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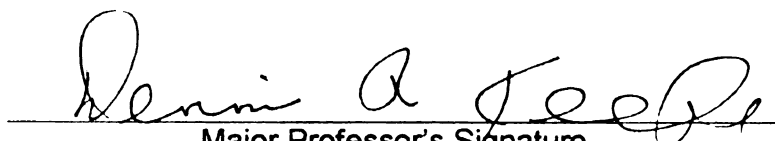
TOWARD AN INTEGRATED FAMILY-EMPLOYMENT
MANAGEMENT THEORY: A QUALITATIVE ANALYSIS OF
FEMALE FACULTY MEMBERS WORKING IN HIGHER
EDUCATION INSTITUTIONS

presented by

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has been accepted towards fulfillment
of the requirements for the

PhD degree in Family Ecology


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**TOWARD AN INTEGRATED FAMILY-EMPLOYMENT MANAGEMENT
THEORY: A QUALITATIVE ANALYSIS OF FEMALE FACULTY MEMBERS
WORKING IN HIGHER EDUCATION INSTITUTIONS**

By

Karla M. Damiano Teixeira

A DISSERTATION

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

DOCTOR OF PHILOSOPHY

Department of Family and Child Ecology

2003

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ABSTRACT

TOWARD AN INTEGRATED FAMILY-EMPLOYMENT MANAGEMENT THEORY: A QUALITATIVE ANALYSIS OF FEMALE FACULTY MEMBERS WORKING IN HIGHER EDUCATION INSTITUTIONS

By

Karla M. Damiano Teixeira

The interface and transactions between the roles individuals need to perform in their family and employment environments are a source of both positive and negative stressors for women, their employers, and family members. The purpose of this study was to examine how female faculty members in different age groups manage the employment-family interface. The Family and Job Environments Transactions Model (FJET Model) is presented and its usefulness was tested. In this model, female faculty member is the organism of analysis as a source of inputs to and linkage between the family and employment environments. This model helped in the analysis of the transactions between the organism's environments and their effects on the organism's management processes and stresses.

The study was cross-sectional in nature, and its context was female faculty members working in three types of higher education institutions in Michigan: small-, medium-, and large-sized institutions. They represented two age cohorts (39 years old or less, and 40 years old or more). A two-stage approach was employed in the process of data collection, and interviews were used during both of these stages. During Phase 1, individual qualitative interviews with six female faculty members working at each selected institution were conducted to gain an in-depth understanding of female faculty

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members' perspectives on the management of different and conflicting roles. During the time of the interviews, participants answered a questionnaire containing demographic information. In Phase 2, the researcher interviewed two female administrators of each selected institution to help in the understanding of the sources of support at each campus. It also helped in the triangulation of the data.

The findings of this study support the idea that female faculty members' current employment-household stress management is influenced by past decisions. In addition, the complexity of their family and employment careers positively and negatively influences their lives. Female faculty members tend to rely on the immediacy of their environments as sources of help, and they do not seek formal networks of support. Results of this study indicated that female administrators were aware of the problems female faculty members face in the workplace, at home, or when managing both sides of their life. As for the programs offered by the institutions, all of the interviewees were proud of the existing programs and how helpful they are for faculty in general or for female faculty member in particular. The integration of different theories in the FJET Model helped in the understanding of how female faculty members manage different and conflicting demands.

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ACKNOWLEDGEMENTS

This dissertation was made possible because of the full cooperation and participation of female faculty members and female administrators of higher education institutions in Michigan. They gave their valuable time and insights to this study. Without them, there would be no study. I give my deepest gratitude to all of them.

Many people have helped to make this study possible. First and foremost, I must thank Dr. Dennis Keefe for his continuous support. He helped me to start developing a critical and ecological thinking. More than my major professor, he is my mentor. His contribution will never be forgotten, and will guide my steps during my career and my life.

My deepest thanks go to Dr. Barbara Ames for her support, guiding and useful insights since the first course I have taken in the PhD program. My sincere thanks go to Drs. Mary Andrews, Robert Griffore, and Collette Moser for their valuable suggestions for this study. I must also thank Dr. Ames, Dr. Andrews, and Dr. Moser for sharing their experiences as female faculty members, helping me to build a more critical view of life in academia.

I must acknowledge and thank Dr. Cynthia Fridgen for her prompt help and suggestions during the research process. I am very thankful to Dr. Linda Nelson, who kindly reviewed and edited this dissertation.

I must thank Ruth Sedelmaier, graduate secretary, for her precious support throughout these years. My sincere thanks go to Stephanie Parente, librarian, for her

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valuable suggestions regarding the literature review. I must also thank Mary Faloon, secretary, for her help throughout these years.

I cannot forget those persons who gave me encouragement to seek my dreams. To my colleagues and friends at the Federal University of Viçosa (UFV), Brazil, Nanci dos Santos Lauro (M.S.), Nerina Aires Coelho Marques (PhD), and Neuza Maria da Silva (PhD), my sincere gratitude. This dissertation would not have been possible without the financial support of the Capes Scholarship (Brazilian Ministry of Education) and the Federal University of Viçosa, Brazil.

My deepest gratitude goes to the most important people in my life, my husband Róbson and my son Ricardo. I thank them for their patience, love, and support during the endless hours I was studying and working to reach my goal. They helped me to manage the employment-family demands. Róbson, I thank you for your encouragement and continuous support. Ricardo, you are a constant reminder to me of what is most precious in life.

Last, but not least, my deepest gratitude goes to my mom, Antonia G. Damiano, who, although being distant during these years, is always a present person in my life. Mom, thank you for believing in me.

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Chapter I

Introduction and Statement of the Problem

This chapter introduces the intent of this study. The objectives and research questions are presented, as well as a discussion of the significance of the study.

Introduction

More women are employed than ever before, and they are faced with the problems of juggling their employment and family/household roles, making their personal, family/household and paid work goals compatible, and finding respect and opportunities in their employment. A significant proportion of these women are wives and mothers whose employed status demands an essential change in their pattern of activities, obligations, and responsibilities (Nichols, Wanamaker, & Deringer, 1995). This transformation of women's roles creates stress (positive and negative) at their work sites, for their families, and perhaps most acutely, for the women involved who have to manage both sides of their lives. This requires a continuous need to assess and alter the balance among the many roles women play. Although men and women are both vulnerable to stress when they are employed and have household responsibility, women are at greater risk because they perform the bulk of household tasks (Ferber, O'Farrel, & Allen, 1991). Family life has been found to have a significant influence on employment behavior, particularly for women.

The goal of this study was to use an ecological perspective, rooted in the notion of the organism-environment transactions and the distribution of inputs, to better understand

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how women who are faculty members in higher education institutions in Michigan manage both sides of their lives. This is different from traditional studies in the field of family ecology because the woman, not the family, is being considered as the organism of analysis. With this perspective, a woman is the source of inputs to her systems, the manager of her transactions with her environments and the related stresses associated with accomplishing different goals in her life. Female faculty members were chosen as the unit of analysis to develop an understanding of the dynamics of a particular profession, rather than to survey several occupations. It is hoped that this study will be extended to other occupations and other societies in the future.

Since it is known that the complexities of employment complicate the management process at home, female faculty members working in three different kinds of higher education institutions were studied: a large-sized institution, which has the triadic missions of education, research and outreach; a medium-sized institution, in which some research is developed, although the main focus is on education; and a small-sized institution, in which the mission is primarily education. While the demands of a particular employment position may have an influence on what female faculty members carry back to their homes, there may be some differences in the way those working in different kinds of higher education institutions manage their lives. For example, the age of a worker may have an influence on a woman's management process. Therefore, two age cohorts were studied: 39 years old or less, and 40 years old or more. To achieve the goals of this study, a qualitative design was employed. Interviews with female faculty members and the use of a questionnaire containing demographic information (Phase 1), and interviews with female administrators (Phase 2) were conducted.

Statement of the Problem

This study intended to respond to two gaps found in previous studies. First, the literature on employed women focuses on how the families—regardless of household arrangement—find themselves faced with special circumstances, mainly when their lives have to accommodate different situations (e.g., employment, family/household, personal, and community demands). Most approaches developed to study this issue have investigated either how employment life affects family life (Carlson, Derr, & Wadsworth, 2003; Small & Riley 1990; Repetti 1994), or conversely, how family life affects employment life (Voydanoff & Donnelly, 1999). There have been some attempts to connect them, such as the works developed by Bowen and Pittman (1995), Frone, Russell, and Cooper (1992), Frone, Yardley, and Markel (1997), and Voydanoff (2002), but no attempts have been found to develop an ecological model to study the employment-family interface. The ecological approach is very useful for helping professionals gain an understanding of the complex and changing nature of the family-employment transactional processes that occur over time. For this reason, a model that provides an ecological view of the employment-family interface, as well as of the management and transaction processes that occur when the organism has to balance the demands and goals of both environments, may help in better understanding this interface.

The second gap is related to the focus of current studies on the employment-family interface. Most of the studies on the employment-family interface have focused on the conflict issue—family-to-employment conflict or employment-to-family conflict. Due to the dominance of the conflict perspective, few studies have attempted to understand not only the conflict or negative stresses, but also the positive outcomes of this interface.

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This study seeks to understand ecologically the positive and negative outcomes of the employment-household management. The analyses provide information on family/household and employment dynamics, on management processes, and on the transactions occurring between and among female employees and their environments.

The findings derived from this study are intended to contribute to the understanding of how female faculty members link family/household and employment environments, as well as how the transactions between the organisms' environments affect the organisms' management processes and stresses. A related goal of this study is to help lay the groundwork for the development of more standardized and definitive sample surveys of employment-family interfaces.

Objectives

The overall purpose of this study was to develop and evaluate a model for the study of female faculty members as the organism of analysis—as a source of inputs to and linkage between the family/household and employment environments—and to learn how the transactions between the organism and her environments have affected the organism's management of her employment-household demands. An analysis of the usefulness of this model was done by achieving the following specific objectives of this study:

1. Investigate how the personal histories of management experiences of women with their employment-family interfaces have affected their current management of the employment-household demands.

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2. Investigate how the complexity of women's careers in their family/household and employment environments affects their management of employment-household demands.

3. Investigate the effects on female faculty members of sources of help and stress in their management of employment-household demands.

4. Examine how female administrators of institutions of higher education perceive female faculty members' management of employment-household demands.

5. Develop and evaluate a theory with a complementary conceptual model as a support for these inquiries in an integrated manner.

Research Questions

At the outset of this study the following question was asked: How do female faculty members manage the stresses inherent in their ecosystems brought on by the need to accomplish different goals in their lives? The following questions were used to guide the interviews in the study:

1. How have the personal histories of management experiences of women with their employment-family interface contributed to the complexity of their current employment-household management?

2. How does the complexity of women's careers in their family/household and employment environments affect their management of employment-household demands?

3. What are the effects on female faculty members of sources of help and stress in their management of employment-household demands?

4. How do female administrators of institutions of higher education perceive female faculty member's management of employment-household demands?

5. Does the new theory with a complementary conceptual model act as a support for these inquiries in an integrated manner?

Hopefully, the answers to these questions will provide support for understanding how female faculty members' family/household life demands accommodate their employment demands, how their employment life accommodates their family/household demands, and what their feelings are regarding life management. These questions also helped to gain insights into the attitudes of female administrators of higher education institutions concerning female faculty members' issues.

Significance of the Study

This study does not examine a broad sampling of occupations nor every facet of life for females and their interfaces between their families and their employment as faculty members in the academy. However, it was important to initiate this study for several reasons.

The model proposed in this study attempts to connect the works developed by Bubolz and Sontag (1993), Deacon and Firebaugh (1988), and the theory of social exchange (Nye, 1979). To integrate these approaches, the Bates and Harvey model (1975) was used. The model proposed addresses how the systems interface may disturb or enhance employed women and their family/household lives. The aim of the new model is to provide the necessary tools for understanding the complexities of the transactions between the family/household and the employment environments, but with the woman,

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and not the family, as the organism of analysis. It is also important to acknowledge that the external roles of family/household members affect the process of throughput, and are of extreme importance to the understanding of family/household functioning. Its strength lies in the attempt to analyze, in the same model, the two-way interface between family/household and employment environments, since it is not possible to manage one side of life in isolation from the other. Although in this study the proposed model focuses on the woman as the organism of analysis, it can be used to study any individual who links systems, making it possible to change the organism of analysis according to the goal of the research, i.e., children linking family/household and the school systems, and military personnel linking the military and the family/household sides of their lives.

Human ecologists need to understand the complexities of this issue in order to improve programs designed to assist human relations professionals and policy developers as well as neighbors, friends, and relatives as they try to help families reconcile the many pressures and contradictions in this increasingly complex family-economy-society subsystem. At the same time, it is also important to help families take advantage of opportunities to increase the quality of their lives. More work needs to be done to learn how to help women and their family/household members manage the inputs, waste (human and non-human), and opportunities in their lives, along with their accompanying stresses. According to Keefe (1994), this means helping families and employers to achieve their goals, while at the same time providing for their health and maintenance.

For those university administrators concerned with faculty members' issues, this study is important because it gives insights into how human service professionals can help families and their members balance their different activities in order to achieve more

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employment productivity and a better quality of family/household and personal life. This is especially important because females make up 31% of all faculty members at doctoral level institutions in the United States, and this percentage is increasing (AAUP, 2002). Also, the characteristics of female faculty members' employment-family interfaces may be similar to other employees either in the same or in different occupations.

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Chapter II

Review of Literature

The review of literature is organized into three sections. The first section discusses the employment-family interface and employment-household management, with an emphasis on the measurement of the employment-family interface, and on studies related to the positive and negative outcomes of this linkage. The second section reviews studies in human and family development. The third section includes selected studies about academic life, with an emphasis on faculty appointments and issues faced by women working in academia.

Employment-Family Interface and Employment-Household Management

Understanding how individuals and families balance employment and family lives has been a topic of heightened interest in recent years, mainly because of the increasing number of female employees, and because of men's declining wages (Perry-Jenkins, Repetti, & Crouter, 2000; Rowland, Dodder, & Nickols, 1985). Most of the studies on life management have been focused on the predictors of household task allocations, such as cultural norms and beliefs, relative earnings of husbands and wives (Coltrane, 2000; Lavee & Katz, 2002), and the presence and/or number of young children in dual-earner families (Ehrenberg, Gearing-Small, Hunter, & Small, 2001; Voydanoff & Donnelly, 1999).

At the same time, most of these studies in life management have investigated the impact of either employment pressures or family pressures on employment-family

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conflict. Some studies have looked at the joint effects of specific employment and family pressures, but few studies have attempted to understand not only the negative stresses that result from this interface, but also the positive ones.

The Measurement of the Employment-Family Interface

The employment-family interface is generally measured empirically (Tolbert, Valcour, & Marler, 2002). For example, Grennhaus and Beutell (1985) established that there are three dimensions to this conflict, which are: strain-based (i.e., psychological demands in one domain that affect an individual's ability to perform their roles in the other domain), time-based (i.e., competing demands on an individual's time), and behavior-based (i.e., transfer of behaviors and values from one arena that are incompatible with expected behaviors and values of the other). When categorizing studies according to these dimensions, most researchers have been interested in investigating role strain, which refers to the fact that there are more costs than benefits associated with managing multiple roles. In other words, the more positions a person acquires and the more roles in which he or she is expected to engage, the more complex it becomes to meet the responsibility of each role (Kossek, Raymond, & DeMarr, 1999; Rodgers, 1998). When talking about the management of multiple roles, there are two sides to the debate. One side contends that there is role conflict or role strain, which leads to stressful lives, while the other side argues that there are benefits to having multiple roles.

In another approach to the study of the employment-family interface, Gutek, Searle, and Klepa (1991) distinguished between two types of employment-family conflict

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on the basis of what causes them. Employment-family conflict may result from employment demands interfering with family demands (e.g., working long hours may prevent adequate performance of one's family responsibilities), or from family demands interfering with employment responsibilities (e.g., a child's illness may prevent attendance at work).

There is no widely used measurement of the employment-family interface. The measurement methods focus either on the employment-to-family conflict, or on the family to employment conflict. Recently, a distinguished panel of employment-family researchers has been discussing the current state of measurement of employment-family conflict. This discussion is based on a deductive fashion, and on the research literature (MacDermid, 2000), though no results from new analyses have been published yet.

Positive Outcomes of the Employment-Family Interface

With multiple-role conflict, Greenhaus and Beutell (1985) suggested that high levels of role involvement will lead to employment-family conflict because considerable time and effort will be devoted to a single role, making it physically impossible, or at least difficult, to respond to the demands of other roles. Past studies have indicated that although the demands of multiple roles have an impact on an individual's quality of life by increasing stress levels and compromising physical health (Erickson & Ritter, 2001; Weigel, Weigel, Berger, Cook, & DelCampo, 1995), they also bring rewards such as more power in a relationship, higher self-esteem, higher levels of consumption, and an increase in human and family capital (Hyde & Kling, 2001). Positive spillover between employment and family has been largely overlooked in empirical research, regardless of

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consistent evidence indicating that most employed adults believe that the benefits of combining employment and family outweigh the burdens or strains (Grzywacz, Almeida, & McDonald, 2002). Moreover, the accumulation of experiences, skills, and personal knowledge over time would encourage greater integration of employment and family lives by employees (Greenhaus & Callanan, 1994).

Several studies have indicated that some employment and/or family variables mediate or moderate the relationships between employment and family lives. It was found that family relationships influence mothers' weekly hours of employment. Married mothers appear to be more able to call on the earnings of their partners to reduce their work hours than mothers in other household situations (Abroms & Goldscheider, 2002). Congruent with this rationale, Bokemeier, Lorentzen, and Morash (1996) found that the amount of employment interference people sense in their personal and family lives depends on demands placed on them and on their type of employment. Individuals with the highest incomes and the highest educational achievements have fewer problems with employment interfering in personal and family lives because they are able to control the events of their lives outside of employment. Also, it was found that marital status at least partially determines the degree of caregiving responsibilities. For example, a single parent will have more demands at home than a parent with a partner.

In their study of the employment and family characteristics that influence human development, Grzywacz and Marks (2000) used Bronfenbrenner's ecological model to study a large national sample of employed adults. They found that employment and family features that facilitated development (e.g., family support) were related to less negative and more positive spillover between employment and family. On the contrary,

employment and family difficulties (e.g., job pressure, family disagreements) were associated with more negative spillover and less positive spillover between employment and family lives. The researchers suggested that a more complete understanding of the employment-family interface requires consideration of the reciprocal interactions between positive and negative characteristics of this linkage.

As might be expected, findings from a study of employed mothers with preschool children showed that the workplace has a substantial effect on balancing employment and family responsibilities. The managerial culture of a business, support in the employment environment, and the family-oriented benefits offered have an effect on the levels of strain experienced by employed women (Warren & Johnson, 1995). In addition, employed women with control over their employment activities experience significantly greater psychological well-being than women with low employment control as well as homemakers. Low levels of control at paid work also have a negative effect on the well-being of women with greater family demands (Lennon & Rosenfield, 1992).

Other researchers have found that the negative mental-health effects of childcare burden on employed mothers are compensated by having challenging employment, and the relationship between length of shift and incidence of job turnover is mediated by marital status and the number of children living at home (Barnett & Brennan, 1998; Barnett, Marshall, & Sayer, 1992; Kossek & Ozeki, 1998). Moreover, married mothers were more able to call on their partners' income to decrease their employment hours than mothers in other household situations (Abroms & Goldscheider, 2002).

In the case of employed men and women equally sharing family roles, Sekaran (1989) found that at least two positive outcomes are likely to occur: (a) communication

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and interactions between the spouses increase, enhancing their marital happiness; and (b) the job satisfaction of women tends to increase since they can now devote more of their flexible time to employment-related activities in a stress-free manner. Satisfaction with the division of household tasks also has the greatest influence on life management (Stevens, Kiger, & Riley, 2001).

In a study of 6,541 IBM employees about the influence of perceived flexibility in the timing and location of paid work on employment-family balance, the researchers found that perceived flexibility is related to positive outcomes from personal, family, and employment perspectives (Hill, Hawkins, Ferris, & Weitzman, 2001). As a consequence, perceived flexibility allows more employees to have employment-family balance, and also enables workers to work longer hours before impacting the management of multiple roles. Results from a study developed by Orrange (1999) showed that couples did not experience the same set of demands associated with life management over time. On the contrary, the demands were lowest during the initial phases of a relationship and increased with the arrival of children. When children became adults and began leaving home, those demands were lower again.

Negative Outcomes of the Employment-Family Interface

Results from different studies indicated that the employment-family tension was affected by a variety of factors: the age of the youngest child in the family; whether the working parent had full-time employment; marital status; financial security; and the types of childcare used while the respondent was at the employment site (Alexandrov, 2001; Galinsky, Bond, & Friedman, 1996; Lero & Johnson, 1994; MacBride-King, 1990).

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Other studies suggested that there is a relationship between gender (Canary, Stafford, & Semic, 2002) and life-cycle stage (Higgins, Duxbury, & Lee, 1994) on the employee's ability to balance employment and family responsibilities. Gender was found to be a direct predictor of employment-family conflict, and sometimes also acted as a moderator of conflict; i.e., how the conflict was perceived, how it was manifested, and what coping skills were required. In addition, the presence, number of children or both in a worker's family was one of the indicators of a woman's satisfaction with the employment-family management (Sastry, 1999).

Results from a study developed in Canada showed that women (particularly mothers) were very susceptible to employment-family conflict. In other words, employed mothers experienced more overload, interference from employment to family, and interference from family to employment than did men. Women experienced more problems because their employment and family demands were higher than men's demands (Duxbury, Higgins, & Lee, 1994). Supporting this idea, Foley and Powell (1997) indicated that for employed women, the family role interfered with the employment role more than the employment role was allowed to intrude into the family role; for men, the opposite was true. Gutek et al. (1991) also indicated that women reported more employment influence in family life than men, despite spending the same number of hours in paid work as men.

In a cross-sectional study to determine whether employment and family domains were asymmetrically permeable, Eagle, Miles, and Icenogle (1997) found that family boundaries were more permeable than employment boundaries; i.e., that demands of the

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employment role were more likely to occupy one's family role than vice versa. According to this study, no gender differences were found in the pattern of asymmetry.

According to the life-cycle stage, it was found that the simultaneous aging (development) of the employees and their family members also appeared to contribute to a stable trajectory of negative spillover between employment and family that did not decrease until after midlife, and was not limited to employees with young children (Grzywacz et al., 2002; Han & Moen, 1999). Many studies have shown that traditionally, women also are the main caregivers for parents in need of assistance (Brody, 1990; Quinn, 2001; Rix, 2001). Employed women caring for elderly parents generally have children at home, and the demands of their various roles compete for their time and energy (Singleton, 2000). Employed caregivers report more absenteeism, more distractions at work, more physical, mental or both health problems, and a greater loss of career advancement and opportunity (Scharlach & Boyd, 1989; Scharlach, Lowe, & Schneider, 1991).

Elovainio and Kivimäki (2001) found that role stressors were related to role ambiguity, which, in turn, was related to strain. Many researchers interested on the role strain studied female employees with children (1996; Stanfield, 1998; Tingey, Kiger, & Riley). These studies indicated that there were two types of role strains: strains caused by the expectations of the career, and strains caused by the expectations of being a wife/mother (Rain, 1996). These two sets of role expectations overlapped, and it was the overlap that caused the strain felt by the wife/mother. For example, in a study of 129 married, employed women with at least one preschool-aged child, Erdwins, Buffardi, Casper, and O'Brien (2001) found that employment and family support were particularly

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influential in reducing strain. In addition, satisfaction with childcare was related to significantly less anxiety about being separated from young children. Tingey et al. (1996) also found that a partner's employment-family spillover and dissatisfaction with childcare arrangements were related to an employed mother's perception of stress when performing multiple roles.

Supporting this idea, Fredriksen-Golsen and Scharlach (2001) studied a national sample of employed parents to examine employment-family conflict. Using a multi-dimensional model that included family-related and employment-related demands, and family, occupational, and social support resources, it was found that having children under the age of 6 years, more demanding employment, less acceptable childcare arrangements, and less employment support were directly related to higher levels of role strain. Moreover, employment and family resources were not found to have greater benefit for employees with more demanding employment and family lives than for those with less demanding situations. Westman (2001) also found that stress caused by employment demands was transmitted to an employee's partner, affecting the partner's psychological and physical health.

According to the results of a study about the role processes of a voluntary organization, Valcour (2001) found that role ambiguity and role conflict resulted from the fact that individuals were engaged in multiple roles with conflicting role expectations. Therefore, they experienced difficulty in integrating these expectations and in switching between roles.

Scholars of the life course, including those who focus on employment careers or family processes, have been interested in how individuals assess multiple role trajectories

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over time. Merola and Moen (2000) found that life-cycle stage is the most important predictor of leisure time, but in ways that are conditioned by gender as well as presence and age of children. Married women with children have less leisure time, even though they tend to work fewer hours than married men with children in the home. Moreover, married men and women in their 20s and 30s without children tend to have more leisure time than older workers without children.

Recent research on the employment-family interface identified the role of self-employment and flexibility on paid work attitudes and domestic division of labor (Hundley, 2001). Other studies were concerned with how employment-life policies and practices were associated with an employee's attitudes and behavior (Orthner & Pittman, 1986; Roehling, Roehling, & Moen, 2001; Tausig & Fenwick, 2001). Results from a recent study (Townsend, 2002) found that commitment to career was predicted by the employees' life stage. For instance, highly committed couples were much more likely than others to be in the "young childless life" stage or the "empty nest" stage. Women in these stages rated their career success significantly higher than other groups, but also revealed the widest gap between actual- and preferred-paid work hours, and the lowest self-rated success in balancing employment and family demands.

In a study about the determinants of men's gender-role orientation, Smith and Beaujot (1999) found that for most men, in spite of changes in gender roles, gender remained a very salient organizing construct in the definition of roles both within and outside of families. The "traditionalism of attitudes and beliefs about appropriate gender roles, family forms, and religious participation is strongly associated with having a traditional employment-family strategy for both sexes" (Becker & Williams, 1999, p. 4).

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Results of another study developed by Sanchez and Kane (1999) also found that assumptions about roles within marriage and issues of equity or equality were crucial factors in determining how individuals defined and strove to manage multiple roles. Moreover, the fact that dual earners and dual-career women still carried primary responsibility for family duties was found to be an important factor in the negative relationship between employment and family (Burley, 1995). Many employment or family situations that would be perceived as stressful by an individual without social support are not when that assistance is in place (Carlson & Perrewe, 1999).

According to Tolbert et al. (2002), the impact of employment schedules on perceived success in paid work and in family life was mediated by the impact of those schedules on perceived success in balancing employment and family. Therefore, working a reduced-hours schedule enhanced women's perceptions of success in balancing employment-family life, while success in balancing work-family demands had a positive influence on both perceived success at work and perceived success in family life. On the other hand, women who worked longer hours were more likely to feel successful at work than women who worked reduced hours.

Only a few studies have focused specifically on time-based conflict. On balance, such studies have tended to rely upon quantitative measures of time, such as hours worked per week, as the primary independent variable predicting employment-family conflict (Daly, 2001; Marks, Huston, Johnson, & MacDermid, 2001). Based on the 1970 and 1997 Current Population Surveys, Jacobs and Gerson (2001) investigated the distribution of working and leisure hours across dual-earner couples and single parents. It was found that changes in the employment time of individual workers could not explain

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the increase in family time deficits. Rather, these changes were explained by a transformation in family composition and gender relations. Likewise, according to a study developed by Kalleberg and Rosenfeld (1990), there was a negative effect on the amount of time worked in the labor market to the proportion of household activities accomplished for women, although there was no evidence of this for men. In addition to the negative effect on the individual and family members, failure to achieve a balance between employment and family lives was directly related to a number of negative outcomes for both employees and employers, including higher stress levels, increased absenteeism, and lower productivity (Hobson, Delunas, & Kesic, 2001). Recently, Thompson and Bunderson (2001) proposed that the relationship between paid work and nonwork needs to incorporate the quality of time dedicated to each domain.

Human and Family Development

Recent research in family development has focused on the dual-earner family (compared with the traditional one-earner family with a male breadwinner), evaluating how the employment-family demands are affected by the timing and sequence of stages in the family career (White, 1999). According to a study developed by Still (1999), which aimed to understand the influence of gender and life course on family social capital, key life events, such as parenting and retirement, were found to be predictors of social involvement. Results from the same study also indicated that women who worked full-time were more likely to be involved in social groups than those who worked part-time, and men whose wives worked full-time were less likely to be involved in those groups. Findings from another study (Townsend, 2002) also indicated that employed wives

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whose husbands worked long hours were more likely to be involved in family, neighborhood, and employment-based networks. Congruent with this idea, couples in which the husband worked full-time, and the wife part-time were more likely to be involved in social activities.

Findings from a recent study (Becker & Hofmeister, 2000) showed that the number of hours a woman worked had an effect on the form of social capital in which individuals invested. According to the same study, the level of education and the age were strong predictors of investments in social capital. For instance, women with increased age and level of education (college degree or more) were more likely to establish social networks than younger and less educated women.

According to a study developed by Crouter and Helms-Erikson (2000), social activities and employment-related problems had a great impact on an individual's human development and career progress, as well as on family roles and interactions. Moreover, findings from a study with 399 dual-earner, married couples with children under the age of 12 indicated that employment hours and pressure also were associated with family stress (Rwampororo, Mock, & Schafft, 2002). However, women also listed conflicting employment-family demands as sources of stress while men did not. For both men and women, childcare mitigates the association between children in the home and family stress.

