WORK-FAMILY INTERACTION AMONG FACULTY: A SYSTEMATIC

LITERATURE REVIEW AND A PHENOMENOLOGICAL STUDY

A Dissertation

by

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ABSTRACT

Employment as a university professor is unique in that the work schedules are not typically from nine-to-five and allow flexibility in time use. Professors are not obligated to stay at school while conducting research, which is a primary responsibility of their job. Besides, technology advancements have enabled faculty to teach online, without being physically present on campus. While having flexible work hours can be an advantage to faculty, the downside is that job responsibilities and requirements are not limited to a traditional work timeframe and can extend as long as the individual allows it. Therefore, combining increasing work responsibilities with family commitments is likely to create challenges for faculty.

This dissertation sought to gain a deep understanding of the work-family interaction (WFI) of faculty. In a journal article format, I present two self-contained manuscripts that both focus on the topic. The first manuscript, a systematic literature review, synthesizes 77 articles that focus on how faculty at four-year universities navigate their professional and personal lives. The review provides a comprehensive report of the foci, methodology and methods of the studies, and integrates their findings. The study highlights four common issues with the reviewed studies: the dominant US research context, a convergent focus, lack of innovative methodologies and methods, and quality issues. Combining results from the previous studies showed that faculty simultaneously enjoy their work and face difficulties in balancing the two spheres. It was evidenced that faculty experience moderate conflict between their work and family

lives, and that conflict mainly stemmed from their work domain. As reflected in the reviewed studies, stress and strain were prominent negative outcomes of faculty work-family imbalance. In addition, job satisfaction and commitment were found to be associated with lack of conflict between work and family domains. Finally, the review demonstrated that there were gender differences in perceived WFI among faculty.

The second manuscript, a phenomenological study, looks at WFI experiences of distinguished professors (DPs) at a research-intensive university in the US. I conducted 28 in-depth interviews with 25 male and three female DPs. Data were analyzed using interpretive phenomenological analysis (IPA), which allowed six commonalities, labeled as superordinate themes, among DPs' WFI experiences to emerge: passion and intrinsic motivation absolutely count; spouse support is vital; children make a difference; conflict—one side of the WFI coin; enrichment—the other side of the WFI coin; and personal nonfailure. Each superordinate theme had associated themes that were described and elaborated using quotations from the interview transcripts. These findings have theoretical and practical implications for WFI research and practice.

DEDICATION

   I have my, probably naïve, notion that I should not dedicate a work that is a
must-do module of a graduate program. Therefore, I chose not to write dedications in
my master's thesis and my first Ph.D. dissertation. But this dissertation is a totally
different story: a group of 28 unique individuals made my research work happen! Had
they not kindly accepted to collaborate with me, I would not have had a dissertation at
all! Therefore, for the first time in my life, I would like to dedicate my dissertation to 28
anonymous distinguished professors at a Tier I research university in the US who agreed
to be interviewed for my study, and made my heart beat faster when recounting their
outstanding scholarly endeavors. Their stories of passionate hardwork brought tears to
my eyes when reading, re-reading, and re-re-reading their interview transcripts. I am so
grateful that not only I, but the whole world applauds them.

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CHAPTER I

INTRODUCTION

This chapter provides a brief introduction to the dissertation topic and its significance. It then provides a brief overview of the two dissertation studies that are both related to faculty work-family interaction (WFI). The overall purpose, significance, and design of the two studies are discussed.

Work-Family Interaction

The changing nature of both work and family spheres in the modern era has generated an increasing scholarly interest in WFI in the past four decades. The work domain has dramatically changed with more female employment, the possibility of mobile work, and globalization. In the same vein, family structures assume more diversified forms, including dual-career and single parent families (Kelly et al., 2008).

WFI has received consistent research attention from scholars across various disciplines (e.g., sociology, psychology, education, and management). As a result, several large-scale reviews and meta-analyses have been published regarding this topic (e.g. Byron, 2005; Frone, Yardley, & Markel, 1997). Failure in combining work and family spheres has been linked to many negative outcomes, including family dissatisfaction (Ford, Heinen, & Langkamer, 2007; Frone, Yardley, & Markel, 1997), job dissatisfaction (Grawitch, Trares, & Kohler, 2007; Ford, Heinen, & Langkamer, 2007), and psychological distress (Major, Klein, & Ehrhart, 2002).

Most existing WFI studies were conducted in disciplines other than human resource development (HRD). As Kahnweiler (2008) reminded HRD scholars, despite the vast opportunities for HRD to help individuals and organizations with work-family challenges, the field has not yet seized the opportunities. Therefore, the topic of WFI deserves attention from the HRD field.

Neglecting employees' demands in navigating their work and family lives can directly impact both employee and organizational performance (Pitt-Catsouphes, Matz-Costa, & MacDermid, 2007).With a core mission of performance improvement, HRD, as a field, continually seeks ways to improve individual and organizational effectiveness. Swanson and Holtan (2001) defined HRD as a field concerned with "developing and unleashing expertise for the purpose of improving performance ... at the individual, team, work process, and organizational system levels" (p. 5). Therefore, it is imperative for HRD scholars to engage in research that will help identify factors affecting performance, including WFI.

Overarching Purpose of the Dissertation

This dissertation examines WFI among higher education faculty. I intend to shed light on how faculty at four-year universities combine their professional and personal lives. I conduct two studies that collectively serve this goal. Each study addresses a gap in the work-family literature and provides pathways for future researchers; below I outline the two studies. In the first, I systematically review published empirical articles on faculty WFI. In the second study, I investigate WFI among distinguished faculty at a research-intensive university in the US.

Dissertation Studies

Literature Review

Purpose

The purpose of this study is to systematically review the empirical research focused on faculty WFI during the 37-year period from 1977 to 2014. The following questions guide the review:

1. What theories and research foci have informed studies on faculty WFI?

2. What methodologies and methods have been adopted by faculty WFI researchers?

3. What are the quality of the faculty WFI studies and the journals that published them?

4. What do we know about faculty WFI so far?

Significance

A number of researchers with a variety of research interests have studied how academics handle their work and family demands (e.g. Fox, Fonseca, & Bao, 2011; Heijstra & Rafnsdottir, 2010; King, 2008; Sallee and Pascale, 2012; Shollen, Bland, Finstad, & Taylor, 2009). For example, a handful of studies have focused on female faculty and how they tackle tenure requirements and childcare responsibilities (e.g. Murray, Tremaine, & Fountaine, 2012), or how the WFI among female faculty differs from their male counterparts (e.g. Elliot, 2008; Misra, Hickes, Lundquist, & Templer, 2012).

