



Spring 2007 - Vol. 8

Berger Institute
2006/07 Advisory
Board Members

Mr. Jon Kirchner, Chair
DTS, Inc.

Ms. Monika Gruter Cheney
*Gruter Institute for Law and
Behavioral Research*

Ms. Janet M. Dreyer
*Claremont McKenna College
Children's School*

Hon. Eugene M. Hyman
Superior Court of California

Mr. D. Scott Kosch
Highland Advisors

Ms. Susie M. Yoon King
*US Department of Health &
Human Services*

Ms. Donna Klein
Corporate Voices for Working Families

Ms. Sharon Douglass Mayo
Arnold & Porter, LLP

Ms. V. Sue Molina
Deloitte & Touche, LLP

Ms. Akshata N. Murty
Lexicon Branding, Inc.

Dr. Andrea Neves
Sonoma State University

Ms. Wendy Ware Perben
General Mills

Mr. John M. Pratt
Merrill Lynch

Hon. Suzanne Segal
U. S. Magistrate Judge

Ms. Carolyn Tuomala
Community Volunteer

Ms. Donna Wengert-Neff
Community Volunteer

The Berger Institute
for Work, Family, and Children

Phone: (909) 607-2928

Fax: (909) 607-9672

E-mail: bergerinstitute@cmc.edu

For more information about the
Berger Institute please visit our website:
<http://berger.cmc.edu>



From the Director's Corner

Values and Roadmaps for the Future

DR. DIANE F. HALPERN

It is a term that strikes terror in the hearts of many of us in large organizations—strategic planning. I used to think of it as the sort of exercise that can sometimes feel like carrying a pile of bricks from one side of a road to the other and back again. After hours of heavy lifting, it is hard to see what was accomplished. But, I am now learning that the task of planning strategically for an organization does not have to end at the same place it began, and I am developing an appreciation for strategic planning when it is done right. As you can probably guess, the Berger Institute has been engaged in strategic planning. Gradually I am becoming a believer in the difficult process of defining what sort of a future we want for the Berger Institute and then devising a plan to get there. Although I was not enthusiastic at the start of the process (as you already surmised), I have come to see it as a critical exercise for every organization, especially a young institute with way too many possible goals to choose among.

Strategic planning forces stakeholders to identify the most pressing critical issues, articulate our values, and create a plan for aligning the issues we need to address with our values and our actions. Under the able leadership of Jon Kirchner, Chair of the Berger Institute Advisory Board, we are asking important questions about what we want the institute to achieve and how we will recognize success along the way. V. Sue Molina, a member of our board, has been invaluable in guiding us through the process. She is using her years of experience as a partner in a Big-5 Accounting firm (Deloitte & Touche, LLP) to help us think more strategically.

We began by recognizing the changing composition of families and demographics of the workforce. We listed critical and pressing societal needs and problems that relate to our mission. These include: preparing a workforce with 21st century skills; establishing family-friendly work and public policies; collaborating internationally with employers and governments; facing new work place and family challenges as older adults become an increasingly greater proportion of the population; supporting new family configurations that have replaced the two-parent single-earner model that used to be the majority family type; assisting women and minorities in assuming positions of leadership where they are significantly underrepresented; and meeting the need for universal early childhood education and after school programs. Students and staff at Berger Institute are working on Fact Sheets and Position Papers for many of these issues. Early versions of some of these Fact Sheets and Position Papers can be found inside this newsletter.

As we move forward in defining those issues we want to address, we welcome your suggestions and participation. During the next academic year, July 1, 2007 to June 30, 2008, I will be on sabbatical leave. I will be spending several months in Hong Kong, working with my collaborator, Dr. Fanny Cheung, at Chinese University. We are completing a book that examines the lives and choices of highly successful women leaders with children and other family care responsibilities. This book is in response to the fact that very few women make it to the top of their profession and among those that do, almost half have no children or other caregiving responsibilities. We are combining the best psychological research with insights gained from personal interviews with 60 women with families and prominent leadership positions in the U. S., China, and Hong Kong to provide a guide for women and men who want to be dually-successful—at work and at home. The book, entitled *Women at the Top: How Powerful Leaders Combine Work and Family to Create Successful Lives* will be available early next year. In the mean time, Dr. Heather Antecol, Associate Professor of Economics, will serve as acting director. She and Dr. Sherylle Tan, Associate Director, will continue to keep the Berger Institute moving forward by finding ways that make it easier to combine work and family.

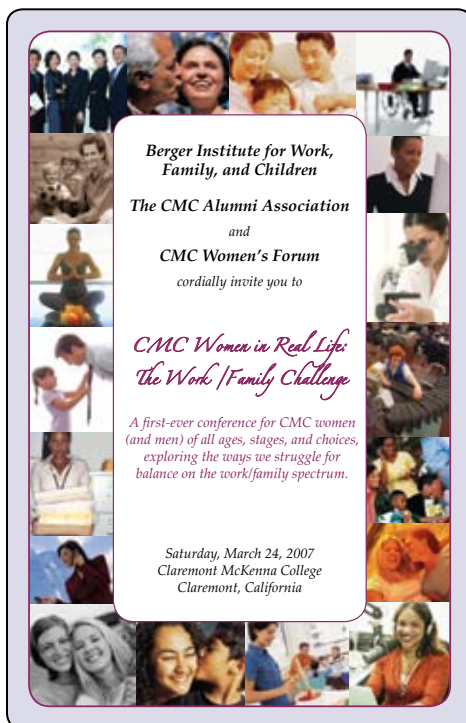
Upcoming Event:
**CMC Women in Real Life:
 The Work-Family Challenge**
March 24, 2007

Did you graduate from CMC believing that you could have it all?

- A rewarding and successful career?
- A supportive, caring, romantic relationship?
- A physical fitness routine?
- Leadership roles in community or civic organizations?
- Happy, successful, college-bound children, or at least a healthy pet?

Has it turned out to be harder to balance these goals than you expected? It's too bad they didn't offer a course in "Juggling" at CMC.

Well, better late than never. On March 24, 2007, CMC will host its first-ever conference on navigating Real Life. CMC's Berger Institute For Work, Family, and Children,



together with the CMC Alumni Association and the student-run Women's Forum, will present this unique conference designed for CMC women (and men) of all ages, stages, and choices, exploring the ways we struggle for balance on the work/family spectrum.

CMC graduates talented, ambitious young people who expect to succeed professionally and

personally. But real life is tricky, and many of us who have tried to carve out a balanced life, while managing careers and taking care of family, have felt at some point the choking sensation of swimming upstream. This is a different kind of CMC event, one that offers a forum for us to connect and commiserate, share solutions and successes,

and enter the broader policy debate on critical family and work issues. Nationally-recognized experts and a diverse group of alumni panelists will gather with us for a day of solutions and support, learning and networking, and a lot of great cathartic discussions!