Other researchers were interested in how the parents' employment may have influenced children's achievement. According to Teachman, Paasch, and Carver (1997), parents' financial and human capital were necessary to the development of human capital in their children, but by themselves were not sufficient. Social relationships were

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important resources for building human capital in children. In a study of children's accomplishments, it was found that children of employed mothers have higher educational achievements than other children (Haveman & Wolfe, 1994). Hofferth (1999) indicated two possible explanations for this fact. One is that there is little difference in the amount of time spent with children for employed and nonemployed mothers. Another explanation is that employed mothers put an increased emphasis on "quality time"; i.e., time in which the parent and child actively engage in an activity together.

In a recent study about the effects of parents' employment on children's behavior, researchers found that maternal and family resources, rather than maternal employment, have a greater influence on pathways to children's delinquency (Ven, Cullen, Carrozza, & Wright, 2001). Results from another study found that employment demands, community support, and family social organization are more important than time, per se, in relation to adolescent problems and grades (Voydanoff, 2002).

Academic Life

The United States has over 4,700 higher education institutions, with a large variety of missions, structure, and characteristics (AAUP, 2002). Some examples of these institutions are community colleges, trade schools, denominational colleges, small and large colleges and universities, liberal arts institutions, elite private colleges and universities, and medical schools.

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Faculty Appointments

A faculty appointment may be for tenure or nontenure track positions. All tenure-track appointments entail full responsibility for teaching, performing research, advising students, and performing professional service. Within this appointment, the occupational hierarchy is assistant professor, associate professor and professor or full-professor, in which assistant professor is the lowest rank, and associate and full-professors are the higher ranks. For all the three, the faculty member must have an earned doctoral or terminal degree, or equivalent. An *assistant professor's appointment* requires the potential for excellence in teaching and research, while for an *associate professor*, quality teaching, recognition for scholarly activities, and substantial service to the university and appropriate outside communities are necessary. An appointment for a *professor* involves sustained quality teaching, wide recognition for scholarly activities, and substantial service to the university and outside communities (AAUP, 2002).

Nontenure-track appointments may be for lecturer, instructor, adjunct, or visiting professor. The *lecturer* appointment requires at least a master's degree or equivalent professional qualifications. It entails full responsibility for teaching courses, advising students, serving on committees, and being active in professional societies. Usually, these appointments are for up to three years at a time. An *instructor* appointment requires a master's or a bachelor's degree. It entails full responsibility for teaching undergraduate courses, with limited or no responsibility for advising, research, and service. The duration of these appointments depends on the institution's instructional need. *Adjunct* appointment is offered to persons not regularly or primarily employed within the academic unit to which the appointment is made. Such individuals are invited to

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participate in the teaching, research, and/or instructional programs of academic departments because of their training, experience, credentials, and interest. Usually, no remuneration is provided. The *visiting* appointment is considered a guest appointment offered to a faculty member from another institution and is appointed at the rank of that institution (AAUP, 2002).

The wage disparities between male and female professors range from 6.2 to 8% (Nettles, Perna, Bradburn, & Zimbler, 2000). The wage gap is smaller for younger women (40 years and younger) than for older women (Toutkoushian, 1998). Full-time female faculty salaries are highest at doctoral level institutions, where the majority of female faculty is employed. At this level, females are paid the most at private institutions, where the average salary for female faculty members is 20% higher than for female faculty members at public institutions. Female faculty members at church-related institutions earn about 8% higher salaries than their public institution counterparts. Doctoral level public institutions employ about 5 times the number of female faculty found at private institutions, and almost 13 times the number of female faculty at church-related institutions. Across all three types of institutions, female faculty salaries compare most favorably with male salaries at the rank of instructor, where female faculty earn 94.6% at public, 100.3% at private, and 96.4% at church-related institutions (Evans, 2000). Faculty, either men or women, are also less well rewarded than many other comparably educated professionals (AAUP, 2002).

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Academic Life and the Employment-Household Management

Most of the studies related to academic life are related to issues faced by minorities (Allen, 1998; Perna, 2001a; Carter & O'Brien, 1993; Turner, 2002). In their analysis of data from different sources, Harper, Baldwin, Gansneder, and Chronister (2001) found that gender is related to working field; i.e., more than half of all women faculty are working in health sciences, education, and humanities. The proportion of women in a given department is related to the women's perceptions of the environment (Riger, Stokes, Raja, & Sullivan, 1997). Additionally, within every racial or ethnic group, men are more likely than women to be tenured or tenure-eligible. Perna (2001b) also found that the employment of women in nontenure-track positions is related to their marital and parental status. Being married and having at least one child or both increases the probability of holding a part-time, nontenure-track position for women but not for men. In a cross-sectional study related to sex differences in faculty salaries, Perna (2001a) found a smaller male-female salary gap among "younger" than "older" faculty, after controlling for education, experience, institutional characteristics, publications, and academic field. Gender-based wage differentials are negatively related to females' overall employment satisfaction, having the largest influence on faculty members' perceptions of the institution (Hagedorn, 1996).

Contrary to these findings, Hargens and Long (2002) found that data on women's representation in a field, changes in women's representation, women's representation compared to men's, or changes in women's representation compared to changes in men's, were inadequate for drawing inferences about disparities in the sexes' treatment in hiring and promotion processes when demographic statistics were not considered in the study.

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In a study related to stress faced by faculty members, females in academia suffered more negative stress than their male colleagues (44% of female faculty compared with 28% of men) (Miller, 2001). The causes of female distress were the same as the male, although women also complained about subtle discrimination and a lack of personal time. In studying employment-related stress and personal strain levels among new and experienced male and female college faculty members, Lease (1999) found that stress or strain were not related to sex or length of time employed.

When talking about studies related to higher education, faculty members, and the management of multiple roles, only recently have attempts been made to understand how faculty members balance employment and nonemployment commitments. Based on a national sample, Drago and Colbeck (2002) tried to identify the barriers to family commitment. They found that bias avoidance behaviors were more common among female than male faculty. The study also indicated that couples were having fewer children and had lower levels of organizational and supervisor support for double commitments to employment and family. Another study developed by Varner (2000) showed that couples in which women had not reached tenured positions often delayed childbearing and childrearing until this goal was attained.

According to a study developed by Young and Wright (2001) about how women in social work academia balance their multiple roles, researchers found that the struggle to maintain balance was related to the individual's experience with her environment. In other words, employment-family balance was directly related to the amount of support both within and outside of the academy. When coping with stress related to employment-family interface, individuals in the early stages of their careers tended to adopt

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significantly more emotion-focused, intrapersonal coping strategies than those in the late stages of their career (Alcorn, 2001).

Interested in the productivity of part-time and full-time faculty members, Fairweather (2002) used a decision model to analyze a large nationally representative sample, working in two- and four-year colleges and universities. The decision model was intended to understand how a hypothetical promotion and tenure or annual review committee might combine productivity measures to identify “highly productive researchers” and “highly productive teachers.” The results of the study indicated that few faculty members were able to publish while carrying above average teaching loads. For most faculty members, high numbers of student contact hours decreased publication rates, and vice versa. Untenured faculty members were the least likely to attain high levels of both research and teaching productivity during a given 2-year period.

Summary

Studies related to employment and family issues were reviewed in this chapter, and two important points need to be highlighted. The first point is related to the studies developed by researchers in the field. Issues regarding the management of employment-to-family conflict, or family-to-employment conflict have been widely studied. However, few studies have investigated both the positive and negative aspects of this interface. In addition, although there are many studies about individuals working in the academy, few researchers have tried to understand the employment-family interface.

The second point refers to the measures used to study the employment-family interface. The review of literature shows that the development of established measures

for the study of the employment-family interface is a matter of concern for scholars and researchers in this area. It is hoped that this study will contribute to a deeper and ecological understanding of the employment-family balance. This would help in the development of a survey methodology and quantitative analysis for use with a larger population of employees to better understand the employment-family interface.

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Chapter III

Theoretical Framework

This section includes a discussion of some of the theories used in other studies related to the employment-family interface, and the theoretical contribution that this study intends to develop. It also describes relevant characteristics of the models developed by Bubolz and Sontag (1993), Deacon and Firebaugh (1988), and the social exchange theory, which constitute the theoretical foundation for the development of the Family and Job Environments Transactions Approach (FJET), as well as the Bates and Harvey model (1975), which was used to integrate these three approaches. Its major contribution was to demonstrate an individual's role relationships. The Bubolz and Sontag Family Ecosystem Model analyzes the system as embedded in its environments, which are considered sources of inputs for the system. The Deacon and Firebaugh Ecological Framework for Family Resource Management and Decision Making gives insights to understanding the management processes of the organisms and their effects on the system. The social exchange theory offers an avenue for exploring and developing the notion of exchange, internally as well as between and among the systems and their near and far environments.

Theories Used In Studies of the Employment-Family Interface

A variety of theories have been used in studies related to the management of the employment-family interface, such as feminist theory, motivation theory, and stress theory, among others. Three theories have been widely used: multiple role theory,

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spillover theory, and social exchange theory. A large number of studies use the multiple role theory to examine employment and family issues (Marks & MacDermid, 1996; Marshall & Barnett, 1991; Thoits, 1992). A major assumption of multiple role theorists is that role systems are hierarchical. Therefore, the problem of managing different and conflicting roles requires favoring one role over another (Perry-Jenkins et al., 2000). Following this idea, an extensive body of research has focused on theories of role strain (Burke, 1991; Doumas, Margolin, & John, 2003; Frone, 2000; Frone et al., 1997; Schlenker, 1987) and role enhancement to address the effects of performing multiple roles on psychological well-being (Aryee, Luk, Leung, & Lo, 1999; Baruch & Barnett, 1986; Carlson, 1999).

Spillover theory assumes that similar experiences exist and are shared between the employment and household environments. Grzywacz et al. (2002) found that spillover from employment to family life and from family to employment life may affect an individual's physical and mental health. Interested in the potential benefits of the employment-family spillover, Brockwood (2002) found that for both wives and husbands work role quality was related to positive employment-to-family spillover, while child care role quality was related to positive family-to-employment spillover. In addition, positive employment-to-family spillover predicted family satisfaction over time, while positive family-to-employment spillover predicted employment satisfaction over time.

Social exchange theory emphasizes that social interactions depend on the rewards and costs involved in the exchange. An individual will choose the course of action that will maximize profits (Klein, & White, 1996). Rank (1982) used the social exchange theory to study married couples and determinants of influence on wives' employment and

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career development. Results indicated that increments in wives' resources (e.g., level of education, career training, and money) correlate positively with wives' influence in decision-making regarding their employment, while increments in husbands' resources correlate negatively with husbands' influence on wives' work. Lambert (2000) also used the social exchange theory to study employment-family interface. Results of her study indicated that with employment and family benefits, employees may feel obligated to exert "extra" effort in return for "extra" benefits.

Although the employment-family interface has been the focus of many different studies, only a few studies make use of theories that specifically address this issue. Furthermore, these are examples of isolated studies, showing that there is no widely accepted theoretical approach to analyze the employment-family interface. These theoretical approaches are grounded in multiple role and enhancement theories. For example, Frone et al. (1992, 1997) developed and tested an integrative model of the employment-family interface. Their model is based on mediating pathways linking predictors to employment-family conflict. Although these authors have introduced the use of a bidirectional conceptualization of the employment-family conflict, and have presented a series of hypothesized relationships to explain this conflict, their theoretical approach emphasizes the negative aspects of the employment-family interface. In doing so, it does not help in the analysis of the employment-family interface within a given context.

Related to this idea of predictors of the employment-family conflict, Voydanoff (2002) proposed that a combination of employment and family characteristics (intervening mechanisms) are tied to employment, family, and individual outcomes. She

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analyzes employment and the family as microsystems consisting of networks of relationships. Although Voydanoff uses the ecological systems theory to conceptualize the employment-family interface, the effects of the employment-family interface on employment, family, and individual outcomes are explained by role strain and enhancement theories, exchange theory, and stress theory. Voydanoff's model extends previous research by focusing on a sequence of mediators rather than on one mediator.

Interested in the idea of work-family balance, Crooker, Smith and Tabak (2002) developed a theoretical framework that enlightens how life complexity and enthusiasm may influence work-life balance. The authors analyze how the accessibility of resources in a person's life as well as the individual differences and value systems have an effect on the relationship between life complexity/dynamism and work-life balance. They argue that an individual's higher levels of life complexity and dynamism will result in lower levels of perceived work-life balance. This model extends previous research by integrating both micro- and macro-level theoretical insights to the study of work-family balance.

Thus, researchers have made many scholarly contributions regarding employment and family issues. However, as family/household and employment structures change, it is increasingly important to help in this theoretical development. This study intends to further contribute to this theoretical development by addressing three gaps in the theoretical approaches discussed. The first one is related to the time dimension. None of these theories on the employment-family interface address the issue of time. It is known that the time dimension has a powerful influence on a system's outcomes (Daly, 2001).

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For example, the learning process is a chain that will always influence employment-household management.

The second gap that this study intends to address is the fact that these theoretical frameworks do not focus on the individual/organism, but on the influence the environments have on him/her. Although environment does have a major influence on the individual, this influence is reciprocal. Individuals also have some control over their lives, and on the way they manage the employment-family interface.

The third gap is the use of the ecological theory for understanding employment-household management. Although Voydanoff (2002) introduced the ecological systems theory to explain the employment-family interface, she did not use it to understand and explain the effects of this interface on the outcomes of the system.

The Bubolz and Sontag Family Ecosystem Model

Bubolz and Sontag (1993) propose three embedded and interrelated environments: the natural physical-biological, the socio-cultural, and the human built. These environments, which can act as stressors or ameliorators and elicit some response from the family system, constitute the main sources of input of matter-energy and information for the family system, and are the context for the behavior, growth and development of human beings. The source, nature and quantity of the inputs affect the family's skill in accomplishing its purposes.

Families of diverse characteristics and with both individual and family attributes interact with their environments. They transform inputs of matter-energy and information, and adapt to their environments through different activities/processes such

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as perception, communication, and management. The family system experiences outcomes that are conceptualized as assessments of quality of life, quality of the environment, income adequacy and material well-being, and human resource development. The outcomes will be reflected in evaluations of the self and of various domains of life. Such evaluations also will affect a person's perceived quality of life or sense of well-being, and will affect behavioral responses or outputs to the environment.

In summary, Sontag and Bubolz (1993) consider the family as an energy transformation system that is interdependent with its environments, giving emphasis to the creation, use and management of resources for adaptation, human development and sustainability of its environments.

The Deacon and Firebaugh Ecological Framework for Family Resource Management and Decision-Making

The model developed by Deacon and Firebaugh (1988) views the family as a system with two major subsystems: personal and managerial. The personal subsystem receives inputs from the external environment (external inputs), and is responsible for nurturing the individual capacities of family members. Through the managerial subsystem, individuals and families attempt to achieve their goals by the acquisition and use of resources. The personal and managerial subsystems interact through communication processes to develop intrasystem dynamics of cohesion, adaptability, and functionality via throughput processes. The feedback from the communication process to individuals is important for showing the system how it will continue to function.

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The family system has demands and resources, which may be external or internal inputs. The intrasystem demands are based on family values, goals, claims, personal goal orientations, and events. The intrasystem resources are family supports, income and net worth, personal capabilities/qualities, and life experiences/relationships.

The internal and external outputs of the family system are demand responses (goal orientations, achievements, and personality development), and resource changes (personal capacities and qualities, and income and net worth). According to this approach, it is important that the family system be familiar with the situation, appraises it, and, based on the most recent events, makes a decision and acts rationally (Deacon & Firebaugh, 1988).

The Social Exchange Theory

The focus of social exchange theories is on interpersonal transactions (Huston & Burgess, 1979). In a broader sense, a social exchange framework refers to any conceptual model or theoretical approach which focuses on the exchange of material or symbolic resources between or among people during interactions. Some exchange theorists also consider the fairness or equity of the exchange, which refers to the relative rewards and costs for both partners. In other words, social exchange theory assumes that self-interested actors transact with each other to accomplish individual goals they cannot achieve alone. Self-interest and interdependence are central properties of social exchange. Two or more actors, each of whom has something of value to offer the other, decide whether to exchange and in what amounts. Such actors are normally viewed as

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unemotional beings who have information, cognitively process it, and make decisions concerning the pattern and nature of exchange with others (Lawler & Thye, 1999).

There are two distinct orientations of social exchange theory: the French collectivistic and the British individualistic. The French collectivistic tradition is based on the work of Levi-Strauss, focusing on the autonomy of society, with less emphasis on the individual as having complete control of the environment. Exchange items have symbolic rather than economic value, and the benefits of social interaction are based on a network of social relationships. In contrast, the British individualistic orientation places individual desires and wants at the center of analysis. According to this tradition, man is rational, considering all alternatives by calculating costs and benefits of different options to make a decision which would yield maximum revenue for the smallest amount of investment” (Rettig, 1980). This tradition had a great influence on the work of Homans (Nye, 1979).

Dissatisfied with existing approaches to sociological theory and research, Homans (1974) examined possible applications of Skinner’s behaviorism approach and concluded that the heart of sociology is based on the understanding of behaviors and interactions, rather than in structural functionalism (Ritzer, 1988). He argued that a person's behavior was the result of reinforcement and that people would continue to do what was previously rewarding while discontinuing costly behavior. Homan's version of social exchange theory suggested that people would continue to interact when there was an exchange of rewards, but if the exchange was costly to one or more of the exchanging parties, it was less likely to continue.

According to LaGaipa (1977) and Nye (1979), most social exchange models share the following basic assumptions: (a) social behavior is a series of exchanges in which

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individuals attempt to maximize their rewards and minimize their costs; and (b) when individuals receive rewards from others, they feel obligated to reciprocate. A few concepts are common to most social exchange theories. According to these assumptions, rewards, costs, and reciprocity are key concepts to the social exchange theory. *Rewards* are defined as exchanged resources that are pleasurable and gratifying. Resources are sometimes used synonymously with rewards, and the value of a resource is assumed not to vary over time and to be reciprocal, but not necessarily equal. *Costs* are defined as exchanged resources that result in a loss or punishment (Thibaut & Kelley, 1959). Costs also include foregone opportunities because of being in the particular relationship or interpersonal transaction. Rewards minus costs equal the outcome, although the difference, when it is positive, also has been referred to as benefits and profits. *Reciprocity* refers to the notion that we give something back to those who have given to us (Sprecher, 1992).

The Bates and Harvey Model for the Structure of Social Systems

The model developed by Bates and Harvey (1975) is concerned with relationships between human systems and their environments, as well as with relationships among the human systems as they interact in an environment. Each individual is considered an actor, carrying out behavior in a number of social systems. The behavior is structured by norms, which define the actor's positions. An individual occupying the mother-wife position in a family may have two sets of norms with respect to family behavior: those which this individual sees as relevant to her as the actor (her duties), and those she sees as determining her rights. A group structure is formed based upon a set of relationships

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among norms and the functions actors carry out toward each other. A group consists of “the behavior of at least two individuals who interact with each other as occupants of two positions, each of which contains at least one role complementary to a role in every other position” (Bates & Harvey, 1975, p. 118). The roles an individual performs are based on the sets of norms he/she is expected to perform. A role consists of acts structured by norms performed by an actor with a personality in interaction with other actors in a physical situation through time.

This model assumes that society is a system of changing behavior patterns through time. This model may be applied to the study of small, less complex systems, such as families or to larger complex organizations, communities, and societies. As such, this model makes it feasible to think systematically about the organization of society and about the individual’s involvement in it. In response to the critics of his first book who argued that his ideas were static and did not provide a satisfactory understanding of the macrostructure, Bates (1997) reformulated some of his previous ideas. One of his central propositions in his new book is that societies are not necessarily systems. A society will only be regarded as a system depending on the structural characteristics attributed to it. For the purposes of this study and based on the researcher’s beliefs, the ideas contained in Bates and Harvey (1975) will be used.

The Family and Job Environments Transactions Model (FJET Model)

Introduction

This section moves beyond the theoretical background to the development of the Family and Job Environments Transactions Model. Specifically, it is intended to

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develop an approach for understanding how the transactions between family/household and employment environments affect the organism (woman) under study. The idea for developing a new model lies in an attempt to consider that both the roles played outside the family/household system and the transactions between the organism's near and far environments will affect the management processes of the organism. In using the Deacon and Firebaugh Model (1988), an attempt is made to understand how a woman manages the family/household and employment interface. The Sontag and Bubolz approach (1996) provides the opportunity to know what the consequences or outcomes of the management processes are for the individual, for the family/household, for the workplace, and for society. The theory of social exchange will provide information about how a woman is involved in the transactions between her employment and family/household environments, how these transactions occur, and how she mediates and manages rewards and costs. To integrate these different approaches in the FJET Model, the Bates and Harvey (1975) model of the structure of social systems was used to show all relational roles performed by an individual.

The uniqueness of the FJET Model is derived from an effort to develop a deeper understanding of the complexity of interacting variables in the family/household and employment environments by looking at them both broadly and narrowly (identifying their peculiarities and characteristics). The consideration of two kinds of outcomes—in the near and far environments—also differentiates the FJET Model from the approaches developed by Sontag and Bubolz (1996) and Deacon and Firebaugh (1988), which consider the family system to have an outcome only at the far environment level. The throughput process is another point of distinction. The FJET approach presents

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the idea that this process is not restricted to one point in time. On the contrary, it is a process that will happen each time an adjustment/change occurs in the organism or systems.

Furthermore, the consideration of roles performed outside the family/household environment as affecting the process of throughput distinguishes the FJET Model from the other models used as the basis for this study. This analysis is important because multiple roles performed by employed women and their family/household members may bring positive, negative, or both outcomes to the individual and to the family members' lives. The problem of balancing employment and family/household arises from employment-family/household conflict, which reflects a mutual incompatibility of the time, roles, and energy required for both. Consequently, the time demands of one role make it difficult to participate fully in the other one. Additionally, one role may interface with the other, so symptoms of psychological stress generated by family or employment may interfere with the other (Parasuraman & Grennhaus, 1997). On the other hand, when managing multiple roles, the individual has the opportunity to enhance social integration and concomitant resources. The possession of multiple roles also is associated with higher levels of emotional health (Wethington, Moen, Glasgow, & Pillimer, 1999). The detection of changes and the analysis of the transactions between the organism, its systems and its environments become possible only if an approach that addresses these issues is used. In addition, the recognition that time evolves provides a key to understanding changes in the organism's roles associated with positions in the systems.

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Therefore, as employment-family/household interface is a source of both difficulty and betterment for workers and family/household members, it is the role of human ecologists to promote the understanding of, and the social well being of, the family, its members and the workplace. For that reason, the study of the social needs of families, played out in daily transactions of interpersonal relationships with family groups and the larger community, including the workplace, is very important for promoting a better quality of life for families, workplaces, and individuals.

In beginning the discussion, the theoretical assumptions that underlie the development of the FJET Model will be presented. Following this discussion, women will be presented as the organisms/enviored units, and the family and the workplace as the organisms' near environments. The analysis proceeds to show how the complexity of these environments changes through time and thus affects the complexity of their structures. Then, the influence of the far environment on the organisms is discussed, followed by the transactions, changes and adaptations of the systems through time.

Theoretical Assumptions

Several assumptions underlie the formulation of the proposed theoretical model. First, as the enviored unit chosen for this study, a woman is responsible for linking her employment and family/household systems, for the selection of inputs, and for the management processes. The model would work equally well with a man or a child as the enviored unit. In this case, the woman is the source of inputs for the family/household and employment systems. Implied in this assumption is the fact that the family/household and employment characteristics will influence how a woman manages her life.

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Following the first assumption is the idea that the family/household system changes and adapts through time, and the family/household system is less complex in earlier stages of life (Han & Moen, 1999). Family/household complexity may be conceptualized in terms of (a) time devoted to develop tasks and to reach an outcome; (b) psychological concerns; and/or (c) employment stress. In other words, the family/household system will become more complex as a result of (a) an increase in family/household size and, consequently, all of the changes and adaptations that may happen in the family/household; (b) the emotional concerns developed with an increase in family/household size and/or when the individual has more roles to perform; and/or (c) the transmission of stress from employment to family/household. The time complexity will decrease as children grow up and/or leave home, although the psychological concerns may increase for some families when children grow up (e.g., families may be concerned about children's drug abuse, involvement in sexual activities, or about how to raise money to pay for their education), and decrease only when children are financially independent or have a socially acceptable lifestyle (Haveman & Wolfe, 1994). At the same time, other families/households will have other types of psychological stress related to aging (Connidis, 2001; Dentinger, 2002). However, even if families/households have reached a stage in which time and psychological concerns are not interfering with family complexity, family members may be at a stage in which employment is a major source of increased family complexity.

The third assumption is that the workplace system also changes through time. It is assumed that the complexity of one's employment career tends to vary over time, making it more or less difficult to meet demands. Complexity may increase (a) as one's

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responsibility increases; (b) when the worker has to manage multiple roles; and/or (c) when there is a negative spillover from family/household to work (family stress). On the other hand, employment complexity may decrease as one prepares for retirement. The work structure, its demands, and dynamics affect the way work is done, and have an influence on the employees' personal lives.

The fourth assumption is that the transactions between family/household members or employees can affect third parties not originally involved. This means that the employment-family/household interface can positively or negatively affect quality of employment life, family satisfaction, employers, and the community. This assumption is also related to the fact that although the focus is on the organism (woman) who is responsible for linking the employment and family/household systems, there are other persons involved in this process. Following this rationale, it is also hypothesized that the interaction between paid work and family/household lives includes circumstances that may enhance individual/family development.

It is important to know that the FJET Model is being presented as a general model. The employment and family/household experiences of women are diverse. For example, some couples at midcareers may be preparing to launch their children into the adult world, some may have children in college, and some already have empty nests (Bures, 1999). Therefore, the complexity of job and family/household environments will vary according to the family/household and employment responsibilities that are typical of each family/household member/worker.

Women as Organisms/Environed Units

The word “ecosystem” comes from ecology, which has its roots in biology, and is now used in other areas (Brother, Mann, & Gupta, 1981). It has often implied a holistic approach with a focus on interrelationships (Firebaugh, 1989). Ecology is the science that deals with the reactions and transactions of plants and animals with their immediate environment. In ecology, the unit of study is the ecosystem, or a community of organisms considered in reciprocal relationship with other organisms and the environment (Bristor, 1995).

The use of the term “human ecology” means an integrated, holistic approach encompassing all physical and biological, as well as political and ethical, elements (Campbell, 1983; Lawton, Morgan, & Chinnery, 1981). In a general human ecological model, the humans under consideration could be any individual or group of individuals who interact and share common interests as time evolves, and who are dependent upon their environment for their subsistence requirements. The size and organizational complexity of the groups’ studied may vary from individuals to small friendship or family groups with informal or semiformal organization, to communities and populations that are formally organized (Sontag & Bubolz, 1996).

Human ecology and functioning human ecosystems are more complicated than natural ecosystems because of the high degree of institutionalization of human actions. No other species comes close to the human social structure (Bowles, 1999). That is because the spatial and sustenance relations in which human beings are organized are constantly changing in response to the operation of a complex of environmental and cultural forces (Stevenson & Haberman, 1998). Social action, institutionalized, is the core

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of human ecological functioning. Individual drives remain, but they are generally directed toward the population as a whole (Bowles).

The human ecosystem is considered to be one type of system. Such concepts from general systems theory that are appropriate for the study of living systems can be used to describe and understand a human ecosystem, such as a family (Sontag & Bubolz, 1996). A system is a functioning unit, and it is generally defined as a “complex of elements or components directly or indirectly related in a causal network, such that each component is related to at least some others in a more or less stable way within any particular period of time” (Buckley, 1967, p. 41). In organizations, communities, and societies, individuals occupy many different positions, as seen in Figure 3.1. Based on the work of Bates (1997), this figure gives an example of some of the many roles individuals may perform at the family/household and employment sites, and the resulting relationships with others. Women in a family perform the roles of spouse and parent, as well as the many roles associated with being an income earner. As an employee, a woman performs other roles that are different from those played in the family environment. These roles are performed in sequence by the person playing them, and involve activities, identities, obligations, and relationships with others. The roles are interdependent in terms of the time, energy, and commitment required for adequate performance. This interdependence can result in role conflict, which can be of two types: overload (demands on time and energy are too great to be met adequately or comfortably) and interference (incompatible demands make it difficult to fulfill the requirements associated with work and family roles) (Voydanoff & Donnelly, 1999).