Researchers have explored the antecedents of the tension between faculty's professional and personal lives. For example, work-related stress (Hendel & Horn, 2008), and time pressures (Fang, Nastiti, & Chen, 2011) are among the sources that predict faculty work-family imbalance. Previous research has also shown the negative impact of conflict between work and family spheres on faculty health, satisfaction, and work outcomes (Grawitch, Trares, & Kohler, 2007).Due to the interdisciplinary nature of work-family studies, papers on faculty WFI have appeared in a variety of journals across different disciplines. Conducting a systematic literature review brings together all studies on the topic and provides a comprehensive picture of what has been accomplished in the literature. It also highlights the areas that need further investigations.

Design

I adopted a systematic literature review method (Higgins and Green 2006) to answer the study questions, and conducted a broad multidisciplinary search in multiple fields, including education, psychology, sociology and management. All the identified articles were screened for quality and organized in a matrix based on the journal quality, discipline, country, research paradigm/type of the study, guiding theory, research question, sample, data collection, data analysis, WFI measure (if applicable), focus, and results.

Work-Family Interaction in the Context of Career Success: A Qualitative Inquiry

Purpose

The purpose of this phenomenological study is to describe how distinguished professors at a research-intensive university in the US have combined their work and

family lives. The resulting description features the commonalities among the experiences and insights of distinguished faculty regarding their WFI in their own words.

Significance

Although WFI has been a topic of extensive interest to researchers (Shockley & Singla, 2011), there is a dearth of knowledge in demonstrating how professionals in different groups experience WFI. Based on my review of the available literature on faculty WFI, I identified a gap in the existing knowledge: the scarcity of research on the WFI experiences of those who have been extremely successful in their careers. In order to bridge this gap, I intend to explore the WFI experiences of a group of individuals who have had outstanding performance in their careers, namely distinguished professors.

Theories Informing the Second Study

Merriam (2009) argued that the interpretive researcher believes reality to be socially constructed; therefore, a single event can have different interpretations or "multiple realities". Creswell (2007) believed that interpretivists try to understand their world, and provide meanings for their experiences. He asserted that there are multiple meanings out there; therefore, researchers should look for a variety of views. As for my second study, I looked at the phenomenon from different perspectives and described different realities put forth by the participants. Although the findings of my study are specific to its context and the study's participants, I adopted two work-family theories that helped me examine the phenomenon from different perspectives: work-family conflict(WFC) based on role theory (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964) and work-family enrichment (WFE) theory (Greenhaus & Powell, 2006).

Greenhaus and Beutell (1985) defined WFC as an inter-role conflict; they argued that fulfilling the expectations of family role makes it difficult to satisfy the expectations of work roles and vice versa. WFE theory (Greenhaus & Powell, 2006), however, emphasizes the positive effects of work and family interaction, and how experiencing individual gains in one role improves performance in the other role.

Being informed by the two theories, during my interview process, I remained neutral about how work and family lives of distinguished professors might interact. In data analysis, I let the data speak for itself. Only in the study findings did I describe the theory or theories that best matched WFI among distinguished professors from the participants' standpoint.

Design

In order to explain and justify the epistemological underpinnings, methodology, and the method of my study, I used Crotty's (1998) category to position my research. He argued that any research has four basic elements that need to be addressed: epistemology, theoretical perspective, methodology, and methods. The following figure depicts a schematic representation of my study's epistemological underpinnings.
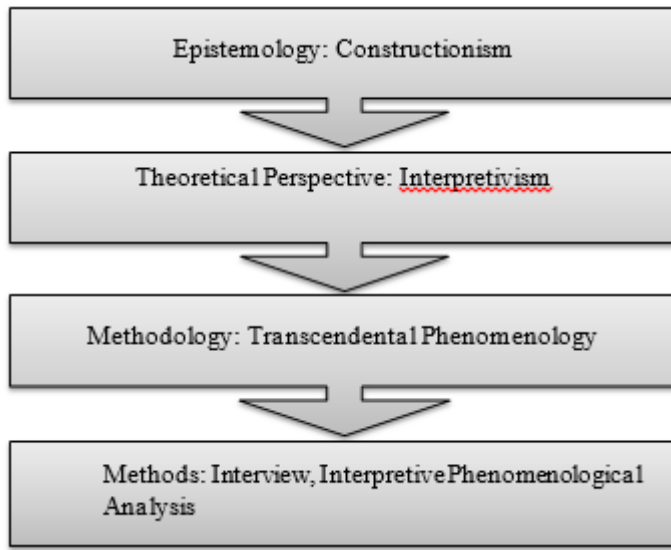
Figure 1. Epistemological underpinnings based on Crotty's (1998) model.

Research Epistemology: Constructionism

My study looks at knowledge creation through the lens of constructionist epistemology. Epistemology deals with the nature of knowledge, its possibility, scope, and general basis (Crotty, 1998, p. 8). Constructionism does not agree with the existence of objective truth, and believes that meaning is born as a result of human engagement with the world realities; in other words, "meaning is not discovered but constructed" (Crotty, 1998, p. 9). Constructionists perceive that knowledge emerges once researchers are consciously "engaged" with the phenomenon (Crotty, 1998). Constructionism is an appropriate epistemology for my study because I intend to engage with the lived experiences of distinguished faculty through in-depth interviews. I describe the commonalities among distinguished professors' perceptions of their experiences with combining work and family.

Theoretical Perspective: Interpretive

My theoretical stance and my research fit under an interpretivism perspective. This theoretical perspective is attributed to Max Weber (1964-1920), who believed that human sciences deal with "Verstehen," which means understanding (Crotty, 1998). Merriam (2009) argued that interpretive research believes reality to be socially constructed; therefore, a single event can have different interpretations. Creswell (2007) believed that interpetivists try to understand their world and provide meanings for their experiences.

My study adopts an interpretivist theoretical perspective because I seek to describe the lived experiences of the distinguished faculty who participate in my study. I am aware that WFI of distinguished faculty might have multiple realities. In my research, I look at the phenomenon from different perspectives and describe different viewpoints put forth by the participants.

Methodology: Phenomenology

My research fits within qualitative methodologies. Qualitative researchers show interest in "understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam, 2009, p. 5). In this study, I adopt phenomenology as the research design. Phenomenology strives to understand the "essence of the experience" (Creswell, 2007, p. 78) or "determine what an experience means for the persons who have had the experience" (Moustakas, 1994, p. 13).

Phenomenological researchers emphasize describing the commonalities of the participants' experiences of the phenomenon and reduce the experience "with a phenomenon to a description of the universal essence" (p. 58). Phenomenological research seeks evidence from personal accounts of life experience. While conducting a phenomenological study, the researcher needs to bracket the researcher's prior knowledge and biased thoughts related to the phenomenon under study (Moustakas, 1994).