Speakers, panels and discussions on:

- Caring for our Children
- Can the Workplace Work for Us?
- From Leave it to Beaver to Little Miss Sunshine: A Candid Conversation about Family
- The Politics of Parenting
- Life Planning for Satisfaction, Sanity, and Stability
- Career Issues for Parents: Should I Stay or Should I Go?
- Solutions for Succeeding at Work and Family
- Negotiating Flexibility Arrangements with Employers
- Making Room for Meaning: Health, Spirituality, and Doing Good
- Spouse/Partner Relations: Negotiating Roles and Keeping the Flame
- Finding Our Inner Activists: How Regular Women can Change the Culture, Workplace and Laws that Fail Us

Our Closing Session will feature Joan Blades, co-founder of MoveOn.org and now co-founder and president of Mom'sRising.org, and Cathy Benko of Deloitte & Touche, LLP, who have made a difference in the lives of women and families across the country.

The Athena Award

This year, the Berger Institute for Work, Family, and Children created the Athena Award to recognize individuals and employers who have contributed to the alignment of work and family in positive ways, and to the empowerment of girls and women in achieving their dreams. The award's name, derived from the goddess of wisdom and the arts, is also the symbol for our women's sports programs at Claremont McKenna College.

Deloitte & Touche, LLP was selected to receive the first Athena Award in recognition of their pioneering Initiative for the Retention and Advancement of Women. Cathleen Benko will accept the award on behalf of Deloitte & Touche, LLP.



Cathleen Benko

National Managing Director of the Women's Initiative
Deloitte & Touche, LLP

Cathleen Benko leads Deloitte & Touche Consulting's high technology industry sector. As the National Managing Director of the Women's Initiative, Cathy also leads Deloitte's commitment to advance women through leadership development, succession planning, work/life programs, and related innovations.

Cathy specializes in driving transformational change through greater business-technology performance. Cathy co-authored, along with Harvard Business School Professor F. Warren McFarlan, *Connecting the Dots: Aligning Projects and Objectives in Unpredictable Times* (Harvard Press 2003), and is currently writing a book titled *The Case for Mass Career Customization* scheduled for release in Summer 2007.

A respected and accomplished adviser, Cathy previously held the position of Global e-Business Leader for Deloitte Consulting. She was named one of the industry's 25 Most Influential Consultants and a "Frontline Leader" by Consulting Magazine. She has been recognized several times by both Women in Technology International (WITI) and the SF Business Times where she was named one of the most influential women in the Bay Area. She is the subject of various articles and media productions on business transformation and women in the global business arena.

Cathy earned her M.B.A. from Harvard Business School (HBS) and her BS degree from Ramapo College. She is a member of Deloitte's Office of the CEO, the Deloitte Foundation Board, and the Consulting Magazine's Board of Advisors. Cathy is a past member of HBS's Global Alumni Board of Directors, and locally sits on the Board and Executive Committee of the HBS Alumni Association for Northern California.



Closing Speaker

Joan Blades

Joan Blades is a co-founder and board member of MoveOn.org, which has an online membership of over 3 million. Mothers Day 2006, she co-founded MomsRising.org with Kristin Rowe-Finkbeiner to tap the power of online grassroots organizing for mothers and families in the U.S. She is also the co-author of *The Motherhood Manifesto*, a member of the Reuniting America advisory board, a software entrepreneur, nature lover, former attorney/mediator, author of *Mediate Your Divorce*, artist, Sunday soccer player, and mother.



Special Acknowledgement

The Berger Institute for Work, Family, and Children would like to thank **Wendy Dickstein Verba '86** for her instrumental role in conceptualizing, planning, and organizing the conference, titled, *CMC Women in Real Life: The Work/Family Challenge*. Wendy has been the driving force in every aspect of the conference. She has great passion for the issues that are important to our alumni and the mission of the Berger Institute.

We were fortunate to meet Wendy when she volunteered to participate on a panel on work and family for the Women's Forum last year. In fact, Wendy was the founder of the Women's Forum when she was a student at CMC in the mid-1980s. After talking with her about her experiences, we invited her to become more involved with the institute because we recognized her terrific abilities to motivate a group and her incredible intellect. Wendy attended our fundraising meeting and had excellent ideas to help move us to a more secure financial position. She suggested that we survey

CMC alumni about work and family issues and was instrumental in developing many of the survey questions. From the tremendous response of the survey, she then suggested organizing a conference for alumni on work and family issues. Wendy has worked tirelessly to make the upcoming conference a success. Thank you Wendy!!

Berger Institute Research Report

It's Back to Work We Go? The Dilemma Facing New Mothers

By Stacy Hawkins, MA

Claremont Graduate University

Statistics in the US show that roughly 85% of pregnant women work during their pregnancy (US Census Bureau, 2005). Once their children are born, however, these moms face a difficult decision: if and when to return to work. On average, new mothers take 8 to 10 weeks of maternity leave (Clark et al., 1997; McGovern et al., 1997). Seventy-five percent of working mothers return to their original job after taking maternity leave (US Census Bureau, 2005).

One factor that influences a new mother when she considers returning to work is her options for paid and unpaid leave. The California Paid Family Leave (CPFL) offers working mothers who pay into State Disability Insurance up to 6 weeks of maternity leave, accompanied by a stipend of 55% of their weekly pay (up to a designated limit). Using CPFL, many mothers find that they are able to take maternity leave without quitting their job or exiting the workforce entirely. This increases employee retention rates, and minimizes the cost of hiring and training new employees. In fact, one cost-benefit analysis estimated that businesses in California could save \$89 million with the increased employee retention stemming from CPFL (Dube & Kaplan, 2002).

Research supports the idea that mothers with paid maternity leave options will return to the workforce after taking leaves. Both men and women who work for employers that offer better family and medical leave plans are more likely to return to work after taking family leave (of any kind) than men and women who work for companies that have few or no leave options (Milkman & Appelbaum, 2004). This is also true for mothers on maternity leave; mothers whose employers offer them paid leave and/or flexible schedules are more likely to return to that job after maternity leave (Glass & Riley, 1998; Waldfogel, 1997). Additional evidence shows that after the introduction of the Family and Medical Leave Act (FMLA) in 1993, the percentage of mothers who quit their jobs after giving birth declined dramatically (Hofert & Curtin, 2006; US Census Bureau, 2005).

One of our on-going projects at the Berger Institute, lovingly referred to as "The Moms Study," surveys new mothers about their experiences with work and family at two time-points in their early postpartum months. With the 82 mothers that have completed our Time 2 surveys so far, we have begun to examine patterns of returning to work. We are interested in learning if length of maternity leave is related to a variety of psychological and social variables. For example, will mothers with longer or optimal maternity leaves be less likely to experience postpartum depression or perhaps the severity of the depression, if experienced, will be less severe, if maternity leave is at least a few months. We expect that mothers with longer leaves will be

more attached to their newborns and more likely to breast feed for longer periods of time. The infants will get to more well baby doctor visits and be more likely to receive their immunizations if mothers do not have to return to work immediately after birth. There are many variables that conceptually are expected to be related to length of maternity leave. The mothers in our sample, thus far, are approximately 24 weeks postpartum, most are married, and, on average, are 30 years old.

In our sample, 66 mothers had reported working while pregnant. Of the 43 mothers who had returned to work so far, 31 mothers returned to their original jobs and 12 were in new positions or with new employers. Few mothers (n = 13) who were working during pregnancy, reported that they were not planning to return to work. And ten mothers were not working because they were still on maternity leave.

