ACADEMIC DUAL-CAREER COUPLES LIFESTYLE AFFECTS ON CAREERS IN ACADEME

DISSERTATION
Presented in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in the Graduate School of The Ohio State University

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ABSTRACT

This exploratory qualitative research sought to understand how dual-career couple factors affect faculty couples’ academic careers. Although there is a great deal written about academic careers and dual-career couples, there is limited literature on academic dual-career couples. This investigation focused on the perceptions and experiences of six purposefully selected dual-career academic couples at six schools in a greater Midwestern metropolitan region. The goal was to understand the interaction between dual-career lifestyles and the complex forces that impact their career development over time when one or both were in the establishment stage of their careers. According to Schein (1996), a dual-career lifestyle defines couples’ self-concepts as they seek to coherently integrate two careers and two sets of personal and family concerns into an overall pattern that supports both the personal and professional dimensions of their lives.

Respondents’ perceived critical events, concerns, adjustments and strategies were documented from twelve semi-structured individual and six grounded couple interviews; archival documents (curriculum vitae and institutional websites), and demographic survey data over a nine year period (1994-2003). The content analysis focused on the mesosystem between personal, interpersonal and professional domains which occurred in tandem during each couples’ development as individuals, families and academics over time.

While these couples’ critical events mostly paralleled those of non-dual career faculties, their experiences appeared to be more keenly impacted by six thematic concerns about time and
timing, maintenance money, location and proximity, professional identity, support and scholarship, and relationship issues the impact of their relationships on their careers. When one partner’s career clearly was more advanced, the consequences for the junior members were more dramatic because his/her career decisions were influenced by those made by the more experienced academic in the relationship. However, when couples’ careers were closer in development, couples tended to make more egalitarian decisions by considering the impact of both careers in the short and long run. In light of the increasing dual-career academic couple trend and anticipated turnover for an aging faculty, this study contributes to a better understanding of the interplay between linked academic lives and their impact on career development and decisions over time.
DEDICATION

To my parents,

Cardell Jeanette Jackson Parrish and

the late Foy Jackson Parrish, Sr;

and my only brother,

the late Foy Jackson Parrish, Jr.(a.k.a. Allahku)
ACKNOWLEDGMENTS

First, I thank the couples who shared the personal, relational and professional aspects of their lives for the benefit of this study. With tremendous appreciation and respect, I thank Dr. Robert Silverman, my doctoral advisor and initial dissertation chairperson for his guidance and encouragement by helping me believe I could be a scholar by nominating me for the Ohio State University Presidential Fellowship. I thank Drs. Ada Demb, Janina Latack, Elizabeth Menaghan, Barbara Newman, and Robert Rodgers, whose expertise, intellectual support, and encouragement shaped this study. I am grateful particularly to Dr. Leonard Baird who replaced the retiring Dr. Silverman, and Dr. Chism, who continued as a reviewer, hostess, and good friend even after she left Ohio State.

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For our son Alex, who managed without his mother for several years, and his sister, Monika, a welcomed surprise addition to our family during this study, I pray I have set a positive example that belief in a dream, hard work and persistence pays. Finally, to Winston, my husband, champion, dearest friend, and confidant, who endured long periods of single parenthood while I pursued this degree, I give my everlasting love and sincerest gratitude for pushing, encouraging and believing in me.
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The available literature points to dual career couples as a pressing issue...anecdotal information suggests that many institutions have either instituted policies or have at least grappled with the issue of how to meet the needs of dual career couples...The challenge to address this issue is particularly great in geographical areas where the population base is small and employment opportunities for partners may be especially restricted. Because the number of persons involved in academic professional relationships continues to increase, the issue of partnered professionals will grow to have even greater impact on an institution’s ability to recruit and retain faculty.

(Wolf-Wendel, et al., 1998)

It is the rare person who does not need to integrate work and family worlds at some level (Blanshan & Gee, 1993). To set the stage for this study of faculty couples in higher education, it is useful to review several dynamics which are converging to bring this reality in focus for academic couples. The changing workforce in which more women have entered, the increasing trend of well educated workers marrying each other, the graying of the professoriate leading to anticipated faculty shortages due to faculty turnover, and a cultural shift in gender roles among couples who both work are just the tip of the proverbial iceberg. For the last twenty years, colleges and universities have been challenged by the increasing number of faculty with professional spouses who also work in postsecondary education. The challenges have arisen because of the persistent academic culture based upon the traditional male model in which men work “out in the world” to financially support the family while women worked in the home to care for the home and family (Hall, Anderson & Willingham, 2004).

According to the most recent National Study of Postsecondary Faculty (NSOPF: 99 (2002)) faculties are the pivotal resource around which the process and outcomes of postsecondary education revolves. Often, these men and women determine curriculum content,
student performance standards, and the quality of students’ preparation for careers. Faculty members perform research and development work upon which this nation’s technological and economic advancement depends. They make valuable contributions to society through their public service activities. This report posits that for these reasons, it is essential to understand who they are; what they do; and how and why they are changing (NCES, 2001).

According to Finkelstein (1984), college careers have unique career dimensions that qualitatively are different from most occupations. First, academics’ disciplinary peers expect that peer reviews and professional use of their work will be part of the assessment process to evaluate one’s knowledge creation and scholarly contributions to one’s field. Second, these expectations are a function of disciplinary standards determined by a national (and increasingly international) community of scholars but they directly influence the teaching and service responsibilities, promotion opportunities, and tenure attainment of faculty at the campus level. Third, “Although law, medicine, or business have many attractive features in common with academia, what seems to distinguish academia from other careers is the relative importance of independence and autonomy (Perry, Menec & Struthers, 1999 p. 186). Because of faculty’s unique career dimensions, academic dual-career couples, although a segment of the dual-career population, are assumed to be distinctive enough to require further study beyond what has been done in the dual-career and faculty career literature.

Today, the American academic profession is today the largest in the world (Altbach, 2001). About 1.1 million faculty teach in our nation’s approximately 3,400 degree-granting postsecondary institutions (U.S. Department of Education, 2001). The term “faculty” refers to all employees who have faculty status, regardless of instructional responsibilities, and individuals with instructional responsibilities, regardless of faculty status. The role of faculty in these institutions is critical to the success of postsecondary education in the United States. (U.S. Department of Education, 2001).
Historically, the overwhelming majority of graduate degrees were conferred to men who took on the role of provider in traditional single earner families (Mason & Golden (2002). Yet recently, the U.S. Department of Education (2001) surveyed 4,197 accredited colleges and universities during the 2001-2002 academic year and found more women than men earned associate, bachelor’s, and master’s degrees. A separate analysis of the annual National Opinion Research Center Survey of Earned Doctorates data, and from other federally sponsored national data sets, found the sharp increase in women’s participation in graduate education is a striking thirty-year upward trend (NORC, 2002; Mason & Goulden, 2002). The number of women receiving all types of degrees has been increasing at a faster rate than for men. At the doctoral level, women earned 44 percent of all doctorates in 2001. Of all doctorates that year, regardless of nationality, 29.1 percent planned to continue their studies as postdoctorates. Approximately 53 percent doctorate all U.S. citizens recipients with firm commitments noted higher education as their intended workplace (NORC, 2002).

The following year, 51 percent of all doctorates awarded to U.S. citizens went to women, higher than the 49.5 percent in 2002 and marking the first time U.S. women were awarded more doctorates than their male counterparts. Of all doctorates that year, regardless of nationality, 31 percent planned to continue their studies as postdoctorates (NORC, 2003). U.S. citizen recipients with firm employment commitments noted academe as their workplace of choice at 55 percent. However, the gains made by women must be tempered with this most recent study’s other finding that the total number of Ph.D. degrees awarded has declined to a 10-year low point nationwide. These figures are significant because, according to the National Research Council, individuals recently and currently receiving Ph.D.’s include the current and future pool from which tomorrow’s faculty will be drawn.

With the increasing number of women in the workforce in general, and academe in particular, there have been a corresponding increase in the number of college faculty and administrators in dual-career relationships (Wolf-Wendel, Twombly, & Rice (2003, 2001 & 2000);
According to Creamer (2001), at the beginning of the current millennium more than 35% of full-time faculty had spouses or partners in the same profession. This increasing trend further supports the reality that dual-career couples are a growing presence in U.S. higher education. As a result of this trend, the need for change in how “work and family” is conceptualized has become necessary because the old “male as breadwinner/female as homemaker” template does not reflect contemporary reality for the majority of families (Moen & Han, 2001). And with the anticipation that fifty percent of the current higher education faculty will retire over the next ten years (Wulff, Austin, et al., 2004), academic administrators increasingly have been confronted with changing recruitment and retention issues and dilemmas when trying to recruit and retain talented faculty.

Based on the American Association of University Professors 2000-2001 Annual Report on the Economic Status of the Profession, Bellas found full-time women academics account for 36 percent of all faculties. Among tenured or tenure-eligible faculty, women make up 46 percent of assistant professors, 36 percent of associate professors, and 21 percent of full professors. She also established that women were represented disproportionately among instructor, lecturer and unranked positions, holding 58 percent of instructorships, 55 percent of lectureships, and 48 percent of unranked positions (Bellas, 2001).

Recently, the American Association of University Professors published a "Statement of Principles on Family Responsibilities and Academic Work," approved by the American Association of University Professors' Committee on the Status of Women in the Academic Profession and Committee A on Academic Freedom and Tenure. For faculty couples with children, the choices made often reflect the ongoing competition between the needs of the family and the requirements of the job. According to this 2001 report, the conflict between work and family obligations that many faculty members experience tends to be more acute for women faculty than for men:
"Raising a child takes 20 years, not one semester. American women, who still do the vast majority of child care, will not achieve equality in academia so long as the ideal academic is defined as someone who takes no time off for child-rearing. With teaching, research, committee assignments, and other responsibilities, pre-tenure academics commonly work many hours of overtime. Defining job requirements in this way tends to eliminate virtually all mothers, so it is not surprising the percentage of tenured women in U.S. colleges and universities has climbed so slowly." (AAUP, 2001)

The Association has also recognized that although many men take substantial responsibility for the care of children, women still assume more responsibility for childrearing than men (Hall, Anderson & Willingham, 2004). Therefore, the AAUP has called for broader and more inclusive policies to create a more responsive climate for integrating work and family responsibilities. It encourages institutions to change so both female and male faculty may participate more fully in the care of their children, parents and other family members without directly causing undue obstacles to pursuing a successful academic career. A specific recommendation it made was that colleges and universities should grant new parents extra time to help prepare for tenure reviews (AAUP, 2001; Wilson, 2001).

Dual-careerism, a family structure in which either spouses or relational partners are actively pursuing individual careers, is steadily increasing in frequency (Wolf-Wendel, Twombly & Rice, 1999; Adler, Adler, Ahrons, Perlmuter, Staples, & Warren, 1989; Hertz, 1986; Rapoport & Rapoport, 1971). More and more couples are sharing mutual interests in careers and in fact are working in the same or closely related professional fields as more women receive advanced degrees and enter the work force (Adler, et. al., 1989; Kantrowitz, 1988, Kaplan, 1994). An increasing number of these couples are experiencing dual-career lifestyles in which couples seek to integrate two careers and two sets of personal and family concerns into a coherent overall pattern as part of their larger life system (Schein, 1996).
The primary question guiding this inquiry is how does being in a dual-career relationship affect the individual academic careers of faculty couples when one or both members are in the beginning stages of their faculty careers? The population chosen for this study is dual-academic career couples with at least one partner in a tenure-track appointment and the spouse seeking one (Barbee and Cunningham, 1990; Bird & Bird, 1987). In the review of literature in the next chapter, the nature of the issues faced by dual-career couples with faculty appointments at institutions of higher education is addressed. The relevant conceptual frameworks are presented and definitions described which lead to the research questions this study addressed.

**Dual-Career Couples**

The literature is replete with different terminology for working couples. A dual-career couple is defined in the literature as two persons engaged in a lifestyle in which the individuals pursue separate career roles along with their committed love relationship (Rapoport & Rapoport, 1976; Washer, Chiaravalli and Jones, 1984). A lifestyle is defined as a way of life or style of living that reflects the attitudes and values of a person or group (American Heritage® Dictionary of the English Language, 2002).

Dual-career couples include those who have professional, managerial, or administrative occupations (Newgren, Kellogg, and Gardner, 1988). Dual-career couples represent a unique subset of working couples (Stoltz-Loike, 1994). They also are a subgroup of dual-income families, a term used to describe when both the husband and wife work outside the home. Dual-income, dual-paycheck, dual-earner, two-income, two-paycheck, or two-earner couples are generally interchangeable terms. Dual-career couples, who also have been referred to as dual-professional couples, are distinguished from two-income couples by the emphasis and commitment that both partners place on their professional careers (Gilmore and Fannin, 1982; Greenhaus, 1988). Careers demand a high degree of individual commitment to the work roles and constant updating of professional knowledge (Rapoport and Rapoport, 1969). Under the dual-career or -professional umbrella are the academic dual-career couples and power couples,
highly-educated professionals. This subgroup consists of couples in which both members have separate professional level careers and dual conjoint-career couples (Adler, et al., 1989) who pursue their career interests by writing, working, practicing, and/or teaching together. Power couples (Costa & Kahn, 1999) are those in which both spouses have a college education.

In her often-cited study of dual-career couples, Sekaran (1986) stated that usually the work place is spatially and temporally discrete from the family home. However, she found increasingly that work and family overlap considerably, emotionally, psychologically and structurally, especially for the working couple. She posits that the balancing of work and family life calls for a reordering of roles, priorities and schedules that run counter to the traditional patterns of gender-based behaviors and personnel policies of most complex organizations. Sekaran found that dual-career couples typically progress through a number of developmental stages, which include:

1. entering professional/ academic training;
2. deciding on dual-career couple lifestyle;
3. getting established as a dual-career couple;
4. establishing norms, status and power issues;
5. expanding roles (career/ spouse/parent); and
6. preparing for retirement.

She concluded that dual-career couples experience many frustrations that stem from conflicts with the culturally normed, traditional patterns of behavior followed by organizations and the persons they employ. However, the individuals who comprise the couples may experience these stages at different times within their relationships. This asynchrony can make it difficult to coordinate or synchronize their career advances and plateaus due to disparate abilities, unpredictable occupational opportunities, chronological age differentials, and varying career patterns (Sekaran & Hall, 1989; Adler, et al., 1989).
To date, business and industry have been the pioneers in developing formal and informal policies to recruit and manage dual-career couples as the growing number of dual-career couples in management roles demand that personnel policies be adapted to the changing needs of the work force. Newgren, Kellogg and Gardner (1988) asserted that the needs of dual-career couples had become an issue of increasing concern to employers, and that the nineties found companies developing policies that responded to these needs. This viewpoint continues to be supported by more recent research on dual-career academic couples by Wolf-Wendel, Twombly & Rice, 1998, 1999.

**Academic Careers**

Academic careers must be considered within the context of an academe that is loosely stratified in its structure and reward system. The quality of scholarship is judged by disciplinary peers based upon research quality and productivity, publications, presentations, and involvement in professional activities beyond the home campus. Organizational advancement is based upon peers’ assessment of performance as a teacher and involvement in service activities. Service activities include administrative roles (governance, institutional service, committee work, receipt of honors and recognition for community service, etc). The rewards for doing well at both levels can include peer recognition, formal receipt of awards, professional honors, prestigious appointments, promotion in academic rank, scholarly merit pay, release time, resources (laboratory space, graduate students, equipment, travel, etc.). For the more research-oriented institutions, an academic's scholarly contributions become of greater importance when considered for promotion and/or tenure. The visibility of one’s scholarly work typically relies upon collegial familiarity with and actual use of one's work by disciplinary peers as evidence by one's work cited by others knowledgeable in the field. As a consequence, the types of institution as well as the disciplinary affiliations are important factors which shape the work that academics perform, and dictate the requirements for tenure if it is to be granted.
The concept of tenure is a policy that after the successful expiration of a probationary period, teachers or investigators should have permanent or continuous tenure. Once tenure has been granted, their services should be terminated but for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies. It is considered to be a means to certain ends: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society (AAUP, 1940).

In an American Faculty Poll of over 1,511 respondents, Sanderson, Phua & Herda (2000) found that faculty tended to fall into one of four tenure categories:

1. 62 percent have tenure
2. 19 percent are on tenure-track appointments
3. 10 percent are at colleges and universities that have formal tenure systems but do not hold tenure-eligible appointments
4. 9 percent teach at institutions that do not have a tenure system.

Those in the latter two categories, without tenure or prospects of tenure, are more likely to teach only undergraduates. Sanderson, Phua & Herda (2000) concluded that this is in part a function of the type of institution, but also a result of the way teaching duties are assigned and priorities and expectations are established.

The structural aspects defining the academic career course - career entry, movement through the disciplinary and institutional tracks, job changing, the normative context within which the course is pursued, the conditions of work and norms that govern individual orientation to this particular vocation - are based upon the notion that a person's career should be considered in isolation as the product of a single journey. Historically the single journey was one the male, as breadwinner, assumed. Archetypically, males have filled that one career. Consequently, the
myth of the "academic man" (Wilson, 1942), the academic as an autonomous professional
(Baruch & Hall (2004), is changing as is the singleness of the journey as increasing numbers of
working women enter the professoriate (Finkelstein, 1984)).

In addition, changing demographics have resulted in an increasingly diverse faculty.
Women, minorities and dual-career couples have presented challenges to universities
accustomed to recruiting and promoting individuals from more traditional backgrounds (Dowd,
1993). Adding to the challenges faculty face on the job are the many pressures they face in their
personal lives. Although male and female faculty members tend to have roughly the same
number of children, women are more likely than men to interrupt their careers for health or family
reasons (29 percent among women compared to 6 percent among men). Most faculty reportedly
experienced stress from managing household and child care responsibilities (81 percent among
women, 66 percent among men) and spent at least seventeen hours per week attending to
household and child care responsibilities (31 percent among women, 15 percent among men).
Based upon these results, it is perhaps not surprising that faculty, particularly those with families,
experience stress due to the "lack of personal time" (88 percent of women, 75 percent of men)
(Higher Education Research Institute, 1999).

Because college and university faculties are selected from national or international labor
pools, taking an academic job usually requires migration that increasingly has involved the
challenge of relocating two careers (Brooker-Gross & Maraffa, 1989). Statistics show that dual-
career status is likely to affect an employee's decision to accept or reject a move (Collie, 1989).
Yet, most dual-career couples have not anticipated that their higher education institutions would
concretely address issues that are particularly troublesome for dual-career families.

Many researchers have confirmed that academic faculty progress through an
evolutionary course from early career: entry, establishment, advancement; to mid-career:
advancement, maintenance, and full-membership with tenure; to late career: plateauing,
mentorship, and disengagement (Baldwin and Blackburn, 1981; Hall, 1986; Levinson, Darrow,
Klein, Levinson & McKee, 1987) which, in some respects, parallel the dual-career couple’s developmental process previously mentioned. Finally, according to the AAUP Statement on Faculty Workload (2000):

"In the American system of higher education, faculty "workloads" are usually described in hours per week of formal class meetings. As a measurement, this leaves much to be desired. It fails to consider other time-consuming institutional duties of the faculty member, and, even in terms of teaching, it misrepresents the true situation. The teacher normally spends far less time in the classroom than in preparation, conferences, grading of papers and examinations, and supervision of remedial or advanced student work. Preparation, in particular, is of critical importance, and is probably the most unremitting of these demands; not only preparation for specific classes or conferences, but that more general preparation in the discipline, by keeping up with recent developments and strengthening one’s grasp on older materials, without which the faculty member will soon dwindle into ineffectiveness as scholar and teacher."

These pressures have added to the challenges faced by academic dual-career couples

**Dual-Career Academics**

In the early nineties, Smart and Smart (1990) reported that enlightened self-interest was beginning to lead some college and university administrators to examine spouse-partner assistance programs to determine possible recruitment, market competition, retention rate, faculty and staff health, and community participation benefits. The following year, Baker and Roehrig, 1991 found few universities had formal policies or programs that addressed the needs of dual-career couples on their campuses. More recently, Wolf-Wendel, Twombly & Rice, 1999 found there had been little research that addressed the issue of academic dual-career couples from an institutional policy perspective. In their study of a national sample of chief academic officers, they found only 22 percent had spousal hiring policies or practices at their institutions (Wolf-Wendel, Twombly & Rice, 1999, 1998). Desrochers (2001) found there had been little research on the work and family lives of university faculty. From these studies, it can be concluded that in practice, despite the increase in the number of dual-career couples on campuses, academic institutions have been slow to respond to dual-career employees because college administrators have not seriously examined this growing phenomenon.
With the increase in the number of working couples in the work force, dual-career couple issues will become critically relevant as colleges and universities struggle to fill their vacant positions. Some researchers recognize the need to know what factors affect the lives of current and potential faculty. Sorcinelli & Near (1989) stated:

There is a need for research that explores the relationship between academic work and personal life. It is especially important given the high, and increasingly absorbing level of commitment required of an entrant into the academic career, the increase in dual-career and commuter couples, the growing proportion of women academics who marry and bear children, and male academics who find themselves expected to take on family commitments (page 24).

Through understanding the dynamics of dual-careers and their impact on faculty careers, higher education employers will be better prepared to anticipate and respond to the realities of contemporary lifestyles of faculties. According to Finkelstein (1984), faculty careers are, by definition, autonomous and independent ventures but they do have predictable career choice points. To the extent that job and career change decisions are predicted, the timing of these predictable career choice points is shaped by the structure of the academic career. The faculty career structure appears to give rise to predictable periods of reassessment when consideration of job changes, if not actual moves, are likely to occur. However, because the academic career structure rewards autonomy over cooperation and geographic mobility over stability (Krahenbuhl, 1998; Smart & McLaughlin, 1978), dual-career couples may find it difficult to coordinate or synchronize their career advances and plateaus due to differential abilities as well as the unpredictability of occupational opportunities (Farley, 1982; Sekaran & Hall, 1989).

Because of market conditions, new hires tend to be older than new entrants in previous times (reportedly because it is taking longer to complete their degrees and find academic positions). About one third of all full-time faculties have been teaching full time for seven years or less. With more than 35% of full-time faculty with a spouse or partner in the same profession, dual career couples are a growing presence in higher education in the U.S. (Creamer, 2001).
Rationale

The dual-career lifestyle effects on academic couples’ employment status can be understood based upon four key themes which have surfaced from recent studies published by the Cornell Employment and Family Careers Institute (Moen, Harris-Abbott, Lee & Roehling, 1999; also see: http://www.blcc.cornell.edu/cci/current.html). First, like the present study, studying couples in tandem will increase our understanding of how personal, family and career events share, shape and mold academic couples’ life courses as individuals, couples, and professionals.

Second, such studies should address career processes by focusing on transitions and trajectories, and not as snapshots at one point in time. Personal and professional changes can lead to transitions such as moving between employment and unemployment, geographical relocation, job changes, new research foci, becoming parents, experiencing the empty nest, and retirement. Trajectories suggest progressing through roles with increasing complexity and responsibility and can be either personal or professional. For academics, the most common teaching career trajectory is to progress to full professor. However, alternative trajectories exist for academics. Rather than remaining in a teaching progression, teachers may become administrators. Of the six couples in the current study, only one female was an administrator at the beginning of the study while one of the full professors eventually became the department chairperson. The remainder who chose to stay in the profession remained in teaching.

Third, as in this study, the interplay between career and family should be examined at different stages of life courses. This includes periods with and without children in the family. The needs of couples at different stages of life change as they progress from couples without children, becoming new, established and later parents of adult children, and those with "empty nests". The addition of children in couples’ lives can have great influence on later decisions, both personal and professional. Typically, although not always, career development over time can follow a similar path from initiating, establishing, maintaining, Finally, contextual factors such as gender,
cohort and organizational similarities and differences, are important to understanding how various work/family issues are resolved. (Han & Moen, 1999; Roehling & Moen, 1998).

Organizational sensitivity to the development differences in dual-career couple employees and the different issues they face as a result of where they individually and collectively are in their careers and personal lives, is important for the couples to feel valued by their employing organizations. The willingness of academic institutions to be flexible, creative and innovative in accommodating these work force and lifestyle changes will enhance the role of academic institutions in the 21st century and enable them to compensate for the family dynamics of today’s employees.

Thus, the purpose of this study is to understand how dual-career couple factors affect the careers of faculty couples in dual-academic relationships. This investigation will focus on the perceptions and experiences of an appropriately sized purposefully heterogeneous sample group of academic dual-career couples in which at least one member of each couple currently is on the tenure-track as junior faculty at a college or university in the Indianapolis metropolitan area. It will isolate those observations to adult and career development issues related to faculty being in dual-career couple relationships during their academic careers, and make comparisons between the experiences of dual-academic faculty’s careers with the extant literature on non-dual career faculty.

The results of this study will increase academic administrators’ understanding of how dual-career couple status impacts faculty careers. With this information, institutional administrators will be better able to anticipate, plan, and implement policies and procedures that will attract and retain valued dual-academic career faculty members. Doing so will help to meet the anticipated employment demands of the next (Friedman, Rimsky & Johnson. 1996).
The major research questions for this study are:

1. What are the critical incidents (Mann, 1989, Baldwin, 1979; Blackburn and Havighurst, 1979; Flanagan, 1954) processes or events which academic dual-career couples perceive as important to the development of their individual careers?

2. How do members of academic dual-career couples interpret these critical events within the context of being in dual-career couple relationships?

3. How do academic dual-career couples perceive the impact of dual-career couple issues on their individual careers?

4. How are these faculty members' career adjustments and concerns, strategies, and professional careers affected by their dual-career lifestyle?

The strategy of the study was to analyze the critical events for evidence of career concerns, adjustments and developments that result when two academic career structures intersect and interact within the context of academia. The critical events which faculty in the study identify as important to their early career development were juxtaposed with the career issues related to spousal employment patterns affected by administrative responses to their needs. While the critical events these faculty identify emerged from the data during the interview process, it was expected that issues such as confidentiality, nepotism, competition, prejudicial recruitment, compensation, promotion and tenure policies, and other career concerns identified through extant literature would emerge as they impact the relationship between dual-career couple status and the academic careers of faculty. To a limited degree, these issues did appear as concerns.

**Definitions**

Academic career stages: predictable periods of growth in the academic career during which specific career tasks related to teaching, research, publishing and service are expected to be completed in order to earn promotion and tenure.
For this study, the academic career stages referred to faculty appointments as follows:
Current appointment as: assistant or associate professor or professor:

- Early pretenure (years 1 and 2)
- Middle pretenure (years 3 and 4)
- Late pretenure (years 5 and 6)
- Post-tenure (year 7 or more)

For faculty who taught at another institution and were granted advanced credit for those experiences, the current institution was used to classify the individual’s position within the academic career cycle.

Career concerns: career exploration, establishment, maintenance, disengagement and change behaviors as identified in the responses to interview questions grounded in the theoretical constructs represented in The Adult Career Concerns Inventory (ACCI) developed by Super, Thompson & Lindeman (1988).

Career adjustment and development is identified by responses to interview questions grounded in the theoretical constructs represented in Career Adjustment and Development Inventory (CADI) developed by Crites (1979).

Critical career incidents: an occurrence of a definite or distinctive identity that had significance in the respondent’s career. The event could be a notable event or a minor incident (American Heritage Dictionary (2002). The key to being critical is how the respondent felt the event or incident made an impact on his/her career. These could include successes or disappointments in one’s work or personal life that have significant impact on the respondents’ career (Mann, 1989).

Critical incident technique (CIT): an appropriate qualitative research tool used for gaining an understanding of the nature of specific real-world job and classroom settings (Redmann, Lambrecht,& Stitt-Gohdes, 2000).
Committed relationship: a dyadic interpersonal relationship in which the personal and career goals of the “significant other” are as important as one’s own; indication of commitment was evidenced as reported by the couple.

Dual-academic: couples in which both members were employed in regular tenure-line or tenured faculty positions as defined by their employing institution(s).

Dual-career couples: two persons engaged in a lifestyle in which both have professional, managerial, or administrative career roles which demand intense involvement, long hours and much psychic energy, along with a committed relationship (Gappa, O’Barr & St. John-Parsons, 1980; Newgren, Kellogg and Gardner, 1988; Rapaport & Rapaport, 1969, 1976; Weishaar, Chiaravalli & Jones, 1984). This study is limited to heterosexual couples.

Dual-career lifestyle: a way couples live which defines their self-concepts as they seek to integrate their two careers, and two sets of personal and family concerns, into a coherent overall pattern that supports both the personal and professional dimensions of their lives (Schein, 1996).

Junior faculty: faculty who had not attained tenure at their current institution at the time of the study. Generally, they were at the establishment stage of their careers.

Lifestyle: A way of life or style of living that reflects the attitudes and values of a person or group (American Heritage® Dictionary of the English Language, 2002).

Primary respondent: male or female faculty member employed by the study site employer or another post-secondary institution that was the primary contact person for the couple. Primary respondent could have been involved in independent faculty activities, on sabbatical or limited release time from the employing institution.

Regular faculty appointment: academic appointments which are either tenured and tenure-track positions at a college or university.
Secondary respondent: spouse or partner of the primary respondent who was either employed as a faculty member, involved in independent faculty activities, on sabbatical, or limited period of release time from the employing institution.

Tenure: an arrangement under which faculty appointments in an institution of higher education are continued until retirement age or physical disability, subject to dismissal for adequate cause or unavoidable termination on account of financial exigency or change or institution program (AAUP, 1940). It also refers to the status of a personnel position or a person occupying a position or occupation with respect to the permanence of position (Berger, Kirshstein & Rowe, 2001).

Tenure-track: faculty positions that lead to the consideration for tenure (Berger, A., Kirshstein, R., & Rowe, E., 2001).

Limitations

This is an exploratory study and is limited to examining the impact of dual-career couple issues on the careers of selected married, heterosexual couples in committed relationships who have college teaching careers. Thus, in trying to understand and interpret how academic dual-career couples operate in the college faculty arena, this focus on the influence that family circumstances have on academic careers will present a relatively new line of research in the dual-career couple and faculty career literature.

This study does not presume to describe the lives and experiences of all academic dual-career couples in higher education. However, by providing some insights into the academic careers of the selected couples as they perceive them, and by comparing the results with the observations in the extant literature on dual-career couples and faculty careers, this study will illuminate important issues which impact many dual-academic couples.
CHAPTER 2

LITERATURE REVIEW

Academic couples face an extremely difficult task; namely finding two positions that will permit them to live in the same geographic region, coordinate their lives, and meet the short and long-term professional goals of each partner.

Wolf-Wendel, Twombly & Rice, 1999 p.2

One of the most significant changes in the American workforce has been the dramatic increase in the number of women in the labor force. Both husband and wife now work in the majority of married-couple families; fewer than 20 percent of married-couple families follow the traditional male breadwinner/female homemaker model (Moen, 1999; U.S. Department of Labor, 2001). The Chronicle of Higher Education (Wilson, 2001a) reported about a national faculty survey completed in 1997 that found 35 percent of male professors and 40 percent of female faculty members had partners who also were academics. While much research has been done on dual-career couples, and numerous studies concerning the nature of academic careers, few studies have focused on dual-career couple academics. What is lacking is attention to the impact that dual-career relationships have on the academic careers of couples with faculty appointments.

Jones, Hoenack and Hammida (1994) stated that a potentially important use for research on faculty career development is in the design of institutional policies to maximize the career development potential of each faculty member, in general, and tenure-track assistant professors, in particular. And, as McNeil & Sher (1998) found in their web-based survey to assess the extent to which academic dual-career couple problems affect the scientific community and some possible solutions, the difficulties that dual-career couples face is problematic throughout society and is restricted neither to academia nor to the scientific community. For these reasons, this
study will contribute to the bodies of knowledge about dual-career and faculty career development.

To address how dual-career relationships affect individual academic couples’ careers, four bodies of literature informed this study: (1) life course development, (2) work/family interface (including dual-careers research), (3) ecological systems, and (4) academic career development. The research methods used were qualitative and interpretative, using life course narrative interviews as a primary data collection method. The literature related to these research methods is included in Chapter 3.

**Life Course Development**

A life course approach to human development investigates people’s lives as they progress along their life paths in historical context as well as the situational and chance events shaping them. Traditionally, human development focused on the individual as a psychological being. However, in more recent years, it has broadened its conceptualization to the development of the individual life cycle in context. It covers human development beyond childhood and across generations, patterns of continuity and change in social roles, relationships, health and personality, and multiple, interdependent trajectories. While early experiences matter, it is the strategic adaptations to changing circumstances and unchanging exigencies, generally age-graded and lock-step, which is the main focus of this type of research. In other words, humans experience similar challenges, opportunities and constraints as they age and develop through their lives. These challenges present themselves as we transition from one developmental stage to another. In fact, these psychosocial challenges often are the impetus for one moving from one developmental stage to another beginning in childhood through old age (Carter & McGoldrick, 1999). A focus on transitions and risks broadens the “work-life” issue to incorporate everyone in the new workforce – men and women – at different ages and stages. A life course framework examines the dynamic ways work systems and family systems interconnect, suggesting possibilities for change (Moen, 2003).
Earlier studies conducted by family and human development researchers focused on work and family role patterns, work/non-work spillover, lifestyle satisfaction, sex role definition and management, division of domestic work, decision-making processes, marital relations, parenting participation, effects on child development, and work and family stress (Gappa, O’Barr & St. John-Parsons 1980; O’Barr, 1978; Rapoport & Rapoport, 1976, 1971, 1969). These studies increased the understanding of how the work of employed couples impacted family processes across the lifespan. The increasing attention which dual-careerism has gotten in the literature coincided with the fact that this family structure, in which both spouses or relational partners are pursuing individual careers, has increased steadily (Adler, et al., 1989; Hertz, 1986; Rapoport & Rapoport, 1971). In their multinational, comparative life history studies of educated couples in thirteen countries, including the United States, Timm, Blossfeld & Lankutiss (2003) have found that educational systems are marriage markets in modern societies. They concluded there are a combination of three factors which tends to increase the formation of couples with equally educated partners and education homogamy: (1) people often prefer to associate with equally educated partners; (2) educational expansion increases contact opportunities for equally educated men and women at an age when younger people start to look for partners and form couples, and (3) women’s changing economic roles in dual-earner societies, such as the United States and other westernized countries, increases the importance of women’s education and labor force attachment. This study provides some evidence at to why the incidence of couples with individual careers is on the rise.

Since its inception in 1997, the Cornell Employment and Family Careers Institute, funded by the Alfred P. Sloan Foundation and located within the Bronfenbrenner Life Course Center, has been performing extensive life course research to understand how and why family and employment careers in the twenty-first century are undergoing remarkable social changes. In so doing, its researchers have developed a distinctive life course focus to examine questions on work/family issues by looking at different Individuals in the various life stages described earlier. The five major life stages are: younger non-parents (at least one member of the couple is
younger than age 50 and no children are in the home); launching (those with pre-school children in the home); establishment (with school-aged children in the home); adult children (adult children in the home); and empty nest (those whose grown children have left home and those couples in which both are 50 or older and have no children).

This conceptual framework consisting of time, tandem, context and process, was influenced by the ecological systems model of human development proposed by Urie Bronfenbrenner and presented later in this chapter. The present study used this framework as a guide to look at academic couples at different life stages (time); using couples as the unit of analysis (tandem); and probing gender, & cohort similarities and differences in academic careers where they primarily occur (context), and examining how dual-career demands influence academic careers, not as snapshots at one point in time but their transitions and trajectories (process). Consistent with the current research on work life issues, the life courses stages of each couple are based upon the age of the female of each couple since work/family issues disproportionately impact women more so than their male counterparts.

Work/Family Interface

According to Han & Moen (2001), conceptually there is a need for a framework that integrates women’s and men’s work and family. This section briefly describes family/work interface literature which is central to the dual-career phenomena. Beginning in the late 1960’s, most such studies were performed by researchers within the family and human development areas (primarily in sociology, psychology, counseling, and social work).

In answer to Han & Moen’s (2001) assertion for a need for a conceptual framework that integrates women’s and men’s work and family, a useful framework borrowed from Bronfenbrenner (1979) is his ecological systems approach to examining careers in context. He views family and work as subsystems which are interconnected in that changes in the family system affects work and vice versa. While researchers have examine different levels of the
changing structures of the American family, which are defined below, it has been said that the
distinctions between work and family have been blurred (Gilbert, 1993). Applying
Bronfenbrenner’s framework, one can make distinctions between family and work research
approaches according to the level of interaction under study.

The Carter & McGoldrick (1999, p. 6) concentric circle model of stress through the family
also places the individual at the center with larger circles representing various relationships
(immediate and extended family, community and larger society) as dynamic influential levels over
time. Their model supports the idea that the context in which one’s work and family activities
occur can have crucial influences on how one’s career develops.

In addition to the importance of context, theoretically these life domains have boundaries
so it is possible for each to be considered separately. According to Desrochers (2001), work-
family role boundary ambiguity is the extent to which the border between the work and family
domains overlap and the boundaries of where work life ends and family life begins to become
unclear. This construct previously had labeled role blurring in the boundary theory developed by
Nippert-Eng (1996) in her groundbreaking work on boundary management and separation in
everyday life. She believes boundary management is enacted through practical and visible
activities involving decisions concerning boundary separation. That is, some manage work and
family as segmented and mutually exclusive worlds as their means of coping with the needs of
both.

In the case of academics, and as a consequence of the work flexibility they enjoy, the
boundary between work and home is permeable. Just as many professors perform their career
work at home, family responsibilities can spillover into the workday (Desrochers, 2001).
However, it is important to point out that the amount of spillover from home to work varies by
discipline as well as institutional policies. For example, scientists spend most of their work time
on campus in laboratories with graduate students and other professors. In other academic
departments it is not unusual for professors in English, history, modern languages, political
science, and psychology, to come to the campus only two or three days a week. The rest of the time professors spend writing at home or conducting research in libraries, archives, and museums. Because they are not tied to lab or studio work, or the work to be done does not require physically being on campus, professors can do work at home such as reading literature within their discipline, grading papers, doing online research, corresponding with colleagues, and preparing lesson plans and lectures, presentations, demonstrations and handouts for their courses. Some institutions have policies that limit working away from campus such as faculty being required to schedule a certain number of office hours per week outside of class time or that limit faculty to one day of consultation work away from campus (Wilson, 2001c). But generally, she reported that many professors prefer to do some of their work at home.

Desrocher’s (2001) concluded from his study of business faculty members that if they felt that the boundary between work and family was blurred, they were more likely to experience work-family conflict or interference. He also investigated the relationship between how much faculty identified with their roles as parents and professionals, and how much time they committed to doing both. If faculty identified more strongly with their parent role and used effective strategies for coping with multiple role demand, they were less likely to experience work-family role interference. When faculty tried blending career-parenting roles, there was an increase of work-family boundary ambiguity; whereas greater parenting commitment was associated with lower boundary ambiguity.

Their patterns of time usage suggested that generally they spent large amounts of time on career and moderate amounts of time on parenting. However, when gender was factored in, it appeared that although women spent more time parenting than men, men and women did not differ greatly in the amount of time they spent on their career roles. Desrocher accounted for this difference in role demands outside of work for men was because men were less likely to have primary responsibility for home management and upkeep. He noted that women who spent more time in the parent role, had greater parent identity, and greater parent role commitment, had
lower career identity salience than men did. Greater parent role commitment was associated with less use of home role coping strategies and lower work-family boundary ambiguity. On the other hand, for men and not women, greater use of home role coping strategies was associated with more time spent in the parent role, greater career role commitment, and greater blending of parent and career work at home. Desrocher’s findings lend support to the permeability of the boundaries between academic work and family.

**Dual-Career Couples Research**

Dual-career families, which are inclusive of dual-career couples, are a subgroup of dual-income or -worker or -earner families in which both the husband and wife have paid jobs. “Dual-income, -worker or -earner” are analogous terms with “two-paycheck” or “dual-paycheck.” However, these latter terms are distinguished from “dual-career” families or couples because they do not reflect the development mobility, career salience and career emphasis that both spouses and partners place on their professional careers (Gilmore and Fannin, 1982).

The Rapoorts’ concept of “career” included positions which require a high degree of commitment and which have a continuous development character. They defined a developmental career as one in which individuals develop careers by moving from one job or stage to another, continuously gathering and applying relevant experience for improved performance in a more senior position or in a more expert role, or a progression of posts leading upwards in some kind of hierarchy or proceeding through stages of cultivation and experience, and accumulating expertise (Rapoport & Rapoport, 1969). The Rapoorts predicted that the dual-career family was a structural type that was emerging as an important option for a future in which both men and women would have increased education and training. Placed within a larger context, this prediction is supported by a U.S. Bureau of Labor Statistics (2004) report that the proportion of married-couple families in which both the husband and wife were employed represented 50.9 percent of married-couple families in 2003. It also reported that both parents were employed in 60.7 percent of married-couple families with children under 18.
Careers demand a high degree of individual commitment to the work role and constant updating of professional knowledge and a significant amount of psychic energy (Gappa, O’Barr & St. John-Parsons, 1980; Sekaran, 1986). Dual-career couples also have been referred to as “dual-professional” (Linder, 1983) or “dual or two-profession couples,” or “power couples” in which both husband and wife have college educations (Costa & Kahn, 1999) are terms which encompass the dual-career couples with professional careers. More specialized terms, such as the “conjoint-career couples” who share mutual career interests by working in the same or closely related professional fields (Adler, Adler, Ahrons, Perlmutter, Staples & Warren, 1989) and “academic dual-career couples” who individually have faculty appointments (Barbee & Cunningham, 1990), also have been discussed. Whichever is used, each term reflects the increasing number of working couples in the work force (Piotrkowski, Rapoport & Rapoport, 1987). For the purpose of this study, the term “dual-career couples” will be used in general while “academic dual-career couples” will be used to refer to the group under study.

Throughout the 1970’s, Rapoport and Rapoport (1971, 1976, and 1978) and others contributed to a period of intense research on how dual-career status impacts individuals, their marriages, their relationships with others, and their families (Poloma, Pendleton & Garland, 1981). Consequently, many issues that affect dual-career couples have been identified in the literature. Various dual-career studies in psychology, sociology, social work and counseling followed which focused on self-concept, career salience and job involvement, career competence, professional competition, and communication within couples were common (Vannoy-Hiller & Philliber, 1989; Voydanoff, 1987). Studies also have been reported on dual-career couples’ decision-making processes, work role conflicts, social values and policies, mental health, marital communication, life transitions, and coping strategies (Hochschild, 1989; Sekaran, & Hall, 1987; Zvonkovic, et. al, 1996).

Collie (1989) reported that since the late 1970’s, the dual-career couple has been of increasing concern to employers in business and industry. Studies in business and industry tend
to focus on the problems of geographic mobility associated with career transitions, changing
employment patterns, societal and public policy considerations, organizational approaches in
response to changing employee values, personnel and fringe benefits policies, job satisfaction,
flexible work arrangements, employer sponsored or subsidized child and/or elder care, cost-
effective ways of retaining employees (Newgren, Kellogg, & Gardner, 1988; Werbel & Hames,
1996). This business literature focused more on how family and personal issues impact the
performance of employees and how informed organizational policies can make positive
differences in employee performance and the organizations’ bottom lines.

Initially, researchers of dual-career couples collected data primarily in business settings
and from people who work in corporate and industrial settings. Their research has helped to
convince business employers that it is good business to invest in support resources which enable
employees with families to value both life domains without jeopardizing employees’ career
development. Business and industry has taken the lead in responding to the concerns of
employees with working spouses. Lay and DeWine’s (1986) study of 201 dual-career couples
tested the hypothesis that increased attention by organizations to the interests of their dual-career
employees generates increased organization commitment and showed a significant positive
relationship between the level of commitment and the increased attention by organizations to and
maintenance of communication about dual-career issues. Their finding supports Brakeman’s
(1983) conclusion that employers’ efforts to support and accommodate dual-career couples is
good for the employing organization.

Dual-career couples are differentiated by a variety of situation circumstances, such as
personal, environmental and relational factors (Levinger & Huston, 1990), which influence each
couples’ experience as a dual-career couple. Such circumstances include the status of their
relationship (i.e. cohabiting, first-marriage or remarriage, the stage of their interpersonal
relationship (i.e. new, maintaining, or), and the nature of the couples’ relationship (traditional,
contemporary or untraditional (Carter and McGoldrick, 1999; Baker, 1992; Adler, et al., 1989). It
also includes the composition of the family unit (couples with no children, children, and/or step-
children, as well as the number of siblings; the relative ages of the people who comprise the
couples’ immediate family; and the type and nature of the career each has (i.e. full vs. part-time,
structured vs. flexible scheduling, amount of travel necessary to perform job functions; work shift
variations, etc.) (Finchem & Bradbury, 1990). These conclusions are consistent with Baker’s
(1992) finding that academic dual-career couples, as a subset of dual-career couples in higher
education, are diverse and characterized by careers which are approached differently as
determined by individual, personal and interpersonal circumstances as previously mentioned.

Newgren, Kellogg & Gardner (1988) documented some of the key obstacles to relocation. These
obstacles include the anti-nepotism policies which preclude the couple working for the same
employer, the high cost of housing, the high cost of living, depressed real estate markets,
reluctance of a spouse or partner to leave his/her job, and the lack of career opportunity for the
spouse or partner in the potential job location. In the academic work context, Moore and Sagaria
(1982) concluded in their study of the career mobility of academic employees that as married
persons become increasingly dependent upon dual incomes, geographic mobility becomes more
restrictive for couples seeking two positions.

While academic dual-career couples’ vocational progress mirrors their faculty colleagues
without academic partners, there are some areas of concern which continue to challenge these
professional couples. Issues of confidentiality, anti-nepotism, competition, prejudicial
recruitment, compensation, promotion and tenure policies are common concerns across work
classifications and settings including college campuses (Gappa, O’Barr & St. John-Parsons,

Predictions of faculty shortages coupled with the increasing number of faculty with partners, who have spouses or partners with professional faculty-oriented careers are important
conditions which make this study timely. The few related studies which have been documented
differ from this study. There were three findings in the dual-career studies which were conducted
within a higher education context which differ from the current study. First, with a few notable exceptions, most dual-career couples studies are not limited to couples in which partners or spouse both work in higher education (Hoffman & DeSole, 1976; Gappa, O’Barr, & St. John-Parsons, 1980; Brakeman, 1988; Brooker-Gross & Maraffa, 1989; and Stafford and Spanier, 1991). Second, although the Adler, et al. (1989) study specifically examined academic dual-career couples, it was limited to self-reports of the six conjoint career couples, a unique group within the present study’s target group. Third, Barbee and Cunningham’s study (1990) was limited to dual-academic married couples who worked in the same departments, another limitation that distinguishes it from the present study.

**Ecological Perspectives Model**

Ecological systems theory has been described as a sociocultural view of human development that states that human behavior results from the dynamic, ongoing interaction between a person and complex linkages among several factors that constitute one’s life called the ecosystem). One of the most cited ecological models was developed by Bronfenbrenner (1979) as a theory of child development. Bronfenbrenner (1994) conceptualized the ecological environment, or the context in which human development occurs, as a set of five "nested structures" which sometimes are referred to as systems or environments. He theorized that developmental outcomes are influenced by interactions between microsystems, the immediate settings that contain the developing person. The remaining structures, in order of the distance of their influence on the developing individual, include mesosystems (processes among two or more microsystems; both contain the developing person), exosystems (processes between two or more settings; only one contains the developing person), macrosystems (influences of the broader cultural and socioeconomic environments), and chronosystems (socio-historical conditions which reflect the constantly changing temporal component of the environment that can influence development).
The microsystem reflects the context that contains the developing person and represents the most direct contextual influence on the individual (Vondracek, Lerner & Schulenberg, 1986). Bronfenbrenner (1979) describes this level as “activities, roles and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics” (p. 22) which provide the links between the developing person and the given context (Vondracek, Lerner & Schulenberg, 1986). The internal dynamics of interpersonal relationships influence activities or behaviors performed alone, in relations with others, or by others directed toward the individual, such as interactions at home, school or work settings. Microanalytic studies would include those of interpersonal relationships, roles and role expectations, and the physical, structural and material features of a family or work group (Vondracek, Lerner & Schulenberg, 1986) within one setting. They also would include studies of household dynamics, socio-emotional quality of relationships, collegial or peer relationships, power and decision-making processes, or socialization customs.

The mesosystem encompasses interrelations among two or more microsystems, each of which contain the developing person (Bronfenbrenner, 1994). The mesosystem is a set of interrelations between two or more settings in which the developing person becomes an active participant and is differentiated from microsystem research because the focus is upon interactions which take place across setting boundaries (Bronfenbrenner, 1979). In their review of family and work research, Piotrkowski, Rapoport and Rapoport (1987) focus on the relationship of work life to the internal dynamics of the family. At this level, the interconnections which occur when one individual participates in two or more settings (i.e. home and work) is of interest to the researcher (Vondracek, Lerner & Schulenberg, 1986). Much of the dual-career research falls in this category and focuses primarily on how work affects the family (Piotrkowski, Rapoport & Rapoport, 1987).