Phenomenology is an appropriate methodology for my research because I intend to study a phenomenon, which is WFI of distinguished faculty. I did not assume any positive or negative direction from work to family and vice versa until I gained insights into the phenomenon through my data. I listened to the participants' accounts and let the data speak for themselves.

Methods

I conducted semi-structured interviews to collect data for the study. After transcribing the interviews, I employed the four-step interpretive phenomenological analysis (IPA) technique (Smith, Flowers & Larking, 2009) to analyze the data.

Dissertation Outline

I have organized the dissertation into four chapters. In the first chapter, I provide an overview of the topic under study and outline the two proposed studies. In the second chapter, I present a systematic literature review that integrates previous empirical studies on faculty WFI. The third chapter comprises a phenomenological study on WFI among 28 distinguished faculty at a research-intensive university in the US. Chapter four

outlines conclusions and recommendations for practice as well as future research

directions.

CHAPTER II

LITERATURE REVIEW

Introduction

A prominent characteristic of the knowledge economy (Drucker, 1969) is "greater reliance on intellectual capabilities than on physical inputs or natural resources" (p.199). Universities are among the major contributors to knowledge creation (Powell & Snellman, 2004). University professors play an important role in the knowledge creation process by conducting research projects (Wessner, 2008) and by developing the next generation of researchers; hence they are invaluable citizens of the knowledge society.

Employment as university professors is unique in that work schedules are not typically from nine to five and they allow considerable flexibility in time use. Professors are not obligated to stay at school while conducting research, which is a primary responsibility of their job. Technology advancements have enabled faculty to teach online, without being physically present on campus. While having flexible work hours can be an advantage to faculty, the downside is that job responsibilities and requirements are not limited to a traditional work timeframe and can extend as long as the individual allows it (Rafnsdóttir & Heijstra, 2013).

The National Survey of Post-Secondary Faculty (NSOPF) conducted in 1998 showed that in the US, full-time faculty in all ranks worked an average of 50 hours per week. Those who were more productive, which was about one-third of the surveyed faculty, worked over 60 hours (Jacobs & Winslow, 2004). A more recent survey (Sax, Hagedorn, Arredondo, & Dicrisi, 2002) with 8,544 full-time faculty at 57 universities

across the US, revealed no difference between male and female faculty in hours devoted to professional activities. Jacobs and Winslow (2004) attributed faculty's extended work hours to four factors: (a) rising cost of higher education and higher expectations from those who cover the expenses; (b) simultaneous emphasis on teaching and research productivity; (c) technological changes, and (d) increased utilization of part-time faculty.

Turning the lens from faculty work to faculty personal life, professors, like most adults, have family commitments. They need to be available for their spouses, to raise children or support elderly family members, and to take care of household chores. Some need or desire to engage in community service, which adds to their nonwork responsibilities. Therefore, combining increasing work responsibilities with family commitments is likely to create challenges for faculty.

In addition, many scholars across multiple disciplines have examined faculty work-family interaction (WFI). Other than Jacobs and Winslow's (2004) factors mentioned above, the pull of interest in the topic can have two main reasons. First, ample research has shown that balancing work and family is a high priority for employees within all occupations (Pitt-Catsouphes, 2006) including faculty positions. The uniquely flexible nature of faculty employment might make this topic even more attractive to WFI researchers. Second, WFI is a multidisciplinary topic (Pitt-Catsouphes, 2006), and scholars from different disciplines and with different backgrounds are pushing work-family research forward.

While a plethora of research efforts have contributed to the building of an understanding of faculty WFI, there is no comprehensive picture of what has been

learned so far. Different studies on the topic are scattered in different disciplines, and are easily missed by anyone confining their search to one discipline. For example, such research appears in higher education (O'Meara & Campbell, 2011), medical (Strong, De Castro, Sambuco, Stewart, Ubel, Griffith, & Jagsi, 2013), or even engineering (Sallee & Pascale, 2012) journals. Therefore, it will be beneficial to bring together and review the current literature on faculty WFI to direct future scholarly endeavors. That is the intent of this study.

Significance and Purpose

This review addresses two main gaps in the literature. First, I was unable to find a published review on faculty WFI. This review summarizes previous scholarly works on the topic and identifies gaps still existing in this line of research. A systematic interdisciplinary review is necessary to provide a clear idea of what methodologies and methods have guided previous research, and to suggest what other approaches might be employed for future research. Second, it is hoped that this review can initiate a multi-disciplinary discourse among scholars across different disciplines who are interested in the topic.

The purpose of this study is to provide a systematic review of the literature on faculty WFI to answer the four questions below.

1. What theories and research foci have informed studies on faculty WFI?
2. What are the quality of the studies on faculty WFI and the journals that published these studies?
3. What do we know about faculty WFI so far?

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The remainder of this chapter is structured in three sections. In the first section, I provide an overview of existing review studies on WFI. In the second section, I present my findings in response to the four proposed research questions. In the final section, I discuss findings and offer practical and research implications.

WFI Theories

Extended literature suggests that "cross-domain effects" exist in the relationship between work and family spheres (Friedman & Greenhaus, 2000). Cross-domain effects refer to experiences and choices that occur in work or family and have the potential to affect outcomes in the other domain. This perspective believes that work and family have a reciprocal influence on each other. Hence, work activities and concerns may interfere with family; similarly, family responsibilities and tasks may interfere with work. It can be said that work interference with family (WIF) and family interference with work (FIW) demonstrate two facets of the WFI phenomenon.

The WFI phenomenon has been examined by scholars from different theoretical perspectives, resulting in the development of different terminologies. Greenhaus and Beutell (1985), guided by role theory (Kahn, Wolfe, Quinn, Snoak, & Rosenthal, 1964), used the term "work-family conflict" (WFC) to refer to the interaction of work and family. Greenhaus and Beutell (1985) regarded WFC as an inter-role conflict; they asserted that fulfilling the expectations of family role makes it difficult to satisfy the expectations of work role and vice versa.

Work-family spillover (Zedeck, 1992), based on spillover and compensation theory (Zedeck, 1992), looks at the spillover between work and family domains. Zedeck

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(1992) focuses on the situations when the spillover between work and family is favorable or unfavorable. It confirms that while time and space constraints result in negative work-family spillover (negative spillover), flexible work environments allow for greater balance and healthier work style (positive spillover).