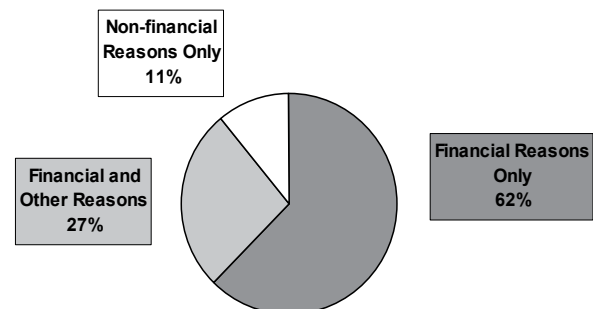
The mothers who had returned to work reported that they were overwhelmingly motivated by financial concerns when deciding whether or not to return to work. A staggering 89% mentioned money or finances as a primary reason for returning to work. Mothers wrote comments like:

- [I am returning to work] for financial reasons – we have a mortgage, etc., and I make more than half of the household income, financial obligations prevent me from staying out of the workforce, and
- [I] can't afford not to return to work.

Some women (27%) gave reasons in addition to finances, citing health insurance benefits and career goals as other motivations for returning to work. Only 11% of mothers did not give financial reasons for returning to work.

Given that we are still collecting data, we do not have enough working mothers at this time to fully explore the role of CPFL in mothers' return to work. As we gather more evidence, we plan to closely examine whether mothers using CPFL are more likely to return to their original jobs than mothers who do not use the program benefits by choice or were not eligible for them. For now, our data provides a glimpse into the situations of new mothers thinking about work and family in the early postpartum months. It is clear that financial concerns are the major factor in decisions about returning to work. We are excited to explore this and other factors, including CPFL, as we learn more about mothers' experiences in the first few months postpartum.

Reasons given by new mothers for returning to work



Berger Institute Research Plans

Preschool Study

BY MACIEL HERNÁNDEZ, '08

“Our challenge is to reach all children early so that every child starts school with the skills needed to learn.” – Laura Bush

And indeed it is a challenge. There are many ways we can reach children early in life, but what probably comes to mind first is preschool, and for good reasons. Studies have shown the benefits of early childhood education programs. Early childhood programs can produce large long-lasting effects on school achievement, grade retention, placement in special education, and social adjustment (Barnett, 1995). Policymakers have responded to preschool's promising outcomes by increasing investment in early childhood programs. Last fiscal year, state pre-kindergarten investments increased by more than \$600 million (Votes Count: Legislative Action on Pre-K Fiscal Year 2006). It is no surprise that preschool is the focus of attention in politics and education as many scholars have looked at the benefits of early childhood intervention.

Dr. James Heckman, Henry Schultz Distinguished Service Professor of Economics at The University of Chicago, provided an analysis of the benefits of preschool in a paper titled “The Technology and Neuroscience of Skill Formation: Invest in Kids Working Groups.” Dr. Heckman states that the success of modern economies partly relies on a workforce that is well-educated and adaptable. He argues that skills that promote schooling and adaptability begin in the family and that skills are developed from a foundation of capacities. Early mastery of skills makes later learning more efficient (Heckman, 2006). Heckman's studies show that early investment in intervention programs greatly reduces later costs. Programs that provide public job training, adult literacy, prisoner rehabilitation, and education for disadvantaged adults have low economic returns compared to the benefits of children who had early interventions in the preschool years (Heckman, 2006). With this in mind, it is important to consider when and where resources are being invested and how to yield more benefits from our investments in intervention programs.

Preschool is a hot topic because of high hopes for its promising results in matching the playing field for all students. More than high hopes though, preschool is becoming the new kindergarten as more demanding curricula are established. The education gap continues as high school drop out rates are highest among students of color. With changing demographics, it is essential to reconcile the educational disparities that we are encounter-

ing. This is a collective issue as everyone is affected by societal inequalities. Dr. Heckman's studies of costs and benefits of early vs. late intervention investments are one example of how social disparities affect the collective interest. Knowing that preschool provides great benefits, it is useful to consider how American families feel about sending their young children to preschool. Among the 59% of families using non parental care for their children between the ages of 3 to 5, only 39% of Latino families choose a formal center or preschool compared with 58% black and 54% white families (Fuller et al, 1998). To put these numbers into context, we need to consider the Latino presence in the U.S. By the year 2020, approximately one fourth of all children in the U.S. will be of Latino origin (Eggers-Pierola, 2002). Thus, the way Latino families think about education and educational policy has implications for the economic and political future of our entire country.

The disparities in percentage of children enrolled in preschool have been explained by difference in financial resources, but what if cost were not a factor? What if universal preschool was a reality? State preschool programs that minimize or eliminate the families' financial cost of preschool exist, and even when preschool is free or nearly-free, the enrollment rates for Latinos are still lower than other ethnicities. We need to consider how early childhood education is valued and what other important values interact in the family's decision to enroll their children in preschool. Students and staff at the Berger Institute are delighted to announce the launch of our most recent project, Latinos and Preschool: A Multidimensional Cultural Model. For this project, we will look at the cultural, social, and economic factors that contribute to decisions about whether and when to enroll children in preschool. Our goal is to understand the decisions about preschool attendance that Latino families make. We want to be able use this knowledge to encourage more Latino families to enroll their children in quality preschool programs so they will succeed in school and ultimately become skilled members of our future workforce.



Berger Institute Research Plans

Can Visuospatial Skills Training Close the Gender Gap in AP Calculus Examinations?

By Patrick Williams

Claremont Graduate University

The following description is a research project that Patrick Williams, a graduate student at Claremont Graduate University, is planning to conduct over the next year as his master's thesis. Diane Halpern, Director of the Berger Institute, is his research advisor. The project is designed to answer a fundamental question about the underrepresentation of women in math and science careers.

There is a discrepancy in the two main indicators of the ability to learn mathematics and science—standardized exams such as the SATs and Advanced Placement Tests, show a large advantage for males; grades in school show a moderate advantage for females in all subject areas, including math and science. There is a substantially smaller percentage of women than men in the upper tails of standardized exams in math and science, a fact that some spokespersons, such as Lawrence Summers, former president of Harvard, have used as evidence to argue that women lack the ability to succeed in science and mathematics. The questions that are used on standardized exams are not directly tied to any particular curriculum. They require a range of solution strategies, including visuospatial skills. At least some portion of the gender differences in performance on tests of mathematical ability stem from differences in the ability to create an image or spatial representation of the information in the problem, otherwise known as visuospatial ability. There is a large body of data showing that males outperform females on some tests of visuospatial ability, and that gender differences in standardized math and science exams can be reduced or eliminated if differences in visuospatial ability are first equated.

Recent research has shown that specially designed courses in visuospatial skills training are effective at the college level. Students of engineering who participated in a visuospatial training intervention and who initially scored as low in visuospatial ability showed better grades in subsequent classes that required a visuospatial component as well as greater retention in college. The research being proposed asks the critical question of whether such classes may be even more beneficial if conducted at the high school level, among highly motivated, college-bound students, namely, advance placement (AP) calculus students. Presently in the design stage, we are planning to offer such a program that will go into effect in the fall of 2007, in selected schools in the Los Angeles area.