Bronfenbrenner (1979) describes exosystem research as examining one or more settings but the focus shifts to the causal sequences connecting external events to processes within the
microsystem, as well as connecting these microsystems processes to changes in the developing person. He distinguishes this type of research by the researcher studying the effects of what is happening in these settings rather than the actor as an active participant. Examples include events that occur in the community, organization, or other circumstances that the developing person is affected by but does participate in. Vondracek, Lerner & Schulenberg (1986) stated that these causal connections rarely have been made in the career development literature.

The macrosystem represents the final and highest level of the Bronfenbrenner subsystems. Bronfenbrenner (1979) defines it as "the consistency observed within a given culture or subculture in the form and content of its constituent micro-, meso-, and exosystems, as well as any belief systems or ideology underlying such consistencies" (p. 258). Vondracek, Lerner & Schulenberg (1986) explained that macroanalytic research highlights the environmental or contextual differences in order to (italics added) examine the processes by which such differences impact the course of human development. Piotrkowski, Rapoport & Rapoport (1987) see macroanalytic studies of family-work relations "as the context for understanding the specific interactions between families and the work life of their members" (p. 251). Examples include cohort studies to look at family and work interactions over time, demographic studies of family variables and labor-force participation, social policy studies and social-historical research on the connections between work and family (Piotrkowski, Rapoport & Rapoport, 1987; Glass & Estes, 1996).

After his original conceptualization, Bronfenbrenner (1994) added a temporal dimension representing the consistency or change over the life course; he has labeled it the chronosystem. It includes socio-historical conditions represented by the patterning of environmental events and transitions over time. These historical events or social conditions occur within the environment and includes changes such as life transitions, within the person. These nested structures of the ecological systems proposed by Bronfenbrenner’s (see Figure 2.1) and its conceptualizing of the process-person-context-time model provides a useful framework for examining work and family
interactions over the life course. However, as a comprehensive model of environmental influences on human development, it has been criticized for failing to account for the influence of biological and cognitive processes. From this brief review of the family-work literature, it appears that a majority of these studies have been at the micro- and meso-levels of work/family research. The majority of studies have focused on the interface between family and work structures, and how organizational, group or individual level interactions impact work and family. The concepts of microsystems and the mesosystem interactions which occurs between them are useful in explaining career behaviors because they place individuals in context as couples deal with family and work issues and the dynamic contextual factors that shape the development of careers. The current study focuses on the meso-level, the relationships between dual-career couples and each of their academic careers. These resulting issues were categorized into three life domains: personal, relational and professional. This three-part presentation was based upon Troll's ecology model of inter-related change documented in lecture notes by William Dowling (EDRS 672 Spring Quarter 1990 at The Ohio State University and personal communication with Lillian Troll, developmental psychologist, Summer 1998) represent the three microsystems: personal, relationship and career domains. I observed the respondents in their natural contexts: their places of employment and/or the couples' homes. However, unlike most mesosystem studies of family-work interactions, this study examines how the family lifestyle (dual-career) impacts work (the individuals' careers) of couples rather than how work affects home life.

Blackburn & Lawrence (1995) define an academic career as a construct conceived to include an individual’s patterns or sequences of academic and administrative positions and his/her present position within a college or university. Many factors shape academic careers. They include graduate education, professional socialization experiences; academic discipline; normative structures of discipline and employing institution; accomplishments such as publication record, teaching awards, grants and fellowships; type of institution in which one works; and person’s career age (number of years in full-time academic appointment).
FIGURE 2.1  PEOPLE IN CONTEXT WITHIN ECOLOGICAL SYSTEMS
Bronfenbrenner (1979 & 1994)
The career development area includes many studies on academic careers and faculty career development. Career development is the progressive process of coping with career tasks corresponding to one’s life stage (Super, 1957). At career development’s core is mastering the psychosocial demands of career and life transitions to formulate and differentiate vocational preferences and career plans, and the readiness to implement these preferences and plans (Seifert, 1994).

These demands are described in the 1999 National Study of Postsecondary Faculty published by the U.S. Department of Education’s National Center for Education Statistics, which showed that full-time faculty members work about fifty-five hours a week. During those hours, faculty perform a large variety of tasks (also see Appendix J for a comprehensive list of duties), the majority of which are subsumed under the three major foci of teaching, research/scholarship, and service. However, professors’ work time actually goes beyond the main three if one includes professional development and administrative activities. The time allocation varies considerably by institution and academic discipline; however the average time allocations for all professorial duties have been reported as follows:

**Teaching (57.1%)**

- Instructing; grading papers; preparing courses; developing new curricula; advising or supervising students; or working with student organizations or intramural sports.

**Research/scholarship (15.3%)**

- Researching; reviewing or preparing articles or books; attending or preparing for professional meetings or conferences; reviewing proposals; seeking outside funding; giving performances or exhibitions in the fine or applied arts; or giving speeches.
**Administration (13.4%)**

Performing managerial or other organizationally supportive activities

**Other: Professional Growth, Outside Consultant/Freelancing; and Service/Other (14.2%).**

Professional growth: Taking courses, pursuing an advanced degree or attending other professional development activities to remain current in their field of practice

Outside consulting or freelance work: Conducting outside consulting or other employment.

Service/other: Includes providing legal or medical service or psychological counseling to clients or patients; providing paid or unpaid community or public service, or service to professional societies/associations; or participating in other activities or work not listed above.

According to Dowd (1993), faculty’s personal issues include the balancing these work demands and family demands on time, family considerations such as partner employment opportunities and caring for aging parents, and dealing with special issues such as the need to obtain citizenship. Personal dilemmas include the competing demands of work and family roles on the time and psychological energy of the individual (Spiker-Miller & Kees (1995), Dowd (1993), Hochschild, 1989). Family dilemmas include competing time commitments that do not allow either spouse time or flexibility to handle unexpected domestic or child career problems; and division of roles and subsequent overload particularly when children were present (Wolf-Wendel, Twombly & Rice, 2003; Spiker-Miller & Kees (1995), Dowd (1993), Kelly (1990), Hochschild, (1989)).

The professional dilemmas are balancing teaching, research and other responsibilities, obtaining appropriate feedback about performance in relation to tenure requirements, and dealing with universities experiencing changes in mission and purpose. However, the career dilemmas
which could have the greatest impact on the accompanying spouse include conflicts between the
needs of one career and those of the other; and geographic relocation to further the career
development of one spouse (Spiker-Miller & Kees, 1995; Dowd, 1993; Hochschild, 1989).

In an earlier study (Baker, 1992) of dual-career couples in higher education, I developed
a tentative model to demonstrate the interrelatedness of the personal, relational and professional
domains. Patterned loosely on a model of interrelated change proposed by Troll, and Menges’
model of concentric circles representing the layers of faculty academic life (Menges, 1994;
Dinham, 1999), the Baker model has an inclusive structure which parallels and expands upon a
similar model developed by McNish (1994) based upon her study of six couples’ identities,
relationships, rewards and balance mentioned earlier. McNish’s phenomenological study of
being a partner in a dual academic career marriage focused on three categories: career decision-
making, career concerns and career adjustments. Placing the academic career in context, these
decisions, concerns and adjustments are influenced by adult, family and career development
dynamics.

And as Gmelch (1996) wrote, for many faculties, academic work has become their entire
life. Professorial activities can consume more than half of one’s working hours. The trend of
greater emphasis on research at previously traditional teaching institutions, and greater teaching
emphasis at previously research oriented schools, has put pressure on today’s faculty members.
Gmelch observed that the once unquestioning, single-minded professor is now struggling to
balance his/her time between total academic consumption and a fulfilled personal life.

**Academic Career Development**

There has been some agreement that academic careers tend to follow similar structures.
Baldwin & Blackburn (1981) and Finkelstein (1984) each developed their ideal conception of
academic career progression over time. While there are differences between the two as shown in
Table 2.1, developmentally they parallel each other albeit not perfectly. Finkelstein has outlined
his ideal structural and normative development stages of faculty careers by expanding on the
entry and establishment stages of a professional career. Ideally, a novice academician enters the profession after, although it may also occur during, graduate education. His career progression model is similar to the model proposed by Baldwin & Blackburn (1981). Faculty’s initial appointment may be tenure-track at the assistant professor level, or non-tenure track as instructor, lecturer, research assistant, adjunct or assistant professor. Tenure track positions, which tend to be more valued in academe, generally begin with assistant professor, leads to promotion as associate professor and receiving tenure, then some years later to full professor (Clark, 1987).

Table 2.1 also displays selected related adult, marital and career development models impacting male and female individuals’ life courses: (Sheehy’s passages and Levinson’s transitions), families (Carter & McGoldrick’s family life cycle stages), career development (Super’s lifespan stages), and dual-career couples. Sekaran theorized that couples with professional careers often progress through a developmental process which parallels individual, family and career development stages such as the ones described. The dual-career stages are: (1) deciding on a dual-career couple lifestyle; (2) getting established as a dual-career couple; (3) establishing norms, status and power issues; (4) expanding roles (career, spouse, parent); and (5) preparing for retirement.

These ideas are illuminated by other research; for example, studies regarding the socialization processes of faculty are well documented by Creswell & Bean (1981) and Orczyk (1990b). Academic professionals have a level of commitment, education, and identity investment that usually exceed that of those who have jobs. In the case of couples who are both faculty members, they have a shared sense of professional identity as academics. Even when spouses work at different types of colleges, in different disciplines, on different campuses, they share similar expectations regarding handling the balance between teaching, research, service, administration, and professional development.
In her study of six couples’ experiences of being partners in dual-academic marriages, McNish (1994) concluded there were four multi-level themes that emerged from her analysis of the twelve interviews: identity, relationships, balance and rewards. Identity included both intrapersonal and personal, the degree that individuals view themselves as individuals, and successfully interact in relations. Relationships included personal, professional and relationships which crossed both personal and professional boundaries such as having a spouse work in the same department. Balance was composed of time and energy, aspects of career and balancing personal and professional responsibilities. Rewards were recognition of successful performance of various roles and ability to maintain a sense of personal identity.

One complicating issue is that the nature of academic careers often forces faculty to seek employment at colleges and universities with a need for the disciplines they teach since not all schools teach all subjects. This narrowed group of job prospects can be scattered across the country in different regions, at different types of institutions in a variety of geographic settings. In addition, even for the institutions needing experts in the couples’ disciplines, the composition of the existing faculty’s areas of expertise may preclude a spouse whose subspecialties may either duplicate existing faculties’ or may be incompatible with them. While these judgments may appear to be more subjective than objective, they rarely are called into question since the deliberations faculty make to identify and select potential colleagues are not a matter of public record. Rarely are these decisions subject to review. Consequently, these conditions of employment make finding academic appointments for married couples challenging (See the discussion of the diversity of the American higher education system in Chapter 1).

- The issue of location generally comes up during a job transition or significant life event that changes one’s needs. For couples starting their first academic appointment, as well as when one spouse or both are offered positions geographically distant from where they currently live, the issues remain the same.

How do we decide when and where to relocate and under what
<table>
<thead>
<tr>
<th>INDIVIDUAL Stages, Transitions and Passages</th>
<th>RELATIONAL</th>
<th>PROFESSIONAL Academic Careers</th>
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<tr>
<td><strong>COMPOSITES</strong></td>
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<tr>
<td><strong>YOUNG ADULTHOOD</strong></td>
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<tr>
<td>(18-34) Leaving home (18-22)</td>
<td>Early adult transition (17-22)</td>
<td>Professional Training (14-24)</td>
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<tr>
<td>Becoming adult (22-28)</td>
<td>Entering adult world (22-28)</td>
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<tr>
<td>30 Transition (28-34)</td>
<td>30 transition (28-33)</td>
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<tr>
<td>Catch 30 (28-32)</td>
<td>Pregnancy/Birth (28-33)</td>
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<tr>
<td>MIDDLE ADULTHOOD (35-60)</td>
<td>FIRST ADULTHOOD (30-45)</td>
<td>Rearing young Child(ren) (28-33)</td>
</tr>
<tr>
<td>(35-60) Setting down (33-40)</td>
<td>Rearing adolescents (33-40)</td>
<td>Dual-career lifestyle established</td>
</tr>
<tr>
<td>40 Transition</td>
<td>Midlife transition (40-45)</td>
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<tr>
<td>Catch 40</td>
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<tr>
<td>Settling down (46-53)</td>
<td>Entering middle adulthood (45-50)</td>
<td>Maintenance (45-65)</td>
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<td>SECOND ADULTHOOD (45-85)</td>
<td>Raising adolescents (45-50)</td>
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<td>50 Transition (50-55)</td>
<td>Age 50 transition (50-55)</td>
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<tr>
<td>Midlife explosion Mastery (45-65)</td>
<td>Launching children &amp; moving on (50-55)</td>
<td>Expanding roles (professional, spouse, parent)</td>
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<tr>
<td>Settling down (50-55)</td>
<td>Curlimgen of middle adulthood (55-60)</td>
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<td>60 Transition (56-64)</td>
<td>Late adulthood transition (60-65)</td>
<td>Empty nest</td>
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<tr>
<td>Preparing for retirement (56-64)</td>
<td>Late adulthood (65+)</td>
<td>Preparing for retirement (65 &amp; over)</td>
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<tr>
<td>LATE ADULTHOOD (60+)</td>
<td>Late adulthood (65+)</td>
<td>Disengagement (65 &amp; over)</td>
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<td>TABLE 2.1 INDIVIDUAL, RELATIONAL &amp; PROFESSIONAL DEVELOPMENT STAGES</td>
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conditions will we find positions at the same or in geographic proximity to each other’s institution and/or home?

Mont (1989), and later Baker (1992), independently coined the term “anchored” to describe couples whose migration decisions differ from what they would be if they were single as opposed to married. The Mont survey of 1,087 single and married adults found that among migrating couples:

- the rise in women’s employment and earnings has a dampening effect on mobility, but among married couples, consideration of the husband’s career dominated even though the wife’s career has some influence, and
- men were more likely than their wives to be “tied” to a particular region
- women are more likely than their husbands’ to be “forced to leave” a particular region.

Baker’s 1992 internet survey of academic dual-career couples also concluded that women’s careers often were anchored by their spouses’, a finding that was consistent with Mont.

These trends are complicated by the fact that faculty reputations and influence within their fields of expertise go beyond individual institutions. The publications, research, and active involvement in discipline specific societies and professional organizations radiate throughout academic communities and reflect back to the institution in which the academic is associated. So, even if a couple seeks employment at different local institutions, their current reputations or perceived future contributions to their disciplines can either facilitate or impede their success in gaining academic appointments. Another reality of the academic life is not all colleges and universities teach the subjects that may be in line with an individual’s academic preparation.

match the spouses’ areas of expertise.

Academic dual-career couples’ professional experiences parallel those of academics irrespective of being in dual-career relationships. They follow similar paths by entering the
profession as graduate students, earning the appropriate degrees and certifications and accepting their first full time teaching position. Academics usually progress through the ranks, eventually leaving academe by retiring, changing careers and moving on, or by dying.

Parallel to these career paths are the probable personal and relationship developments such as dating, becoming a committed couple, marrying, and becoming established as a couple. Many couples experience becoming new parents, being established parents, expanding roles through volunteer or other commitments, the empty nest syndrome, and possible divorce or loss of loved ones. These developments are consistent with many of the prevailing adult development models related to career and dual-career development.

What distinguishes academic dual-career couples from colleagues without spouses or with spouses who either do not work outside the home, or are employed in jobs rather than careers? The literature makes the distinction between work and career. In this context, work refers to the actual tasks done to complete a project or process. The work may or may not be related to one’s career but has a narrower focus than a career. A career has longevity and a broader focus than work. Typically, careers are characterized by greater commitment made through extensive academic and/or on-the-job preparation, defined processes of development and advancement, and socialized identity development in which the career is an important part of who each person is. Academic careers certainly fit this description by requiring advanced academic degrees, a defined process of advancement from lecturer through full professor, and on-the-job training as graduate students and junior faculty (lecturers, instructors, and assistant professors). Academic careers and personal lifestyles conflict most when each partner sees his/her career aspirations as important and there seems to be little room for compromise. Some the strategies these couples used to deal with these concerns included:

(1) Establishing boundaries between work and home to decrease spillover effects from work to home and from home to work.
(2) Using the time flexibility of being a professor to one's advantage while being vigilant in keeping those boundaries;

(3) Recognizing that both benefits and hindrances can result from couples both being faculty members and are shaped by whether they share similar or different disciplines, departmental affiliations, universities or colleges, and/or types of institutions.

(4) For many dual-academic couples, the willingness to be mobile is a key ingredient for the success of both couples when finding appropriate appointments may not be possible in a single geographic location.

(5) Financial considerations, during graduate studies, through the job search, and as each progresses in his/her career, can open new options for one or both or close options for one in favor of the other.

The relative importance and corresponding time and energies expended for each is influenced by individual personalities and predilections, disciplinary affiliations and requirements, organizational differences, and institutional histories. In this study, seeking some degree of symmetry that is consistent with the individuals' and couples' values is a continuing challenge that is heightened when both members of the couple are faculty.

Carter and McGoldrick (1999) have emphasized that life cycle transitions occur across the lifespan. Yet, these developmental models are flexible, varying by their occurrence and salience in time. Applied to academics, Finkelstein (1984) found to the extent that the nature of the job and career change decisions are predicated on what has the most importance at the time, their timing is shaped by the structure of the academic career. Interests and values appear to vary predictably over the course of that career and that structure appear to give rise to predictable periods of career reassessment when consideration of job change, if not actual moves, are likely to occur. Therefore, both the structural and normative bases for career decisions must be taken into account.
An array of work, family and individually related factors influence the developmental variances observed in academic couples' lives. Previously mentioned have been some of the individual factors. Work factors include the number of years in the profession, academic discipline and specialty, number of hours worked per week, beginning job title as an academic, institutional type, research and other scholarly expectations, teaching load, class sizes, and reasons for working at their institution. Family factors include relationships with family and friends. Some of the issues are dependent on whether the couple has children and their ages, how couples distribute family maintenance responsibilities, financial needs and wants, and adequacy of child and elder care arrangements. These present competing demands on their time and priorities when they marry and have children.

Gendered Academic Career Paths

As described in the literature, there are predictable periods of growth in the academic career during which specific career tasks related to teaching, research, publishing and service can lead to promotion and/or tenure. Sekaran (1986) was one of the first to identify that most dual-career couples typically progress through a number of developmental stages: (1) entering professional/academic training, (2) deciding on dual-career family lifestyle, (3) getting established as dual-career family, (4) establishing norms, status and power issues, (5) expanding roles (career/spouse/parent), and (6) preparing for retirement based upon her study of how dual-career households deal with the conflicts unique to families where both spouses have careers. She concluded that dual-career couples experience many frustrations throughout this development sequence that stem from conflicts with culturally normed, traditional patterns of behavior followed by organizations and the persons they employ. Her conclusions also suggested the interplay between the personal and professional life tends to impact females' careers more than their male counterparts. Examples of how these impacts differ based upon additional research are listed with each stage below.
1) Entering professional/academic training

Women generally have lower career aspirations compared to men. These aspirations can be traced to individual development and sociocultural factors including self-efficacy, how women see themselves in relation to careers, and societal gender role expectations (Phillips and Imhoff, 1997; Hackett & Betz, 1981; and Gottfredson, 1981).

2) Deciding on a dual-career couple lifestyle

A dual-career lifestyle is considered “not” traditional despite the fact that there are more working women and couples today than families in which the males are the primary breadwinners’ template (U.S. Department of Labor, 2001). Women perceive more gender-related barriers because they often are the ones stepping outside of traditional breadwinner/homemaker roles by working outside the home. Concerns included the ability to be successful in the workplace and at home, expectations of personally satisfying careers and expectations of involvement in marital relationships where responsibilities would be shared (Grant, 2000).

3) Getting established as a dual-career couple

Gender, life stage, spousal circumstances, work environment, career stage, joint work time constitute important contextual considerations in getting established as a dual-career couple which can result in strains, conflicts, and overloads. When one person (typically the husband) works more than 45 hours a week compared to couples where both spouses are working “regular” (35-45) hours each week, joint work time is a predictor of life quality work/life conflict and lower coping/mastery (Moen, and Yu, 2000). The effect is intensified when both spouses average more than 45 work hours per week as do most academics.
4) Establishing norms, status and power issues

Consistent with the ongoing social construction of gender (e.g., Hochschild 1989), there is evidence that wives are more apt to work fewer hours than their husbands due to the greater share of family, household and caregiving responsibilities (Moen, and Yu, 2000). Referred to as the “second shift,” it is described as: shopping, cooking, paying bills, taking care of the car, home, lawn and garden, keeping up with each other, the relatives and their children (Becker & Moen, 1999; Hochschild,1989).

5) Expanding roles (career, spouse, parent, etc.)

Gender plays a significant factor in determining the amount of time that parents are responsible for the children. For example, women spend an average of 1 hour and 12 minutes per day while men average only 36 minutes. Only the number of hours worked by the mother was significant in determining time responsible for children - the more hours worked, the less time responsible (Leslie, Anderson & Branson, 1991). Wilcox-Matthew and Minor (1989) suggested women may feel guilty about career ambition at any expense to their home role. Although they must adopt the traditional male model of competition and total devotion to their careers to be successful at work, they also try to hold onto the traditional female model of household responsibility. This poses a dilemma between early socialization and current expected behaviors (Granello and Navin, 1997).

6) Preparing for retirement

In their 2002 national random sample survey of chemistry and English faculties at 507 higher education institutions, upon which this report was based, Drago & Collbeck found three new concepts to add to the theory of bias avoidance: bias acceptance, daddy privilege and bias resistance. Bias acceptance is the making and meeting of family commitments with resulting career penalties either assumed or planned. Daddy privilege is the circumstances wherein men are lauded for the intrusion of family on work commitments, while women would experience bias against care giving for similar
intrusions. Finally, bias resistance are actions that challenge bias against care giving involving either switching time and effort away from work and towards family, making commitments to family explicit in the workplace, or pressing for policy innovations that facilitate dual commitments to work and family.

Career Structure Bias and Gender Equity

There are both cultural and structural challenges which women face that can interrupt the traditional flow of academic careers (Clark and Corcoran, 1986). These researchers described how professional women in male dominated professions, like academe, may suffer from an accumulated disadvantage:

If women do not enroll in the best graduate programs, do not receive parity in financial aids, do not become portages of productive, established academicians, do not have resources to carry out their research and scholarly work, do not penetrate the collegial networks where useful advice, advocacy and patronage are dispensed and so forth, they may begin with initial disadvantage and find that it grows with them. When they are reviewed for tenure and promotion, their publications records may be inferior to those of men. In turn, if they have not accomplished much research, the funding gatekeepers may decide that there is little justification for granting financial support since the record of accomplishments is marginal (p. Clark and Corcoran, 1986, p. 24).

Conflicts arise because women, particularly in dual-career relationships, do not necessarily follow the traditional academic career path in an unbroken, lineal direction which men typically follow. Since women tend to shoulder the balance of the caretaking responsibilities, and are the ones who biologically have children, family responsibilities can wear away their time allocation between their personal and professional lives. This type of split responsibility can contribute to the conditions outlined by Clark and Corcoran. It can be argued that their concept of accumulative disadvantage is no longer relevant because it refers to a different generation. However, it remains a concern for academic women more than a decade later (Valian, 1998; Kulis & Sicotte, 2002).

Recently, Drago & Colbeck (2003) reported that incentives may force women to engage in behaviors that improve work performance at the expense of family commitments. These forced choices can be considered a type of accumulative disadvantage. Drago & Colbeck have labeled
these behaviors as productive bias avoidance which often center on fertility and partnering behaviors. These include avoiding partnering or childrearing all together, or delaying having children or limiting the number of children reared, in order to achieve career success. Although women and men often face identical performance standards, women may often pay a higher price in handling family commitments to meet those standards. The researchers contrast these behaviors with unproductive bias avoidance that involve day-to-day behaviors in the presence of dual commitments to work and family. They provide the example of telling colleagues that you are ill when actually it is your child who is, in order to protect your image of the ideal academic man (woman).

Another complicating factor is suggested by Hochschild (2003) who pointed out that the tenure clock in academe precludes gender equality. She wrote that the tenure system creates a structural bias against care giving and motivates productive bias avoidance. The rationale is because the tenure-track years often coincide with the prime years for child-rearing. When tenure-track faculty demands are sufficiently high, successful faculty may either avoid children altogether, find a partner or spouse willing to perform most child-rearing tasks, or sequence such that either children are raised before beginning an academic career or tenure is achieved prior to child-rearing (Hall, Anderson & Willingham, 2004; Draco & Colbeck, 2003; Hochschild, 2003). Draco & Colbeck (2003) considered the norms of motherhood, in tandem with sex discrimination, which lead them to predict that women will more often engage in these productive bias avoidance strategies than men. Their studies’ findings supported this premise by showing productive bias avoidance was prevalent among men and particularly women. They also found unproductive bias avoidance was even more prevalent and more often reported by women. Overall, a majority of men (55 percent) and women (70+ percent) reported some bias avoidance behaviors.

A critical point is the sixth year of an academic career which traditionally has signaled the transition to middle career because it is the year in which, if possible, the tenure decision is made. The middle career phase typically encompasses the early years from promotion to associate
professor and beyond the tenure decision year. There is variance in the middle career stage because some colleges allow promotion before the tenure year while others consider both simultaneously. Couples in their middle family life cycle typically have children old enough to attend school (roughly ages 5 to 18). However, an academic career fit can be asynchronous because the spouses may be at different career stages.

The late career stage is characterized by the couples’ children being old enough to have graduated from high school and beyond. The couples’ careers reflect the later years as an associate professor and include the years after attaining full professorship. It is important to note, however, that not all faculty progress to full professor by the time they resign, retire or expire. In addition, as children age and begin leaving their birth families, academics may feel freer to consider other career options such as moving into university administration or seeking career paths outside academe.

It is not uncommon for women to take time off due to childbirth, parenting needs, and/or attending to the requirements of aging parents or other family members. White (1999) describes how women sequence between public and private work as a strategy to attend to the needs of both when the demands of family or their careers require more of her attention, time and energies. Therefore, female academic’s career paths may be less linear than men’s, may have broken periods when family responsibilities take precedent, or over time, may have their attention, time and energies cycle between the two as demands pull her back and forth. This dynamic may manifest itself with women taking longer to achieve the typical milestones of the academic career such as completing research, getting published, taking leadership in the department, the institution, and/or in their profession, and earning promotion and tenure. (Hall, Anderson & Willingham, 2004)

As mentioned earlier, researchers have referred to academic and professional women having an “accumulated disadvantage”, which is when a number of disparate circumstances combine to create shortcomings for women. This term was first posited in relation to academic
women by Clark & Corcoran (1986). However, according to Valian's 1998 theory, negative judgments induced by a gender schema may be small, even when their credentials and performance are equal to those of men, their cumulative effect over the years results in substantially less progress by women. Based upon her experimental and observational data from laboratory and field studies of children and adults, and with statistical documentation on men and women in the professions, she wrote, “The claim is that men and women alike have implicit hypotheses about gender differences - gender schemas - that create small sex differences in characteristics, behaviors, perceptions, and evaluations of men and women. Those small imbalances accumulate to advantage men and disadvantage women. The most important consequence of gender schemas for professional life is that men tend to be overrated and women underrated.” For example, the channeling of women academics into colleges emphasizing teaching rather than research can put women at a disadvantage in beginning their research and scholarly work (Valian, 1998; Clark & Corcoran, 1986).

This accumulative disadvantage can continue into later adulthood as academics approach retirement. As they age, men were considerably more likely to be married than women. A relatively recent survey of faculty employed at five universities found men who have spouses or partners are willing to take at least average risk for average return or take greater risk in the allocation of their defined contribution pensions than men whose spouses or partners are unwilling to take any risks. The average male respondents were significantly older than female respondents in this study. Women in the same situation take less risk in the allocation of their defined contribution pensions. Since over the life course, women tend to earn less and live longer than men, women’s retirement accumulations and disbursements tend to lag behind men’s (Bernasek and Shwiff, 2001). They concluded that marriage and having a family is more advantageous to men and their careers than to career women.

Similarly, in their study of 1,035 professional women who had earned high-level degrees (Ph.D., Ed.D., D.V.M., D.D.S., J.D.), Statham, Vaughan and Houseknecht (1987) found that dual-
career marriages can imply compromise in career advancement. Since professional women are in dual-career marriages more frequently than professional men, and because there continues to be a cultural expectation that women should put their own careers second to their husband’s and children’s needs, these researchers hypothesized that family involvement likely would be detrimental to professional women’s career progression. Their findings support their hypothesis by demonstrating that family/career sequencing, family structure and geographic mobility affects the professional involvement of these women. Their specific findings are (1) women with children were less likely to work full-time; (2) women with children were more likely to have married before acquiring their degrees, and moved somewhat more often for the husband’s career and somewhat less often for their own; (3) women who moved more often for their husbands’ jobs also were more likely to have part-time employment and to be under-employed; and (4) when husbands moved for their wives’ career, their wives were more likely to be employed in full-time jobs appropriate to their educational backgrounds. These findings were supported by various studies reported in the literature by Norrell & Norrell (1996) and by the reality that academics may have to move not once but several times, because in many fields, only a few jobs open in any given year—and those jobs are likely to be spread out across the country (William, 2000).

For those academic couples who relocate, difficulties for women remain. Deitch and Sanderson (1987) surveyed and interviewed faculty spouses concerning how moves for their husbands’ jobs or lack of geographic mobility for the wives’ employment affected these women’s careers. These researchers found that women with advanced degrees and greater career commitment experienced greater geographic constraints than those with less education and career commitment.

Based upon her qualitative study of six dual-career academic couples, Collier (1989) seemed to agree that career decisions made by academic couples are influenced by their personal relationships. One of the unfortunate professional consequences has been that too
often when academic women move to advantage their spouse’s careers it often leads to
disadvantaging their own (Miller-Loessi and Henderson, 1997).

Monk-Turner and Turner (1986) documented that the major relocation obstacle for dual-career couples in higher education is the great difficulty in locating jobs within reasonable geographic proximity in a widely dispersed academic job market. They argue that the whole university community might benefit if academic institutions consider joint contract negotiations with academic dual-career couples as one option to alleviate the difficulties inherent in the dual-career job searches when both members of the couple seek campus positions.

Critical Events

The use of critical incidents/events to study faculty careers originated in studies by Blackburn and Havighurst (1979) and Baldwin (1979). Blackburn and Havighurst (1979) grouped their reported career events in roughly chronological categories and the number and percentage of people and events in each category only. The Baldwin (1979) study of faculty career events differed slightly in that he grouped some events both chronologically and thematically. He also reported numbers and percentages only, and unfortunately did not discuss his criteria for coding events.

Over the years, the critical incidence technique and its label has been adapted to a variety of research purposes. Neimeyer & Resnikoff (1982) used the critical incident methods to understand behavioral events in counseling while Berry & Jenkins (1983) used this approach to understand work-related attitudes and behaviors that can be used to develop participant-oriented training programs. Roehlke (1988) used critical incidents in her analysis of counselor development as examples of Jung’s concept of “synchronicity.” Synchronicity connotes two simultaneous events that occur coincidentally and, although not causally related, result in a meaningful connection. The concepts that the career, family and personal domains in adult development as co-existing structures which interact in meaningful ways are consistent with the
work of Sekaran and Hall (1989). Dual-careerism is based upon these three co-existing
structures occurring, in some degree, simultaneously and in tandem.

Sorcinelli (1986) also used the critical event approach in a more grounded study of
faculty careers that combined in-depth interviews with a written survey. Hunter and Kuh (1987)
used the critical incident framework to develop a 91-item structured survey of prolific publishers in
higher education to examine the special significance of critical events in the career development
of faculty and their meaning to the respondents.

According to Mann (1989), critical incidents fit within the broader framework of life history
methodology. Consistent with Adler et. al. (1989)’s observation of the importance of history in
understanding the critical incidents in academic dual-career couples’ professional and personal
lives, Jones (1983) wrote concerning life history methodology that:

…from this interpretive perspective, knowledge and understanding are context-bound,
and the theories advanced to account for the form of the social world and the nature of
human action are directly linked to the questions asked, and ultimately, to the historical
and social context in which they are asked (p. 150).

Mann (1989) asserted that analyzing the critical incidents reported by faculty provides a
view of the unpredictability as well as the regularity of academic careers. She used this approach
to develop a faculty career questionnaire to collect grounded cultural data so she could
understand the nature of the faculty career and indicated that this proven approach is particularly
appropriate given its repeated use in the exploration of developmental processes of faculty
careers. She concluded that analyzing critical incidents reported by faculty provides a view of the
unpredictability as well as the regularity of academic careers.

More recently, Orczyk (1990a, 1990b) used the critical career incident framework with a
sample of 206 associate professors of which 126 cases were analyzed to understand the
socialization process of faculty. From this study, she developed a model of how the experiencing
of these events affect academics’ judgments of their research, self-efficacy and scholarly
productivity. The model developed consisted of seven categories: early career focus, mentoring,
honors and awards, prestige, exposure, growth opportunity and employing environment. She later reported how faculties experience the effects of critical events and how these experiences affect these individuals' judgments of their research self-efficacy and scholarly productivity. She concluded that the process of scholarly career development needs to be better understood and that this understanding may lead to enhancement of appropriate interventions. The use of critical incidents methodology in the present study is a new means to examine the interplay of individual careers of couples whose professional lives are intertwined through their personal relationships.

**Dual-Career Academic Couples on Campus**

According to Adler, et. al (1989), a growing number of academic couples share mutual career interests and work in the same or closely related professional fields; this rapidly expanding subgroup is unique in that they are couples who are both professional colleagues as well as marital or relational partners. For lack of a better term, Adler, et al. refer to this subgroup as "conjoint-careerists...couples who not only have mutual career interests but have decided to pursue these interests together in some fashion, perhaps by writing, working and/or teaching together" (p. 208). These researchers point out that the relative success of conjoint-careers depend upon the academic job market at the time, the level of employment in the conjoint profession, and the written as well as unwritten nepotism rules and assumptions which can constrain mutual employment.

Adler et al. (1989) state, in general, that couples with similar career interests tend to possess certain characteristics. Male faculty generally are somewhat older and more advanced in their careers because they have had their degrees longer and been active in the work world for longer, more sustained periods, and thus have achieved higher career status. They agreed with Hertz (1986) when they state that the age difference likely reflects norms regarding women marrying men older than themselves, while differences in career stage may be related to the discontinuous patterns of many women's careers. Women commonly disrupt careers for childbearing and rearing, for work in non-career related jobs required to support their husbands...
through schooling, or for geographic mobility incompatibility. Adler, et al. (1989) suggest that many women have had no choice but to place their husbands' careers before their own. They also indicate that this pattern of men being further advanced in their careers may be more prevalent among people in mid-life; younger couples may have greater symmetry in their professional pursuits. Each of these strategies underscore how important communicating individual priorities, relational necessities, and professional possibilities are in order to initiate and maintain some degree of symmetry in their lives as individuals, couples, parents and professionals.

Earlier, The Chronicle of Higher Education (Mangan, 1989) reported colleges and universities had begun instituting recruiting programs aimed at the spouse of potential faculty members. Others have reported employment services (counseling and career guidance, job search assistance, information on local employment opportunities, referral to a network of contacts and assistance with job search within the university, if appropriate) and relocation services (providing written information about area resources, tips to ease the transition) are typical (Kohler, Petty, Strickland, Middaugh, & Davidson, 1992). Mangan (1989) stated that these types of programs were becoming more common due to the increase in the number of dual-career couples and more women attending graduate school. She concluded that these trends raise the likelihood that more marriages between academics will occur and that greater competition for faculty members will be inevitable.

Smart and Smart (1990) reported that enlightened self-interest was finally leading some college and university administrators to examine spouse/partner assistance programs to determine possible recruitment, market competition, retention rates, and faculty and staff health plans. However, as Adler, et al. (1989) had suggested academic institutions were reacting to the challenge of academic dual-career couples in a variety of uncoordinated ways and lacks an overall understanding of the implication of this growing faculty population. In their national survey of chief academic officers belonging to the Association of American Colleges and Universities,
Wolf-Wendel, Twombly & Rice (2003) examined the policies and practices employed by colleges and universities that strive to respond to the needs of dual-career couples where the initial hire was a faculty member. They concluded that academia, as an employer, has had a history of being less concerned than the business world with allocating resources to recruit, develop, and retain its employees. They suggested reasons that included assumptions that faculty positions are so desirable that nothing extra is necessary, there often are many qualified candidates who compete for a limited number of openings, and the normative self-reliance model that academics who need assistance are considered weak. However, they found eighty percent of the institutions in their sample considered the needs of dual-career couples important and were willing to offer some type of assistance. The typical assistance, in order of occurrence, included: (1) providing outside (2) and/or inside contacts, (3) sending vita to the appropriate potential employers, or creating a (4) shared position, non-tenure-track position or (5) tenure track position. Rationales given varied in importance by type of institution included to (1) be competitive, (2) attract faculty of color, (3) attract “stars,” (4) attract female faculty, or (5) compensate for location.

**Connections to Prior Research**

Prior research on junior faculty generally has been focused on job stress (i.e. higher stress associated with lower rank, untenured status and particular disciplines), job satisfaction, relationships with other faculty, barriers to advancement, low retention rates; projected declines in the quality of candidates, and the socializing tenure process (Altbach, 1981; Baldwin & Blackburn, 1981; Bowen & Schuster, 1986; Brown & Speth, 1988; Gmelch et al., 1986; Lewis, 1980; Mager & Myers, 1982; Reynolds, 1988, 1989; Seldin, 1987; Sorcinelli, 1988; Whitt, 1991; and Verrier, 1991). Until now, no studies specifically focus on junior faculty in dual-career relationships.

Most dual-career couple studies are descriptive surveys that focus on how couples’ careers affect family life. While some studies have included couples regardless of marital status (Blumstein & Schwartz, 1983), most dual-career couple literature has focused on married couples (Rapoport & Rapoport, 1969; Sekaran, 1986; Hertz, 1986, Rubin, Riney & Molina, 1990) although
a few have explored single sex couples (Blumstein & Schwartz, 1983). Extant studies have focused on singular interviews, usually women only (i.e. Hamby, 1990), or partners interviewed separately. Many studies have either excluded faculty entirely, included only a few, or did not specify the number of academics included in their samples (Gallese, 1983; Hertz, 1986; Hochschild, 1989; Schnittger & Bird, 1990). Most such studies primarily examine work influences on the family but rarely proceed in the opposite direction by studying how family circumstances affect work (Voydanoff, 2001; Benedict and Taylor, 1995). Few studies include data collection by interviews of couples both individually and as couples (Fincham & Bradbury, 1990).

There is limited literature on dual-career couples in higher education (Ferber, & Loeb, 1997; Gappa, O’Barr & St. John-Parsons, 1980; Booker-Gross & Maraffa, 1989). Most literature have been opinions, confessionals and anecdotal reports (Bird & Bird, 1987; Adler et al., 1989). Most empirically based dual-career studies in higher education have focused on couples that include spouses who are not faculty (Bird, 1984; O’Barr, 1978; St. John-Parsons, 1978; Hamby, 1990). Studies of faculty in dual-career relationships generally have sampled either faculty (Schultz, Chung and Henderson, 1988) or their spouses (Hamby, 1990). Only a few researchers have studied faculty couples (Bruce, 1990) specifically as the unit of study, and even fewer have focused on academic dual-career couples. According to White (1991), couple data are often difficult to collect since it requires the cooperation of both individuals in the relationship, a fact which may be responsible, in part, for lower response rates and higher refusal rates of this type of data collection. However, White (1991) also points out that studying couple relationships in context appears to be the most valid way to capture and understand their relational complexities.

In her often-cited study, Hertz (1986) stated that the glamorous images presented by the media do not capture the contradictions and conflicts generated in the competing demands of work and family. To fill this gap in the research, the present study will include both individual and couple interviews to understand the interaction between the couples as individuals and members committed relationships, and the complex synaptic forces, the interactive communication and
resolution, between family circumstances and career goals. By analyzing the nature and
resolution of conflicts between couples’ individual lives, career and family stages (Sekaran and
Hall, 1989), this study will make a contribution to the understanding of the experiences of dual-
academic couples during a time when the incidences of dual-career couples are rising.

Summary

Because fifty percent of the current higher education faculty will retire over the next ten
years (Wulff & Austin, et al., 2004), it is paramount that academic employers pay attention to and
understand the changing workforce dynamics which are shaping the present and future faculties.
These dynamics include the sharp increase in women’s participation in graduate education and
the dramatic increase in the number of women in the academic labor force. It includes the
changing conception about how work and family are constituted because the old “male as
breadwinner/female as homemaker” template no longer reflects contemporary reality for the
majority of families. In fact, even the old template of the “academic man” is changing as more
women enter the field.

More recently, Wolf-Wendel et. al. (2003) found in their survey of 360 chief academic
officers at public and private colleges and universities on how they have responded to the “two-
body problem” supported findings of other faculty career studies that married female faculty are
more likely than men to be partnered with other academics (Astin & Milem, 1997; Wolf-Wendel,
et. al, 2003). They concluded that, until recently academia has had a history of being less
concerned than the business world regarding dedicating resources to recruit, retain and develop
its employees. They found this attitude remarkable since the awarding of tenure potentially is
making a lifetime commitment to faculty.

The focal question which initially guided the present study was how does being in dual-
career relationships affect the individual academic careers of faculty couples when one or both
members are in the beginning stages of their faculty careers. Similar to McNish’s study, this is an
investigation of dual-academic couples through the experiences of a selected number of married
couples. However, this study goes beyond and extends our understanding with the addition of
the grounded couples’ interviews.

Unlike many studies of dual-academic couples, the methodological approach in this
study pushes the boundaries of work/family research by using the “coupled-career” model
conceived and developed by the researchers working with the Sloan Work and Family Research
Network (including the Cornell Employment and Family Career Institute). Its ongoing survey and
ethnographic research to understand “How do couples coordinate their two career paths along
with their family ‘career’?” has influenced this study’s focus on the tandem development of
academic couples’ life courses together. With this different population, the current study adds to
our understanding of current and potential academic dual-career couples, an important segment
of future faculty hires, and the influence their dual-career lifestyles have on their careers in
tandem to each other’s.
CHAPTER 3

METHODOLOGY

Rather than view the separate members of a marriage as individual units of analysis, or even to examine the interlocking nature of men’s and women’s careers at only one point in time, the whole sequence of careers over time is viewed as the unit of analysis. This “coupled careers” approach highlights the “multiple, interlocking interfaces between men and women and work and family over time.” It is an alternative to the individual as the unit of analysis, incorporating women’s and men’s careers as a model for study and suggesting “the importance of couples, families, or households as the appropriate unit of analysis in modeling career paths.”

Han and Moen (1998)

Qualitative research consists of a variety of traditions that share some common assumptions different from positivist research. These traditions, which reflect a variety of qualitative methods, are transferable across disciplines and into many applied fields including education. The various methods use natural settings or contexts in which the researcher is the primary data-gathering instrument. The use of inductive analysis of data collected, most typically through observation, interviews and document analysis, leads the researcher to formulate emergent theories to explain, understand, and/or emancipate the experiences of the researched. This type of research is most likely to recognize the researched as contributors to the process through collaboration as well as the providers of the data. While researchers have differed on how the various approaches subsumed under the qualitative umbrella are divided, it is the adherence to this different way of looking at the world and the methods used which places them within the qualitative domain (Marshall and Rossman, 1995).

This study focused on how selected academic dual-career couples confronted career development issues. Each couple represented a case for analysis. Denzin (1978) and Jick
(1983) both have advocated the use of multiple data collection methods through a process
called triangulation. Triangulation is the process of validating data collected from different
sources (Lincoln and Guba, 1985). Schultz, Chung & Henderson (1988) found in their
review of methods to study work/family variables and characteristics that triangulation of
methods was a relatively new approach. However, Jick (1983) stated that triangulation
allows researchers to be more confident of their results and uncovers the atypical dimensions
of phenomena. According to Wiersma (2000), the convergence of multiple data sources is a
means of cross-validation to assess the sufficiency of the data. Data triangulation can
include data prepared for different purposes (i.e. archival- prepared for job/promotion/tenure/
presentation by respondent; screening documents: prepared for study; respondents’ written
answers for specific data; personal interviews: verbal, face-to-face data recorded by hand
and audiotape for transcription and analysis, and observations: documenting behaviors and

Quantitative research is effective when studying large groups or samples and making
generalizations about relationships among variables to a broader group or population. Qualitative
research also is effective when examining indepth understandings about a given phenomenon by
a particular group of individuals pften at the expense of generalizability (Redmann, Lambrecht &
Stitt-Gohdes, 2000). Therefore, it was the most appropriate research method given its research
focus. There are several ways in which this study differs from other studies of academic dual-
career coupleless. This study’s mesosystematic focus on the intersections between the personal,
relational and professional domains of the couples’ life courses. The uses of the ecological
perspective will further advance this line of research with a population which has not been
studied using these approaches.

A characteristic of qualitative research is a study can change as the research follows
where the data leads. In this case, the data led to a life course approach to a story of how three
life domains or microsystems converge before, during, and after the years one or more married

couple members pursue tenure-track positions at both research-oriented and teaching-oriented institutions of higher learning. There has been a dearth of longitudinal studies of academics (Mann, 1987) and those that have been done were traditional in its “snapshot approach.” Although this study originally began the same way, it developed into a longitudinal study with additional periodic follow-ups to see how these respondents’ dual-career lifestyles had developed over time. Thus, the strategy of using a life course approach emerged during the study and therefore will make another contribution to the study of academic career development since this methodology is relatively new applied to this subject of study.

Research Questions

This study focused on how dual-career status impacts the individual careers of selected married couples who have college teaching careers. The goal was to analyze the critical events of faculty married to each other, during their dual-career relationship, for evidence of career concerns, adjustments and developments that result when two individual academic careers intersect and interact within the academic context. The critical events which faculty in the study identified as important to their career development were juxtaposed with the career issues related to spousal employment.

At the beginning of the study, the intent was to limit the sample to couples with at least one member in the establishment stage of his or her career. My prevalent thought at the time was that the junior faculty, those who have not yet attained tenure, who will most likely fill the anticipated vacancies resulting from the natural attrition among academics in the next few decades deserve our attention. In addition, I assumed that the establishment stage of careers is the most difficult for academic dual-career couples to negotiate given their lack of experience and power in this early stage (Verrier, 1991; Fink, 1984a, 1984b, 1983: Norrell & Norrell, 1996). At that time, I was thinking about academics in their twenties and thirties. However, one couple, who was older than my initial conjecture, otherwise fit the profile I sought so I included them in the study.
While critical events, described in a later subsection, emerged from the data collected from participating faculty, I anticipated that issues identified through extant literature would be explored as they impact the relationship between dual-career couple status and the academic careers of faculty. The degree to which they did is documented in Chapter 5.

To understand and interpret how academic dual-career couples operate in the college faculty arena, this study examined the influence of their dual-career lifestyles on the individuals’ academic careers. Hertz (1986) has stated that the glamorous images presented by the media do not capture the contradictions and conflicts generated in the competing demands of work and family. By analyzing the nature and resolution of conflicts between couples’ individual lives, career and family stages (Sekaran and Hall, 1989), this study makes a contribution to the understanding of the experiences of dual-academic couples. This analysis was done in the interpretive or hermeneutical tradition of interpreting the words and stories of how the couples construct and make sense of their careers (Young and Collin, 1992). This is particularly important during a time when the incidence of dual-career couples is rising and the pool of available faculty is shrinking.

The focal research question for the present study was:

How do dual-career relationships affect the individual academic careers of faculty couples when one or both members of the couples are in the establishment stage of their faculty careers?

The supporting questions were as follows:

1. What are the critical events (Mann, 1989, Baldwin, 1979, Blackburn and Havighurst, 1979; Flanagan, 1954), processes or events which academic dual-career couples perceive as important to the development of their individual careers?

2. How do members of academic dual-career couples interpret these critical events within the context of being in dual-career couple relationships?