Work-family border theory (Clark, 2000) explains the interaction of work and family arenas using a border analogy. It asserts that work and family are not emotionally connected but are humanly connected. Individuals are "border-crossers" who transit between the two spheres on a daily basis. From this perspective, it is argued that individuals can outline and frame the work-family borders, and define how they are interconnected. People both shape and are being shaped by their environmental conditions, which is the major challenge in achieving a balance between work and family. Clark (2000) strives to explain the complex relationship between professional and personal lives of individuals who daily cross work and family borders.

Work-family enrichment theory looks at the positive relationship between work and family and "specifies the conditions under which work and family roles are 'allies' rather than 'enemies'" (Greenhaus & Powell, 2006, p.75) and is defined as "the extent to which experiences in one role improve the quality of life in the other role" (Greenhaus & Powell, 2006, p. 72). Similarly, work-family facilitation is another concept that focuses on the positive relationship between work and family. It examines "the extent to which participation at work [or home] is made easier by virtue of the experiences, skills, and opportunities gained or developed at home [or work]"(Frone, 2003, p. 145).

In this review, I define the interaction between work and family in a broad sense and use WFI as an overarching term to cover multiple conceptualizations that refer to the linkage/interface between work and family some of which are introduced above. In the following section, I present a summary of review studies on WFI.

Review Studies on WFI

The literature review section of a systematic literature review paper typically looks at the previous reviews conducted on a specific topic. While I have selected WFI as the research topic, I am mainly interested in a specific population—university faculty. Based on my thorough literature search, I realized that there are no documented review studies focusing exclusively on this sample. Therefore, this review represents a summary of all WFI review studies I have found. For clarity purposes, I have organized these review studies into three categories: (a) reviews that focus on WFI in general and provide a new framework or a set of propositions; (b) reviews that focus on predictors of WFI; and (c) reviews that focus on WFI outcomes.

Generic WFI Reviews.

An early review of WFI (Barnett, 1998) argued that work-family (WF) research was conducted by scholars across different disciplines and lacked a theoretically grounded model to show how work and family interrelate. The review structured literature around three issues: work hours, skill discretion, and job stress, and suggested that WFI models need to include these three theoretical elements.

Greenhaus and Beutell (1985) conducted the first review of empirical research on WFC. They suggested a model for WFC encompassing three forms of conflict between

work and family: time-based, strain-based, and behavior-based. Time-based conflict denotes that the time requirements of one role limits the time available for fulfilling the requirements of the other role. Strain-based conflict contributes to WFC when the demands of work and family roles are not compatible. Behavior-based conflict occurs when work and family roles have incongruent behavior expectations. Based on their review, Greenhaus and Beutell developed ten propositions for future research.

Eby, Casper, Lockwood, Bordeaux, & Brinley (2005) conducted a content analysis of 190 WF studies published in industrial organization (IO) and organizational behavior (OB) journals from 1980 to 2002. Unlike previous reviews that included selected studies or focused on relationships between limited work and family factors, Eby et al.'s review was the first to provide a comprehensive review of WF research in IO/OB fields. Results of their content analysis revealed the foci of the 190 studies, the relationships and directions of WF variables, WFI predictors, outcome variables and major criteria of the studies, and WF mediators. In addition, the authors provided a narrative review of WF literature. The review comprised nine main areas: WFC, work role stress, WF assistance, work schedule, relocation due to job, outcomes related to career and job, gender and WF relationships, dual-career couples, and life domain relationships. Among the reviewed topics, WFC was found to have received the most attention. Several studies had looked at predictors of WFC in work domain, family domain, and individual differences. In addition, researchers had extensively studied work, family, and individual consequences of WFC.

In another narrative review, Greenhaus and Powell (2006) suggested a theoretical model for work-family enrichment. The authors recommended six research propositions based on their proposed model and suggested areas for future WF researchers. Prior to the publication of this work, other researchers had examined the positive interactions between work and family; but none of them had provided a comprehensive theoretical framework to shed light on the positive relationships between the two spheres.

Continuing the literature review within the field of IO/OB, Casper, Eby, Bordeaux, Lockwood, and Lambert (2007) analyzed and synthesized the methodological features of 225 studies on work–family research published in IO/OB journals from 1980 to 2003. They highlighted several issues related to WF literature, such as lack of attention to experimental research designs, collection of multicore data, and over-dependence on individual-level analysis.

Kalliath and Brough (2008) reviewed the literature to identify different definitions of work-family/life balance (WLB). They provided six conceptualizations of WLB and suggested that all definitions share two major features: perceptions of having a good balance between the two spheres and the tolerance of WLB over a life time.

In a more recent attempt to provide a comprehensive model integrating pathways included in previous models, Michel, Mitchelson, Kotrba, LeBreton, & Baltes (2009) conducted a meta-analysis and cumulated studies conducted over 20 years. Informed by the WFC perspective, these authors found work-role conflict and time demands to be the major predictors of work-to-family conflict, while family-role conflict and family-role ambiguity were the primary predictors of family-to-work conflict.

Review Studies on WFI Antecedents.

Byron's (2005) review of 60 studies on WFC focused on the impact of work (i.e., hours spent at work), nonwork (i.e., hours spent in nonwork), and demographic and individual domain variables (i.e., income on WIF) and FIW. The author found that both work and nonwork factors were strongly related to WIF and FIW respectively; however, this relationship was stronger for work factors. A year later, another meta-analysis was published by Mesmer-Magnus and Viswesvaran (2006) reporting how family-friendly environments help reduce WFC. The results from the analysis of 38 studies showed that none of the examined facets of family-friendly environments played a significant role in worker reports of WFC.

In another endeavor, Ford, Heinen, and Langkamer (2007) performed a meta-analysis of studies that examined the relationships among stressors, involvement, and support in the work and family domains, in WFC, and in satisfaction outside of those domains. Their study revealed that a significant amount of the variation in satisfaction with family could be explained by work-related variables, and a significant amount of variation in satisfaction with job could be explained by family-related variables.

Kossek, Pichler, Bodner, and Hammer (2011) meta-analytically reviewed 115 studies that explored the relationships between employees' perceptions of four different types of organizational support and WFC. Their results showed that compared to general supervisor and organization support, supervisor and organization support that focused on WF has a stronger relationship with employees' WFC experiences.

Michel, Kotrba, Mitchelson, Clark, & Baltes (2011), drawing correlates from 178 samples, uncovered that work domain stressors (e.g., role ambiguity), work domain involvement (e.g., job involvement), work social support (e.g., supervisor support), work characteristics (e.g., job autonomy), and personality (e.g., internal locus of control), were all predictors of work-to-family conflict. Family-to-work conflict predictors included family role stressors (e.g., number of children/dependents), family social support (e.g., spousal support), family characteristics, and personality (e.g., negative affect/neuroticism). In another meta-analysis (Allen, Johnson, Saboe, Cho, Dumani, & Evans, 2012), the relationship between WFC (both directions) and dispositional variables were examined. Findings from this review showed that negative affect, neuroticism, and self-efficacy had a strong relationship with WFC.

