Not satisfied	Very unsatisfied
Center 2:	Very satisfied	Satisfied	Mostly satisfied	Not satisfied	Very unsatisfied

(7) Cost of the Program

Center 1:	Very satisfied	Satisfied	Mostly satisfied	Not satisfied	Very unsatisfied
Center 2:	Very satisfied	Satisfied	Mostly satisfied	Not satisfied	Very unsatisfied

(8) Flexibility on hours

Center 1:	Very satisfied	Satisfied	Mostly satisfied	Not satisfied	Very unsatisfied
Center 2:	Very satisfied	Satisfied	Mostly satisfied	Not satisfied	Very unsatisfied

Comments:

(9) Do you use, or have you used, a non-Yale affiliated childcare center in the New Haven area, or an au-pair/nanny service?

*If no, skip to question (16)*

(10) If so, what is the name of the center(s) or the au-pair/nanny service company?

(11) Your reason(s) for using a non-Yale-affiliated center or au-pair/nanny service? Please choose as many as apply

I prefer the program	I did not get a spot in a Yale center
Cost concerns	Non-Yale center is convenient to my home or office
Greater flexibility on hours	Other (please describe)

Comments:

Report on Childcare:  
Challenges for Parenting Professors

Please rate your:

(12) Overall satisfaction with the Center/Service

Very satisfied    Satisfied    Mostly satisfied    Not satisfied    Very unsatisfied

(13) Center or Service Program/Quality of Care

Very satisfied    Satisfied    Mostly satisfied    Not satisfied    Very unsatisfied

(14) Cost of the Program

Very satisfied    Satisfied    Mostly satisfied    Not satisfied    Very unsatisfied

(15) Flexibility on hours

Very satisfied    Satisfied    Mostly satisfied    Not satisfied    Very unsatisfied

Comments:

(16) Has the cost of childcare at Yale centers or other childcare centers/services significantly affected your quality of life?

Definitely                      Somewhat                      Not at all

Comments:

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*Childcare needs*

(17) If more spaces became available (or had been available when you needed them) at a Yale-affiliated childcare center, would you prefer to place your child(ren) there?  
If so, how many?                      Age of child(ren)

(18) How much money do you currently spend per month on childcare?

(19) How much money do you think would be a reasonable amount to spend per month on childcare?

- (20) Please rank, on a scale of 1 to 3 (1 being the highest), any of the following changes to Yale's childcare program that would be beneficial to you and your family. Do not rank those that you do not think would be helpful. Please comment on any of the benefits as well:

Option to use the college benefit offered by the University to pay for childcare instead of college

Increased availability of a University childcare subsidy

Increased spaces at the five Yale-affiliated childcare centers

Affiliating with more of the existing childcare centers in the New Haven area (this could mean placement preference for Yale families and/or subsidies)

Partnering with one of the large national childcare providers to build a new childcare center in New Haven, with preference for Yale families and/or subsidies

Availability of Yale-sponsored childcare for evenings and weekends

Yale-subsidized short-term childcare for sick children or unanticipated parental commitments (back up care)

- (21) Briefly characterize your priorities in a new childcare facility (for example, the child/teacher ratio, cost, convenience to work or home):
- (22) Do you have other ideas that you think the University should consider to assist families and reduce the burdens (financial or otherwise) on working parents?

*Children and Career*

(23) For Senior Faculty: Do you feel that your family planning decisions affected your tenure process experience at Yale?

Definitely                      Somewhat                      Not at all

Comments:

(24) For Junior Faculty: Do you feel that your childcare responsibilities have impacted your tenure prospects at Yale? If so, how?

Definitely                      Somewhat                      Not at all

Comments:

(25) If applicable, do you feel that your partner's childcare responsibilities have impacted his/her career?

Comments:

(26) Do you have ideas of how the tenure process at Yale might be improved, given the responsibilities of family life? If Yale were to change the tenure process, would you be worried about a loss of academic rigor in the university's hiring and tenure process?

Do you have any other comments?

Thank you again for your participation.

## Appendix B: Statistical Summary

Childcare Survey – Statistical Review  
July 31, 2002

### Respondent Demographics

Female	59%
Male	41%
Ages 25–35	17%
Ages 36–45	52%
Ages 46–60	28%
Above Age 60	2%
Senior Faculty	30%
17 Female	
24 Male	
Junior Faculty	44%
35 Female	
25 Male	
Non ladder track faculty	25%
29 Female	
6 Male	

### Satisfaction with Yale Childcare System

#### *Yale-affiliated Centers*

Are your children in, or have they previously been in, one of Yale’s five affiliated childcare centers?