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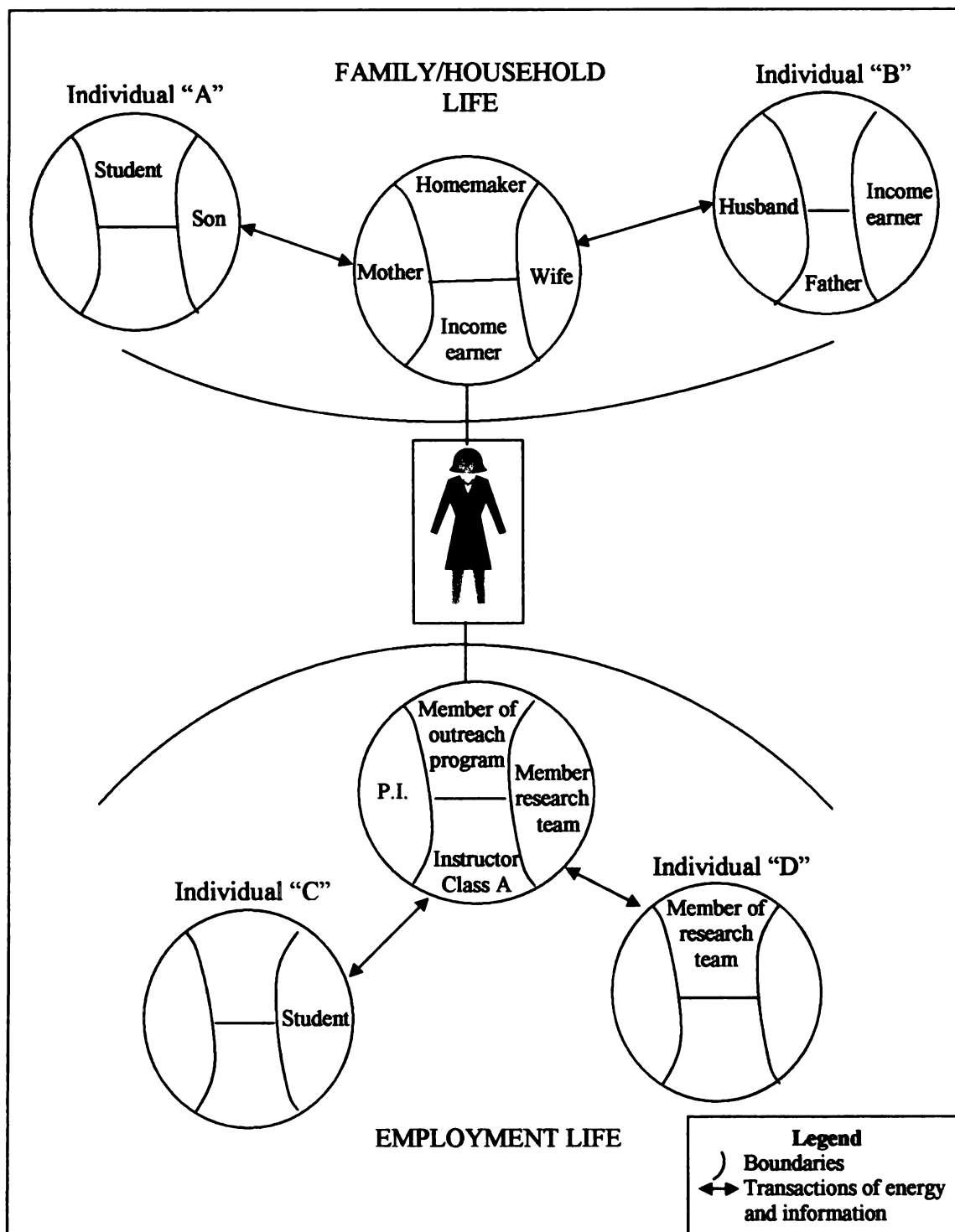


Figure 3.1. The Family and Job Environments Transactions Model (FJET Model): The relationships between the different roles performed by individuals.

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While performing her roles, a woman interacts with other persons, and this interaction provides well-being, personal growth, and quality of life for the individual and the persons who are related to her in the internal and external environments, e.g., friends, extended family, employers, coworkers, and peers (Bates, 1997). During this interaction, the woman is managing costs and rewards that positively or negatively reinforce her behavior.

The management of multiple roles has a powerful influence on an individual's mental health and on the quality of her relationships. The demands of numerous roles increase stress levels and undermine well-being, but at the same time bring rewards, such as self-esteem, monetary income, opportunities for social relationships, and power (Perry-Jenkins et al., 2000).

The family roles of most women and men have changed. Men are typically not expected to be the only economic providers, and most women are no longer full-time homemakers. However, women today usually are expected to be responsible for maintaining ties with extended family, to be the main caretakers of young children and other family members needing care, and to do the larger share of the housekeeping. This means that women generally are expected to continue being the “emotional glue of the family” (Voydanoff & Donnelly, 1999).

The Family/Household: One Near Environment for a Woman

Environments are anything that surround the organism, and include natural and physical structures, culture, values, and social institutions. The environments can be near or distant. The near environment is psychologically and socially closer to the system

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(Sontag & Bubolz, 1996), while the far environment is bigger. As one moves through an ecosystem over time, one's near environment changes. Both the near and far environments influence and are influenced by the organism. In this study, the family and the workplace constitute two of the near environments of the organism, providing inputs and acting as a source of positive and negative stressors.

There are many definitions of "family". The definition chosen for this study was developed by Nass and McDonald (1982, p. 7). According to these authors, "family" generally refers to "a social group having specified roles and statuses (e.g., husband, wife, father, mother, son, and daughter) with ties of blood, marriage or adoption who usually share a common residence and cooperate economically." According to this definition, single persons living alone are members of a family of orientation. Among others, this definition was chosen because it is broad enough to characterize the families of women involved in this study.

A family system would be a collection of roles and statuses interrelated in a particular way, and the relationships that exist among them (Montgomery & Fewer, 1988). Figure 3.2 shows how a family system changes and adapts through time. It is hypothesized that in the earlier stages of a family, the system is less complex. It will become more complex as a result of the family's increasing in size and, consequently, of all of the changes and adaptations that will be made. The complexity will decrease as children become more emotional and financially independent. This increasing and decreasing in complexity is represented by the different sized circles. Because a family is a system, family members are not only affected by their transactions with others in the family, but they are constantly playing the role of interested third party.

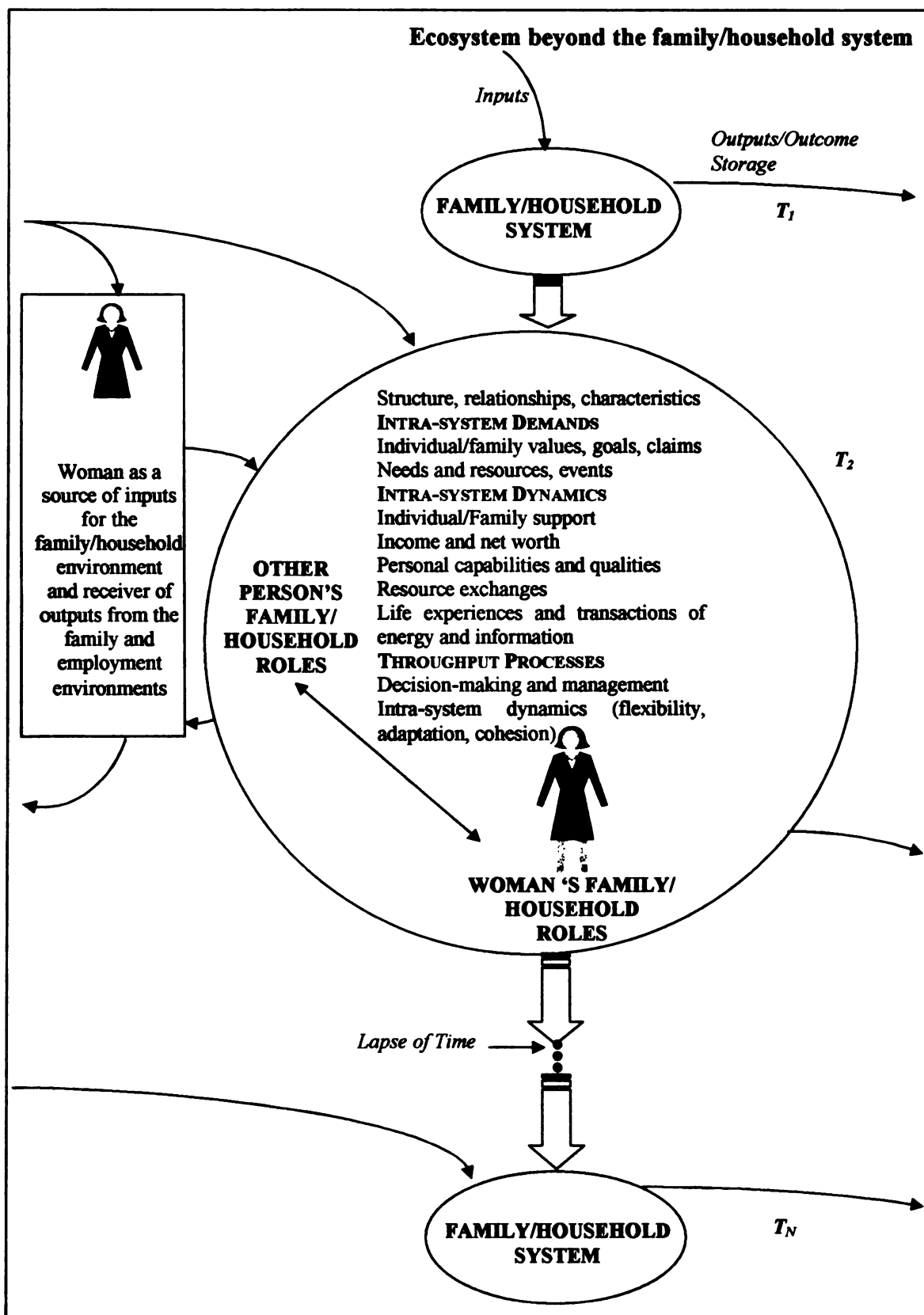


Figure 3.2. FJET Model: The family/household as one of a woman's near environments.

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The behavior of one member toward another can affect third parties not originally involved (Aldous, 1996). This means that the employment-family problems experienced by women can adversely affect their quality of employment life, family satisfaction, employers and the community (Parasuraman & Grennhaus, 1997). The family/household as a life support system is dependent upon the environment for physical sustenance, and upon social organizations, which are related to our humanness and give quality and meaning to life (Kilsdonk, 1983).

According to Melson (1980, p. 26), “quality of life consists of among other things, hope for the future, land, adequate food, clothing, shelter, income, employment opportunities, maternal and child health, and family and social welfare.” Cebotarev (1985) stated that quality of life, from a general point of view, refers to the necessary conditions (e.g., at family, community, and employment levels) for satisfying the basic and culturally defined necessities that are indispensable to the normal development of human potential, giving focus to the physical and natural environments. Quality of life is relative and differs among individuals, but it can be perceived as the level of satisfaction or confidence with one’s conditions, relationships, and surroundings compared with available alternatives (McGregor & Goldsmith, 1998).

From an ecological perspective, the fundamental challenge facing all human beings is to survive in their environments and to develop abilities to deposit things back into the environment in a manner that will not ruin it. To do this, they must obtain necessary inputs from the environment and transform them into useful goods and services (Olsen, 1993). When women are conceptualized as organisms acting interdependently with their environment, it becomes imperative that major consideration be given to the

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effects of women's demands on limited environmental inputs and, conversely, to the effects that changing the quantity and quality of inputs have on women's decision-making (Solheim & Hill, 1984). Also, according to Hawley (1998), adaptation to external conditions, which provide the materials for existence but also impede and limit expansion, is the central problem of life, and is necessarily an organizational process. It is the securing and conserving of control over the environment. A family and its members within a household form a microsystem that works for a common purpose: to maintain itself in the larger environment, or the macrosystem (Paolucci, Hall, & Axinn, 1977). Thus, changes in the environment or within the microsystem can upset an established equilibrium, produce changes in demands and inputs, and force adjustments within the household (Rowland, Nickols, & Dodder, 1986), leading to changes in outputs and outcomes.

The Workplace: A Second Near Environment for a Woman

The actual employment environment is a paradox. Technology allows workers to work in offices without walls, giving them more flexibility and autonomy. But, at the same time that technology frees employees to have greater flexibility and independence, when it comes to work/family balance it is still difficult for the employee to manage different roles.

It is difficult to achieve a balance between life in the family/household and in the workplace. The number of employed women is growing, and the percentage of men who have wives in the workplace has increased dramatically (Fredriksen-Golsen, & Scharlach, 2001). At the same time, the population is aging, and the workers have elder care

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responsibilities. Hence, in addition to working, childcare needs, and family responsibilities, many employees must now care for elderly friends and relatives. Along with these changing family structures, work lives have become more demanding. Both men and women are working longer hours, resulting in more conflict between work and family obligations (Moen & Yu, 1999), since their roles in the workplace are interrelated with their roles in the family. Figure 3.3 shows how a workplace system changes through time, considering the inputs that come from the far environment and from other ecosystems.

The work structure, its demands, and its dynamics affect the way work is done, and have an influence on the employees' personal lives. It is assumed that the complexity of employment tends to vary over time, making it more or less difficult to accomplish its demands. Figure 3.3 represents this variety over time by the changing sizes of the circles. Complexity may increase as one's responsibility increases, and decrease as, for example, one prepares for retirement.

The Far Environment as a Source of Inputs

Families and workplaces are embedded in distal environments, which constitute sources of inputs for matter-energy, and for information. These environments are the multidimensional settings or contexts for an individual's lifestyle, activities, and experiences. Individuals personalize their environments and create meaning through transactions with and actions toward these environments. Family and employment environments are the locus of inputs of material, and of human inputs composed of matter, energy, and information, as well as a destination for their outputs.



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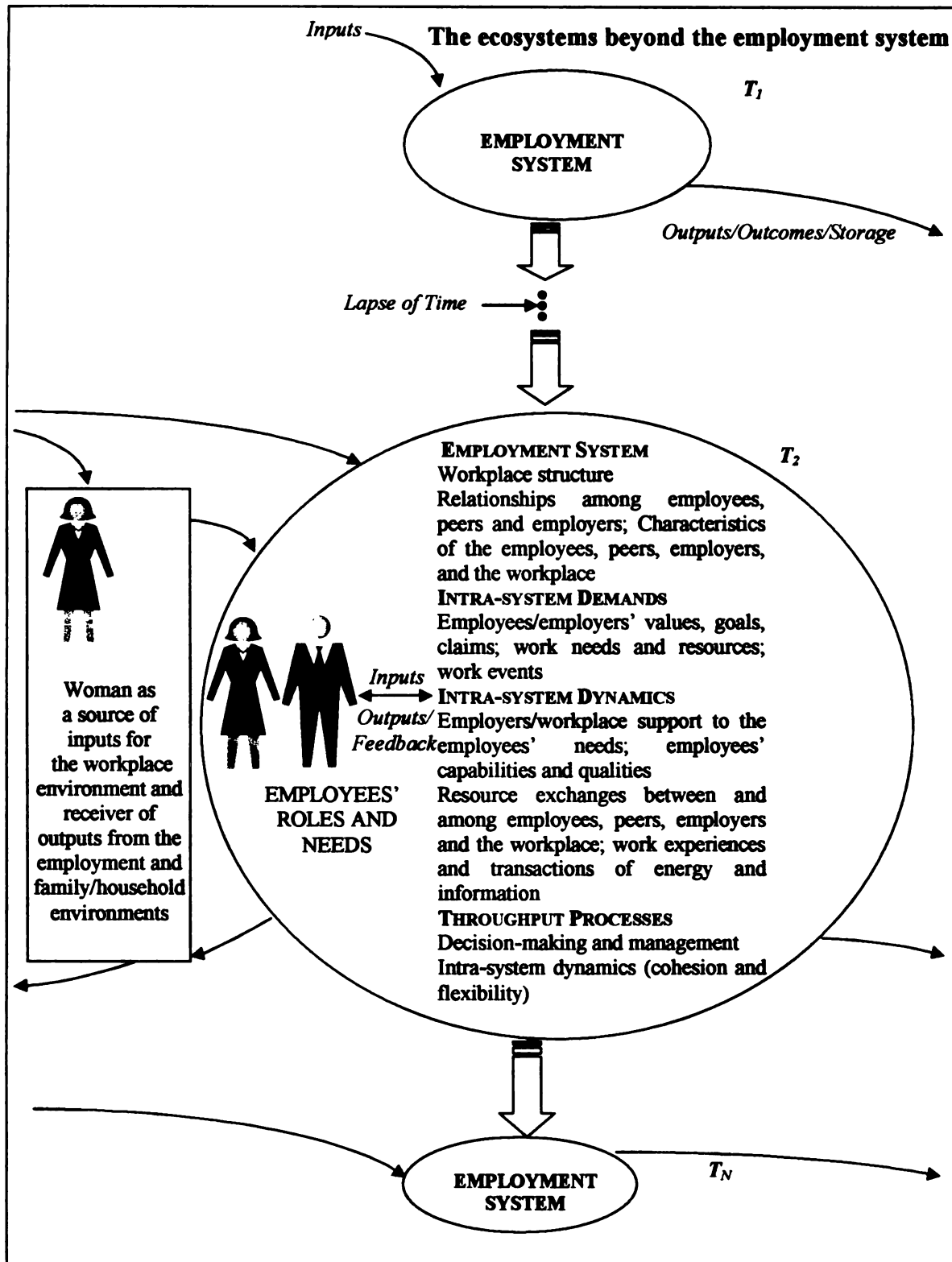


Figure 3.3. FJET Model: The workplace as one of a woman's near environments.

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The source, nature, and quantity of these inputs are variables affecting decisions and actions, and will affect a family's or an employee's abilities to achieve goals (Sontag & Bubolz, 1996). The inputs include such elements as atmosphere, climate, soil, water, minerals, topographical features, plants, animals, microorganisms, technology, culture, politics, and socioeconomy.

When the inputs enter the organism/woman's system, the organism chooses those most appropriate to her life and to her environments. These inputs are transformed and, when they leave the organism's system as outputs, they also constitute the inputs for the roles performed by other individuals related to the organism/woman in the family and/or employment environments.

All the components of the near and far environments transact with one another, which means that they are not independent entities. According to Bristor (1995), transactions refer to resource exchanges between individuals and environments which are regulated by the immutable laws of nature and by a set of humanly-derived rules. Environmental factors influence a person's physical and mental well-being and, at the same time, individuals affect their own environment in many different ways. For example, technology affects the way work is done, the way materials are used, and the choice of which new materials will be used to produce the goods and services necessary for life (Bradford & Kent, 1993).

The Family and Job Environments Transactions Model (FJET)

The family/household, employment, and other components of the environment comprise an integrated ecosystem. The environment facilitates and constrains human

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action. A holistic analysis of this interdependence advances a comprehensive understanding of the dynamics of the employment-family ecosystem.

The three organizing concepts of the human ecosystem, that is, the organism, community, and employment environments, and the transactions among them all in a specific space and through time, form the basis for the conceptualization of the “Family and Job Environments Transactions Model” (Figure 3.4). This figure shows that the systems are dynamic, changing and adapting through time. Because this is a continuous process, no information can feed back to the system, which is another point of differentiation between this approach and the Bubolz and Sontag (1993) and Deacon and Firebaugh (1988) models. The FJET model considers that time is a continuous process, and so is the information. Figure 3.5 includes a woman as the organism of analysis, being more specific to the purposes of this study. Because the FJET model shows a dynamic process, Figure 3.6 helps in understanding what happens when the employment and family systems interact with each other in one action cycle.

Families/households have a chance to improve their management in general and/or to make changes in factors that directly affect achievement of a specific goal. The structure, characteristics, relationships, and social exchanges of the family system influence the intrasystem demands and dynamics, the throughput process, and the transactions with the family system’s outside environment. The family/household structure is defined by composition, life cycle stage, and role allocation, all of which influence its internal and external transactions with the environment. These transactions are affected by the way families/households recycle the psychological waste that modern lives impose upon them. It is important to observe that the transactions occur in a specific context and space, and change through time.



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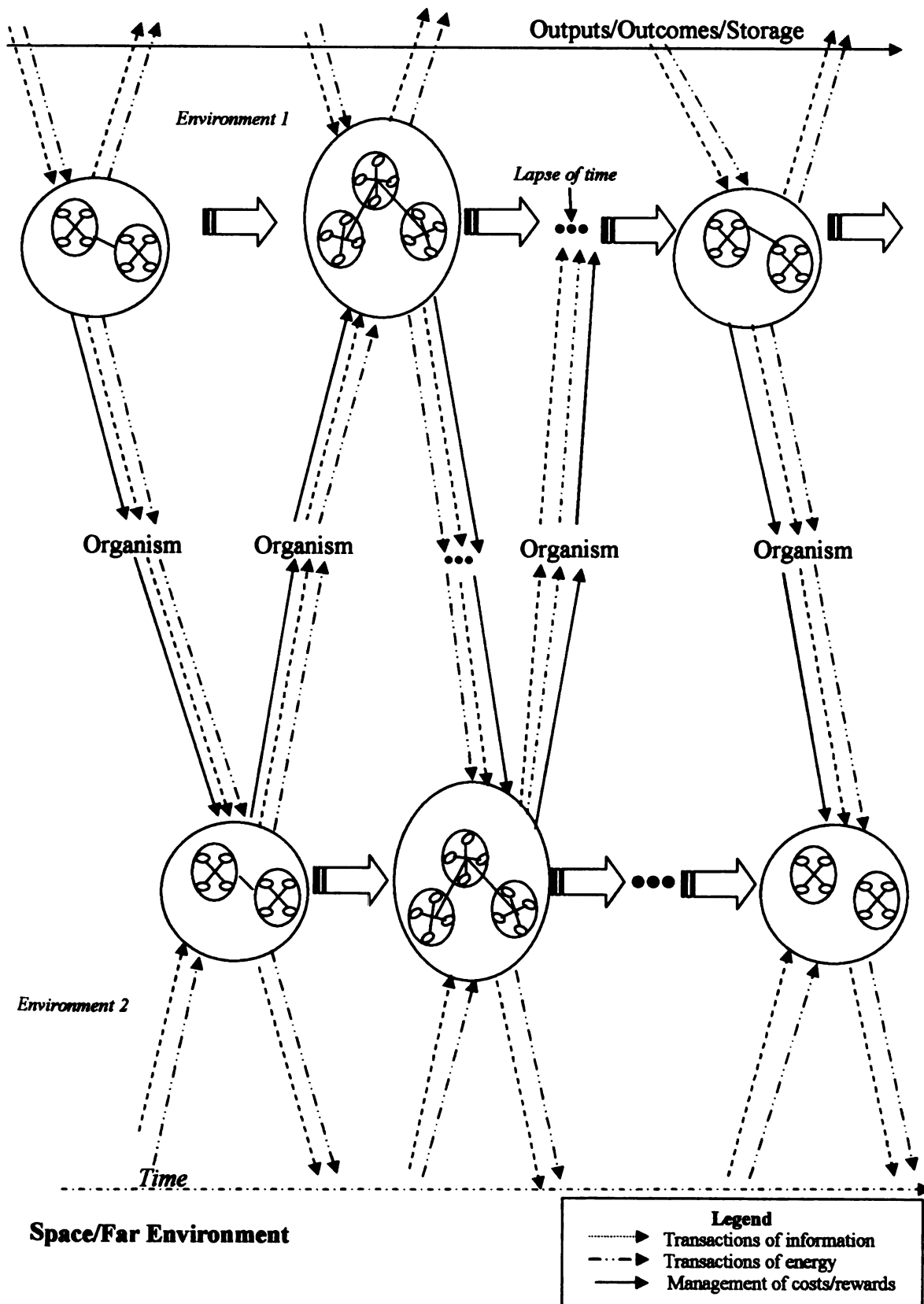


Figure 3.4. FJET Model: The changes and transactions of the different environments through time.

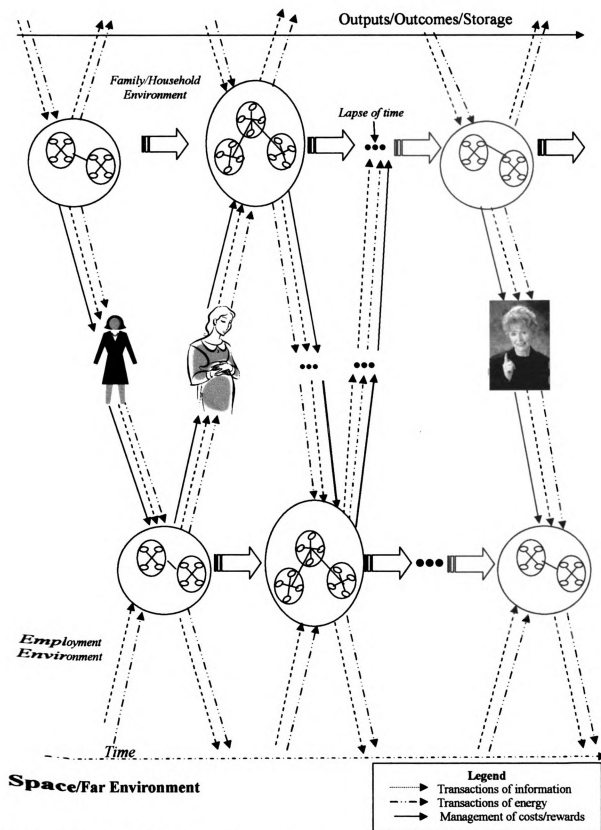


Figure 3.5. FJET Model: The changes and transactions of the family and employment systems through time, having a woman as the organism of analysis.

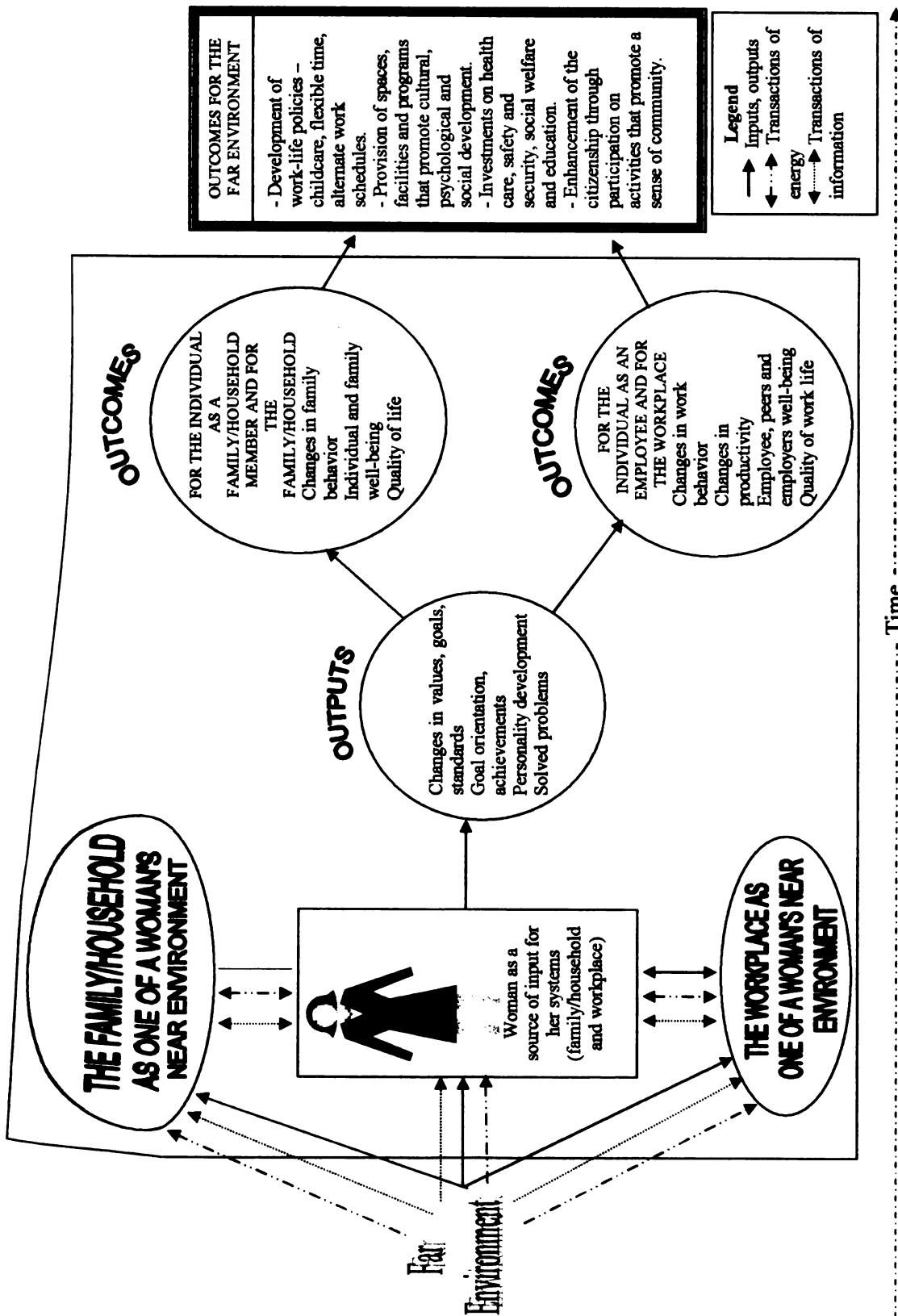


Figure 3.6. FJET Model: A focus on the results (outputs and outcomes) of the management process.

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In summary, the uniqueness of this model lies in the opportunity to get both a broad view of how female faculty members and their family members transform inputs from their environment to meet their demands, and, at the same time, a deeper analysis of the internal processes that happen in the family/household. The FJET model also aims not to study the family/household system in isolation from space and time, but with both variables as constant influences on the management process. It is known that the FJET model will not give a “full and complete match” of the family systems under study, mainly because, according to Constantine (1993, p. 42) “no theory/model is a full and complete match for the complexities and intricacies of real families, which are always more interesting than the best of our theories, but a theory is apt to be less useful or even misleading if it ignores salient aspects of family functioning.” However, this model **provides** insights into how the system functions (broader perspective), and helps in the **attempt** to understand the whys and wherefores of how it functions. This understanding is **only** possible if analyses occur related to management and interpersonal relationships, as **well** as the social transactions between the system and its environments.

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Chapter IV

Methodology

This chapter includes a description of the methodology used. The research design, including variables to be explored, population and sample, and data collection procedures, are discussed. A review of how the research data will be analyzed is presented. Finally, issues related to reliability and validity as well as the limitations of this study are discussed.

Research Design

This theoretical, exploratory and descriptive study was carried out in natural settings. The study was cross-sectional in nature, and its context was female faculty members working in three types of higher education institutions in Michigan: small-, medium-, and large-sized institutions. They represented two age cohorts (39 years old or less, and 40 years old or more). The span of place for this study was the state of Michigan, and the source of data was primary. The study was qualitative, with data gathered in two stages—interviews with female faculty members and the use of a questionnaire containing demographic information (first stage), and interviews with female administrators (second stage).

The two interview protocols developed were related to the five scholarly questions discussed in Chapter I. The questions asked of female faculty members were intended to provide an understanding of how they perceived the management of past experiences in their employment and family careers, and how these past experiences have

contributed to the complexity of their current employment-household management. Of equal importance was understanding the ways in which the complexity of women's careers in their family and employment environments promoted their employment-household management. The questions also were intended to explore the perceived sources of help and stressors for female faculty members, and how they may have influenced the management of different experiences.