Review Studies on WFI Outcomes.

Kossek and Ozeki (1998) meta-analytically reviewed how WFC, policies, and satisfaction with job and life relate to one another. They combined results of 50 sample groups, 32 for job satisfaction and 18 for life satisfaction, and showed that WFC was negatively related to both job and life satisfaction. A year later, in a review of 27 studies, the same authors (Kossek & Ozeki, 1999) meta-analyzed the relationship between WFC and six different work outcomes including employee performance, turnover, absenteeism, commitment, job involvement, and burnouts. In addition, they qualitatively synthesized the effect of HR policies intending to reduce WFC or to affect one or more of the six outcome variables mentioned above. Their review showed that the family-to-work, and not work-to-family conflict, related to the examined variables. They noted that

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the changing nature of families could have serious effects on organizational productivity. In addition, they showed that HR family-friendly policies, such as flexible work hours, are expensive for the organizations but are effective under most circumstances.

Allen, Herst, Bruck, & Sutton (2000) conducted a comprehensive review of the outcomes of work to family conflict. Their meta-analysis included 67 quantitative studies. The authors provided a model for the consequences of work-to-family conflict. The model categorized the outcomes into three groups: outcomes associated with work (seven variables), nonwork (five variables), and stress (seven variables). Their results confirmed the significance of the outcomes associated with work-to-family conflict, including attitudes toward job, family, and life; also work behaviors; and a variety of variables associated with stress.

McNall, Nicklin, and Masuda (2010) looked at the consequences of work-to-family and family-to-work enrichment in a meta-analysis. They documented both work-to-family and family-to-work enrichment as positively related to job and family satisfaction, affective commitment, and physical and mental health. A recent review by Amstad, Meier, Fasel, Elfering, and Semmer (2011) examined the effects of WFC (bidirectional) on work-related (e.g., work-satisfaction), family-related (e.g., marital satisfaction), and domain-unspecific (e.g., health problems) outcomes. Findings from this review suggested that both directions of WFC related to the outcomes examined.

The reviews and meta-analyses summarized above have not targeted a specific profession; however, the nature of an occupation at least partially determines the work-role demands, which in turn determine the level of WFI. Therefore, it is essential to

review and synthesize the literature of WFI associated with a specific occupation, such as university faculty in this case, to direct future scholarly endeavors on the topic.

Method

The primary method I used to answer the research questions was systematic literature review (Higgins & Green, 2005). I started by conducting a broad multidisciplinary search in the fields of education, psychology, sociology, and management. The databases I used included Eric (via EBSCO), PsychInfo 1872, Academic Search Premier (via EBSCO) 1887, Sociological Abstracts (via CSA) 1967, and Business Search Complete (via EBSCO). The following keywords were used independently and combined to generate as many publications as possible: work-family/life combined with relationship, conflict, interface, balance, integration, enrichment, spillover, boundary, stress, commitment, and responsibility, plus faculty, professor, university teacher, academician, academia, and academic. The search generated 800 publications (after excluding nonpeer-reviewed articles), and was completed on December 4th, 2014; hence, it does not include studies published since then.

All the articles were exported to RefWorks for the organization of the references. I read titles and abstracts of all the publications and screened them using four screening questions: (1) Is the article in English?; (2) Does the article report an empirical study (qualitative or quantitative)?; (3) Does the article include a WFI measure (for quantitative studies) or a major or partial focus on WFI (for qualitative studies)?; and (4) Is the sample selected from university (not community college or school teacher)

faculty? Articles that did not meet one or more of the four inclusion criteria were labeled as "No;" and articles meeting all these criteria were coded as "Yes." In the cases where I could not make a decision based on the information included in the abstract, I tagged the paper as "Maybe" to read it in the next round of screening.

During the second round of screening, I reviewed the articles tagged as "Yes" or "Maybe" to determine the final list of publications. For all the articles included in the final analysis, I searched Scopus (2015), which is the largest abstract and citation database of peer-reviewed literature, to find the articles 'cited by' or 'citing' those articles. This technique helped me generate more related articles that had not been retrieved via the initial database searches. A total of 89 peer-reviewed publications were included in final review and analysis. For the purpose of analysis, all the short-listed articles were organized in a matrix based on the following categories: journal quality, discipline, country, methodology, guiding theory, research question, sample, data collection, data analysis, WFI measure (if applicable), results, and article quality. It is worth noting that articles coded as low-quality articles based on the pre-determined evaluation criterion (explained in the Findings section), were excluded from the analysis. Therefore, this review comprised 77 papers that met all four inclusion and quality criteria.

<center>**Findings**</center>

This section starts with an overview of the general trends of faculty WFI publications (i.e., number, country, journal, and discipline) and then reports major findings that answer the four proposed research questions.

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General Trend

The review included 77 empirical studies on faculty WFI published from 1887 (the earliest time the databases support) to December 2014. Figure 1 shows the trend of publications on faculty WFI since 1985. This year was selected because prior to 1985, there was only one publication focused on how faculty navigate their work and family lives. Between 1985 to 1989, when the most influential paper on WFC (Greenhous & Butell,1985) was published, there were two publications on the topic. From 1990 to 1994, the number of publications remained steady, with a slight increase to four in the next five-year period, and then to five between 2000 to 2004. The first major increase in faculty WFI publications occurred between 2005 to 2009. During this period, the number increased from five to 21 publications. The second significant increase occurred between 2010 and 2014 (from 21 to 42 publications).
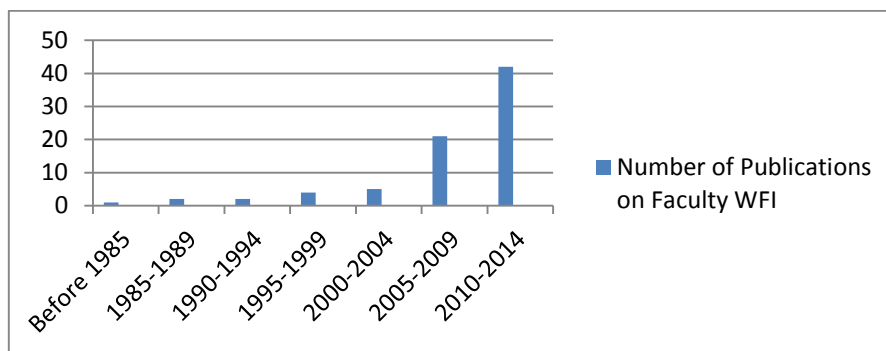
Figure 2. Trend of publications on faculty WFI since 1985.
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In total, 17 countries were represented in the review with North America as the most popular research context. Regarding the research populations, faculty from a

variety of countries were sampled, including US (46 studies), Canada (five studies), Australia (five studies), New Zealand (three studies), and Europe (14 studies, with six focused on UK faculty and ten including faculty from Sweden, Finland, Iceland, Deutschland and Bulgaria). The summation of studies focusing in UK and Europe exceeds the total number of studies on European countries because some had mixed samples from the UK and other European countries. Asian university professors were the focus of six studies. Among Asian countries, Israel had the highest representation (three studies) and the other three were conducted in Malaysia, Indonesia, and Turkey. Finally, three studies focused on African faculty, specifically, South African professors (two studies) and Mauritian professors (one study).