3. How do academic dual-career couples perceive the impact of dual-career couple issues on their individual careers?

4. How are these faculty members’ career adjustments and concerns, strategies, and professional lifestyles affected by their dual-career lifestyle?
Theoretical Framework

Recently McMahon, Patton & Watson (2003) wrote that just as many quantitative career assessment processes are grounded in theory (e.g. Super, Thompson, & Lindeman, 's 1988 Adult Career Concerns Inventory), so too may qualitative career assessment instruments be grounded in theory. Such a hybrid approach was used to initially conceptualize the theoretical underpinnings of the current study’s first data collection phase but also retained the emergent design typical of qualitative research in its subsequent data collections. The theoretical approach incorporated developmental stage theory (Super, 1957) as conceptualized in two previously developed instruments: the Adult Career Concerns Inventory (Super, Thompson, & Lindeman, 1988; and the Career Adjustment and Development Inventory (Crites, 1979)

According to Super, Thompson, & Lindeman (1988), the ACCI is a self-administered 61 item questionnaire designed to measure career planning and one's concerns with the career development tasks at various life stages. This was done by measuring developmental task concerns of adults as they relate to the major stages and substages of career development as theorized by Super (1957). In her review of the ACCI, Whiston (1990) stated that the strengths of the ACCI are that it is internally consistent, grounded in Super’s model, fills a need that has not been met with other instruments, and its construct validity is rooted in the model of career adaptability. The test developers reported two reliability studies with adult samples on the internal consistency of the ACCI scales and subscales showing that Cronbach alpha coefficients for all of the relevant substages ranged from the .80s to above .90 and all major stages ranged above .90 (Super, Thompson & Lindeman, 1988).

I developed semi-structured interview questions that focused on three developmental dimensions of this instrument. They are: Establishment, or young adulthood; Maintenance, or middle adulthood; and Disengagement, or old age, and parallel the beginning, middle, and late adult development stages. Not included was the exploration stage since this stage usually
preceded doctoral studies which recent researchers have agreed is when most academic careers begin (Wolf-Wendel, Twombly & Rice, 2003; Wulff, Austin et al., 2004).

The Career Adjustment and Development Inventory (CADI) (Crites, 1979) was conceptualized from a taxonomy of adult career problems identified by Campbell, Cellini, Shaltry, Long and Pinkos (1979). Crites (1982) determined that in order for an individual to be career-adjusted during the establishment stage of his/her work life, which Super (1990) defined from occupational entry to mid-career, the person must demonstrate proficiency in six career developmental tasks. These tasks in sequence are (1) organizational adaptability; (2) position performance; (3) work habits and attitudes; (4) colleague relationships; (5) advancement; and (6) career choice and plans. The higher the mean scores for each scale indicate greater mastery of the task which calibrates progress and maturation through this critical stage in the work span. This critical stage reflects the same establishment stage faculties experience in their years preceding tenure decisions.

The CADI consists of two parts: the 90 objective item survey which assesses the six stages described previously, and twenty open-ended items to assess how well individuals cope with problem situations arising from work. The objective scale’s overall internal reliability scored in the mid-80’s while the separate scales clustered in the .65-.70 range. Responses to the open-ended items were categorized into three types of career adjustments: (1) integrative, (2) adjustive and (3) nonadjustive. Integrative adjustments remove conditions that thwart adjustment and reduce tension or anxiety. Adjustive responses reduce tension or anxiety but do not remove the thwarting conditions. Nonadjustive reactions neither remove thwarting conditions nor reduce tension or anxiety.

Previously, the ACCI and CADI were used together based upon the work of Savickas, Passen and Jarjoura (1988), who compared the ACCI and CADI, and determined that the two instruments may actually measure different constructs. In their judgment, the CADI measures vocational development while ACCI assesses concern with how requirements or opportunities for
development, adaptation, or change in a career are being met. Consequently, they recommended that the instruments be used in tandem. However, because these instruments were developed based primarily for business and industry occupational samples, the wording of many of the items in the actual instruments was deemed inappropriate for college teachers. The a priori interviews guide (Appendix D) for the present study was developed by the researcher to collect part of the data. While the present study focused on the establishment stage, from occupational entry to mid-career, maintenance and other stages were relevant depending upon the career stages of the respondent partners at the time of the study.

These developmental tasks provided the topical framework from which the present researcher developed a priori interview questions for the first round of interviews with individual faculty. Additional interview questions based upon these developmental tasks were developed to explore participants’ experiences as dual-career couples during various the beginning, middle and late stages of their faculty careers, a strategy which is consistent with the developmental nature of faculty careers (Baldwin, 1990; Sorcinelli, 1986; Blackburn & Havighurst, 1979; Mathis, 1979). In addition to completing the demographic critical career incident questionnaire, each respondent also provided a detailed copy of his/her vitae for comparison with the critical events questionnaire data.

**Study Design**

The unit of analysis for this study was the whole sequence of the couples’ academic careers over time from the beginning of their personal relationships up to and including the when the data were collected, and at intervals leading to the junior faculty earning promotion and tenure. The phenomenon under study was the impact the dual-career relationship had on the individual academic careers of selected couples who are college/university faculty.

**Site Selection**

Central City University (CCU), an urban campus located in the midwest United States, and its surrounding metropolitan area, was selected because of its convenient location and
accessibility to the researcher. Its large faculty and proximity to several other colleges and universities made it an attractive employment site for academic dual-career couples (Mangan, 1989; Brakeman, 1988). According to the Carnegie Foundation for the Advancement of Teaching (2000), CCU is one of 110 Doctoral/Research Universities—Intensive institutions in the U.S.. It is a core campus of the Central University system that cooperatively offers degree programs in the sciences, engineering and technology in conjunction with North Central University. I initiated the study from this focal or primary target university. There are twenty-four colleges and universities located within an hour’s commute from Central City

Population

The geographic target area for identifying the population was limited to an hour radius around Central City in order to facilitate data collection. The study population consisted of heterosexual, married couples with one or both members having regular faculty appointments at colleges or universities within the geographic target area. Locally employed academic couples with partners with regular faculty appointments at colleges or universities outside the target area also were included in the population. For each couple, at least one person was classified as junior faculty because he/she had not attained tenure at the employing institution at the time of this study.

Screening

With the approval of the Dean of Faculties at CCU (Appendix A), I requested the academic deans identify any academic dual-career couples in their units (Appendix B). The eighteen academic units at CCU included allied health, art, business, dentistry, education, engineering and technology, journalism, law, liberal arts, medicine, music, nursing, physical education, public and environmental affairs, science, and social work, and CCU’s branch campus in South Central City. I contacted each dean or his/her designee after the request for assistance in identifying potential study participants had been received in order to facilitate the identification process.
I communicated with the identified faculty members to explain the nature of the study and to ascertain their interest in participating in the study. For those interested, I provided them letters of invitation requesting their and their spouses’ participation in the study. The letters of invitation (Appendix C) described the study and included the Dual-Academic Career Study Screening and Permission Form (Appendix D and E), and self-addressed stamped envelope. This form included the consent to participate and demographic data to facilitate academic career classification of potential study couples. I later assigned pseudonyms to all study participants in order to protect their identities. Consenting couples completed these forms and returned them with their curriculum vitae to the researcher.

Sample

Consistent with snowball sampling, couples identified at the primary university were asked to recommend additional couples for the study. The snowball sampling is a strategy in which referrals by members of the study population and/or other knowledgeable people are used as a basis for choosing all or part of a sample (McMillan & Schumacher, 1989; Goetz & LeCompte, 1984). Snowballing is used when individuals sought do not form a naturally bounded group but are scattered throughout populations (McMillan & Schumacher, 1989) as is the case with couples with faculty appointments. Purposive non-probability sampling is the method of choice in qualitative case studies while the analysis of cases approach frames the study by placing boundaries around a particular situation, event, program or phenomenon to be studied (Merriam, 1988).

The purposeful snowball sampling strategy utilizes referrals by a preceding individual or group as fitting the profile of traits, attributes or criteria identified by the researcher (Merriam, 1988). In the present research, the desired criteria included five attributes (also see Appendix F):

1. married, heterosexual couples;
2. with or without children;
3. employed and classified as regular full-time faculty by their employing institution but did not have to be teaching at the time of this study;
4. with one person or both in the couple having not received tenure at the time of initial data collection; and
5. one or both on the faculty of a higher education institution located within the geographic target area.

After identifying and screening the initial group of couples from CCU and the couple referrals, a purposeful selection technique was used in order to corroborate that couples in the sample met study requirements as described. This criterion-based sampling process determined which couples were included in the study and resulted in six couples. This number was deemed a sufficient number because it reflected the range of participants in terms of age (twenties, thirties, forties and fifties), and variety of sites (state research and comprehensive universities; private liberal arts campuses; flagship and regional state institutions). In addition, the method of in-depth interviewing applied to a sample of participants who all experience similar structural and social conditions gives enormous power to the stories of a relatively few participants (Seidman, 1991).

I attempted to represent diversity of experience through the selection of ethnically diverse couples as well as various dual-academic career types: traditional, contemporary or nontraditional (Adler, et al., 1988). The sample included couples with children in order to gather information on the influences child responsibilities might have on their academic careers. According to Schultz, Chung and Henderson (1988), the presence, age, and number of children present in the family impact the careers of academic dual-career couples.

The "coupled careers" approach (Han and Moen, 1997) has been used to examine the integration of work careers (women's, men's, and families') over the life course to better understand how dual-career lifestyles impacted the academic careers of both partners. This relatively new approach highlights the multiple, interlocking interfaces between men and women and work and family over time. Rather than viewing the separate members of a marriage as individual units of analysis, or even to examine the interlocking nature of men's and women's
careers at only one point in time, it is the sequence of careers over time that is viewed as the unit of analysis.

Roehling & Moen (1998) pointed out there have been few studies that have used this type of "coupled careers" analysis. They recommended using the couple as the unit of analysis because the approach enables the examination of the integration of work careers (women's, men's, and family's) over the life course by taking into account the careers of both partners in a couple. This approach highlights the multiple, interlocking interfaces between men and women, and work and family, over time rather than viewing the separate members of a marriage as individual units of analysis (Han and Moen, 2001). According to Litchfield (1999), researchers who do consider couples or families as the unit of analysis are viewed as having pushed the methodological boundaries of such research. Consequently, by using the coupled careers approach to examine academic careers, this study contributes to our understanding of dual-career lifestyles impact on couples where both partners have faculty careers that develop in tandem in the context of couples' personal and professional relationships.

Data Collection

Data sources included personal interviews with the individuals and couples, archival documents (curriculum vitae), and assessment documents (screening application and survey of respondents’ experiences as individuals, couples and academics). The assessment documents were produced by the researcher to determine who met the study’s requirements, and to enable respondents to document their experiences before the interviews. The screening application consisted of a brief survey to identify faculty couples for the study.

Initially, respondents documented their experiences via a researcher developed survey in which they identified critical events in their lives. This Critical Incident Technique (CIT) is an appropriate qualitative research tool used for gaining an understanding of the nature of a specific real-world job and classroom settings. It is particularly well suited for examining events considered to be examples of success or failure (Redmann, Lambrecht & Stitt-Gohdes, 2000).
The CIT was utilized to identify and examine the important events, both positive and negative, each informant perceived as being influential in his or her career development as an academic.

Life Histories Interviews

To examine career development, career concerns, and career adjustments of the respondents, the interviews focused on the theoretical constructs represented in two different but related assessment tools developed to assess progress through various life stages. The Adult Career Concerns Inventory (ACCI) developed by Super, Thompson and Lindeman (1988, 1985); and the Career Adjustment and Development Inventory developed by Crites (1979) were designed to measure an individual’s progress through five life stages (Growth, or childhood; Exploration, or adolescence; Establishment, or young adulthood; Maintenance, or middle adulthood; and Decline, or old age) as proposed by Super (1990). This study bypassed the first two stages since they are not immediately relevant to adult career development, concerns and adjustment. Although I did not administer these instruments in the present study, the soundness of the theoretical constructs is supported by the manner in which the original instruments were developed. Therefore, brief developmental descriptions for how these instruments were developed provide appropriate theoretical background for this study and are presented in the next section.

The initial two rounds of interviews occurred during the fall of 1994. The first twelve interviews focused on respondents’ demographic, professional, and personal responses to the critical events survey I sent the couples the were accepted in the study. Based upon this written data and my literature review, I developed a semi-structured interview schedule that guided my interview with each respondent (see Appendix H). The survey was developed and individual interviews, developed from the theoretical constructs described earlier, were performed by the researcher at the respondents’ offices or homes. After each interview, which was audio-taped with each respondent’s permission, the audiotapes were transcribed by a professional secretary. As each transcript was completed, I reviewed the transcripts while listening to the recorded
interviews, noted corrections for the secretary to make, and made notes regarding the issues I was interested in pursing during the second round.

The couple interviews, scheduled a month later, focused on these issues with prior permission of the individual respondents who previously had raised each one. I based the second round of interviews on my interpretation of the first sets of interview data. The second interviews were processed in the same manner as the first. After each interview, I read each couple's transcript in relation to their prior individual interview to identify particular issues or concerns respondents raised. I believe these grounded interviews, with the couples rather than the individual respondents, assisted in my effort to understand another level of complexity in the career dynamics of these academics' lives.

Critical Events/Incidence Method

Additional data were collected utilizing the Critical Events Method with a primary focus on how personal, relational, and professional events impact their careers using the Career Events Questionnaire (Appendix G) developed by the present researcher. The use of critical life events, both personal and professional, has been utilized to examine academic careers in a limited number of instances (Mann, 1987; Sorcinelli, 1986b; Baldwin & Blackburn, 1981). However, this study's focus on personal, relational and professional transitions broadens the "work-life" issue to incorporate everyone in the new academic workforce – men and women – at different ages and stages.

The identification of critical events during the couples' dual-career relationships provided structure to further exploration of their career concerns, adjustments and development. The critical incident technique of data collection originated as a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles (Flanagan, 1954). To be critical, an incident must occur in a situation where the purpose or intent of the act seemed fairly
clear to the observer and where its consequences were sufficiently definite to leave little doubt concerning its effects.

After each respondent completed the critical events and demographic questionnaire, I interviewed them using a semi-structured interview schedule of personal, work, and critical events questions (Appendix H). The initial interviews utilizing the a priori grounded interview guide were scheduled in private at the individual’s work site or home during hours convenient to the respondents. The semi-structured format allowed respondents to be questioned in detail about their attitudes and behaviors regarding their academic work, families, individual work histories, work relationships, and professional activities. Initial interviews were performed individually so that factual and attitudinal information gathered would not be affected by a concern about the spouse’s presence. All individually interviewed respondents were asked an identical set of questions during the first round; the only exception to this is the topic of maternity leave for women.

Field Conditions

If the respondent was comfortable with it, individual interviews were performed at the individual’s work so contextual observations could be documented regarding work environment. Contextual observations at work include details about the campus, department, office and teaching conditions (large lecture, labs, supervising externs, etc.) I developed a structured interview protocol (Appendix I) with which to perform the individual interviews. I encouraged respondents to expand upon their written responses and/or add to them as they deemed appropriate.

Whenever the couple agreed, second round interviews were done in their homes so contextual observations could be documented regarding how the couples’ dual-career lifestyle impacts their individual careers. Whenever couples declined to use their home for the second interview, one of the couple’s offices was substituted. All interviews were audio taped and transcribed by a professional transcriptionist. I assigned pseudonyms that were used throughout
the study to protect respondents’ privacy. I also maintained reflexive memos throughout the data collection and analysis processes.

**Data Analysis**

The data were analyzed in four stages. The first stage began by reading both the questionnaires and individual interview transcripts thoroughly and coding according to the major topic areas listed in the interview protocol. I also added codes that I deemed appropriate whenever the predefined ones were insufficient. The resulting topical areas were largely descriptive and encompassed what I viewed as major dimensions of career/family interaction. However, as Hertz observed, “coding and reading are iterative processes; more codes will emerge and others will change as the interviews accumulate and the researcher’s understanding increases” (Hertz, 1986; page 224).

This stage also involved coding basic demographic, marital, occupational, educational, and income information on each respondent. These data were transferred to a computer file for subsequent calculation of frequencies and simple cross tabulations in order to develop a descriptive profile of the study sample. To highlight context, I also developed parallel timeline charts for each couple to assist in my understanding of the temporal interplay of critical and other lifestyle events that impacted each person’s career. A priori and emergent categories were analyzed and compared. Later, these data were compared with the dual-career and family career literature as related to their impact on work.

The second analytic stage occurred with the coding of the interview data using Ethnograph V. 4, a computer software tool designed to help code and analyze qualitative data. The couple interviews were designed to discuss relevant dual-career issues identified from the first round interviews. Before the couple interviews, I discussed and cleared with each individual the specific areas from the private interviews that I wanted to explore during the couple interview. Thus, the second round interview questions were grounded in the data collected in the first round.
Less structured than the individual interviews, these interviews were more like conversations about the issues I observed in their relationships.

The third stage of analysis involved clustering the codes from the couple’s interviews based upon the themes identified in the first round of coding, as well as any new themes, utilizing the constant comparative method (Denzin, 1978). This meant noting the similarities and differences among and between codes. The transcribed couple interviews were read with the individual interviews to develop representative as well as contrary codes for contrast and comparison. The couple interviews provided additional insight into the critical events of the individuals.

The fourth stage of analysis involved cross-comparisons between couple’s curriculum vitae, emerging codes, their related couple and individual vignettes, and theoretical bench marks indicative of adult and career development of college faculty. The researcher’s interpretations and clarification of her personal frames and meanings while reducing, analyzing and interpreting the data were documented in a systematic set of researcher reflexive memos.

**Issues of Validity and Reliability**

At each phase of data analysis, I reviewed the extent to which emerging categories, patterns and themes reflected valid and reliable data. This was done through mechanically audio-recording respondent interviews. Respondents’ language was utilized throughout the analysis. Subsequent presentation of the findings to support the researcher’s interpretations, generalizations and conceptual categories which have mutual meaning between the participants and the researcher utilized special criteria for trustworthiness and data credibility checks (Lather 1986; Lincoln and Guba, 1985), including the use of thick description (Geertz, 1973) and triangulation techniques (Denzin, 1978). These techniques address validity issues, such as internal and external validity, reality and objectivity, and reliability issues in a way that is consistent with the axioms and procedures of this inquiry. These are addressed more fully in the next three sections.
Trustworthiness

The trustworthiness of qualitative research relates to how the traditional criteria of reliability and validity found in quantitative research are addressed when qualitative inquiry is designed, conducted and the findings analyzed (McMillan & Schumacher, 1989). In other words, qualitative researchers must persuade their audiences that the findings of an inquiry are worth paying attention to (Whitt, 1991; Lincoln & Guba, 1985). Qualitative researchers address these criteria through parallel criteria: credibility (internal validity), transferability (external validity), dependability (reliability) and confirmability (objectivity/bias) (Guba, 1981). How I established the trustworthiness of the present study is described in the next three sections.

Credibility

Credibility in qualitative research relates to the parallel concern for internal validity in quantitative research (McMillan & Schumacher, 1989). In other words, are the researcher’s interpretations logical (Whitt, 1991). Credibility issues in the present study were addressed through 1) identifying the researcher’s role and status in relation to the group under study; 2) careful description of the informants and the decision process used in their selection; 3) description of the physical, social, interpersonal and functional social contexts which influence the content of the data; 4) adequate descriptions of data collection and analysis techniques; 5) making the conceptual framework and analytical premises explicit; and 6) triangulating interview responses with collected archival, demographic, and critical events data.

Transferability

Transferability is related to concern that the findings have meaning and significance beyond the sample studied. In other words, will the study’s findings be useful in another similarly described context (Whitt, 1991). In quantitative research, this concern is expressed when discussing a study’s generalizability while in qualitative research it is how the findings relate to others in similar circumstances. In the present research, transferability, which suggests that similar experiences may be comparable in analogous contexts, was addressed through the use of
thick description to reflect rich details about the setting, its context and its people (Whitt, 1991). Thick description will help the reader to assess the extent to which each case may be applicable to ones they know about or are of interest to them.

**Confirmability and Dependability**

The confirmability of data is accomplished by showing that the findings are based on the data and that the interpretations of the data are logical (Lincoln & Guba, 1985; Whitt, 1991). Dependability relates to the researcher providing evidence of the appropriateness of the inquiry decisions made throughout the study (Lincoln & Guba, 1985; Whitt, 1991). In the present study, confirmability and dependability were supported through triangulation of data sources (interviews, archival documents (vitae) and critical events data) and researcher reflexive memos (documenting the researcher’s thought and decision-making processes), keeping an audit trail (field notes, transcriptions, tapes recordings, and collected documents), and having a peer debriefing. Peer debriefing is having knowledgeable people, not involved in the research, examine the products and process of the study.

As the study progressed, it became necessary to follow-up with each couple to confirm their continued dual-career lifestyle status, and update career progress, adjustments and concerns. This was done by contacting couples by mail, email and telephone in 1998 and 2001. These contacts were supplemented by reviews of respondents’ current professional activities posted either on their personal websites or those of the institutions at which they continued to work in 2003.

**Stance of the Researcher**

When this study began in 1994, I was in transition from being a university administrator to becoming a tenure-track faculty member. Because of that transition, and because I am in a dual-career relationship, I chose faculty couples to help me understand what may lay ahead for me as a faculty member with a spouse who also worked in higher education. However, because I was mindful of the special concerns when one is an “insider” in a study (Boca Zinn, 1979), I chose
dual-academic couples to provide me some degree of professional distance. I believed dual-academic relationships differed enough from my own dual-career relationship with my administrator husband that I would be less likely to make assumptions based upon my own experiences rather than theirs.

I kept a detailed paper trail consisting of written notes drafted in the field, content and observational memos drafted while listening to the taped interviews, reading the transcriptions, and during the coding and analysis stages. I was able to draw from both the coded transcriptions and, as necessary, the original transcriptions and tape recordings as primary data sources, to verify and/or amplify particular issues or points which helped to tell these couples’ stories. All documentation, including tapes, transcripts, archival and updating data, has been kept in individual couple notebooks labeled by designated letter (Pseudonyms were assigned were alphabetically from A to F). A seventh notebook contains researcher notes for cross couple analyses. My goal for using these strategies was to be as truthful as possible in representing what the respondents were conveying about how their lifestyles as married academic couples affected their careers.

Summary

In presenting the findings of this research, I wanted to avoid the appearance of homogeneity in these couples’ experiences (Hertz, 1986). Therefore, I included assenting and dissenting viewpoints and experiences on particular topics and events whenever I deemed it appropriate. As was Hertz, I was liberal in using the couples’ own words in order to capture their situations as they told them so the reader would have a sense of how these couples perceived their academic careers in the context of their dual-career lives.

The dissertation findings include individual cases for each couple and a cross-couple collective story. The collective story is a weaving of historically situated stories in which the themes and plots may differ from the established cultural story. The resulting narrative tells the collective story, not by judging, blaming or advising, but by placing the respondents’ lives within
the context of larger social and historical forces (Richardson, 1990). The collective story focuses on the commonalities of human experiences across the six cases to shed light on how these couples’ dual-career relationships have influenced their academic career development.

The study’s ecological approach is a different way to study academic career with attention to the person, process, context and time. The critical life events approach, inclusive of the personal, relational and professional domains, provides a window to explore the concerns, strategies and adjustments these couples to advance their academic careers and the resulting positive and negative consequences for the other spouses’ careers.
CHAPTER 4

FINDINGS

Today, two-career families...are...struggling against time to fulfill the demands of both work and family. This situation is exacerbated; of course, by the increasing number of commuting marriages among faculty who have entered academia during the last two decades amid severe and persistent job shortages. Academic traditions along with open search policies tend to limit possibilities for spousal employment.

(Boxer, 1996)

The life course framework influenced by Bronfenbrenner’s ecological perspective was used to structure the analysis of data from six married academic couples at different life stages. The couples were interviewed in tandem, either at work or their homes (the primary contexts of their work/family relationships) to determine the ways in which their dual-career lifestyle impacted their careers. The term "couple" is a collective social identity based on the personal and societal relationship between two persons. These twelve respondents formed a collective that I have characterized according to the theoretical tripartite framework presented in Chapter 3. This framework reflects three life domains: personal, relational, and professional. It is these three microsystems and the interfaces between them that represent the mesosystem that is central to this research.

The beginning of this chapter collectively introduces the study's respondents. This is followed by separate condensed portraits of the six spouse couples. Each couple section includes passages from those couples’ interviews. Within the couples sections are related critical events/events 1 shared by each member of the couple displayed in tables. Since the interviews were performed in tandem, the critical events are presented in parallel by years they occurred.

1 Although I have used the terms critical incidents and critical events interchangeably, for simplicity, henceforth I have used the term critical events for both.
These critical events are discussed individually and as a group. In doing so, I addressed the first two research questions proposed in Chapter 1.

Consequently, the research questions addressed in the first part of this chapter related to the critical events which academic dual-career couples perceive as important to the development of their individual careers. This chapter also documents how academic dual-career couples interpreted these critical events within the context of being in their dual-career couple relationships.

**Academic Couple Collective**

The six couples are the Ashmores, Baldwins, Cahills, Davidsons, Eckharts and Franks. All six couples were married when I collected the initial data in fall 1994. At that time, four of the couples had seven children that ranged from toddler to grown. The Ashmores had a toddler daughter. The Eckharts had a teen daughter. The Davidsons had two grown and one teen son. The Franks had two teenaged daughters. The other two couples were without children (Baldwins and Cahills); however the Baldwins expected their first child in spring 1995.

In traditional western cultures, a female’s identity became linked to her husband when she married and resulted in her having no separate identity of her own. However, with the increase in the number of working women and the promotion of equal rights in America, women have been establishing professional identities; separate from and in addition to their identities as wives and mothers. An example of evidence of this trend is in the number of working women who choose not to relinquish their maiden names after marriage. Some women choose to retain their maiden names entirely, or to add their husbands’ names with or without hyphenating the two names. Two of the couples in this study, Abby Anders (Ashmore) and Cathy Connors (Cahill) (reference Table 4.1), followed this trend by retaining their maiden names rather than assuming their husbands’. However, for ease of reference for this study, and to differentiate these two from the other women in this study who dropped their last names in favor of adding their husbands’, I chose to include both women’s names throughout the text of this study.
<table>
<thead>
<tr>
<th>COUPLES</th>
<th>NAMES</th>
<th>AGE</th>
<th>TITLES</th>
<th>TENURED</th>
<th>COLLEGE TYPES</th>
<th>COMMUTE</th>
<th>PARENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashmore</td>
<td>Abby Anders</td>
<td>Early 30's</td>
<td>Ass't</td>
<td>No</td>
<td>Masters</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Alan</td>
<td>Early 30's</td>
<td>Ass't</td>
<td>No</td>
<td>Masters</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Baldwin</td>
<td>Brenda</td>
<td>Early 30's</td>
<td>Ass't</td>
<td>No</td>
<td>Doctoral</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Brian</td>
<td>Early 30's</td>
<td>Ass't</td>
<td>No</td>
<td>Doctoral</td>
<td>No</td>
<td>(was expecting)</td>
</tr>
<tr>
<td>Cahill</td>
<td>Cathy Connors</td>
<td>Late 30's</td>
<td>Ass't</td>
<td>No</td>
<td>Masters</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Clifford</td>
<td>Late 30's</td>
<td>Ass't</td>
<td>No</td>
<td>Masters</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Davidson</td>
<td>Diana</td>
<td>Late 50's</td>
<td>Assoc</td>
<td>No</td>
<td>Masters</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Dom</td>
<td>Late 50's</td>
<td>Prof. V</td>
<td>Yes</td>
<td>Bachelors</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Eckhart</td>
<td>Elise</td>
<td>Early 40's</td>
<td>Ass't</td>
<td>No</td>
<td>Masters</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Ernest</td>
<td>Early 40's</td>
<td>Prof</td>
<td>Yes</td>
<td>Doctoral</td>
<td>No</td>
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<tr>
<td>Franks</td>
<td>Felicia</td>
<td>Early 40's</td>
<td>Ass't</td>
<td>No</td>
<td>Masters</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Fred</td>
<td>Early 40's</td>
<td>Prof</td>
<td>Yes</td>
<td>Doctoral</td>
<td>No</td>
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</tbody>
</table>

**TABLE 4.1 RESPONDENT 1994 PROFILES**

All twelve respondents, whose beginning demographic statuses are displayed in Table 4.1, were (1) employed; (2) classified as regular full-time faculty by their employing institution; (3) active teaching, (4) with one person or both in the couple having not received tenure at the time of the study; and (5) one or both on the faculty of a higher education institution located within the geographic target area. Only one respondent’s faculty position (Diana Davidson) was mostly administrative.

When I interviewed them, the six Caucasian couples represented young (early 30’s: Baldwins and Cahills), middle-aged (late 30’s and 40’s: Ashmores, Eckharts and Franks) and mature (50 to 60’s) respondents (Davidsons). The respondent summary revealed ages ranged between 30 and 60 years old with females ranging from 30-60 and males from 32-57. Each respondent’s age was no more than four years different from his/her spouse.

There were five of six couples who met as graduate students (Ashmores, Baldwins, Cahills, Eckharts, and Franks). The three oldest couples’ dual-career lifestyles tended to be more traditional (Eckharts, Davidsons and Franks) while the three youngest couples tended to be more egalitarian (Ashmores, Baldwins and Cahills). Egalitarian marriages reflect a more balanced distribution of roles that typically do not follow the traditional gender roles of traditional marriages in which the male is the primary breadwinner and the female keeper of the family and home and subordinate to the male. The younger couples’ egalitarian relationships tended to reflect the strengths, weaknesses, preferences, and situational necessities of couples’ lives rather than rigidly clinging to traditional gender roles.

There were four of the six couples that had experience with the complexities of having commuter marriages at some time in their relationships. There was a mixture of experience regarding two types of commuting: long and short distances. Long distance commuting usually required the maintenance of two households (Cahills and Davidsons) while local commutes resulted from one household (Eckharts and Franks). Only two of the couples had not experienced either commuter type at the time of the study (Ashmores and Baldwins). Of the six couples, only the Cahills had an active long distance commuter relationship during the study.
Only the oldest couple, the Davidsons, had three children in college or high school during their long distance commute while the husband worked on his doctorate before the study but continued having a local commute during this study since they lived about thirty minutes drive equally distant from where each worked. For the Eckharts and Franks, the wives commuted to work approximately an hour drive one way. The Ashmores and Baldwins lived locally and worked at the same university in the same buildings for the same university although the Baldwins worked in different departments.

A defining parameter of the study was that at least one person per couple was classified as junior faculty because he/she had not attained tenure at the employing institution at the time of this study. The twelve respondents represented eight assistant (3 males and 5 females), one associate (female) and three full professors (males) in the social sciences, sciences, and humanities. Only the last three male professors had tenure in 1994. All five of the Baldwin & Blackburn (1981) academic career stages are represented in this sample: I: assistant professors in the first three years; II: assistant professors with more than three years college teaching experience; III: associate professors; IV: full professors more than five years from retirement; and V: full professors within five years of retirement. In most cases, faculty earns tenure when they are promoted to associate professor but not always as was the case with Diana Davidson whose institution had abolished their tenure system. At other institutions, the tenure decision is separate from promotion so one may be promoted but not tenured simultaneously. In those cases, the faculty must to earn tenure before or with promotion to full professor.

Campus life for these couples reflected a variety of institutional types including research (4 respondents), comprehensive (5 respondents) and liberal arts colleges (3 respondents) at six institutions. These institutions were both public (3) and private (3). There also was variety in the circumstances of the respondents’ academic appointments. The Ashmores and Baldwins continue to work in the same department and institution as they did in 1994. One couple continued to work in the same discipline but at different universities (Cahills) for several years.
The Eckharts continued to work in different disciplines at the same institution but on different campuses. The Davidsons and Franks continued to work in different disciplines at different universities.

While these differences are important, and faculties share a central core of teaching, community service and research/scholarship in varying degrees, institutional type is a strong indicator of how much emphasis is placed on and the amount of time expected to perform each and the level of support available to accomplish them. For example, at research institutions, the pursuit of knowledge by doing research, making scholarly presentations and getting published in the right professional journals, are paramount to academics’ professional survival. In order for faculty to pursue these, research institutions expect their faculties to teach fewer classes per term and are supported with financial and human resources in the bodies of graduate students.

At the other end of the spectrum, liberal arts institutions place greater emphasis on teaching; therefore, faculties at these institutions teach more, tend to perform more service activities that their research oriented colleagues. These faculties rarely have graduate students to work with them as teaching or research assistants, and monetary support to do research and present in scholarly venues tends to be minimal.

In the middle of the mix are the comprehensive institutions. In recent years, these institutions have required their faculties to do research and get published yet still anticipate a high level of teaching excellence. Faculty at comprehensive institutions find themselves in expectation and time squeezes. As one respondent in the humanities explained one’s research and writing usually are done independently without a research assistant to help. Unlike in the sciences, humanities faculties rarely are part of a team working on a particular research question or body of work. Getting the research done tends to be a solitary and lonely pursuit done around one’s teaching load that is less than their liberal arts colleagues but greater than research faculties’. Therefore, not only institutional type but disciplinary affiliations shape the responsibilities, direction and implementation of academic careers.
Individuals, Couples, and Critical Events

Respondents identified their own critical incidences before the first interviews which provided structure to further exploration of their career concerns, adjustments and development. During interviews, I elicited details about what happened before, during and after each of the identified events. This repeated process for each event with each respondent provided important details about what happened, how it occurred and why the respondent considered it important. It also is important to know how these academic dual-career couples interpreted their critical events within the context of being in dual-career couple relationships.

Each descriptive passage that follows resulted from data collected during the individual and couple interviews, review of the respondent’s vita, and responses to the critical events survey. The intent of this presentation is to help give the reader a sense of who these couples are, where they live and work, their disciplinary and institutional requirements, and what is important to them. The included quotes provide glimpses into the lives of these dual-career academic couples, their academic careers and contexts, and the personalities of the respondents. Each vignette ends with a tandem display of their critical events and some observations regarding the impact, if any, these had on their spouses’ academic careers.

Abigail (Anders) and Alan Ashmore

Alan and Abigail (a.k.a. Abby) lived in a large vintage home with wooden floors on a tree lined boulevard in the historic northern part of old Central City with their four year old daughter, Anna, and their cat, Ace. Initially, I met Abby in her office on the fifth floor in a building where many of the Humanities faculty offices are located along the inside corridor. While Abby and Alan are in the same department, their offices are on opposite hallways on the same floor. The offices are small and windowless. When I entered her office, I noticed it took only two steps to reach her visitor’s chair that set right beside her desk. Her desk was almost against the back wall. The size of the room could be quite stifling without a window. However, we managed to go ahead in spite of the close environment.
Neither was tenured. Abby was in the late pre-tenure and Alan in the middle pre-tenure stages during their interviews. She indicated she entered graduate school in the mid-seventies, received the masters of arts degree a year later, then continued two and half years to work on her doctoral degree. She stopped out for two years during which she worked as a magazine editor before returning to focus on her dissertation and complete the doctorate in 1981. She met Alan because they both had teaching assistantships and shared a large office with several teaching assistants. Alan, who was in his late 30’s, started graduate school in 1979 with a fellowship that led to his receiving his master’s degree in 1981. They started dating shortly afterwards and within six months were living together.

Alan, who was in the dissertation stage, relocated to Central City with Abby, completed his dissertation in 1989, and spent 1990-91 in a sabbatical replacement position at a local private college. While there, Alan started a scholarly interdisciplinary discussion group which has been a great source of creative thought which he believes continues to enrich his scholarship and teaching. After the sabbatical replacement year, Alan went back on the job market but limited his search geographically to the area and in 1991 accepted a tenure track position at Central City. During the member checking process, Abby indicated how unusual it was for spouses to get tenure-track positions in the same department. According to Alan:

After I completed the dissertation, I went on the job market. I wanted to stay with Abby and did not want to have a commuting marriage, so I did not cast my net too wide. I sent letters to all the schools right in the Central City area saying "Here I am, these are my qualifications, and these are the things that I know that I can teach well. What are your needs?"

The years after Alan began teaching for Central City; he taught a variety of literature courses and received an Honors Faculty Fellowship in 1992. In 1993, he attended a summer National Endowment for the Humanities (NEH) Seminar for College Teachers with a choice of places to attend. However, he chose the one closest to Central City so he would be close to his wife and infant daughter.

Due to budgetary cuts university-wide in 1994, their department changed the teaching load from 5 to 6 courses per academic year. This new development occurred only months before
the study interviews were held. Both felt this change hit them twice as hard since their teaching loads together had increased from 10 to 12 courses per year. During the interviews, they were concerned the increased teaching load would negatively affect their scholarly activities. Abby expected to go up for tenure in 1995 and Alan in 1996 and both expected to earn tenure on the strength of their research and teaching (in that order).

Alan later won a full-year NEH fellowship during the 1996-97 academic years. Abby did earn tenure in 1996 and Alan in 1997. Their fear that the increased teaching load would negatively affect their research productivity was realized because they delayed submitting their applications by a year, but apparently not sufficiently enough to interfere with gaining tenure. Their teaching loads have since dropped to their original load. Abigail believes the work load change has enabled them both to be in better shape as far as getting research time. However, Abigail specifically mentioned that an out-of-town trip to present papers takes a great deal of arranging for them and their preschool aged daughter. She recognized that because they have no nearby family, this creates a support deficit that makes arranging these trips challenging.

In most cases, although respondents listed their own critical events, several of the same events were listed by both as significant in their lives. Based upon their interview responses and examination of their vitae, I added addition key events related to their family and academic work lives which I have distinguished with italics. On the next page, Table 4.2 represents the Ashmores’ personal, relational and professional critical events they selected as important in their individual lives. By presenting critical events in tandem by years, it became easier to identify when they converged on the same incidents, when they diverged from the same incident but had different interpretations, and those that differed because they were listed on one spouse’s list but not the other’s. The strategy was used with each couple’s critical incident lists.

Based upon their articulated critical events, it is interesting to note that it appears that Abby did not perceive Alan’s career having much impact on hers but Alan did see how Abby’s career had impacted his. While neither listed getting married as a critical event in their careers, in his interview, Alan spoke of the importance of meeting Abby because their union impacted the
<table>
<thead>
<tr>
<th>ABBY ANDERS (HUMANITIES)</th>
<th>ALAN (HUMANITIES)</th>
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</thead>
<tbody>
<tr>
<td>1979 Admitted to graduate university</td>
<td></td>
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<tr>
<td>1979 Fellowship to pursue masters and doctoral degrees</td>
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<tr>
<td>1981 Meeting and living with Abby</td>
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<tr>
<td>1982 <em>Received MA &amp; started Ph.D. program w/fellowship support</em></td>
<td></td>
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<tr>
<td>1983 Teaching assistantship which reinforced disciplinary area of interest</td>
<td></td>
</tr>
<tr>
<td>1984 Meeting and working with influential professor who became dissertation adviser</td>
<td></td>
</tr>
<tr>
<td>1985 Awarded year long fellowship to work on dissertation</td>
<td></td>
</tr>
<tr>
<td>1986 <em>Received dissertation fellowship</em></td>
<td></td>
</tr>
<tr>
<td>1988 <em>Received Ph.D. and accepted first teaching position</em></td>
<td></td>
</tr>
<tr>
<td>1988 Relocating w/Abby when she accepted tenure-track position and his dissertation incomplete.</td>
<td></td>
</tr>
<tr>
<td>1989 <em>Won dissertation prize/travel grant</em></td>
<td></td>
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<tr>
<td>1989 Completing dissertation</td>
<td></td>
</tr>
<tr>
<td>1989 <em>Getting married.</em></td>
<td></td>
</tr>
<tr>
<td>1990 Winning prestigious federally funded 6 year research grant</td>
<td></td>
</tr>
<tr>
<td>1990 Assumed first, local full-time but temporary teaching position</td>
<td></td>
</tr>
<tr>
<td>1991 Alan’s tenure-track appointment in same department and institution</td>
<td></td>
</tr>
<tr>
<td>1991 Accepted tenure-track appointment in same department and institution as spouse</td>
<td></td>
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<tr>
<td>1992 Research leave during maternity leave at 90% salary for one term</td>
<td></td>
</tr>
<tr>
<td>1992 Daughter born</td>
<td></td>
</tr>
<tr>
<td>1992 Beginning continual childcare issues</td>
<td></td>
</tr>
<tr>
<td>1993 Awarded federally funded summer seminar fellowship and elected to attend at a location closest to home</td>
<td></td>
</tr>
<tr>
<td>1994 Winning internal fellowship to complete book</td>
<td></td>
</tr>
<tr>
<td>1994 Teaching load increased from 5 to 6 courses over two semesters</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 4.2  ASHMORE (MARRIED 1989)**

* Key events researcher added from archival documentation and interview data which initially were not listed in the respondents’ critical incidents lists are italicized.
location his career took given that he relocated with her when she accepted her tenure-track position in a neighboring state. On the other hand, only Abby mentioned the birth and care of their daughter as impacting her career. Her comment about it that since 1992, she has experienced “the endless round of calling babysitters and feeling as if my (her) life depended on the whims of 14 year olds.” The only overlap in their critical events was when Alan received the tenure-track appointment at CCU the same year she joined the faculty in her department. And while the impact of having their teaching load increased temporarily due to departmental budget cuts hit them both equally, only Abigail saw this as a critical event in her academic life.

Brenda and Brian Baldwin

The three interviews with this couple were held at their offices. When we met in 1994, Brenda and Brian Baldwin represented the classic peer couple. The youngest of the six couples, Brenda and Brian were in their early 30’s. Like the Ashmores, they met in graduate school as graduate assistants in the same social science discipline. Both started graduate school on the West Coast in the mid-1980 and met as first year students. Since they had many of the same courses the first year, they saw each other often and frequently studied together. During their first year, they had assistantships with the same professor. As they began to know each better other, they began dating. As time passed, Brian decided to stay in the same specialization as his advisor while Brenda chose a different path that better suited her interests. Consequently, this meant that although they had the same training, their research areas were different. This was somewhat of a conscious decision on their part so they would not be “cookie cutter” images of each other.

By the end of our second year, when we had done our specialty course work, it was clear to us that being in different fields could be advantageous going out on the job market. And so the fact that we liked different fields was helpful as well. (Brenda)
In their third year in the summer of 1988, they married and continued graduate school. According to Brenda:

There were several other married couples within our department, graduate students. Two or three other couples preceded us, and so we were able to see (In our discipline), our market is very structured. So it was, it could, it should have been obvious to most of the recruiters that we were married.

Having decided they wanted to relocate and find jobs together, they applied for jobs either individually in the same locales or as couples when two positions were available which interested either of them at the same or nearby institutions. In some cases, they applied for the same position since their academic programs had been so similar. Brenda shared that if there was a position one of them wanted to apply for in a city with potential schools with programs for the other, one would apply anyway in the hope that the other also would be able to find a position. In the meanwhile, Brian was able to get a local lecturer appointment while they were on the job market.

They went on the job market during their fifth year which is the most common year to do so in their area. Although called a four-year program, most doctoral candidates go out onto the market the fifth year. It also is typical in their field for the first screening interviews to be held at their professional meeting. Both agreed they wanted to compete based upon their merits without the decision makers making assumptions about them as a couple. In most cases, they purposefully waited until after they had gotten the second interviews on campus before revealing they were an academic couple to potential employers.

At the conference, Brian and Brenda applied separately to Central University without revealing that the spouse also was applying for a second advertised faculty position. When Central University made two tenure-track faculty offers to them from different departments, it was not until both accepted did they revealed they are a dual-academic career couple. Both were surprised at how surprised CU faculty were when they revealed their marital status since they had the same last name and soon were graduating from the same west coast university. Since their offers were from different departments, their offices were on separate floors of a large,
meandering building with side alcove halls lined with small carpeted offices with windows for faculty. Like most faculties in their field, their offices were complete with new computers and laser printers.

At the end of the school year while still A.B.D., they relocated to the Midwest to assume their new positions. Brian completed his dissertation in 1991; Brenda finished a few months later. Both taught for an interdisciplinary cohort program that resulted in them having uneven alternating teaching loads. Brian taught two courses in the fall and one in the spring while Brenda taught one in the fall and two in the spring. The typical teaching load at their institution for full-time tenure track faculty is two and two. From Brenda’s perspective, this arrangement posed some interesting challenges and advantages for them as an academic couple.

... The funniest part of our career relationship probably is when we’re in the midst of working on a paper. One of the frustrations, I think, of being at the university is the way...our teaching pressure comes in different semesters. And so our research time is concentrated in different semesters and we haven’t had the opportunity to collaborate. I teach the integrated graduate courses) in the fall. Brian teaches them in the spring. When one of us or both of us are working on projects and we’re talking about those projects everyday at dinner and we haven’t done that as much since we’ve been out of graduate school. We did work... on a joint paper a year and a half ago, I think, and it was just wonderful to be back on that basis of working with him. We really just haven’t had the time to coordinate and work on that. And so that’s one of the things I regret, that we haven’t had the time to do. Otherwise, I think I have probably covered how we work on our careers. How we have worked just in life with each other, we compliment each other pretty well in other areas of life too. The fact that we’re in the same field gives us a common language. Instead of assumptions that we work from somehow, we seem at our base to kind of come from the same, to be talking the same language and that helps. But in our financial life I worry about the details, balance the checkbook, and be sure that works out. And he does the big picture, about you know, where should this big chunk of money go. Once it gets there, I worry about how much interest we’re earning on it and that works really well in our relationship (Brenda).

Brenda referred to her decision to take a leave of absence from work to reconsider her career options after being at CU for four years. While she loved teaching, the scholarship expectations of doing research and getting it published was taking its toll on her. Shortly after making that decision, she learned she was pregnant with their first child. These events occurred shortly before I interviewed her. It turned out that it was a good time to have a baby:

We have two years till Brian would be up for tenure. To do something in this area is gonna require more flexibility on my part and probably a pretty good investment in learning something new or if I want to stay in my field, getting some kind of consulting connection going on to work in my field and I don’t want to make that commitment too
early. Dependent upon how Brian’s tenure decision would go, I wouldn’t want to have invested a lot, and then move on in a couple of years. So if I do decide, when my leave is up, not to come back, I think I probably would be thinking about that decision but still putting it off for another year until we’re certain of where we’re going to be.

However, after she had her first child, she decided not to return to her academic work. Two years later their second child was born. During the six years since the initial interviews, she has remained a stay-at-home mom.

Table 4.3 that contains the Baldwins’ listed critical events as well as related events they addressed in their interviews (which have been italicized). Similar to the Ashmores, the Baldwins are peers who met in graduate school and share the same discipline. However, unlike the Ashmores, there is much overlap in their critical events. Although both made the decisions to pursue their master degrees at the same institution before they met, both indicated it was significant because these led to them meeting as graduate assistants in the same department. Even though Brenda felt the coming birth of their first child was significant to her career plans, Brian did not mention it. Perhaps this was because the birth had not occurred. While the pregnancy was underway for Brenda, Brian had not yet experienced the reality of becoming a parent the way that Brenda was at the time.

About the time Brenda had the baby, Brian did not make tenure but stayed in an untenured position designated “Clinical Associate Professor.” He kept his salary but was paid on a 12 rather than 10 month basis, was not eligible for most summer grant programs, teaches three courses per semester rather than two and is on a three-year renewable contract. Apparently, this nontraditional opportunity has worked out well for him because over the years, he has earned numerous honors for excellence, and recognition for his incorporation of technology in teaching. Most recently, he has published a textbook and companion course website in his field.
The Cahills represented career contemporaries in the same discipline whose dual-career relationship had not been as easily managed as the Baldwins. Unlike the Baldwins, the Cahills were unable to secure teaching positions at the same university. In fact, despite them sharing the same humanities discipline, they currently teach at different institutions in neighboring states.
The result was a long-distance commute with a house at one campus and urban apartment maintained for the two of them.

Cliff Cahill is Belgian and multilingual; Cathy Conners is American and bilingual. Their common languages are English and French. Both are early to mid-thirties in age and children of academics. Cathy started her doctorate at an Ivy League university in 1985 and received a Fulbright scholarship that enabled her to move to France to work on her dissertation in 1988. Cliff began his doctorate in Belgium in 1986 and moved to France in 1987 for five years. The first year he received a humanities research fellowship from the French government followed by another year-long grant from the Belgian government. This support enabled him to travel in France to study.

Cliff met Cathy briefly in Paris, France when a mutual friend invited them both to a party in late 1988. Serendipitously, they met again in summer of 1989 when they both were doing their research at the same library in Paris. By their second meeting, Cliff had secured a four-year research fellowship from the Belgian Science Foundation to continue his research. The two of them began dating during the winter of 1989-90. In 1990, Cliff spent the summer in the U.S. while Cathy had a grant at the American Academy in Paris. At the point, they decided they wanted to pursue a relationship together, Cliff moved to Paris. However, since Cliff still had research that required him to be in Bordeaux frequently, for the next nine months, they had a commuter relationship. Cliff traveled by train, leaving on Sundays night from Paris and returning on Fridays from Bordeaux most weeks to do dissertation research.