Yes	38%
No	62%

#### Yale Childcare Center used

Calvin Hill	26%
EBJ	20%
Phyllis Bodel	44%
Law School	6%
Divinity	4%

#### Satisfaction with the current Yale childcare system:

Very satisfied	18%
Satisfied	20%
Mostly Satisfied	12%
Not Satisfied	33%
Very Unsatisfied	17%

#### Overall Satisfaction with center used:

Very satisfied	53%
Satisfied	25%
Mostly Satisfied	14%
Not Satisfied	4%
Very Unsatisfied	4%

Satisfaction with Center quality of care:

Very satisfied	65%
Satisfied	17%
Mostly Satisfied	13%
Not Satisfied	0%
Very Unsatisfied	4%

Satisfaction with cost of program:

Very satisfied	21%
Satisfied	34%
Mostly Satisfied	25%
Not Satisfied	17%
Very Unsatisfied	4%

Flexibility of center hours:

Very satisfied	21%
Satisfied	34%
Mostly Satisfied	28%
Not Satisfied	13%
Very Unsatisfied	4%

*Non-Yale-affiliated Childcare Centers*

Your reason(s) for using a non-Yale-affiliated center or au-pair/nanny service?

I prefer the program	26%
I did not get a spot	31%
Cost concerns	6%
Non-Yale center is convenient	11%
Greater flexibility in hours	20%

Overall Satisfaction with center used:

Very satisfied	51%
Satisfied	20%
Mostly Satisfied	12%
Not Satisfied	11%
Very Unsatisfied	7%

Satisfaction with Non-Yale Center quality of care:

Very satisfied	60%
Satisfied	15%
Mostly Satisfied	14%
Not Satisfied	8%
Very Unsatisfied	3%

Satisfaction with Non-Yale Center cost of program:

Very satisfied	17%
Satisfied	41%
Mostly Satisfied	27%
Not Satisfied	14%
Very Unsatisfied	4%

Satisfaction with Non-Yale Center flexibility of hours:

Very satisfied	45%
Satisfied	30%
Mostly Satisfied	14%
Not Satisfied	11%
Very Unsatisfied	0%

If more spaces became available (or had been when you needed them) at a Yale affiliated center, would you prefer to place your children there?

Yes	27%
-----	-----

Costs of Childcare

How much money do you currently spend per month on childcare?

\$0–500	16%
\$500–1000	29%
\$1000–1500	26%
\$1500–2000	14%
\$2000+	15%

Has the cost of childcare significantly affected your quality of life?

Definitely	37%
Somewhat	29%
Not at all	13%

Priorities in Childcare Services

*Using a scale of 1 to 3 (1 being the highest), respondents rated seven possible changes the University could take in regards to childcare. They did not rank an option if they did not think it would be beneficial.*

Option to use the college benefit offered by the University to pay for childcare instead of college:

Highest Priority	25%
Medium Priority	13%
Low Priority	17%
Did not rank	45%

Increased availability of a University childcare subsidy:

Highest Priority	40%
Medium Priority	14%
Low Priority	12%
Did not rank	35%

Increased spaces at the five Yale-affiliated childcare centers:

Highest Priority	37%
Medium Priority	15%
Low Priority	12%
Did not rank	36%

Affiliating with more of the existing childcare centers in the New Haven area:

Highest Priority	19%
Medium Priority	17%
Low Priority	17%
Did not rank	46%



Report on Childcare:  
Challenges for Parenting Professors

Partnering with one of the large national childcare providers to build a new childcare center in New Haven, with preference for Yale families and/or subsidies:

Highest Priority	13%
Medium Priority	17%
Low Priority	20%
Did not rank	50%

Availability of Yale-sponsored childcare for evenings and weekends:

Highest Priority	30%
Medium Priority	17%
Low Priority	11%
Did not rank	42%

Yale-subsidized short-term childcare for sick children or unanticipated parental commitments:

Highest Priority	42%
Medium Priority	17%
Low Priority	5%
Did not rank	36%

Childcare and Career

Do you feel that your family planning decisions affected your tenure process experience at Yale?

Senior Faculty

Definitely	21%
5 Female	
3 Male	
Somewhat	28%
6 Female	
5 Male	
Not at all	51%
10 Female	
10 Male	

Junior Faculty

Definitely	49%
19 Female	
14 Male	
Somewhat	39%
17 Female	
11 Male	
Not at all	13%
5 Female	
4 Male	

Other Questions

Does your partner's employer offer childcare? If applicable, what sort of childcare policies does your partner's employer offer?

Yes, childcare offered	8%
None offered	48%
Same as mine	40%
Don't know	4%

Do you feel that your partner's childcare responsibilities have impacted his/her career?

Yes	45%
No	55%