The 77 articles were published in 54 journals indexed in 119 disciplines, with two journals as the most frequently selected publication outlets: *Gender in Management* (four articles) and *Gender, Work, and Organization* (four articles). The following journals each published three faculty WFI studies: *Academic Medicine*, *Higher Education*, *Journal of Human Behavior in the Social Environment, Journal of Women and Minorities in Science and Engineering*, and *Review of Higher Education.*

The majority of the journals were indexed in multiple disciplines. I used scientific journal rankings from SCImago (2007) at the http://www.scimagojr.com website to extract the disciplines of the journals. Based on the portal, the 77 studies were published in journals that were indexed in 119 disciplines. I counted disciplines based on the publications and did not delete duplicate journals to give a thorough picture of where the studies had been published and the main platforms for publishing the articles. For

example, if the Journal of Vocational Behavior had published two articles, and it was indexed in OB and HRM, then I counted its disciplines twice. The 77 studies were published in a wide range of disciplines. They are listed below in the order of frequency: sociology and gender studies (26 studies), psychology (25 studies), education (22 studies), management, OB, and HRM (17 studies), arts and humanities and social sciences (14), medicine (7 studies), engineering (4 studies), anthropology (3 studies), and history (1 study). Figure 2 illustrates the distribution of the articles across disciplines.
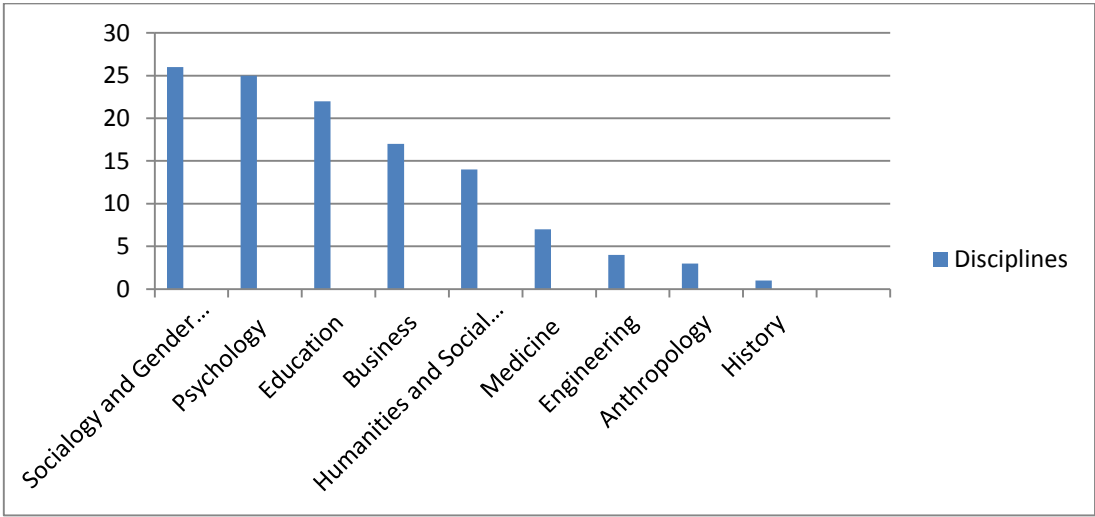
Figure 3. Seventy-seven publications indexed in 119 disciplines.

Theory

Out of the 77 reviewed studies, 37(48.05%) mentioned one or more theories as a guiding framework and the remaining (40 papers) either had no theoretical framework or did not explicitly mention the theory that had guided their study. 48.64% of qualitative studies, 50% of quantitative studies, and 70% of mixed-method studies presented a theory or theories informing the studies. The theories adopted in these studies include role theory (13 studies), feminist, ideal worker or gendered organization theories (8 studies), spillover theory (4 studies), and resource-based theories (3 studies). Other theories mentioned in the remaining nine studies are boundary/border theory, expectancy theory, and theory of liminality.

Research Focus

To understand the foci of faculty WFI studies, I content-analyzed purpose statements and focus areas of the studies and grouped them into three categories: experiences, predictors, and outcomes of faculty WFI. Out of the 77 studies, 47 (61.03%) focused on understanding WFI experiences, concerns, challenges, perceptions and negotiations of faculty of both genders with or without children (22 studies), women and mother faculty (19 studies), and father faculty (6 studies). To achieve these objectives, researchers either measured WFI using a scale or they interviewed faculty. They presented narratives of participants' ongoing efforts for combining work and family during different stages of their personal and professional lives—for example,

raising a child (Nikunen, 2012), working toward tenure (Poronsky, Doering, Mkandawire-Valhmu, & Rice, 2012), or holding a specific academic rank (Solomon, 2011).

The second group of studies focused on examining predictors or antecedents of work-family conflict, balance, and spillover among others. This group included 18 articles. Four studies regarded family or work demands and characteristics as the main predictors of the conflict between work and family. Demographic variables including gender, age, number of children at home, spouse employment, and other variables including childcare and eldercare responsibilities, spouse support, and hours spent on home demands, were hypothesized to create family-to-work burden. Predictors in the work sphere, as addressed in different studies, included tenure, rank, departmental culture and support, satisfaction with resources, control, and work hours. Three studies (Currie & Eveline, 2011; Kotecha, Ukpere, & Geldenhuys, 2014; Toren, 1991) focused on how technology affected faculty WFI, and one study (Takahashi, Lourenço, Sander, & Souza, 2014) looked at how development of teaching and research skills facilitated or hindered work-to-family burden.

Another group of nine studies focused on examining individual and organizational WFI outcomes. Individual outcomes included well-being (both psychological and physical), stress, strain, fatigue, and sleep. Organizational outcomes consisted of job dis/satisfaction, occupational stress, organizational commitment, productivity, career progression, and turnover intentions. Three studies (Kinman &

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Jones, 2008; Grandey & Cropanzano, 1999; Creamer & Amelink , 2007) looked at one predictor or a combination of the predictors and outcomes of WFI mentioned above.

Research Question Two: What Methodologies and Methods

Have Been Adopted by Faulty WFI Researchers?

Methodology

Qualitative approaches appear to be the most popular research methodology, accounting for 48.05 % (37 studies) of all studies reviewed. In addition, 38.96% (30 studies) employed quantitative research approaches, and 12.98% (10 studies) had adopted mixed-method approaches. The majority (23 out of 37 studies) of the qualitative studies adopted generic designs (Merriam, 2009), and relied on interviewing as the primary technique for data collection. Among other types of qualitative research approaches, phenomenology was the most frequently used (5 studies), followed by case studies (4 studies), narrative analysis (3 studies), ethnography (one study) and grounded theory (one study).

All the 37 quantitative studies were survey studies. One study (Grandey & Cropanzano, 1999) used a time lag survey and another study used a diary study (Van Hooff, Geurts, Kompier, & Taris, 2006) where multiple surveys were collected during a two-week period. A Mixed-methods approach was adopted in ten studies with interviews and surveys used, simultaneously, for data collection.

Sample

A total of 49 studies (63 %) included faculty of both genders, while 22 studies (28%) focused on female faculty, and only six (7%) focused exclusively on male faculty.

Studies did not follow similar patterns in reporting participants' age group or rank; therefore, I could not summarize such demographic information in the review. However, there were studies that focused on faculty of a specific rank, such as assistant professors (e.g. Westring, Speck, Sammel et al., 2014), or recently recruited faculty (Brown, Fluit, Lent, & Herbert, 2011).

WFI Measure

All quantitative studies (30) and three of the mixed-method studies used a WFI scale to measure the participants' level of WFC, work-family spillover, or any other WFI constructs included in their study. Among these 33 studies, less than half (48%) used a standard scale to measure WFI, and 18 studies used measures developed by the researchers themselves.

Among the standard measures employed in quantitative or mixed-method studies, the Netemeyer, Boles, and McMurrian's (1996) scale was the most widely adopted (four studies). Measures developed by Frone (2000) or by Frone together with his colleagues (Frone & Yardly, 1996) were used in two studies. Other well-known WFI measures such as Carlson, Kacmar and Williams (2000), or Grzywacz and Marks (2000), were used in two studies. Other pre-existing measures adopted were less well-known and are available in Appendix A.

Data Collection

All quantitative studies used questionnaires to collect data while qualitative studies mainly used interviews. Only two studies, both qualitative, used some documents (e.g. participants CVs) and observations in addition to interviews. Mixed-method studies

used the combination of interviews and questionnaires to collect data, with the exception of three that used open-ended survey questions or focus groups to gather qualitative data.

Data Analysis

Among the 77 studies, 37 were qualitative, 30 were quantitative, and 10 were mixed-method studies. Because mixed-method studies used both qualitative and quantitative data analysis techniques, there are 47 (37+10) studies that used qualitative data-analysis techniques and 40 (30+10) that used quantitative techniques.

With regard to qualitative data analysis techniques, 34% (16 studies) used the coding and content analysis method and 27% (13) studies were informed by grounded theory, constant comparative, and cross-case analysis techniques. Only three studies used narrative analysis, two employed phenomenological data analysis strategies, and one did profile analysis. Twelve studies (25%) did not mention their data analysis techniques and in the method section, there was no explanation of how the findings were derived.

Among the 40 studies that employed quantitative data analysis techniques, 50% used different types of regression analysis. Other studies used correlation (2), analysis of variance (2), and t-test (3). Other methods employed to analyze quantitative data were ANOVA and MANOVA (3 studies), factor analysis (2 studies), and multilevel analysis (1 study). Only one study used Structural Equation Modeling (SEM) for data analysis. Six studies used only descriptive statistics to analyze their data, including four mixed-method studies.

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Article Quality

I assessed the quality of the publications based on two sets of borrowed criteria for qualitative studies (Qualitative Appraisal Checklist, 2014) and for quantitative studies (Critical-Appraisal-Questions, n.d.). Both of these websites represent nonprofit entities that provide support and resources to researchers. I used a combination of both sets of criteria to assess mixed-method studies. The following four criteria were used to evaluate qualitative studies: (a) having a clear focus, (b) having sound data collection, (c) having sound data analysis, and (d) discussing findings properly. For quantitative studies, four criteria were used: (a): having a focused question or issue, (b) being guided by a theory, (c) having a proper sample, and (d) using a sound measurement scale. I acknowledge that defining these criteria and evaluating each study might vary from one researcher to another; however, I tried to be consistent with judgments and to exclude only papers that had major methodological issues described in the method section.

I assigned a score of 1 to each criterion, so that papers meeting all four criteria received a score of 4. Twelve papers that received quality scores less than 2, indicating that they did not meet two or more of the quality criteria, were excluded from the review. The average ranking of the remaining 77 publications was 3.11 out of 4. The quality score for qualitative studies averaged 3.37, while that of quantitative papers was 2.95. The mixed-method papers had an average quality score of 2.65.

Journal Quality

To assess the quality of journals that publish WFI studies, I relied on SCImago Journal and Country Rank Portal (2007). This portal uses Scopus (2015) database journal and country indicators, and ranks journals based on their quality. Rankings range from Q_1 to Q_4, with Q_1 representing the highest quality. I chose Scopus because it is the largest abstract and citation database and contains the highest number of peer-reviewed journals from all countries (Scopus, 2015). The majority of articles were published in Q_1 journals (49 articles, 63.63 %), 14 articles (18.18%) were published in journals ranked as Q2 and 10 (12.98%) were published in Q_3 journals. Only two articles were published in journals ranked as Q_4, and two articles were published in journals not included in the portal. The number of publications in lower quality journals was higher in the first screening, and they decreased once I excluded 12 articles due to their low quality score.

Research Question Four: What Do We Know About Faculty WFI So Far?

In order to synthesize the results of the studies reviewed, I borrowed the data analysis strategy from the grounded theory approach (Strauss & Corbin, 1990). Using NVivo software, I applied open coding and axial coding techniques to analyze the findings of the articles. I combined the main findings of the reviewed papers, as reported in the original papers, into approximately 30 pages of text. I read through each line and coded it on a unit basis. Then I put codes with similar foci into a separate category. This coding process led to the identification of six categories that consisted of the greatest number of codes: academic life, faculty WFI, antecedents of faculty WFI, outcomes of faculty WFI, gender differences in faculty WFI, and strategies to facilitate faculty WFI.