When Cathy’s Fulbright ended, they decided he would follow her to the U.S. because he was fluent in English and would be able to find a teaching job in the States. So, she moved back to the U.S. in 1991 and accepted a teaching fellowship at her Ivy League university. A few months later, Cliff joined Cathy and was able to get an exchange scholar appointment for two years that gave him faculty privileges but no salary. He continued to live on his Belgian fellowship for the next two years.
Cathy received a dissertation completion fellowship, worked as a teaching fellow for a year, taught part-time at a local college, and in 1993, completed her dissertation. Later that year they married. Cathy kept her maiden name instead of taking her married name of Cahill, (Her maiden name, Connors, is listed on her timeline on table 4.4 but is not referenced in the narrative to simplify this report). Cliff supported her decision not the take his surname. Having both been children of academics, they were aware of some of challenges similarly situated couples had faced. The Cahills both wanted to find appropriate positions based upon their merits as new faculty but also hoped that by doing so, they would be lucky enough to accept positions that geographically would enable them to be together physically.

Cathy had discussed the dual-career problem during her interview with Midland, and I think she is better at explaining the exact circumstances, because I was not there. But, essentially Midland wanted to extend my position as a visiting scholar and give me part-time teaching for a year, teaching whatever I liked. As it turned out, I chose to teach two courses only the first semester. The second semester, I wanted to wrap up my research, which I did. I also was on the job market and needed time to go on interviews and visits (Cliff).

After a national search for both of them, they relocated to the Midwest where Cathy accepted a tenure track position at a Midland University, which has a long history in the liberal arts tradition. It is a state university located in a rural town called Midland. Cliff, whose search had not been as successful, again accepted a non-paying appointment as a visiting scholar at her institution so he could get faculty privileges and continue his research. He also did part-time teaching at one of the institution’s regional campuses to supplement their income. In 1994, he completed his dissertation.

Like the Baldwins, they wanted to remain together. Cliff did a limited job search targeting institutions which were within what they deemed reasonable commuting distance of where they were living at the time. However, they were not as fortunate in that Cliff was not able to obtain a regular faculty appointment at the same institution as his wife.

Essentially, it was the same strategy that we had followed the previous year. So, from the beginning, our strategy has been both that first year and last winter for both of us to go for every job. See how far we could get. Then with those positions, or those places, where we go further in the process, that is to campus interviews, we would bring up the
issue. And discuss it. As it turned out the position that was offered to me at Central University, was fairly close, relatively speaking to Midland U and it is about a two hour drive. I can assure you that the other places where I had interviews would have created far more problems in terms of commuting (Cliff).

Cliff’s strategy differed from Alan Ashmore’s approach to seeking an academic position while having a wife already in a tenure-track position. His search resulted in a tenure-track appointment offer from Central City University (CCU), a state institution located in the capitol city of a neighboring state. This primarily commuter, urban university, which is located two hours away from their home, is relatively new. Because it was the closest and best offer at the time, Cliff accepted and they decided to get a downtown apartment in the city because they realized the commute would have to be weekly rather than daily. Both arranged their teaching schedules, as much as possible, so they would be free on Mondays and Fridays. He also has an adjunct assistant professor appointment at Midland University so he can maintain faculty privileges for research purposes whenever he is in Midland. As in France, Cliff does most of the commuting between their city apartment and rural home. Cathy had primary custody of their cat, Calico.

Both are working on books based upon their extensive dissertation research and like the work that they do. However, they are keeping their eyes open for the opportunity for them not to have to commute any longer than necessary. This is important to them because they wanted to have children and not want to be in a commuter situation when that occurred. If given a choice, they preferred to stay in at Midland University because both believed it is a better school with its traditional campus. What appealed to them were the lower teaching loads (two and two teaching load instead of three and three at Central City U), better funding for research, and superior library. In addition, it has both undergraduate and graduate students in their discipline while Central has only a master degree program. However, he admits he would miss the social and cultural mix and advantages to living in a big city which he says suits his preferred living style than the rural Midwest would. While they have discussed the option of sharing one position, their preference would be to have two individual full-time positions in the same location if not at the same institution.
Their long distance commute, which necessitated maintaining two residences, was one of the factors they cited that prevented them from starting a family earlier despite their desire to become parents. Including the Cahills, four out of six couples in the present study had experienced either short or long distance commuter relationships during their marriages.

Her motivation to be a good teacher stemmed from her own experience. She felt her teachers had been such an influence in her life. They were such positive influences that she wanted to give back to her students. The idea of being able to turn students on to her discipline, and help them develop was very rewarding for her. For these reasons, she strives to be the best teacher that she could be. It all could be traced back to her sense of obligation to give back to the teachers that had been so influential in her own life.

Her younger sister and her father are academics. Her mother was a traditional homemaker although currently she works, but does not have a “real” career. She has worked jobs around her husband’s career. However, early on, both of her parents encouraged their daughters to seek out education, to embrace it, to read and to be intellectuals. Therefore, she knew from a very early age that becoming an intellectual would be part of whom she would become and who she is today.

As I was preparing to leave and we were talking about scheduling the second interview in December, I asked her would she still want to meet at their apartment or her house. She replied, “Yes, at the apartment because we would have trouble finding chairs at our house.” She laughed, and continued “Oh, that’s one thing that I forgot to mention. No one does, housework in our house, we just do not have the time. ‘What we really need is a housewife’.” That statement resonated with a comment what one of the other female respondents also made. They both seemed to agree that housework becomes less important on their priority lists as other time demands because more urgent.
The campus at which Cathy teaches, she says is touted as primarily a teaching institution, but the reality is even though teaching is valued here, research really is a determining factor on whether one gets promoted and tenured. This institution is located in a small town in the rural Midwest. It is a very aesthetically pleasing campus with a homogenous student population. As Cathy says, it is considered to one of the premier liberal arts public institution in the region.

In the years since then, both have continued to do what it takes to enhance their careers. According to Cathy, she held a post-doctoral fellowship at another university and they commuted even further distances for almost a year. Cliff took an unpaid personal leave for one term to join her, deferring his tenure decision for a year while he worked on a book. The following year Cliff won a post-doctoral fellowship and took research leave to accept it. Cathy then deferred her tenure decision and took an unpaid personal leave for a year to join him and work on her book. When they returned to the USA, they bought a house in Central City and she gave up her residence in Midland in anticipation of the child she was expecting. Since having their child, Cathy took over the commuter role, traveling two days a week to work.

Over the last three years, being a dual-career couple has been a hindrance to us in the sense that one of us must endure a long commute in order for us to live together. On the other hand, since we are in the same field, each of us has benefited from the opportunities for work-related travel brought to us by the other one’s fellowship opportunities. While having a baby in the family makes this kind of travel challenging for the next few years, I fully expect we will continue to travel to pursue career opportunities as a family (Cathy)

Presented in Table 4.4 on the next page are the Cahill’s events. Like the Ashmores and Baldwins, they are peers in the same discipline. Circumstances independently led to them meeting in Europe while pursuing their graduate degrees from different universities and countries. Like the Baldwins, their events converged when they met. Like the Ashmores, the beginnings of their graduate careers were staggered in relation to each other by one year with Cathy being
<table>
<thead>
<tr>
<th>CATHY (CONNERS) (HUMANITIES)</th>
<th>CLIFFORD (HUMANITIES)</th>
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<tbody>
<tr>
<td>1983 Decision of major led to career decision and honors thesis</td>
<td>1983 Began attending university</td>
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<tr>
<td>1985 Received BA &amp; began graduate school</td>
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<tr>
<td>1986 Received BA and began MA program</td>
<td></td>
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<tr>
<td>1986 Received 1 year travel fellowship (France); relocated for five years (1986-1991)</td>
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<tr>
<td>1987 Received 4 year fellowship to continue research</td>
<td></td>
</tr>
<tr>
<td>1988 Received funding to do graduate research in France; continued overseas research through 1991</td>
<td>1988 Received another 1 year fellowship</td>
</tr>
<tr>
<td>1988 Met Cliff</td>
<td>1988 Met Cathy</td>
</tr>
<tr>
<td>1990 Vacationed in America with Cliff</td>
<td></td>
</tr>
<tr>
<td>1990 Vacationed with Cliff in his home country</td>
<td></td>
</tr>
<tr>
<td>1991 Relocated back to America with Cliff *</td>
<td></td>
</tr>
<tr>
<td>1991 Moved twice to be with Cathy; participated in scholar exchange program at an Ivy League school for two years</td>
<td></td>
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<tr>
<td>1992 Accepted teaching fellowship at same Ivy League school as Cliff</td>
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<tr>
<td>1993 Co-edited first book</td>
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<tr>
<td>1993 Married Cliff</td>
<td>1993 Married Cathy</td>
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<tr>
<td>1993 Completed dissertation</td>
<td>1993 Traveled to continue dissertation research</td>
</tr>
<tr>
<td>1993 Accepted tenure-track position at Midland U and relocated</td>
<td></td>
</tr>
<tr>
<td>1993 Accepted 1 year visiting scholar appointment at Midland University</td>
<td></td>
</tr>
<tr>
<td>1993 Relocated to Midland so Cathy could accept tenure-track position</td>
<td></td>
</tr>
<tr>
<td>1994 Received summer grant to return to France for research</td>
<td>1994 After national search, accepted tenure track position at Central City University</td>
</tr>
<tr>
<td>1994 Published first article</td>
<td>1994 Two households &amp; began commuter marriage with Cliff doing most of the commuting</td>
</tr>
<tr>
<td>2003 Finally earned full-time faculty position at Midland University</td>
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</tbody>
</table>

**TABLE 4.4**  
CAHILL (MARRIED 1993)

* Key events researcher added from archival documentation and interview data.
ahead of Cliff’s progress. Also like the Baldwins, Cliff relocated to be with his future wife, Cathy. Consequently, Cathy’s career has been in the lead. She was the first to complete the dissertation and accepted the tenure-track position at Midland. Cliff has had to look for teaching opportunities geographically proximate to where she taught. Even though he elected to do a national search after he completed his dissertation, he was somewhat relieved when he was offered the tenure track position at Central City University. While not the best of situations, the two universities were offered an associate faculty position at Midland University. Although I discovered this newest development indirectly from documents posted on the Central City and Midland Universities websites rather than from the Cahills, I have added it to table 4.4. as a critical event because they had indicated during their interviews that this was their goal: to eventually work at the same institution.

Diana and Dominic Davidson

Diana and Dominic are the senior couple in the sample and, like the Cahills are bilingual. Diana is in her early 60’s while Dominic is in his late 50’s. They are parents to three grown children, in their late 20’s and early 30’s, two married and the third attending law school. Their religious-affiliated colleges located in the Midwest, I refer to as Western Christian University (WCC), and Evangelical College (EU). Although both are Christian institutions, the colleges’ Protestant denominational affiliations differ. She was an Associate Professor responsible for developmental education while he is professor in the humanities. They teach at different religious-affiliated colleges located in the Midwest within a half an hour’s drive of each campus. Their home was located strategically between the two so they drive about the same time to get to work. They agreed that this positioning was purposeful so each would commute no more than 25 minutes one way.

I interviewed Diana in her office at Western Christian University (WCU), a beautiful new multi-purpose facility located in the Campus Ministries Center in the heart of campus. Although WCU is a school with a long liberal arts history, recent construction has given the campus a
youthful image nestle among old trees, which had been preserved. WCU is unique among the schools in the study because it does not have a current tenure system for faculty. I returned to WCU the following month to interview Diana with Dom.

In comparison to WCU, Evangelical College looked (EC) its age since its campus has maintained more of its older buildings than its sister college. What sets EC apart is its commitment to a special creed which integrates faith and learning, scholarship, leadership and Christian commitment through spiritual, intellectual and social growth. Dom’s office, where we first met, was located in one of the oldest buildings the center of the campus. All around his office were pictures of his children, daughters and son-in-law, and two grandchildren. It was obvious to me that the three most important things to him were his family, faith and university.

The Davidsons’ dual-career relationship originally began as a more traditional one with the two of them trading off as one would pursue his/her education and the other would work to support the family. Diana was teaching English and Spanish in South America when she met Dominic who was in seminar pastoral studies. They married in 1961 and Dominic completed his pastoral studies in 1962. They moved to Central America where Dominic began his ministry as a youth pastor and later served as a chaplain for local schools. Their first son was born in 1963 and Diana continued to teach English. After their daughter was born, they moved to the Midwestern USA so Dominic could go to a religious college to pursue his bachelor degree at Diana’s alma mater. Deciding not to continue in the ministry, Dominic was unsure what his major should be so he decided to study the literature of his native language. Diana continued to teach while Dominic attended college; in 1967, he earned his BA and their second son was born. In 1968, they moved north so Dominic could pursue his master degree at a school that he considered the best in his discipline. He taught at a local high school and completed his master’s degree the following year.

They then moved southeast to another Midwestern state so they both could have teaching jobs in the same area. There they remained for several years during which time Diana
completed her master’s degree and received tenure at the elementary school at which she taught. In 1977, dissatisfied with secondary school teaching, Dominic decided to pursue a doctoral degree. He enrolled at the flagship state university that was only an hour’s drive away and began taking doctoral courses while continuing to teach high school. When he had completed all but the dissertation, he accepted a teaching position in the next state at a sister religious college to his baccalaureate school. Since it had been his goal to become a college professor, he accepted the position in 1982.

Because Diana could not find a job comparable in salary in the new location and their youngest son was still in school, they decided she and the children would remain and Dominic would commute the eight-hour round-trip each week. Dominic also approached a local state university near his new job about transferring his doctoral work so he could complete the degree. Despite taking many more hours than he felt he needed, he did so anyway. He taught college courses during the day, took doctoral courses at night, did all of his preparation and study for both during the week, drove home to his family each weekend, and never took his work home with him. He kept up this pace from 1982 until 1985 when his son graduated from high school; Diana resigned her job, sold their house, and joined him. Both Diana and Dom spoke of how they were able to progress professionally while also maintaining their family.

My husband would love to be a professional student, I think. He just kept going to school, kept going to school, and he almost finished all of his course work for his doctorate and then, at that point, Evangelical U. had an opening in his field. So, he interviewed and chose EU because it was closer to where we were and knowing that I was a tenured reading specialist, we didn’t know that I would get a comparable job there. We still had one child in high school at that point and two in college. So, we needed two salaries. So, then when he accepted the EU position, we decided to do a commuter marriage. We did that for three years. Right! We did it for three years. Then my, our youngest graduated high school, went to college, and then that was when I thought this would be a good time for me to make the move. So I looked, well every year I kind of, you know, put my resume out and tried to get leads in this area, but nothing really came up (Diana)

My wife and I am a very, very close couple. I mean we do everything with each other. She goes to my conferences and I go to hers, everything. But I had to take the job; we had no choice. There was no way that my wife was gonna drop a thirty thousand dollar a year job and come with me with three kids in college. We could not do that. So, even though it was a difficult decision for me not to take the family, and it was difficult for me to
do, it was the best thing to do. I was free to begin my college career, which is different from teaching high school. And also to pursue my doctorate—teaching here at Evangelical College gave me enough time to actually do some quality type work. It was the first time that I had a job that actually allowed me to put some quality time into doing a doctoral program (Dominic).

Although Dom shouldered the commuting responsibility, he believes the sacrifices were worth it. However, the time was difficult for them both. With Diana shouldering the family responsibilities, his absence was felt the most by his younger son.

I think he was affected; the one who is now in law school. He felt that I was sort of a very cruel of me to leave when he was in the tenth grade. Even though at the time he was very glad to get rid of me because I am a very rigid person as far as discipline and all that. But it turned out that when he was a younger adult, when he was looking back and trying to face me, you know, like all children do, that issue with him was that I wasn’t there. ...not that I was being cruel to him or that I wanted to, you know, leave him or anything. It’s just I had to... otherwise, I would have stayed at the high school and I would be insane by today. I could not stay there. I felt sorry for myself. I had all this training, all this education, and I wondered, “What am I doing at this dumb little school.” I did not have the right attitude. So choosing Evangelical U was the best decision I have ever made in my life (Dominic).

When Diana resigned her job, sold their house, and relocated to join him, she had difficulty finding the right job. Therefore, out of necessity, she switched careers. She taught for two years for a local vocational technical college driving to three different campuses. The job she was doing was not particularly challenging to her; when she tried for a promotion, she was unsuccessful. Frustrated, she tried to make the best of the situation by availing herself of one of the benefits of the job; free course tuition reimbursement. So she enrolled at the same state college where Dominic worked on his doctorate, and she took one course a semester. She and Dominic bought a house centrally located between the three campuses at which she worked to ease her daily commutes. However with each course she took, she became more interested in adult education and research, and decided she also would pursue her doctorate while teaching for the technical college.

The job was a lot of traveling, maybe a hundred, a hundred miles a day going from campus to campus to teach classes, and in the evenings I would end up at Local State University to take my class. So I made the circuit and it was over a hundred miles to drive home. So every quarter, I took another course and pretty soon, it accumulated. But then I got hooked on the field and long about mid-field, I though, well maybe I’m making a mistake, maybe I should continue and get a Ph.D. in a field closer to my
dissertation topic. I could have switched at any time, but then I decided to stick with my original area in education (Diana).

In the meanwhile, Dominic continued to take classes part-time until he completed his dissertation in 1983. Upon receipt of his doctorate, he was promoted to associate professor and received tenure. The following year, Diana completed her doctorate and started looking for another job that would use her new degree. She had hoped to be hired at the same school at which Dominic taught, but that did not work out despite the fact that she applied for an opening to which she was qualified. Dominic, in particular, was quite upset when she did not get the position. However, in 1989 she accepted an assistant professor position at Western Christian University. This position afforded her the opportunity of developing a development education department that serviced the entire campus. Western Christian University differed from other colleges in the sample because it does not have tenure. Instead, it relies on a series of renewable contracts that require faculty to complete tenure-like portfolios for evaluation and contract renewal. She believed this puts the faculty at her school under even more pressure since they know they will be reviewed repeatedly.

Both Dominic and Diana have presented and published since becoming faculty despite their respective campuses primarily being teaching institutions. Research is considered important after teaching and service, but is funded poorly at both institutions. Dom and Diana both typically have a teaching load of four courses per term although Diana usually has only three because of her administrative responsibilities as director of developmental education. In 1992, Dominic applied for full professor. However, he was denied essentially because he had applied only three years after making associate. He was advised to reapply the next year; he did so successfully. When I asked Dom what becoming a full professor mean to him, he replied:

It means that in the estimation of my colleagues, I am considered one of the top professors in this institution because not everybody has that. So many of these people come from very gifted backgrounds, and they expect everybody to be that way. But the thing I wanted to tell you is that because of my home background, my father was a hardworking person but had alcohol problems. My mother had been an orphan since she was twelve so she had all these psychological problems connected with being rejected. So we suffered immense amount of neglect. My dad had a good job and was always gone because of his job. He had a lot of
money. Even though he neglected my mother, he did have enough money for all of us to live on, so that part was good, the other part was bad in many, many ways. I flunked tenth grade in high school and graduated from high school feeling that I was totally useless, that there was no hope for me. So, to come from this background, and then come to the United States and actually graduate from one of the most prestigious college in the United States...and then actually receive tenure (and promotion), there was an immense amount of pride and sense of accomplishment for me knowing where I came from (Dominic)

When I last spoke to Diana in 1998, she indicated she and Dom were preparing to take a group of twenty-four students to Latin America for a month this summer. In the intervening time since we last spoke, she had left her administrative position to take a leave of absence because of a family crisis revolving around their youngest son. He had become addicted to crack and dropped out of law school; they tried to help him through two rounds of drug rehabilitation but no avail. Finding out about her son’s addiction broke her heart and spirit to such an extent that she became very ill. During her two-year leave, her prior position was phased out.

As is typical of Diana, she decided to retool again and earn a cognate in Spanish. She then returned to the classroom full-time last year at her old university to teach Spanish. Because it is a new position for her, she had to start the multi-year contract sequence (2-3-5) over again. Diana reportedly enjoys her new teaching and tries not to think too much about the multi-year contract process.

I think it has been hard on my husband to know, to see my insecurities, because he is tenured in his position. Whenever contract time came, I started job hunting. Every spring when I would get antsy and start sending out my resume, that would make my husband antsy, cause he did not really want to move. But he was willing to if, you know, if it meant my not having a job offer. We did try to sell ourselves as a couple to a couple of institutions but we did not have any takers. So that was good for him, and for me, because I like it (Diana)

Since Diana had returned to full-time teaching, Dom took a half-time sabbatical for 1998. He was writing a book with his older son who also is a member of a dual-academic career couple. Dom is committed to teach two more years after the sabbatical (which seems to be the standard) but Diana reported that lately he has been talking about retiring in four years. In addition, each summer since 1988, they have escorted advanced language students to Latin American for linguistic/cultural experiences for college credit.
<table>
<thead>
<tr>
<th>Year</th>
<th>DIANA (SOCIAL SCIENCE)</th>
<th>DOMINIC (HUMANITIES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>Dom hired at Evangelical College. We began a 3-year commuter marriage until our son graduated from high school.</td>
<td>1982 Accepted teaching position at Evangelical U and began commuter marriage</td>
</tr>
<tr>
<td>1982</td>
<td>1982 Started doctoral studies for second time</td>
<td></td>
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<tr>
<td>1985</td>
<td>1985 Left tenured public school position to reunite the family; had difficulty finding similar position in new location.</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td>Accepted teaching position at local vocational college; accepted major salary cut</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td>Began taking one course per term for professional development while teaching; eventually committed to pursuing doctoral degree</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>1987 Successfully complete preliminary exams</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>1988 Completed dissertation</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>1988 Promoted to associate professor</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>1988 Earned tenure at Evangelical College</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>1988 Began annual student trips to Latin America</td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td>1989 Accumulated enough credits and completed doctoral degree</td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td>Accepted administrative position with associate professor faculty appointment at Western Christian University</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>1991 Began one class at a time for additional teaching certification; completed in 1994</td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>1992 Denied promotion</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>1993 Promoted to full professor</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>1993 Received personal development grant to tour Europe for several months</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 4.5 DAVIDSON (MARRIED 1962)**
The Davidson’s critical events are presented in Table 4.5. Being the eldest of the respondents, having been married 32 years at the time of data collection, they naturally had more events to report over a longer time span. Perhaps because of their longevity, their critical events they both began their story when Dom accepting the decision to accept a teaching position at a college in a neighboring state and enroll in graduate school to pursue his doctorate again. This decision lead to their three-year commuter marriage arrangement in which Dom relocated to start graduate school and Diana to continued teaching at the local public school while the last of their three children completed high school. Once their son graduated, they reunited the family by relocating to be with Dom.

Although neither mentioned children’s issues specifically as critical events, probably because their children were much older than the other respondents, it was Diana who remained to enable their son to graduate from high school before relocating the rest of the family. And it was she who had difficulty finding the right employment in the new locale, a circumstance which led to her changing her career.

Elise and Ernest Eckhart

Elise and Ernest were in their late 40’s when I interviewed Elise at their ranch style home in an affluent neighborhood not far from the university in which Ernest teaches. Elise teaches in the social sciences at a private religious affiliated university, South Christian University, located in a suburb of a larger metropolitan area an hour’s drive from her home. The interesting thing about Elise is that we had been in contact with each other in 1991 when I had initially done a background survey over the Internet. This survey resulted in a paper I presented at the University of Kentucky Dual Career Couples in Higher Education Conference in 1992. She was one of the respondents, and had indicated that she would really like to participate in this study. Over the years, we kept in contact with each other by phone and by e-mail. At one point, we made arrangements to meet, however, those plans fell through and so we never met until I interviewed her for this study. Perhaps because of this history, and because she was
appreciative of how important having people agree to participate in studies is to the research process, she was the most forthcoming of all the respondents.

From Elise’s perspective, their personal and professional lives were not as easygoing as Ernest’s recollections would suggest. As we sipped tea in her sunken living room, she shared what that time was like for her. While working on her doctorate, they had moved several times so Ernest could take advantage of a number of academic career opportunities in his science field.

During the same period, she gave birth to their two daughters, taking a semester’s leave for children. The first child was born while completing her course work. The second was born in the middle of her qualifying examinations just after they had moved from the east to West Coast for Ernest to accept a teaching position at a prestigious university. She had taken two of her exams before the move and the third afterwards. Ironically, however, they knew going in that this position had little long term potential because so few professors received tenure at the institution.

Technically it (was a tenure track position), but they give tenure to a very small percentage of people. So, you don’t go there seriously imagining you’re gonna get tenure. At least in (my discipline) they have. ...I forget how many they promote. They promote one person every four or five years. They have several people come, they have people coming through being there, and then people leave (Ernest).

Therefore, when his time came to leave, Ernest was strategic in applying for positions at a certain number of places that he would probably go to if he got the offer. Out of two offers that resulted, he chose Central University because he wanted to move to the eastern part of the U.S. When I asked him if it was his decision or a shared one, he stated he could not remember. However, Elise indicated that this transition was more difficult for her with two children and not having a good work situation worked out. She was given an opportunity to apply for grant funds to do research at one of Central U’s research institutes while completing getting her doctoral proposal approved and launching into data collection.

Elise has an interesting background in that she originally went to school to become a violinist, then switched her area to literature, and studied languages and literature. However, she found that that really was not particularly satisfying for her. She indicated she ended up working in a federally funded pre-school program and that got her interested in special needs children.
This experience eventually led to her going back to school and starting her masters program in special education with an emphasis in emotional disturbance. With the course work under her belt, she ended up moving with her husband to the Midwest. She called this period “family time” while she worked on her thesis but she followed her husband from place to place as he assumed different positions.

Elise spoke of how supportive Ernest had been while she was in school. For example, he traveled to visit a colleague in Paris, France at the same time she was invited to go to Sweden as a visiting lecturer. He decided to take time off so they could go to Sweden with her for a couple of months rather than go to Paris. This was significant for Elise because it enabled her to meet a colleague who was very encouraging of her career and who gave her an excellent data set to analyze. That research ended up giving her career the boost it needed because she was able to get the resulting research published. As Ernest described the event:

I see, well, I guess, I got my career started first and so, I took the lead in that sense. After that, I'm not sure that we've really had to make a whole lot of sacrifices in the sense of, you know, one of us doing or not doing something because the other person. I mean...let me see. Um, I guess Elise did have a fellowship when I had sabbatical so we went to went together where she had the fellowship, I think that worked out pretty well for her, and it didn't particularly hurt me either. I mean that university is an okay place to be. And then um, well, I went away for two months for my purposes to Sweden and Elise sort of came at my pulling. But I think that that worked out pretty well for her, because I think she got some worthwhile things started there. And so I think that in terms of traveling, um, I think it's been pretty beneficial. I mean, I don't think it's caused either one of us any sort of sacrifices, sort of, I don't know. I think that I did get started first and so, I think my career has led the way. But I think that it's, I don't know, I know people have worked things out where basically everything is organized around one person or the other, and the second person sort of follows. But you know, we hadn't really been forced into a situation, um, where one of us has to make that kind of sacrifice (Ernest).

After she had completed her doctorate, during the first year she secured a post-doctoral fellowship at another state university located three hours drive away from their home. Again, Ernest took a leave, this time a sabbatical, so he could go there with her. These are only two examples when Ernest followed Elise so she could pursue her own teaching and research opportunities. However, it is interesting to note that these relocations were temporary rather than permanent. By looking at the major moves, all of which involved Elise following Ernest, this pattern suggests they continued to be a more traditional couple.
It was over eight years after Ernest had started teaching at Central University that Elise finally secured a tenure track position at the private university at which she has since earned promotion and tenure. It appeared to me that Elise feels she had to “settle” for this position because she was anchored with two children and her husband a tenured full professor at a top-tier university. She confirmed she felt a friction between being a teacher-researcher versus her ideal of being a researcher-teacher, a conflict with which she struggles to come to terms.

At South Christian University, you do not really have to do that much scholarly work. They like service and I am not a practitioner at all. They really say they like teaching, that is most important, but what I see is that the rewards are for the administration. I do not even see ... a lot of its worthwhile. I do run the Honors Program, it’s a big job, and I’m very dedicated to it. So, I have to do that kind of administration, and I think I probably should be released for it. I have my huge teaching load and I have the very advanced students work on my research with me. But of course, it’s a big burden when you have students, who aren’t skilled, so we try. But my research is suffering, definitely suffering (Elise).

Elise discussed the inherent differences in workload expectations when comparing a research vs. teaching oriented college. Ernest teaches one class a term while she teaches four. While she acknowledges he works just as hard as she does, his time is more discretionary than hers is. She has more pressing deadlines schedule around her teaching. In her mind, although he is pressured to be scholarly productive, Ernest does not have the same type of immediate pressures she does. This frustrates her because her teaching and service duties leave little time for her to do the research she loves doing.

This frustration was compounded by the constant commuting Elise must do between home and work. This reality was a constant strain for both of them as evidenced by Ernest sharing how the physical and psychological fatigue Elise experiences from working three nights and commuting caused stress on both their relationship and the family. He indicated her physically not being available those nights shifts the burden of maintaining the family to him. And when she gets home, she’s often tired from the stresses of work and the drive home. He also acknowledged that Elise’s job at a primarily teaching college is not the best fit for her scholarly
desires. While he said he is open to her wanting to leave, it did not seem to be a possibility he had given it much credence.

In the years since the initial interviews, the tension between them continued and seems to be leading to divorce. It had been only a few weeks before they had separated when I spoke with Elise on the telephone. Elise reported that Ernest admitted that her career has a lot to do with the breakup although the difficulties they shared getting through a difficult time with their older daughter did not help. “He wants an obedient wife.” according to Elise, "He had been supportive like a mentor during the beginning of my career but now that I have grown up, he’s not happy with our relationship.” Both had just completed sabbaticals that meant they both were committed to teach at least two more years at their respective colleges. Elise received a travel grant and planned to go to Europe for the summer to chair a symposium in her field and present a paper she co-authored.

When I asked about her plans after the coming summer, she indicated she didn’t plan on making any immediate moves for the next two years—not until her oldest daughter graduated from Central University and her youngest was launched to college. Then she would decide what she wants to do: stay in the present community with her many friends, or start a new life somewhere else. At present, she thinks it more likely to keep an apartment near where she works for as long as she remains at South Christian University.

The Eckhart’s critical events are displayed in Table 4.6 on the next page. Like the Davidsons, the wife has been the junior academic in the marriage. Unlike the Davidsons, the Eckhart’s met in graduate school when Ernest was pursuing his doctorate and Elise her master’s degree. The tandem analysis of their critical events reviews a similar pattern as the Davidsons (and the Franks). The women’s careers developed, for the most part, around their husbands. The Eckhart critical events converge with the birth of their first daughter. Of the three respondents who were fathers when this study began, Ernest was the only one to view the birth of their first child as having significance to his career. Both Eckharts mentioned the birth of both
<table>
<thead>
<tr>
<th>Year</th>
<th>ELISE (SOCIAL SCIENCE)</th>
<th>ERNEST (SCIENCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986</td>
<td>Completed doctorate “with nothing but a good degree from a good university with a famous advisor and no publications”</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>Husband declined permanent appointment offer to return to Central University. Had no professional position; felt trapped</td>
<td>1987 Collaboration with another colleague started out well but turned out “disastrously”</td>
</tr>
<tr>
<td>1987</td>
<td>Central U arranged for her to work at a grant-funded research institute on campus. “Swore never to accept ‘help’ as a spouse” again</td>
<td>1987 Chance meeting with an old friend at a conference led to discovery that our research interests paralleled which opened new possibilities</td>
</tr>
<tr>
<td>1987</td>
<td>Accepted two year post-doc appointment; Ernest took one year sabbatical and visiting professor position at same institution; declined invitation to return to Europe for a year</td>
<td>1988 Took first sabbatical; declined offer to return to Europe; accepted one year visiting professor position at same school with Elise *</td>
</tr>
<tr>
<td>1988</td>
<td>Accompanied Ernest to conference in Europe; established relationship with another researcher and later collaboration gave career a boost.</td>
<td>1988 Gave invited address at a prestigious international conference in my field</td>
</tr>
<tr>
<td>1988</td>
<td>Attended national conference ad met two important academic colleagues which led to additional publishing opportunities.</td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td>Husband commuted second year of post-doc that helped launch career</td>
<td>1989 Commuted between Central U and where Elise was completing second year of post-doc</td>
</tr>
<tr>
<td>1989</td>
<td>New colleagues invited her to write book chapter; senior researcher and she published her first book</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>On job market wanted a research position but could not secure one.</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>Accepted tenure track job at a Christian teaching college in commuting distance from our home near Central University.</td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>Became increasingly involved in administrative/service duties and had less time for research</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 4.6 ECKHART (MARRIED 1977) (continued)**

* Key events researcher added from archival documentation and interview data.
<table>
<thead>
<tr>
<th>ELISE (SOCIAL SCIENCE)</th>
<th>ERNEST (SCIENCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974 Received doctorate</td>
<td></td>
</tr>
<tr>
<td>1974 Met and collaborated with two noted academicians in my field</td>
<td></td>
</tr>
<tr>
<td>1974 Instructor at northeastern institute for two years during which published first three articles</td>
<td></td>
</tr>
<tr>
<td>1975 Collaborated and made research “break through” with doctoral advisor</td>
<td></td>
</tr>
<tr>
<td>1976 Master degree thesis led to love of research</td>
<td>1976 Accepted assistant professor position at Ivy League university (1976-1982)</td>
</tr>
<tr>
<td>1976 Met future husband</td>
<td></td>
</tr>
<tr>
<td>1977 Married, resigned job, and started doctoral studies with spouse’s support</td>
<td></td>
</tr>
<tr>
<td>1978 Birth of first of two children during graduate years; giving up research/teaching assistantships, slowing course work progress</td>
<td>1978 First daughter born; had to change work style because time was more limited. This was not necessary with second child because he had done it before and was better prepared: Children crises averted; just conflicts to be resolved.</td>
</tr>
<tr>
<td>1979 Was invited and spent two months at European university.</td>
<td></td>
</tr>
<tr>
<td>1981 Birth of second daughter compromised quantity of work (no extras or publications)</td>
<td></td>
</tr>
<tr>
<td>1981 Relocated across country so husband could accept prestigious appointment in middle of completing qualification exams</td>
<td></td>
</tr>
<tr>
<td>1982 Relocated to Central University with husband while writing study proposal. Long distance slowed communication with dissertation committee</td>
<td>1982 Accepted first tenure track offered at Central University</td>
</tr>
<tr>
<td>1983 Relocated to a southern university for spouse to assume a one term visiting faculty appointment</td>
<td></td>
</tr>
</tbody>
</table>
been in graduate school during the births and gave up research and teaching opportunities, a decision that slowed her course progress.

The impact of Ernest’s career decisions had, at different times, both positive and negative consequences for Elise’s career. Like Dom (and Frederick in the next vignette), Ernest’s career has been the lead in their relationship. Sometimes, Elise was able to make the best of career decisions Ernest made to advance his career. For example, unfortunately, these instances tended to be the exceptional. Many more times the relocations had negative consequences for her career. For example, they stymied the completion of her degree. When finally she completed her doctorate, she found herself in a location “with nothing but a good degree from a good university with a famous advisor and no publications. When her husband accepted a visiting professor position, the relocation resulted in her having no professional position and feeling trapped. Having done the research, Elise realized how much she wanted to do more and wanted to find a research position. But the lack of publications besides her book came back to haunt her when she was unable to get a faculty position at Central University where her husband worked. Because they were anchored in the Midwest where Ernest had earned tenure, she ended up settling for a tenure track position at a teaching college within commuting distance from their home which is located within walking distance of the Central University campus.

But in fairness to Ernest, there were times when he made career decisions that were supportive of Elise’s career. For example, taking her with him to Europe the first time enabled her to meet with and collaborate with a researcher in her field who had an unanalyzed dataset in which she was interested. Another example was when he declined an invitation to return to Europe for a year when she was offered a two year postdoctoral research opportunity. Instead, he chose to arrange a one year visiting professor position at the same institution and took his first sabbatical to accompany her. The second year, he commuted, driving three hours each way on a weekly basis while she completed the assignment. However, even these concessions seemed to
have no negative consequences for his career; the same could not be said for Elise’s.

Felicia and Frederick Franks

When I met Frederick and Felicia Franks, they were in their early fifties and had a teenage daughter, Farrah. They had met in graduate school at a Midwestern university where he pursued his doctorate and she a master’s degree in the same humanities discipline. They married while still in graduate school in the mid-1960; the same year Felicia completed her masters. Frederick continued in doctoral studies, receiving a multi-year fellowship that enabled him to complete his doctorate two years later. Just before his defense, he accepted a faculty position out west and they relocated. Because of the distance involved, his committee waived his dissertation defense. However, within a year’s time, Frederick realized the location was not to his liking so he began looking for another a faculty position his second year.

Although their shared discipline had brought them together, Felicia decided not to pursue a doctorate in the same field. It seemed this was a defining event within their marriage. Felicia deferred her own career dreams so Fred could pursue his. She spoke about originally wanting the get a doctorate in either humanities or social science but had chosen the humanities before she met Fred. With her marriage to one whose career in the field was so much more advanced than where she was, she saw no point in continuing to pursue that particular dream.

“I didn’t see any point. Well, since I was marrying an academic, it meant that something that was very important to me, which was the connection with the university, would be attained through marriage. So, I actually postponed my own ideas about possibly going on for a Ph.D. at that time on my own. Because I knew there was a good chance, we would be living in a university community because he was far ahead of me. So number one, I decided not to pursue a Ph.D. in the same field as he was—I chose not to do that—and number two, I chose not to pursue any Ph.D. at that time. By marrying another academic who, at that point just finished his dissertation, it meant only one of us was a student at that point and the other one was working (Felicia)

As the accompanying spouse, Felicia usually made her career decisions around her husband’s profession. Like the Davidsons and Eckharts, their dual-career relationship has been more traditional in with Fred assuming the typically male leadership role within the family as well. Yet, this does not reveal the complicated nature of Fred and Felicia’s relationship. What struck me
as I got to know them during the individual interviews in their respective offices, and again at their home, was how Felicia’s career path developed in reaction to Fred’s but also independently of his. This pattern began as soon as they married.

During the years while Fred was looking for his second tenure-track position, Felicia took jobs that were consistent with her background in the Humanities and education. However, she did not find the kind of fulfillment she wanted from the work; they were jobs to help support the family. When Fred decided to accept the Central University offer, she quit her job, he resigned, and they packed up and moved.

At first, she spent her time getting them settled. When she started looking for work, she found there were no opportunities for someone with her background.

With elementary education, I was told I was over qualified because I had a master’s degree and several years’ experience. So I looked for other things in the community and was very fortunate to find an administrator job at Central University. I basically got the job on my intellect and communication skills. Because you’re right, there was nothing, no management, and no business background. I was very fortunate to be given a position working with computers, helping to design and beginning the on-line systems for the university. I just was in the right place at the right time with some analytical skills. It was on-the-job experience. It was interesting work. I learned how to manage people and I got involved in systems. I didn’t realize really for a while how much I was experiencing at the right time. This was when people were moving from mainframe systems to VAX systems, to online systems, originally with terminals or somewhat intelligent terminals. I was there for the whole thing. I was there for nine years. I helped design the database from a user perspective, design the systems. I set up the data entry group for the first time in that unit. So, they moved me over to manage that. And I was just in the right place at the right time and found an interest in information systems. And I remember, although it was many years ago, very specifically, telling them that I wasn’t looking for a job. I was looking for a career (Felicia).

It was two years into the nine that Felicia had their first child and only child. She took a two-month leave of absence to care for her and returned to work full-time after her maternity leave. She has continued to work since then.

According to Felicia, the original plan had been that when she finished her doctorate in social sciences, they would then both go on the job market and move to some place where both of them could have faculty careers. However, when the time came for her to defend, Fred had
changed his mind about moving. Since she wanted to stay with him, she decided that she would look for a faculty position that would be close enough for her to be able to drive home on the weekends. This was another example of how she would accommodate him by adjusting her career around what he wanted.

Fred’s interview concerned me because he appeared resistant during the weeks when I was identifying potential respondents. When I first spoke with him, after his wife had contacted me about the study, he wanted to know the exact nature of the study and was concerned about confidentiality. I sent him the preliminary explanatory materials, requested that he read through it and I called him and answered any questions, and reassured him again that methods were incorporated to protect his identity so his privacy would be protected. He kept putting off responding to my queries as to whether or not he and his wife were going to be in the study. Felicia apologized to me on a couple of occasions because he had not moved on his part of the paper work. Another week passed before I received the study packet. I concluded from his behavior that he did not want to cooperate so this context made me somewhat apprehensive about his interview.

I arrived at Fred’s office early and sat in on chair in the hallway. He showed up a few minutes before our appointment. As he reached the top of the stairway, he saw me sitting there and said, “Are you looking for Franks?” I said “yes”, and he continued, “Well, I’m him”, and started walking down the hallway. I quickly gathered my book bag and followed him. No “Good morning. How are you?” kind of small talk that most people make with someone they have met new. So I felt obligated to start with some small talk, “How are you doing? How are things going?” while setting up the tape recorder. He did inform me that he did not think he was going to use all the time scheduled. I replied that was fine; it is better to plan more time than needed, then not have enough time to do the job.

His whole affect during probably the first three-quarters, maybe four fifths of the interview, was “Why am I here?” His body movements and facial expressions, the way he would throw his hands up to his sides when I asked a question seemed to support my assessment. It was almost
as if he was not taking the whole process very seriously but he was doing it because he “had to
do so”.

Near the end of the first interview, I asked about what the impact becoming a father might
have been on his career.

I really don’t think it did affect my career very much. Sort of life went on, just, I mean of
course, it was quite different. I suppose the biggest way was that I broke my ankle within
two or three weeks after she was born and that, you know, killed my mobility and activity
during that time. But, I really can’t specifically recall how things changed I can’t recall
how things were before she was born (Fred).

Fred’s career at Central University seemed to progress almost effortlessly according to
him. It was interesting to note that Fred did not see his career in terms of particular significant
events. His reported style was to work “fairly consistently” and any particular products (i.e. books,
articles, reviews, etc.) or opportunities (i.e. fellowships and grants) grew naturally out of his
consistently focused efforts. From my point of view, I observed that this steady approach seemed
to match his personal affect, which appeared to be rather flat and even. He did not seem too
excitable from the exterior. It was not clear to me if he really was a laid back personality or if he
was guarded in what he allowed me to observe.

Serendipitously, Felicia learned there was a growing discipline in the area in which she
had been working and a doctoral program was offered in the discipline at Central City University.
She began to realize that her dream of becoming an academic was still alive. She also began to
see that her newfound interest in information systems could dovetail with her dream by getting a
doctorate. Her successful work experience persuaded her to pursue her doctorate in this new
rather innovative field. Her success in that doctoral program led to a tenure-track position at
Central City University, Central University’s urban campus an hour away. Therefore, like Elise
and Cathy, she makes the commute several times a week.

Felicia shared with me what she saw, in retrospect, was a mistake she made was in her
first year of teaching. There was a project going on with a senior professor that she felt that he
was going to get and she thought that she would be able to become a part of that body of
research. The words she used were—"ride along on his coattails." She believed she would publish through her collaboration with him. However, things did not work out the way that she thought they would because she ended up becoming the principal investigator. However, the involvement in this project required her to do a great deal of reading in a new area which took time away from her own scholarship and helped contribute to her being behind in her publication.

I asked whether her involvement in this project had borne any fruit in terms of research. She replied it had; she had written a couple of articles she submitted but she did not know if they were accepted. At the time, she had another paper she had resubmitted after editing. She had spent much time making the requested changes but nothing had been published at the time—at least that was my understanding. She was not sure whether these things would happen. She did say that she does have four articles that have already have been published. Two of them were in journals that some MIS schools considered being top tier but her school did not. In other words, had she been at another school she would have four articles counted, but because this school did not recognize two of those journals as top tier, they were counted only as two.

Felicia observed when it came to the concept of having a balance between teaching and research; the university gives lip service about how important teaching is. However, in the final analysis what really is counted is the amount of research you do how often you are published and whether or not you are being published in the right journals. It became clear to her that not only do you need to publish, that where you get published determines whether it will count. The top tier publications, as defined by her university’s program area, are the only ones that count.

Three years later, when I contacted Felicia by email for an update, she indicated that life had changed quite a bit for them. First, their daughter was attending an Ivy League college. Without their daughter at home most of the time, Felicia and Fred were spending greater time keeping their teaching, scholarship and service responsibilities strong. She successfully received tenure and promotion at Central City University.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1966</td>
<td>Received 1st masters degree.</td>
<td>1967</td>
<td>Married doctoral student while working on my masters degree in same discipline and relocated with husband; graduated *</td>
</tr>
<tr>
<td>1969</td>
<td>After relocating west with husband, changed from performance to teaching career</td>
<td>1967</td>
<td>Received fellowship to pursue doctoral research; worked as lecturer (1967-69)</td>
</tr>
<tr>
<td>1969</td>
<td>Completed dissertation at Midwestern university</td>
<td>1969</td>
<td>Accepted post doctoral appointment in northeast</td>
</tr>
<tr>
<td>1969</td>
<td>Accepted first tenure-track assistant professor position (1969-74)</td>
<td>1972</td>
<td>Important professional connections led to post-doctoral appointment at an eastern university</td>
</tr>
<tr>
<td>1972</td>
<td>Prestigious fellowship funded a year of travel in Europe which furthered research</td>
<td>1974</td>
<td>Accepted second full time faculty position in Midwest; progressed from assistant to full professor in 9 years</td>
</tr>
<tr>
<td>1974</td>
<td>Relocated to Midwest when husband accepted tenure-track position at Central University</td>
<td>1974</td>
<td>Received prestigious national fellowship to write first two books</td>
</tr>
<tr>
<td>1975</td>
<td>Took an administrative job at Central University which led to interest in current discipline</td>
<td>1977</td>
<td>Daughter born after ten years of marriage</td>
</tr>
<tr>
<td>1981</td>
<td>New programs started at Central City University campus provided opportunity to pursue 2nd masters and doctorate in new discipline of interest</td>
<td>1981</td>
<td>Started masters part-time while still working; decided which specialization most interested me</td>
</tr>
<tr>
<td>1983</td>
<td>Doctoral advisor &quot;championed&quot; me receiving full-time fellowship; quit job to continue graduate studies</td>
<td>1981</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 4.7 FRANKS (MARRIED 1967) (continued)**

* Key events researcher added from archival documentation and interview data.
Fred declined to give a personal update; Felicia did on his behalf. According to her, because of a change in deans in his school, Fred had assumed the chair of his department. This surprised me because he had told me he was not happy with having to waste time on service. However, Felicia indicated the difference this time was that with new leadership, Fred felt his ideas were being listened to and he was being heard. Finally, Felicia was preparing to spend the next school year as a visiting professor at a prestigious university not far from where her daughter

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>Went on job market early to ensure community job since husband was no longer interest in moving</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>Received three job offers; had to chose between top tier &amp; 2\textsuperscript{nd} tier university</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>Husband took sabbatical to accompany me so I could accept temporary appointment at a top tier research university</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>Sent dissertation article to top tier journal; after rejection, spent much time revising to get it published; unsuccessful; major mistake and disappointment</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>Accepted tenure track appointment at Central City University in Central City to be closer to home</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>Started one hour daily commute to work; eventually began staying in Central City two nights a week</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>Because of restructuring, chose joint school appointments with Central City University and Central University campuses</td>
<td></td>
</tr>
</tbody>
</table>
is attending school. It was unclear if Fred would join her for her newest assignment.

Examining the Franks’ critical events presented in Table 4.7 on the previous page, the pattern continued with Frank and Felicia. Regardless the lead academic’s gender, the interplay between their careers continued from the Ashmores (Abby Anders vs. Alan), Cahills (Cathy Conners vs. Cliff), Davidsbons’ (Dom vs. Diana), and Eckharts (Ernest vs. Elise). Fred’s career proceeded almost as if Felicia’s career had little influence. On the other hand, Felicia completely changed her field so she would not have to compete with Fred in a field in which performance opportunities were limited.

Initially she planned to pursue a performance career after she earned the masters in fine arts. In the years that followed, she drifted into various jobs as she followed Fred as he pursued his career. After Fred had settled at Central University, she began to think about a career of her own and returned the school. Like Cathy and Diana, their homes are anchored to their husbands’ jobs and their resulting tenure track positions are at schools located a distance from their homes. These women shouldered the commuter burden in order to pursue their academic careers despite not being able to find positions at the same institutions at which their spouses taught.

**Similarities and Differences**

The twelve respondents represented eight disciplines. Six of the respondents were in the humanities. Cathy Conners (Cahill) taught at Midland University, her husband Cliff worked at Central City U. where both Ashmores also worked but in a different department than Cliff. The other academics in the humanities were Peter who taught at Central University and Dom at Evangelical College. The only scientist in the group was Ernest who also taught at Central University.

Five of the respondents were in the social sciences. As mentioned earlier, both Baldwins were at Central University, Diana at Western Christian University, Elise at South Christian University, and Felicia at Central City University. Disciplinary affiliation made a
difference between which departments taught general education and foundational courses for freshmen and sophomores, in addition to upperclassmen majoring in their disciplines, and those who taught primarily students in their majors. This reality has implications for their teaching loads and instruction strategies since faculty teaching these services courses were more likely to have larger classes than those who taught primarily their majors.

Teaching loads also were impacted by the type of institution: research-oriented universities require professors to do scholarly activities such as do research and publish in peer-reviewed professional journals in their fields. Academics are expected to teach more credit hours per term at teaching-oriented colleges where the research imperative is at the most nonexistent or at the least secondary to teaching and sometimes community service. Campus life for these couples included a variety of institutional types that included research (4 respondents), comprehensive (5 respondents) and liberal arts colleges (3 respondents) at six institutions. The institutions were public (3) and private (3). As mentioned earlier, the Baldwins were at Central City, Diana at Western Christian University, Elise at South Christian University, and Felicia at Central City University. The trend, however, has been for comprehensive institutions, which value teaching, have been changing their promotion and tenure requirements to emphasize research and scholarship over teaching.

Faculty are required to assemble portfolios of their work for review by promotion and tenure committees who make recommendations to the provost, vice president or vice chancellor of academic affairs as to who has earned the right of promotion and/or tenure. In Appendix K is an example of the required documentation to be assembled to apply for
promotion and tenure at Central City University at which four of the respondents (Abigail, Alan, Cliff and Felicia) worked. The document has been slightly changed to assure institutional anonymity and for table formatting purposes only. Most higher education institutions require faculty to demonstrate competence and performance in teaching, research/scholarship and community service. However, they often differ on how much weight each area will earn in the promotion committees’ deliberations based upon institutional expectations regarding teaching, research/scholarship and service.

There was variety in institutional types at which the couples worked that dictated differences in work expectations and workload. Those who worked at a top nationally known research institution like Central University (Brian, Brenda, Ernest and Fred) had greater demands to produce research and scholarly product and taught a much lighter load than those smaller institutions like Evangelical College, Western Christian University, and South Christian University (Diana, Dominic and Elise) which emphasized teaching over research. Although located in different type communities (urban vs. small city), Central City and Midland Universities (Cathy)

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>CONTROL</th>
<th>TYPE</th>
<th>LOCATION</th>
<th>HIGHEST DEGREE</th>
<th>TERMS</th>
<th>ENROLLMENT (APPROX.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central University</td>
<td>Public</td>
<td>Research</td>
<td>Rural City</td>
<td>Doctorate</td>
<td>Semester</td>
<td>35,000</td>
</tr>
<tr>
<td>Central City University</td>
<td>Public</td>
<td>Research</td>
<td>Urban City</td>
<td>Doctorate</td>
<td>Semester</td>
<td>26,000</td>
</tr>
<tr>
<td>Midland University</td>
<td>Public</td>
<td>Research</td>
<td>Rural City</td>
<td>Doctorate</td>
<td>Semester</td>
<td>15,000</td>
</tr>
<tr>
<td>Western Christian University</td>
<td>Private</td>
<td>Liberal Arts</td>
<td>Rural City</td>
<td>Masters</td>
<td>Semester</td>
<td>7,000</td>
</tr>
<tr>
<td>South Christian University</td>
<td>Private</td>
<td>Liberal Arts</td>
<td>Suburban City</td>
<td>Masters</td>
<td>Semester</td>
<td>4,000</td>
</tr>
<tr>
<td>Evangelical College</td>
<td>Private</td>
<td>Liberal Arts</td>
<td>Rural Town</td>
<td>Bachelors</td>
<td>Semester</td>
<td>1,800</td>
</tr>
</tbody>
</table>

**TABLE 4.8 INSTITUTIONAL CONTEXT**
shared the similar distinction of falling in the middle of this group. Their institutional expectations were that faculty teach more and, to a lesser degree, are pressured to produce scholarly works and publish when compared to their colleagues at research-oriented universities. However, their teaching loads tended to be less than teaching-oriented universities and colleges.

As couples, only the Ashmores and Baldwins lived in the communities in which they worked at the same campus as their spouses. Both Ashmores taught at Central City University in the same buildings. Both Baldwins worked at the main campus of Central University but in different departments. The remaining couples worked at different campuses:

In the relational microsystem that pertains to family, only the eldest couple, the Davidsons, had three children, two in college and one in high school. The Ashmores’ had a preschool aged daughter; the Franks a teenaged daughter and the Eckharts had two teenaged girls. None of the other couples had children in 1994; however, the Cahills were expecting their first child.

Longitudinal Update

When I contacted each couple in 1998, six of eight of the assistant professors (3 males and 3 females) had successfully gained promotion. Another respondent chose not to go up for tenure but was rehired on a renewable multi-year contract on the strength of his teaching; his wife resigned to be a stay-at-home mom after the birth of their first child in 1995. The fifth couple deferred their tenure decisions a year each to work on books and later was awarded tenure. Dominic had stated during the interview that he was planning to retire in 1997. A check of the college’s faculty and staff web page in 1998 revealed that Diana was no longer employed at Western Christian University while Dom continued teaching at Evangelical College.

I contacted the couples by email in the summer of 2001. On the next page, Tables 4.9 above and 4.10 present longitudinal data for the couples as I followed their academic careers. Twice I attempted to reach respondents with three follow-up questions: (1) what changes have occurred since 1994 in both your professional and family life? (2) Reflecting back over the career couple status affected your academic career development? (3) What advice would you give dual-
<table>
<thead>
<tr>
<th>COUPLES</th>
<th>RESPONDENTS</th>
<th>AGE</th>
<th>TITLE</th>
<th>TENURED</th>
<th>MARITAL STATUS</th>
<th>COMMUTER</th>
<th>CHILDREN (NUMBER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashmore</td>
<td>Abby Anders</td>
<td>Mid 30's</td>
<td>Assoc</td>
<td>Yes</td>
<td>Separated</td>
<td>No</td>
<td>Yes (1)</td>
</tr>
<tr>
<td></td>
<td>Alan</td>
<td>Mid 30's</td>
<td>Assoc</td>
<td>Yes</td>
<td>Separated</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Baldwin</td>
<td>Brenda</td>
<td>Mid 30's</td>
<td>N/A</td>
<td>No</td>
<td>Married</td>
<td>No</td>
<td>Yes (2)</td>
</tr>
<tr>
<td></td>
<td>Brian</td>
<td>Mid 30's</td>
<td>Instructor</td>
<td>No</td>
<td>Married</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Cahill</td>
<td>Cathy Conners</td>
<td>Early 40's</td>
<td>Assoc</td>
<td>Yes</td>
<td>Married</td>
<td>Yes</td>
<td>Yes (2)</td>
</tr>
<tr>
<td></td>
<td>Clifford</td>
<td>Early 40's</td>
<td>Assoc</td>
<td>Yes</td>
<td>Married</td>
<td>No</td>
<td></td>
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<tr>
<td>Davidson</td>
<td>Diana</td>
<td>Late 50's</td>
<td>Assoc</td>
<td>None</td>
<td>Deceased</td>
<td>No</td>
<td>Yes (3)</td>
</tr>
<tr>
<td></td>
<td>Dom</td>
<td>Late 50's</td>
<td>Prof.</td>
<td>Yes</td>
<td>Widower</td>
<td>No</td>
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<tr>
<td>Eckhart</td>
<td>Elise</td>
<td>Mid 40's</td>
<td>Assoc.</td>
<td>Yes</td>
<td>Divorced</td>
<td>Yes</td>
<td>Yes (2)</td>
</tr>
<tr>
<td></td>
<td>Ernest</td>
<td>Mid 40's</td>
<td>Prof.</td>
<td>Yes</td>
<td>Divorced</td>
<td>No</td>
<td></td>
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<tr>
<td>Franks</td>
<td>Felicia</td>
<td>Mid 40's</td>
<td>Assoc</td>
<td>Yes</td>
<td>Married</td>
<td>Yes</td>
<td>Yes (1)</td>
</tr>
<tr>
<td></td>
<td>Fred</td>
<td>Mid 40's</td>
<td>Prof.</td>
<td>Yes</td>
<td>Married</td>
<td>No</td>
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</table>

Table 4.9
RESONDENT 2001 PROFILES

126
### TABLE 4.10
RESPONDENTS ACADEMIC CAREER PROGRESS

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Ashmore</td>
<td>Abby (Anders)</td>
<td>MP</td>
<td>LP</td>
<td>PT</td>
</tr>
<tr>
<td></td>
<td>Alan</td>
<td>EP</td>
<td>MP</td>
<td>PT</td>
</tr>
<tr>
<td>Baldwin</td>
<td>Brenda</td>
<td>EP</td>
<td>Stay-at-home mother</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brian</td>
<td>EP</td>
<td>Transferred to non-tenured teaching line</td>
<td></td>
</tr>
<tr>
<td>Cahill</td>
<td>Cathy (Conners)</td>
<td>MP</td>
<td>LP</td>
<td>PT</td>
</tr>
<tr>
<td></td>
<td>Clifford</td>
<td>MP</td>
<td>LP</td>
<td>PT</td>
</tr>
<tr>
<td>Davidson</td>
<td>Diana</td>
<td>N/A No tenure school</td>
<td>N/A</td>
<td>Deceased</td>
</tr>
<tr>
<td></td>
<td>Dom</td>
<td>PT</td>
<td>PT</td>
<td>PT</td>
</tr>
<tr>
<td>Eckhart</td>
<td>Elise</td>
<td>LP</td>
<td>PT</td>
<td>PT</td>
</tr>
<tr>
<td></td>
<td>Ernest</td>
<td>PT</td>
<td>PT</td>
<td>PT</td>
</tr>
<tr>
<td>Franks</td>
<td>Felicia</td>
<td>MP</td>
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<td>PT</td>
</tr>
<tr>
<td></td>
<td>Fred</td>
<td>LP</td>
<td>PT</td>
<td>PT</td>
</tr>
</tbody>
</table>
career couples regarding work-family balance in academe? It is significant to note that nearly every tenure-track respondent who was not tenured at the time of the original 1994 interviews had successfully earned promotion to associate professor and tenure. Of the twelve respondents, three were tenured full professors and nine on the tenure track during data collection. By 2001, six had been promoted with tenure. They were: Abby Anders and Alan Ashmore, Cathy Conners and Cliff Cahill, Elise Eckhart and Felicia Franks.

The remaining three had different reasons for not progressing to tenure in their academic careers. Brenda Baldwin chose not to continue her job to become a full-time wife and mother after the birth of their first child. Her husband Brian left the tenure-track in favor of a full-time clinical teaching contract renewable every three years; it was a good fit for him because he loved to teach and repeatedly had earned awards for his teaching. Diana was unable to get promoted due to her illness (see Table 4.5). All together by 2001, nine of the twelve respondents were tenured and eleven of the twelve professors continued to teach at the same institutions as in 1994. Four out of six couples had remained married and two divorced.

Of the six, the three younger couples have experienced the most life changes across the domains. The Ashmores have since separated but continue to teach in the same department at the same university. Because it is a large department, Abby Anders (Ashmore) indicated this has not been a problem since their offices are located on opposite sides of the building and they rarely have participated on the same committees even before they separated. Alan has moved out of the home but lives close by for the sake of their daughter, Anna. Both Abby and Alan have earned promotion to associate professor and tenure.

The Baldwins and Cahills have had two children each since 1994. According to Brian, Brenda, the stay-at-home mother has remained so while he continues to excel as a clinical teacher. Every year since 1995, he has won the teaching excellence award. Brian also was promoted to associate clinical professor at Central University.
Both the Cahills earned promotions to associate professor and tenure at their respective universities. The year their first child was born, they have purchased a house in Central City where Cliff teaches. During the next two years, they took turns and each accepted year-long post-doctoral appointments at different institutions. Since the birth of their second child, Cathy usually does the weekly commute to and from Midland University where she teaches.

We’ve continued to try to coordinate our professional and personal lives. Thus, in the years that one of us had a post-doc, the other joined for one semester or the entire year. We sometimes also go to conferences together. We read each other’s publications and obviously talk shop together. We still don’t collaborate formally.... Our current lives are relatively manageable, despite Cathy’s considerable commute. In that sense, we simply have been lucky (Cliff).

As mentioned earlier, despite my efforts, I was not able to reach the Davidsons during summer 2001 nor was I able to locate their current email addresses. However, when I finally was able to contact Dominic four months later, he informed me he was retiring from Evangelical College in May 2002. He and Diana had continued to travel abroad as much as possible. Unfortunately, however, because of a long time chronic illness from which she was in remission that predated when I met them in 1994, her health began to fail the year after we had met. I have since learned that the two-year leave-of-absence she took was because of her failing health. Yet, as mentioned earlier and as was typical of her, she continued to be a “professional student” and teacher by earning the cognate in Spanish and returning to the classroom to teach Spanish at Western Christian University. Dominic believes she would have made full professor; however, her medical condition continued to deteriorate until she died in early 2001. However Dom was optimistically looking forward to retirement. He planned to relocate down South near his youngest son who had been clean and sober for nearly four years. With his other two children living on opposite coasts, he also looked forward to doing more traveling.

For the Eckharts, the most changes have occurred in their personal lives. According to Elise, involvement in family therapy when I interviewed them in 1995 helped them to deal with their older daughter’s difficult teen years. After an extended stay in a therapeutic school, she was able to turn her life around, attend and graduate from college and is now working in her field. Their younger
daughter attended college and “did beautifully”. After all that they have gone through together, she marvels how well both of their daughters were doing and their relationships had become closer. However, she regretted not putting more effort into family issues, and had sought guidance not only in therapy but also in a supportive community like her synagogue.

Maybe I should have turned down some opportunities to have more time for these efforts. But realistically, I was not in a marriage that supported these efforts. ...Things may have been much worse if I’d done less. Now my daughters adore me and it seems I’ve been a very good role model to them. They now take interest in my activities...They are both career oriented and very lovely and interesting people (Elise).

Elise earned associate professor status and received tenure in 1998. However, the following year, she and Ernest went through a divorce that she did not want. As she reflected on their years together and its impact on her career, in the beginning of the marriage, she believed it was good for her career that her husband was supportive - like a mentor. However, she also realized it also was bad because it limited her job opportunities geographically.

Now that she is single, I asked her if she had relocated to be closer to work. Given the fact that having to commute had been an issue for her, I was surprised by her response.

As for moving, I would with a great job, but I wouldn’t move for the sake of it, not even to Central City. I have good friends here, a special little synagogue, lovely town and the commute gives me time to think on hectic days. In addition, my daughters still feel this is their home and are not ready to give it up yet.

Since her original desire was to be more involved in research, which was not supported well by her university, I asked if she had reconciled her wish for research with her decision to remain at a predominately teaching institution.

I had a terrible realization that at my university, I could not pass on my area of research. There were two interesting, fancy openings in research universities last year and one was an endowed chair. They both specified external funding, but I was invited to apply to the fancy one so I decided to take a risk. I also had the awesome experience of giving a colloquium talk at a prestigious eastern university, the premier department in my field. So I was preparing for that, had a dynamite job talk ready and really had defined my research goals, theory, etc. Well, of course, I did not get the jobs or even an interview but I was proud of myself for trying.

Then a miracle happened. We now have doctoral students but they are all practitioners and not very research-oriented although they must write a modest dissertation. By the way, supervising dissertations is very much fun for me and something I wasn’t anticipating at my university. Then my university decided to begin a center of excellence of in my area of expertise. My chair gave me ½-time release to work on it. This gave me
the time I needed to move my own research forward and learn some new things that I was thinking I would turn toward when I finish up my current research agenda. So this year is very interesting, different and much less stressful than either new job would be. Plus, I have the continuity of colleagues and knowing the ropes (Elise).

As for Ernest, who did not respond to my emails, a Central University website announcement revealed he was to take a half semester faculty sabbatical in 2002 and had approval to take the remaining half in 2004.

Speaking for both Franks, Felicia updated me about the changes that have occurred since we last spoke. First, as she predicted during the original interview, her mother’s deteriorating health had increased Felicia’s eldercare responsibility. A few years ago, her mother moved to a nearby elder community. However, her needs have continued to increase since 1996 and “are now considerable.” As for their daughter, Farrah graduated college and is now on her own.

After my daughter left for college, I realized what large amounts of time had NOT been devoted to my career while raising a child with significant extra curricular events (music), even a teenager. My work style changed to 7-days-a-week; having a spouse in the same profession helped make this possible (we both pretty much work 7-day-a-week schedules!) (Felicia)

Professionally, because of a restructuring of the departmental structure in her area, Felicia changed her faculty line from Central University to the Central City University campus only because she believed it would be less difficult to get promotion and tenure at the urban campus. Shortly afterwards, she received a two year research grant for a study which resulted in her co-publishing a textbook in her field. After taking a sabbatical as a visiting research scholar at an outstanding east coast university, she returned to Central City University, earned tenure and was promoted to associate professor. Because she had changed her faculty line to the CCU campus, she was evaluated through the promotion and tenure committee at that campus only. After receiving promotion and tenure, she successfully re-initiated her joint appointment with the central campus. As she explained it, she felt it was important for her to be linked to both campuses during the academic growth of both. A major development was she had become associate editor of a top tier journal in her field. Her satisfaction with this was evident when I acknowledged she had come a long
way since that first publication failure at the beginning of her career. Her advice to up-and-coming academics, in its entirety, was:

Try NOT to both be at the same time on the same “tenure clock” (as your spouse). Also, make a (written) contract early on that includes commitments to give “slack” to the one who is reaching a critical event. For example: the member who receives tenure first will spend more time with the family so that the other member still working toward tenure could spend even more time on academic pursuits. The same thing should happen when working toward full rank (Felicia).

Felicia reported that they were “in (a) good financial situation” with no college bills and both of them tenured. Surprisingly, Fred had accepted the duties as department chairperson. When I questioned how that occurred, she indicated because of a change in administration, conditions in the school were more conducive to him accepting the position. Although he had complained about administrative and service work in 1994, she indicated he had come to like what he is doing. He continued as department chairman and to publish until his sudden and untimely death in 2003. Fred had nearly completed the work on a book in his specialty. It is scheduled to be published posthumously.

For the three younger couples’ cases, there seemed a greater sense of give and take between the couples characteristic of a more egalitarian process. Their career pursuits seemed to be successful because of their spouses’ support. For the three older couples, this kind of egalitarian support was less obvious due, in part, because the male spouses were already tenured professors. The three male full professors were freer to pursue administrative and travel opportunities than their junior female spouses were before gaining tenure. Primarily, it was the women who sacrificed as they continued to commute in order to pursue their careers. In two of the cases, the women felt their tenured husbands were not as supportive of their careers as they had been earlier in their marriages when their husbands were initiating their careers. As Felicia verbalized:

I still resent that I didn’t get any of the same help that I had given my spouse when he was untenured.... (and now the) same thing is happening now as I work toward full professor, but I have elder care responsibilities that he does not have.
As the third tenured full professor, Dom’s support for his wife’s career became less profession-oriented and more personal due to the drastic decline in her health. As much as possible, he continued to take her with him on his travels and encouraged her to pursue whatever would make her happy. He knew it was her way to live life to the fullest even up to end. He shared that he knew in his heart that had she not become ill, there was no doubt she would have earned promotion to full professor.

Summary

In summary, the six couples experienced many of the typical life events that occur within the personal, relational and professional realms. On the personal and relational levels, the younger couples were able to start and/or maintain their families nearly simultaneously while juggling their teaching, research and service responsibilities. These couples did so successfully since six out of nine junior respondents earned promotions and tenure after our initial interview, and a seventh made a lateral move into a primarily teaching position and was promotion to associate clinical professor. This was a relatively new career path at Central University that gave him a rather unique opportunity to do what he loves and does best. He has been able to teach without the research pressures his colleagues must endure at a top-tier research-oriented university. His wife, who elected to leave academe in favor of becoming a full-time mother, has remained so. The one associate professor at the no tenure institution passed away after a long illness. The remaining three senior faculty members, who were full professors in the beginning of the study, remained at their institutions. Of the three, one retired, one died recently and the third still teaches at Central University.

In terms of commuting, the two couples with an hour or less commute and one household continued to do. However, the couple with the longest commute, who originally maintained two households, recently was able to consolidate their home life when the husband finally was appointed as an associate professor at the same school in which his wife works. It is unknown if tenure came with this new position; many higher educational institutions have policies not to
award tenure to experienced faculty from other universities until after they have proved
themselves at their new institutions. However, the continuing level of research productivity and
publishing he had achieved provides some evidence that tenure should follow soon if not
awarded when he was hired.
CHAPTER 5

DISCUSSION

As academics, we routinely put in 50-hour work weeks, often catching up on weekends. Yet, the lack of a 9 to 5 regiment at least gave us the illusion of having more time together. Perhaps it was the fact that we...pursue parallel tasks as professors. We share the same ebb and flow of the semester with exams, grading, and vacations.

Byers and Lawson (1999)

Schein (1996) calls the dual-career lifestyle a "career anchor" that defines people’s self-concepts as they seek to integrate their two careers, and two sets of personal and family concerns, into a coherent overall pattern that supports both the personal and professional dimensions of their lives. The lifestyle story that emerged from this study captures the varying rhythms of the individual, relational and professional domains of everyday life in the context of beginning, middle and late adulthood lifespan. It is the story of academic career stages and transitions in general, and the early years of academic careers in particular. It is the story of personal and professional critical events developing in tandem in varying academic contexts during the probationary years of one or both academic spouses. It is a story about the early stress-filled years that emphasize gaining the knowledge or skills to become and perform as academics; comprehending and appreciating institutional contexts and cultures; and adjusting professional and personal lives to the demands of scholarly pursuits (Frost & Taylor, 1996) versus already having the knowledge, understanding and track record as academicians. It is the story of the continual need for academics to adjust their personal lives to the seasons of each academic year, the cadences of courses taught, the modulation of unique yet similar academic disciplines, the progression through expected academic career benchmarks, the syncopation of institutional types, the rhythms of similar yet disparate
academic demands, and through varying periods of accordance and discordance of critical events that occur over time between dual-academic couples careers and their personal lives. It is the story of how decisions are made in dual-career relationships can advance or hinder the direction and development of the academic careers of faculty couples.

In the last chapter each respondent’s critical incidences was displayed parallel to his or her spouse’s critical incidences because it better reflected the concepts of linked lives as they developed in tandem. In the current chapter, I compared these findings to the extent literature on academics’ lives, analyzing these events and concerns through a developmental ecological systems perspective (Bronfenbrenner, 1979) introduced in the literature review. Particularly in the last five years, researchers have examined work/family - interface/integration issues across the life span using the ecological perspective (Voyandoff, 2001 & 2002). This lens is consistent with the career developmental-contextual perspectives of Erikson (1968) and Super (1990) that encompass the life span and the interrelated set of roles that people occupy within their lifespaces. The ecological perspective also is consistent with the theories that supported the data collection schedule used in this study the theoretical constructs from the Adult Career Concerns Inventory (ACCI) (Super, Thompson and Lindeman, 1988 & 1985), and the Career Adjustment and Development Inventory (CADI) (Crites (1979). In other words, to view career dilemmas, adjustments and concerns as reflecting natural human strivings for growth and adaptation in a changing world over time. Although these theories originally were based upon individuals, using them to examine how career decisions about choice, adjustment, change, and withdrawal made within the developmental contexts of dual-career lifestyles in which both members are academics is appropriate.

Dual-Career Lifestyles and Academic Careers

The continuing and relentless challenge for these couples has been getting it all done within the timeframes dictated by their individual, relational, and professional lives. One of the defining characteristics of academic careers is its bound-less nature. In other words, the line between one’s personal life and one’s professional life can become blurred. The literature
references this dynamic as having spillover effects from work to family, and family to work. While the intent of this study was to examine the impact of how dual-career relationships impact academic careers (family to work), one has to recognize the work/family interface is bi-directional and includes the effects from work to family. One typical example that reflects its bi-directionality is bringing work home, an issue that Brenda mentioned in our couples interview held in Brian’s office.

BRIAN: I was thinking of um, my definition of what it meant to take the work home with you was to come home with a bunch of work to do and to just start working at home and maybe grousing about it or something like that and I think, well why don’t you say how you interpreted it.

BRENDA: Well, and I thought more, I thought more of just, I don’t, I don’t know, when you hear people say, “Oh, he’s always bringing his work home with him.”, and I thought of you know, someone who is coming home and always talking about what happened at the office and the people at the office and events at the office rather than physically sitting down and doing the work at the office and I think, in that sense, we’re, our environment is just completely dominated by it, by work. A lot of our friends work at the university. People in our neighborhood work at the university. A lot of our conversation, the things we have in common is talking about people we know from the university and so in that sense our life is really dominated by what’s going on here and the people who are here and that kind of...

BRIAN: So we go home and we talk about work a lot, and it’s, and it influences how we think about things. And to that extent, we bring it home. But, in terms of doing a lot of work at home, I don’t, I don’t think we do a whole lot, certainly we do some, particularly certain times of the year, when we have deadlines to meet, but we don’t...

BRENDA: We don’t sit down every night at seven o’clock and start grading papers until ten night after night after night.

KPB: Was that a conscious decision to try to do the physical work at the office as much as possible?

BRIAN: For me, it was just a case of there are more distractions at home. There are more things to do.

BRENDA: That you’d rather do.

BRIAN: That you’d rather do. Yeah. So I had better get my work done at the office because once I get home, I, you know, there are other things I want to do, need to do. So, I can work at home if it’s necessary, but it’s just easier. And if I have work to do, that’s gonna keep me through the night, I would just rather stay in the office and get it done than just move it around and back and forth.

KPB: What about you, Brenda?

BRENDA: I probably should stay at the office, but I really like to get out of here, so I’d rather carry it home and do it there.

KPB: Well that’s a work style difference there.

BRIAN: Yeah. Yeah.
BRENDA: It is. And we do...

BRIAN: That's true. That does come up sometimes.

BRENDA: Because I'd rather he came home with his work too. That hasn't caused much tension, I don't think.

BRIAN: If she is meeting a deadline to grade exams, I will alphabetize for her and enter the grades on a spreadsheet at home or um, do things like that or type. I'm a fast typist and sometimes I type things for her 'cause it's just quick for me to do this for her. But we've been fortunate in, in that major accommodations like one person having job and one person not having a job, or one person having a really good job and one person not having a good job, has not been necessary up to, up to now. So, we've been fortunate in that regard.

The career development literature contains discussions of the boundary-less career which is characterized by independence from, rather than dependence on, traditional organizational career arrangements (Arthur and Rousseau 1996). Faculty careers fall within this grouping (Wulff, Austin et al., 2004). Typically, a boundary-less career is non-hierarchic and characterized by a professional identity independent of the employer, the accumulation of employment-flexible know-how; and the development of networks that are independent of the college or university at which they teach. Being bound-less makes academic careers challenging as the lines between personal and professional lives blur. In the case of dual-academic couples, it is twice as challenging since when one spouse is devoting more time for work, the other spouse often has to step up to cover home and parenting duties. The consequence of this adjustment may result in the spouse who stepped up may not having the same time freedom as the other. The more time and energy pulled from one domain, the greater likelihood that the relationship can become asymmetrical.

Asymmetrical coupled careers can be reactionary and short in duration, or they can be long-term and systematic. For example in the short term Elise spoke about having to attend her institution’s graduation on the weekend. Although she invited her husband, Ernest elected not to go with her so he could work on his next publication. For a few hours, it still was left to Ernest to run the household and take care of their daughters. A longer term example is for years Frederick’s academic career took preference over Felicia’s as she trailed along with him trying to get her own career off the ground while he built his.
The beginning years of being an academic include the years of preparation for an academic career earning the required graduate degree(s) and the first six years of full-time academic employment. During these years, the couples are either childless, expecting or have children no older than the age of first grade. At the beginning of the current study, the Ashmores, Baldwins, and Cahills were in their 30’s and in the early academic career phase during which they were in their first full-time tenure track positions.

The Ashmores, Baldwins, Cahills, Eckharts and Franks all met when they were in graduate school. Only the eldest couple, the Davidsons married before either entered graduate studies. The Davidsons were moving from the launching children/moving on, to the empty nest stage, with one child in high school and two grown children who had left home. Diana was an associate professor at the time of the initial interviews and died six years afterwards, after a long illness and before she could be promoted to full professor.

While the three younger couples’ careers nearly paralleled each other’s, the three older couples’ careers were more asynchronous because each spouse’s career developed at different times, with different rhythms, and in varying degrees. According to Frost & Taylor in their introduction to Rhythms of Academic Life (1996), “the academic career is one characterized by recurrence more than by a progressive flow of seasons from spring to winter.” (p. xv). Each year’s courses tended to repeat regularly as cohorts of students progressed through their courses, met program requirements and were graduated.

Usually, for these more mature academic couples, it was the males entering the profession and progressing ahead of their wives. For Elise and Felicia, their paths into academic careers were shaped by their relationships as wives and mothers.

What I really wanted to do was go back to graduate school and Ernest said fine. Well, I just didn’t put my whole heart into graduate school and I officially took a semester’s leave for each of my children. (Elise)

It was a career change for me. When I got married, I was finishing a master’s in performance. I went on to get a position with the local symphony where my husband was teaching—and I chose at the end of that year to quit the symphony and go on to my backup career which was elementary education. Then, on relatively short notice he got another job - he had been looking. So he resigned and we packed up and moved again.
There was no chance for me to get a teaching position that fall in the area. When I finally was able to find a position, I had decided not to pursue music. ... And I looked for other things then in the community and was very fortunate to find an administrator job in the university. I remember going for the interview for the job with the university administration. And I remember, although it was many years ago, very specifically telling them that I wasn’t just looking for a job, I was looking for a career. The point is I was working with student records and I always had in the back of my head at this point I was interested in an academic career. It was a deferral initially but after the initial deferral, it was more like, well, in what? So it wasn’t through love of a particular discipline, you know, that was drawing me in—it was more academia. So it was actually that I had fallen into this university administration job and gotten interested in information systems. At the time I started to think there was probably one university in the country that would have offered a Ph.D. in that area. However, by the late 70’s -early ’80’s I literally saw come across, you know, the degree or diploma processing stuff, I saw this degree and I didn’t know there was such a thing. I didn’t know you could get a degree in it. So I actually started paying attention to it and sort of put my eyes on it, saying “this might be it!” (Felicia)

This continued as Elise and Felicia were promoted to associate professors with tenure while their husbands continued as full professors. Although each couples’ family lives progressed similarly, their professional lives did not because the Eckharts’, Franks’ and Davidsons’ careers have been in different career stages. Dom, Ernest and Fred had already achieved full professorships. However, their spouses were late assistant and early associate professors. Developmentally, their career concerns reflected this differential in that the newer faculty members are most concerned about preparing for the promotion (and tenure) review. Even at the no tenure school with multiple year contracts, Diana went through a similar evaluation process but more often, as did those at tenure schools. Consequently, it appears that the professional experience of women at religious oriented colleges included a more explicit layer of gender role traditional expectations that the women at the public schools also faced to a lesser degree.

Critical Events

These critical events, augmented with the interview data, revealed how these couples perceived that their personal, relational, and professional events impacted their academic careers. It also divulged some of their expressed career concerns, adjustments and strategies they believe had impacted their careers. As Redmann, Lambrecht & Stitt-Gohdes (2000) wrote, the critical incident technique is an appropriate qualitative tool for gaining an understanding of the nature of a specific real-world job.
<table>
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<tr>
<th>ADULT CAREER DEVELOPMENT LITERATURE</th>
<th>ASHMORE</th>
<th>BALDWIN</th>
<th>CAHILL</th>
<th>DAVIDSON</th>
<th>ECKHART</th>
<th>FRANKS</th>
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<tbody>
<tr>
<td>Italics:: respondent-identified critical event not referenced in literature</td>
<td>Abby Anders</td>
<td>Alan</td>
<td>Brenda</td>
<td>Brian</td>
<td>Cathy</td>
<td>Conners</td>
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Table 5.1

Critical Incidences / Events Identified by Respondents
Compared with Adult Career Development Literature (continued)
Table 5.1 continued

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<tr>
<th>ADULT CAREER DEVELOPMENT LITERATURE</th>
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<td><em>Italics:</em> respondent-identified critical event not referenced in literature</td>
<td>Abby Anders</td>
<td>Alan</td>
<td>Brenda</td>
<td>Cathy Connors</td>
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<td>Diana</td>
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<td>X</td>
<td>X</td>
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<td>Preparing portfolio for and receiving tenure and/or promotion</td>
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<td>Receiving awards (post-doctoral training, teaching, research, sabbatical leaves, etc.)</td>
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<td>Change in Marital status: separation/divorce/death</td>
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<td>Establishing research, scholarship and Publishing individually and/or collaboratively</td>
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and classroom setting. It is particularly well suited for examining events considered examples of success or failure (Mann, 1989, Baldwin, 1979, Blackburn and Havighurst, 1979; Flanagan, 1954).

Blackburn and Lawrence (1995) pointed out according to a developmental perspective, productivity and changes in motivation are impacted by life changes at different stages of the career. More specifically, critical events in life (e.g. goals, priorities), relationships (e.g. marriage, divorce)
and career (e.g. tenure, retirement) are said to change over time and cause changes in one’s motivational levels in each domain. They concluded that an analysis of these provide some evidence of career concerns, adjustments and developments that result when two individual academic careers intersect within the context of being in dual-career relationships.

Comparing the results from this study with the critical incidences and events identified in the cited literature, there were parallels and some differences. I listed these influential events in the respondents’ academic career development in Table 5.1 on the previous page. Additional events that respondents identified which were not addressed in the literature reviewed are also included and are indicated by italics.

Many of the critical incidences reported by these respondents were identical to many critical events identified in studies by Orczyk (1990a), Mann (1989), Roehlke (1988) and Sorcinelli (1986). The critical events respondents identified included:

- Discovering which discipline in which to focus and develop expertise
- Getting accepted into college and doctoral program
- Gaining affirmation via scholarships, fellowships and grants to pursue education
- Having an influential role model or advisor
- Meeting future spouse (and getting married)
- Completing doctoral studies
- Initial faculty appointment (with or without tenure-track)

In addition to those noted above, study respondents identified the following events:

- Maternity leave/having children/parenting
- Relocating for career advancement
- Marital changes: separation, divorce or death of spouse
- Ongoing parenting and child care issues
- Acceptance to and finances for doctoral studies at the university of choice
- Establishing dissertation topic and research direction
• Identifying a good doctoral adviser/mentor
• Preparing P/T portfolios and receiving tenure and/or promotion
• Receiving awards (post-doctoral training, teaching, research, sabbatical leaves, etc.)
• Establishing research, scholarship and publishing individually and/or collaboratively
• Planning for retirement

Although there were many parallels in the critical events identified by these academic
dual-career couples and the literature on academic career events, there were at least three
differences. First, Brenda Baldwin’s decision to leave academe is common although there may
be many reasons why. Brenda felt a lack of fit with the academic life she had chosen and
believed her pregnancy was a secondary consideration in her decision. For others, it could be
due to burnout, desire to do something different, to devote more time to family; to pursue full-time
involvement in their fields (i.e.: researchers, artists, historians, therapists, various health
professionals, etc.) or to give up the often competing and conflicting demands of being a college
professor (Farquhar, 2002).

Second, a critical event not mentioned in the literature was experiencing unanticipated
changes in work responsibilities. The couples who taught at the same comprehensive university
had their teaching loads increased from 5 to 6 courses per academic year. This change was
school-wide in response to increasing budgetary restraints. These restraints resulted in fewer
adjunct teachers to teach service courses students were required to take and each faculty
member having to teach an additional course each year. The consequences of this
administrative decision included less time for family and leisure and less time to devote to
scholarship activities: researching, writing, making professional presentations, and getting
published; and more classroom and preparation activities and student contact time.

Third, while getting the first academic position is addressed often in the literature, there is
an added layer of complexity in this event for academic dual-career couples. While relocation for
professional couples can be complex, for faculty couples it is more so due to how faculty are
hired. In many cases, individual departmental faculties select new faculty for their program vacancies. Typically, the selection process is based upon a number of factors, some of which are unique to academe. In addition to the usual years of experience and type/level of education attained, recruited faculty are judged on their contributions to the field. These could include type of research, number of publications and the quality of the journals in which they have appeared. It also could include involvement in professional organizations, and/or potential for making significant contributions to the institution, the community and the discipline in which they teach. This layer of complexity is somewhat doubled for academic couples depending upon their institutional types and disciplines.

When a potential faculty recruit has a spouse also seeking a faculty appointment, it flies in the face of the traditional convention of the wife working at home and the male working outside the home. In addition, because academic faculties are the ones to evaluate the fitness of a potential candidate to join its ranks, academic departments have to tread lightly when trying to assist spouses of potential faculty recruits in gaining academic employment either in its own department, or another department, school or college within the same institution. The reality is that the issues of competence, suitability, and qualifications are scrutinized to a greater degree for fear that colleagues will believe the spouse was hired just because his/her wife/husband was wanted by the university. Past instances when such deals were made have left many faculties sensitive to and leery of selecting new faculty couples. Therefore, faculty search committees take great pains to hire based upon the merits rather than the personal conditions surrounding how the couple came to be hired at the same institution.

**Academic Career Concerns, Adjustments and Strategies**

Career concerns and strategies reflect the values and commitments people make in their personal, relational and professional lives. The developmental constructs of adult concerns and adjustments can be traced back to Super (1990) who proposed five life stages (Growth, or childhood; Exploration, or adolescence; Establishment, or young adulthood; Maintenance, or
middle adulthood; and Decline, or old age) through which individuals progress over their lives and the typically related concerns experienced at each stage. There have been two measures developed to assess progress through these stages: the Career Adjustment and Development Inventory (CADI; Crites, 1982) and the Adult Career Concerns Inventory (ACCI; Super, Thompson, & Lindeman, 1988) which has been described in Chapter 3. The theoretical constructs of these instruments initially informed the development of this study to focus on these academics’ career concerns, the resulting adjustments they may have made to deal with those concerns, and the proactive and/or reactive adjustments they may have employed at different stages of their adult, family and professional development.

**Career Concerns**

The Sekaran (1986) developmental model of the interplay between the personal and professional life developmental stages through which dual-career couples typically progress through their lives was supported in many of the respondent’s life courses. Based upon their ages, all went through entering professional/academic training through completing doctoral training. The younger couples (Ashmore, Baldwin and Cahill) did so early and in tandem in conjunction with deciding to be and becoming established as dual-career couples. For the older couples, the men’s professional/academic training was staggered with the women’s academic careers developing afterwards. Although all the women worked during their husbands’ early professional development, it is less clear that they considered themselves as dual-career couples with the exception of the Davidsons who both were high school teachers before pursuing university academic careers. In the case of the Eckharts and Franks, the women went from job to job while their husbands pursued their university careers.

Thus, one concern of these couples is how and when developments in one member’s career and the resulting decisions reached, might advance, slow or interfere with the academic career of the other in the relationship. The reality is that academic dual-career couples have linked lives that can be developmentally in sync or out of sync with their spouses. As displayed in
Table 2.1, various stages of development in each domain often occur in synchronous and asynchronous cycles. With academic dual-career couples, synchronous would suggest that the husband and wife’s careers are progressing in tandem so that each would be in a similar life family and professional stages such as the Ashmores, Baldwins and Cahills. These three couples’ careers were progressing at roughly the same stages; for example, only months separated when each spouse defended his or her dissertation. In the case of the Ashmores and Cahills, the women defended before their husbands. Had Brenda remained on the tenure track, the Baldwins also would have defended in consecutive years.

Gendered Context of Academic Work

In her study of high achieving mothers in higher education, Giardono (2001) posited that the roles women live often are a cumulative expression of a lifetime of experiences shaped by preconceived notions about gender roles, the cultural imperative to get married and have a family and career, and occupational stereotyping. This statement is true of men as well but males seldom experience the kind of dissonance that women in male-dominated lines of work such as academic careers do. Historically, culturally imperative messages are that young adults marry and have children. Men have always been expected to work to support the family. Traditional culture, however, still expects women to work and management the home and family. At the same time, contemporary culture encourages women to seek employment outside the home as well. These sets of competing expectations create the sense of dissonance mentioned earlier as women try to do both. Women struggle to reconcile the message they can have it all with the reality of the second shift, managing and carrying for the family and home, and, the emotional work at home (Bolton, 2000), which have been added to the traditional first shift of paid work (Hochschild, 1989, 1997 & 2001).

In her ground breaking published studies of the work/family time dilemma, Hochschild (1989) spoke of “the “female culture” shifting more rapidly than the “male culture” because over the last thirty years, men’s underlying feelings about taking responsibility at home have changed
much less than women's feelings about forging some kind of identity with work. Jacobs (2004) has called this mismatch the faculty time divide. Referencing the Jacobs & Gerson (2004) study based upon data from the 1998 National Study of Postsecondary Faculty (NSOPF), Jacobs (2004) pointed out that faculty work more hours than most professions. His study found that not only assistant professors work long hours, but so too do tenured associate and full professors.

In fact, faculty at all ranks put in over 50 hours per week. As they reviewed the 1990 census data, they found it is common in academia for full-time faculty to be married to other full-time employees with a large number of faculty women having faculty husbands. So, the long faculty work week is compounded by the fact that most faculties, especially most female faculty, have spouses who are themselves putting in long hours (Jacobs, 2004). Yet, despite all the hours they work, faculty often feel that they do not have enough time to keep current in their fields.

“Deep immersion in research and teaching can be tremendously absorbing and satisfying, and sometimes requires long hours of concentrated effort and attention. However, few can sustain this total absorption in a productive vein for the 30 to 40 years of an academic career without interruption (p.19).

The Jacobs & Gerson (2004) study also documented the continued gender gaps in rank, full-time status and earnings, as women continue to trail behind men in academic career progression. Because women are more likely to have their careers interrupted than do men, these researchers concluded that differences in full-time status and rank—which reveal the dual challenges of the faculty time divide—continue to play a critical role in the salary disparities between men and women faculty.

Women often make decisions about their careers in light of their desire to have a career and family. Many times, it appears that the women tend to make more accommodations in support of their husbands’ careers than vice versa.

So, I chose a social science career. As a matter of fact, I chose distinctly in graduate school not to do lab work with animals, which I was interested in, because I didn’t think that would be congenial with family life where you have to stay around studies during the night, you know, go, be gone for twenty-four, forty-eight hours. It’s just like physicists to go off and leave their wives. I didn’t think I could have a family and do that, so I, I limited
my choice by what families require, and I’m more flexible as a result. But it’s all yes, I made the adjustments. He made adjustments too though, by the way. He made, like going to Purdue with me. I’ve wondered if he couldn’t have had a more illustrious career without me and the family, because he takes a very big part in, with the kids. But, I think he must want to do that or he wouldn’t have done it (Elise).

When asked about how she believed being in a dual-academic relationship has affected her personally, she looked down as if in deep thought, then she answered with a negative consequence:

Well, I, there’s like, bitter things there, which is, um, I think, I’m very aware, I mean, I don’t know how, is it - the relationship or working - but I have late in life discovered how much discrimination there is against women, and how even if a woman who advances here, you’re expected to still play the woman’s part. Partly, I think it’s, well living with a successful male brings it into relief, to some extend. Maybe some of it’s self-imposed too, but…when I travel, now I can, but I’ve really gotten out of the habit, I don’t take pictures of kids. Some of my colleagues, we’ve changed offices and I now have a new office. Nearby is a woman who teaches French. She was shocked that I have two children, yet teenagers. And I hold that information very close to my chest because I already feel I’m at such a disadvantage, just being a woman. There are so many expectations that you are not scientific in theory. I mean, there’s just so much that goes with it that goes on. And I am much more published than my colleagues. (Elise)

The influences of gender also is captured in the work of Bolton (2000) who coined the phrase “the third shift” experienced by even the most outwardly successful women, such as female professors, who are plagued by doubts about the decisions and trade-offs they’ve made. She sees the third shift as women seeking to resolve three important dilemmas women face: (1) expressing your true identity or conforming to the expectations of others; (2) focusing on the task at hand or worrying about the feelings of coworkers; and (3) working on your own goals or serving the needs of others. However, Hochschild (2001 & 2002) believes the third shift deals more with the emotional fallout from tensions created by the first shift of paid work and the second shift of the usually unpaid work at home. These two views are not incompatible because the emotional angst that women, and increasingly men, feel is the outcome from striving to resolve these three dilemmas, in varying degrees, as they consider the decisions and trade-offs they have made and/or will make.
Another concern experienced by most of the women in this study was the subtle and sometimes blatant sexism born out of them leading lives that challenge the traditional gender role expectations of women as homemakers and nurtures. In their qualitative study of twenty-nine women from Christian institutions belonging to the CCCU, Hall, & Willingham (2004) said, “women professors in Christian academia may experience the influence of their evangelical subculture both in the traditional gender role expectation that are placed on them by their social context, and through the mechanism of their own internalized gender-role ideology.” The conflict between traditional Christian institutional expectations deeply impacts the experiences of faculty women seeking to balance professional and family lives. Two of the women, Diana and Elise, taught at colleges that are members of the Coalition of Christian Colleges and Universities (CCCU), an organization that reflect the traditions of thirty different denominations. Some of those traditions limit the leadership role on women based upon their denominations’ interpretation of the scriptures.

Elise touched upon this issue when she spoke about being torn between attending her daughter’s dance performance and attending the university’s graduation ceremony.

It’s very traditional. Nothing against Evangelical, but the President and the Provost, they’re all, old boys, very old boys. I think they really would like a person there with a housewife, male or female, and um, that’s obvious the way it’s set up. For instance, we have a rule; you have to be at graduation. My first year, I didn’t have any seniors, not in the audience. My daughter Erika is a fabulous dancer, had a performance and was soloing in eight pieces. When my little girl is a star, she wants her mommy there! What’s wrong with them? And I told the President, “I like ceremonies. I like graduations. I want to be there. My students don’t want me there. They want me with my child. They’re smart”. He gave me one and one time alone so I could do that. He let me do it once. … if you don’t show up, it’s a very bad mark against you. They don’t like that at all.

While Diana did not share a specific event like Elise, she did talk about the fact that, because she is Jewish, she had to sign a life together statement that she would respect Southern’s Christian beliefs. “You don’t have to be a Christian to work there. The emphasis is more on living the life of a Christian everyday. However just before contact renewal, one day the Dean did tell me, “I might be better off if I would become a Southern Christian.” So, she was
aware of the subtle pressure to conform to the academic expectation based upon the male model of careers that leaves no room for family. In part, Hochschild (2003) has attributed this outdated expectation a condition that has contributed to the dearth of women in academia.

Therefore, for faculty who taught at religious colleges or universities, traditional gender role expectations, which often counter what working women with families’ experiences, have to deal with traditional religious values regarding the role of women in the family as well as in leadership positions. This is less of a concern for women at the public institutions but it does remain a concern even for them.

**Career Adjustments and Strategies**

Incorporating the human ecological perspective, the mesosystem focuses on the interconnections that result from the interaction between the microlevels discussed earlier. It is the mesosystem that reflects the adjustments and strategies that couples employ in order to deal with the microsystems in their personal, relational and professional lives.

What distinguish career adjustments from strategies are the adjustments tended to be reactionary as dilemmas or concerns presented themselves whereas strategies tended to be more proactive as couples anticipated possible situations. Yet, making a career adjustment may be a strategy to address anticipated concerns that arise from something that has already happened. For example, when Felicia and Fred got married, she was concerned that if they had continued in the same field, then it would have been quite difficult for the both of them to find teaching positions at the same or nearby colleges. He had just completed his dissertation and she a masters degree in the same field. She reacted to this concern by deciding to change her field from that of her husband whose career was more advanced than hers. She made this adjustment to her own career plans in order to maximize their potentials for employment in geographic proximity. In doing so, however, it took her several years, and at least one false start in another doctoral program, before she found her way to the discipline in which she eventually earned the doctorate and began teaching.
The Baldwins were concerned about getting teaching positions in the same school or locality based upon their individual merits. Luckily, the professional structure for initial recruiting in their discipline allowed them to interview during the same period, at the spring professional convention, without explicitly revealing they were a couple. This strategy worked for them; they were hired, independent of each other, right out of graduate school by different departments at the same university even though they completed their dissertation in different years. However, even though the Cahills had the same goals, they had a different result. In their discipline, recruiting was individual to the institution rather in a structured forum like a national convention. The first to complete was Cathy who was the first to get hired. However, after Cliff finished, he was not able to get hired at the same school where Cathy was teaching. The best they could do at the time was when he was offered a teaching position less than two hours away. His acceptance of this tenure-track position was a career adjustment that resulted in a commuter marriage that continued for nearly ten years. Looking forward, their strategy was for Cliff to do what was necessary to be acceptable at Cathy’s institution.

But they did admit they had considered other alternatives. Cathy and Cliff were the only couple who seriously considered the possibility of a shared joint appointment. Cliff originally revealed this issue during the first interview. Later, during their couple interview, I asked the two about it. Quite animated, they discussed how they would have handled such a situation if it arose.

CLIFF: We would have to negotiate a possibility of joint appointment under certain conditions. I think we would have to negotiate not only things like salary, but especially things like career development. We would want two separate tenure tracks

CATHY: Obviously we would want to be judged professionally on our individual merits. In case it was a joint appointment, there should be a very precise agreement on the time we put in the job, into the job. I have worked part-time at a university. Half time was to be precise and half time in practice was always 75% of the time

CLIFF: And that’s the risk of joint appointments. That you basically get exploited…that you work more than you are supposed to…

CATHY: But they’re getting two for the price of one-basically.

CLIFF: So I assume in that sense, the discussion about salaries, is not irrelevant

CATHY: Right. Also it would be important to have in writing that if one of us should
leave, the other one would get to take over the full appointment. … Because, one of the things that we’re always thinking about, or at least, I’m always thinking about, is, “okay, suppose we get ourselves into this complicated situation. What are the provisions for getting out of it?” If one of us, I mean, if we should split-up, what’s gonna happen? Um, I’m willing to make sacrifice and limitations, but I’m not willing to throw away my future opportunities. I’m especially not willing to leave myself in a position of possibly only having half a salary and half a job for the rest of my life, because, once you’re in that situation, very hard to get out of it. Um, so the fallback situations, in the event the disaster, have to be spelled out very carefully. One, one of us might be offered a much better job somewhere else. Then what happens to the remaining half of the job? Um, those are all things that I would look at very carefully before signing anything.

CLIFF: Right! (Cliff).

Fortunately, however, they did not have to pursue this strategy.

For the women, marriage and family obligations appeared to influence their career choices more than did the men as the women shouldered the greater share of juggling between their personal and professional lives. This was mostly true for the three older women whose marriages leaned more toward the traditional.

I was a reading specialist and I thought my career was pretty well set in stone. When my husband transferred to Illinois, I was concerned about getting a similar position or even starting over, just so I could continue my career. I found out that in the public school system, I was too high on the salary scale. No one would even look at me coming in as an educational specialist here. The Chapter 1 Programs were set up differently, so you couldn’t even come in as a Chapter 1 teacher, let alone as a supervisor because it was all. At least I wasn’t able to at that point, so I pursued a different route, and it really changed my whole career. It was a life-changing event when I got a job in developmental education at IL VTC…. But then I got hooked on the field and along about midfield, I thought, well maybe I’m making a mistake, maybe I should continue in Reading and get a Ph.D. in reading because my dissertation actually was written in the Reading field. So I could have switched at any time, but then I decided to stick with my Adult and Community Education with a cognate in Reading (Diana)

Our ability to develop a well rounded lifestyle depends on how well we can make trade-offs between our public and professional, and private and personal interests (Gmelch, 1996). This trade-off creates a delicate interactive web for achieving the psychological wellness that can accrue from being in a dual-academic career relationship.

By the time I had met Brian, I had chosen my specialty. I guess after my first year, I was thinking about it. The first year is very general, and specialized what you cover in the first year and that’s when I met, I met Brian as soon as classes started, we were in the same program. By the end of the first year, we were dating. During the second year, we actually both worked in the same area for the same faculty member doing research. It wasn’t an area. It was an area he was interested in and I was not. By the end of that second year, when we had done our specialty course work, it was clear to us that being
in different fields would be advantageous going out on the job market. And so, the fact that we liked different fields was helpful as well. (Brenda)

Well, you know there’s this stereotype and it was not invented by women. So, I’m always saying “a woman should be what women are”. I mean, when I started working in my job, I thought, oh, this is fun, guys have been doing it all this time and I was always, I wasn’t exactly home, but I was home in school. It’s much more fun, I mean, the easy stuff is at work. The hard stuff is at home. They have all this fun and to be effective in a work situation, you have to be very assertive, very organized, and very competent, I mean, all these qualities which are masculine qualities. I mean, you have to be that way in a home, but you have all the unknowns. …Well knowing more about American culture now, you know the kinds of things that other men folk in families say to daughters and granddaughters. It’s now usually to encourage them in equal ways and I think still that’s not the case in most families. Still, you know girls are shunted into nursing and teaching and being in traditionally feminine professions. So that was very important, just in confirming my sense that I could be anything I wanted to be (Abby).

The existential question “to be or not to be” is about making decisions about life roles: spouse, parent, teacher, researcher, consultant, volunteer, socialite, and parishioner, etc. and provides the clues that shape each person’s life. These concerns often are influenced by traditional societal gender roles expectations and can be stressful for couples who may or may not ascribe to those standards. Cliff Cahill and Cathy Conners (Cahill) spoke of dealing with the male dominated academic work expectations in light of their family responsibilities, a discussion that revealed another strategy: how couples use money to manage their lives.

**Maintenance Money**

The strategy of using money to maintain the family by paying for convenience goods and various services reflects the socioeconomic skew that academic dual-career couples live. As Cliff and Cathy considered their careers’ influence on their home lives, in terms of each spouse’s contributions to the up-keep of the home and family, this strategic choice became clear.

CLIFF: I do think that these um, dual careers create real problems that that can be solved, but are difficult to solve in many circumstances. The best way to solve them depends on money as far as I’m concerned. That is you have to pay for childcare and for, for extra apartments and things like that…and housework and so on and so forth. Provided the money is there, I think it’s possible to do it. Um, with some you know marginal strain on the side, which I’m, I’m certainly willing to bear. But I’m, I’m a little bit pessimistic in the sense that I think this is a real problem and that the solution has to be found by making sacrifices on both sides, both sides of the equation.

CATHY: But she’s (Karen) asking specifically about who picks up the slack. Sort of how does, if I understand your question right, the balance of domestic work or maintenance.
And even if you spend all the money in the world on employees, it still has to be administered. I mean my mother’s case is a good example of this. They throw money at everything they can and somebody still has to make sure that there’s someone there to open the door for the plumber and that the cleaning woman gets hired and it’s work even if you can afford to pay someone else to do. They have to be managed.

CLIFF: Right.

CATHY: Someone has to pick out the light fixture for the porch.

CLIFF: I know.

CATHY: And in my parents’ case, it’s my mother who picks up the slack and she’s pretty annoyed about it. So far, I think we manage to make it pretty equitable.

CLIFF: Yeah.

CATHY: Partly through mutual indifference, which we’ve been able to afford so far, since it’s only the house. You know, so far there are no children to suffer on account of this policy. Um, but, I also think that it’s important to measure, not only, not only how many hours, like who washes the dishes and who does the grocery shopping, but who makes the decisions about those things. Because it’s very easy, from what I see in a lot of my friends, it is that, yeah he cooks, and he washes the dishes, but only when he’s told. She’s the one who keeps track in her head or on the paper list of you know, when the dog has to go to the vet, and when the clothes have to go to the dry cleaner, and she tells him to do it, so he’s acting as the employee. And she’s the manager. The responsibility is still on her shoulders, and that, I think, we have been able to avoid.

Yet, even when couples use money to purchase goods and services that they otherwise might do for themselves, as Abby explain in her interview, someone still must be the manager. Someone has to schedule the appointments, develop the lists, meet service personnel, shuttle the children to and from daycare, prepare the ready to eat/use goods, maintain the budget, etc.

In egalitarian relationships, it is more likely that these duties are distributed according to interests, abilities and time availabilities. In traditional relationships, the influence of gender stratification would be more evident with a greater portion of the burden resting on the wives because these duties traditionally have been labeled as “women’s work.” In nontraditional relationships the distribution can vary greatly, including any of the patterns mentioned previously, or, in some cases, a reverse gender pattern may immerge with the husband assuming a greater portion of these responsibilities because his wife’s career is more advanced than his. That advantage could translate in her earning more than her spouse and raise potential power issues within the marriage and attitudes about whose career takes precedent and under what conditions.
Another example how money matters also was raised when the Cahills discussed having a long distance commuting relationship. According to Cathy:

> It's expensive to run two households, two cars, um, we talk to each other on the phone every night which gets to be a fair amount of money. Um, because of the time problems, we tend to eat out more. Um, these are probably true of every working couple, some of these at least. But, you know, the pressure to eat out more, when we shop, it's much more haphazard. Well we've only got this afternoon to buy a couch, so let's just do it. Don't look for the best deal. Let's buy the first one we can live with, because time is more important than money. And that does put a strain on the budget.

Cliff added:

> Right! Also, the need of two apartments, or two houses, makes it more difficult to settle down personally...One of our highest priorities, in fact, we've put more money into things like computers than housing than other people do, precisely to avoid competing for the resources.

Therefore, a potential consequence of having a long distance commuter relationship is having to purchase duplicates of items for work and home for each person which puts further strain on the family budget.

**Location and Proximity**

The locations of colleges and universities and their proximity to each other can impact couples and their career developments and therefore are concerns for many academic couples.

When couples are able to find appropriate teaching positions close to one another, there appears to be fewer time and less timing conflicts than when their positions are geographically distant.

For example, the Ashmores and Baldwins were lucky to get tenure-track positions at the same universities as their spouses. As Brian related:

> *It is much easier for us because of our location. I look at my sister and brother-in-law, and know that they commute each an hour a day or something in that order and they have a child. When you are living in an academic community that’s small, you can get to and from work in ten minutes. Um, the academic parameters are more flexible and so as difficult as it is to sort of manage all these things, I think it’s a lot easier for us then for most people. And maybe most people, most couples in an academic setting because we’re in this small town where the physical aspects of living are pretty simple. It’s not a big deal to get to and from work or go to a store.*

However, there are times when having this luxury is not possible at least in the short term.
because the only appropriate positions offered to some spouses may be located miles apart.

A strategy some academic couples have used has been to accept positions geographically distant from another as a means for both to pursue their careers even if it means enduring a commuter relationship with their spouses. As the data revealed, four of the six couples in this study had experienced the complexities of commuter marriages at some time in their relationships. Only the Ashmores and Baldwins had accepted academic appointments at the same institutions as their spouses and had not experienced a commuter lifestyle at the time of the study. The commuting responsibilities, albeit local, also fell on the wives for the Eckharts and Franks.

Of the six couples, only the Cahills had an active long distance commuter relationship during the study. When first interviewed, they were maintaining two households near their respective universities and took turns commuting. After the birth of their child, however, they maintained one household and Cathy commuted twice a week to her university. The commuting responsibilities, albeit local, also fell on the wives for the Eckharts and Franks. Each commuted approximately an hour drives one way to their respective universities while their husbands teach in their home communities. The need to commute came from striving to maintain family and also pursue their individual careers.

Long distance commuting usually required the maintenance of two households (as did the Cahills and, earlier in their marriage, the Davidsons) while local commutes resulted from one household (as did the Davidsons during this study, the Eckharts and the Franks). The Davidsons shared short commutes to work while both Eckhart and Frank wives commuted an hour away from their homes located in their husbands’ academic community. The need to commute came from striving to maintain family while pursuing their individual careers. In the two cases in which the wives commute over an hour to work, both Elise and Felicia shared their frustrations of having to commute so far from home. However, when the commute was shared more or less equally, as was with the Davidsons, it seemed to be more tolerable to the people involved.
In the case of the Eckharts, Ernest was established professionally when he and Elise met. During the marriage, she followed him, bore two children, and completed her doctoral degree. When she was ready to assume a faculty position, she was anchored since Ernest was tenured and content in his position. It took time but she eventually found a teaching position an hour away from their home. Hofmeister (2002) called when the husband has a shorter commute to work than his wife, her commute being 25 or more minutes one way, a nontraditional commuting couple arrangement. When the wife’s job was established first, couples also tend to have nontraditional commutes. This appeared to be true in the early stages of the Cahills’ marriage in which Cathy did most of the commuting to Central City even though they maintained two households. However, with the addition of their second child, they re-evaluated that decision and decided to maintain a house in Central City as their base. Cathy arranged her teaching schedule to only three days a week. Although she gave up the college town apartment, she rented a room from a family for the two nights she has to be there.

In three of the six cases, these respondents determined that an hour commute was reasonable enough to be able to live together in one household. This included the Davidsons, Eckharts, and Franks. For the Cahills, the two hours commute was not manageable for one household when they first began the commuter phase of their marriage. When first interviewed, they maintained two households near their respective universities and took turns commuting. After the birth of their child, however, they maintained one household and Cathy commuted twice a week to her university.

According to Wilson (2001), such commuter marriages have long been considered unavoidable for some couples in academe. As these couples have discovered, married academics increasingly are choosing to assume commuter relationships to further one or both careers. Because college and university faculties are selected from national or international labor pools, taking an academic job may require migration for a new hire. Such relocation decisions increasingly have involved the potential challenge of relocating not one but two careers. The
decision can result with a spouse left with the choice of remaining or accompanying his or her spouse to the new venue. Conventional wisdom would assume that pursuing positions locations with many colleges or universities would improve each spouse’s chances of finding teaching positions. However, not all colleges may offer the teaching opportunities suitable to each spouse’s disciplinary affiliation or subspecialty. This problem can be compounded when colleges are located outside urban areas in relative isolation from other colleges. The result, as in the cases of the Davidsons, Eckharts and Franks, was spouses may have to find positions some considerable distance from the colleges at which their spouses teach.

So, even with this small sample, it is clear that strategies to deal with the commuting issue varied. The couple who commuted equally decided to do by putting roots down in a third-party location so they would keep their personal life separate from their professional lives. The couple who had the long distance commute had a long term plan for the husband to eventually get a full-time teaching position at his wife’s institution, which was more prestigious than his, by becoming an adjunct professor there in addition to his full-time position at his university. He systematically learned what it took to be hired in a full-time position at Midland U, got to know the faculties, and worked to achieve national recognition by writing a well received book as a means to increasing his academic capital in the eyes of his wife’s colleagues. And, after nearly ten years, it worked. Today, he is a tenure-track professor at Midland University in the same department as his wife. The last two commuter couples have remained so as the senior tenured husbands remained and their junior wives continued their commutes to work.

However, some couples may decide that having a commuter relationship is not an option for them.

So, we have decided that we would look at the job lists and if jobs came up in the same city that were available to apply for we would apply for them, and I think we’re both so busy this year, we’re not gonna have time to do it, but next year if we’re still under the six course regime, I think that we will go on, try to go on the market. And our plan is not to accept jobs where we would have to live in different places; again, it’s just not something we’re willing to do. I think even if we had no child we would still not be willing to do that. We will only move if we can both move and continue to do what we’re doing, otherwise, we’re sort of stuck here. But, you know that is a decision I think that we’ve made recently and made it in the spirit of valuing our work lives relative to our family life. Our family life
is too important for us to chose, to be forced to make a choice between them; if we can’t have both, we won’t move. (Abby)

According to Alan, when he went on the job market, he was not thinking in terms of a national search but of a more geographically centered search. He and Abby had decided they were going to remain together and would not consider, at that point, a commuter marriage to facilitate them staying together. He applied to institutions reasonably close to where Abby had gotten her faculty position. When the opportunity for him to attend a National Endowment for the Humanities (NEH) seminar came, he chose to attend one closest to home so he would not be too far away for several weeks. In addition, he realized if she had to be the custodial parent for the summer, the time would take away from her scholarship. Alan admitted had he not been in his dual career relationship at the time, he would have chosen to travel to a different site for the seminar.

For the older couples, the career choices made while undergraduates did not always project an academic career later in life. For example, Dominic, eldest of the respondents, explained:

Well, I had one master’s degree and at the time when I took my second masters in Spanish, my program was number one department in Spanish in the United States of America. And I’m a native speaker of Spanish and a bachelor degree one of the most prestigious Christian colleges in the world. And I found myself, you know, I felt sorry for myself. That I have all this training, all this education; what am I doing at this dumb little school, you know. And so, it was purely attitude. Yeah, I didn’t have the right attitude. But I was ready to do it if I had to but if I would have stayed at the high school, I would be insane by today. I couldn’t stay there. I was forty-five years old and I had a son who was a sophomore and a daughter who was a freshman in college and a son who was in tenth grade at a private school. My wife had a tenured position in as Director of a Reading Center so obviously we could not afford to do away with her salary. So, I came alone to Evangelical U. and I lived. I paid rent to a family that gave me a room and then I started my doctorate. I came here and taught Monday through Friday, went to school through the week and then I went home on Fridays and stayed home until Sunday. Then early evening, I drove back to start the cycle all over again. Even though it was a difficult decision for me to take in the family, and it was difficult for me to do, it was the best thing to do. Because I was free to begin my college career which is different from teaching high school. To pursue my doctorate was something that I had never ever done before. My B.A. and my masters degree, all the work that I did, meant I was always working a lot and not able to put a lot of time into my studies. However, teaching at Evangelical U. gave me enough time to do some quality work at the doctoral level (Dominic).
Career adjustments are intended changes that people make as they cope effectively with the career development tasks corresponding to one’s life stage. Crites (1982) determined that in order for an individual to be career-adjusted during the establishment stage of his/her work life, the person must demonstrate proficiency in six career developmental tasks. These tasks are (1) organizational adaptability; (2) position performance; (3) work habits and attitudes; (4) colleague relationships; (5) advancement; and (6) career choice and plans. The adjustments can be slight or major but with the intention making something fit or function better (Crites, 1979). The following adjustment examples reflect the personal, relational and professional domains discussed earlier and the continuing struggle to affect symmetry in their lives.

Well, I think I said...it (The adjustment of following his wife for a career move.) was one of the better things that happened in my career because it really gave me an opportunity to focus on the dissertation where I hadn’t been doing that before in Ann Arbor. And the reason for that was mainly the dislocation, being separated from friends, and other activities I was involved in and the change in our economics which was suddenly, Abigail had a larger income... and I didn’t have to worry about making an equal amount to her just so that we could live. It wasn’t a difficult decision for me to do that to come with Abigail rather than something else I might have done, I didn’t really even consider any alternatives. I guess I’ve never been that wrapped up in concepts of male maleness or identifying me with certain models of behavior that I know are out there in society. So it wasn’t difficult for me from that perspective. Psychological difficulties were mainly just from being moving to a new place and having to new friends. (Alan)

I think (our dual-career relationship is going to influence my academic career) less because I think the children complicate it so much. I think we need to be a family and um, I think that I’m gonna be a little freer to move around more, either with or without Ernest, you know, as I need to go places or stay over or get involved in things. So, in some ways, I think that if it’s gonna, it’s not just dual-career, its dual-career and children. That really fills a huge complication and teens are so much harder. I mean, this is the hardest period in our lives. Anybody who hasn’t had em yet, I feel for you. (laughter). But some of them manage without so much, but some of them. My daughter, Erika, gave us a run for our money. So, it will be a kind of a relief, but in terms of total freedom, (Elise).

Both Brenda and I travel some. I probably travel more. I think that is sometimes hard when one’s gone, and the other ones, you know, at home. I think it would be harder once we have our child. But I think, you know, we recognize that there’s a certain amount of travel that just goes with the job (Brian).

The Mont (1989) and Baker (1978) conception of being “anchored” to one’s spouses career decisions was supported in the present study, in part, by the three older, more traditional
couples. For example, Dom’s academic appointment initiated the family’s relocation. For Diane, this also meant giving up her tenured teaching at a local high school. After the relocation, Diane returned to school to get her doctorate. By then, Dom had earned promotion and tenure at his institution. The Davidsons eventually taught at different colleges located approximately an hour drive apart. Their solution was to move between the two colleges and split the daily commutes between them equitably.

The Eckharts and Franks had relocated to benefit the husbands’ careers. Consequently, at the time of the interviews, both men had tenure but not the wives. Since both couples had established families in the towns where their husbands worked, the women commuted. Elise continues to teach at the Christian College while Felicia teaches at Central Urban University, the metropolitan campus of Central City University. In both cases, the women make the daily one-hour commute to their respective campuses. Both also have backup plans to stay overnight in Central City should the need arise due to bad weather or other contingencies requiring them to do so. The anchoring concept initially was evident with the Ashmores and Cahills when the husband’s careers followed their wives as they relocated for them to assume tenure-track positions. Even after the Ashmores and Eckharts later divorced, Alan and Elise elected not to seek new jobs and relocate so they could remain near family and network of friends they had established since locating in their communities.

These women adjusted their careers around their husbands, a consequence of them being geographically anchored to their spouses. This adjustment appeared to be used as a strategy for developing some degree of symmetry within their personal and professional lives in reaction of decisions made by their husbands. Linked by marriage and to some degree their academic careers, dual-career relationships undeniably impacted these couples’ academic careers but by how much was influenced by age differences. The older, more mature academics in this study had career patterns that differed from their younger counterparts. For the three oldest couples, in which the males’ academic careers progressed ahead of their wives, there was
evidence the women managed their careers using the process of sequencing (Cardozo, 1986; White, 1987; Giardono, 2001; and Voydanoff (2002).

Sequencing is a strategy to cope with the challenges that result when competing priorities require more time than one has at any one given point. Based on her in-depth and group interviews of 350 married women with college, professional or equivalent educations, Cardozo (1986) discovered that sequencing is a solution that increasing numbers of women chose so they “can have it all”, marriage, career and family, by not trying to do it all at once and at all times of their lives. It is about timing; a process of ordering one’s life so that professional (teacher, adviser, researcher, colleague, presenter, author, etc.) roles and personal roles (spouse, parent, sibling, child, friend, volunteer etc.) roles can be fulfilled (Giardono, 2001). While academic men’s careers tend to be consistent and linear, women’s are less so primarily because of the need for sequencing marital, care giving and professional priorities. Care giving priorities not only refer to children but could include other relatives in sufficient need due to infirmity, illness or accident.

For the older couples in this study, the compromise and flexibility was the duty of the wives who put their own academic aspirations either on hold or pursued intermittently around being a homemaker and mother. Their time to be devoted to their academic careers occurred after their husbands were advanced in their careers and their children were older. There were times when a critical event in one spouse’s life had consequences for the other. Examples include relocating the family for his career and being forced to seek work in the new venue that was not necessarily related to her eventual goal to teach in college or changing one’s disciplinary pursuits so as not to compete with the husband’s career. These couples represented a more traditional pattern with the females accommodating their husband’s careers over their own. However, adjustments and strategies also were influenced by the relative advancement of individual careers in relation to the individuals’ spouses. It is important to point out, however, that such life symmetry was not always the case. Couples may be different ages, one or both are at
different developmental stages, and/or couples may be at different career stages. In these cases, their asymmetrical life stages may help or hinder these couples, a possibility which can complicate what is important to each as individuals and as academic couples at any given time.

Although these couples shared the same family development stages as they all were in first marriages, the Davidsons, Eckharts and Franks’ life spaces were more asynchronous. Even though the couples’ ages were similar, their professional careers developed in different stages in time. Dom, Ernest and Fred’s academic careers were launched years before their wives. The result was the husbands had achieved tenure and promotion to full professor during the years their wives were initiating their academic careers by completing graduate studies and transitioning into full time teaching as assistant professors. Any discussion of academic career concerns, adjustments and strategies therefore must be grounded in where each individual is, at any given point in time, in relation to his or her spouse’s life stages.

For the men in the study, it was typical for their careers to progress with little interference from their wives. From his perspective, the unfolding of Ernest’s and Elise’s careers in this manner had been just fine.

I’ve tried to be sort of flexible, as possible, sort of abstractly, but somehow, our various career needs didn’t seem to...what you’re describing, seems to maybe not exactly been a problem for us in the sense that some people both need to look around and get a job at the same time, which is a different kind of problem. And in our case, I think that Elise was still a student which meant she was pretty flexible, when I came here, afterwards it seemed as if though she might have some way of starting up something here but that didn’t work out very well. So then, by good fortune, she got that fellowship which what I think was a good situation, pretty convenient, um, so that was pretty fortunate. And so I think we’ve been pretty lucky so far. I think her current job at the is not perfect, but I think it’s also not bad either. So, I guess, my own strategy was just sort of to try to keep myself being employable. And probably still am, you know, if Elise someday gets a six digit salary at Harvard and wants to go there, then you know, I could probably see what I could do to try to get something in the Boston area (Ernest). Even in the two cases in which the husbands (Alan and Cliff) followed their wives, their careers were slowed but not stymied to the degree they were for Dianna, Elise and Felicia’s careers. The only exception was Brenda and Brian whose careers initially were parallel in their development.
Time and Timing

A third concern of academic couples is about the competing times it takes to be a good teacher, to get published and make presentations, perform service activities, and still have time to be with and care for one’s family. Gmelch (1996) has pointed out that both professorial and private interests vie for the same limited resource: time. He represented time as a unique resource because it is inelastic, irreplaceable, required, and equitable. He saw time as inelastic because in its numeric interpretation, time is quantifiable and constant. Yet, its constancy is dependent upon how time is structured to meet the needs of a particular institution. For example, of the six institutions in this study, five had two fifteen-week semester academic calendars while the sixth had two twelve week quarters and month long intersession between them. So work flow time can be measured differentially and the flow of the term’s rhythm can be changed based upon the type of academic calendar, timing of vacation and holiday breaks, length of class periods, and how classes are scheduled through the day, week, weekend (and night). When the work flow is parallel among couples and the rhythms are in sync, the couples could experience similar busy periods at the same time. This is especially true when the couple teach service and survey courses which tend to have larger numbers of students. When the rhythms are not in sync, work demands may interfere with family when scheduling activities, both personal and professional, in which both wish to participate. In the case of Brenda and Brian, who taught in the same school, the rhythms of their academic lives, although structured according to the same institution’s academic calendar, nevertheless differed because of the way their teaching loads were distributed. The result was their most busy times ended up complementing each others since their heaviest teaching times were in different terms.

...our teaching pressure comes in different semesters and so our research time is concentrated in different semesters. So we haven’t had the opportunity to collaborate while we’ve been here to the extent we did when we (were in graduate school). The graduate students that we teach are probably our heaviest teaching loads. I teach them in the fall, Brian teaches them in the spring term... So my research is concentrated in the Spring and his in the Fall, and so just kind of the, the funniest part for us is when one of us or both of us are working on projects and we’re talking about those projects everyday at dinner and we haven’t done that as much since we’ve been out of graduate school (Brenda)
Professorial activities which can consume a significant amount of our waking hours also give us a sense of identity. According to Gmelch (1996), academic work gives us titles and self-concepts, and dictates with whom we socialize, where we live, how long we live there, and what lifestyles we maintain. Consequently, academe plays a central part in the lives of faculty members by providing both pleasures and pressures.

On the other hand, for the three younger couples, as contemporaries relatively close in age and graduate school progress, there was more of a parallel between the development of their careers. The obvious advantage to this was a built in support system with one who knew what you were going through and were invested in your successes. For these couples, meeting each other and getting married had profound influence over how and where they eventually began their full-time teaching careers. In two cases, because the women’s progress was slightly more than their husbands, the women’s careers took the lead so she could accept a tenure-track position and her husband followed her. In the third case, even though there was a slight staggering of when they completed their dissertations, because recruiting and hiring in their shared field occurs early in the year, they went on the job market at the same time and sought positions that would advance both their careers without long commutes.

Yet, even with the younger couples there was some evidence of sequencing. Despite being lucky enough to secure tenure-track positions at the same university, the critical event of having a baby changed the wife’s priorities and led to her choosing to give up her position to be a full-time mother. At the time, she mentioned that at some point she would like to return to work; however, ten years and another child later, she has remained a full-time homemaker.

While establishing careers, there seemed to be a preoccupation with time: how much time, how it is distributed and how there seems not to be enough. This preoccupation is intensified by various “clocks” such as the tenure clock and biological clock. Since a majority of graduating doctorates and new faculty transition into their careers during the same period as
when they are establishing families, the competition over time can be extreme. Brenda, who was pregnant during the interviews, voiced these concerns most strongly.

...certainly, the timing of having a child was one of the issues. I had friends who’d decided, you know, the first year on the job they were gonna have a child. It was something that we wanted to put off. For some, it was never clear for how long we should put it off. Somehow the time, the time never seemed right to do that, but it wasn’t clear how long you put it off an where it comes relative to the tenure decision, wasn’t a clear issue. I, the amount of time that we spend working is, just seems extraordinarily high and so that’s kind of raised issues just in terms of time to visit our families and how we work those issues out.

For or myself, I want the time off and I have no idea if that’s, I mean that’s just something that I want. And, and however it would be viewed in terms of my commitment to the job, I’m willing to sacrifice that, so I can answer that for myself very easily. I don’t think that Brian feels the same pull that I do, just in terms of personally, you know, how we feel about daycare for a very, for a child only a few months old. I think our feelings there are different and so, so just for the pull that he feels away the job, I think it is less strong than mine. He hasn’t met the baby yet, but I think initially we would have different feelings there and so, so just the pull away regardless of any of the career considerations, I think it’s not as strong for him as it is for me. Whether that’s based on sex differences or not I have no idea, just personally (Brenda).

Affected by cultural influences in varying degrees, faculty work is influenced by differing conceptions of time:

(1) regulated time which is unidirectional and managed by a clock;
(2) circular time which reflect periods or phases in a cycle such as the seasons, semesters, or quarters, and can vary from year to year and;
(3) procedural time which focuses on the activity being done rather than the time it takes to complete it or how it fits into a cycle (Lawrence, 1995).

Scheduled class periods, faculty and standing meetings, the times faculty met with students in office and/or laboratory settings, are examples of regulated time. Singular planned events of finite duration also fall within this category such maternity leaves, sabbaticals, post-doctoral appointments, and fellowships. Typical examples of circular time include semester breaks, dead week, and finals week. Procedural time includes such activities as writing an article or supervising a thesis.
According to Alan, he and his wife Abigail have time-consuming careers that do not allow them as much time to do other kinds of things that perhaps couples who are not both academics might be able to do. Alan’s frustration with time came from a moral dilemma. It was his perception that institutionally there is an attitude that one should devote oneself to research even to the detriment of spending too much time on the teaching. He was there to teach students and to do a good job, “You have to spend the time in the classroom in order to feel good about the work that you do.” He saw this as a moral dilemma because if he spent too much time on teaching and not enough time on research, he was afraid he would not be published and be penalized. However, if he spent more time on the research and writing to the detriment of time spent to be a good teacher, he might get published but he would not be doing what he should for his students. Therefore, he saw a continuing dilemma within his work. While the ideal would suggest equal time towards research and teaching, the reality for him was that teaching takes more of his time. As he was talking, I observed that he saw himself as a scholar-teacher rather than the teacher-scholar. It also seemed that this continuing conflict over time allocation was not likely to change until institutional policies changed regarding relative attention to research, teaching, and service.

Oh, everyday. I mean mainly, mainly just in a feeling that you’re never finished. That there’s nothing that you’re working on that you shouldn’t be spending more time on. The teaching, if you want to do a good job at that, which you want to do because it’s very awkward to walk in a classroom and not do a good job, but still all the time you spend on that is taking away from your research time, and even where schools are stressing teaching more, if you don’t get tenure at the school, you’re still going out based on your research record and that’s, that may change but, I don’t it’s changed yet. And so everything that you do, you’ve got that day to day pressure from the teaching angle but that’s pulling you away from the research that has to be met over the course of the year and that stress and the stress of, of, of doing the research, getting the research, and for me, putting that together into a paper, and worrying about publication and going back and forth with the journals. It’s, I don’t want to spend 70 or 80 hours a week doing that.
(Brenda)

A comparison of the Baldwin & Blackburn (1981) and Finkelstein (1984) academic career models, in parallel to the Sekaran (1986) stages dual-career development, illustrates that the demographic trends discussed earlier increase the likelihood that faculty, in the early stages of
their careers, will have competing demands on their time and priorities when they marry and have children. This observation certainly was prevalent in the current study. For Brian and Brenda, the potential conflicts were imminent since they were expecting their first child.

As mentioned earlier, regulated time is structured by the clock, usually with specific start and stop times, such as the scheduling personal appointments, time watching a specific television show or attending a movie, when and how much time meals are scheduled at home and at work, or volunteer shift work. Circular time includes the seasons and many holidays that impact all three domains and includes periods assigned to complete specific repetitive tasks. In the personal domain, this could include annual celebrations, vacations, weekly obligations such as attending religious services, and recreational and seasonal activities (i.e. golf, tennis, hunting, fishing, and backpacking). In the relational domain, these could include many of the same activities as listed in the personal domain that includes one’s family and friends. It also would include annual activities involving one’s loved ones to which you are expected to attend (concerts, sports, recitals and other types of performances). In the professional domain, this could include doing academic advising, registration, and orientation, and attending campus and professional annual events.

Procedural time includes long term projects in which a person determines when and how much time will be required. Of the three, procedural time is one of the most elusive because of the press by the other two. Examples of procedural time might be the time to complete a longitudinal study or experiment, write and publish, or design, schedule and supervise a student’s independent study.

For faculty who are in dual-academic career relationships, the importance of time becomes even greater as the competition between types of time clash and the pull of rival responsibilities and commitments vie for time. For example, the Eckharts had different points of view how being in a dual-career relationship impacts their careers.
I’m expected to have a very strong presence and I tell when I’m here. When I’m at the phone, they can call me any time. I really have to be in an office. I could be there. I just can’t come to the door. We have open door policy; the students can come see you any time they want. You’re supposed to be available. If I did not have protected time, I wouldn’t get anything done, research or even for my teaching. But I’m sticking to my guns. I feel guilty. I shouldn’t but I do (Elise).

If Elise didn’t have a job, a career to pursue, and she were spending all of her time at home, I would probably have two extra hours a day. ...I don’t consider that a really big sacrifice on my part in life. In fact, it’s no big deal at all (Ernest)

The couples in this study all indicated that being in a dual-career relationship has presented additional demands on their time. However the impact of these demands seemed to disproportionately impact the women more than the men. This issue appears to continue to be larger for women than for men as the second shift (Sekaran, 1986) still is alive and well.

The good news is that men are slowly beginning to become more involved in the work at home. However, in most households, the female continues to carry the psychological responsibilities related to the upkeep of the home and daily care of family. Abigail Ashmore labeled this “refrigerator memory”; the assumed expectation that the female always knows what is in the refrigerator or cupboards. This metaphor underscored the continued cultural expectation of the female as keeper of the family.

Another example of procedural time is the “tenure-clock,” the probationary period that can range up to six years before becoming eligible for and earning tenure. Typically, failure to earn tenure in the sixth year results in a one-year terminal contract that is not renewed. It is not uncommon, and certainly a wise strategy, for faculty to have an early review of their progress. This trial run gives faculty a clearer sense of where they are and what they need to do to be successful when the tenure decision is at hand. Therefore, for faculty hired on the tenure track, the ever present tenure clock ticks away the years in which certain career benchmarks are expected to be reached.

When I came to Evangelical U. to teach at the college level, I wanted to do that so badly that I said to myself, "Dom, I'll go and teach at the college level, and if they don't want to
promote me, I’ll be an assistant professor until I retire, I don’t care, as long as I can teach at the college level. But, when I came here and suddenly it was not enough to be an assistant professor. And so, I got very busy and in spite of my background, I discovered that I could do things within my profession that other colleagues thought that were good. And um, I got very, very, very busy. And then, as soon as I was to finish my doctorate, I had met the criteria for Associate based on my performance but I didn’t have the degree yet so I was not eligible for tenure (Dominic).

With couples in the same stage of their academic careers, when to “go up” for tenure is a decision one may have to make in consideration to when one’s spouse will. Brenda observed that she and her husband not being on the same tenure schedule was a positive thing. She would have been concerned if they had come up for tenure at the same time with them being in the same school albeit in different departments. She believed that there would be those natural kinds of comparisons between her work and his that would not be in the best interest of either. Decision makers naturally would make comparisons instead of considering the work that they have done on the merits individually. Therefore, she thought that year lag time was a positive. Moreover, even if she does decide, after a year leave-of-absence, that she wants to go back into academia, at that point she would be two years behind him. This occurred because the tenure clock would stop during her leave year as if that year did not happen. Brenda and I agreed this is a very positive thing for women, especially who might decide to take time out for raising children or to take care of a loved one or for whatever reason. The opportunity to take that time off and stop the tenure clock is open regardless of gender. However, the literature suggests that men seldom take advantage of those options.

As stated earlier, to the extent that career change decisions are predicted, the timing of these predictable career choice points is shaped by the structure of the academic career. Therefore, the timing of promotions and other academic career decisions are important. For example, four of the six institutions in this study take a development approach by having pre-tenure reviews in the second and fourth years. These early reviews are barometers of one’s progress toward and potential success in obtaining promotion and/or tenure. Should any weaknesses or concerns result from these, there is time for the faculty member to make the
appropriate adjustments. With the remaining institutions, one no longer awards tenure and signs its professors to multi-year contracts. The other allows faculty to submit their portfolios early if there is collegial consensus that the person’s work is worthy and sufficiently documented. It is usually during times of transition in the career that initiate consideration of one’s options such as whether to go up for tenure early, on time or stopping the tenure clock for a predetermined period; or whether to negotiate a new contract or look to move on to another position. Over time, there are qualitative differences in the pressures as academic professionals’ progress through different stages of career development and contexts.

I think maybe it’s in terms of, you know, more of difference between being junior or being senior in terms of what sort of pressures you face. I’m not sure there is so much difference, I mean; also, I think there’s a difference between being in a large place and being in a small place. Pressures! You encounter in a small place, I think, you are, have more contacts with people all over who are different parts of the university and you have much more frequent contacts with (inaudible)... So I think the difference between small and large is a bigger difference. Also, the difference between junior and senior mean you’re under different kinds of pressure, being a junior and senior, you’re under the pressure of performing well, and for people who are going to, um, for people who have a lot of power being seniors (Ernest).

Initially, while eight of twelve respondents were on the tenure–track and subject to review every three years with promotion expected in the sixth year, there are a small number of institutions that have abolished tenure. For Diana, the reviews at the end of predetermined times are just as stressful if not more so since tenure is not an option, only a longer renewal contract if the review is satisfactory. Dom, who already was tenure, thinks it is more pressure on Diana because the review process is ongoing. In the following conversation, we discussed these differences.

KPB: So, when, when it comes time for contract renewal what kinds of things do you do to gear up for it when you know it’s coming?

DIANA: Well, I, it’s always ongoing. I keep a file that I say is for the future. Any article that I publish, any conference that I speak at or anything I do, I put in this file; or any letter of commendation from my lab assistants, or anyone, my students, or anyone, I just keep putting those in the file.

DOM: And I do the same thing. I did the same thing at Evangelical U. I had my file for post-tenure review too...

DIANA: It’s very similar. It’s very similar because you’re always....
DOM: It's no different and I was promoted already twice since I was tenured, so every promotion requires that you get a portfolio.

DIANA: That's right. That's right. Cause you go up for associate and then full professor.

DOM: And we also have to set our goals for every year so again, every year we have to sit down and say, and review your goals from last year. So I sit down at my computer and I just list all the goals that I have fulfilled and then I list the goals for the next year. So it's a constant, there's no time and then our associate dean says, “If you want a recommendation from me for any purpose, I have to have that in my file”… I mean they don’t make you do it, but if you needed a letter for whatever reason and you go to him, and he say, “Who are you?” you know. “I never knew you”. So, it’s just because you want to be current and that’s so you are. You’re working all the times, so it’s the same thing. The only thing is that I don’t worry ....like she does.

Although both academics at religious schools, Diana and Dom experiences as faculty had similarities and differences. Both were responsible for teaching, doing research and publishing, and performing service. Both were subject to regular performance reviews in which they had to document what they had achieved in a portfolio. However, because Diana’s institution had abolished the tenure system in favor of multi-year contracts, her periods for review were shorter, and occurred more regularly and often. Dom had the security of being tenured so his post-tenure review, while important, did not carry the same significance as Diana’s. More was at stake for her with each review. Should the institution’s need change, or economic conditions require, her position could be eliminated. This made her professional future at the institution more vulnerable than that of her tenured husband.

Even at colleges and universities with tenure systems, in recent years because of economic exigency, there has been a trend toward hiring contract faculty, not on the tenure-track, as a means for institutions to have greater economic flexibility (Wolf-Wendel, Twombly & Rice, 2003; Wulff, Austin et al., 2004). The time consequence is that the typical job pressures and stresses that tenure-track faculty experience in their initial probationary years are replicated regularly each time contracted faculty reviews are required. The timing of these reviews can vary anywhere from year to year or to as much as ten years depending upon the institution’s faculty personnel policies.

Often, the issues of timing have been tied to various developmental theories (see Table
2.1) and are culturally crafted. For example, at the macrolevel there is an expectation that one marry by a certain age; what age is appropriate is guided by cultural norms. In American culture it is expected one should be married in early adulthood. Early adulthood has been bounded by as young as 18 and as old as 30. This period coincides with the years of college and seeking first full-time employment. This was true with the couples in this study for all the men and the three younger women. For the three older women, their career paths were less linear as they crafted their careers around their husbands’ career. Therefore, it was common, in each case, for these women to do other full-time work while they either looked for a new career path, as was the case of Felicia, or found their opportunities to move into academic careers as was Diana and Elise.

According to the Super (1990, 1957) developmental theory, the early stages involve career exploration and establishment. This period includes the years in graduate school and the transition from student to teacher as they assumed full time teaching responsibilities. The three contemporary couples spoke about that period in their lives and important influences that motivated them to pursue academic careers. Abby talked about being a beneficiary of Title IX and the sports opportunities that became available to her in the 70’s which she felt prepared her for entering male dominated academe. Alan spoke of not being sure what he wanted to do but rather what he did not.

I also think that’s where I really developed a love of learning. That part of my life was also very bound up in the teamwork concept because I played on an athletic team there for the four years that I was an undergraduate. That experience along with the intellectual stimulation that I got there, and the confirmation and assurance that I got that learning for the sake of passing that learning along to other people, was a good thing to do with my life. It really helped me get a sense of the sort of teacher that I am today. In other words, it was being on an athletic team that taught me how important teamwork was and so I think that my approach to working with my colleagues is a very teamwork inspired model and with my students (Abby).

As an undergraduate, I had been undecided, you know, didn’t really know what I wanted to do with my life. I wasn’t that committed to any one career track. I had decided by default to go into teaching English because I knew I was good at writing and I was doing well in my undergraduate English courses. I suppose I got recommendations and encouragement from my professors. (pause) At that point, I hadn’t really latched onto teaching or the idea of scholarship. I didn’t really have an idea of what it meant to be a teacher. I didn’t really know what it all entailed. I just knew that there were other things that didn’t seem very attractive to me. I couldn’t envision going on the job market and looking for a corporate job or a journalism job or going to law school. What interested me
was in the classroom and in books, so that's what I stayed with. It was during the second year of my masters program that I started teaching as well as taking courses. From the beginning, it was pretty pleasurable. And as I grew into it, I came to enjoy it more. That helped me to feel like I was doing the right thing with my life (Alan).

As a contemporary couple, Brenda and Brian entered the profession during the same period when they met as graduate students. Both spoke of how influential their teachers were in helping them decide to become professors themselves.

The appeal way back then is still there. I enjoy the field and I enjoy solving the problems, and that is still the part of my job that I love the most. What I did not realize, and I think even now when I talk to graduate students I don’t think they realize, is how much stress there is. I assume until you get tenure, but it may go on well beyond that, but even in my first year of graduate school feeling the stress of being in your first year, until you take your qualifying exams, I thought, after the qualifying exams, the stress would be off, but it just never goes away. KPB: Is the stress you feel now different from when you were in graduate school? Perhaps, but its, I just don’t think I realized how stressful it would be. I knew it would be flexible, and it is, and that flexibility is probably what appealed to me more. It is both the flexibility in the long term that you have to take a year off, if you need to, and the flexibility just on a day by day basis. If I want to go out...if I don't come in one day, and I don’t have classes or office hours, probably no one's gonna notice. If they do, probably no one's gonna care… So, you kind of have the flexibility day to day as well as over the course of your career that I think many other careers don't offer. (Brenda)

I guess the one insecurity I had at the time was I thought the opportunities, financial and otherwise, in academia they were not that great. I didn’t really have much information about what an academic career might entail and what kind of opportunities there might be. And so in talking with this particular faculty member, I got a much clearer picture of what an academic career might be like. What were the requirements to get into a good program? What would be the benefits of getting into a good program? I was hesitant to take that step even though it was really a career that I thought I would like. I thought it might be difficult to have kids and send them to college, things like that. This faculty member opened my eyes to two things: that the opportunities were reasonable, and how important it is to do what you like. So, he helped me come to the decision to pursue a Ph.D. (Brian).

The middle stage of life and career has been characterized by maintenance of the outcomes that were shaped by decisions made in the early stages of one’s professional and personal lives. For academics, these are the years when promotion and earning tenure should have been achieved, one’s research program has been established, and one’s comfort with and skills to teach are well developed. Without the tenure-track pressure, faculty can feel freer to pursue new avenues and methods of teaching and research. For the couples in this study who had reached this level in their careers, the productivity they had established in the earlier years
seemed to bear fruit through collaboration with colleagues, establishing contacts within their disciplines, publishing books and related software support, and seeking new roles such as journal editor or supervising doctoral student research.

The later stage of career as part of one’s life space has been characterized by looking back and reflecting over one’s life and looking forward to possible retirement. For men, the main personal issue is the feeling that they do not have enough time with their wives and families. Alan spoke of his need for effective organization and time management to get things done. He saw teaching as a constant trial with competing teaching responsibilities for both he and Abby causing challenges for them. For Ernest, having different schedules is an issue for him.

I guess the most conspicuous issue is that that um, I guess Elise works late, I guess Tuesday, Wednesday and Thursday and so she’s gone. Until later on in the evening, or maybe seven or seven thirty in the evening, and different day, different time, that’s sort of our schedule I think as opposed to,... is that the kind of issues? I’m not quite sure what you’re ... I don’t know, it’s, yeah, it’s um, I’m not sure exactly this is a personal issue. It’s just you know, she’s been working (out of town). She comes home Tuesday, Wednesday, Thursday and she’s tired and that’s sort of one. I’m not sure if you call it a personal issue. It’s just you know, sort of are you fishing for what, what are the drawbacks or what are the stresses and the strains? Okay. So that’s one! So there is a time that she works that um, I think it’s been a lot of stress and so she a lot of times is much more stressed then perhaps she realizes. I think she tends to spend all of her weekends working. I’m not sure that comes under the category of stress, lost time or whatever, but that’s, that’s really true (Ernest)

One way academic couples maximize time together is to travel with their spouse whenever possible. However, there often are times that it is not possible to arrange to travel or work together. Coordinating spouses’ schedules become even more complicated when children are added to the equation.

I have some colleagues, we’ve said, “one day when our kids are gone, we will go to the University of Michigan, and go to where they have this data, they have a computer, what is it, it’s a statistically wonderful program and it’s some where you can, I haven’t kept up with all the different ways of analyzing data. I won’t. You have to go for a month. Why, how am I gonna go for a month. I don’t even want to leave my kids. I went to Europe for three weeks once. I was so furious; I thought the family was coming. I had to give two talks at two different conferences. I didn’t like being there for three weeks without my kids. I mean Ernest, yes, no. I could manage. But, I didn’t want to miss them, growing and changing and hear about what’s happening in their lives, I mean, I want it all (Elise).

We have worked together. It probably happened on three or four different projects since we’ve been here, but they’ve been shorter periods of time. And it’s, it’s just wonderful when we’re both talking about the same topic and the ideas are bouncing around and
we’re getting it down on paper and we’re revising papers, and working things through. We worked on a joint paper, gosh, a year and a half ago, I think, and it was just wonderful to be back on that basis of working with him. We just haven’t had really the time to coordinate and work on that and so that’s one of the things I regret…that we haven’t had the time to do (Brenda).

As I looked at these twelve academics’ personal and professional lives, the main theme that really jumped out at me immediately was the issue of time; more specifically the theme underscored how precious time was and how it affected them. With junior faculty and their loved ones, there tends to be a preoccupation with the tenure clock or the amount of time they have to prove themselves worthy of promotion and/or tenure. Faculty often think about time; for example, what time it takes to cover certain topics in the allotted period and term; how the time it takes to do something here, takes away time from doing something over there; where does one find time, how did one lose time, and how does one make up time seems to be a constant issue for faculty, in general, and this study’s respondents, in particular.

When couples lives are more synchronous, they are more likely to have similar career concerns at various stages of their lives. For example, when a potential academic defends the dissertation, it is a critical event and major concern because it is the gateway that allows the person to accept a tenure-track position. In some cases, institutions will accept a candidate in the final stage of his or her study for a tenure-track appointment, but with the expressed understanding that the dissertation must be completed for continued employment. In a “what-if” scenario, what if one spouse defends successfully and the other does not? What implications could this result have on couples lucky enough to secure faculty positions at the same institution or even different institutions located nearby? The answers to these questions have important implications for faculty recruitment and retention particularly when couples decide they do not want commuting relationships whether short distance or long. In a more perfect world, one would hope the spouse without the doctorate would be able to secure appropriate employment elsewhere nearby to enable the one with the doctorate to proceed with the academic career at the school that hired him/her. Unfortunately, there are no guarantees.
Timing seems to be a big issue as couples sort out when would be the best time to do things in their personal and profession lives. Patterns arise out of things that occurred across the couples in terms of what they felt were difficulties that they share across the groups. One example was each couple having to deal with logistics or how each one makes things work on a day to day basis. This would include organizing time, scheduling, and travel arrangements, setting priorities, trading off responsibilities, all fall under working out logistics. ...