The questions asked of female administrators were aimed at understanding how they perceive female faculty members' employment-household management, and what real sources of help were offered at the institutional level. In addition, it was important to understand how aware female administrators were of issues faced by female faculty members.

Population and Sample

The population for this study included female faculty members working in three **kinds** of institutions in Michigan (small, medium and large institutions), and representing **two** age cohorts (39 years old or less, and 40 years old or more). The classification of **these** institutions is in accordance with the criteria used by the Association of University **Professors** (AAUP). Because it is assumed that life management processes differ by **gender** (Small & Riley, 1990), the sample was limited to female faculty members. To **maintain** the privacy of research participants, the names of the selected institutions will **not be** mentioned. These three institutions differ in the number of undergraduate and **graduate** courses offered, the number of faculty/staff, and the number of students **enrolled**. Their objectives also are different. While the large-sized institution is a

research-oriented institution, the other two are more teaching-oriented, although at the medium-sized institution some research is also developed.

The large-sized institution is an example of a public research university. Research universities are regionally accredited institutions whose academic programs award accredited academic degrees. As educational institutions, research universities can maintain any number of academic specialties, support an extensive array of professional schools, engage in extensive off-campus educational activities in continuing professional education, and perform services for public and private interests (Lombardi, Craig, Capaldi, Gater, & Mendonça, 2001). This institution had more than 4,000 faculty members and academic staff, more than 30,000 undergraduate, more than 7,000 graduate, and more than 1,000 professional students. Women comprised 27% of the total faculty in tenure system during the period 2000-2001. Among tenured or tenure-eligible faculty, women were best represented among assistant professors (38%) and least represented among full-professors (20.03%) (AAUP, 2002).

The medium-sized institution has some characteristics of a research-oriented university, although its main goal is education. For example, some research is developed, and some graduate programs are offered. The total number of students enrolled at this university was more than 20,000 for 2002-2003, with more than 17,000 undergraduate, and more than 5,000 graduate students. Women comprised more than 40% of faculty members, although there was no information about the percentage in the tenure system. Of those female faculty members, more than 20% were full-professors, with 35% associate professors, 51% assistant professors, and 69% were instructors (AAUP, 2002).

Community colleges focus on teaching students within the context of a two-year undergraduate curriculum leading to an Associate Degree. The small-sized institution attended an average of 16,000 students per semester. Females represented more than 44% of full-timers, and more than 26% of part-timers (AAUP, 2002). Prior to contacting potential research participants, the researcher submitted an application to the University Committee on Research Involving Human Subjects (UCRIHS), within the Michigan State University Institutional Review Board (IRB). After the research proposal was approved, and in order to compile a list of possible participants, the researcher contacted administrators of the institutions to explain the purposes of the study and to ask for their collaboration in providing a list of female faculty members, along with their ages and contact information. Administrators from the three selected higher education institutions were unanimous in stating that they could not provide such a list because they needed to maintain the privacy of faculty members working at the institution. As such, the researcher decided to employ the snowball sampling technique. The researcher randomly selected the first participant at each campus using the information available on-line. After each interview, the researcher asked each participant to give a suggestion of two female faculty members working in the same institution, one in each selected age cohort. The researcher contacted a total of 45 potential participants. Of those, 18 female faculty members participated in this study. Some of the contacted faculty members did not reply to the researcher's invitation, others replied saying that they did not have time to participate and a few saying that they did not want to participate.

Participants were sampled based on their age bracket, constituting a homogeneous and purposive sample. In a homogeneous sample, the researcher selects a

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small sample with similar characteristics to describe some particular subgroup in depth (Creswell, 1998). In a purposive sample the sample is structured around key dimensions, both to ensure coverage of important characteristics of the population and because they are significant to the research questions (Marshall & Rossman, 1999).

After collecting and analyzing the data, the researcher developed an interview protocol that was used with female administrators. This protocol was submitted to UCRIHS. Two administrators at each institution were interviewed to help in the triangulation of the data. Since it is known that not all of the administrators of a higher education institution are knowledgeable about female faculty members' issues, the researcher carefully selected participants in this stage. The selection process was based on the person's role at the institution, as well as based on suggestions received during Phase 1. A total of 16 potential participants were contacted during this stage, and of those, six accepted the researcher's invitation.

Preparation for the Study

After an initial list of interview questions to be used during the first stage of the research was written, revised, and the study was approved by UCRIHS. The next step was the pilot interview. The researcher selected a pilot interview respondent from the list of possible respondents. This respondent was contacted by the researcher and asked to participate in the pilot interview and a follow-up discussion. The pilot interview was conducted in a quiet and empty classroom in the respondent's department. After an opening greeting, the researcher gave a brief overview of the purposes of the study. The research participant was given a copy of the consent form and consent to use direct

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quotes, and was asked to read and sign it. She was also asked to answer the questionnaire. At this point, the tape recorder was turned on. The researcher had previously recorded the date and the code of the participant onto the tape.

The researcher conducted the interview using the initial list of interview questions as a guide. The interviewee was encouraged to speak freely, to interrupt at any time and ask for clarification of any questions, and to make suggestions that would enhance the questions. The interview lasted approximately forty-five minutes. After the pilot interview, the researcher asked the interviewee for feedback on the wording, content, and sequencing of the questions. Feedback on the questionnaire also was requested. The respondent was asked if the consent form and consent to use direct quotes were clear, and if the researcher's behavior and tone of the questions were appropriate. This discussion lasted approximately twenty minutes. Some revisions were made to the wording of the interview questions and questionnaire. The researcher transcribed the interview, and it was estimated that it would take approximately two to three hours to transcribe the tape from each interview.

The preparation for the second stage of the research process was a little different. Once the researcher prepared the interview guide for interviewing administrators, she asked one female administrator to read it and give her suggestions. The administrator suggested a few changes and the researcher submitted it to UCRIHS. Because of the tight schedules of female administrators, it was not possible to conduct a pilot interview.

Data Collection and Procedures

A two-stage approach was employed in the process of data collection. Interviews were used during both of these stages. The purpose of the interviews was to learn how female faculty members manage the employment and family interface. During the first stage, the researcher conducted interviews with six female faculty members from each institution, for a total of 18 interviews. Each potential participant was contacted by the researcher by e-mail, briefly describing the purpose and design of the research study (Appendix A). Based on the female faculty member's willingness to participate, a date, time, and location for the interview were established with each potential participant. The researcher sent a follow-up e-mail message to each participant the evening before the scheduled time to confirm the respondent's interest in participating in the research. These interviews were conducted during a three-month period from December 2002 through February 2003.

Each interview followed the same format. The researcher greeted the participant at the selected time and location. After explaining the goals of the study in the most general terms, the researcher followed the approved format and asked participants to sign their informed consent to be interviewed (Appendix B), as well as their consent to use direct quotes (Appendix C). In addition, they also were asked to answer a self-administered written questionnaire containing demographic information (Appendix D). This questionnaire was only used to gather demographic information such as age, marital status, number of children, and employment status. The information was used to help in analyzing the data gathered through the interviews. After that, the researcher asked the interviewee if she had any questions regarding the study. The tape recorder was turned on

at this point. The researcher had previously recorded the date and the code of the participant onto the tape. Open-ended questions based on the interview protocol were asked (Appendix E). The length of the interview sessions ranged from approximately 30 to 60 minutes. At the conclusion of the final question and response, the tape recorder was turned off.

Most of the respondents talked informally with the researcher after the interview sessions. The conversations centered on personal topics, such as the difficulties they face in developing their careers and being recognized by their peers. After each interview, the researcher took informal notes (field notes) about the disposition and conduct of each participant during the interview. A review of these notes revealed that although some interviewees seemed to be reserved and cautious at the beginning of the interview, they appeared to become more comfortable as the interview progressed. Most of the interviewees seemed interested in the study, feeling that it was their opportunity to talk about the challenges they face with someone who would take the time to listen to them.

After each interview, the researcher listened to and typed the verbatim transcript. Similar patterns of responses began to emerge as more interviews were done and more tapes were transcribed. After completing the transcription of the eighteenth interview tape, the researcher determined that the data were repetitive and that an ample selection of age had been included in the sample (saturation point).

Once the faculty interview data were collected and analyzed, the researcher started the second stage of the research. An interview protocol for the female administrators was developed and submitted for the UCRIHS revision. After obtaining the UCRIHS approval, two female administrators from each institution were contacted

and interviewed. The same steps followed during the first stage of the study were followed here. They were contacted by the researcher who briefly described the purpose and design of the research study.

Based on the female administrators' willingness to participate, dates, times and locations for the interviews were established with each potential participant. The researcher made a follow-up telephone call to each participant the evening before the scheduled time, to confirm the respondent's interest in participating in the research and her plans to attend. Each female administrator contacted by the researcher gave permission to be included in the study. These interviews were conducted during a three-month period between February and April 2003 (Appendix F).

Each interview followed the same format. The researcher greeted the participant at the selected time and location. Then, the purpose of the study and the format of the interview were briefly described by the researcher. The researcher gave a copy of the consent form and consent to use direct quotes to the interviewee, and she was asked to read and sign them. The tape recorder was turned on at this point, and the researcher followed the interview protocol (Appendix G). The researcher had previously recorded the date and the code of the participant onto the tape. The length of the interview sessions ranged from approximately 25 to 40 minutes. At the conclusion of the final question and response, the tape recorder was turned off.

Most of the respondents talked informally with the researcher after the interview sessions. The conversations centered on personal experiences and challenges they face now as female administrators, the difficulties they had to overcome to reach their position, and their desire to have more female faculty members interested in achieving

such roles. After each interview, the researcher took informal notes about the disposition and conduct of each participant during the interview. A review of these notes revealed that interviewees seemed comfortable and interested in the study.

After each interview, the researcher listened to and typed the verbatim transcript. After the interviews, the researcher took informal notes containing her personal reflections and observations about the disposition and behavior of each interviewee during the interview. In both stages of this study, the researcher felt that the respondents answered truthfully, and provided thoughtful, accurate, and honest information in response to the questions. They also understood the terminology used in the questions and in the questionnaire.

Each group of interviews conducted in the two stages of this study (interviews with female faculty members and with female administrators) provided a data set for each institution (Figure 4.1). The data were complementary and helped in the understanding of how female faculty members manage the employment-family interface at each higher education institution selected. They were also helpful in analyzing the perceived and actual sources of support available for female faculty members at each institution, whether they were useful in meeting female faculty members' needs, the kinds of support still needed by them, and those which the administrators intend to develop to meet women's needs. Once all of the data sets for each institution were analyzed, the researcher analyzed the data sets as a whole.

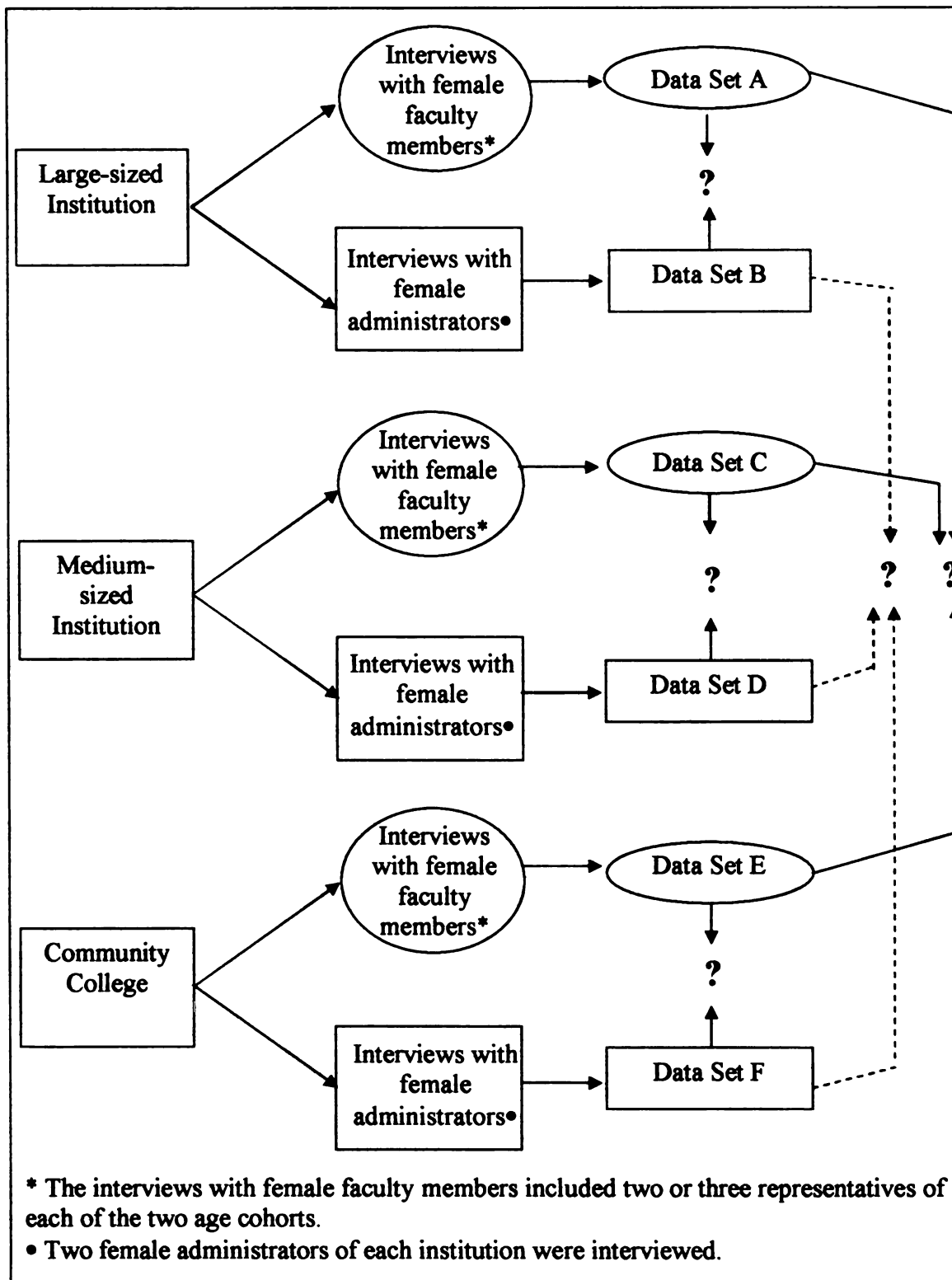


Figure 4.1. Sampling design.

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Data Analysis

The rereading, proofreading, and analysis of the transcripts were the next steps. Data were categorized by research question. The winMAX software was used to manage the qualitative data because winMAX is a powerful tool for text analysis. It can be used for grounded-theory-oriented "code-and-retrieve" analysis, as well as for more elaborate types of text analysis. It also enables a combination of qualitative and quantitative procedures. The researcher can work with quantitative and qualitative data simultaneously and can cross-reference them, i.e., use one set for making better sense of the other (Kuckartz, 1998).

The audiotapes of the interviews were labeled, copied, and transcribed. The transcripts were formatted as text files and imported into the computer-based software program (*winMax*). The initial step in qualitative analysis is reading the transcripts. The text-based computer files of the transcripts were reviewed for accuracy both by the researcher and by a person not involved in the study. These verified transcripts of the interviews comprised the data to be used in subsequent data analyses.

After reviewing the transcripts, a researcher has several options, according to Maxwell (1996), which are: memos, categorizing strategies (i.e., coding according to the thematic analysis), and contextualizing strategies (i.e., narrative analysis, ethnographic microanalysis, and individual case studies). There is no agreement about the best option to analyze the data, since each of these options has strengths and weaknesses. For this study, thematic analysis and subsequent categorization (Appendix H) were selected to analyze the data because it would help in the understanding of each individual and her situation.

The following themes emerged during the analysis of data: employment-household management, employment-family interface, decision making process, degree of difficulty, sources of help/stress, and demographics.

Employment-Household Management

This includes all the decisions the individual has already made and will make according to values, attitudes, goals, and resources. Management is a function of the availability of resources in the family and employment environments, as well as the situation to be managed. It relates to the needs, desires, goals, perceptions, attitudes, values, and resources of others involved in the same situation, or those that will be affected by the outcome of the management process. It also is a learning process, i.e., past experiences will influence the actual management process. It does not depend exclusively on the individual, but also on life circumstances, past decisions, and other individuals. This theme was subcategorized into past and present. Issues related to children's age, husband/partner's support, flexibility and a lack of time appeared in the data. Content analysis was used to determine the most prevalent answers.

Employment-Family Interface

This refers to the intersection of various employment and family roles for a given individual, having a direct effect on employment, family, and individual outcomes (Voydanoff, 2002). Questions related to how experiences at employment/home complemented or enhanced respondents' life at home/work prompted this theme.

Subcodes for this theme were employment-to-family conflict/enhancement and family-to-employment conflict/enhancement.

Decision-Making Process

This refers to the extent of participation of the individual, alone or with others, in making decisions related to employment and family lives. Questions related to the biggest decision individuals had to make regarding work and household or personal relationships, both when they started their academic career and more recently, prompted this theme. This theme was subcoded into family and employment decisions made in the past and in the present. Identified topics were family related decisions and career related decisions.

Degree of Difficulty

This is based on the individual's perception of difficulty in performing the activities related to employment and family environments. Questions regarding the challenges individuals faced before starting their academic careers and issues they still face when managing the employment and family environments prompted this theme. The theme was coded as personal/family and employment challenges. Content analysis determined the possible subcategories identified in the responses. These related to the challenges in managing family and employment issues, overcoming challenges, and accomplishments.

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Sources of Help/Stress

This refers to the information female faculty members receive about sources of help/stress found in employment and family environments, and the way they interpret this information. It also refers to the actual sources of help offered by the institutions. Questions regarding support systems available to female faculty members, and their actual sources of help and stressors, prompted this theme. The subcodes that emerged from this code were: (a) employment help/stressors, such as the role of mentors, flexibility, peers, stability, and unionization; (b) family help/stressors, like the role of immediate and extended families; (c) family/community help/stressors; and (d) policies and/or programs to be developed and/or improved. Content analysis was used to determine the possible themes to emerge from the participants' answers relating to the sources of support/help available to the participant, and stressors associated with the management of conflicting demands.

Demographics

These data helped in the understanding of the behavior and other characteristics of research participants. Respondents answered a questionnaire providing information on their marital status and history of marital status, highest degree obtained, history of employment status, number of children, and age of children (refer to Appendix E).

With all of the responses to each question compiled, the researcher was able to detect trends and locate occasional exceptions. Coding also allowed for cross-case analysis. In other words, groups of respondents and their data were examined for similarities and differences. Data were grouped according to interviewees' age cohort and

institution of employment (small, medium, or large). Subsequently, particularly interesting and theoretically significant observations about the responses of the interviews were used to identify the selective codes for analysis.

The second step of categorization was analyzing the content of the discussions. With this analysis, the researcher looked for trends and patterns that reappeared within either a single interview or among various interviews. Content analysis began with a comparison of the words used in the answers. The researcher also considered the emphasis or intensity of the respondents' comments. A cross-case and cross-method analysis of the data gathered using interviews was undertaken.

During the data analysis, the researcher was interested in links between employment and family, as well as in the effects of these transactions on employment-household management. Of equal importance was the effect of sources of help/stress on employment-household management.

Reliability and Validity

Reliability refers to the quality or consistency of the measurement method. Because the results in qualitative research are empirically a product of a particular historical moment and encounter, replication of observation may seem impossible. Careful study of interview methodology and a well-planned strategy and protocol for the interviews provide enhanced reliability. The use of mechanically recorded data followed by a transcription of each interview promoted adequate reliability for the purposes of this study (Anastas & MacDonald, 1994).

Validity refers to the accuracy of the measurement in measuring the variables it is intended to measure. According to Marshall and Rossman (1999), the validity of qualitative studies is widely assumed to be strong because the data and the interpretations of them are low inference. During qualitative research, validity is strengthened because: (a) the researcher establishes long and intimate contact with participants; (b) the study is usually conducted in the participants' natural settings and in everyday situations; (c) all phases of the research process are being continually questioned and reevaluated; and (d) the researcher relies on the words and ideas of the participants themselves. These factors enhance the credibility and generalizability of the conclusions drawn (Sontag & Bubolz, 1996).

Triangulation also helped in enhancing the reliability and validity of this study. Triangulation is the application and combination of several research methodologies in the study of the same phenomenon. It helps to improve the accuracy of interpretation, and to confirm that the data collected are not due to chance or circumstances (Baptiste, 2001). In this study, data were collected from different sources (female faculty members and female administrators), and using different methods (interviews and questionnaire during Phase 1). This helped the researcher understand the process of managing employment-household environments.

Limitations of the Study

Several limitations of this study warrant discussion. First, some aspects of this study raised concerns regarding the generalizability of the results. Specifically, although three types of higher education institutions have been studied, the sample was purposely

limited to female faculty members working in Michigan, none of whom were randomly selected. Aside from that, when responding to questions, an individual may have concealed her beliefs, despite the assumption to the contrary. In addition, an individual may not have been able to recall specific aspects of her life. Thus, her responses may have been based on inaccurate memories or fantasies.

The researcher could not obtain the desired number of interviewees under the age of 40 in the sample. Many of them replied to the researcher's invitation that they had deadlines to meet and could not compromise their time, although they thought they would have participated otherwise. Their unavailability may be related to the difficulties they face in managing their employment and family lives and represent a bias in the sample.

Another weakness of this study is that no information was gathered from persons that would give insights about the family side, such as family specialists, therapists or family members. Only information from those aware of issues faced by female faculty members at the employment site was gathered (i.e., female administrators).

Chapter V

Results of the Study

Any woman who functions today, working and having a family, is already doing more than anybody could possibly expect her to do. [Tenured, large institution, 46 years old.]

This chapter discusses the results of the study, presenting the data gathered via the respondent interview method and the demographic questionnaire. The data were organized around two sections. The first section presents the female faculty members' responses to the questions regarding their historical experiences in balancing their employment and family lives. Of the same importance is how the complexity of women's careers in their current family and employment environments promotes their management of experiences in a broad range of life activities (second section), and their future aspirations and concerns (third section). The fourth section discusses how female administrators of institutions of higher education perceive female faculty members' employment-household management.

The repetitiveness of the responses, as well as the use of various quotes, will provide evidence of the respondents' management of the stresses brought on by their need to accomplish different goals in their lives. It will also assert the objectivity and validity of the researcher's conclusions.

Employment-Household Management

After the data were categorized, analyzed, and averaged numerically, a summary of the typical participant in this study could be drawn. The profile is based on the demographic data obtained both through the use of questionnaire and by facts revealed

during the interviews (Tables 1 and 2). A total of 18 female faculty members participated in the study, six from each higher education institution selected. The ages of the participants range from 29 to 55. The mean age is 43.5. The majority of the participants are married—16 participants—while one is divorced and one is single. Sixteen participants are Caucasian and two are African-American. The number of children ranges from 0 to 4, and the mean number of children is 1.55 per participant. The children's ages range from 6 to 32 years old, and the mean age is 15.9 years old, while the median is 14.5. Only one child is married. Three are not living at home. Four married respondents do not have children, nor does the single one. Two participants are responsible for the care of an elderly relative, and one for the care of two disabled adults.

Regarding participants' employment status, 13 interviewees had a job prior to starting their current position. Of those, four participants did not have a previous job related to education, two worked in public schools, and the remaining seven worked at higher education institutions. Ten participants started their career working part-time in a higher education institution. Of those, two continue as part-time employees in a small institution. The mean number of years that the participants have been working in the institution is 7.99 years, ranging from 1 to 16 years. Doctoral degrees are held by nine of the respondents, seven hold master's degrees, and two have a bachelor's degree.

TABLE 1: DEMOGRAPHICS OF FEMALE FACULTY MEMBERS IN THE STUDY

Age	Institution Size	Highest Degree	Duration of the Appointment	Employment Status	Marital Status	Number of Children	Responsible for Disabled/Elderly Care
29	large	PhD	Tenure-track	Assist. Prof.	Single	0	No
35	large	PhD	Tenure-track	Assist. Prof.	Married	0	No
39	large	PhD	Tenured	Assoc. Prof.	Married	1	No
46	large	PhD	Tenured	Assoc. Prof.	Married	2	No
46	large	PhD	Cont. appoint. system	Acad. Spec.	Married	2	No
47	large	PhD	Tenure-track	Assist. Prof.	Married	0	Yes
30	medium	ABD	One academic year	Instructor	Married	1	No
35	medium	PhD	Tenured	Professor	Married	2	No
45	medium	Masters	Tenure-track	Instructor	Married	0	No
46	medium	PhD	Tenured	Professor	Married	2	No
52	medium	PhD	Tenured	Assoc. Prof.	Married	3	No
55	medium	Masters	Cont. appoint. system	Professional/Tech.	Married	1	No
39	small	Masters	Cont. appoint. system	Instructor, part-time	Married	2	No
39	small	Masters	Cont. appoint. system	Instructor, part-time	Married	4	No
47	small	Masters	Cont. appoint. system	Professor	Divorced	2	No
50	small	B.A.	Cont. appoint. system	Instructor	Married	3	Yes
51	small	Masters	Cont. appoint. system	Professor	Partners.	0	No
52	small	B.A.	Cont. appoint. system	Professor	Married	3	Yes

TABLE 2: BRIEF REVIEW OF SELECTED DEMOGRAPHIC CHARACTERISTICS

Institution Size	Age		Employment		Status		Number of children			
	<39	>40	Part-time	Full-time	Not on tenure-track	Tenure-track	Pre-school	K-12	High-school	College or more
Small	2	4	2	4	6	0	0	2	2	3
Medium	2	4	0	6	2	4	1	4	1	6
Large	3	3	0	6	1	5	0	7	0	2
Total	7	11	2	16	9	9	1	13	3	11

Female Faculty Members' History of Management of Experiences

The first three lines of questioning asked during the interviews with female faculty members focused on the respondents' history of management of life experiences. These questions were related to the first research question, which is: How have the personal histories of the management experiences of women with their employment-family interface contributed to the complexity of their current employment-household management? Questions related to how they managed the employment-family interface, and decisions they had to make to accommodate different demands were also asked. These questions addressed the second research question: How does the complexity of women's careers in their family and employment environments affect their management of employment-household demands? Questions related to the support network that female faculty members could rely upon addressed the third research question, which is: What are the effects on female faculty members of sources of help and stress in their management of employment-household demands?

When applied to the FJET Model, all of the questions asked were directly related to its assumptions. Consequently, the data gathered provided a greater understanding of how female faculty members manage the employment and family integration, and how the processes of decision-making and management related to the way female faculty members' families and employment careers develop through time. In addition, the data also revealed the sources of help and stressors they have while managing different and conflicting demands.

To begin, participants were asked to describe their experiences in managing the employment and family interface when they started their academic career. Usually,

female faculty members talked about the difficulties of having a small child at home and, at the same time, managing the employment and family situations, dilemmas they faced, and issues related to childcare. Those who were single or married without children during the time they started their career revealed that they did not face problems in juggling both sides of their lives. All of their efforts were concentrated exclusively on the development of their career.

The participants with children admitted that sometimes they had to take some time off or even work fewer hours per week when they had an infant at home. When asked how she managed her employment and family lives, one respondent replied:

After the first year of marriage we had our first child. I still wanted to continue working. I don't think I ever took a semester off. I just worked four hours a week when I was nursing my baby, and the focus was him. Then I had another baby the next year, and then another baby two years later, and then another baby two years later. Within five and a half years I had four kids. During that whole time there were times when I wasn't nursing so I would work two days a week. But right after having a child I would usually come in for just a couple of hours, maybe working at the help desk, and then go home. During that time period the focus was on the family and I worked from four hours a week to 15 hours a week. [Part-time instructor, community college, 39 years old.]

For those working full-time, the situation was more complex, and they had to rely upon childcare and support networks. A divorced, full-time faculty member working in a small institution emphasized the difficulties she faced in managing her work, master's studies and family.

It was pretty hard. I would get up early, like five o'clock, and do my studies. Then the kids would get up at 6:30, so I had to do the mom thing, and then by 7:30 get to work. And then come home at the end of the day, get the kids settled where they needed to be, and then go back to my studies. It was like a 24 hour cycle of changing roles. [Full-time professor, community college, 47 years old.]

A coworker on the same campus also stressed how difficult it was to manage her employment and family commitments when she started working full-time.

When I started as a part-timer, it was irrelevant. I just went to work. I only taught sometimes one class on a Saturday or one class during the week. It didn't relate to my family life. When I started full-time, then it did because I have a seven o'clock boss. This department has a lot of "lay mark" kind of mentality, and they like to work seven to three, and the schools don't let the children in before seven; elementary school you cannot get in until eight. I had a very tight problem trying to get my children—even though I had my children at school as few blocks away—get them there at eight o'clock and be here at eight o'clock, at the same time. It was very complicated. [Full-time professor, community college, 52 years old.]

Things were very different for those without family responsibilities at the beginning of their academic careers. Without family demands, such as childcare, they only had to be concerned with one aspect of their lives, without having to negotiate. One participant described her situation in this way: "I honestly cannot think about any negotiations that had to take place." [Untenured on tenure-track, large institution, 29 years old.]. Another respondent also talked about her lack of family demands during the time she started her career.

I had basically to take care of myself. To the extent that I wanted to begin a family and find somebody who I wanted to spend the rest of my life with, there were certain things that I needed to do to accomplish that. But other than that, I didn't have any dependents or any responsibilities except to myself. [Tenured, large institution, 46 years old.]

The common pattern detected throughout the interviews was that participants with children appraised the possibility of career continuance on the flexibility of the academic setting independently of the institution of employment or their rank. It was also a consensus that their sick children needed a mother at home. For that reason, participants would work at home during those times. A part-time faculty member described the importance of having a flexible job.

When you are a part-time employee and a faculty member here, your demands are realistically very small. You have a contract that says you will be at your class once a week. And that is really what I am committed to. How much time I put into it outside of that, based on how much I want to grade papers, how much I want to develop the course, whether I want to put it in a PowerPoint presentation, it's really up to me. The fact that they're sort of hands off when it's your class early on gave me that flexibility that I needed around. While my son was sleeping, I could prepare two or three classes in advance. But if he was real sick all the week I could get that two hours off that I needed and make sure that I get what I required to be done. [Part-time instructor, community college, 39 years old.]

Although flexibility was a very important topic presented by the participants, all of those with children also talked about the time constraints they faced when their children were toddlers. The lack of time to perform their family and employment activities always had to be compensated for the lack of sleep or, for some of them, by squeezing their family time.

It was a pretty family-friendly department. When people had events, it was usually ok bringing a baby. It was that. But I always felt like I was fighting one against the other for time. I remember doing a lot of work when my son was napping and trying to squeeze my family life into the weekend. So that would be a pattern: work, work, work, work, and then we could have Saturday and Sunday to do something for the family, which means cleaning the house, mostly. We tried to get out of town and go somewhere to do kid and family kinds of things. But to have a whole day of family space, to have that time was really a project, and we had to work straight the whole week so we could clear that space for that day. Getting up a couple of hours early and then working late into the night, that kind of thing. [Tenured, large institution, 39 years old.]

Resolving issues related to childcare, a husband's demanding schedule, negotiations of time and whose career to prioritize were among the issues presented by one participant.

After my son was born there were some challenges. He was very small when I started a tenure job. He was very small to suffer from any kind of separation anxiety, but we suffered from that a lot because we had to situate ourselves in this new community and we always tried to negotiate time. Both of us have very demanding schedules. I started my new job, my first job as an assistant professor. My husband was going back to school.

So, who's going to get up at night? Who's going to deal with three hours of sleep, four hours of sleep? How are we going to manage childcare? That was really hard at first. [Tenured, large institution, 39 years old.]

Decisions made in the past

The second line of questioning was related to the decisions participants had to make in order to accommodate the demands of family and employment when they started their academic careers. This question generated lengthy responses and was influential in enlightening the researcher to the respondents' values and attitudes toward both their employment and family lives. Generally, female faculty members working in small and medium size institutions recognize the importance of working in a less demanding institution to their desire to raise a family. Of those working in a small institution, the two part-timers explained that their choice to work part-time instead of full-time came because they think that family needs are more important than career fulfillment. This same rationale is used to justify the choices of working in a community college versus a medium institution, medium institution versus large institution, and nontenure track versus tenure-track in a medium institution. All of the interviewees working in a large institution were tenured, tenure-track, or continuous appointment. Only one participant, without children, addressed her choice to work as a full-timer in a community college as a personal decision and not a family one. The lack of competitiveness among faculty members in a small institution was a major factor for her. She spoke at length about her early choice in life.

When I was first asked to apply to a full-time position, my first response was "thank you, but I am not interested." The reason being because I think that academia has a reputation for being controlled, climbing up the ladders. Again, my first response was "thank you, but I am not interested" because I don't want to get into that all of that. Teaching one or two

classes a semester was fine with me. But, then people continued to talk to me and tried to encourage me to apply for the position because I had a good reputation with the students. My evaluation was good, the quality of my work was good, and they really thought I would be a nice fit for a full-time position. I said “ok, I will apply.” I applied fully thinking that I wouldn’t get the position because, as I understood it, there were 70 applicants for this position. What happened was I did get the position, because here I am, which surprised me. And what they told me afterwards, because they couldn’t talk to me while the process was going on, was that my interviews, my responses were just exactly what they were looking for, which just made me understand that my philosophy in the way that I interact with people would fit in very well with this particular group. You don’t have to do anything. You don’t have to be here 3 years to get to be a professor, which is kind of nice because you have that comfort of not having to be competitive. There’s only one professor shift and there are five other people who are competing. We don’t have that. And that is where I think I got the negative impression of academics – people fighting to become assistant, or associate, or tenure, or whatever. We do have a Union, which is some kind of protection. We don’t have tenure system, but the Union gives some kind of protection in terms of employment. [Full-time professor, community college, 51 years old.]

For the others with children, the decision to work at a smaller institution, or not to pursue academic status, was influenced more by the family values respondents hold. Choices in that regard were made by almost all of the interviewees working at the small or medium institutions. None of the participants working in those institutions addressed the decisions they had had to make that influenced their family composition and size. In other words, most of the decisions made by those participants had an influence on their career, which may be considered a family-to-employment conflict. For the most part, the interviewees working in a small or medium institution made their choices based on their need to have a smaller workload in order to be able to raise a family and work outside the home.

I started here in 1990, when my son was just a few months old. In part that is why I took the job here rather than any other job. I knew this was a place where the demands for tenure weren’t going to be as great as in some other bigger institutions, and I thought it was a place where I could

really handle having a family and being a professor at the same time. So, my son was very young when I first started. When I went to request my courses, what I wanted was what I got. I taught 5 days a week every morning, and still I could be with my son every afternoon. The balance was very important to me to try to be in an institution which would allow me to raise a family and have the other priorities in my life and still having the satisfaction of having been in an academic career. [Tenured, medium institution, 46 years old.]

She continued talking about her choice in early life:

Choosing to come here for my job was a big decision because I did very well in graduate school, and I had a very good dissertation topic that was well received and won a national award. There were many choices I could have made about places to go. There were moments when I felt that I was getting out of not going to a university where I could make more money, where there were more pressures to get tenure. It was a kind of constant battle. It was, and it isn't anymore. Could I have gone to any other place where the support would be greater? Not only the support in terms of money, but the support to do research, not as much of a teaching load, and that kind of thing.

Two other participants also talked about their decisions not to work full-time and to continue as part-timers. The first one commented:

The decision I took in the past was based on discussions with my husband when I got married, and my faith going to church and so on, where I felt that there was a world value that I shouldn't sacrifice what I considered very important—family needs over my fulfillment in my career. I wasn't going to pursue status although I felt like I could because I always did well at school. . . . When I got married we decided that we would start out depending on my husband's income because we knew that family would be important and we wouldn't want to have to count on me working full-time. [Part-time instructor, community college, 39 years old.]

Her peer on the same campus concurred:

Personally, my challenge was—I love work, I enjoy work, I love academia. I always loved school. I loved graduate school and I like working. I like teaching. So I always had something that leads me to want to work more. Actually, it was not that I wanted to stay home or not work. I wanted to work more. But I also understood that it was important to stay home. So, it was always conflicting with me as far as priorities. As to having children, I think that children complement life at work because I don't over-commit myself. If my husband is going to be the primary

breadwinner in the house, I have to be the primary parent. My life has to be more flexible, so that helps me not over-commit here. [Part-time instructor, community college, 39 years old.]

A female working on another campus also talked about her decision not to pursue academic status and, therefore, not to be on a tenure-track position.

I had the priority that at that point I wanted to spend more time with my child than would be appropriate for being on a tenure-track position. I felt that I didn't intend to go back to school for a PhD at that point, and I had taken some graduate classes in a post-master's degree. Then, having a child, I decided that I really didn't want to pursue that, and that I wanted to spend time with the child. By the time I left the tenure-track position it seemed to me logical for the way my husband and I wanted to raise our child, how I wanted to spend my time. I thought about that for a while and then let that go. [Continuing contract, medium institution, 55 years old.]

One other respondent also described how her career choices and, consequently, her career development were influenced by her concerns with her children's formal education: "I could have moved to another state and accepted a more prestigious position, but that would have meant uprooting my family during my children's high-schooling years, and it wasn't something that I wanted to do to them." [Continuing contract, large institution, 46 years old.]

Besides making career choices, overall those participants with children admitted that they established priorities in their lives, and family was always their first priority.

This same respondent talked about her life priorities:

I am proud to say that as a parent of two children who were accomplished athletes, that I never missed an athletic event. The day that I should have walked across the stage to receive my PhD, my son was in a regional final for his high-school basketball team, and I chose instead to go to his basketball game rather than to go to my own graduation ceremony (laughs). All of us had a good laugh about that because we thought it spoke about where my priorities have always been. I always believed that my family was more important than anything else, and I am willing to sacrifice anything for them. It took me seven years to finish the PhD, and I think it took that long in part because my family was reliant to some extent

on the money that I earned by working full-time. So that I would not give up the role as a full-time employee, and my family counted on me to be there for family events, and just to have fun time with them. [Continuing contract, large institution, 46 years old.]

One of the respondents described how her children had and still have and influence on her employment productivity and, consequently, her career advancement.

There was a decision that I made that wasn't recently and that was very important, which was that I took time off after my second child was born, which delayed obviously a lot of things. But because of my experience with the first one and probably how frustrated I felt (it was not arranged very well), I did not feel that I was doing anything properly. I wasn't doing my job; I wasn't being there for her when I feel I needed to. I decided not to put myself in that position again. So for the first year I went part-time, and there was a price to pay for that but it was definitely the right thing to do to give myself some more time being with her when she was very, very young. So that was one decision. The second decision, and it wasn't really a decision, something that just happened and it was partly a consequence of this and also having two young children at home, my productivity is not as great. The pile of things that you see here is the second book that I am trying to finish, that I began when my second child was born in the 1990s. And it has been 12 years, and should have take me six, maybe five to six, but it has been twice as long because I have young children, I have two girls, so it's twice as long. Fortunately, since I have tenure, it's not much of an issue, but I'm not promoted to full professor, and there are obviously additional projects that aren't getting done because this one isn't finished yet. So, it's not a decision, it's a consequence of, that I recognize, and I think that everybody recognizes that I just cannot completely have things done as quickly as I would have if I didn't have my girls. That's the reality. [Tenured, large institution, 46 years old.]

Her counterpart on another campus emphasized one of the difficulties she had to face by making a decision that was not approved by her male colleagues. This may be an example of issues related to gender discrimination, suggesting that women are less career oriented and will face conflicts between employment and family roles when balancing multiple roles in their lives.

One of the difficulties that I remember was probably in my first year here when I had a Conference presentation in somewhere faraway. I was going to leave my son, and he got sick. It was the first time he got sick, and I

was supposed to get on the plane and go. I ultimately said no to going to this Conference, and the male colleagues with whom I was presenting did not completely understand that, and they thought that I was burning my academic career. It was very difficult for me to say “I’m not going.” [Tenured, medium institution, 46 years old.]

The participants in this study who were single when they started their careers reported having more flexibility and being more career oriented than those with children.

The first one commented:

The biggest decision was what job offer to take? I had three offers from three very different institutions. And geographically—in that way I would be separated from my family, from my boyfriend. That was the pivotal decision as to where I wanted to go. Family and boyfriend really came first. The second decision was career based. At what institution will my affiliation most enhance my career? Do I want to start in a big twelve institution? [Untenured on tenure-track, large institution, 29 years old.]

Her peer on the same campus concurred: “I don’t know if there was any big decision. I think that the biggest decision was moving away from my mother. Being the youngest, she and I were really very close.” [Untenured on tenure-track, large institution, 35 years old.]

An employment-to-family conflict was also faced by three of the interviewees. Their conversations exemplify how the importance placed on their career has influenced their family life. While two of the participants delayed the formation of their family, the other decided not to have a bigger family. This is how a 46-year-old, tenured professor working in a large institution described the decisions she had to make in order to accommodate her career:

I cannot even imagine how I could have got through it if I had other divergence on my time. I really had to be very single-minded. There were relationships that I was in with people with whom I stayed friends over the years, and who told me that it didn’t either matter that I could have been in a relationship and I wasn’t. I wasn’t available to one because I was so committed to what I had set myself to do. And it was to get my degree.

This may be a weakness or strength, but it's who I am. Maybe I didn't allow myself the opportunity to pursue that other part of my life at that point. But really by the time I came here I was 27. I had not the media sort of image of that type of woman who realized that her biological clock was ticking. I didn't have that. I needed to move on to a more settled part of my life. I needed to think about other things. So, when I got this job I guess I thought that I had more psychic space or liberty or maybe even a need to work on other things because only my work would not be enough. So I did. I was able to find somebody here.

She continued talking about how having children at an older age and a more advanced stage in her career helped in her career progress:

I was quite an old mom to start having children, and there are certain downsides to that. I never really had to worry about the ways in which having a very young infant might have upset that process of getting tenure. I was working on the final revision of my book while I was pregnant, and it was hard because it was painful and difficult. But I knew it was a very good thing to be doing because the book and the baby came at the same time, and then I got tenure within a month. It was a very wonderful, completely by chance coincidence, which made my process in a certain degree easier than other people who have to juggle having a child in a very young age and getting a book finished for tenure, which is the thing that we need to do in my field—to get a book published within six years when we first arrive here—and it's always a struggle.

A coworker on this same campus also described how her career aspirations affected her family life:

I guess [I made] the decision not to have a bigger family. When my son was born that was unexpected, so we just dealt with the situation. It wasn't difficult at first because there weren't a lot of immediate pressures. It was just a sort of business trying to coordinate everything once we moved, because he was little. It became pretty clear that it would be impossible with more children. I know people have them, but I don't know how they do it. [Tenured, large institution, 39 years old.]

Past support network.

A third way to approach how female faculty members managed the employment-family interface was to discuss the informal support networks they had in place by the

time they started their academic careers. None of them addressed the use of formal support networks. It was important for the researcher to know whether the participant felt that having a good support network made an important contribution toward easing the difficulties they faced in managing their different roles. Overall, respondents with children stated that having a source of childcare was fundamental to the initial stages of their careers. It is evident from the participants' responses that their main source of support was someone close to them and, in most cases, a husband/partner. When talking about childcare, interviewees had to rely on either their husbands or on outsiders for support. Outside support was characterized by extended family members, such as a mother or mother-in-law, or a babysitter. Those without a husband's support, without an immediate family member to rely upon, and/or without money to pay for childcare faced the greatest challenges in trying to manage different and conflicting demands. Usually, all of the interviewees with children expressed dissatisfaction with the way they were handling their demands. This is how one participant describes the role of her husband when she had a small child at home:

It was a challenge having a small child and having all of the things that go with that—child illnesses, etc.—and starting a new career as an academic and trying to fit it all in. As an academic, it is much easier than it would have been in high-school teaching, which does not have certain flexibility. I have great flexibility in terms of when I taught. Especially earlier, I worked all the time. I was committed not to have my children in a full-time daycare, and my husband did have a flexible schedule too at that time. It was incredibly challenging, and I was very lucky that he could help with that, and helped me to be able to do it. The challenges are there are not enough hours a day to fit it all in. [Tenured, medium institution, 46 years old.]

Like many of the other participants in this study, one faculty member views the emotional support of her husband as extremely important for her.

Easier for me was having an incredibly supportive spouse in those early days, with my first child especially, when he managed his schedule and could be home sometimes. That was amazing. That helped so much. And it is really helpful to have a spouse. [Tenured, medium institution, 35 years old.]

Another participant also stressed the importance of keeping her career after having children and her appreciation for her husband's help.

After my son was born, it was really nice to go back to work once a week, in the evening, when my husband could be home with him, and still get out, and still keep my career. I was doing only two hours a week, but I was still able to go back to work. [Part-time instructor, community college, 39 years old.]

Even with her husband's support, one of the interviewees decided to stop working while her children were young. She described how frustrated she felt being a stay-at-home mom:

When my daughter was born I resigned my position, so I could stay home and be a full-time parent. I stayed home until my son was born two years later. I was a little bit frustrated being home all the time. As much as I love being with the children, I felt that I wanted the opportunity to work professionally again. [Continuing contract, large institution, 46 years old.]

Later in the interview, this same participant disclosed her feelings toward being a full-time mom, and her concerns about being a role model for her daughter:

When I was staying home full-time, there was an occasion when I was getting dressed to go out somewhere. While I was in front of a mirror putting on make-up, my daughter was sitting on the ground beside me. She was very young. I think she was maybe three or four years old. And with all the adulation in her voice that you can imagine, she looked at me and said "Mom, when I grow up, I want to be nothing, just like you!" And there was that moment when my lipstick froze. And I thought "Did she say what I thought? She just said she wanted to be nothing!" She clearly put into words something that I've been thinking of too. What kind of modeling am I doing for my daughter about what women do in the world?

Without their husbands' support, two participants had to rely on other kinds of support networks, such as extended family, babysitters, and daycare. Three other

participants were single parents during the start of their academic careers, and one of them had no available money to pay for outside help. Their situations made management more complicated, and they faced more problems than the other participants in trying to manage the employment-family interface. A participant who was divorced from her first husband and trying to continue her studies so she could pursue an academic career, talked about some of the dilemmas she had to face in her life:

I really wanted to go back to school, but how am I going to do this and the babysitting? My mother was working full-time, my father wasn't there, and my sister was working. I had to continually try to get adequate daycare, which was just so difficult because it wasn't a part of the college scene. Even though I was a relatively young woman, daycare on campus was basically for faculty because they could afford it. So, that was the major problem: how can I be a good mother, go to school at night, and work full-time with piano lessons and all of that? [Tenured, medium institution, 52 years old.]

Her coworker also explained how difficult it was for her to take care of her one-year old son and still work:

I had a one-year old son. I was a single parent, and I went straight from College to Graduate School—500 miles away from anybody I knew—and I had no idea of how hard it was going to be. And it was a good thing, because if I had some idea I would have not have done it. I found it extremely difficult, particularly when he was very little, because little kids get sick quite a bit. [Full-time lecturer, medium institution, 30 years old.]

Mentoring was a frequently cited source of support that participants could rely upon. Mentors helped those in the initial stages of their careers to buffer the challenges of managing conflicting demands, offering them guidance and encouragement. The importance of mentors was cited by everybody, no matter what kind of family situation they were in. "I think that I have been very, very fortunate to work with mentors, both male and female mentors, who also valued family life and understood my appreciation

for it. I think that they have buffered some of the challenges.” [Continuing contract, large institution, 46 years old.]

I was hired with another person to launch a program in Master’s and PhD. So he has kind of become a mentor for me as we develop these new programs. And, in this sense, it almost becomes a family-type situation: you have your stresses, you have your celebrations, and you have the same sort of things you experience in a family situation. [Untenured on tenure-track, large institution, 29 years old.]

At the same time that having a mentor at the workplace helped female faculty members to overcome many difficulties, the absence of one was indicated as a source of stressors for female faculty members.

The professor who ended up being my dissertation chair is a woman. So I thought at first this is going to be really helpful. She’ll understand, she had a difficult childhood herself, had adopted children, and had gone through some political stuff at work about being a woman. It turns out that she was harder to deal with than most of the guys, which really shocked me. I felt very uncomfortable because I thought, “Here’s a sharing experience that we have.” Not that I wanted to take advantage of that, but at least she would understand where I’m coming from, that I cannot do this because I have to go home and take my son out from the daycare. She couldn’t understand at all. And I think that this is a characteristic of a certain generation of women in the academia because they had to fight so hard to be accepted that they became worse than the worst of the men. [Full-time instructor, medium institution, 30 years old.]

A coworker on this same campus also expressed her discontent not having a mentor. Her situation was a little different from the other participants because she is African-American. Because most of the academic setting is composed of Caucasians, she faced problems in finding a role model. She put in this way:

The PhD was in the back of my mind, but as an African-American, it just did not seem real to me, because I had no role model that could show me you can actually do this. My mother worked in a laundry for 30 years. Even though my mother was an intellectual giant, she did not know anything about this. With the expectations of someone who was in her early thirties, I thought that I had to get this degree now. [Tenured, medium institution, 52 years old.]

Later in the interview, this same participant also talked about how things started to change in her life when she found a group of African-Americans facing the same challenges as she was, and how important their support was to the development of her career.

Having a female mentor that helped me to understand that made all the difference. Also, finding a group of women who were in the same boat that turned into a group called "Sisters in Struggle." They were all black women working on a PhD, and mentored by women who had PhDs. All of the sudden I had what I'd consider a critical mass of people saying "You can do this. This is what you have to do. This is where you have to focus." I'm not sure if I had not inadvertently stumbled across that group if I would have made it, because they forced us to come to meetings and say "What have you done? Have you been to a Conference? Have you written a paper? Are you having problems with research? Here's where you go." So, I have this view that there're some people out there, and they helped tremendously. Those women made the difference for me. Having people think that you can do it, and also having my mother. My mother was a strong mentor for me, as well as my second husband.

Summary.

Female faculty members have indicated to prioritize either their family/household or their employment environment earlier in life. Those who first prioritized their family/household life usually decided to work for a less demanding institution and/or not to seek tenure status. Female faculty members who first prioritized their employment life delayed the formation of their families and/or decided not to have a bigger family. Participants also indicated that their family members and/or close friends were their main sources of support. The presence of a mentor also helped participants to overcome some of the difficulties associated with the management of different and conflicting roles.

Employment-family management: Current experiences.

The second set of questions covered the management of employment-household in the present. Basically, the questions regarding female faculty members' past experiences were asked again, but with a focus on the present. Questions were asked related to how they manage the employment-family interface, what decisions they had to make recently to accommodate different demands, and the support network that they could rely upon.

To begin, participants were asked to describe their experiences in managing the employment and family interface in the present. Overall, the interviewees expressed mixed feelings regarding the management of multiple roles. Those with children were unanimous in stating that their children's needs and demands are not as high as they were when they were little, but they now entail other kinds of burdens. Children's independence and self-sufficiency help participants to have more flexibility and personal time.

Now it's a little easier because I actually sleep through the night and I have rest, so I can think, I can plan, have creativity and have fun. The kids are middle-school age—my youngest is in kindergarten and my oldest is in 6th grade—after toddlers and diapers and before teenagers. So, it's pretty easy right now, and it's pretty easy to fit work while they're at school. [Part-time instructor, community college, 39 years old.]

My job here has evolved in the way my family has grown. As my family has grown and given me more flexibility as well as personal time, they're not quite as dependent. My son would get up and make his own lunch. And it's not because I asked him or he has to, but because he wants to. So, that frees me up to do something else: check my e-mail, do whatever I want to do. That's kind of nice. There's a different kind of a flow, and yet it's also more predictable [Part-time instructor, community college, 39 years old.]

It's crazy. I'm so glad my kids can drive. It makes such a big difference. I think that it wouldn't work; I don't see how I could get to work if they

weren't as mature and responsible as they are. I have a lot of success thanks to their support. [Full-time professor, community college, 47 years old.]

My son is eight years right now, so he's got a little older, he's more independent, and I've been knowing him for some years, so I've kind of figured out some of the shortcuts that I can make and can live with, I guess. I've found a balance to a certain degree. [Full-time instructor, medium institution, 30 years old.]

Although children's independence and self-sufficiency help participants to better manage their multiple roles, participants are now faced with other kinds of demands, typical of grown-up kids. These are not need-level demands, but demands related to the different activities in which children are involved in on a daily basis. Respondents also expressed how difficult it is to manage all the activities in which a child is involved and the demands of work.

They are similar in the way that I still find it very difficult to find a time to do everything. As I have said, I am still working on my dissertation, and I should not have been. Almost everybody else is done, and I am not. That is because I slowed down. There is a lot of pressure there. Time pressures are still there. I do not think that it goes away. Ironically, I thought it would be easier to deal with the scheduling conflicts when he gets older, but it is not. He is in soccer, in karate, and I need to do all the driving. But it is also easier because I have had experience with that. As I said, I had to figure it out "Yeah, you need to find a network of friends who would help you out." And I am married and my husband helps a lot. But he teaches 9 classes, so I still end up doing all of the after class stuff because of the way our schedules work. [Full-time instructor, medium institution, 30 years old.]

The challenge now is, as I tell my colleagues, the second job that I begin when I leave here. And again it's not the very painstaking and intense sort of, really, child work that we do when the children are very young. But it's more spending six hours a day in a car taking them to the set of other things, making sure that arrangements are prepared so that you know where the children are at every moment. So, it's basically time crunch. [Tenured, large institution, 46 years old.]

When talking about how they manage their employment and family demands, participants emphasized the role of a flexible work environment in their lives. As was true for their past management of experiences, female faculty members independently of institution of employment continue to attach a very high importance level to a flexible schedule. A part-timer explained why she chose to not work full-time:

I think the perfect balance is home and work part-time. I wouldn't want to stay home full-time, and I wouldn't want to work full-time. I really like working in a community college part-time, where I can control my hours each semester depending on the need. [Part-time instructor, community college, 39 years old.]

A coworker also talked about how her life has changed since she started her career, how flexible she can be in her employment, and how this flexibility is dependent upon her family demands.

What has changed is that I'm back to work more. I work here 12 to 15 hours a week, and on the top of that I have my course. I stick it into two days. I work Mondays and Thursdays with very little exception. Occasionally, my boss may want a staff meeting on a Tuesday. As long as I can get home by three o'clock to pick up the kids, I can come to the meeting. But sometimes I cannot make the appointments on those days, so I say "Sorry, I already have a doctor appointment," or any other appointment scheduled. Sticking to those two days a week helps, and that's different from where I was when I first started. And my kids are older. They aren't getting sick as they used to, they don't need me around as much, they like going to school and having their friends and their time, and they look forward to those two days a week when their dad picks them up and they do different things. In some sense, it's the same because I work part-time, I'm still a faculty, and I still teach a class. [Part-time instructor, community college, 39 years old.]

The flexibility of the academic setting allows female faculty members to both have a career and take care of their home demands, which helps them to coordinate their different needs.

This isn't the same as a university system. A community college is more of a teaching system, so I don't have the same levels of production, the

same diversity of production. We still have no time. Our time is still totally taken off by the academia, but it's not the same. Our teaching situation is very, very different. I still do travel, and sometimes I take my family with me. Every night I do writing, reading or something. But the flexibility is just absolutely incredible. [Full-time professor, community college, 52 years old.]

I think that the schedules work well, and most of the time I don't have lots of responsibilities here during the spring and summer, which works out very well for keeping up the place at home. So it really complements. I'd have trouble now with my home situation doing a 40 hour a week job. This is much more flexible. [Untenured on tenure-track, medium institution, 45 years old.]

The schedules in academia really allow for flexibility. Even though you work a bazillion hours a week, you have flexibility when you're going to work those hours. And that has made it possible for me not to be an absent parent with my kids. [Tenured, medium institution, 35 years old.]

This department is very accommodating towards my scheduling needs, which is nice because my husband teaches in another university. So, I get his schedule and I can go to my department chair and say "This is what his schedule's going to be. May I work my teaching schedules around that?" They're fine with that, which is just really nice, and it's not true everywhere. That helps. Again, the flexibility regarding hours, office hours, that kind of thing I can schedule whenever I want. Summer and winter breaks are longer, and we can do a lot of interesting things together, which is kind of nice. The flexibility of the schedule is lovely. [Full-time lecturer, medium institution, 30 years old.]

A 47 year old, tenure-track assistant professor at a large institution said, "My department is very supportive in terms of understanding that sometimes I need to leave, sometimes I can't be there."

Career accomplishments also were attributed to the flexibility of the academic environment. One participant admitted that she would not have achieved what she did in her life if she had a nonflexible job.

I'm fortunate that I work as a scholar in this area. That isn't true for a lot of working women, to be able to take time off to take care of their children or to take care of aging parents, or whatever their particular needs. I'm also fortunate because, as an academic, I have much more flexible hours

and time. So many things that I've been able to accomplish are because I take my stack home, and other people cannot do that. I know from my own experience and study that flexibility and hours during the day are very important for young children. These are things that need to be done to make the system more accommodating to things that women and, sometimes, men need to do for their families. [Tenured, large institution, 46 years old.]

Participants also were asked how their employment and family lives complement or enhance each other. Overall, participants stressed the importance of being a role model for their children as one of the most important attributes of their work.

My work life in academia has definitely enhanced my home life in that way. My two daughters are in school. I'm a bench mark. When I went to college, I basically left my sister and mother behind. So, I think that it has significantly improved my family in that all of my sisters and my brother have advanced degrees and are professionals. That and financial independence have been a blessing for our family. [Tenured, medium institution, 52 years old.]

Because my kids see how I feel about going back to school and being at the school environment during the day, they're excellent students. They work very hard at their studies, they take it very seriously, and they know that if they want to be successful as adults, it's going to require them to go to college. Both of them have decided that they want to get their Master's program completed as soon as they're done with their bachelor's. They're not going to wait like I did. It's a good idea to see if that happens or not because children come along, and marriages, and that's kind of burning for women, especially, I think. [Full-time professor, community college, 47 years old.]

I think that one way that my work life has enhanced my family life is that both of my children are very, very proud of me. I know they brag about my accomplishments to their friends and are pleased to have me meet their friends. They're interested in my work, and it's not a feigned interest because they both happen to be college students at the same university where I have work. [Continuing contract, large institution, 46 years old.]

Being able to advise their children on how to choose a career and a good school is also important to female faculty members. Their employment life helps them to build on their children's experiences, and they feel that they could not have done that if they were

not immersed in the education system. One of the participants expressed her thoughts this way:

I feel that I was very fortunate, that I was very successful in finding really good places for my children's college. They went to really good schools. And I knew exactly how to mold their precollege experiences with travel, and reading, and course preparation to get them into really good schools. I think that outside academia I wouldn't know what was going on. [Tenured, medium institution, 52 years old.]

Two of the participants are working in areas in which their experiences at home may be directly related to their experiences at work, and vice-versa. This is how one of the interviewees, who has two disabled children at home, expressed how her work complements her family life:

One of the biggest ways is that one of my specialty areas is accessible design, and I have two disabled children. So, those areas actually complement each other. I learned a lot from my kids and, consequently, they have been exposed to things because of what I do. [Full-time lecturer, community college, 50 years old.]

For a single professor, work is not a place that complements her family life, but one where she can focus all of her energy.