Academic Life

Findings from my analysis revealed both positive and negative sides to academic work, creatively described as "silver linings and dark clouds" by Ward &Wolf-Wendel (2004). According to these authors, the silver linings signify joy from academic life while the clouds represent difficulties faculty faced in balancing professional and personal lives. On the positive side, faculty enjoy academia, appreciate the flexibility and autonomy of their job, and have a sense of personal growth in their profession (e.g. Fox, Fonseca, & Bao, 2011; Ward & Wolf-Wendel, 2004; Weigt & Solomon, 2008). For example, if a faculty's child is sick, she/he has the luxury to take time off to take the child to the doctor (Sallee, 2013). Additionally, faculty can work almost everywhere and any time of the day (Hall, Anderson, & Willingham, 2004; Heijstra & Rafnsdottir, 2010; Matheson & Rosen, 2012; Nikunen, 2012; Sallee, 2013; Ward & Wolf-Wendel, 2004; Weigt & Solomon, 2008). On the downside, although the flexibility allows faculty to address the emerging or changing needs of their families, they seem to struggle in meeting multiple expectations. Faculty suffered from not having enough time, the burden of juggling teaching, research, service and mentoring, and the need to keep an eye on the clock (e.g. for tenure), as well as producing tangible results (i.e. publications). As a result, most faculty worked extended hours and nonstandard work days, as revealed by almost all the studies I reviewed.

The families of faculty also affected their jobs in both positive and negative ways. While faculty received support and love from their families, this did not exempt them from assuming domestic responsibilities such as childcare, household chores, and

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elder care, depending on their life stage. It is no surprise that some authors claimed the notion of faculty having a choice to be an illusion (Wolf-Wendel & Ward, 2006), and they often needed to make hard choices.

Faculty generally did not find enough time during usual work hours to accomplish what they needed to do regarding their job, so they continued working at times they were expected to spend with family or for themselves. In Kinman and Jones' (2008) study, 43% of the participants mentioned that one fifth of their tasks were done during nonstandard hours. Another example was offered by a participant in Heijstra and Rafnsdottir's (2010) study who reported receipt of approximately 70 work emails per day, 80 emails during the weekend, and hundreds of emails when she does not check her mail box for three or four days. The prevalence of the internet and use of email has added to faculty's already heavy workload creating an around-the-clock work schedule. One study showed that faculty worked approximately 12 hours during weekends (Misra, Lundquist & Templer, 2012) and were in constant search for "the time that never comes" (Rafnsdóttir & Heijstra, 2013).

In the work domain, faculty sometimes faced unclear and increased expectations, especially when it came to the tenure process (Ward & Wolf-Wendel, 2004). The nature of the tenure process brought time constraints and work-to-family conflict for most of the faculty included in the studies I reviewed (Damiano-Teixeira, 2006; Reddick, Rochlen, Grasso, Reilly & Spikes, 2012; Wolf-Wendel & Ward, 2006). Nevertheless, results from the reviewed studies also showed that the concern about WFC decreased as faculty moved from assistant to associate, to full professor ranks.

Furthermore, according to my analysis of the 77 studies, work-related variables such as professional relationships, control, and communication, played a very small role in faculty life. The only concern revealed by most studies was getting support from departments or universities. Faculty who felt supported at work had a more positive perception of academic life (e.g. Kalet, Fletcher, Ferdman, & Bickell, 2006; McCoy, Newell, & Gardner, 2013; Nichols, Wanamaker, & Deringer, 1995; O'Laughlin & Bischoff, 2005; Sallee, 2013; Westring, Speck, Sammel et al., 2014).

Faculty WFI

Regardless of the field of study, faculty found it challenging to make decisions about balancing professional and personal lives and found this process to be cyclical and dynamic (Brown, Fluit, Lent, & Herbert, 2011). It seems as if the greedy nature (Takahashi et al., 2014) and the unique characteristics of work and family lead to this ongoing challenge. Therefore, faculty needed to make trade-offs to balance the two domains. Some faculty perceived balance to be a "myth" and suggested sustainability to be a more accurate term (Athena & Martinez, 2012).

Almost all quantitative studies showed that faculty WFC was moderate to high, based on a Likert scale. They also showed that work-to-family conflict exceeds that of family-to-work in most cases (e.g. Fox et al., 2011). There seemed to be lack of a clear boundary between personal and professional lives (e.g. Near & Sorcinelli, 1986). In addition, subordination of family to work was prevalent in most studies, as evidenced by objective variables such as time devoted to work versus family (Fang, Nastiti, & Chen, 2011; Fox et al., 2011; Grandey & Cropanzano,1999; Moore & Gobi, 1995;

Murray,Tremaine, & Fountaine, 2012; Nichols et al., 1995; Schultz, Chung, &

Henderson, 1988).

Balancing the two spheres seemed to be equally challenging for both genders,

and only some studies found it to be more difficult for women (e.g. O'Laughlin &

Bischoff, 2005). Faculty at lower professoriate ranks (assistant and associate)

experienced more challenges than full professors in navigating their personal and

professional lives (Catano, Francis, Haines, Kirpalani, Shannon, Stringer, & Lozanzki,

2010), especially for female faculty (Fox et al., 2011). As both men and women moved

up to higher academic ranking and gained experience, they developed more positive

attitudes toward WFI. Moreover, some studies (e.g. Matheson & Rosen, 2012) indicated

that positive perceptions of balance increase with age.

Antecedents of WFI

The majority of the 77 reviewed studies argued that both domestic and work

responsibilities affect WFC, but in most cases the work sphere was responsible for a

greater share. Demographic variables were mainly regarded as antecedents of WFC (e.g.

Grandey & Cropanzano, 1999). Family stress largely came from childcare. Faculty with

childcare responsibilities reported more strain, which was higher for women in some

studies (Elliott, 2008; Wolf-Wendel & Ward, 2006). Most faculty felt less strain when

their children became independent and left home. Marital status did not affect WFC in

the majority of studies; however, in some cases it positively affected family-to-work

spillover. Eldercare was not reported to be a prevalent factor in predicting WFC, and

being married to another faculty did not make a difference either.

Another predictor of WFC was the number of hours faculty spent on their work tasks or family responsibilities. Longer hours spent in professional and personal arenas resulted in more WFC. Faculty who felt they had a highly demanding job suffered more from WFC. Also, working in the evenings and weekends intensified WFC (Kinman & Jones, 2008).

Another important factor affecting WFC perceptions was departmental climate and support. In one study with female participants, a department culture "conducive to" women's success positively affected WFI, and reduced work-to-family conflict (Westring, