

## **NSF ADVANCE Project: Resources on the Effects of Work/Life Stress (and Work/Life Balance) on Faculty Satisfaction**

1. Rosser, S.V. and Lane, E.O. (2002). Key barriers for academic institutions seeking to retain women scientists and engineers: Family-unfriendly policies, low numbers, stereotypes, and harassment. *Journal of Women and Minorities in Science and Engineering*. 8(2):161–190.

The authors of this study evaluated survey responses from nearly 400 awardees of NSF’s “Professional Opportunities for Women in Research and Education” (POWRE) program from Fiscal Years 1997-2000. Respondents identified balancing a career and a family as the most significant challenge facing female scientists and engineers today.

2. Gatta, M.L. and Roos, P.A. (2004). Balancing without a net in academia: Integrating family and work lives. *Equal Opportunities International*. 23(3-5): 124-142.

This paper describes the results of qualitative survey research of female and male faculty in academia. It demonstrates through many personal accounts that family/work conflicts are a major problem in academia. The women interviewed for this study felt that they were marginalized. The article recommends that university policies be changed to provide for better work/family balance (rather than, for example, relying on women to be the ones to make the majority of the accommodations).

3. Ward, K.A. and Wolf-Wendel, L.E. (2004). Academic motherhood: Managing complex roles in research universities. *The Review of Higher Education*. 27(2): 233-257.

This article describes the work/family tensions that many female faculty experience and the ways in which they manage the conflict. Work/family balance affects female faculty members’ career satisfaction, and the article provides quotes from some female faculty who provide reasons why they are considering leaving academia due to dissatisfaction with work/family balance.

4. The American Council on Education. (2005). *Executive Summary. An agenda for excellence: creating flexibility in tenure-track faculty careers*. Retrieved October 19, 2013 from <http://www.acenet.edu/leadership/programs/Documents/2005-tenure-flex-summary.pdf>.

This Executive Summary examines factors that are involved in faculty career satisfaction and recommends ways to improve faculty career satisfaction, including offering part-time tenure-track positions (that can be used for up to five years) and multiple-year leaves for personal or professional reasons.

5. O’Laughlin, E.M. and Bischoff, L.G. (2005). Balancing parenthood and academia: Work/family stress as influenced by gender and tenure status. *Journal of Family Issues*. 26(1): 79-106.

In this study, full-time tenure-track faculty (85 men and 179 women) who had at least one child younger than the age of 16 responded to a 36-item internet questionnaire on their experiences and perceptions regarding work and family demands. Results showed group differences based on gender but no group differences based on tenure status alone and no significant interactions between gender and tenure status. Compared to male faculty, women faculty reported greater academic and family stress, as well as perceptions of less institutional support for work/family balance.

6. Rocque, W. and Laursen, S. (2007). *Faculty Career Trajectories and the Institutional Factors that Shape Them: Comparative Analysis of Longitudinal Faculty Interview Data: A Report to the LEAP Project*. Retrieved October 19, 2013 from <http://www.colorado.edu/eeer/downloads/LEAPtrajectoriesReport2007.pdf>.

The study upon which this report is based identifies tenure/career status, climate, work/life balance, and finances as four significant institutional factors in faculty career satisfaction at the University of Colorado (an NSF ADVANCE IT school).

7. Tetrick, L. and King, E. *Academic Climate Survey Technical Report* (Rice University). 2008. Retrieved October 19, 2013 from <http://cohesion.rice.edu/centersandinst/advance/emplibrary/AdvanceReport4-28-08B.pdf>. This study at Rice University (an NSF ADVANCE IT school) found intercorrelations among faculty career satisfaction and several aspects of faculty experiences, including satisfaction with work/family balance. See Table 12 on p. 28 of this report.
8. *Advance VT Climate Committee* (2008). *Creating a Positive Departmental Climate at Virginia Tech: A Compendium of Successful Strategies*. Retrieved October 19, 2013 from [http://www.advance.vt.edu/resources\\_links/climate\\_compendium/department\\_climate\\_compendium.pdf](http://www.advance.vt.edu/resources_links/climate_compendium/department_climate_compendium.pdf).

This document reports that two recent Virginia Tech surveys show that work-life balance issues are sources of dissatisfaction for both women and men in tenure-track and tenured appointments. In the surveys, women were significantly more likely to agree with statements that indicated a high degree of tension between professional and family commitments. See p. 27 of this document.

9. Fox, M.F., Fonseca, C., and Bao, J. (2011). Work and family conflict in academic science: Patterns and predictors among women and men in research universities. *Social Studies of Science*. 41(5): 715-735.

This article reports upon data (from mail surveys) collected from faculty members at nine research universities. The authors found that women faculty report significantly higher interference of both family on work and work on family than men faculty do. The authors of this study assessed factors that affect work-family conflict.

10. Reddick, R.J., Rochlen, A.B., Grasso, J.R., Reilly, E.D., and Spikes, D.D. (2012). Academic fathers pursuing tenure: A qualitative study of work-family conflict, coping strategies, and departmental culture. *Psychology of Men & Masculinity*. 13(1): 1-15.

This qualitative study examined how male assistant professors with children negotiated work and family responsibilities. The authors analyzed in-depth interviews ( $n=12$ ) and found three broad themes regarding men's negotiation of their various roles. These themes included tenure and family balance/conflict, coping responses, and attitudes toward policy and work culture. Respondents described their comfort level with discussing family and work-life balance as a function of their department's culture. Satisfied male faculty noted that their departments respected their multiple roles and welcomed discussions about family life.

11. Sallee, M.W. (2012). The ideal worker or the ideal father: Organizational structures and culture in the gendered university. *Research in Higher Education*. 53: 782-802.

This article is based upon interviews with 70 faculty fathers at four research universities. The author investigated the tension that many men feel navigating their home responsibilities while aiming to fulfill the norms of the ideal worker (which holds that employees are always available to perform work and have few home responsibilities). The data from this study suggest that academic institutions and those within academic institutions penalize male faculty who appear to be too committed to their families.

12. Beddoes, K. and Pawley, A.L. (2013). 'Different people have different priorities': Work-family balance, gender, and the discourse of choice. *Studies in Higher Education*. 1-13.

The researchers conducted semi-structured interviews with 19 STEM faculty members (15 women and 4 men) at a large, public Midwestern research university (Purdue). Participants identified many challenges to work-family balance that contribute to low numbers of female STEM faculty. These factors included long work hours that make work-family balance difficult, the fact that women take on a greater share of childcare and housework responsibilities compared to male partners, the fact that male partners' career decisions are prioritized over females' careers, and negative perceptions of pregnancy and of those who take parental leave.

Participants also emphasized the role of individuals to act independently and make their own choices in women's decisions not to pursue faculty careers. An implication is that administrators and policymakers do not see gender inequalities as a problem that they could, or in some cases, should, change.

13. Gardner, S. (2013). Women faculty departures from a striving institution: Between a rock and a hard place. *The Review of Higher Education*. 36(3): 349-370.

The author sought to understand how the striving aspirations of one comprehensive institution affected the departure decisions of women faculty. She conducted in-depth interviews with 11 women faculty who had left one striving institution (the University of

Maine, identified in the article as “Land Grant University” or “LGU”). Women faculty who left LGU cited poor work-family balance as a factor (see pp. 362-363). For example, one woman faculty member had been explicitly told by her chair that “maternity leave and academic leaves were perceived as abusing the system” (p. 363). Another woman faculty member stated that she got the sense from the university that “it was one thing for you to be a parent but you have to do it on your own time” (p. 363).