Organizational efforts to address the work-family dilemmas of faculty typically have focused on parental leaves and ways to slow down the tenure clock (AAUP, 2001). However, many faculties do not want to risk taking advantage of these accommodations for fear of possible backlash from their colleagues. As long as faculties are ranked versus their peers in other institution, within an academic prestige structure that takes quantity and quality into account, it is unclear if such policies have been effective. Jacobs (2004) made the case that the excessive time demands of the academic career are a systematic problem that calls for institutional remedies that put limits on the faculty work week. Based upon the study on work, family and gender inequality in academe he recently completed (Jacobs & Gerson, 2004), he concluded that instead of “tinkering” with the tenure clock, there is a fundamental need to alter the expectations of the academic calling. He recommends such limits because he believes they will enhance productivity in academia and broaden the pool of talent because this change in normative expectations would be healthy for individuals, families and communities. And yet, it also is the time balance in which job flexibility as well as genuine formal and informal support for family life matter as much as, if not possibly more than, actual numbers of hours worked at home, on campus and beyond.

Professional Identity

Another major concern was the challenge of forging a professional sense of identity as academics. The professional identity issue seemed to be of more concern to women in general and first-generation academics regardless of gender. For professional women, an important
decision is whether to stick with tradition and take the husband’s name, to keep the name with which she started career, or to hyphenate their names. For the three older couples, it did not seem to be an issue. But for the three younger couples, it was an issue that they discussed with varying outcomes. None of the women chose to hyphenate their names which was a choice in vogue during the 1970’s and 1980’s. Abby and Cathy chose to retain their maiden names after marriage while Brenda chose to take her husband’s name.

Abby Anders (Ashmore) indicated she wanted to keep her name, not for professional reasons, particularly, but because, it is who she is. She wasn’t worried about hyphenating or assuming the patriarchal line of descent that is traditional in our culture. But rather, she felt her name was hers, and the decision was hers.

Oh yes, that name issue. I’m a feminist and am proud of that. And even though you know my students are frightened of the word. I’ve always seen myself as person who was very self-actuated, self-motivated. I saw when I was growing up so many examples of women who divorced and them they were stuck with the name of the person that they didn’t like. And although I’m fairly certain that I will never be divorced, I really felt that I, you know, for me it was a matter of independence that I wanted to keep my name. And if the rest of the world has a problem with that, it’s basically the rest of the world’s problem, not mine. (Abby)

For Abby, the choice was linked to her sense of identity. When I questioned Alan on how he felt about retaining her maiden name, he replied:

You know, it was clear right from the beginning, and I consider myself a feminist by the same definition that Abigail used. And I tried to sort of explain these things to my mother and it took her a while but she and one of the things she had to get over was that early on she felt that I was merely conceding because it was Abigail wish to keep her name and I didn’t really want that but I was doing it to make her happy. I had to explain to my mother that even if Abigail wanted to change her name to mine, I wouldn’t want her to, I wouldn’t let her because I, independently of her, believe in the principle of the equality, that there’s no really good reason for the tradition of changing the name other than to send a signal that the woman belongs to the man.

On the other hand, there was Brenda who chose to change her name.

There were several other married couples within our department, graduate students. Two or three other couples that were preceding us, and so we were able to, not so much see how they handled school, though that went well, but to see how they handled the job market and how going on the job market might be for us and what strategies they followed and there. I know another woman who was advised by my advisor to take her
husband’s name when she went out, as long as they were determined to be in the same place, and as long as they were planning to make that clear to recruiters. Having the same last name when you went out on the market would clue them in immediately and they would not waste time on interviews that were not gonna go anywhere. The choice to take the same last name as Brian, given the time that we got married was, in part, influenced by that. (Brenda).

For all three women, their identities as academics separate from their husbands were important. However, what separated Cathy Conners (Cahill) from Abby Anders (Ashmore) and Brenda, was her observations of a faculty couple in her graduate studies department.

There is a couple in my department who has situation of two completely separate appointments, two full appointments, and they’re progressing. They’re roughly peers and they’re professing at the same rate, more or less, so there isn’t any problem with one of them being superior to the other or more advanced to the other. Even so, there’s a lot of grumbling among other members of the department about...whether the two of them together are pulling they’re full weight, or whether they’re perhaps, um, getting away with less because they’re married to each. … There’s nervousness about whether the two work loads equal two full workloads.

She continued:

I think much bigger potential problem in this situation is where the two members of the couple work in the same department is that there is some confusion about responsibilities and tasks of the two persons involved, plus confusion about how they’re going to operate in say, group decisions, in department meetings, tenure positions and so on and so forth. There will always be an enormous risk that people who are married to each other will also be seen as a team professionally. (Cathy)

In her phenomenological study of six academic couples, McNish (1994) discovered, especially during the establishment and maintenance phases of one’s academic careers, that the theme of identity is a pressing issue. She found that maintaining one’s identity ties into concerns about independence and interdependence. For example, with Abby and Alan working in the same department, getting their colleagues and students to see them as separate professionals was a continual challenge.

Our colleagues will often pass messages to one or the other of us and that really irritates me, because they can pick up the telephone and put the message on Alan’s voice mail. We both have so much stuff that we’re trying to juggle. I don’t want to be responsible for forgetting to tell something important to Alan. So I have to diplomatically figure out a way, and I usually do go, “Gee, do you mind just putting it on his voice mail, I might forget”. And time after time certain people will still ask me, “Gee, can you tell Alan or can you, you know, does he have that book?” Or you know the sort of working through one or the other of us, because it’s convenient to do so. Saves time saves work. I want them to recognize that we are not a unit here. You know, we are two academic people in a department. (Abby)
Establishing and maintaining a professional identity separate and distinctive from their spouses was a particular issue for women when couples worked at the same institution. This was due, in part, because the lines between the relational and professional domains were more likely to become blurred. Another example from this study was Abby’s annoyance when her colleagues would question her about Alan’s schedule or wanted her to convey messages to him. She stated she believed this would not have been the case had they not been married.

Moreover, when one is a female in a male dominated discipline, it can raise identity issues regarding where one fits in and about one’s sense of femininity. The three youngest women in this study, Brenda, Cathy Conners (Cahill), and Abby Anders (Ashmore), shared their thoughts on the dissonance they felt as female academicians.

There is one thing weird, and I guess this might be a personal thing that I felt initially when I got here and that was when we would go to dinner parties. There would be something really weird that would happen at dinner parties, because at the dinner table, conversation would start centering around work and the business school. And the spouses of faculty would usually like leave the room and go talk about something else. Well that being all the women in the group, typically, and so there was something weird at least initially about sitting there going, "Wait a minute. My colleagues at work are here talking about business. Their wives, which is very typical here of what a dinner party would look like, are in the other room talking about things that I’m also very interested in." And I would feel very torn initially about how to deal with that. That, that though has started to go away. I’m much more comfortable making the decision. Initially you’re worried about the impression you might make if you drop out of the business conversation and go have another conversation. But I think once you have a relationship, a working relationship, with people, its much easier to do whatever you feel like doing on that you know, on a given night or a given occasion. But that at least initially was one thing that socially was weird (Brenda).

Most of us are from traditional families where mom stayed home and maybe has gone back to work recently, like my mom, but, you know, job it takes second place. And you know women of my age, most of us have been raised to take our careers very seriously. Um, for me, my mother has pushed me and my sister as well, not to be like her. It’s been, I think, one of her most important goals: to see that we define our own lives independent of other people…that we have independent identities…that we’re not dependent on a husband the way she was. And that we have achievements that we’re proud of in whatever field it is. I think she feels somewhat ambivalent about that, especially now, that she sees that one consequence is that now, you know, we’re thirty-one and twenty-six respectively, and there’s no sign of grandchildren. So she may be having second thoughts now, but I’m sorry, it’s too late. The damage is already done. Um, so yeah, I would say in my case, it’s something that my mother has managed to
create in me a sense that her model is not the good one. And so, in terms of career, I model myself after my father (Cathy).

I’m not sure it’s an event that I can call a discreet event, but I remember where I was when I got the news in the mail that I had been accepted to my doctoral university from high school. And I remember just feeling so incredibly happy and thrilled about that because I knew it was a really wonderful place and it did change my life in the sense that this sort of ostracism that falls particularly to bright women in high school, because there are all kinds of weird sexual messages going on anyway in high school and girls tend to be ostracized if they’re smart, that. (Pause) I knew when I went to there that that wouldn’t be the case anymore and it wasn’t. Suddenly I was there and I was supposed to be smart, so it was okay. So I felt liberated by having the honor and the privilege of going to such a wonderful university. Such an elite university in the sense that you know only very few people get to go to a place where they, you know where the red carpet is basically rolled for them, so I mean, I was very lucky. I was just very, very lucky to get to go there. And it did confirm my sense that being smart was okay if you were a girl (Abby).

However, in some cases, being married, teaching in the same school but different departments provides sufficient physical and professional separation that it becomes less of an issue. Such was the case for the Baldwins who taught in different departments in the same school at the same institution.

I’m repeatedly asked as a woman, how things are affecting me or not…usually about dual career. But I’m really happy here. I don’t know if it’s my department. I suspect it is my department and the school somewhat, but I, I just haven’t felt the big policy changes were necessary to make. (Brenda)

Yeah, I have to say I feel the same way. I don’t feel like I’ve ever been put at a big disadvantage because I’m in a dual career situation, nor do I think it’s ever been a big advantage. I just feel like I’ve been treated more or less as an individual and been treated pretty fairly. (Brian)

For some couples, being linked professionally was not necessarily a good professional move. There were concerns that colleagues of academic couples in the same department or within the same school had fears regarding how the couple might behave professionally in relation to each other. The linking of the two might blur the lines between their individual competence, independence, and separate identities as teachers and scholars in the eyes of their peers.

The presumption is that they’ll vote together, that they’re, that they may, that there may even be, I’ve heard in my department, conspiracy theories. I’ve heard that the couple is, you know, is conspiring to promote one another in various ways. People may be judged as a couple in terms of the work they’re doing. They’ll say, “well, you know, of course, John should serve or do this incredible erroneous task and serve on this terrible horrible
committee because Jane hasn’t done anything new this semester”. In other words, their work load is counted as a total. And that’s just profoundly unjust. It’s, its stupid! (Cathy)

Having the same last name increased the possible link whereas having different names is somewhat neutral although some employers are more cognizant than others to make the connection. While the Cahills did not share how it came for Cathy to retain her maiden name, they did share their thoughts about being professionally linked as they spoke of their concerns for married couples working in the same discipline. Because they share a discipline, they often competed for the same openings even though they have different specialties. Usually, they applied separately and the results varied.

I was on the short list for two other positions last winter. The first was in California and the second one was near St. Louis. I brought up the problem with both, um, there was talk during the campus interviews of possibly appointing us jointly. Cathy was in fact asked to send in her C.V. and other materials. There was discussion about a joint position at the same department but it was never to be (Cliff).

I knew we were in this difficult situation...there aren’t so many jobs that you could split them up. You both have to apply for everything. There was one post where they had noticed right away when they called us for the same interviews; they saw that we had the same telephone number. And when asked we said, “well, yes, we’re together”, Although neither of us got the job, it actually was very productive because they brought up at the first interview that there was a precedent for hiring, for job sharing, in another department at that university and asked us would we be interested ? And of course we said, “Yes, depending on the circumstances”.

Whereas at Midland they didn’t even notice that the phone numbers were the same not to mention that we’d been in the same places at the same time for five years, which was kind of dense of them, I thought, when we were on a list of six. But Cliff was not asked for a campus visit. So, I told them at the campus visit there’s something I have to tell you. At that time, we were not even engaged. I said, “I have a partner, who’s also i, in our discipline. In fact you are familiar with his record because he was short listed for this job”. Their mouths just dropped open. It was the funniest thing you can imagine. Um, and “ultimately,” I say, “we would be interested in, we need two jobs sooner or later”, but I also added hastily, “don’t exclude me if you can’t offer him something”, because I knew we couldn’t afford that. And in fact, what they did was offer him nothing.

Um, after I accepted the job, they were able to arrange for yet another of these unpaid research appointments which are essentially just for the visa. We married the summer before I came. So Midland arranged for a visa, temporary appointment for a visa, and they ended up also giving him some part-time teaching at their branch campus which again cost them nothing, since they needed part-time teachers desperately. They were very lucky to get him let me tell you (Cathy).
For couples with egalitarian lifestyles, career decision making can become complicated when considering what would be best for both careers in the short and long terms. Cathy Conners (Cahill) explained:

Neither one of us is willing to play second fiddle. I guess what that means in practical terms is that every decision is weighted in terms of us, as a whole so that it makes every decision extremely complex because there are so many variables to be weighted. What does it do for my career? What does it do for his career? What does it do for our being able to live at the same address either now or in some near future? And all of those variables are hard to weight and since none of them has clear priority, um, it makes decisions difficult. So far I have to say, there have not been difficult, terribly difficult decisions to make because there haven't been many choices. I was only offered one job. He was only offered one job. We were lucky enough that they were within two hours of each other. We're not happy with that because it's too far apart but could be worse. And there were no other options. So we have yet to face the crisis as it were, but we can see that it will come eventually, probably, and we've already started to get nervous about it and to discuss all sorts of hypotheticals that are really silly because they may never happen and you know, "Let's suppose that he get offered a fantastic job in California and he tries to get something for me there, but it doesn't work, does he take the job?", and "How is that affected by just how good that job is", I mean for the dream job, you'd be more inclined to take it because then you would try to work me something else around his dream job. The idea is to maximize the total benefit. Partly on the grounds that things that help our careers will eventually help us live together. But that's a very long term view. It may take years for that to come to fruition and we have to ask ourselves whether we're willing to live with living apart for long distance in the short term in the hopes that that will help us do better in the long term.

The road to a professional identity was challenging to those academics with limited beforehand knowledge about what it was to be a college professor.

It's hard for me to remember what I thought, what it would be like going in that long ago. I certainly did not have any, not even a vague notion of what research was and what it, what it meant to a successful career to do research. I had heard this phrase, "Publish or Perish", but I didn't really know what it meant and so to that extent, once I left (my undergraduate institution), which is really that type of institution where most people didn't do very much research, they concentrated on their teaching. When I moved on (my doctoral institution), it is really the opposite, actually of that. I began to realize what research was about and how important it was in the eyes of most institutions, most colleges, and universities. So that by the time I got here, in this job, I think my expectations were pretty much fulfilled. That is, my expectations about this job just before taking this job. But compared to my expectations ten years ago, I'm sure that things are a lot different, but I'm not sure how I could even articulate how they would be different except to say that I didn't really have any good feel for the research side of the job (Brian)

It appears that for those couples who had close relatives who were academics, such as was the case with Cathy and Cliff's fathers, their ideas about what it means to be a faculty member put
them higher on the learning curve than those who did not. According to Cathy Conners (Cahill):  

I know the academic world very well. I’ve known the rules since I was old enough to read. So that part of it’s been very easy and I think that gives.... has contributed to my sense of professional identity and the strength and also to my confidence in my career.

Cliff concurred with Cathy when he added:

I think exactly the same is true for me. Um, it’s been maybe to an even to a larger degree because my father’s academic field is far closer to mine than your father’s field is to yours. So this has come very naturally to me. I feel at home in this world and just as Cathy says. I know the rules. I don’t really have the need to affirm my position as an academic as some; let’s say first generation academics sometimes have. So that’s certainly been an important factor.

Support and Scholarship  

Although not limited to academic dual-career couples, the importance of receiving financial support to pursue their terminal degrees and initiate research programs was a consistent finding across the six couples. Although their disciplinary affiliations often differed, receiving graduate teaching assistantships, grants, fellowships and awards played an important role in these couples’ development into academics and in a variety of ways. During graduate school, the majority of the respondents had teaching or research assistantships, grants and/or fellowships to support graduate studies during course completion. After course completion, various recognitions and support to develop their dissertation research were encouraging and contributed to the respondents’ sense of self as a scholars-in-training. It was typical for respondents to apply for or be recommended by their advisors to receive travel grants or dissertation fellowships to pursue their scholarship. Post-graduate fellowships for junior scholars were typical as well.

I was not from a wealthy background and didn’t really know how I was going to pay for graduate school. Of the schools that I applied to, only one accepted me with financial support or with the guarantee of financial support. That was very important because it allowed me to accept their offer of admission... It was a one year fellowship with a guarantee of a TA from the second year on. Although I still had to take out loans, the financial support was a big help that got me started (Alan).

... The other problems were of a financial nature. There was competition for certain moneys which I think divided the graduate student community instead of making them pull together they tended to work against one another because they were trying to get that fellowship money and that sort of thing did not foster community among graduate students. The fact that economics were a major part of slowing down my graduate...
progress meant that I didn’t do a dissertation in the requisite five or six years. It took a lot longer than that to do that (Abby).

It’s hard for me to put my finger on it exactly, but getting a Fulbright grant and other grants to go to Europe for three years which is an unusually long time for this kind of work, but it shaped my image of who I am and what I do fairly seriously. It changed my life in some significant way. It also was where I met my future husband (Cathy).

Abby was fortunate to receive funds to do research for a book. However, she speaks of the mixed emotions she felt in accepting the grant and being away from her family to do the research.

I knew from my years as a graduate student that if you had a book project that needed seed money you could apply for a grant and I did. It was related to my dissertation, but not the same thing as it. I got this wonderful full year long fellowship and that made it possible for me to get all the materials to write my book with ...that year made it possible for me ...to focus in a few areas of places that had great collections that I wanted. I was an independent scholar and getting to work. What was difficult about that year was I was away and Alan has always been my anchor in the way that I think that I probably am for him. We feel sad and lonely when we’re not together. So I think while I was working very intensively during that year I was missing a lot else in my life and I’m not sure if I worked perhaps as hard as I might have had I been with him. So my sense has always been that I work better when I’m with him than when I’m away from him (Abby).

Another example was when Felicia was selected to receive a major corporation sponsored fellowship awarded annually to top doctoral students at only ten universities nationwide. She was proud that she was the only one in her cohort who received this honor that year. She also said it felt good for her to earn this award because even though her husband could support her she felt that she needed to help pay her own way. The $5,000 award allowed her to do the necessary field work, and develop her research topic and instrument she eventually used to collect her data.

These stories highlight the importance financial support is to support the training and initiation of young scholars into the academy. In each case, respondents acknowledged the significance of receiving funding and how it facilitated completing their dissertations as well as establishing their faculty research agenda. These findings provide some support for there being a relationship between the type of support that aspiring college professors received, their degree
of participation in the department’s intellectual and social life and in the profession, and their success at completing the Ph.D. (Lovitts & Nelson, 2000).

In some cases, women who accompanied their husbands to advance his career spoke of the financial disadvantage it brought. However, in each case, the women in this study made the circumstances work. Three examples follow:

But one of the problems was that I had to take a huge salary cut like $12,000 less to do this. So, I tried to make that up by taking advantage of what IL Tech offered. One of the benefits was that they would pay for my tuition if I would pursue any area of education related to what I was doing. So, I looked into IL State and from the very first semester that I taught with IL Tech, I took one course per semester. At first, it was just probably as money making, just to get a little bit more benefits from IL Tech since I had taken such a big salary cut. Besides at that point, our youngest son was in college so we had an empty nest, so a little more free time. So every trimester I would take one class, and soon I had accumulated enough that all I was lacking were doctoral comprehensive exams. That took about five years maybe. It took, four years from the beginning to writing, finishing my dissertation, everything. Four years! Beat the system for a change, make this change, right (Diana).

The only thing I think that you haven’t touched on that I could like to say is one thing that to me stands out about my career and compared to almost everyone I know, maybe you’re like me in this, is doing everything yourself. I mean, I didn’t really have the graduate student support because I wasn’t really at graduate school. I put together my thesis; I worked on it wherever I was. I was sort of a person without an institution. There were people that I picked up along the way by accident, you know. But really, it’s sort of like riding on a track all by yourself. I mean, I feel, and even to this day, I work in isolation. I have my friends in e-mail and we’re working. We might collaborate. But I still am not at the place that I belong, you know what I mean. I’m doing it by myself. Piecing it together, being very, very adaptable, and very, you know, creative in putting together a career. I can’t imagine a man doing it….I know a few people where the wife is a star. I guess there are a few cases where that does happen, but you know, you piece together and you do the best you can, and maybe it’s fine, but it is different…It is very very different (Elise).

Well, at that point it was financially possible to do that. You know, you’re talking about two incomes for a number of years and I guess the other point would be like, it’s a single child, and assuming it would just be a single child. So it was financially possible at this time. The other aspect of the dual career is that the academic career, unlike other dual careers, in the dual academic you have a wonderful opportunity to be there for the kids. In other words, when I was in administration I was working, you know... my office started at 7:30 (a.m.), and people left as late as 5:30 (p.m.), so you know, you were there. You had to manage that office. And the academic can request a schedule. It clearly helps raise a child if one person has an academic schedule (Felicia).

Even after an institution has made a tenure-track offer, concerns about money continue even after academic employment. Many individuals are uninformed about or inexperienced at
negotiating the compensation package they want or need.

People simply don’t make very much money for being teachers relative to, you know, somebody who is a merchant or somebody who sells medical equipment as a middle man makes ten times more than what we make in a year. So, these economics of scale are all very interesting. Of course, we didn’t become teachers because we thought it was particularly lucrative, it’s because we love to learn that we did. (Abby)

In at least one case, the lack of funding during doctoral studies forced Dom to drop out of his first doctoral program.

I didn’t have any choice. It was purely financial, so. We didn’t have any money for clothing or shoes or anything, so I decided to interrupt that dream of a doctorate. I had a masters degree that I finished in one year, and then I took a job teaching at a high school in and was there for three years.

It was not until some years later that Dom when offered a college teaching position, based upon him being ABD, near a university nearby in which he could pursue his dream of a doctorate was he in the position to do so. But, as mentioned earlier, doing so meant leaving his family in another state until such time that their family could be reunited.

Relationship Issues

It was clear that the influence of institutional type raised relationship issues for some couples. However, consistent with the literature, there were qualitatively different expectations regarding teaching, scholarship and publication, and service responsibilities according to the type of institution at which individuals work. For example, Ernest and Fred work at Research I universities while their wives do not. Elise works at a church affiliated liberal arts college while Felicia teaches at a comprehensive university. Different types of institutions may have different expectations of their faculty. For example:

At my institution, they really would like a person there with a housewife, male or female, and that’s obvious the way it’s set up. It’s very traditional, it’s Methodist. Nothing against Methodists, but the, the President and the Provost, they’re all, old boys, very old boys. For instance, we have a rule; you have to be at graduation. How Erika is a fabulous dancer; she had been away at school. But at that time, graduation was when they gave their annual concert and Erika was soloing in eight pieces. And, I’m supposed to be at a graduation, my, um, my first year, I didn’t even have any seniors, and not in the audience, where my little girl is a star, and she wants her mommy there? What’s wrong with them? And I told the President, I said, “I love, I like ceremonies, I like graduations, I want to be there. My students don’t want me there. They want me with my child. They’re smart”. And he gave me one and one time alone could I do that. He let me do it once. Well, I think what you were supposed to do is call in sick. But when you said, does the institute
support it? If you don’t show up, it’s a very bad mark against you. They don’t like that at all. And the next year it happened again. And I couldn’t go, what I did, um, I left, it was at, after we got there, I went to Indianapolis, I marched, I tried to do it as discretely as possible, but everyone says they saw me, but I left and drove home, and got there at intermission (Elise).

At least with this group, the impact of institutional type appeared to have had a greater impact on the careers of the women compared to the men. Traditional views of gender roles impacted Diana and Elise in a way that was not experienced by Dominic who also taught at a religious oriented campus. This result is not surprising given that the academic realm has long been male dominated and therefore tends to be supportive of or reinforcing to the male model of professional behaviors. But perhaps a better explanation may be that in the cases in which the spouse had to take a position because his/her spouse had gotten a tenure-track position first, the influence was greater in cases where there was not a good fit regarding teaching and research/scholarship responsibilities and expectations.

Conventional wisdom may suggest that all academic positions are created equal; perhaps in a perfect world but not in today’s colleges and universities. The diversity of disciplines requires varying resources, skills and techniques. They also dictate work related scheduling commitments that may be particular to the discipline or the type of institution. For example,

CATHY: …our school is emphasizing teaching much more than it has in the past and that’s changed since I’ve been here. But even so, if you decide that you’re gonna put your eggs in that basket and say, you know, and say, “Okay, I’m gonna concentrate somewhat less on my research to be sure I do a great job teaching.” If that doesn’t pay off for you here, you’re going out (for tenure review) on your research record. This school alone can not change the fact that other schools are gonna be looking at your research when you go out. And so, even though I think the school has done a better job of spelling that out, it’s still very unclear and the fact, that teaching has becoming, has become much more important. This probably adds to the stress for some people, because people who are coming up (for tenure) in the next two or three years aren’t really gonna know. They don’t have something to judge by because I think the standards in the school have changed. So that’s very hard because normally at least you could compare yourself to the people who had just gone up. But when the standards are changing it’s very difficult to do that..

KPB: …with a greater emphasis on teaching and the same emphasis on research.

CLIFF: Exactly.

KPB: And no more time to do it in.
CATHY: Exactly!

While the Cahills teach at comprehensive universities, Elise works at a smaller liberal arts college. She discussed her experience with the expectations for faculty at her liberal arts institution. Ernest and Brian also shared their conceptions of the research/scholarship, service and teaching requirements at a research university.

Well, um, at my school, you don’t really have to do that much of scholarly work. They like service, and I’m not a practitioner at all. I’m not interested. They like um, teaching, but they really say they like teaching, that’s most important, but what I see the rewards are for the administration, and I don’t even see it, a lot of it’s worthwhile. I do run the Honors Program and it’s a big job and I’m very dedicated to it, but um, it doesn’t, I think there’s a territory problem at my school, so I’m fought by the male scientists. Don’t ask me why. I mean, they just give me a very hard time to do a program that I think will benefit everybody right. So, I have to do that kind of administration, and I think I probably should be released for it, and maybe eventually will fight for that. And then I have my huge teaching load and they do let me sort of do that so that the students can work on, the very advanced students can work on my research with me. But of course, it’s a big burden when you have students who aren’t skilled; so we try. But, my research is suffering, definitely suffering. (KPB: And that’s a tension that you’re putting on yourself cause you want to do the research and not because of the nature of your job.) That’s right, that’s me, that’s my national network. I mean, I have, I am an entity enough now. Nationally, I have colleagues who, you know, we look forward to communicating about our work. We have, it’s, it’s a very big important part of my intellectual life... is my research. So, I’m not gonna give it up. I wouldn’t give it up, even though my school probably doesn’t care much (Elise).

I guess I believe that the official story is probably about right. I mean, we’re supposed to be putting about fifty percent of our effort, goes into research; one third goes to teaching and one sixth goes into research. It is one half, one third, and one sixth *. And that’s just official, official division. (KPB: ...and that is research, teaching then service?) Yeah and I think that’s um, so I guess in my opinion, I think that part and that is positive, as far as I know, that’s the official percentages and without a question, I don’t’ know. I think that is the way it is probably. I think that is pretty reasonable. I think that for (a) university like this (Research I), that’s pretty standard organization (Ernest).

(* Note: The sum does equal the whole.)

Elise shared one benefit she receives because she is married to an academic at a research university.

Ernest has been a big influence on my research. He really supports it. It’s a lonely endeavor, and when you have someone who supports you, it’s less lonely. He’s taught me a lot about computers. I did my dissertation in ’86 on computers when a lot of people didn’t have them and his colleagues have helped me. Because of him, the research university facilities are available to me. I have what they call a courtesy appointment in psychology, I had to apply and give a talk. But it was an appointment that gave me faculty privileges. As a spouse, I told them it was humiliating for it to be in his name. But this way it’s in my name. And I’m here because of him. I told the Dean, we’ll move and
he can commute, thank you very much. She understood that. It was fine. She helped me to, um, wanted me to get things in my own name. (Elise).

Abby spoke of a kind of synergistic quality to hers and Alan’s relationship. Synergy is the quality that the whole is greater than the sum of its parts or that the relationship (the whole) is the result of more than one part, in this case his and hers. (American Heritage® Dictionary of the English Language, 2002). The quality of their combined effects is greater than the sum of their individual effects. These can be positive and/or negative. Abby and Alan spoke of their synergy in the positive sense that they worked well together than when they were physically apart during sabbaticals and travel fellowships.

One of the things that irritates me about our intellectual, or maybe it’s not so much our intellectual relationship as it is our academic relationship more generally, is that since I’m ahead of Alan you know, I started here three years before he did and I got the job before he did, I finished my dissertation before he did. I’m sort of the trailblazer. He frequently is asking me for advice on things because he really lacks the, at least he has until recently lacked, the support of people that I’ve had helping me in my own career, like this one I had mentioned from Iowa, who was agreed to be on my dissertation committee. And so as a result he frequently asks me if I will, you know if I will read stuff that I really don’t want to read, you know, you need a mentor, I don’t want to be your mentor, so he is often asking me to play the role of mentor to him and that’s something that irritates me and I generally tell him when it does. (Abby)

Intellectually I was stalled on the project. I knew what body of literature I wanted to analyze but I hadn’t yet formed the methodology. I hadn’t yet crystallized this more radical, political approach. I was still thinking of the project in terms of more conservative and traditional type of analysis and so the chance to move and where one of us would have a bigger income sort of supporting the household, did several things at once to get me spurred on to finish the dissertation, and while I was stalled intellectual working at these other jobs, I began to have real doubts about whether I really wanted to finish the Ph.D., whether I had it in me to write a good dissertation. Because I wasn’t seeing clearly how, what shape it would take. And I was thinking about other career things. You know, well maybe I want to go into Journalism or something like that. So had I stayed you know doubts might have won out over the dissertation or the sheer need for money might have won out and I would have just chosen another full-time job so that I could be free of the hectic hassles of all the back and forth. But moving gave one of us a big enough income so that I only had to work a few hours of tennis teaching a week to keep afloat. It also severed me from all my friends so I didn’t have lots of other distractions or things that I could do with my time and Abigail had showed me that it was possible to finish and she continued to give me a lot of encouragement and support about the importance of finishing rather than simply turning towards some other career. So that combination factors was operating on me to Central City. Suddenly I had more time on my hands. I didn’t need to rush out and make buck. I had access to a library through Abigail. (Alan).
Brenda and Elise also shared their thoughts on how their dual-career relationships affected their lives with their husbands.

Household-wise and how we spend the time there. We’re pretty compatible. During graduate school, we started cooking together; we would cook dinner every night together. I didn’t know much about cooking. I taught Brian everything I knew and he is a much better cook than I am. He is more creative in his cooking. He’s more willing to vary from the recipe for example than I am. But we really work well together at home too and until I made my more recent decision to take more time away from work, we shared that really well. The fact that we work in the same building, I, it was great, we’d wake up in the morning, we’d carpool to work. We have just felt really lucky in the way things have worked out. And the career has not added, the career itself, or the joint career problem, hasn’t added stress our outside relationship at all. I mean, yes, we take our careers home with us maybe more than other couples, but, but that’s all we’ve ever known, and it’s worked very well for us. The only stress about our career has come from just working out, “What am I gonna do?” and “Do I want to stay in the career or not?” and those have been the only kinds of stressful conversations as we work through this transition, what will come about (Brenda).

It’s not at all as bad as most of my friends whose husbands do nothing. It’s nothing like that; I mean, I really can count on him doing lots and lots of things, so. Um, I think its better, he, he, we started having problems, he says in 1990 is when he traces problems, and that’s the year I started my full-time tenure-track job. (laughter). I think that must have been when trouble began for him, because the pressures on me were so hard. First of all I started out being nervous because I did, hadn’t taught much at all. I had post-doc without teaching. Taught hardly at all. And so I was nervous. Um, also the demands were less, you know, on my time are very great, but here I was teaching a heavy load, he teaches one course, so what, he works just as hard as I do, but his time is much more discretionary. And by not having discretionary time, I have to have this done by this time and this by that time and tonight I have no choice but to prepare for tomorrow’s lectures. Well he doesn’t have, doesn’t have those kinds of pressures, he has other pressures. And I think that has caused for a lot of trouble because I was always, um, compromising and pretty much, I think, letting him call the shots. I didn’t mind a whole lot, but now I had pressures and I couldn’t do that anymore and that’s been really hard on him. I know it’s been hard on him. And he likes to be in charge. I think, now I like to be in charge. I’m much more of a bossy person than I used to be and so we clash a lot more (Elise).

Because the Ashmores accepted their academic appointments in a staggered fashion, their scholarship and contributions to the department were judged on their separate merits rather than as a package.

… the incidence of couples working in the same department … there are lots of people in our school, I mean. However there are many faculties here in Humanities: one hundred and fifty or something, most don’t know that we’re married because we have different last names. It would be nice in some ways if they knew that, but I guess it doesn’t really matter in the final analysis. And then of course, the same thing university–level. There are very few people outside of our department or the school who have any notion that we are connected to the department. But maybe in that way it’s good and maybe because of
that at some point, we will end up on the same committee because no one will know that they shouldn’t put us on the same committee together (Abby).

The Baldwins, however, presented themselves together, making it clear that they both were seeking positions at the same university. Circumstances favored them when two positions in different departments in the same discipline had openings that fit their backgrounds. Brian and Brenda were adamant that their credentials were judged independently but acknowledged that both departments were aware that their candidates’ spouses were being considered for different academic appointments in their college.

According to McNeil & Sher (1999), some couples choose to have one spouse play the role of “leading partner” and take the best job available. The “trailing partner” then tries to find a suitable job in the same location. These conditions were true for four of the six couples: Ashmores, Davidsons, Eckharts, and Franks. In each case, who took on which role was determined or influenced by several factors, such as professional seniority, research specialty, preference in employment type, personal dynamics, or income opportunity. In these four cases, all but the Ashmores, the leading partners usually were male. In addition, relative age can also be a factor, inasmuch as the older person usually was further along the career path regardless of gender.

The trade-offs made to address professional and personal issues often change with age, tenure, promotion, health and family status (Gmelch, 1996). Junior faculties on the tenure track have six years to earn tenure or risk not having the contract renewed. When allowed to submit their portfolio documenting their teaching, research and community services (see sample in Appendix K) to the promotion and tenure committee for evaluation is dependent upon the policies of the institutions.

To summarize this section, the Sekaran development model of the interplay between the professional and personal life development stages was supported in many of the respondents’ life courses. Based upon their ages, all went through entering professional/academic training
through completing doctoral training. The younger couples (Ashmore, Baldwin and Cahill) did so early, in tandem and in conjunction with deciding to be and becoming established as dual-career couples. For the older couples, the men’s professional/academic training was staggered with their wives’ academic careers developing afterward. Although these older women worked during their husbands’ early professional development, it is less clear if they considered themselves as part of a dual-career couple. The one exception was the Davidsons who both were school teachers before pursuing university academic careers. In the case of the Eckharts and Franks, both women went from job to job while their husbands pursued their university careers in the early stages of their marriages.

**Summary**

Borrowing from Krumboltz (1998), integrating work and family, harmonizing potential conflicts within dual-career couples, relating to colleagues and supervisors, telecommuting, physical commuting, structuring career advancement, overcoming burnout, finding the time to prepare for classes, grade papers, supervise and perform research, making scholarly presentations, getting published, contributing to the department, school or institution and planning for retirement as just a few of the career-related complexities with which academic couples must struggle. This study’s focus has been on those important events that faculty couples share, individually and together, that have had importance in the development and direction of their academic careers across different developmental stages of their personal and professional lives. What was a critical event was left to each respondent’s personal perception and determination of its significance. While many of the critical events the respondents shared paralleled those written about in prior studies, there were differences born from the fact of their linked lives.

As I looked at these twelve academics’ personal and professional lives, the main theme that really jumped out at me immediately was the issue of time; more specifically the theme underscored how precious time was and how it affected them. With junior faculty and their loved ones, there tends to be a preoccupation with the tenure clock or the amount of time they have to
prove themselves worthy of promotion and/or tenure. Faculty often think about time; for example, what time it takes to cover certain topics in the allotted period and term; how the time it takes to do something here, takes away time from doing something over there; where does one find time, how did one lose time, and how does one make up time seems to be a constant issue for faculty, in general, and this study’s respondents, in particular.

Timing seems to be a big issue as couples sort out when would be the best time to do things in their personal and profession lives. Patterns arise out of things that occurred across the couples in terms of what they felt were difficulties that they share across the groups. One example was each couple having to deal with logistics or how each one makes things work on a day to day basis. This would include organizing time, scheduling, and travel arrangements, setting priorities, trading off responsibilities, all fall under logistics.

The significance of time has been reinforced by the results of The American Faculty Poll published by TIAA-CREF and the National Opinion Research Center (Sanderson, Phua & Herda, 2000). The poll results indicated the opportunity to educate students, teach courses of interest, and have time for personal and family needs were very important professional considerations for faculty. The “opportunity to educate” students was the most important consideration for faculty members —86 percent. “Teaching courses of interest” (77 percent) and “having time for family and personal needs” (76 percent) were the next most important factors. From this study, the picture that emerged from the survey was faculty members being overwhelmingly content with both the professional and personal benefits of holding an academic appointment.

When couples lives are more synchronous, they are more likely to have similar career concerns at various stages of their lives. For example, when a potential academic defends the dissertation, it is a critical event and major concern because it is the gateway that allows the person to accept a tenure-track position. In some cases, institutions will accept a candidate in the final stage of his or her study for a tenure-track appointment, but with the expressed understanding that the dissertation must be completed for continued employment. In a “what-if”
scenario, what if one spouse defends successfully and the other does not? What implications could this result have on couples lucky enough to secure faculty positions at the same institution or even different institutions located nearby? The answers to these questions have important implications for faculty recruitment and retention particularly when couples decide they do not want commuting relationships whether short distance or long. In a more perfect world, one would hope the spouse without the doctorate would be able to secure appropriate employment elsewhere nearby to enable the one with the doctorate to proceed with the academic career at the school that hired him/her. Unfortunately, there are no guarantees.

For couples in both groups, there did seem to be some degree of give and take in their personal and professional lives. Examples included the husband taking a sabbatical to accompany his wife to accept a postdoctoral position at another university, or the husband who decided to attend a prestigious research institute closest to home so he could be near his wife and daughter at home; or the couple who elected to purchase a home that was an equal distance commute for each other rather than settling in one community and having the other commuter to the other. Both sets of couples saw the advantages of both being academics but for those at different institutions or in different disciplines, they also were aware there were differences in the number and manner of courses they taught, the expectations and pressures associated with teaching, research and service, and differences in academic calendars. This type of give and take also was reflected in their relational domain. According to Diana:

... in our social life, early on way back when he was teaching in private school and I was in public schools, we made a pact that anything social that went on in either place (of work), we would support that as a spouse, so that any sports events or whatever we could possibly do, we would, um, we would attend, together. He would go as my spouse to my functions and I would go to his. So, we carried that through, all the way through. He comes to our concerts and different things. I have an announcement about some famous person from the Arab World that’s going to be on our campus where spouses are invited so I have to, that’s on the 16th of November. So I have to talk to him, see if he can fit that in. And then, here I have a dinner at Evangelical U. That’s the point, we’ve always done that.

Overall, these couples interpreted most of their critical events as positive. What was less positive was whenever one became an accompanying spouse to their husband or wife. When
one member of the couple accepts a position away from where the couple was, because of their anchored relationship, his or her spouse usually goes along with him or her. The accompanying spouse usually has to seek appropriate employment after the fact which could be difficult in some locations where there is an oversupply of the highly-educated unemployed. The college may be located in a rural setting in which employment opportunities are limited. Or, in the case of couples in the same discipline, the accompanying spouse may face resistance in the institution hiring both of them in the same department. So the accompanying spouse may be forced to look for non-academic positions, teach part-time as an adjunct teacher, accept a short-term contract teaching position, change the direction of his or her career to suit what is available and possible in the new locale, or seek a position at another school which would require either short or long distance commuting.

The career adjustments, concerns and strategies these couples experienced were reflected in many of the critical events discussed. Their career concerns were varied and included getting a tenure-track position, determining what is necessary to be promoted and earn tenure, and whether their spouses would be able to earn tenure. They were concerned about teaching well yet finding the time to do research and then doing it. They were concerned about the quality of their research and how it will help or hurt their chances of getting published. They were concerned about making sure that their child(ren) were well care for whenever they had to spend time away for work purposes. They were concerned about sharing a well rounded life that included marriage, family and work. What was less clear was what was the respondents’ goals for using specific strategies. Admitted, this is a weakness in the current study.

Deciding what conferences at which professional meetings to present and getting proposals accepted were concerns as was figuring out how to finance professional activities by applying for fellowship, research and travel funds from their institutions, government agencies, or foundations. And for couples seeking employment or working at the same institution, there were concerns about the economic realities of the institution and how they might impact their jobs.
The career adjustments, which were strategies to deal with changing conditions, included changing disciplinary subspecialty or career direction as the result of relocation or become married to someone in the same field or sequencing when one’s life focus primarily is on home/family and when it is on work/profession. For women, the fact of childbirth is a potential disruption in their career progress in way that seldom impacts men. Some women plan when they will have children so as to be the least disruptive to her work schedule. Other women chose to take leave for a specified time before returning to work. There also are women chose to become full-time mothers and resign indefinitely.

There did appear to be some evidence that the older three women has experienced some of gender related accumulated disadvantages as they progressed in their careers. In each case, the disadvantages of crafting one’s career around one’s spouse and having to relocate and start over are two examples. For the younger couples, however, the evidence of such disadvantages was less clear. Possibly this could be explained by the couples being contemporaries. Yet, it is important to point out that not all women faculty experienced these gendered influences in the same way. Brenda, who taught at the large research public university, reported that she did not feel the same level of gender influences as the older women did but acknowledged that she knew of some women faculty members who did.

(Up until now,) I haven’t felt limitations. I know. I talk with other women faculty members. I think women faculty, in general in other departments, have felt tension within the department, frustrations about how their careers are progressing because women are a distinct minority here. And some of them are in dual careers as well, and so it makes me suspect. I haven’t felt that way, as a woman, and it makes me suspect that since they would answer differently just based on the women if you added the dual career they would also give you a different answer. But, I just haven’t felt frustrated or limited (Brenda).

But then, Brenda was the one female in the study who left academe the year after the first interviews were held. Perhaps if she had remained, she may have experienced what she saw her females colleagues did.
Generally, the academic career concerns, adjustments and strategies of these couples had a positive influence when they facilitated one or both members of the couples' professional direction and development. They had a negative influence when they interfered with or derailed the professional direction or development of one member of the couple. Yet, it is important to be aware that because of the temporal nature of developmental progress, what had been a negative influence would lead the person in a positive direction such as when one wife changed her field and eventually ended up in another she found more challenging and satisfying. Or when the accompanying spouse initially has difficulty getting established but continues to progress until they get the break they want to fulfill their employment goals. Therefore, to truly judge the impact of dual-academic couple lifestyles on couples’ academic careers, taking a longer, more longitudinal approach or doing a retroactive review of the positive and negative influences in couples’ careers as a result of their lifestyle would be in order.

The story of these couples has focused on the commonalities of human experiences across the six cases to shed light on how these couples’ dual-career relationships have influenced their academic career development. Admittedly, the tripartite approach in this study is a relatively simplistic way of organizing complex interactions that result in overlap across categories. However, it is consistent with prior studies of the career, family, and personal dynamics that are characteristic of the work-family interface.
CHAPTER 6

CONCLUSIONS

The academic career . . . is paradoxical. Despite its advantages of independence and flexibility, it is psychologically difficult. The lack of ability to limit work, the tendency to compare oneself primarily to the exceptional giants in one's field, and the high incidence of overload make it particularly difficult for academics to find a satisfactory integration of work with private life. . . . It is the unbounded nature of the academic career that is the heart of the problem. Time is critical for professors, because there is not enough of it to do all the things their job requires: teaching, research, and institutional and professional service. It is therefore impossible for faculty to protect other aspects of their lives.

Lotte Bailyn, 1993 (AAUP, Statement of Principles on Family Responsibilities and Academic Work, 2001)

The year this study was initiated, McNish (1994) wrote that there was a dearth of research describing the new family type which was emerging in the academic world. Although this study began in 1994, its continued relevance has been punctuated by the number of studies, presentations, reports, and articles that have addressed work/family balance issues for university and college faculty and staff in the last three years (i.e. Wolf-Wendel, Twombly & Rice (2003), Bartlett (2002), de Wet, Ashley & Kegel (2002), Finkelstein & Schuster (2002), Mason & Goulden (2002), Milne (2002), Wilson (2002a), Berger, Kirshstein & Rowe (2001); Creamer (2001); Snyder & Hoffman (2001); Porter, Donnell, Buck & Edwards (2001); Williams (2001); Wilson, (2001); Wolf-Wendel & Twombly (2001); Rice, Sorcinelli & Austin (2000); Hogan (2000); Sorcinelli (2000)). This is a marked change from when texts about academic life paid little attention to dual-career couple issues (Caplow & McGee, 2001; Boice, 2000; Sanderson, Phua & Herda (2000); Snyder, & Hoffman (2001); Rice, Sorcinelli & Austin, A. (2000); or made cursory mention of them (Glazer-Raymo (1999); Menges et. al. (1999); Boice (1992). These issues have been discussed
as faculty struggle with the challenges of tenure, starting and maintaining families, moving up the ranks, the feasibility of working half-time on the tenure track, and the lack of support for academics with families (Wilson, 2001 & 2002a & b)

In the last year, The Chronicle of Higher Education has reported in its monthly column “Balancing Act” that the need for balance between work and family still is of great concern for many academics. A reading of recent topics, selected from those published in the last three years, can provide some insight into some of the concerns with which today's faculty continue to struggle. For illustration, a select sample of these articles' titles follow:

Singing the baby blues (4/23/2004)  
http://chronicle.com/weekly/v50/i33/33c00201.htm

The mommy candidate (4/2/2004)  
http://chronicle.com/weekly/v50/i30/30c00301.htm

From Spousal Hire to Single Mom (2/20/2004)  
http://chronicle.com/weekly/v50/i24/24c00101.htm

Job sharing on the tenure track (2/6/2004)  
http://chronicle.com/weekly/v50/i22/22c00201.htm

When tenure isn't enough (10/31/2003)  
http://chronicle.com/weekly/v50/i10/10c00301.htm

Dr. dad (9/5/2003)  
http://chronicle.com/weekly/v50/i02/02c00401.htm

Academic life out of sync (8/8/2003)  
http://chronicle.com/weekly/v49/i48/48c00501.htm

When to procreate: A young scholar opts to give birth in graduate school rather than on the tenure track (7/11/2003)  
http://chronicle.com/weekly/v49/i44/44c00401.htm

A trailing spouse finds her way (12/9/2002)  
http://chronicle.com/jobs/2002/12/2002120901c.htm

Your money or your time? (11/11/2002)  

The worst question you can ask an academic couple (9/9/2002)  

Don't go it alone (8/12/2002)  

Bringing your work home (7/15/2002)  
These articles have included the discussion of issues regarding recruitment and retention issues for faculty with academic spouses, entering and advancing on the tenure track, deciding if and when to start a family, the increasing role of fathers in childrearing, how to equitably, efficiently and effectively distribute time and effort between professional and personal domains, implications of when a couple break up when one was a “spousal hire,” and changing values regarding what is most important in life: family, work, both or neither.

There are convergences of labor market factors that are fueling the concerns about and by dual-career academic couples. According to the National Education Association, by the year 2010, the number of higher education faculty will need to increase by 11,600 to keep up with the 17.5 million students enrolled in colleges and universities nationwide (NEA, 2000). However, with the trend towards college educated professionals delaying marriage and/or having a family, the rapidly changing faculty demographics that is transforming higher-education settings will likely increase the number of dual-career and dual-academic career couples. These changes, outlined by Schuster (1999) in his forward to the Menges & Associates (1999) three-year investigation of newly hired faculty, include the following trends:

- Increasing numbers of women entering the academic workforce;
- Faculty diversity shifting to a much richer mix by race, ethnicity, and nativity;
• Redistribution of faculty by age with nearly half of all full-time faculty in their fifties and sixties and the steady infusion of new hires replacing retirees;

Because of these trends, administrators and faculty are challenged to hire and retain qualified faculty who increasingly are in dual-career academic relationships.

Policy Implications

From this study, it has become obvious that the metaphor of work and family balance is simplistic and unrepresentative of what academic dual-career couples as well as other dual-career couples are experiencing. The challenge is to place academic couples in context—recognizing that academic careers are embedded in influences of gender, age, years of experience and institutional types and histories. These contextual factors interconnect with academic professional socialization over the lifespan (Poole & Cowan, 1998).

Institutions that simply ignore the two-body problem, making no effort to assist their chosen candidates in finding employment for their spouses, may find themselves unable to hire the individuals they wish if their similarly educated spouses cannot find satisfactory employment within reasonable distance. Even if the candidates accept the jobs, they may soon leave it if better prospects for employment for their spouses and them in close proximity become available elsewhere.

The current trend for colleges and universities, regardless as to whether they have tenure or not, to hire faculty on contract rather than in tenure-track positions (Wolf-Wendel, Twombly & Rice, 2003; Wulff, Austin et al., 2004) could have significant impacts on faculty couples. Should one or both married academics find themselves in such contract positions, one or both would suffer the same vulnerability that Diana Davidson experienced at her non-tenure institution. Such loss of job security certainly could lessen contracted academics’ allegiances to their employing institutions, a prospect which could lead to increased attrition as academic couples seek greater economic security for themselves and their families.
In theory, family support and gender equity are organizing principles underlying most family-supportive policies (Jacobs & Gerson, 2004). However, even in academe, faculty are hesitant to take advantage when these types of policies and programs are available because they fear becoming stigmatized if they do (Jacobs & Gerson, 2004; Drago & Colbeck, 2003; Wolf-Wendel, Twombly & Rice, 2003). Like other professionals, academics fear their colleagues might perceive them as less committed to their careers if they do. Such perceptions set false dichotomies that are blind to the possibility and even probability that faculty are similarly committed to both family and career. It is not an either/or situation – nor should it be. To be effective in dispelling this dichotomy, colleges and universities need to reassess the academic workplace structure and culture in terms of gender equity for all faculties.

While most academics may have greater job flexibility than most employees, this benefit is not the only solution to work-family conflict. Jacobs & Gerson (2004) found that work-family conflict has institutional roots and recommends institutions provide genuine penalty-free opportunities for committed professionals by structuring career opportunities that enable better coordination of the competing demands and mounting conflicts experienced by today’s faculties between home and the academic workplace.

The key to finding solutions to the challenges faced by dual-career academic couples is first to recognize that it is in the interests of all concerned to respond proactively to the situation. The interests of the job-seekers in such action are obvious, but it is also true that addressing these situations can benefit the institutions doing the hiring and the profession as a whole. In recent years some areas of employment have experienced a "buyer's market" in which the number of applicants greatly exceeds the number of available positions. This has led some institutions to conclude that with so many qualified applicants available, it is possible to restrict consideration to only those candidates without spousal complications. Some would argue that such an action would constitute discrimination based on marital status and therefore, not easily defended (McNeil & Sher, 1998). In its most recent report on gender differences, the AAUP has
found that substantial disparities in salary, rank, and tenure between male and female faculty continue to persist despite the increasing proportion of women in the academic profession (Benjamin, 1998 and AAUP, 2001). Such disparities, felt more keenly by married dual-career couples, must be addressed.

**Future Research**

There is a belief that institutions are most likely to assist people of color, full professors and women, in that order. While the notion of supply and demand can be viewed as a justification for why some institutions assist dual-career couples, it lacks the power to explain why comparable institutions which operate in the same academic labor market as those with policies—do not have such policies. Wolf-Wendel et al. (1998) found that respondents without policies perceived several barriers to the successful creation and implementation of a dual career couple policy. These included communication issues, problems with departmental autonomy, concerns about the quality of the trailing spouse or partner, institutional size and limited resources. Administrators at institutions with policies believe that the morale of faculty is positively affected by the presence of such policies. At the same time, however, when a dual career couple accommodation does not work out, morale can be a serious problem.

Wolf-Wendel et al. (1998) noted that helping dual career couples on an *ad hoc* basis could bring negative consequences when people within the institution feel that helping some faculty members and not others is unfair. They reported that some administrators viewed a dual career couple policy as providing a temporary solution to a trailing partner’s employment since they assume the spouse or partner eventually will want a full-time, tenure track job. Even at places that created full-time tenure track positions, administrators believed eventually the money to continue that line, which usually came from the Provost to the department, is temporary. Even Ernest, the most reluctant participant in the current study, realized the importance of institutions assisting academic couples in the universities recruitment and retention efforts.
Well I think that um these are all big topics, I mean, you know, that people that spent a lot of time doing this. I know that there are people, being in faculty offices that are working on this pretty hard. But I think they’ve made a lot of attempts to try to bring the level of recruitment, try to help people with the two body problem. And beyond that, I’m not quite sure what we had in mind, like the dual, for dual-career people. I guess there’s a lot greater need for child care and I don’t know this Research I university has done so much in that direction. But you know, it is not a leader in this kind of thing. So, so you wouldn’t expect it at first, because they’re behind the ball in everything. So this is just in line with everything else (Ernest).

When institutions do assist the trailing spouse or partner in finding work outside the university, they generally employ one or more of five approaches. These approaches are to:

- Use active methods (i.e., use of pre-arranged consortia, sending resumes, making contacts) or by more passive methods (i.e., sending information to spouse or partner).
- Hire the trailing spouse or partner in a part-time, adjunct or non-tenure track position.
- Create a shared position in which both the initial hire and his/her spouse or partner shares a single academic line.
- Find an administrative job within the institution for the trailing spouse or partner.
- Create a tenure track position in the department for which the spouse is qualified.

Research on the comparative effectiveness of these approaches is in order.

In light of their study of dual-academic couples in the sciences, McNeil & Sher (1998) made the following recommendations which hold true for the couples in this study as well.

- *Recognizing the existence of the dual-career situation and choose to deal with it.* As the statistics cited above indicate, institutions of all types at all levels will be increasingly faced with potential hires whose partners are in need of help in finding
suitable employment in the area. It is crucial that institutions choose to make an appropriate response.

• **Institutions need to take action before they begin a search.** Once an offer has been made to a candidate, there is generally too little time left to begin an investigation of local employment opportunities or possible model policies for split/shared positions. Institutions, upon recognizing that the problem is likely to affect their next hire (not to mention subsequent ones), need to determine what kind of assistance they will be willing to provide, and obtain the necessary information.

• **Establishing policies regarding split/shared positions, nepotism, etc.** It is important that institutions explore the various models beforehand and discuss them in the context of their own needs, present and future so it will be prepared to act quickly when such an arrangement becomes desirable in a particular hiring situation.

• **Seeking information about specific policies for split/shared positions, spousal hiring, and the like, which have been adopted by various institutions, the names of contacts and the effects they have had.**

• **Seeking out funding agencies sensitive to the needs of dual-career-couples to provide support for an individual who has a particular soft-money-research position for the long term (more than 5 years).** Dual-career-couples are one of the major factors slowing the growth of the percentage of women in underrepresented fields.

• **Developing contact networks for hiring**

In using these strategies, institutions with dual-career policies used one or more approaches to accompanying spousal partners with finding suitable employment.

1. Providing formal or informal assistance with finding work both in and outside the university for the candidate’s partner or spouse.

2. Hiring the partner or spouse in a part-time adjunct, non-tenure track position, e.g. a lecturer, or otherwise appropriate position consistent with his/her qualifications.

3. Creating a shared position in which two individuals occupy a single line

In her list of ten good practices for supporting faculty, Sorcinelli indicated there continues to be a great need for balance between professional and personal life. She specifically recommended:

1. Counseling pre-tenure faculty on how to manage and prioritize their time among teaching, advising, research, and service.

2. Connecting faculty to special resources or networks on campus that might be of relevance and support to them.

3. Linking faculty newcomers to information and services available for dual-career couples and to flexible employee benefits such as parental leaves, flexible time limits for tenure, part-time status during child rearing, and childcare.

4. Welcoming new faculty with information about the local community, such as housing, schools, child-care options, and cultural, entertainment, and sporting events, both on and off campus. (Sorcinelli, 2000).

In their study mentioned earlier, Wendel & Twombly, (2001) found in their survey of chief academic officers at member institutions of the American Association of Colleges and Universities (n=617), fifty-eight percent indicated that dual-career couple issues were important in higher education. Sixty-two percent of the respondents said that they have seen an increase in the demand for such institutional efforts. Fifty-four percent said the demand remains constant. All respondents made it very clear that institutions must have these policies to recruit and retain the best faculty.

As Moen (2000) concluded, employers such as colleges and universities are experiencing the ever-changing composition of the workforce, a competitive shifting economy, and variable family structures, but operating with models of work, family, and community still predicated on a male-as-breadwinner/wife-as-homemaker model. With the increasing number of women in the workforce, the old policies based upon an outdated and inaccurate model, must be reviewed and revised to meet the needs of today's workforce both out of and in academe. Correspondingly, with the increase of dual-career couples in the workforce, and academic couples working at our colleges and universities, the need for policy changes have been
supported by the findings of this and other recent studies. However, to transform the academic workplace into one that supports family life will require substantial changes in policy and, more significantly, changes in academic culture. Such changes will require a thorough commitment from the leaders of educational institutions as well as from the faculty (AAUP, 2001).

Looking back across the historical development of dual-careers, by incorporating the developmental constructs of adult, family and career development theories, a more inclusive, and dynamic model becomes possible. Adding these constructs to the career development stage theory would help to integrate the individual, relational and professional microsystems discussed throughout this study. Of particular promise for future research in this area is the use of Voydanoff’s integrative model for sequencing work and family stages with family development theory as an novel approach to further understanding of the mesosystematic interface between individuals, families, and work outcomes (Voydanoff, 2002).

When Wolf-Wendel et al. (1998) completed a recent national survey of 617 higher education institutions to assess the range of policies and practices employed by institutions to address spouse or partner accommodations, they found that a variety of accommodations. These ranged from: forwarding vitae, creating tenure track positions, creating non-tenure track positions, providing outside contacts and/or inside contacts as appropriate, creating shared positions, to doing nothing. These findings are comparable to the conclusions drawn by Raabe (1997) in her study of family friendly policies. As a result of these studies, some of the conclusions they documented which are relevant for the couples in the current study and which suggest future research studies, are presented below.

- Spousal or partner accommodation is an important issue facing colleges and universities and this is an increasingly important issue facing institutions of higher education. What are the effects of different spousal or partner support policies?
The reason colleges and universities have dual career couple policies is to recruit and retain the "best" faculty—this is especially important for institutions in isolated locations. Based upon the limited number of institutions with formal and informal policies, are these policies effective?

A majority of administrators are willing to help the spouse or partners of an initial hire on an informal, ad hoc basis. What are the consequences of such programs?

Research universities are the most likely of institutional types to have a dual career couple policy. How does the nature of these policies differ by institutional characteristics?

The current study's findings suggest that her conclusions remain an important organizational issue for colleges and universities in America, yet there are still many research questions to be answered. These findings deserve further study.

One weakness in this study was clarification of the expected outcomes that resulting when respondents used various strategies and adjustments to deal with the concerns and issues discussed in this study. Was it to maintain the couple or to enable each person to move forward in his/her career? These questions were not asked in this study and therefore would be an important addition to future studies on this topic.

According to Schlossberg (1999), there is a need for the study of both life and career non-events—what they are, how they change lives, and ways they can be transformed. Non-events, facts of nearly every adult life, are those expectations that have a high probability of occurring but do not occur and therefore change lives. These non-events often embody the sense of what-might-have-been, the earnest expectations that were not met, and the dreams that somehow got lost along the way. She has identified four types of non-events: personal, ripple, resultant, and delayed. Personal non-events refer to individual aspirations and might include not having a baby, not being promoted, or never marrying. Ripple non-events refer to the unfulfilled
expectations of someone close to us, which in turn can alter our own roles, relationships, and assumptions. Resultant non-events start with an event that leads to a non-event. Delayed events are paradoxical. She and her colleagues previously identified that non-events can be hopeful or hopeless, sudden or gradual, in or out of one’s control (Schlossberg, Lissitz, Altman & Steinberg, 1992). Greater study of various types of non-events will add a richer understanding of adult career development over the lifespan.

Johnsrud & Heck (1998) has proposed a conceptual model of faculty work life the purpose of which would be to improve the climate and culture of the academy. It consists of three sets of variables: professional priorities, institutional support and quality of life. They have conceptualized these according to the following observed variables associated with them as follows. Professional priorities consists of the extent to which faculty perceived they had been adequately prepared for the time pressure as a faculty member (e.g., finding time to write, time management, procrastination, time for family versus writing), tenure pressure (e.g., knowing the requirements, difficulties in publishing), role (e.g., preparation in graduate school, preparation at their university, preparation to teach and do research), personal time (e.g., feeling overworked, attending to house matters, personal life, parenting), and emotional security (e.g., being fearful of failure, lack of aggressiveness). Institutional support was defined by the extent to which faculty perceived problems related to their workload balance (e.g., advising load, committee load, teaching and research balance, service, consulting), student demands (e.g., guiding students to complete theses and dissertations, time for meetings, grading papers). Institutional support includes research support, external funds, institutional funds, clerical support, graduate assistants), structural discrimination (e.g., gender discrimination, race or ethnicity discrimination, leave policies for sickness and child care), and chair and department relations (e.g., relations with chair receiving support from chair, department politics, fitting in the department socially fitting intellectually, having department mentors). Finally, Quality of life includes: isolation (e.g., feelings of alienation, alienation in the community, geographic isolation constraints on travel) and
economics (e.g., cost of living, housing and standard of living). They believe these three domains and variables of faculty work-life, when examined within the context of historical events, cultural norms, and economic conditions, may be useful in benchmarking the issues that faculty perceive as problematic in their work lives. Therefore, further research of how each of these support or hinder dual-academic couples’ careers would be in order.

Finally, after fifteen years Sorcinelli & Near’s (1989) call for research that explores the relationship between academic work and personal lives remains a true statement. Borrowing from Moen (2003), taking a life course perspective to academic dual-career couples and their professions is a promising approach to do so by capturing the dynamics of couples linked lives in context. This approach, used in conjunction with ecological perspectives, embeds families, jobs, and lives in the larger social and policy changes, and reveals the impact of the hidden infrastructure of time that often is taken for granted. These two developmental approaches, when used together, invite researchers to examine the too often overlooked age and gender scripts that govern family and professional expectations and behaviors, questions the myth of the lockstep life course regime, and invites multiple levels of inquiry (and multiple theories, multi-disciplines) to capture the mismatch between traditional work and family ideologies and the realities of today’s academic professionals.

In summary, the topics listed in Appendix I is a comprehensive listing of the issues were raised by the couples of this study. While not all were explored in this study, each is suggestive of possible areas for further study. Some other research questions include:

- Do women in dual-career marriages who pursue careers in geographically constrained locations experience greater career disadvantages than their academic couples?

- Can applying Bronfenbrenner’s People in Context with Ecological Systems model that incorporates the developmental constructs of adult, family and career development theories result in a more inclusive, and dynamic understanding of academic dual-career couples’ and their careers?
• What are life and academic career non-events and how do they impact faculty careers? (Schlossberg, 1999)

• Is further examination of Johnsrud & Heck’s (1998) proposed conceptual model of faculty work life consisting of three sets of variables: professional priorities, institutional support and quality worthy of further study incorporating Bronfenbrenner’s ecological perspective analysis?

• In what ways can a life course perspective to academic dual-career couples and their professions capture the dynamics of couples linked lives in context?

• This approach, used in conjunction with ecological perspectives, embeds families, jobs, and lives in the larger social and policy changes, and reveals the impact of the hidden infrastructure of time that often is taken for granted.

• Using these two developmental approaches together, what are the too often overlooked age and gender scripts that govern family and professional expectations and behaviors?

• When one partner’s career clearly was more advanced, are the consequences for the junior members were more dramatic because his/her career decisions were influenced by those made by the more experienced academic in the relationship. and in what ways?

• What are the affects of short term commuter relationships on the careers of academic dual-career couples? How does it affect academic career trajectories?

• What are the long term affects of long distance commuter relationships on the careers of academic dual-career couples? How does it affect academic career trajectories?

• What are some examples of “accumulative disadvantages” and how do they impact academic careers? Are women more disadvantaged than their male counterparts?

Admittedly, this study was exploratory in nature and has raised more questions than has been answered. This reality certainly suggests there is a great deal more to learn about the how dual-career lifestyles influence the faculty couples in academe.


Neimeyer, G.J. & Resnikoff, A. (1982). Qualitative strategies in counseling research; Counseling Psychologist, 10(4), 75-85 (PsychLIT Abstract # 70-06977)


Wilson, R. (2001). It’s 10 a.m. Do you know where your professors are? Faculty members at Boston University fume over plan to require them to be in their offices at least 4 days a week. The Chronicle of Higher Education 67(21). A10-12. (Retrieved June 10, 2004 http://chronicle.com/weekly/v47/i21/21a01001.htm).


APPENDIX A

Academic Deans Letter

Dear Dr___________________:

The composition of the faculty is changing as increasing numbers of faculty men and women who are married to each other pursue academic careers. Yet, little is known about how faculty with spouses who also are faculty manage their individual careers.

For my dissertation, I am undertaking a study of dual-academic career couples involving a sample of faculty in the Indianapolis metropolitan area which would include your university faculty. The study will examine how dual-career relationships have affected the academic careers of couples who both teach. The results of this study will provide valuable data for higher education administrators who will be facing faculty shortages during a period when the number of people joining the professorate is decreasing and the number dual-career couples in the workforce is increasing.

For your information, enclosed is a study prospectus. Before the study commences, its research protocol must be approved by The Ohio State University Human Subjects Review Committee for social and behavioral research. Ohio State requires that a letter from the primary study site be included in the request for approval to proceed. The human subjects’ approval will be filled with your Office of Research and Sponsored Programs as requested.

To meet this requirement, it would be helpful if I could include a letter from your office to your academic deans apprising them of this study and requesting assistance in identifying potential study participants. I will contact your office next week in order to arrange an appointment with to discuss this research and my request.

Professionally yours,

Karen Parrish Baker

Doctoral Candidate, Higher Education

The Ohio State University
Dear Dr. __________:

The composition of the faculty is changing as increasing numbers of faculty men and women who are married to each other also pursue academic careers. Yet, little is known about how faculty with spouses who also are faculty manage their individual careers.

I am undertaking a study of dual-academic career couples involving a sample of faculty in the Indianapolis metropolitan area. The study will examine how dual-career relationships have affected academic careers of couples who both teach. The results of this study will provide valuable data for higher education administrators who will be facing faculty shortages during a period when the number of people joining the professorate is decreasing and the number dual-career couples in the work force increases.

However, in order to do this study, I need your assistance. I am requesting that your faculty records administrator help me identify tenured or tenure-track full-time faculty in your school who have spouses who also are faculty either at yours or at other institutions and provide each with a copy of the enclosed announcement. I have enclosed flyers to distribute to appropriate faculty who can then contact me if they are interested. In addition, I ask that you have the brightly colored flyers posted to share the information with other faculty who may be unknown to your staff.

If you have any questions or comments, please feel free to contact me either by telephone at 1-800-642-9842 or through e-mail (bakerk@marshall.edu). Thank you, in advance, for your willingness to support this important research.

Sincerely,

Karen Parrish Baker, Ph.D. Candidate
Higher Education, The Ohio State University

Enclosed: business card

P.S. As a small token of my appreciation for your assistance in helping me identify potential study participants, I will send you a synopsis of the study’s findings when it is completed.
APPENDIX C

Professors Invitation Letter

I am undertaking a study of dual-academic career couples in the Indianapolis metropolitan area. The study will examine how dual-career relationships have affected the academic careers of academic couples. Couples are asked to participate in two interviews, and provide copies of their most current vitae and pertinent demographic data. The first round of interviews will be done individually; the second will be with the two of you together. Each interview should last 60-90 minutes.

All data collected will be treated confidentially. Identities will be protected through the use of pseudonyms and collective descriptors. After you and your spouse have discussed your participation in this study, please call me if you have any questions. If I do not hear from you in a week or so, I will call you to answer any questions. If you decide to participate, I will ask that you return the completed consent and demographics forms in the enclosed self-addressed campus envelope. After these forms are received, I will call you to schedule interviews in the Indianapolis area at mutually agreeable times and locations.

After having been a member of a dual-career couple who worked at YOUR UNIVERSITY, I understand the challenges to advancing one’s own career while considering one’s spouse’s equally important career success. I believe these challenges become uniquely complicated when couples are college professors due to the unique characteristics of the profession. It is my hope that the results of this study will yield findings which will persuade employing educational administrators to be more responsive to the needs of the growing numbers dual-career couples in higher education. Therefore, every positive response is important.

As a small token of my appreciation, all couples who either participate in the study or provide referrals who eventually participate in the study will be sent a synopsis of the study’s findings after the study has been completed. Thank you, in advance, for your willingness to contribute to this important research.

Sincerely,

Karen Parrish Baker
Ph.D. Candidate, Higher Education
Home Phone: (317) 637-9355
The Ohio State University
APPENDIX D

Screening Application

(Performed during initial contact with potential respondent to determine if he/she and spouse meet the purposeful selection criteria for the study).

GENERAL INFORMATION

Thank you for your interest in this study on dual-career relationships in academia. The purpose of this study is to explore the affect that dual-career relationships have on the career of couples who have faculty careers. This will be accomplished through interviewing and reviewing the vitae of a select number of couples who have similar characteristics important to the study. All data collected will remain confidential and those who participate in the study will have their anonymity protected at all times. In order to determine if you meet the study criteria, would you please answer sixteen questions?

PERSONAL EMPLOYMENT

Are you currently employed as a full-time faculty member at your institution? YES NO

2. Is your faculty position listed as permanent or temporary? PERM TEMP

3. What is your academic title? ASST ASSOC PROF INSTR LEC

4. Does your institution grant tenure? YES NO

5. Are you currently tenured? YES NO

6. If you are not tenured, is your position on the tenure-track? YES NO

7. What is the name of the institution(s) at which you teach?

SPOUSE EMPLOYMENT

Are you currently married to a spouse who also is a full-time faculty member at a postsecondary institution? YES NO

Is your spouse’s faculty position permanent or temporary? PERM TEMP

10. What is your spouse’s academic title? ASST ASSOC PROF INSTR LEC
11. Does your spouse's institution grant tenure? YES NO

Screening: page 2

12. Is your spouse currently tenured? YES NO
If your spouse is not tenured, is his/her position on the tenure-track? YES NO

14. What is the name of the institution(s) at which your spouse teaches?

FAMILY DATA

15. Do you and/or your spouse currently have children age 16 or younger? YES NO

16. Does the child(ren) age 16 or younger live in your home? YES NO

17. Respondent Profile Sought:
married couple
both employed full-time,
in regular faculty positions
teaching at post-secondary institutions
in tenure-track positions (if appropriate at the institution)
with one having not achieved tenure at the time of the study, &
who have one child (or more), age 16 or below, living at home.

STUDY INFORMATION

Acceptable

Based upon your answers, you and your spouse have the characteristics I need for the study. For a couple to participate in this study, both husband and wife must consent. I will mail you a packet with additional information about the study and consent forms to share with your spouse. Please provide me with yours and your wife’s names, address and telephone numbers.

Primary’s Name __________________________________________________________
Address __________________________________________________________
City/State/Zip __________________________________________________________
Telephone __________________________________________________________

Secondary’s Name ________________________________
Address __________________________________________________________
City/State/Zip ________________________________________________________
Telephone

Please contact me after you and your spouse have discussed the study and I will be happy to answer any questions either of you have. If I do not hear from you within a week from when I mail the packet, I will call you to answer your questions.

If you decide to participate, please complete the consent and demographic forms and mail them in the self-addressed, stamped envelope which will be enclosed. I will contact you later to schedule interviews with each of you.

Would you recommend other couples who work as faculty who may have an interest in this study? If so, please provide the name of a contact person for the couple and his/her phone number so I can communicate with the person about this study.

Referral # 1
Name _______________________________________________________________
Phone _______________________________________________________________

Referral # 2
Name _______________________________________________________________
Phone _______________________________________________________________

Would you mind if I mention that you recommended this person? YES NO

If you do not mind me mentioning your recommendation, please be assured your status in relation to this study will remain confidential.

Not Acceptable

I appreciate your interest in this study. However, based upon your answers to this brief questionnaire, your characteristics do not match the ones needed for this particular study.

However, if you might be interested in future dual-career studies and would like to be contacted, please provide your name and telephone number.

Name _______________________________________________________________
Phone _______________________________________________________________

Would you recommend other couples who work as faculty who may have an interest in the current study? If so, please provide the name of a contact person for the couple and his/her phone number so I can communicate with the person about this study.

Referral # 1
Name _______________________________________________________________
Phone __________________________________________________________________

Referral # 2
Name _______________________________________________________________
Phone __________________________________________________________________

Would you mind if I mention that you recommended this person?     YES   NO
If you do not mind me mentioning your recommendation, please be assured your status in
relation to this study will remain confidential.
APPENDIX E

Dual-Academic Career Study Participation Permission Form

The purpose of this study is to examine how our dual-career relationship has affected the critical events, career concerns and adjustments of our individual academic careers.

We understand that selection of participants for this study will be based upon specific requirements of the study. Therefore our willingness to participate, as evidenced by our completion of the attached screening form, does not guarantee that we will be selected as respondents in the study.

We, _____________________________________ (primary faculty contact)
and _____________________________________(secondary faculty contact)
do consent to participating in the Dual-Academic Career Study. Karen Parrish Baker has explained the purpose of the study, the procedures to be followed, and the expected duration of our participation. We understand that study participants will be expected to provide up-to-date curriculum vitae, complete a demographic survey form, and participate in two interviews lasting 60-90 minutes each.

We acknowledge that, as study participants, we will be assigned pseudonyms and identifying data may be altered in the study report in order to protect our identities. We further understand that all interviews performed by the researcher will be audiotaped and data specific to our participation in the study will remain confidential.

We acknowledge that we have had the opportunity to obtain additional information regarding the study and that any questions we have raised have been answered to our satisfaction. Further, we understand that either of us is free to withdraw consent at any time and discontinue participation in the study without prejudice to us.

Finally, we acknowledge that we have read and fully understand the consent form. We each sign it freely and voluntarily. A copy has been given to each of us.

Signed: _______________________________Date:________________________
( primary contact)

Signed: _______________________________Date:________________________
(secondary faculty contact)

Witness: ______________________________Date:________________________

June 1, 1993
**APPENDIX F**

Dual-Academic Career Study Screening Form

The purpose of the study screening form is to provide basic demographic data on potential study participants in insure that those selected to participate meet all the sample characteristic requirements.

<table>
<thead>
<tr>
<th>Field</th>
<th>FEMALE</th>
<th>MALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Name</td>
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<td></td>
</tr>
<tr>
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<td>Telephone</td>
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<td>E-Mail</td>
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<tr>
<td>Office</td>
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<td>Address</td>
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<td>Telephone</td>
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<tr>
<td>E-Mail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Appointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(OPTIONS: Assistant Professor  Associate Professor  Full Professor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appointing Institution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Are you currently tenured?      YES NO  YES NO
If you currently are not tenured, write the code in the space provided below which best describes your non-tenure status at your current institutions?

Codes
Preparatory pre-tenure (graduate student and/or TA)  PP
Temporary (non-tenure track temporary appointment)  TNT
Permanent Non-tenure track  PNT
Early pre-tenure (Tenure track: years 1 and 2)  EP
Middle pre-tenure (Tenure track: years 3 and 4)  MP
Late pre-tenure (Tenure track: years 5 and 6)  LP
Post-tenure (Tenure track: year 7)  PT

FEMALE _______  MALE _______

Academic Discipline _____________________ ___________________

Have you ever attained tenure at a college/ university?  YES NO  YES NO

What age were you on January 1, 1993? (years)
Female  _______  Male  _______

Commute to work:
Female:  Male:
local ( < 30 miles) ______  local ( < 30 miles) ______
long ( > 30 miles): ______  long ( > 30 miles) ______

Living Arrangements:
on one residence: _____  two residences _____

CHILDREN
As of Jan 1, 1993, we have _____ (number) children in our immediate family. Listed from oldest to youngest, they are (if more than 10, please list on the back page):

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>Lives in our home</th>
<th>Lives outside our home</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
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<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

Questions, Comments, Suggestions or Confessions
Please use the space below and on the back to communicate anything you wish to add regarding your participation in this study.
Appendix G

Critical events Questionnaire

Directions

This questionnaire is designed to gather information about the course of an academic career and significant events that have influenced your academic career. For this study, however, please concentrate on the period during which you have been your dual-career relationship. The questionnaire has four sections: education and career history; critical events, career goals, and career assessment.

I. CAREER HISTORY

Your academic career history is the pattern of positions you have held which relate to your career as a faculty person. This includes jobs outside academia, and periods of self-, part-time, or unemployment which you believe have significance to your academic career as well as traditional academic appointments. For academic careers, educational history also is important. Consequently, your curriculum vita is requested. If, however, there are items which you did not include on your vitae which you perceive as related to your academic career, please supplement your vita on the form provided with these headings.

A. Educational History

B. Marital History

C. Academic Career History

II. CRITICAL EVENTS

In reviewing your career, what are the critical events that have affected its direction and development?

"Critical events" are successes or disappointments, in your work or personal life, that have had a significant affect on your career. Examples could include when you decided to become a college teacher and/or researcher, completing your dissertation, marriage, getting a job or leaving one to follow a spouse or partner, promotion or tenure, or professional achievements or honors.

Keeping in mind that the focus of this study is how your dual-career relationship(s) affect your career, please describe each event below, and give the years in which they occurred. There are spaces for ten events. If you have had an eventful career and need more, please feel free to add them.
APPENDIX H

Interview Schedule

A Priori Interview Schedule: Individual

Instructions: As you have been apprised, the purpose of this research is to examine how your dual-career relationship has affected various critical events, concerns and adjustments in your academic career. You and your spouse have each already completed individual critical events questionnaires, given me copies of your detailed curriculum vitae, and provided basic demographic information about you and your family.

In this first of round of two interviews, I will be exploring how you, as an individual, perceive how your dual-career lifestyle has affected your academic career. The areas which we will discuss today are the same for both spouses but explored from the individual’s perspective.

As mentioned on the permission sheet you both signed, all interviews will be audio-taped and selectively transcribed in order to assist me in the data analysis process. When the study has been completed, the audio-taped will be erased.

At any time during the interviews, you may elect not to respond to a particular question. However, your frank responses would further the understanding of how dual-career couples in higher education, in general, and dual-academic career couples, in particular, manage their careers in the context of being dual-career couples.

As a member of a dual-career couple and aspiring faculty member, it is my hope that the results of this study will yield findings which will persuade employing educators to be more responsive to the needs of the growing numbers dual-career couples in higher education. Consequently, your candid participation should contribute a great deal to meeting this goal.

Are there any general questions before we being?

ANSWER QUESTIONS.

TURN ON TAPE RECORDER AND BEGIN INDIVIDUAL INTERVIEW.

I. Background
   A. Historical background (focus during the dual-career relationship)
      1. Academic career history
      2. Marital history
3. Critical events

4. Relocations

B. Affect of work on family
   1. Present position responsibilities
   2. Previous position responsibilities

C. Affect of family on work
   1. Lifestyle to work spillover
   2. Information sharing
   3. Spouse’s influence on work-related decisions
   4. Spouse’s influence on career

5. Perception of the campus
   a. Is there an ideal “academic spouse” from the point of view of your employer?
   b. If you were married when you accepted employment at your current university or college, what assistance did you receive when you relocated?
   c. If the university or college did not assist your spouse in locating employment, how did he or she locate her current position?
   d. What is your opinion regarding spouse assistance by the college or university at which you are employed?

II. Critical incident

A. Looking at each of the critical events which you identified, please explain, event by event, how and why each has affected by your dual-career relationship(s).

B. Was there ever an incident(s) where you felt your work affected your family negatively? Please describe.

C. Was there ever an incident(s) where you felt your family circumstances negatively affected your work? Please describe.

D. Was there ever an incident(s) where you felt your work affected your family positively? Please describe.

E. Was there ever an incident(s) where you felt your family circumstances positively affected your work? Please describe.

III. How has your dual-career lifestyle affected your own career
A. Household responsibilities

B. Marital Relationship

C. Children (where applicable)
   1). To have/not have and timing?
   2) If children present: child care?
   3) What affect do you think having children has had/will have on your career?

D. Parents and elder care (where applicable)

E. Money matters

F. Career change decisions

G. Career advancement

IV. Campus climate
   A. Describe your perception of how you as a member of a dual-career couple are perceived on campus?
   B. Describe your perception of how you as a member of a dual-career couple are treated on campus?
   C. Lifestyle
      1. Residence
      2. Marriage and career
      3. Adjustments
         a. Have there been adjustments in your career because of your dual-career lifestyle?
         b. What has these adjustments meant to you?

V. How do you think these adjustments will affect your career in the future?

What concerns do you have about your career which have not been addressed during this interview?

VI. CAREER ADJUSTMENT AND DEVELOPMENT
   A. Context
      1. How would you describe your dual-career lifestyle?
         a. What does being a member of a dual-career couple mean to you?
         b. What does being a member of a dual-academic couple mean to you?
2. How would you describe your academic career? What does your academic career mean to you?

3. How would you describe your work environment?

4. What is your opinion of your work environment?

B. Organizational Adaptability

1. Describe the period during which you were “learning the ropes” to your role at your current college/university.
   a. Were you in a dual-career relationship during that time (including years)?
   b. [If yes: Describe the relationship at the time.
   c. What affect, if any, did being in your dual-career relationship have on your campus career development at the time?]

2. Describe the period during which you were “learning the ropes” of your professional community (including years)?
   a. Were you in a dual-career relationship during that time?
   b. [If yes: Describe the relationship at the time.
   c. What affect, if any, did being in your dual-career relationship have on your professional development at the time?]

B. Position Performance

1. What do you believe your work responsibilities to be?

2. How are your work responsibilities affected by your dual-career lifestyle?

3. Do your colleague know you are a member of a dual-career couple?
   [If yes: Do you believe their expectations of you are influenced by this knowledge? How?]

4. Describe your average work day.

C. Work habits and attitudes

1. How would you describe your work habits in relation to you being in a dual-career relationship?

2. What do you think about your chosen career?

3. Have either your work habits or attitudes been affected by your dual-career lifestyle?
   [If yes: How and in what ways has your dual-career lifestyle affected your work habits and/or attitudes?]

D. Colleague relationships

1. How would you describe your relationships with your colleagues?
2. Do you communicate any work-related difficulties your spouse?
   [If yes: What are your expectations when you communicate work-related difficulties with your spouse?]

E. Advancement

1. What does professional advancement mean to you in the context of your academic profession?

2. In what ways has your academic career progress or advancement been affected by your dual-career lifestyle?

3. What will it take for you to advance or progress in your profession?

4. Should you remain in your dual-career relationship, do you believe your dual-career lifestyle will affect your academic career/professional advancement?
   a. [If yes: How will it?]
   b. [If no: How will it not?]

F. Career choice and plans Goals are, in a way, anticipated critical events.

1. What are your current career goals?
   a. for this coming/current academic year?
   b. for the next two years is/are?
   c. for the next ten years is/are?

2. How will you achieve these goals?

3. How might you anticipate your dual-career relationship could impede or advance your progress in attaining these goals?

4. What role would you anticipate your spouse will have, in any, in the achievement of your goals?

F. Are there any other issues or concerns you would like to discuss concerning how your dual-career lifestyle has affected your career which may not have been covered up to this point?

Post Instructions: After I have interviewed both you and your spouse, individually, I will review the documents and the interview data in order to begin understanding how the two of you experience your academic careers in the context of your dual-career relationship.

After this initial analysis, I will contact you to arrange the second round interview which will be performed with the two of you. Part of the initial analysis will be to develop themes, patterns and issues which I will want to explore with you as a couple. In addition, there may be issues that you raised in your individual interviews which may need clarification.

The couple interview also will enable us to explore important issues which were raised in the individual interviews. The issues which I will identify for further exploration with you as a couple will be discussed with you individually before the second round interview takes place.
in an attempt to respect your individual privacy.

Are there any questions at this point?

ANSWER QUESTIONS. THANKS FOR THEIR TIME. TURN OFF TAPE RECORDER. ASSURE THAT I'M WILL BE LOOKING FORWARD TO MEETING WITH RESPONDENT AND SPOUSE SOON.
APPENDIX I

Couple Interviews Topics from First Interviews
Which Formed the Basis for the Second Round (In Alphabetical Order)

- Children of academics
- Children yesterday, today and tomorrow
- Judeo-Christian values
- Competition for jobs/resources
- Couple accommodations & reciprocity (personal and professional)
- Couple vulnerability to abuse (social, economic, political, organizational, etc.)
- Commuting (long versus short distance)
- Differential academic pressures
- Differing work styles
- Dual-career relationships in transition
- Equal partnerships (egalitarian couples)
- Family influences and parents as role model
- First generation academics
- Foreclosure (sacrifices and dreams deferred)
- Husband accompanies wife (untraditional couples)
- Isolation as a scholar among many
- Logistics (organizing life: prioritizing and scheduling)
- Name game: maintaining surnames
- Opportunities resulting from DACC status
- Peer influences contributing to differential doctoral experiences
- Politics when one spouse professionally is ahead of the other
- Possible fourth dual career model (anchored couples)
- Professional life over personal
- Role models
- Tenure decisions – what next
- Synergy: better together than individually
• Wife follows husband (traditional couples)
Most people, when thinking about what faculty do, picture a professor in a classroom lecturing to students, or perhaps someone in a lab coat conducting an experiment. Teaching and research are widely recognized as the basic tasks of faculty members. Less well known are the many responsibilities that accompany these basic functions. According to the 1999 National Study of Postsecondary Faculty, published by the U.S. Department of Education’s National Center for Education Statistics, full-time faculty members work about fifty-five hours a week, and part-time faculty work nearly forty. That figure includes paid and unpaid hours completed on and off campus. Here are some of the duties, aside from teaching and research, that you might find a professor doing if you followed him or her during the course of a day.

Student-Centered Work

- Updating a course to incorporate new research findings, or creating a new course
- Helping students with subject matter in person, by e-mail, or by way of an electronic bulletin board
- Developing a class Web site to further student involvement in a course, or advising students about how to use technology in the field
- Working with colleagues to modify the curriculum to keep up with changes in the discipline
- Advising students about their choice of major or mentoring graduate students
- Coaching students who want to go beyond the required course work in a class
- Counseling students about personal problems, learning difficulties, or life choices
- Writing letters of recommendation to help students enter graduate programs or secure jobs or internships
- Keeping in touch with alumni to assist with employment searches or career changes
- Reading student research papers, undergraduate honors theses, or doctoral dissertations
• Directing or serving on a student's master's or doctoral committee
• Establishing a foreign study program or supervising students overseas
• Sponsoring a student literary journal or overseeing a drama club

Disciplinary—or Professional—Centered Work
• Serving on a committee interviewing candidates for new faculty positions
• Evaluating a colleague's work for promotion or tenure
• Participating in a departmental self-study
• Reviewing potential library resources and advising on acquisitions
• Writing a recommendation for a colleague for a fellowship or award
• Serving on a university committee that writes policies for academic programs, student scholarships, or financial aid
• Applying for a grant for the department, or helping to raise money for the university
• Participating in the activities of a professional association to advance standards and research in the field
• Giving a scholarly presentation at a disciplinary society meeting
• Editing a professional journal to help disseminate new knowledge in the field
• Reviewing articles and books submitted to journals and publishers and advising about whether to publish them

Community-Centered Work
• Giving a presentation to a business or school group, often at no expense to the group
• Providing professional advice to local, state, or national government
• Providing professional advice to associations, businesses, or community groups
• Answering phone calls from citizens and offering professional expertise
• Helping to keep the public informed about issues by talking to the media
• Serving on the boards of local, state, or national group
### APPENDIX K:

#### Sample Faculty Promotion and Tenure Portfolio Documentation

<table>
<thead>
<tr>
<th>Teaching</th>
<th>Evidence Required</th>
<th>Recommended Documentations</th>
<th>Peer Review (external and internal—may be part of Sections I or III)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section II: Personal Statement</td>
<td>Section III: Narrative contained in Evaluation of Teaching</td>
<td>Curriculum Vita (CV) (Part of Section I)</td>
<td>Comment on relative size of load</td>
</tr>
<tr>
<td>Teaching load</td>
<td>Details on students mentored, advised, etc.</td>
<td>List of courses, etc.</td>
<td>Comment on fit with CCU and unit goals</td>
</tr>
<tr>
<td>Teaching goals</td>
<td>List of goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing professional development</td>
<td>Description of activities undertaken</td>
<td>Details of workshops attended, study, reading, etc.</td>
<td></td>
</tr>
<tr>
<td>Use of exemplary teaching methods</td>
<td>Description of methods</td>
<td></td>
<td>Local peer review, external if knowledgeable</td>
</tr>
<tr>
<td>Quality of teaching</td>
<td>Reflective comments</td>
<td>Student rating summaries, peer review of class performance or materials</td>
<td>Local peer review, external if knowledgeable</td>
</tr>
<tr>
<td>Evidence of student learning</td>
<td>Reflective comments</td>
<td>Results of nationally normed tests, pre-post evaluations of course knowledge gains, analysis of student work, student/alumni reports, approach toward PUL’s (for UG courses)</td>
<td>Local peer review, external if knowledgeable</td>
</tr>
<tr>
<td>Section I: Supervisor's Statement, Library Director's Letter, Dean's Letter, Committee Reports</td>
<td>Section I: Curriculum Vita</td>
<td>Section II: Personal Statement</td>
<td>Section III: Evaluation of Performance (Position Descriptions and Summary of Performance Activities)</td>
</tr>
<tr>
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</tr>
<tr>
<td>Listing of major performance achievements and positions held</td>
<td>May be referenced in all of these sources</td>
<td>List of positions in CV</td>
<td>Description in personal statement</td>
</tr>
<tr>
<td>Sample Faculty Promotion and Tenure Portfolio Documentation</td>
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<tr>
<td>------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Evaluation of performance:</strong> note that performance must be <strong>excellent</strong> for promotion to Associate rank and tenure, <strong>superior</strong> for promotion to full rank</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All of the above sources may contain evidence of the effectiveness of the librarian's performance</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Self-reflective comments on performance may certainly appear in personal statement, especially achievements of significance or patterns of professional growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written compilation of performance activities, including summary of annual review statements, may provide additional evidence of the quality of the performance. May also include supervisor's statements from annual review (with permission from the supervisor).</td>
<td></td>
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</tr>
<tr>
<td><strong>Could include letters and testimonials from those familiar with the librarian’s work, but external letters may also be useful</strong></td>
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</tr>
<tr>
<td><strong>Performance “load”</strong></td>
<td></td>
<td></td>
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<tr>
<td>May be indicated in the materials submitted above (use to cross-check against materials supplied by candidate)</td>
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</tr>
<tr>
<td>May be referenced in personal statement (# of hours at reference desk compared to others)</td>
<td></td>
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<tr>
<td>May be provided in more detail here, particularly in position descriptions</td>
<td></td>
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<tr>
<td>May be additional evidence of this, particularly in solicited external letters (i.e., candidate’s performance is particularly noteworthy since he/she is on the reference desk # hours per week)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Sample Faculty Promotion and Tenure Portfolio Documentation

<table>
<thead>
<tr>
<th>Contribution of librarian’s performance to library operations, quality of services</th>
<th>All of the above may provide evidence of this. Librarian portfolios include a copy of the library’s mission statement</th>
<th>May appear in CV, particularly if publications or presentations given as part of job responsibilities</th>
<th>Reflective comments</th>
<th>Supporting materials may also be included. These may include grants received that relate to library services and their impact on the library or materials prepared (bibliographies, research aids, etc.) that enhance library services or assist library users</th>
<th>Experts in candidate’s field through letters solicited through school procedures. May also include letters from peers, as well as from students, faculty, staff and others who have benefited from the librarian’s expertise and contribution in this area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of contributions when more than one librarian is involved in a project</td>
<td>All of the above may show what the individual contribution was</td>
<td>Listed in CV using citing conventions appropriate to the library</td>
<td>May be referenced here</td>
<td>Individual contribution may be described in greater detail here</td>
<td>May be joint statements or letters when librarian served as part of a team</td>
</tr>
<tr>
<td>Evaluation of teaching when teaching is part of job assignment</td>
<td>See grid for Teaching</td>
<td>See grid for Teaching</td>
<td>See grid for Teaching</td>
<td>See grid for Teaching</td>
<td></td>
</tr>
<tr>
<td>Continuing efforts to enhance performance</td>
<td>May be referenced in the above documents</td>
<td>List of professional development activities related to performance</td>
<td>Description of significant continuing education and training activities undertaken to improve performance</td>
<td>May be highlighted in Summary of Performance Activities</td>
<td>Letters may comment on the significance of these activities in enhancing the librarian’s performance</td>
</tr>
</tbody>
</table>

#### Research/Scholarship

<table>
<thead>
<tr>
<th>Evidence Required</th>
<th>Recommended Documentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Chair’s Letter, Dean’s Letter, Primary and Unit Committee Reports</td>
<td>Section I: Curriculum Vita</td>
</tr>
<tr>
<td>Section I: Personal Statement</td>
<td>Section IV: Evaluation of Research, Scholarship or Creative Activities</td>
</tr>
<tr>
<td>Peer Review (external and internal)</td>
<td></td>
</tr>
<tr>
<td>Sample Faculty Promotion and Tenure Portfolio Documentation</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Three to five most significant publications which reflect</strong></td>
<td></td>
</tr>
<tr>
<td><strong>major research accomplishments</strong></td>
<td><strong>Should list all publications</strong></td>
</tr>
<tr>
<td><strong>Evaluation of stature of journals in which articles appear</strong></td>
<td><strong>Department or school committee reports and letters from Dean and Chair may also provide evidence of stature (important when candidate publishes in non-traditional formats such as e-journals)</strong></td>
</tr>
<tr>
<td><strong>Evaluation of stature of galleries where works appear or stature of performance venues</strong></td>
<td><strong>Department or school committee reports and Dean and Chair letters may provide evidence of stature (especially important when work or performance is in non-traditional setting or format)</strong></td>
</tr>
<tr>
<td><strong>Research load</strong></td>
<td><strong>As above: a letter often points out unusual circumstances related to work load</strong></td>
</tr>
<tr>
<td>Sample Faculty Promotion and Tenure Portfolio Documentation</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Research goals/program of research</strong></td>
<td></td>
</tr>
<tr>
<td>Chair and Dean letters may comment on this, as may committee reports (important for tenure for projecting the candidate’s future contributions and productivity)</td>
<td>List of goals and candidate’s description of continuing program of research, scholarship or creative activities</td>
</tr>
<tr>
<td><strong>Quality of research</strong></td>
<td></td>
</tr>
<tr>
<td>Primary and unit committee reports, letters from Chair and Dean</td>
<td>Curriculum Vita</td>
</tr>
<tr>
<td><strong>Assessment of contributions when more than one author or collaborator</strong></td>
<td></td>
</tr>
<tr>
<td>Departmental evaluation, committee reports</td>
<td>Listed in CV using citing conventions appropriate to the school/unit or discipline</td>
</tr>
<tr>
<td><strong>Contributions to interdisciplinary research</strong></td>
<td></td>
</tr>
<tr>
<td>Departmental evaluation, committee reports, letters from Chair and Dean</td>
<td>Curriculum Vita may list this</td>
</tr>
<tr>
<td>Sample Faculty Promotion and Tenure Portfolio Documentation</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Grants and awards</strong></td>
<td></td>
</tr>
<tr>
<td>Committee reports, letters from Chair and Dean</td>
<td></td>
</tr>
<tr>
<td>List grants and awards (Review for accuracy and dates, cross-checking with other information included)</td>
<td></td>
</tr>
<tr>
<td>Listing and explanation of most significant</td>
<td></td>
</tr>
<tr>
<td>May include a more thorough description of grants and awards, as well as information on grant applications in process</td>
<td></td>
</tr>
<tr>
<td>External letters referencing grants and awards received</td>
<td></td>
</tr>
<tr>
<td><strong>Stature of grants and other awards</strong></td>
<td></td>
</tr>
<tr>
<td>Departmental evaluation, committee reports, letters from Dean and Chair</td>
<td></td>
</tr>
<tr>
<td>May appear on CV (reputation of granting agency, national v. state or local reach of grant, constituents served)</td>
<td></td>
</tr>
<tr>
<td>Candidate’s own assessment of the stature of grants and awards</td>
<td></td>
</tr>
<tr>
<td>Candidate’s assessment of the significance of grants and awards and how they fit in an overall research plan may be more fully documented here</td>
<td></td>
</tr>
<tr>
<td>Experts in candidate’s field through letters solicited through school procedures</td>
<td></td>
</tr>
<tr>
<td><strong>Continuing efforts to enhance research, scholarship and creative activities</strong></td>
<td></td>
</tr>
<tr>
<td>Departmental evaluation, committee reports, letters from Dean and Chair</td>
<td></td>
</tr>
<tr>
<td>List of professional development activities</td>
<td></td>
</tr>
<tr>
<td>Description of significant continuing education and training activities undertaken</td>
<td></td>
</tr>
<tr>
<td>Significant events highlighted in this section as well as in candidate’s personal statement</td>
<td></td>
</tr>
<tr>
<td>External letters may reference significant continuing education and professional development activities undertaken</td>
<td></td>
</tr>
</tbody>
</table>