Berger Institute Background and Position Paper

Family-Friendly Work Policies: Why Firms Should Invest

BY JUSTIN CAOQUETTE, '08

Psychological research increasingly points toward the home environment as an important factor in healthy child development. The ability of parents to adapt their own time and needs to those of their children is an integral measure of how children fare as they grow. Yet in spite of the abundance of information highlighting the importance of parental involvement in a child's growth, the work situation in United States is taking families away from a balanced work-family life. Fortunately, companies have not only the capacity, but also the economic incentive, to promote family-friendly practices in the workplace that could help employees achieve balance between work and family.

THE ISSUE

Recent trends in work in United States make it increasingly difficult for parents to spend time with their children. Both low-earning and high-earning employees are working longer hours, taking more work home with them, taking less time off from work, and working on weekends. The 8-hour workday is no longer the norm. In addition, e-mail, computers, and cell phones are keeping technologically-savvy employees readily accessible to their bosses at all times. Even women, who have traditionally assumed a majority of the family caretaking responsibilities, are juggling work and family at a faster rate as approximately 70% of mothers with school-aged children work for pay outside the home.

The increasing demands of work are putting a strain on families. When children are young or care needs are high for any reason, women often want high-quality part-time and flexible work, which is rarely available. They face the threat of job loss or stagnation if they take time off from work to care for their children. Employees often do not use the leave to which they are entitled by their employers because they are unwilling to risk the loss of advancement at work. The consequence of more time spent working is less time spent caring for children and others. Unfortunately, many parents feel pressure to trade emotional intimacy with their children for financial stability for the entire family.

Work-family conflict can be even more salient for low-wage earners, who often lack health care, paid sick leave, or other work-related benefits that could help them care for their family. Consequently, sick children in a low-income family could send their parents on a downward financial and psychological spiral, forcing the parents to choose between

the threat of job termination caused by taking time off for childcare and the psychological damage felt by the child from parental absenteeism during the child's illness. The situation for low-wage earners is aggravated by the need to work longer hours to pay bills, the threat of job outsourcing, a lack of high-level skills, and the inability to invest time and money into acquiring better job skills.

FAMILY-FRIENDLY POLICIES

Fortunately, employers, as well as the state and federal governments, have several options for creating family-friendly policies that address these work-family conflicts. They include the following:

- Cross-train employees so that they can take on different shifts and have more flexible schedules.



- Focus on results instead of the number of hours employees spend at work. Ensure that employees who choose flexible schedules are not punished and do not experience limitations to job growth as a result.
- Implement programs that aid low-income parents in obtaining quality jobs by providing assistance with transportation, resume writing, job searches, and job retention services.
- Promote job education and training for mothers on welfare. When mothers on welfare gain job skills they are eligible for quality jobs with family-friendly benefits.
- Coordinate employee focus groups to determine the needs of employees, and let these groups guide policies that allow for a family-friendly environment.
 - Inform employees about their rights and accommodations at work. Working parents often neglect to use paid leave or flexible work hours even when these options are available to them because they are unaware of their availability.
 - If applicable, educate employees about the Family and Medical Leave Act, which provides security for employees working in companies with 50 or more employees who need to take up to 12 weeks of leave to care for an ill family member or a newborn or newly adopted child.
 - Make small business loans available to family businesses, especially those started by women with few job skills who would have difficulty finding work with an employer.

THE BUSINESS CASE

Organizations opposed to government-sponsored leave programs cite the costs of extra training and/or paid leave as deterrents to the implementation of family-friendly policies. But research provides evidence that employees and their families are not the only parties to benefit from family-friendly policies: employers benefit, too. Companies that develop family-friendly programs experience higher employee productivity and commitment, reduced turnover intentions and absenteeism, and higher returns on investment when compared to other firms that have not instituted such programs. General Mills is a gold star employer for its family-friendly policies, offering flexible work arrangements, on-site childcare and healthcare, and a commitment to advancing women's careers. Indeed, General Mills, while investing money in these policies in the short-run,

Berger Institute Background and Position Paper

Teaching a Father Parenting Skills is Key to His – and His Child's – Success

By Stacy Hawkins, MA
Claremont Graduate University

It is clear that families in America are changing – the number of traditional families is declining, and families come in a variety of different configurations. One downside to this changing look of families is the potential disconnect between fathers and their children. As divorce and separation increase, it becomes more difficult for both mothers and fathers to be actively involved in their children's lives. Since mothers are usually given primary custody of children, it is generally fathers who have a more difficult time bonding with their children.

Of course, divorce and separation are not the only reasons why a father might have trouble building a strong relationship with his child. Even before a baby is born, fathers begin to play a role secondary to mothers. For example, prenatal classes for parents often focus only on mothers. This is discouraging because fathers typically know less than mothers about infant development and parenting a newborn (Feldman, Sussman, & Zigler, 2004). Thus, when mothers

take parenting classes, the gap between parents in knowledge and experience only grows wider.

It is unfortunate that few prenatal and early postpartum classes target father education, considering that research shows that taking such classes can have positive and lasting effects for fathers. After new dads participate in parent education, they are typically more involved in caretaking and more confident when caring for their infant (Myers, 1982). Even follow-up studies conducted months or years after the classes show continuing positive effects for both fathers and children (Dachman et al., 1986; Wider, Poisson, Louire, & Greenspan, 1988).

RESPONSIBLE FATHERING

Although fathers are not encouraged to learn about their babies as often as mothers, a recent movement in the federal government is hoping to change that. The changing demographics of families, coupled with research showing that father education can improve parent and child outcomes, has led to increased political action surrounding father education and involvement. The United States Department of Human Health Services is encouraging and funding programs that promote father involvement and increases what they call "responsible fathering." Responsible fathering includes preparing financially and emotionally for a child, ensuring legal paternity of a child, financially supporting a child, and contributing time and energy to raising a child (US DHHS). The last of these objectives has strong implications for the child, as research shows that children with more consistent and positive interactions with their fathers do better socially, academically,

FATHERS WHO PARTICIPATE IN PARENT EDUCATION CLASSES ARE:

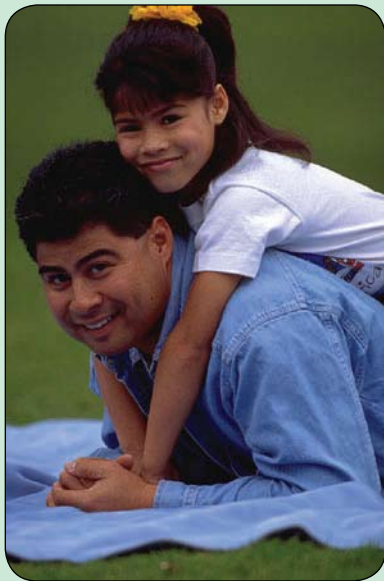
- More knowledgeable about infant development and age-appropriate playtime activities
- More likely to take time off from work during the baby's first six months
- More involved with the care of their infants on a daily basis
- More confident in their parenting and caregiving skills

Family-Friendly Work Policies: Why Firms Should Invest, *continued from page 7*

has enjoyed long-run economic growth due to low turnover rates for employees.

Furthermore, family-friendly practices can improve job performance and save money by reducing stress-related problems. When employees utilize flexible schedules and paid leave, they report less stress, which often translates to less burnout on the job. Organizations can cut financial losses related to the cost of absences, errors, employee turnover, and health care costs by eliminating the stressful work conditions that often lead to these circumstances. Firms could even consider the long-term advantages for programs that keep children above the poverty line: less welfare dependence, criminal behavior, and jail time.

We have created a workaholic culture. Americans work more hours every year than employees in any other country in the world. Even parents who recognize the value of reducing their work hours and spending time with their children are pressured to work just as many overtime hours as colleagues who have no family care responsibilities. In fact, workers can be fired for refusing over-time employment, even if they have family care responsibilities and no one who can take over for them when they are at work. Family-friendly work policies can have long-term psychological as well as economic benefits to families and the organizations that hire them.



and emotionally.

In recent years, many programs have been established to promote responsible fathering. All 50 states (as well as both the District of Columbia and Puerto Rico) support at least one program to increase responsible fatherhood (Knitzer, Bernard, Brenner, & Gadsden, 1997). Thirty-four states run public awareness campaigns that include public service announcements and brochures encour-

aging responsible fathering. Also, most states (40) support projects that strengthen fathers' relationships with their children. This includes mediation and counseling for divorced families, parenting skills classes for incarcerated fathers, programs that try to improve workplace flexibility for fathers, and parent education and support programs available free of cost to all fathers.

One example of a program encouraging responsible fathering is the Nurturing Dads Initiative managed by Children First, a Head Start program in Sarasota, Florida. The Nurturing Dads class is a 9 week course that educates fathers about infant development, teaches parenting skills, and allows men to openly discuss their problems and situations. Since 2002, this program has grown from 1 class to 25, and they even recently graduated their 1,000th dad!

The Parents' Fair Share (PFS) program is another set of projects designed to increase responsible fathering. These programs offer services to fathers of children on welfare by providing job training, encouraging consistent child support payments, and educating fathers about the benefits of playing a larger role in their children's lives by being emotionally and physically available. There are PFS sites in 7 states, including Michigan, California, Tennessee, and New Jersey. Evaluation results show that PFS programs accomplish their goals; after participation, fathers are more likely to be employed, pay child support regularly, and be more involved with their children than before they began attending the PFS programs.

All of the programs offered to new fathers to increase their knowledge and involvement with their children are improving the lives of families across the country. Responsible, involved fathers can have tremendous positive effects on the social, emotional, and even physical development of their children, and parent education classes must continue to target new dads and educate fathers about infant development and parenting skills.

Berger Institute Background and Position Paper

THE CASE FOR AFTER-SCHOOL CARE

By ALISON RYAN, '09

The composition of the labor force has changed dramatically over the past decade, which has contributed to the shifting dynamic of the American family. The number of employed women has increased drastically over the last generation, especially in the past thirty years. Between 1950 and 1998, the percentage of women in the labor force increased by 25.9 percent. In 1996, more than one-fourth of the children in the US were living in single-parent homes (Bureau of Labor Statistics, 2000; U.S. Department of Health and Human Services, 2000). These figures indicate a greatly increased need for after-school care.

Although research has shown that mature children in white rural and suburban environments do not suffer when left alone after school, (Vandell & Corasaniti, 1988; Sarampote, Bassett & Winsler, 2004) children from low income families experience more adjustment problems when they care for themselves after school than similar low-income children in after-school programs. Children from families with low incomes show the greatest benefits from formal after-school programs. They achieve higher grades in school, have better classroom behavior, and show better emotional adjustment (Posner and Vandell, 1994). The gains for low income children are attributed to their participation in structured academic and social activities after school hours. After-school programs that have been associated with the most positive academic, social, and emotional outcomes in the children they serve are costly and therefore are not accessible to low-income families. A solution to this problem is the development of more federally and state funded after-school programs that are accessible to all. Two examples of such programs are California's After School Education and Safety (ASES) program and the School of the 21st Century.

The School of the 21st Century follows children from birth to the age twelve, providing before- and after-school care free of charge. After-school care normally takes place at the child's school, but if it is located off-site, transportation is provided without charge. The implementers of the School of the 21st Century believe that parent education is an important component of child development and incorporates education for parents into their program. Preliminary studies have indicated that children



who participated in the School of the 21st century performed better academically than those in a matched group, indicating the need to further expand the program and disseminate information about its objectives (Zigler, Finn-Stevenson, & Marsland, 1995).

California's After School Education and Safety (ASES) program is a \$121.6 million program funded by the state. Its

FAST FACTS ABOUT AFTER-SCHOOL CARE

- 6.5 million children in grades K-12 are currently in after-school care (Afterschool Alliance, 2004).
- The number of women in the labor force has risen 250% since the 1950s (Bureau of Labor Statistics, 2000).
- There are over 28 million school-age children with both parents in the labor force today (U.S. Dept. of Education, 2001).
- 39% of children between kindergarten and third grade regularly receive non-parental care before or after school (Brimhall et al., 1999).

goal is to promote educationally enriching options both before and after school for California youth in kindergarten through the ninth grade. In order to receive funding from ASES, programs must include two chief components: education and literacy and educational enrichment. The program strives to not just repeat what the children have learned in school, but also present novel learning opportunities and activities. Since its implementation in 1999, studies have shown that children participating in programs under aegis of ASES have demonstrated increased academic achievement, especially among at-risk students, improved social skills and behavior, and a reduction in grade retention. With the possibility that the funding for this program may increase to \$150 million in the coming years, it appears that it will have a continuing impact on California's after-school care programs (California Department of Education, 2002).

Various states, led by California, have recognized the need for safe and affordable after-school care options and have implemented acts such as California's "After-School Learning and Safe Neighborhood Partnerships Program," which promotes intellectual development and provides safe and structured after-school care for children in elementary, middle, and junior high schools (Sarampote, Bassett, & Winsler, 2004). It is important that after-school programs that are already in existence strive to meet federally mandated standards in order to provide the best care for those of varying developmental stages.

It is imperative that an increasing number of states follow California's lead in the battle to increase government funding for after-school programs, especially for at-risk children. If this funding is not provided, the developmental progress of the 6.5 million children in grades K-12 currently in after-school care and the hundreds of others who are alone after school may be in jeopardy (Afterschool Alliance, 2004).

Berger Institute Background and Position Paper

The Case for Paid Leave

BY FREDA FENG, '09

The U.S. is one of only three major industrialized countries worldwide that does not offer any paid family leave support. Further, the U.S. is one of only two countries in the Organization for Economic Cooperation and Development without paid maternity leave. Many employees need family leave to care for aging parents, sick relatives, or children. Approximately 49% of working Americans have NO paid sick days at all (or paid vacation days) (Wiatrowski, 2004) and 40% of workers expect to need family leave within the next 5 years (stateaction.org).

THE ISSUE

The U.S. has made efforts to protect the jobs of its citizens by implementing two acts. The Pregnancy Discrimination Act (PDA) of 1978 makes it illegal to fire, refuse to hire, or deny a woman promotion because she is pregnant. The Family and Medical Leave Act (FMLA) was established in 1993 and makes it a federal law for employees to guarantee up to 12 weeks of unpaid leave each year for workers to care for newborn or adopted children, a seriously ill family member, or to recover from serious health conditions while ensuring that the employee will return to an equivalent job.

Research on FMLA has found that the overall impact of FMLA on employees and employers has been positive. A majority of businesses reported that FMLA had little or no

SOME FMLA STATISTICS

- About half of caregivers reported financial difficulty with FMLA.
- More than half cited financial problems as the reason for not using FMLA.
- 78% of workers surveyed who needed FMLA but did not take it said that they could not afford the unpaid leave (Love, Raikes, Pausell, & Kisker, 2000; Grant, Hatcher, & Patel, 2005).
- Nearly 1 in 10 workers who do take the unpaid FMLA ends up receiving public assistance.
- 88% of those who needed time off but did not take it said they would have taken leave if they could have received more (or at least some) pay during their leave.
- Almost one-third of all workers who needed leave but did not take it cited worry about losing their job as a reason for not taking leave.

adverse effects on employers' business performance. Family leave is good for business; it has been tied to employee retention, increased productivity, and increased morale and loyalty toward the company (Phillips, 2004). Furthermore, businesses have experienced cost savings from FMLA due to decreased turnover (Smith, Downs, & O'Connell, 2001).

Although the government has made efforts to secure the jobs of its citizens, parental leave is unavailable to most Americans, regardless of their income. FMLA protection is limited to only about half of all workers (fewer than 1/5 of new mothers; Ruhm, 1997). Furthermore, FMLA does not help low-income families; approximately 64% of parents cannot afford to take unpaid leave (Han & Waldfogel, 2003).

THE SOLUTION

For many families, unpaid leave is not an option. In 2004, California became the first state in the nation to have any type of paid leave policy. California Paid Family Leave (CPFL) allows eligible workers who pay into State Disability Insurance (SDI) to take up to 6 weeks off with up to 55% pay (up to \$840/week) per 12-month period to care for a sick or aging relative, or to bond with a newborn, adopted, or foster child. However, it is important to note that CPFL does not provide job protection, but FMLA protects jobs in companies with more than 50 employees. CPFL has provided some financial relief for workers who needed to take time off to care for a seriously ill family member or bond with a newborn or adopted child. In its first year, 155,483 Californians – less than 1.2 percent of those eligible – took paid family leave. Experts had predicted nearly twice as many workers would use paid family leave (Kinsman, 2006). The majority of CPFL insurance claims (over 88%) were for bonding with a new child; 83% of those claims were from mothers and 17% from fathers (California Employment Development Department, 2005).

Women are more likely to benefit from paid family leave than men. Paid family leave could help with upward mobility for women, increase long term wages for women (since they are able to stay in the same job instead of leaving employment to care for family members), and help to narrow the wage distribution between women and men (U.S. Department of Labor, 2000). Furthermore, mothers with paid leave tend to work longer into pregnancy, which adds to company productivity. For California companies, these benefits could result in a savings of \$89 million under a paid family leave program, which increases employee retention and decreases turn-over. Additionally, companies in California could save

\$25 million annually due to decreased reliance on assistance programs (Dube & Kaplan, 2002).

Paid leave is a win-win situation for both employers and employees. While employees benefit from paid leave, their employers also have much to gain. The research program director at the Radcliffe Public Policy Institute, Dr. Françoise Carré (1999) stated in support of (H. 1700) an "Act Establishing Family and Employment Security" that some of the most successful companies in the U.S. have a proven track record of providing paid leave options, which help people stay in their jobs. These companies include NationsBank, Home Box Office (HBO), Kellogg, IBM, 3M and American Express. Dupont, a major employer, links its leave policies to higher levels of retention and lower recruitment costs, and Aetna, a life insurance company, reported an increase in the rate of women coming back to work after pregnancy from 77 percent to 91 percent after implementing paid maternity disability leave. The reports from these companies provide evidence which shows that paid leave not only benefits the workers,

but also the company. In addition, the estimated cost for employers to recruit, train, and retain new employee amounts to between 75 to 150 percent of an employee's annual salary. So, companies save money when they implement (partial) paid leave rather than hiring new workers to replace those who leave the company. This action reduces turnover rates because fewer people lose their job or are forced to quit due to family care responsibilities. By implementing paid leave, companies are allowing their employees to take the necessary time to focus on what is important in their life at that moment and then be fully ready to go back to work.



With access to different leave options, employee morale and company loyalty are also positively affected, creating another advantage for employers. When sick workers have the choice of using their paid leave, there is a decreased chance that their sickness will be transferred to others (CLASP, 2007), which helps to maintain overall workers' productivity and helps to maintain the wellbeing of customers.

All people experience significant events in life, from the birth of a child, to taking care of a loved one with an illness. Many of the events require energy, time, and financial costs. Paid leave is a necessity for all workers, regardless of age, social class, or gender. The benefits of paid leave exceed its implementation costs, and it has the power to make lasting impact on the equality of men and women, families and businesses for years into the future.

Spotlight on the Berger Institute Advisory Board

BY MARYA HUSAIN, '09

This was a transitional year for the advisory board as many of our beloved board members moved into the alumni ranks. Please join us in welcoming our newest additions to our board.

SUZANNE SEGAL

Magistrate Judge, Central District of California

Suzanne Segal's involvement with the Berger Institute is essentially a result of the "great experience" she had at CMC as a student. She is proud to profess her strong, positive feelings about the school and her professors who continue to influence and support her even after her graduation. Ms. Segal confesses that she is "please to have this opportunity to give back in some fashion to the school that had given [her] so much."

The research that the Berger Institute engages in touches a "familiar chord" for Ms. Segal. She has experienced numerous challenges at the workplace while raising a family at the same time; as a Magistrate Judge in the Central District of California, Judge Segal would like major corporations to adopt more family-friendly policies and on-site quality child care as well. At the same time, Judge Segal imagines there to be hype about the provision of maternity leave as obligatory for all employers. Families and employees have a role to play in this too, she says. Segal who points out that they must first do research to know the reach or breadth of both state and federal laws that exist to provide benefits to working families.

CAROLYN TUOMALA

Community Volunteer

Similar to the sentiment shared by many of the advisory board members, Ms. Carolyn Tuomala was thrilled to learn about Claremont McKenna Colleges' dedication to research on family and the workplace and matters that mutually affect the two.

Ms. Tuomala points out that her experience in the workplace was very atypical to what most women undergo. After the birth of her first daughter in 1998, she was fortunate to be able to work four days a week [part-time] and in 2003 she further reduced her schedule to three days per week. During 1998 she benefited from a generous maternity leave too! It takes a brave woman to do what she did next. In 2004 she was ready for a change in priorities and decided to stay home full-time.

Ms. Tuomala had blossoming professional career. After graduating from CMC in 1986, Carolyn spent five years working for several real estate consulting firms in southern

California. In 1991 she moved to the San Francisco Bay Area and was unable to find work in the real estate consulting field, so she took a customer service job with Acuson, a manufacturer of diagnostic ultrasound equipment. During the next 13 years she worked in various positions at Acuson including sales, product releases, product marketing and service marketing. In 2000, the company was acquired by Siemens and she was involved with marketing integration issues.

Carolyn lives with her husband Todd, two daughters and a poodle in Atherton, CA while she works on promoting the cause of private schools to children from low income-families.



SHARON DOUGLASS MAYO

*Partner
Arnold & Porter, LLP*

Sharon Douglass Mayo, a 1986 cum laude graduate of Claremont McKenna College, is now a partner in Arnold & Porter's Litigation and Intellectual Property Practice Groups. She received her law degree in 1990 from Loyola Law School. With her expertise in Fifth Amendment issues arising in civil cases, Ms. Mayo represents clients at the trial and appellate levels of California's state and federal courts. As a working mother with a demanding career, she finds balancing work and family an issue that challenges her on a daily basis; it is a concern near and dear to her heart. Sharon recalls the time when she telecommunicated from Los Angeles to San Francisco as part of her work. Because she wasn't required to work the traditional 9 to 5 hours, most people assumed she was working from home in pajamas and not giving her job full attention. Sharon is adamant that alternatives to traditional work hours and practices should not carry a stigma. Having said that, Sharon is impressed at the Berger Institute's work toward building awareness about the California Paid Family Leave Act – legislation she feels most working families are not aware of or do not have the time to look into.

Ms. Mayo believes that very few families can afford to have only one parent working, so as a matter of necessity, the demands and the satisfactions of work and family are bound to collide. "Society needs to find better ways to make

it work,” she says. Greater access to on-site or nearby child care, greater acceptance of innovative ways to get a job done such as flex time, job sharing and telecommunicating are a few suggestions that she gives. As an advisory board member of the Berger Institute, she hopes to give back to the CMC community, what she learned from it as a student.



SCOTT KOSCH
*Managing Director
 Highland Advisors*

For Scott Kosch, work-family issues are close to home. As a student at Claremont McKenna College he remembers taking a course in Early Childhood Education at the Claremont Graduate School and was so absorbed by the content that he followed this

up with an independent study course looking at early childhood education practices at 30 area daycare centers. He fueled his passion on the topic by writing a business plan for an employer-supported childcare center as his senior thesis. Mr. Kosch is confident that work and family issues have become a major concern in the contemporary world to almost everyone. In today’s culture, individuals are driven to work simply to “better their families.” Children are bound to grow up at an earlier age while both parents are busy working. It is an imperative for social and academic institutions to support modern working families in order to keep pace with changing trends. If more is done to support the needs of working families, Mr. Kosch is confident that everyone will benefit in the long run.

What made Mr. Kosch get involved with the Berger Institute? He is impressed at the leadership role that Claremont McKenna College has taken to address the “critical” question of how to balance work and family through promoting research and policy. At the same time, the Berger Institute provides a clear path of opportunities for current students to get involved in these issues, an opportunity Mr. Kosch was not able to benefit from during his years at CMC. Furthermore, there is also not enough awareness about legislation that benefits working families, such as the California Paid Family Leave Act, one of the main projects currently undertaken by the Berger Institute. Mr. Kosch does not hesitate to admit that he would like to see drastic changes in corporations and their work practices. He would like to see the eradication of a double standard that currently exists, allowing a man to take a leave of absence for a trip but looking at leaves for a woman to give birth in a negative light. At the same time, if “maternal leave” is replaced by “paternal leave” then employers will not continue to question the commitment of young mothers in the workforce because of the equal involvement of their



male counterparts within the household.

SUSIE YOON KING
*Senior Counsel
 U.S. Department of Health
 and Human Services*

Ms. Susie King, who provides employment counsel to managers on a daily basis, does not hesitate to acknowledge her passion about working towards creating a balance between an

individuals’ professional and family life. Because her area of expertise lies in federal workplace employment issues, she often finds herself thinking about the constant struggle of compromises and logistics that many workers face. She wishes to see a change in current circumstances so that working parents can spend more time with their families without constant anxiety and exhaustion. She appreciates that the Berger Institute is actively engaging employees, employers, policymakers, and academicians in an on-going dialogue about work and family issues and personally believes that addressing these concerns will work to the benefit of not only the employee but the employer as well. She supports the cause for working parents because she recognizes that our society is not currently designed to provide many viable options to individuals who desire to have a meaningful work life and spend time with their families too.

According to Ms. King, there are very few laws that provide unpaid leave, which imposes financial burdens on already struggling households when there is family emergency or other need to care for family members. The existing legislation provides a minimum floor of corporate behavior that employers must not fall below. Through her experience she has observed that the most beneficial employment programs for employees were the ones instituted by the employer through corporate programs or policies. However, she is hopeful in predicting that employers that desire to retain valuable employees and reduce costs will experiment more with workplace flexibility policies and that they will be open to trying new ways to conduct business that will benefit their employees as well as their business. She very importantly points out that the workforce of today is dynamic and managers and non-supervisory employees are always changing the way business is conducted on a daily basis by engaging in new ways to perform “work” efficiently and in a cost effective manner.

“Home Work” in India: Family Tutions as the Secret of Children’s Success

NITA KUMAR, PH.D.

PROFESSOR OF HISTORY, CMC

**FACULTY AFFILIATE AT BERGER INSTITUTE FOR WORK,
FAMILY, AND CHILDREN**

Dr. Kumar discusses her recent research in India, which was financed, in part, with a faculty summer fellowship from the Berger Institute.

The really breathtaking discovery made by me in a summer project was that school teachers in India did not care to be professionally self-sufficient. The teachers were all as good as declaring, “We are supposed to be teaching. We are not in fact. The main part of the teaching of your child will have to be done by you, the guardians, at home. Find other teachers.”

Part of the discourse of education in India is that the work of learning should be shared by the school and the home. Clear statements are made to the effect that, “The studying should be continued at home too;” “We can only explain in school; the memorization has to be done at home;” or, more rhetorically, “If the work is not taken care of at home, how will anything be accomplished?” Children who are considered as problems are those who “cannot do their homework.” Guardians who are not up to par are those who “do not get the homework done.” Schools which are considered good are those “where homework is given.”

There is a contradiction in what “homework” really implies, as may only be expected. Most of the time the implication is that the student should learn by rote what is written in school. Thus, the teacher writes sentences on the blackboard and the student copies them. Or she gives them questions and answers either orally or in writing and the child writes them down. Or she dictates notes. Sometimes the class goes over an exercise together and fills in blanks or matches right answers. All these are supposed to be revised and memorised at home, whether explicitly told to the student or not, and constitutes “homework.”

But at other times, and in the majority of all cases, homework refers to all the work, literally, of the home, with regard to the student’s learning. That is, the student should understand what to do, how to do it, and then do it, all at home. In no case, of the dozens of schools I observed, was there a suggestion that the student could come back to the teacher and ask what she should do or how, or simply

say that she cannot do it and needs further clarification or help.

There are two problems with this approach to education, which is, universally adopted in all Indian schools in the provinces. One is that the child wastes his or her time since the homework is mechanical and uninspiring. The second, gigantic problem is that giving homework to the children includes the expectation that an adult will help with it, which leads in turn to hiring tutors or sending the child to “coaching” to study.

In Sarojini School, the Manager, Dubeyji, has a familiar attitude of resignation regarding parents, shared by most teachers and administrators, Dubeyji concludes that dealing with parents is useless. Eighty percent of their parents, says Dubeyji, are Muslims, and almost all of them are labourers. The parents cannot and do not help with the homework. So “the school has to take over the guardian’s job.” Then, to my amazement, Dubeyji, with his perspicacity about the social situation of the children and their neighbourhood and families, did not make a single comment about teachers or teaching. He did not know or did not say that most of his teachers came from the same or similar backgrounds. That they perhaps did not have any idea about how to teach, and get out of the cycle of reproduction that they were caught in. That they had all been taught in turn in a certain way and were passing it on, undisturbed by training.

Fatma, a teacher of Nursery, who acknowledged that she studied throughout by rote from “guides,” was asked by me whether her children liked to color. She said, “Yes, they can do that. And those who can’t, I tell them how.”

“Can they color between lines, for example?” I asked.

“They can color between lines but they cannot draw—they must learn how to draw and I have given them homework.”

I watched the child at home who had to draw “a mango.” She had apparently never handled a pencil to draw a circle before. She sat, paralyzed. Her mother cooked nearby. Her father hovered around to help her. He was proud to be sending her to a school that was an “English school,” that had a Nursery class, that apparently took teaching seriously, and gave a lot of homework, including impossible projects such as the drawing of mangoes. Finally, he went next door and borrowed a compass. He tried to show the child how to draw with it.

The pain of the child’s experience was disturbing and the ideas that arose were of the largest significance. Why did Fatma not explain how a mango should be drawn? What drawing meant, and what imagination or observation meant? Why did she not have a class in which children felt comfortable with her instructions and could attempt something without the fear of failing? Why, in turn, did the father simply not give an idea to the child about how

Berger Institute Research Plans

The Roles of Work and Family in the Advancement of Women in Commercial Real Estate

Carli A. Straight, M. A.
Claremont Graduate University

We are in the early stages of a project that will explore reasons for the discrepancies between males and females in the field of commercial real estate. For example, women comprise 15% of all commercial realtors, according to the National Association of Realtors. Further, while many women reach senior and vice president levels, they are significantly less likely than men to hold top-level positions such as CEO, CFO, or president, regardless of the level of experience. Males and females do not make comparable amounts of money, even when age, years in the commercial real estate business, and specialization are taken into account.

Given the glaring inequalities between males and females, our research interests concern why women are entering the field of commercial real estate in such low numbers and how they are faring once they hold positions in this line of work. We know that the answer is not as simple as women prefer not to work in real estate, because they comprise the majority of residential realtors. We believe that there are characteristics that are unique to commercial real estate that affect how women perceive and experience their careers. For one, commercial real estate is risky, in that income is not salaried, but is commission-based and arrives only when the sale is finalized. Because commercial real estate usually involves fewer and larger transactions than residential real estate, it involves more risk than other commission-based professions, and along with increased risk, the possibility of higher pay-offs for successful transactions. It is also time-demanding, requiring training and full-time commitment as

well as frequent travel. We suspect that each of these features is less than desirable for women who dedicate their income and time to raising a family. In the same vein, family to work and work to family conflicts are regularly shown to be important factors to the success of women in high-powered careers. A final factor that we will explore as it relates to the advancement of women in commercial real estate is their lack of access to mentoring relationships, where the unwritten rules for success are passed on from seasoned professionals to their newly entering colleagues.

To answer our questions about what is keeping women from advancing in commercial real estate, we plan to survey men and women who belong to national commercial real estate organizations or attend local and national meetings relevant to commercial real estate about their opinions of and experiences with commission-based income, flexibility of work environment, types of mentoring relationships, opportunities to gain knowledge from supervisors and peers, work to family conflict and family to work conflict, hours worked per week, desired number of work hours per week, supervisor abusiveness/support, confidence, willingness to take risks, job satisfaction, intention to leave, and commitment to employer. After compiling our results, we intend to distribute the information to commercial real estate agencies and organizations so that they may be equipped to develop and maintain women-friendly work environments. With an increasing number of men assuming primary child care responsibilities and needing to care for aging relatives, any work place changes that result in making commercial real estate more “woman-friendly” will also help to attract and retain anyone with family care responsibilities. All of our suggestions will include a “return-on-investment” analysis that calculates the costs of hiring and training new employees, days lost at work when workplaces are not flexible, and “presenteeism,” which is the term for losses when employees are not fully engaged at work. Such analyses usually show that “family-friendly” business practices pay for themselves and often show a handsome return on the investment.

to draw instead of acting as a crutch, and an absurd one at that? He was, incidentally, an artist—a sari weaver—in his own right.

Provincial India is convulsed with the idea that children and their families are somehow hopeless and that teachers have to somehow manage in this ocean of useless, backward families. The only children who are expected to succeed therefore, and are pointed to as succeeding, are those whose families can directly mentor the children or can employ tutors to teach the children at home. Millions of families keep labouring to achieve this. Their children meanwhile, typically fail because the support is too weak, and also spend twice as much time over their studies—once in school and once at home.

Senior Spotlight: Jonathan Strahl, '07

Jonathan Strahl, our senior undergraduate working at the Berger Institute and majoring in Psychology and History, has received a grant from the J. William Fulbright Foreign Scholarship Board to serve as an English Teaching Assistant in Indonesia next year. During his 10-month stay in Indonesia, Jon will teach English to high-school students, fostering cross-cultural communication, and strengthen the American image abroad. We congratulate him and wish him all the best!!!



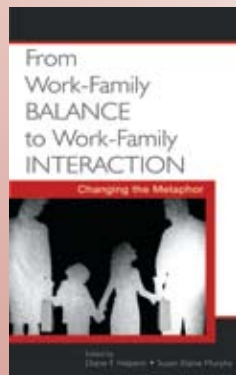
Recent Publications:

**FROM WORK-FAMILY BALANCE
TO WORK-FAMILY INTERACTION:
CHANGING THE METAPHOR**

edited by

Diane F. Halpern and Susan Elaine Murphy

This book brings together a superb panel of interdisciplinary experts to discuss a broad range of topics that pertain to work and family with the goal of helping employers and working families understand the work-life options that are available so they can make choices that offer returns-on investment to employers, families, and society at large that are consistent with personal and societal values.



Lawrence Erlbaum Associates, Inc. (2005)
ISBN 0-8058-4887-8

**CURRENT ISSUES AT THE
INTERSECTION OF WORK AND FAMILY**

edited by

Diane F. Halpern and Heidi R. Riggio

American Behavioral Scientist

Volume 49, Number 9 (May 2006)

Volume 49, Number 10 (June 2006)

The largest social change in the last 50 years has been the involvement of more women in the formal workforce. The May 2006 and June 2006 volumes of the American Behavioral Scientist look at how this powerful transformation has impacted the venerable foundations of work and family, and reflect on the changes needed in organizational practices, social and public policy, families, and society in general to adapt to the changing 21st century workforce.

SAGE Publications

Order online at www.sagepublications.com