Because work's an escape, work's a place where I can put my emotional and physical and mental energy, because I don't have that outlet at home to do so. I don't have children, I don't have pets, I'm not married, and I do have a boyfriend. We've been together four years. But even after four years, I don't say it's a casual relationship. We're not married, we don't talk about marriage, we don't talk about kids or adopting, anything like that. So work's a space where I can put that energy. And I think that women who have to make other choices can spread that energy across those interfaces of work and family. And I kind of just have work. Depressing, but it's fine for me. [Untenured on tenure-track, large institution, 29 years old.]

Although participants admitted that they are satisfied with their current lives and with the flexibility of the academic environment, trying to find a balance between work

and family life is less than ideal. The interviewees' struggle to find that balance and not to let their work interfere with their family lives, and vice-versa, was a concern.

It's a dynamic process, and the balance is probably the hardest part—to make sure that you have a balance, and that you're not all about your work—but on the other hand that your family is interfering with doing your work. [Full-time professor, community college, 51 years old.]

Three respondents also voiced concerns about finding a balance that would allow them to have more time to dedicate to their family life. The first one commented:

My husband's a bigger baby than my children ever were. He's more demanding. He's upset that I'm not home at 5 o'clock everyday, and I keep telling him that I'm not an elementary school teacher, that I do have to read and I do have to write. I have letters to write, I have reference letters to write, I have students to coordinate, field trips, all kinds of reports, and I just have things I have to do. That's the biggest challenge right now, trying to get home. Get home before six, it's my goal. [Full-time professor, community college, 52 years old.]

Her peer on another campus also stated:

It's nice to have the flexibility of an academic life. I can leave if something happens to my son and I need to go pick him up from school or something like that. I work a lot, we both work a lot. We still feel like there's a lot of time stolen from family, and we have this idea that we should be able to have evenings and weekends somewhat clear, and it always kind of gets squeezed, and smaller and smaller. I realize that I can hear myself talking about how work and family are always at odds. I guess that continues to be true. It's just less painful than it was before, when everything seemed like crisis management and now we're into a routine. [Tenured, large institution, 39 years old.]

Most female faculty members indicated that their employment life has an enormous amount of influence on their relationships at home.

It's also a challenge for me to be away from my home because of the multiple commitments, and being really involved in what I'm doing and forgetting him [husband]. It's not forgetting him because I don't love him, because I don't care for him. Of course I do. But it's all of a sudden being in an environment where I wanted to be and seeing things that I wanted to do because the opportunities are so much more, and recognizing that he's back there. He reminds me when he gets mad. He says "You can do this

for all of your students, you can do this for the faculty, you can do this for the Department Head, but you forgot all I ask you to do is just one thing – just to fill up the car, and it ran out of gas.” And he is right. [Tenured, medium institution, 52 years old.]

Another professor also talked about how she is struggling to get involved in her daughter’s wedding plans, and not let conflicting schedules interfere with their relationship. She stated:

Right now we’re trying to plan a wedding. It’s really challenging because it’s the first time in a very long time. It has not been challenging up until the past few months. My daughter works a really unusual shift. She works evenings in an intensive care unit, and our schedules do not match at all. She’d like me to be involved in wedding planning, going to appointments at florists, with the pastor of our church, with photographers, that sort of thing. And it’s almost impossible for us to find days and times to do that. We’re still struggling with that right now because we manage not to miss other opportunities, and we don’t want this to become the thing that we have regrets about. [Continuing contract, large institution, 46 years old.]

As these women indicated, having a flexible job presents some problems, such as not having a time frame to perform the work. One other participant also pointed to the lack of a boss as a disadvantage of academic life.

...in a university or college, everybody else is going to let you do what you want to do. If you want to punish yourself and do everything, just go ahead and do it. The disadvantage is that there is nobody to stop you from working. In a college, there is nothing to stop you from working. So, I finally was able to get my load down to some reasonable point. This semester is the first semester that I have a reasonable load. I am just learning to say “No.” I am just not required to do it. And I am still here. I am just not trying to dig to the bottom of my desk for being overloaded. It will be great if I just keep saying “No,” and keep negotiating some strength. [Full-time faculty, community college, 53 years old.]

Even those married without children find it difficult to manage their husbands’ demands for free time with the demands of their career:

That’s what I mean about loving what you do. You don’t notice the time. “Is it time to go home? I cannot believe it! Let me do one more thing, just one more thing.” And then I get a call “Are you coming home for dinner?”

“Oh, yes! Give me another half hour.” So, I think that would be a stress in terms of relationships because I love what I do, I keep enjoying making things good. [Full-time professor, community college, 51 years old.]

In addition, as they advance in their careers, female faculty members find it even more difficult to manage their different roles than they have in the past, due to increasing demands at work.

My experience now is that when you think it’s going to get easier or simpler you couldn’t simplify it. It never gets simpler. It always gets more complicated; it’s always more piled up. Earlier on I had this utopia thinking about simplifying, and being able to repeat things, and to be able to follow a system for things, and it doesn’t really happen. [Full-time professor, community college, 52 years old.]

In academia it seems like a cycle. The more you do, the more you are asked to do. So it seems like a spiral. Now I have more time to devote to work, I spend more time doing work. It is a continuing cycle of expectations. That is a challenge. It is always a challenge trying to balance things, but it also seems so much easier for me now than it did earlier on. The biggest challenge for me now is that I need to drive everybody to different places all the time. One of the ways I do that is that I just bring work with me. [Tenured, medium institution, 46 years old.]

I guess that more responsibility, more pressure, more challenges to work in things that it is harder to unwind, it is harder to do things that are related to work. It is harder to just have quality time. We can clear that off at family get togethers, but it would only take us minutes before my husband and I were talking about work. I guess one of the large changes is that life is not composed of as many bearable areas of work and interests as it used to be. I used to garden, I used to do a lot of reading and sewing, and work has become both my vocation and my application. [Continuing contract, large institution, 46 years old.]

Managing different roles also brings problems related to a lack of sleep, as this same respondent continued:

I’ve talked to a lot of other women who also acknowledge that the way a woman in academia manages to have quality family life and a successful career is by learning to live with very little sleep. And I master that technique. Until this day I only sleep about five or six hours per night.

Trying to find a balance between their work and family lives is a point of struggle for female faculty members, even for those without children. For some, the need to bring work home also creates a strain in family relationships.

I think that would be a stress in terms of relationships because I love what I do, I keep enjoying making things good, but then still having enough time to do fun things at home too. I'm not a person who leaves my work here; I take my work home. I teach an on-line course, virtual college, so I can get on-line while I'm at home and I don't care what's on television, I can get on-line. I get involved. From the room next door my husband asks what I'm doing in there. I'm talking to my students, or I'm checking up the discussion call, or I'm putting together a new handout. [Full-time professor, community college, 51 years old.]

Contrary to that idea, one respondent said that although she likes her work, she needs time to perform personal things. For her, time constraints and the need to have personal free time is a matter of concern.

I feel like I didn't have enough time to get everything done and to do the job I wanted to do while leaving something for my personal life. I truly am a person who believes that I love what I do here, but it is not my life. I have got other things to do and other responsibilities, so it was challenging at times. [Untenured on tenure-track, medium institution, 45 years old.]

Differing from the idea of conflict management, a single professor without children explained how she does not have to set priorities in her life. Her attitude towards the management of life experiences is different from those who need to deal with conflicting demands. She explained how she deliberately does not let her work and family lives merge into one another.

I work Monday through Friday. I usually work 11 or 12 hours a day, straight. Usually on Saturdays I take off and devote that time entirely to be with my boyfriend. So, it's either work or family. Because I live alone, because I don't see my boyfriend during the week, and I rarely see my family, I can make that decision. When I look at my colleagues with young children at home, they don't have that. If their kids are sick, they have to stay home, or they have to be home for dinner at six o'clock. I can come to work at seven a.m. and stay until nine o'clock at night if I want.

To me it's a freedom; it's a blessing that I can do that. But that's my perspective. People would look at me and say "Oh that is pathetic. Don't you want a dog, or a kid to go home to?" No, I don't. I like having the absolute freedom to decide when I'm going to work, or when I'm going to spend time with family. When I decide to work, that's it. Work gets a hundred percent of my attention. And when my boyfriend is here, or when I have my family close, they get a hundred percent of my attention. There's a fundamental split there. [Untenured on tenure-track, large institution, 29 years old.]

As already presented, female faculty members advancing in their careers tend to face more managerial difficulties. Nevertheless, those in a more advanced stage of their career, such as those who already have tenure, for example, also expressed more confidence in managing their lives when a family situation is interfering with their work.

When you get started, you don't know what it's okay to say or not. I continue to be as successful in academia as I used to be. I have three books published, I have lots of articles published, I have done this stuff that could get me anywhere and not just here. So, I have a lot more confidence in the fact that I would be a good academic and a good citizen, and be a very committed parent. The confidence makes it a lot easier now. If I have to miss something because a kid is sick, or if I have to do something differently because of my commitment to my family, I have more confidence that I can still be a really productive academic. [Tenured, medium institution, 46 years old.]

I think I have come to a good pattern in my life. There was a time in my life when I was in my 20s and 30s where I was, maybe, consumed with achieving in my career. And I do not necessarily mean climb up the ladder, and getting better jobs, but the quality of what I did, and not feeling that I have done enough. [Full-time professor, community college, 51 years old.]

In addition to career advancement, achieving job stability has helped participants to be more confident when making decisions related to their careers, which leads to less emotional stress. One participant talked about how attaining tenure freed her from some of her burdens:

The tenure ball is off of my head. I no longer have to impress people. I no longer have to be this way or that way. It's different because I can take

risks. And I like taking risks. And I took some risks when I was untenured, but I know that I'll take more now. And I know that would be satisfying because they're risks that I'd take for myself, and not risks that were imposed by some other groups or individuals. I can now say that research is of no interest to me. And that research is interesting to other people that I'm not interested to work with. There's a certain amount of power in knowing who I am, and what I can do. [Tenured, medium institution, 52 years old.]

Recent decisions made.

When talking about decisions they had to make recently in order to manage their employment and family lives, many of the interviewees talked about a decision to reduce their workload to an acceptable amount. This is how one participant described the recent decision she made:

To cut back. When you get overloaded, you don't get paid, and the management doesn't care. In the community college you can get paid over time, because of our Union and contract. Because I coordinated my program, they don't want you to release, but finally somehow I negotiated and got my load down to a reasonable load. So, I actually can be home at night, and I have a week of work. I have my courses down to one course, and I am coordinating a program and developing a program. And during the overload I was teaching 3 or 4 classes, which is totally unattainable. Totally unreasonable. [Full-time professor, community college, 52 years old.]

One participant stated that overload was starting to give her stress-related problems, which made her step back.

I was having problems with stress, and it was starting to manifest some physical symptoms. Because I tend to be someone who volunteers for everything, I don't like to tell people "No." And I think that has probably been the most difficult for me, probably since Fall, to step back and say "No," and say "I'll probably do this, but until these other things are done I'm not going to do this." [Untenured on tenure-track, medium institution, 45 years old.]

Teaching loads also led one participant to prioritize her teaching because she does not have time to do other things. This is a problem that may influence her productivity as a faculty member, and she is aware of that.

Because I'm a full-time lecturer, I teach five sections per semester, which is a lot, a lot of teaching. So, to do that well, and to have time to do research, and because—it's not that I dislike research, but it's the least important to what I'm doing—because of that, that's the one that gets squeezed. Unfortunately, that's the one you've got to do to get professional credentials. [Full-time instructor, medium institution, 30 years old.]

A decision to reduce their workload was not cited by those working in a large institution. This detail may be explained by the fact that they have more flexibility in when they perform their work. The flexibility may be attributed to their not having as high a teaching demand as those working in small and medium institutions, where the teaching load is very high. Teaching times are rigid, and, as a consequence, a person's schedule is less flexible.

One participant talked about her decision to take on a new responsibility and to break out of the routine that she had already established in her life. Her decision was based on her desire to enhance her career, but at the same time, she has to coordinate her family life with this new responsibility:

I've taken a new responsibility this past year, so I'm not teaching this year. It has really changed my work life and my schedule. It was a big family decision whether or not I should do this because I could be doing too much. When you're going along with a determined course, you already know what to expect. But when you want to do something that will enhance your career and you're really excited about it but you know that it'll break those really good patterns that you've established – it will involve more travel – how am I going to do it? So, this was really a big decision that I made last spring. It's working out fine. [Tenured, medium institution, 46 years old.]

In contrast, the decision to stay at the current position was also cited by one participant.

A consideration, which is probably common to any position that you have, is whether you are maximizing the use of skills and being reimbursed accordingly. Probably there are other positions where I could be making more money at this point than I really am, for the amount of experiences I have and the variety of skills that I have. On the other hand, this is something that I enjoy doing. I've known these people that I work with for years, and the commute is not huge. It is a trade-off always. The decision is do I continue with this or is it something more satisfying? [Continuing contract, medium institution, 55 years old.]

Only two interviewees were responsible for the care of an elderly person, and one was responsible for the care of two disabled children. Only one participant had made recent decisions regarding elderly care.

I think moving our mothers here. It's the biggest decision in terms of impact on life. So, it became clear that we would be their primary caregivers rather than allowing other siblings or other people to take care of them. [Untenured on tenure-track, large institution, 47 years old.]

Later in the interview, she continued expressing her concerns:

Caring for elderly is very time consuming, emotionally tiring, and it's very difficult to watch them declining. We've been dealing with that, and it's a big challenge. It's a huge amount of time, and it's not at all rewarding. I mean, I'm watching my mother decline, and it's not like raising a child where the child grows and learns something. This is exactly the opposite. I wouldn't have chosen to do this if I'd realized how difficult it would be. Nonetheless, we've taken on this responsibility and I'm glad that I've done it. But I don't like it.

Current support network.

According to the informal support female faculty members have, a husband's support continues to be an important factor in helping female faculty members to manage their life demands. Overall, female faculty members who worked part-time when their children were young and are now working full-time were unanimous in stating that their husbands now have a greater responsibility in family matters.

My husband and I tend to now share more of the responsibilities at home, because before I was confused as part-time, which is true because I would certainly be home before my husband, who commutes a long distance. That's kind of nice because now he has more, not that he didn't have before, but today he has more appreciation of what goes into doing things. [Continuing contract, medium institution, 55 years old.]

Although the support of their husbands is important and helpful, sometimes it is not sufficient in alleviating women's overload. A female professor expressed her dissatisfaction with the difficulties she still faces in managing her innumerable demands:

Even though my husband does the cleaning, and the laundry—what else does he do?—he doesn't do all the yard work, but he's in charge of it. He hires people to help him, whatever. So he does all the inside and the outside work, and I do the shopping and the cooking. Even though we do have a very good division of labor, I think that finding a time to do all those things on a daily basis is very intense. I told another colleague the other day—it's like a race, and then you get to collapse at the end. [Tenured, large institution, 46 years old.]

Generally, husbands, partners, and boyfriends are also the closest people with whom these women may share their experiences.

Certainly my boyfriend has been really important. He has been really supportive. He's in a totally different field. So he's kind of a window into academic life. All of these things that I take for granted and assume to be the norm he says "Why do people do that? Why do you think that way? Why do you act that way?" He allows me to see into my life in ways that I wouldn't otherwise see on my own. [Untenured on tenure-track, large institution, 29 years old.]

One of the participants talked about the fact that she does not like to share her work problems with her husband, even though he is pretty open to listening. For her, when she is out of the workplace she likes to forget about work.

In my family, my husband loves to hear, but I don't want to talk about it. But he loves to hear it. When I leave work, I'm finished. When he wants to hear it, and I don't want to share, it's a conflict. I try to find other areas; complementary areas rather than work. To me I just left work. I was there. Twelve hours. I'm finished. Let's play. Let's go to the movies. I want to

find out something else. [Full-time professor, community college, 52 years old.]

Contrary to that idea, a coworker on the same campus expressed how disturbed she feels at not having her husband's support.

Frankly, I cannot really talk to my husband about it because he is not as supportive as I would like him to be. But now he has come to a place where he has accepted it and supports it but... I know he has trouble with my work because I love it, and it is really a competing for affections. He wished that I loved homemaking as much as I love the teaching environment. He gets jealous, I think. [Part-time lecturer, community college, 39 years old.]

Having a friend in the workplace also alleviates stress for some people. It helps female faculty members to have a person who shares some of the same experiences they do, and on whom they may count to understand their issues.

The people I work with, I've been very lucky. For the most part, people that I interacted with had the same kind of understanding that we all have to have to work together to get along. Establishing relationships right up front, knowing that you cannot always get what you want, and also to negotiate based on needs. Who has the greatest needs, how can we help each other. That's not to mean that we didn't come across people who were more dominant, or wanting more, or more insensitive. On the whole, I think that the culture of the organization made us be flexible with one another. [Full-time professor, community college, 51 years old.]

A 46 year old tenured professor at the medium institution commented, "There have been many, many more faculty women who have children since I started here. And that has helped me because they're people who really understand what's going on."

The person I probably talk about the most is probably the most organized person and efficient person I've ever met, and she still cannot seem to get on top of it. That's good news for me, but maybe not for her. [Tenured, large institution, 39 years old.]

On the other hand, some participants had strong and very different feelings about sharing their situations in the workplace. For them, talking about issues they face in

managing their lives may prevent career progress. A 30 year old full-time instructor in medium institution said, “I don’t talk about that at work very much because I see that as career limiting, frankly. There’s one person here who I really do talk about that occasionally, but even then I’m kind of tied guarded.”

Because we’re both known in the field, we cannot talk to colleagues, even though our colleagues are also our friends. If we disagree—we don’t often disagree—on a curricular matter or on a review of work, we cannot talk about that with other people. We don’t talk. We absolutely don’t talk about family planning anywhere. [Untenured on tenure-track, large institution, 35 years old.]

Informal support offered by a department can also help female faculty members in their management process.

I think my department has been very supportive of women. We have more women than men by one or two at this moment. One of my colleagues just had a child a year ago and she just got tenure. Obviously we’re doing something right because she’s able to go through those life changes and do both of them. [Untenured on tenure-track, large institution, 47 years old.]

Our department now is about one-third females, and we make some unilateral decisions on how we handle things, such as maternity leave and other kind of things. We’ve been able to get away with that, we can do that. Nobody bothers us. As long as we write our books we can do whatever we want. [Tenured, large institution, 46 years old.]

There is a lot of talk in academia about more flexible tenure system. I didn’t need it, but I know it’s needed. The system wasn’t based on women’s life cycles. It was based on men’s, with women taking care of the home and the family. As it is true for lawyers, doctors, and for many professionals, you have to make your name in your field just at the moment you need to establish your family life. It’s very difficult for women. It’s just an incredible crunch at a particular moment in your life. [Tenured, large institution, 46 years old.]

Later in the interview, this same participant continued:

I feel so sorry for people who work with colleagues who don’t understand how important both of those roles are, and that neither can be neglected, and neither ought to be taken away simply because one has

children. I wish that all women could work in supportive environments, as I've always worked in.

One African-American respondent was shocked by the discrimination and the lack of informal support she found at one institution. She addressed the issues of race discrimination and isolation. This is how she expressed herself:

I hit tenure track and I found out that I had just begun. Being in a tenure track position and coming in as the first black woman in the department has been a real challenge. I knew that would be, but I didn't know the extent of it. But I assumed incorrectly that things would be different, and I was incredibly disappointed...that they were worse. The difference between academia and corporate is that the process has a lot to do with the support of your department, who are you allied with when you come in. What does that ally mean, how much support are you going to get, how many things are you going to be knowledgeable on and that you should be knowledgeable on but the information is retained. It was a very difficult transition. I've seen favoritism before, and it's not something that I wasn't aware of. I've been discriminated [against] before, but to see that in such display, the corporate didn't do like that. I was much more comfortable in the settings in the 70s and 80s, where you say "This could be happening. Probably this is happening," but at least it's not on your face. That was a discovery of in your face type of racism that I encountered in academia that has been shocking to me. That has been the real challenge. [Tenured, medium institution, 52 years old.]

Later in the interview, she spoke of her need to have a person with a similar background to share her feelings; one who would understand the issues characteristic of a black woman working in the academic environment: "The biggest challenge I face right now is the isolation. It's not easy to walk across campus and find a black female faculty to talk to. You never get that critical mass together to air your feelings."

When talking about the formal support available to them, most of the participants stated that they do not like to make use of formal support networks. However, those who use them find them both helpful and necessary. They also think that these networks of support should be more inclusive and should promote themselves to those unfamiliar with

their existence. The availability of formal support networks is helpful to female faculty members in managing their employment and family demands.

This particular college has a lot of support. They have the Women's Resource Center, and I feel that because it's a community college, it's very important. They cover anything from psychological issues, who would be having financial issues, and I think that they probably need to promote themselves a little more. There are a lot of people who would use their resources, but because of the nature of what they do they're not real obvious, and sometimes when you need help you need someone to come along with a hammer and say "Here I am." I wish they could find a dignifying way to promote themselves, so that people will use their services. There are a lot of people here that could make use of what they offer. Changing their name. It's not just women. There are a lot of men that need to have some support. It's different from the counseling office, because it's not just emotional and psychological, and it's different from academic advising. [Full-time professor, community college, 47 years old.]

Our health care and our dental coverage are outstanding, and that makes it much easier. With those things in place, we're actually more at liberty to think about having kids because a lot of health care at least is covered. [Untenured on tenure-track, large institution, 35 years old.]

Although most of the interviewees affirmed that they do not make use of formal support systems, when talking about which kind of support systems should be developed or improved, most of the interviewees felt that more childcare programs should be available. They also indicated that their children's school hours do not coincide with their schedules.

The other thing is before elementary school and after elementary school—the hours between three and six—is just an ongoing struggle for working people. It never gets resolved. Everybody says this is the most important thing; childhood education is a key element about how our students perform later. It is the lowest paid profession, and it is degraded, and people who cannot do anything else, do this. It is insane. We were fortunate to find really good institutions for our children, but they were the only one in the entire community. If they could not get in there we would have virtually no options for them that we could have been comfortable with. It simply should not have been that way. It is not simply a fringe for working people. It has been good for the kids too. It is good for

everybody, and it has been so underdeveloped in American society, and I know it is not true for other cultures. We have been very fortunate, but I know that there are other families that struggle about what their children are going to do between 3 and 6, when they get home. It is crazy that this situation happens. It is the simplest thing in the world, to work out something that it is good for kids to do after school. [Tenured, large institution, 46 years old.]

I would like to see schools, elementary public education system, have better childcare programs too, and being more accepting to the fact that, I, for example, have a flexible schedule and my son's school has an after school program, but you have to sign up in August and you have to keep that same schedule all year around. And that does not do me any good when one semester ends and in the next one my teaching schedule changes. So I find it very frustrating. [Full-time instructor, medium institution, 30 years old.]

Care of the elderly was another kind of support addressed by a participant who is committed to taking care of seniors.

I think the university is going to have to come to grips with the fact that a lot of faculty and staff do care for elder parents. And they are going to think about on-campus-care facilities. We have day care for children. I think that we're going to have to start thinking seriously about that. That probably wouldn't be an option for me now because the mothers don't get out easily. It would've been an option when we first came here, four years ago. My mother could have been in a care facility where she could go on a daily basis and have social interaction. And that would have eased the transition that wasn't a good transition. She was in one place, and then she had to move to another place. If she had a place where she could have had socialization, that would have been better. Involved in discussions about increasing the levels of facilities within the university community, I know that it's not going to happen right now, given the other things. [Untenured on tenure-track, large institution, 47 years old.]

Participants working in the medium and large institutions also suggested the development and implementation of mentoring programs for new faculty. As new faculty members do not have knowledge about the academic environment and the way it works, the existence and availability of mentors would help them to unfold the intricate domains of their careers, and make the process easier.

Every single assistant professor needs to have a mentor, and that mentor should be someone who has published, that knows the Conferences to go to, that knows where to get that first easy article published, that recognizes that publishing is a function many times of who you know, and not of what you know or have written, and let you not feel that you are isolated. [Tenured, medium institution, 52 years old.]

One of the participants working in a medium-sized institution addressed the need for that institution to have a clear policy on maternity leave. She said:

Institutionally, this place for example, does not have a clear policy on maternity leave, those kinds of things. I have a colleague who had a child midterm and she did not have those kinds of support that were really important for her. When she was leaving, she had to certify who was covering her classes, and I do not think that is right. Those kinds of support networks really need to be in place for those people who are struggling to do things. [Tenured, medium institution, 46 years old.]

For a participant working at a large institution, which already has a maternity leave policy, the institution needs to create a paternity leave policy.

This institution doesn't have a paternity leave policy. I'm happy that they have the maternity leave, and allow us this flexibility, but they can go further. They can allow for a couple who's having a child or who's adopting one, or who are committed to take care of aging parents or something like that, to work out an arrangement whereby the woman can be part of it, or the man can be part of it, if they're both employed by the university. Or the man may be, telling them that he's taking a major role in this, as well as his wife. It doesn't make sense to me that this shouldn't be the case. And (this institution) doesn't provide for paternity leave. If I was a guy I would be seeing it that way: "Why am I not supposed to be able to take care of my child or my aging parents, or something?" That's ridiculous! There's more that they can do about that, certainly. [Tenured, large institution, 46 years old.]

Only one participant indicated the role gender plays in a woman's salary. Although she did not address the need to establish salary parity between male and female faculty members in her formal statement, after the interview was over she talked with the researcher about this issue.

I still earn, as a woman, much less than men, both in the field and here, although my skills are—mainly my computer skills—more advanced than certain of the other male professors on campus who are in equal places in their career. [Untenured on tenure-track, large institution, 35 years old.]

Summary.

In general, female faculty members who prioritized their family side during the beginning of their academic career now dedicate more of their time to their employment side. In other words, the decreasing demands of the family environment inform faculty members that they may shift the focus and to invest more of their energy to the employment environment in the present. Participants addressed some trade-offs associated with neglecting their employment in earlier stages of life, such as (a) their level of productivity is lower than their peers in the same stage of academic career; (b) they did not have the opportunity to work for a more recognizable institution and, as so, to have a better salary and economic support to develop research; (c) some participants had to delay their tenure attainment; and (d) some participants did not seek tenure status.

Participants who delayed the formation of their families and dedicated their time and energy to the development of their academic career first, were pleased with that decision. This deliberate decision helped them to devote more of their energy and time to the family environment and to become more involved in their children's needs in the present. Such participants do not feel guilty when they are not as productive in their academic career as they might be expected to be because they have already achieved tenure status, although they delayed the promotion process. Because of that, they expect to shift the focus to the employment environment in a near future.

Future aspirations and concerns.

The last line of questioning was related to female faculty members' future aspirations. Some of them expressed some concerns with the future, while others had a more positive outlook on the topic. When talking about future aspirations, one married participant without children indicated that she is uncertain which aspect of her life to prioritize—work or family. For her, the possibility of having a child is dependent upon a noninterference with work. She voiced her uncertainties in this way:

I don't know if I'd like to have kids with my husband. Maybe I would, maybe I wouldn't. We really have to work out work arrangements, and day care and childcare in ways that it wouldn't involve huge compromises for both of us. We're not quite sure which position to make right now. We have just too much work to do. [Untenured on tenure-track, large institution, 35 years old.]

Contrary to that idea, another participant stated that her future in academia is uncertain and completely dependent on her abilities to manage and accommodate different demands.

I'm really leaning whether I'm staying in academia, and that really revolves around whether I can do this, whether I can make that balance as effectively as I need to. I know that I can teach and raise a family. I don't know if I can do research and raise a family all well enough, and I cannot stay as a lecturer forever, although I really enjoy teaching. [Full-time instructor, medium institution, 30 years old.]

Their future in academia was also a matter of concern for some of the participants who are in tenure-track but still untenured. The current economic situation facing the country, and the consequent budgetary cutbacks and increasing levels of unemployment, were indications of concerns about the future. This is how one participant, who gave up tenure after moving to a large institution, expressed her feelings:

Coming from a small teaching institution to a large research university in this climate, in terms of employment, budgetary considerations, and a

rising bar for tenure, this is very difficult. This is much more challenging. I gave up tenure to come here and I knew that I would have to do that. It was made very clear to me, and I understood that, but the bar for tenure is rising and it's increasingly difficult to be confident you're going to get tenure. I think that I will. I think that I'm on track for it, but it's a little dark thing to realize that I gave up a tenure position. It was not that I disliked it; it was that I wanted to be in a bigger university with more challenges. [Untenured on tenure-track, large institution, 47 years old.]

Later in the interview, she continued: "I hope to get tenure soon, and that will take some pressure off because being untenured in this day and age is really stressful because you're not sure. Here we're with budget cutbacks, maybe position cutbacks." Getting promoted and performing some administrative roles are goals for some participants.

I'd like to move up the ranks, at least to associate professor. Administratively, I don't see that in my future. I did a lot of administrative work when I was working at the hospital, and I'd rather stay with the teaching. [Untenured on tenure-track, medium institution, 45 years old.]

As an aspiration, I'd like to do more administrative work. It sounds kind of sick, but I'd love to direct an undergraduate program; I'd love to direct a graduate program. I could imagine, 15, 20, 25 years from now, being a Dean, at least being a Department Chair, Department Coordinator. [Untenured on tenure-track, large institution, 29 years old.]

A participant working in a small institution made an interesting comment regarding her future plans for moving up the ranks. Although her coworker had indicated that "Academia has a reputation for being controlled, climbing up the ladders," and that this does not happen in a community college, this interviewee expressed her feelings about the existing gap between instructors and professors in a community college:

I'd probably be here forever. I'll be glad to be a professor at the end of this year because even though with our system here—we just have instructor and professor—there seems like a big gap between us. I guess I'll feel better about myself after I finish this year and attain that. I think that I'm getting ready to go back to school and enhance what I'm doing now. [Full-time instructor, community college, 50 years old.]

The researcher then asked her about the process of becoming a professor in a community college, and she explained:

You have to work three years, and it just changed in our last contract, which was two years ago. We used to have assistant professor, associate professor, and you had to apply for each of those, provide documentation and a committee would decide. That changed in our last contract, mostly because part-time faculty could never be anything else. There were no steps. It's still just for full-time faculty. Now, after three years in good standing you can become a full-professor. You get observed by your department chair, that kind of thing. For me that's kind of neat because in some way that became attainable and before I was very frustrated because I couldn't have any other title except instructor. That's something I'm excited about too, even though it doesn't make any difference, but it's a psychological thing because there's no change otherwise.

Investing in their own formal education was an aspiration for some participants without a doctoral degree. All of the participants working in the large institution have already earned doctoral degrees. Three participants working in a medium institution have a PhD. Of those interviewees without a doctoral degree, one participant had already submitted her dissertation to committee, and one was still working towards her degree. The other participant did not mention a desire to earn an advanced degree. The data gathered indicated that only the two full-timers working in that institution had expressed a desire to invest in education and, possibly, work full-time after their children are grown.

I think that a PhD would be really cool, would be icing on the cake, but it would have to come after. I did the Master's before the family and I think that would have to be after my kids don't need me anymore. [Part-time instructor, community college, 39 years old.]

I could easily become tenure-track professor and do anything I wanted to do. I made that decision when we got married and started having kids that it wasn't the road I would go. The truth is that I could still, after my kids are all grown up, work full-time and accomplish some sort of goals or career goals. I'll still have time to do that. So, it's worth it to put those goals on hold for a while. [Part-time instructor, community college, 39 years old.]

Later in the interview, she continued:

I'll probably continue to work part-time while they [children] are school age. Then maybe as they go out to college I might look at full-time work. After they all got to college my husband said that I'll have to work full-time to put them through college. Then he's going to be supportive of me working full-time.

Following the same rationale as the part-timers, those already working full-time hope to have more time to devote to their work when their kids are grown up. One participant expressed her aspirations this way:

I'm hoping that as my children become older and independent, I'll be able to do more work. That they'll be successful, happy, and increasingly independent. So I'll be able to deal more with a grown-up level as opposed to a more needing level. I know that, from being a child myself, that you always still need your parents. But they're getting to the point where the amount and the nature of the attention that they need are starting to change. As they get older, there are other worries. I cannot certainly be with them when they're out with their friends, but I still need to worry about that. I'm thinking about and looking forward to, and I'm not sure this is going to happen, but I'm certainly hoping that it will, being able to take 6 years to write my next book, as opposed to 12. That's a payoff for me. That I've got through this period and my work was delayed, my ability to do my work, which I just love and I'm really committed to, and which could be a float due to this entire process of bringing up these children. In a point, I'll be able to go from 30 miles an hour to 70 miles an hour again. It's certainly an aspiration. The way we've worked out the household and daily maintenance isn't a burden; the children being there, that makes it more difficult. [Tenured, large institution, 46 years old.]

None of the interviewees, even those in a more advanced level in their career, demonstrated an intention to retire or to leave their jobs. On the contrary, they intend to continue working while they can contribute to their field.

When some of our friends are talking about their retirement plans, right now I cannot relate to that at all, even though from an age standpoint we should be thinking about that a little bit more. I know it'll happen, but I cannot see that right now. It's not relevant to me. [Full-time instructor, community college, 50 years old.]

Personally, the project that I'm involved in is a really exciting project, and I see it really developing into an intriguing place for me. I don't see me leaving this university. I think that this university is supportive in the ways that I need to be supported, and flexible in the ways that I need to be flexible. [Tenured, medium institution, 46 years old.]

A 46 year old continuing contract working at the large institution commented, "I thought about that at one point I would retire, but right now I'm really enjoying the challenges of the work, and finding it meaningful enough, and having enough stamina to continue to do it in the future."

In addition to talking about their future aspirations, most of the participants expressed some concerns about the future. One of the participants working in a small institution showed some concern about her retirement plan, and how she will need to find a position after retirement.

The State of Michigan retirement plan is so horrible. I did a sample in the computer, and my retirement came out to be the same as my father, who retired 15 years ago. That's just absolutely unbelievable. I'll just have to switch to a different college, and start another retirement. That's what a lot of other people do. They retire here, and then go to a private school to add to their retirement system. That might be a goal. [Full-time professor, community college, 52 years old.]

When talking about their family aspirations, all of those participants with children demonstrated a concern for their children's educational attainments and their futures:

I feel that I'm not ready to make any commitments. I'm just trying to get my children through the professional degrees and marriage. These are my goals. Having my children to graduate school is so immediate to me that I haven't made any long range plans. [Tenured, medium institution, 52 years old.]

Although the majority of the interviewees were not responsible for the care of an elderly person, future concerns about parents' health and the huge commitment that taking care of the elderly implies were addressed by some of the participants. A 51 year

old full-time professor at the community college commented, "When I look around me, I and my peers are all in that point where parents' health becomes a concern. What kind of burden, stress, requirements of my time and my energy would be necessary?" Based on her experiences in taking care of elderly parents, another participant talked about how her life will change when she does not have to do this anymore.

In some point, I probably won't care for elders. So I'm not sure if this is an aspiration, but the reality is that my life will change dramatically when the mothers are gone. It'll be easier in many ways because we'll not have this time constraint. I just have to be realistic that it's going to happen sooner than later. It would be nice to have time back again. I guess that's a personal aspiration. [Untenured on tenure-track, large institution, 47 years old.]

Two other participants also demonstrated concerns regarding future obligations toward their parents:

My parents aren't young, but they're still relatively healthy. So, the main core here is whatever sorts of obligations that I'll have towards them. They're already in their late 70s, and they're very healthy and independent. At that age, that sort of thing can change at any moment and it's pretty common for my generation these days to take care of aging parents. [Tenured, large institution, 46 years old.]

A 29 year old untenured on tenure-track at the large institution said, "My parents are very, very healthy. They're both [in their] 60s. But what if they become ill? What's going to happen?"

Although participants presented many different future aspirations, all of those with children or elderly in their care have, as their future aspirations, the need for more personal and leisure time.

Summary.

When talking about their future aspirations and concerns, female faculty members with young children indicated that they want to devote more of their time and energy to their academic careers in a near future. Those who were untenured but on the tenure-track system and childless indicated some concerns about having children and still being a productive academician. Those participants who still were untenured during the time of the interviews also indicated some concerns regarding the economic situation faced by their institutions of employment and their future on the institution. In general, female faculty members indicated some apprehension regarding their future obligations toward their elderly parents, and how negatively this responsibility could influence their family/household and employment productivity.

Female Administrators' Perceptions of Female Faculty Members' Issues

The first five questions asked during the interviews with female administrators looked at what female administrators perceive to be the issues faced by female faculty members working at these institutions with regard to managing their employment and family lives. Of the same importance was understanding whether female faculty members encounter any barriers at the institutions. The last two lines of questioning were aimed at identifying programs the institutions offer to help female faculty members manage their family and employment careers, as well as whether there are any plans to develop new or improve existing programs. All of the questions asked during the interview with female administrators were intended to address the fourth research question: How do female

administrators of institutions of higher education perceive female faculty member's employment-household management problems and practices?

When talking about the status of women faculty members working at these institutions, female administrators were unanimous in stating that women have many opportunities to succeed, excel, and advance at their institutions, and that the institutions are a very supportive environment for female faculty. In addition, female administrators do not view female faculty members' issues as being any different from other working women. Flexibility was addressed as a major factor in helping female faculty members manage their different demands, particularly by those administrators at the small and medium institutions.

I don't know if there is any difference from any other female professional. Probably a little bit more flexibility in their schedule. They don't have to be here nine to five. Being a professor, from my perspective, is probably easier in terms of balance than a 9 to 5 type of position because there is some flexibility in your ability to set up your class time and research time. The down side is the amount of at home time outside of class that we probably don't see on those working on a regular basis. [Administrator #3, medium institution]

One of the administrators of the large size institution talked more specifically about the time management issue. She was more specific about how the family situation may influence how a female faculty member manages different roles (family-to-employment conflict). In addition, she also pointed out the personal and family decisions female scholars have to make to be seen as committed and responsible faculty members (employment-to-family conflict). This is how she expressed her opinion:

Time management. The time that someone else might have without, perhaps, the family obligation. If someone else can commit some 4 or 5 hours in the evening to their scholarship or their research and another person has to prepare lunch or dinner or watch homework or wash clothes and then in between all of that try to also commit some time out of a 24

hour day to scholarship presents some problems. I think the primary is the time management. And I think also bias that people have about if women really are serious and committed to this, they need to understand that you may have to make these other sacrifices, which means given up on whether it's delaying or deferring having a spouse or a partner or children because you are not going to be seen as a serious scholar if you are trying to juggle children. You had the whole credibility piece that affects women as they try to juggle family and the academy. [Administrator #5, large institution]

Female administrators also were asked about how they perceive the influence of female faculty members' home/domestic life on how they manage their work life. Family pressures, whether they stem from childcare, elder care or nontraditional family situation, such as single parenting, were indicated as problematic situations. When talking about the inverse situation—how female faculty members' work life may influence the way they manage their home/domestic life—the administrators' opinion varied according to the institution in which they are employed. Administrators working at the small institution indicated that it may be difficult to set faculty members' teaching schedules to accommodate their family life, mainly because they often need to be teaching early in the morning or in the evenings to assist nontraditional students. They also indicated that female faculty motivation and commitment to their professional development are important issues, since in their contract they do not have to do anything else but teach. In other words, the amount of influence of the work on the family environment will be individualized. One of the female administrators of the medium institution addressed the importance of the flexibility of both an academic career and technology in helping female faculty members to reduce employment-to-family conflict.

I see less of a work environment affecting domestic life because they can take it home with them, they are connected to the Internet, and they are connected to their students through e-mail. The technology has in fact made that almost seamless. [Administrator #4, medium institution]

The two administrators working in the large institution addressed the issue of gender dominated disciplines and the kind of support a woman faculty member will have.

If you have a discipline that has been historically male dominated, that brings with it a lot of those traditions and that kind of work culture, it can make it extremely difficult and it may not be the most welcome and supportive environment for a woman, especially if she is the only one. Faculty by nature is very competitive, and if the woman, her nature, let's say, is not to be as competitive or if she is socialized to be less competitive, I think that can create, that can influence the quality of her experiences here. I think we have certainly some sexism, and that can influence. [Administrator #5, large institution]

I think it depends on where a woman is, on what discipline. If a woman is in a discipline that is predominantly women, I think their perception of what it is happening on campus is really different than if she is in a discipline where she may be isolated, where she may be one or two, or even the only woman in the discipline or department. [Administrator #6, large institution]

In addition to the discipline, this same administrator also discussed how the gender stereotyping makes women structure their family lives around work, prioritizing their work goals and needs instead of seeking a balance:

I think they [female professors] are operating at the threat of the stereotyping. They want to have families, but they are concerned that they will be perceived by their male colleagues as not being a serious academician. So they delay or they restructure their lives around, putting the institution and their job first, rather than their personal, family issues. [Administrator #6, large institution]

Female administrators also were asked about programs offered by the institution to help female faculty members with the management process. As expected, the umbrella of programs increases according to the institution's size. In general, the small institution does not offer programs designed specifically for female faculty members. As indicated by the interviewees, some of the programs offered by the institution are: (a) employee assistance program; (b) wellness program; (c) health care program; (d) dependent care

reimbursement; (e) center for teaching excellence; and (f) community college leadership program designed specifically for women. As to future plans, administrators of this institution are not working on the development of any new programs, and they were unanimous in stating that they are concerned with the success of all faculty members, not just female faculty members. The researcher also asked if the administrators, as individuals, would like to see any program developed or improved. One talked about the importance of childcare, and the other was more concerned with benefits, such as the development of a cafeteria-type of program. One of the interviewees also was concerned about the development of programs designed specifically for women, and the importance of finding out what needs to be developed.

I think that we will be going to more of a cafeteria-type of program. That would allow a person to define their benefits. Maybe they need more childcare, maybe they need more elderly care, but they don't need health care coverage, for example. I see being open to that as an opportunity. We need to encourage more women networking, more women supporting groups. I think that women have a unique ability to come together and have a great force. As an institution, I don't know if we are getting into that force, as we should from an administrative point of view. We have incredible women on this campus, and I would hate to see anyone feeling isolated. Perhaps, more formal support networks that would encourage women to truly achieve their professional potential. I think that we really have some brilliant, excellent teachers here but I don't know what they need. Perhaps it's what we first need to look at. Find out what our women faculty do need and want and create a program from that. [Administrator #2, community college]

The administrators of the medium-sized institution indicated that besides offering programs that are used by staff and faculty members in general, there are also some designed specifically for females. Some of the programs offered are: (a) employee assistance program; (b) wellness program; (c) health care program; (d) childcare facility on campus; (e) women's center; (f) women's commission that reports directly to the

President; and (g) women's association. These administrators indicated that the institution is not working on the development of any new programs, but on the improvement of the existing ones, and that they, in particular, agree with that.

At the large institution, administrators indicated that in addition to offering what is required by law, they go beyond that. Some of the programs that are more directed to women faculty are: (a) child and family care services; (b) formal and informal mentoring; (c) women's committee that reports directly to the Provost; (d) faculty salary cohort analysis; (e) development program for international women; and (f) brown bag seminars. When talking about plans for the development or improvement of programs, one of the interviewees stated the importance of targeting and recruiting women across the disciplines. In addition, the issue of retention is being analyzed by administrators.

One part of the plan includes getting more women in here. Believe it or not the representation of women on faculty it certainly has, I mean it's not a huge progress, but at least the representation of women as faculty continues to grow. There are a number of efforts that are made to try and target and recruit women faculty across the disciplines here. That's one. Retention, we know that there are things that we need to pay particular attention to women to assure that issues of tenure clock, does it toll or does it continue if a woman has family during that process? Those are issues that we continue to examine. Whether it's expanding the child and family care service, that's something that's also been looked at because there is a question of providing on-site childcare. Is there more that we can do there? Mentoring—that's something that is currently being looked at, I think, in more concrete ways by the Women's Advisory Committee to the Provost. Within the Science, Technology, Engineer and Math, there is a committee that is currently looking at ways to recruit and retain women graduate students who then may be the pipeline for women faculty, but that committee is also looking at efforts and things that can be done to try and deal with issues that are particularly around sciences and women. [Administrator #5, large institution]

Administrators of this institution indicated that they are planning a project to know the status of females working and studying in the institution, which will be

implemented within a few months. This project aims to look at female issues—faculty, staff and students—on campus. In addition to that, although administrators are not working on the development of parenting programs, these administrators indicated the need to have elder care and childcare available on campus. One of the administrators thinks that when male administrators become more involved with the care of their elderly parents, they will put more pressure on the development of such a program.

More of us are having to deal with seniors in our lives. I think we know we need to have childcare. It's just an issue of who wants to put money on that. When male administrators have to deal with more of elder care, than elder care will become the central priority. [Administrator #6, large institution]

Summary.

The analysis of the data suggests that administrators of the small and medium institutions, which do not offer as many female-directed programs, talked more generally about the programs offered. On the contrary, the administrators of the large institution, which offers a wider variety of female-oriented programs, talked more specifically about those, without much emphasis on general ones. Administrators were unanimous in stating that they do not know the statistics of the usage of such programs, which may give them biased information regarding the importance of the programs to the lives of female faculty members. In addition to that, female administrators do not recognize the unique characteristics of the academic environment and their influence on the management of employment-household demands. In general, female administrators are pleased with the flexibility of the environment without recognizing that some of its policies and the overlap between the tenure system and the family/household demands make it inflexible.

Because this study was structured based upon the conceptual model, the answer of all of the four research questions and the previous discussion addressed the fifth research question: Does the new theory with a complementary conceptual model act as a support for these inquiries in an integrated manner? As a descriptive model, the FJET Approach helps in the understanding of the interactions and transactions between the organism and the surrounding environments, and of the changes in the environments' complexity over time. A detailed explanation of the integration between the theory and the data analysis is presented in Chapter VI.

Chapter VI

Conclusions and Discussion

This chapter presents a review of the major conclusions of this study. Comparisons between the results of this study and results of previous studies are discussed. Following the conclusions, the discussion of the researcher's suggestions for outreach and policy, future studies, and theory development are presented. The researcher concludes this chapter by presenting some of her personal experiences during the research process.

Conclusions

The primary goal of this study was to develop and test an ecological model of the employment-family interface that would provide a more general understanding of how a woman/organism links the employment and family environments. The Family and Job Environments Transactions Model (FJET Model) structured the empirical work. The model helped the researcher to give equal focus to the family and employment environments, and to acknowledge that these environments change over time. It also helped in the conceptualization of the research questions in a balanced and integrated manner. In this chapter, the findings of this study are discussed, as well as some adjustments to the model that are needed for future work. The research process may be explained in an ecological way—there were continuous transactions between the ideas and the data gathered. As such, at the same time that the FJET Model informed the research design, the data gathered also elucidated the Model.

The researcher also tried to understand, ecologically, the positive and negative outcomes of employment-household management. Following a review and analysis of the research procedures and the data gathered in the study, the researcher has arrived at five major conclusions.

1. Female faculty members' current employment-household management is influenced by past decisions made. As such, choices made earlier in life may explain how an individual currently manages her life and balances her employment-family roles.

2. The complexity of women's family and employment careers both positively and negatively influences their lives.

3. Female faculty members rely on their more immediate environments as sources of help, more so than formal networks of support, although they praise the existence of them and wish that more were available.

4. When analyzing the data across the three types of higher education institutions studied, it does not appear to be the women's age, per se, that influences the way female faculty members manage their lives. Rather, the institution's size, the presence and age of children, the availability of formal and informal sources of support, the work routine, and the values and attitudes of individual women towards their career and family life influenced the process of management. Because these data are strongly influenced by factors such as the age-sex distribution of a field's members, the sex composition of new PhDs, and the growth of a discipline, the researcher must consider these demographic factors before drawing any inferences about gender differences.

5. Female administrators are aware of the issues faced by female faculty members in managing their different roles. As expected, female administrators know the

support programs available to female faculty members. However, they do not know the statistics regarding the usage of such programs by female faculty members. A detailed discussion of each specific finding, and its insights, is presented.

The Transactions Between the Family and Employment Environments

The Family and Job Environments Transactions Model (FJET Model) was developed by the researcher and used as the theoretical framework for the study. The model integrates the Bubolz and Sontag (1993) input-throughput-output model, the Deacon and Firebaugh (1988) management model and the theory of social exchange. The Bates and Harvey (1975) model is used in the integration of these three approaches. The FJET Model helps in the understanding of the process of employment-household management. The results of this study indicate that the FJET model supports the research questions in an integrated manner (research question #5), and the following discussion presents a linkage between the theory and the results of this study.

Regarding the theories selected for the development of the FJET Model, each of them informs different aspects of the management of employment-household demands, and no one proved to be more useful than the others. In other words, the integration of the selected theories helps in the overall understanding of the transactions between the different environments and of the management process, and the elimination of any of the selected theories from the FJET Model would make it less useful. The Bubolz and Sontag (1993) family ecosystem model helped in the understanding of the embeddedness of the different environments. For most of the participants, this embeddedness is characterized by the transactive nature of information—one environment informs the other. The

Deacon and Firebaugh (1988) ecological framework for family resource management and decision-making added to that information by providing a more specific understanding of the management processes. As such, participants explained the management strategies they use, which may be planned or not, to manage their different and conflicting roles. Many of the participants also talked about the adaptation process that results from the management process, and how difficult it is when they make decisions to change some of their routines and, as a consequence, to have to readapt. The social exchange theory also contributed to this understanding by being more specific about the transactive nature of the management process, as well as the costs and rewards associated with that. The transactive nature of the information process helps many of the participants to acknowledge the rewards associated with managing their employment and family/household environments. For others, the energy drained from one environment to the other makes them see more costs than rewards associated with the management process. The Bates and Harvey (1975) model for the structure of social systems supported the integration of these other models by specifying the ways individuals interact with each other and with their environments, according to the different roles they perform. As such, many female faculty members acknowledge that they try to set up boundaries among the different roles they perform, helping them to manage the demands associated with each role.

The integration of these different theories provides an ecological understanding of the management of employment-household demands. The ecological and dynamic nature of the FJET model is specifically designed for the study of employment-household interfaces. The use of a designed model, with assumptions directly related to the

understanding of the management of employment-household demands provides a more detailed and better understanding of this interface than when general ecological models are used. In addition to that, the FJET model gives visual emphasis to the changes that occur in the systems over time. This particular feature helps in the understanding of the dynamic nature of the systems under study, and contributes to the development of more dynamic models.

Female faculty members' management of demands.

The goal of the first research question was to provide an understanding of how the management experiences of women with their employment-family interfaces have contributed to the complexity of their current employment-household management. Briefly explained, the results of this study suggest that female faculty members' family structure, family commitments and/or family values and attitudes may explain how female faculty members manage their present demands and make their decisions. The presence of children appeared to be a beneficial factor for women's psychological health. The presence of children forces women to establish a balance between employment and family, and also compels them not to overcommit to their employment. In other words, the presence of children helps women to learn how to separate employment and family lives. In addition to that, having children at an early age also forces women to learn routines and time management, experiencing less spillover of employment into the family/household environment. Women without children revealed an increase in self-perceived autonomy, personal growth, and career advancement, thus pointing to some personal developmental advantages. However, childless women tend to not establish

routines in their lives, and to become more involved with their employment to the detriment of their family/household lives.

As suggested in previous studies (Boles, Johnston, & Hair, 1997), those female faculty members who indicated having more life complexity tended to perceive more problems in managing the employment-family interface than those who experienced less life complexity. Additionally, faculty members who consciously or unconsciously use some activities that minimize the spillover of employment into family and/or family into employment, such as clearly defining roles, separating the employment and family domains, or managing time more carefully, reported that they manage their demands better than those who do not.

Female faculty members indicated that they tend to favor one side of their life more than the other, although the side favored may change over time. While at one point in time they may favor their family environment, at other times they may center their energy toward their employment environment; while the sides may be imbalanced in the short-term, they balance out in the long-term. For those with children, the process of management and decision-making was an indication of family-to-employment conflict, because their balance reflected their family priorities and commitments. Their family priorities influenced the choices they made regarding whether to work part-time or full-time, whether to seek academic status, whether to work in a smaller or larger institution, and/or whether to seek career advancement. When talking about the future, participants with children indicated that they intend to have more time to dedicate to their careers, although they are aware that they will be continuously needed by their children and that time demands will be there. On the other hand, those without children proved to be more

career-oriented, and their career decisions were based on their personal choices, career priorities, and commitments. Usually, they tended to make family-related decisions, such as whether or not to get married, and/or whether or not to have children, based on their career goals. As indicated by other studies (Toutkoushian, 1998; Stanfield, 1998; Rwampororo et al., 1986), single women without children are seen as more career-oriented professionals than those married and/or with children. On the contrary, men with children are seen as more career-oriented than those single or married without children. Therefore, family-related decisions may be explained as culturally defined decisions.

Whether they had children or not, female faculty members indicated that the flexibility to have work done in any place and time was an essential dynamic in their lives. For many, technology is the key to achieve flexibility. However, this flexibility and the use of technology come with a cost. For many participants, at the same time that technology helps them to work while at home, it also helps to increase the level of conflict with husbands/partners. In addition to that, technology also reduces the amount of time the individual dedicates to the family/household environment, interfering and conflicting with family/household activities.

During the process of life course management, female faculty members mainly exchanged information and resources with their household members. During the process of decision-making, participants indicated that they communicate with their partners and children, and that their decisions were based on a common agreement. Although some also included their peers, colleagues, and friends as stress-relievers, the opinions of their peers were not fundamental to their decisions.

Rewards and costs are the outcomes of the management process. Their rewards were intrinsic in nature and attended to their psychological needs. Rewards were indicated as personal fulfillment, interaction with other professionals, contribution to their children's education, and children's pride in their accomplishments. The costs associated with the process of managing different demands were the lack of personal and family time, and an increase in the levels of conflict with partners. In general, participants who expressed that their rewards outnumbered the costs were more satisfied with the outcomes of the management process. For others, the transactive nature of employment and family lives is the main outcome of the management process. As such, one's area of specialization can be useful in family/household activities, e.g., literacy or space design. And the experience of using this in the household enhances her specialized expertise.

The second research question was how does the complexity of women's careers in their family and employment environments affect their management of employment-household demands. The present findings indicate that both household and employment characteristics influence how women manage their lives. Women's past management experiences in the employment-family interface contributed to the complexity of their current employment-household management. This research goes beyond earlier research by showing that not only do positive (Barnett et al., 1992) or negative (Carlson & Perrewe, 1999) stresses occur when women manage different and conflicting roles and demands, but both kinds of stresses occur.

In addition, previous discussions of women's role management have tended to focus on the family-to-employment dilemma (Schreiber, 1998), with a few on the employment-to-family conflict (Duxbury et al., 1994; Grzywacz et al., 2002). The

analysis presented in this study indicated that for some women, their academic career choices also influence their family choices and adjustments. Moreover, one environment cannot be analyzed separately from the other because the interactions and transactions between the family and employment environments provide an understanding of an individual's management process. As such, some participants decided to first earn a PhD degree and get tenure, and then to allocate their energy to the formation of their families. In other words, once their employment environments informed female faculty members that they had achieved their goals, the women felt they could allocate more of their time and energy to their family environments. Once their children got older and more independent, their family environments informed women that they could shift their focus to their employment environments. Thus, this study goes beyond earlier studies by studying the integration of the environments, and by indicating that, for some women, career choices also influence family choices and adjustments, while the inverse also is true. Some female faculty members proved to be more family-oriented (family-to-employment conflict), while others were more career-oriented (employment-to-family conflict).

The findings presented in this study highlighted the various strategies involved in making life choices. Overall, those participants who were family-oriented made choices related to the duration of their work shift (e.g., part-time or full-time) and/or job status. Thus, their career development followed a different path from those who were more career-oriented, supporting findings from other studies of work and family linkages (Wentling, 1998). Similarly, this study emphasized that participants who were career-oriented faced employment-to-family spillover. In this case, their family choices were

based on their career aspirations. These choices included whether and/or when to get married, whether and/or when to have children, and the number of children.

In accordance with the results of previous studies (Grzywacz et al., 2002; Varner, 2000) during the process of managing multiple roles, career-oriented participants delayed the formation and raising of their families. Aside from that, results of this study also concur with previous studies which demonstrated that having children later in life has far less dramatic effects on an academic career than having them in the initial stages (Mason & Goulden, 2002). This study goes beyond prior studies by indicating that having children later in life does not matter for those women who are not seeking academic status. For instance, female faculty members working part-time or full-time at the small institution did not indicate that having a child early in life influenced their career paths. On the other hand, many of those working in medium and large institutions indicated that having a baby before getting tenure will complicate the process.

Earlier studies relating the balance between employment and family lives and the number of hours worked offered contradictory results. Some of them have indicated that women who worked reduced hours perceived the balance between employment and family lives to be more successful (Jacobs & Gerson, 2001). In others, employed women reported that having a work schedule which allows them to spend time with their families is one of their priorities (Rayman, Carré, Cintron, & Quinn, 2002). Results of this study indicated that work flexibility is the key issue. When comparing the data across the three types of institutions studied, those with a rigid schedule, which requires the teaching of more classes, had more problems in managing their demands than those who had fewer classes to teach and, therefore, a more flexible schedule.

This study also goes beyond previous studies by gathering qualitative time-use information to understand the process of managing different roles (Harvey & Pentland, 1999). The researcher felt that the subjective understanding of time-use issues might give more insights into the process of management than quantitative time measurements. Whereas time-use data gathered through quantitative techniques reflect researcher structured conceptions of what women's roles are, qualitative techniques allow research participants to select information that is more relevant to them. Although none of the questions asked were directly related to time management, they prompted the participants to address this issue. Participants talked about the challenges they face in trying to accommodate their different careers in a 24-hour period. For some women, this means having to spend more time in their employment environments during the week to free some of their time for their family/household environments during the weekend. Other participants reported that they were constantly struggling to find a balance between their employment and family/household roles during the whole time.

The changes in the complexity of the family-employment interface through time also were of interest to the researcher. Although the data were cross-sectional, the questions asked during the interviews helped the researcher to understand how the complexity of family and employment environments changes through time. In accordance with previous studies, analysis of the results of this study indicated that the family structure may be the most important influence on the difficulties experienced in managing their different demands. When studying only female faculty members, academic status and the size of the institution of employment are the main influences on the complexity of the employment environment. Other factors also may have some

influence on the complexity of the environments, such as employment structure, a woman's values, attitudes and goals, perceived sources of support, and employment flexibility. Part-timers did not indicate that there was a change in the complexity of the employment structure. Among all of the participants, those working on tenure-track indicated the greatest changes in employment complexity through time. Although for part-timers and lecturers the complexity of the employment system does not change through time, for those involved in other activities besides teaching, e.g., research and publishing, the complexity of the employment system changes and increases.

Previous studies indicated that the complexity of a family's environment tends to increase and then decrease through time (Han & Moen, 1999; Haveman & Wolfe, 1994). This study reached the same conclusions. When analyzing the family complexity, female faculty members without children did not indicate a change in family complexity through time, but they expressed concerns related to the increasing of family complexity in the future. The presence of children was indicated as having a great influence on the complexity of each environment and on the way female faculty members manage their multiple demands. Participants indicated that they do not know when the complexity of their family system will decrease, although the type of family concerns may vary over time.

The management of different experiences entails a variance in the interrelationship between the employment and family environments across space and across time. Across space, female faculty members were either more family or employment oriented. Those working in the large-sized institution were more employment oriented regardless of the presence and/or age of children. The majority of

those working in the small or medium-sized institution indicated they were more family oriented, regardless of the age of their children. The consequences of the management of different and conflicting roles may be seen on the family and on the employment environments. Family-oriented faculty members reported making choices related to employment status and institution of employment, while those who are employment-oriented delayed the formation of their families.

In addition, the analysis of these data supported the fact that the transactions between family members or employees can affect third parties not originally involved. As presented in previous studies, participants were unanimous in asserting that their employment lives have a powerful influence on their family lives and vice-versa. They also indicated that their management of experiences affects other individuals both directly and indirectly involved in the process, such as their children, husbands/partners/boyfriends, extended family, friends, peers, colleagues, and the community. As such, problems in their relationships with their partners and children may arise as a consequence of their management processes. Based on those findings, the FJET Model should give a greater emphasis to environments beyond the family and employment, and how the individual interacts and transacts with them.

Across time, as female faculty members advance in their careers and become older, their management skills improve, which helps them to achieve a better balance between both environments over time. It is important to acknowledge the transactive nature of the environment's complexity, as well as the active role an individual has on it. As a woman manages different and conflicting roles and learns how to better cope with her managerial strengths and limitations, this may lead her to be involved in more tasks,

taking more responsibilities, and, therefore, adding to the complexity of her environments. In other words, women's management skills may be seen as a function of the environment's complexity, and the complexity of their environments may also be understood as a function of women's management skills. The relationship is transactive.

Life management is affected by numerous interrelated indicators, and the main lesson that female faculty members indicated that they learned over the years of trying to balance conflicting roles is to accept that they cannot be superb in every role they perform. In some sense, this understanding helps them not to feel guilty when they have to make choices in their life. The interrelation between and among different aspects of life as well as the difficulty in managing different experiences may be summarized by the words of one of the participants in this study: "I've always dreamed of finding the plan, the system of organization that would enable me to be present in both sides of my life. I haven't found it yet." [Tenured, large institution, 39 years old.]

Sources of help.

To understand how female faculty members interact and transact with others, it was important to acknowledge the sources of help they have as well as the effects of sources of help and stress in employment-household management. This understanding was gathered by answering the third research question, which addressed the effects on female faculty members of sources of help and stress in their management of employment-household demands. Consistent with previous studies, female faculty members prefer to rely on their immediate sources of help, such as husbands and extended family. This choice may be explained by the fact that informal networks of

support do not compete with employment time, freeing female faculty members to have more time available for paid work. Aside from that, those who demonstrated having more family support indicated fewer problems in managing the employment-family interface than those who did not have that kind of support (Lease, 1999). Although most of the interviewees did not necessarily use the resources available at the institutional level, they praised their accessibility and wanted them to be in place. Many of the interviewees suggested the development and/or implementation of some resources that would not help them but others who might need them. This idea may be explained by the fact that when resources are available, the management of the employment-family interface may be accomplished with less negative stress.

Only the small institution was unionized. Some female faculty members working at that institution recognized the importance of the union to the stability of their employment. The medium and large-sized higher education institutions were not unionized, and female faculty members of those institutions did not address this issue, which seems to have been a non issue to them.

In addition, the analysis of these data may explain the concept of restoration developed by Keefe (1994). Participants do different things to accomplish the same outcomes in their lives. For example, some female faculty members indicated that sharing their experiences and problems with their husbands, partners, boyfriends or friends help them to relieve some of their stresses. For others, forgetting about their daily employment problems and performing activities not related to work are their stress relief outlets. Some female faculty members also mentioned that talking with peers helps them to reduce their

stress, which is an indication that this stress relief function is not unique to the family/household.

Extending the results of previous studies which contended that multiple role planning may have a positive influence on employment performance and attitude (Kossek & Ozeki, 1998), results of this study also indicated that this influence is extended to family performance and attitude. In addition to having the immediacy of their environment as a source of support, female faculty members also indicated that other environments separate from the family and the workplace (i.e., the political and economic environments) act as a source of help/stressor to them. The FJET Model helped in the understanding that female faculty members have other sources of help/support outside their families, such as their peers.

Female administrators' perspectives.

The fourth research question addressed the way female administrators of institutions of higher education perceive female faculty member's employment-household management problems and practices. This understanding also helps in explaining the transactions between female faculty members and their employment peers. Results of this study indicated that female administrators were aware of the problems female faculty members face either at the workplace, at home, or when managing both sides of their life.

In accordance with the results of previous studies (Sastry, 1999; Townsend, 2002), administrators indicated that female faculty members tend to experience more family-to-employment conflict than employment-to-family conflict. Those working in the

small and medium institutions were also more positive about how the flexibility of the academic environment might help female faculty in the management process. Although female administrators acknowledge the issues female faculty members experience in trying to manage different and conflicting demands, there is a need to develop policies to support female faculty members. As indicated by female faculty members, there is the need for changes in policies related to the tenure-track system (i.e., to stop the tenure clock when a woman needs to take time out) and maternity leave.

As for the programs offered by the institutions, all of the interviewees were proud of the existing programs and how helpful they are for faculty in general or for female faculty in particular. However, they were not aware of the actual usage statistics of those programs. This lack of usage knowledge may have prompted them to be optimistic about how helpful those programs are for female faculty members. Based on the data gathered through interviews with female faculty members, the interviewees do not make use of most of the programs offered at the institutional level.

Discussion and Suggestions

Although this study does contain some limitations, it is assumed that respondents were competent to answer the interview questions due to their high levels of education, and that the interviews generated data that promoted insights into life management processes. Its most significant contributions may be:

1. This study may encourage other researchers to continue developing an understanding of the intricate process of life management and decision-making.

2. Although this study was cross-sectional, the structure of the interview questions asked of the female faculty members enabled the researcher to detect how the employment-family interface may change over time.

3. This study may serve as a model for conducting additional in-depth qualitative studies of employment-family management.

4. This study may direct researchers to continue developing and improving theoretical models to study the employment-family interface.

5. This study may motivate higher education administrators to consider the needs of female faculty in the development, implementation, and improvement of programs which are more suitable to their needs.

6. Besides getting female faculty members' perspectives on their management of different experiences, this study may help in the understanding of female administrators' perceptions of how female faculty members manage their lives and on the institution's policies affecting female faculty members.

Outreach and Policy Development

Results of this study indicated that the development and implementation of outreach programs that promote a sense of community that prevents avoidable stress and increases the capability to cope with unavoidable stress is needed by women working in academic settings. The first suggestion for such programs would be the identification of personal, family/household, and employment life needs. Based on this identification, it is important to ensure that faculty members, their family members, peers, and administrators understand the implications of the management of different demands.

Following that idea, brown-bag lunches should be encouraged at the institution level, allowing faculty members to discuss management issues. Administrators of higher education institutions should also work with third parties, such as churches, in the development of programs that would help faculty members to discuss employment-family issues, as well as seek other sources of support.

Systemic processes to mentor faculty members should be fostered. In addition to that, it is important to have trained professionals available on campus, such as personal coaches, who would help faculty members to examine every aspect of their lives, and not be focused only on their academic careers. The development and improvement of spaces, facilities and programs that promote cultural, psychological and social development are also needed. Such facilities and programs should encompass, but not be limited to fitness training, family day on campus, and activities for older faculty members.

Regarding the development of new policies, many of the female administrators interviewed think that some of the issues faced by female faculty members are not unique to the academic environment. According to their point of view, a woman is going to face the same management problems and gendered issues anywhere she works. As indicated by female faculty members, the academic environment has some unique characteristics that would differentiate it from other workplaces. For example, although it is a flexible environment, in which part of the work may be performed in any place, this flexibility may vary according to the Department and/or the College, as well as the administration. At the same time, the academic environment is considered inflexible because of the high number of hours faculty members have to put in to keep up with their employment demands. In addition to that, academia may be considered an inflexible environment

because of some of its very inflexible policies. As an example, the time when the faculty member needs to be more productive to get tenure overlaps with the formation of the family. Although none of the women interviewed in this study addressed this issue, delaying the formation of the family may bring some problems. For example, some women may experience infertility problems, and then decide not to have any children because of the high costs of fertility treatment. Others may also face problems in finding a partner, because the more specialized the individual is, the more difficult it is to find a life partner, as well as jobs at the same place. There is also some inflexibility built into the system. As such, when comparing faculty members with clerical and technical positions, faculty members do not have the opportunity to accumulate vacation time, for example. Administrators of the larger institution may benefit from addressing the perceptions of many women that working at a large institution and enjoying a high quality of life are incompatible.

To address the inflexibility issue, administrators of higher education institutions should also work on the establishment of plans for new policies and the improvement of new ones that would affect faculty members. Policies such as maternity leave need to be revised and the creation of paternity leave policies are also of great importance in today's environment. In addition to that, it also is important to develop policies related to elder care. As indicated by participants in this study, the existing tenure-system policies also need to be revised to attend to the needs of the increasing number of women in academia, as well as of the increasing diversity of family/household structures. The development and implementation of such policies should be directed not only to females, but also to males. Today, males also have to manage different and conflicting demands.

Future Research

Although the FJET Model was conceptualized as a dynamic process of transactions between environments and an individual that occur at different points in time, it is recognized that cross-sectional data do not allow a complete understanding and, therefore, complete inferences regarding participants' past experiences cannot be made. Although the questions asked helped to gather information regarding different points in time, the implementation of designs that cover significant periods of time in the life of a person might be more helpful in acquiring that understanding. Studies that focus on the childbearing age, for example, would be helpful in explaining issues related to the management of the employment-family interface for that age group.

A second suggestion would be to continue looking at the management of different roles, not just in terms of conflict, but focusing on the exchange process. Although conflicts and stressors occur when an individual manages different and conflicting roles and demands, the individual and family/household/employment members also gain positive inputs and outcomes during the process. For example, the management of different roles can be further informed by examining the role of gender and different occupations in the management process. Furthermore, a better understanding of how other environments, i.e. the religious, political, and/or socioeconomic environments, may influence the employment-family management also may be of great importance, particularly during times of crisis (e.g. war or economic recession) and to understand this issue in different cultures. Which environment has a stronger influence on a woman's stress? Does her type of orientation (i.e., family or employment-oriented) mediate the

effect of the environment on a woman's stress? How might variables such as religion and political beliefs, among others, affect the FJET model?

A third suggestion would be to try the model on a variety of domestic types (e.g., single with and without children, married with and without children, and divorced with or without children), a wider variety of employment types, and a wider variety of organisms (i.e., children and males). Can the FJET Model be applied to different situations? How might the results of this study differ from the results of studies carried on with different populations? What changes might be needed in the FJET Model to explain such results?

Another recommendation would be to develop studies which would focus on the unique problems of higher education institutions of different sizes and types. Although the results of this study have demonstrated that some of the issues faced by female faculty members in managing the employment and family demands are the same, some of their issues and choices in life differ according to the size of the institution where they are employed. Moreover, it also would be recommended that part-timers be studied separately from full-timers in small institutions, and lecturers from tenure-track faculty in medium institutions.

This study was restricted to a small population of selected female faculty members from three higher education institutions in Michigan. Therefore, a fourth suggestion would be to conduct future studies involving a larger sample size of female faculty members in higher education. Individuals selected nationwide would be necessary to avoid local idiosyncrasies, and to get a better understanding of how the cultures of different regions may influence the management of demands. In addition to that, it is important to recognize the special nature of the selected sample in making

recommendations for future research. The study of different populations would provide more opportunities to understand the management of the employment-family interface, thus helping in the generalizability of the results. The use of men or children as linking different environments, for example, would provide understanding of how different the results of the study would be.

A sixth suggestion would be to conduct quantitative studies that would inform the generalizability of the problems related to the management of the employment-family interface. This type of study would provide information to the development of cause-effect studies, and would answer the question: Are the findings of the small sample replicated on the larger sample? It also would help to understand if the FJET Model could be used to understand cause and effect issues, such as in a path-analysis study.

A seventh suggestion would be to control the sample for marital status, number of children, children's age, and interviewee's age. The participant's age per se does not give much information regarding the management process. The way her family/household and employment are structured affects what is happening in a person's life and the decisions that a person needs to make to accommodate different demands. In other words, a female faculty member's chronological age is less important than the changes in her roles.

Theory Development

Based on the researcher's experience in developing the FJET Model, some recommendations for the process of theory development are necessary. The FJET Model is intended to be a general descriptive theoretical model to inform employment-family management research. As such, it encourages more research from empirical assessments

of its assumptions, as they relate to enhancements in the employment and family literatures. For example, the management of employment-family demands can be further informed by examining cause-effect relations. What changes might be necessary in the model to examine cause-effect relationships? What are the mediating variables of the employment-family management? What are the conditions (e.g., gender, ethnicity, and social class) under which cause-effect relationships in the model hold? The answer to these questions will provide the basis for an explanatory model.

The FJET Model proved to be a good starting point to incorporate the system dynamics and changes that might occur over time. Although the assumptions of the ecological approach are centered on changes over time, the existing models are very static. Changes and system dynamics can be better understood if human ecologists and family theorists continue working on enhanced ways to incorporate system dynamics into their models. What are the factors which “drive” the system? Could some of the factors be internal to the system, such as changing attitudes about feminism, especially among males? Could some of these factors be external, such as the economic factors affecting the demand for and supply of faculty members? Are the ethnic differences in these relationships explained by the same or similar factors?

Final Remarks

As the researcher reflects on the process of data collection and analysis, she recalled many moments of disappointment and enjoyment. During the process of data collection, many dilemmas arose, such as how to make the decision on the number of participants, when to stop collecting data, and some disappointments related to obtaining

the desired number of participants in each age group. But after each interview conducted, the researcher felt even more motivated to continue the process because participants demonstrated their interest in the topic of the study, tried to share as much information as they could, and were delightful people to be with. Each piece of information gathered about the management of the employment-household demands also motivated the researcher.

After the data were collected and each interview transcribed, the researcher experienced some other types of concerns, such as data categorization and the uncertainty of how to deal with overlapping data. Once such decisions were made, it was also difficult to decide which quotes to use as well as the number of quotes to use. The researcher wanted to give credit to the opinions expressed by research participants and, at the same time, not to overuse the quotes making the report uninteresting to the reader. Certainly, the data analysis and the writing of the results were a fruitful learning experience for the researcher. This study was the researcher's first experience with qualitative research, which sometimes proved to be difficult and challenging. For example, the researcher, not a native user of the English language, experienced many challenges in finding and interpreting the appropriate language for a qualitative study. The data analysis and the preparation of the written report provided the opportunity for many thoughtful reflections.

After analyzing the data and finishing the written report, the researcher was satisfied with the final outcome of this study. All of the three gaps identified in previous studies were addressed. The time dimension is incorporated in the FJET model and the questions asked helped in the understanding of the management and decision-making

processes through time. In addition to that, the focus on the individual indicates that female faculty members have some control over their environments, performing an active role in linking and managing them. The development of a specific ecological model to the study of the management of the employment-household demands also helped in the better understanding of the management process, as well as of the effects of this management process on the outcomes of the system.

The potential importance of this study may be summarized by its two most valuable contributions to the human ecology and work-family fields. First, the main contribution of the model developed is its dynamic nature. The inclusion of the process of changes over time is one step further in the analysis of the organism-environments interactions and transactions. Second, an equal focus on the family and employment environments and on the positive and negative outcomes of the management processes are important to provide a better understanding of how an organism manages different and conflicting demands.

APPENDICES

APPENDIX A

LETTER TO POTENTIAL INTERVIEWEES

APPENDIX A

LETTER TO POTENTIAL INTERVIEWEES

November 10, 2002

Dear _____:

I am a Brazilian doctoral candidate in Family and Child Ecology, at Michigan State University, and a faculty member in the Department of Home Economics at the Federal University of Viçosa, Brazil. I am interested in how female faculty members manage both employment and their personal/family life. One undergraduate and two doctoral institutions in Michigan have been selected as part of this study, and _____ was one of them.

I would like to ask to interview you to better understand issues faced by female faculty members who work in your institution. If you would like to participate in this study, we will set up a convenient time for you. The interview will take 60 minutes or so.

If you have any questions or concerns about this study, please feel free to contact me at the telephone or address indicated below. For questions concerning your rights as a prospective research participant, you may call the University Committee on Research Involving Human Subjects at Michigan State University.

Ashir Kumar, M.D., Chair
202 Olds Hall, Michigan State University
East Lansing, MI 48824-1046
Phone (517) 355-2180 FAX (517) 432-4503
E-mail: UCRIHS@msu.edu

Thank you very much for considering participating in this study.

Sincerely,

Karla Maria Damiano Teixeira
PhD student – Family Studies
Dept. of Family and Child Ecology
Michigan State University
Phone: (517) 337-8081
e-mail: damianot@pilot.msu.edu

APPENDIX B

INFORMED CONSENT LETTER

APPENDIX B

INFORMED CONSENT

The management of the employment-household: A qualitative study to examine lives of female faculty members

You are being invited to participate in a research project that is studying how female faculties manage employment and family lives. If you choose to participate in this project, you will be interviewed by the researcher and asked to answer a questionnaire containing demographic information. The interview will be audiotaped and transcribed for analysis. Any responses you offer during the interview and/or in the questionnaire will be protected to the maximum extent allowable by law. Your responses will be combined with others, making your response confidential, and your privacy will be protected to the full extent of the law.

Your participation in this study is voluntary. If you decline participation you will not be penalized in any way. If you decide to participate you may choose to withdraw at any time without penalty.

If you have any questions regarding this project, please contact Dr. Dennis R. Keefe, the Principal Investigator in this study, or Karla M. Damiano Teixeira at the addresses below.

Dennis R. Keefe, Professor 107 Family & Child Ecology Michigan State University East Lansing, MI 48824 Phone (517) 355-7680 E-mail: keefed@msu.edu	Karla M. Damiano Teixeira 504 Laurel Lane, apt. 102 East Lansing, MI 48823 Phone (517) 337-8081 E-mail: damianot@msu.edu
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For questions concerning your rights as a prospective research participant, you may call the University Committee on Research Involving Human Subjects at Michigan State University.

Ashir Kumar, M.D., Chair
202 Olds Hall, Michigan State University
East Lansing, MI 48824-1046
Phone (517) 355-2180 FAX (517) 432-4503
E-mail: UCRIHS@msu.edu

Your signature below indicates you agree to participate. Thank you very much for your time.

Signature: _____ Date: _____

APPENDIX C
CONSENT TO USE DIRECT QUOTE

APPENDIX C

CONSENT TO USE A DIRECT QUOTE

The management of the employment-household: A qualitative study to examine the lives of female faculty members

This form gives your consent to use direct quotes, from this interview participation, for the purposes of publishing this study. The interview will be audiotaped and transcribed for analysis. Your identity will be kept confidential and a false name and false institution affiliation will be used to protect you. Only the researchers will know the name assigned to you. Any responses you offer during the interview and/or in the questionnaire will be protected to the maximum extent allowable by law. By signing this form you allow for the use of direct quotes in publications of this study and understand that your privacy will be protected to the full extent of the law.

The use of direct quote is voluntary. If you decline its use you will not be penalized in any way. If you decide to participate you may choose to withdraw at any time without penalty.

If you have any questions regarding this project, please contact me by telephone or e-mail at the address below. You may also contact Dr. Dennis R. Keefe, the Principal Investigator in this study.

Dennis R. Keefe, Professor 107 Family & Child Ecology Michigan State University East Lansing, MI 48824 Phone (517) 355-7680 E-mail: keefed@msu.edu	Karla M. Damiano Teixeira 504 Laurel Lane, apt. 102 East Lansing, MI 48823 Phone (517) 337-8081 E-mail: damianot@msu.edu
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For questions concerning your rights as a prospective research participant, you may call the University Committee on Research Involving Human Subjects at Michigan State University.

Ashir Kumar, M.D., Chair
202 Olds Hall, Michigan State University
East Lansing, MI 48824-1046
Phone (517) 355-2180 FAX (517) 432-4503
E-mail: UCRIHS@msu.edu

Your signature below indicates you agree to the use of direct quotes in the publication of this study.

Signature: _____

Date: _____

APPENDIX D

QUESTIONNAIRE – DEMOGRAPHIC INFORMATION

APPENDIX D

QUESTIONNAIRE – DEMOGRAPHIC INFORMATION

Participant #:	
Date:	

1. Marital status:
- ☐ never married
☐ married
☐ in partnership
☐ widowed
☐ divorced

2. Marital history:

1 st Marriage/ partnership?	Divorce/ separation?	2 nd Marriage partnership?	Divorce/ Separation?

Year

3. Children's history:

Gender	Year born?	Living at home?	Marital status?

4. Are you responsible for the care of an elder or disabled person for at least 3 hours per week?
☐ yes ☐ no
5. Country of origin (i.e. where you spent most of your childhood): _____
6. Year you were born: _____

7. Highest degree obtained: _____

Year completed: _____

8. Status at main academic institution of employment:

8.1. What kind of tenure track are you in:

☐ tenured

☐ on tenure track but not tenured

☐ not on tenure track, although the institution has a tenure system.

8.2. What is your status at the institution of employment?

☐ professor

☐ associate professor

☐ assistant professor

☐ instructor

8.3. Do you work:

☐ part-time ☐ full-time

8.4. What is the duration of the contract of your appointment?

☐ unspecified duration, or tenured

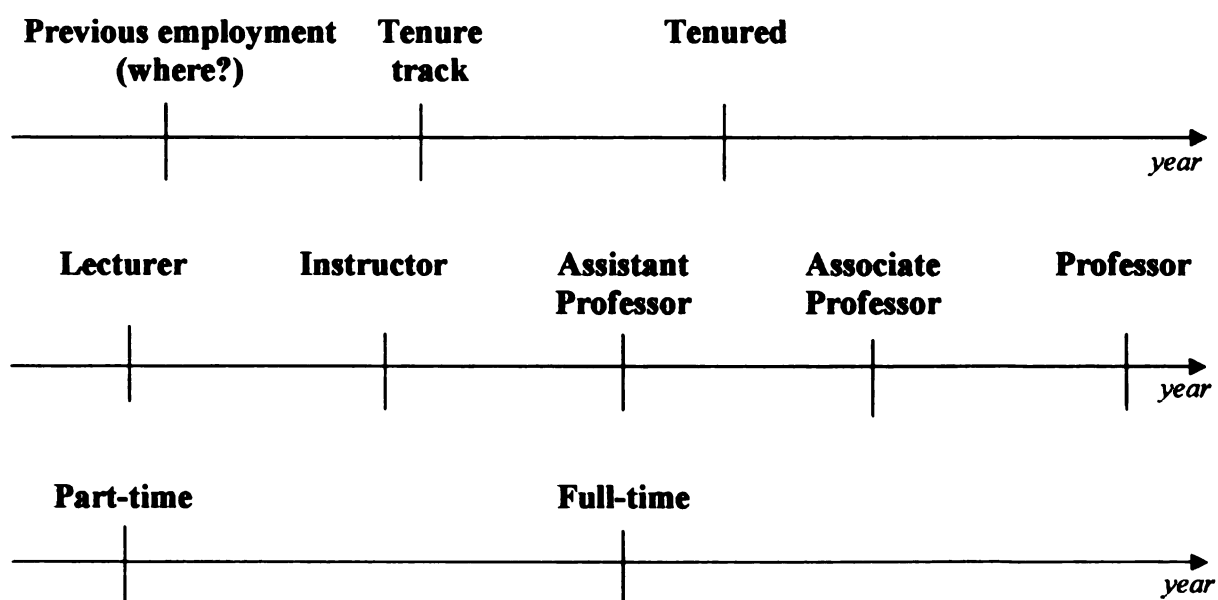
☐ one academic term

☐ one academic year or one calendar year

☐ two or more academic years/calendar years

☐ other. Please, specify _____

9. Employment history:



APPENDIX E

FEMALE FACULTY MEMBERS: INTERVIEW PROTOCOL

APPENDIX E

FEMALE FACULTY MEMBERS: INTERVIEW PROTOCOL

1. First, let's think back to when you were beginning your academic career. Could you tell me what your situation was back then? We would like to hear about your experiences then, especially as they relate to how your work life and your personal or household life were possibly related.

- So it sounds as if things went pretty smoothly? Were there any challenges you had to deal with?
- So it sounds as if there were a few challenges along the way? Can you tell me more about them?
- So it sounds as if some of your experiences at work/home complemented or enhanced your life at home/work? Can you tell me more about that?

OR

- You have mentioned some of the challenges you experienced relating your work and your personal lives. Were there any ways in which they complemented or enhanced each other?
- That is interesting. I would like to hear more about things that were done to help make things work better (worse?).
- Can you think about anything in your situation that made things easier or harder for you?
 - Your home, the things you had to work with?
 - The people you were working or living with?

- Your own personal characteristics?
2. What was the biggest decision you had to make then regarding work and household or personal relationships?
 3. Could you tell us about your current situation? Are there ways in which your experiences now are similar to or different from your earlier ones?
 - What is it like today trying to relate your work and your personal lives?
 - What about today's challenges?
 - And what about the ways in which your work and home/personal lives complement or enhance each other?
 - What about things being done that make things better (or worse)?
 - What about your current situation? Anything that makes things easier or harder for you?
 - Your home, the things you have (compared with what you had earlier)
 - The people you work with or live with (compared with previously)
 - Your own personal characteristics (How have you changed?)
 4. What is the biggest decision you have had to make recently about your work and your household or personal relationships?
 5. Is there anyone with whom you talk to about your work/family/personal life balance?
Anyone you share experiences with?
 - Who? (relationship)
 - What do you talk about?
 - How do these talks affect you or your situation?
 6. Are there any support systems you would like to see developed or improved?

7. How would you describe your personal/family future aspirations? And your employment future aspirations?

APPENDIX F

DEMOGRAPHICS OF FEMALE ADMINISTRATORS

APPENDIX F

TABLE 3: DEMOGRAPHICS OF FEMALE ADMINISTRATORS

ID	Date	Type of Institution	Office of Employment
1	3/12/2003	Community College	Human Resources Center
2	3/19/2003	Community College	Public Relations and Government Affairs
3	3/24/2003	Medium institution	Employment and Recruiting
4	3/24/2003	Medium institution	Academic Affairs
5	3/26/2003	Large institution	Affirmative Action
6	4/14/2003	Large institution	Women's Center

APPENDIX G

FEMALE ADMINISTRATORS: INTERVIEW PROTOCOL

APPENDIX G

FEMALE ADMINISTRATORS: INTERVIEW PROTOCOL

1. First, could you describe your role at this institution?
2. Could you describe your perception of the status of women faculty at this institution?
 - Is there anything special or unusual about their status on campus at this time?
 - Any big issues facing them today?
3. What problems, if any, that you are aware of, do the female faculty members of this institution experience in balancing the demands of their work lives and their family or household lives?
 - As you communicate with these female faculty members have they given you any indication of how difficult it is for them to manage these demands?
 - Have they indicated any key factors which seem to determine if the managing or balancing task can be handled easily or with difficulty?
4. Do you think the experiences of the female faculty members here are any different from those that the male faculty experience?
 - Could you tell me a little bit about that?
5. In your opinion, what aspects of female faculty members' home/domestic life influence the way they manage their work and family lives?
6. And what aspects of their work environment here at _____ influence the way they manage their work and family lives?

7. Does your institution offer any programs to help faculty members to deal with such problems?

(IF YES) - Can you tell me about them?

- Are they utilized by men and women?

- About equally or by one more than the other?

- Do the programs have to be designed or run differently for men or women?

(IF NO) - Could you tell me if you have ever thought about developing any?

- Do you think it would be worthwhile?

- What might such programs be like?

8. You have indicated that this institution has/doesn't have support programs to help its faculty members. What kind of plans are you working on right now that would help faculty members?

- How do you think that this program would help female faculty members specifically?

- Any programs that the institution is not working on but that you, in particular, would like to see developed or improved?

APPENDIX H

CODING SCHEME

APPENDIX H

CODING SCHEME

1. *Decision-making*

Academic career. This includes all the decisions the individual made and that had an influence on her employment choices and/or career advancement, as well as that positively and/or negatively influenced a participant's employment career development (i.e., size of the institution of employment, employment status, and productivity, among others).

Family career. This includes all the decisions the individual made and that had an influence on her family formation, structure and/or size, as well as that positively and/or negatively influenced a participant's family career.

2. *Gender*

This includes all types of perceived gender discrimination faced by research participants in the family, in the institution of employment, and related to the management of employment-household demands.

3. *Employment-family/household interface*

Employment to family/household conflict. This refers to the negative spillover from the employment to the family/household environment.

Family/household to employment conflict. This refers to the negative spillover from the family/household to the employment environment.

4. Employment-family/household management through time

Childcare. This includes management issues related to childcare, such as lack of support available, the need to manage participant's schedules with their husband/partner's schedules, the changing nature of care and child's demands through time.

Flexibility. This includes the possibility to have work done at different places; importance of technology (e.g., computer, internet, and e-mail system, among others).

Time issues. This includes the lack of personal and leisure time and issues related to overwork.

5. Sources of Help/Stressors

Employment. This includes the role of sources of help and strain at the employment environment, i.e., Department Chair, mentors, and peers, as well as the characteristics of the employment environment that may act as stressors or meliors for research participants (e.g., availability of programs and policies, Unionization, stability, productivity, and promotion, among others).

Family/household. This includes the role of sources of help and strain at the family/household environment, i.e., spouse/partner, children's age, communication channels, and housework, among others.

Friends/community. This includes the role of sources of help and strain at the environments beyond the employment and family/household, i.e., religious, political, cultural, and the importance of friendship.

6. *Future Aspirations/Concerns*

Personal oriented. This refers to the aspirations and concerns the individual indicated and that would be self-directed, such as leisure and personal time, among others).

Family/household oriented. This refers to the aspirations and/or concerns participants have and that will have an influence on the quality of life of their family/household environment, such as children's future, aging parents, and the changing nature of family/household demands.

Employment oriented. This refers to the aspirations and/or concerns participants have and that will have an influence on the quality of their employment careers, such as productivity issues, promotion process, and the changing nature of employment demands.

7. *Characteristics of the Academic Environment*

This refers to the characteristics of the academic environment participants praise, such as flexibility, as well as issues related to the size of the institution of employment, workload, and work demands.

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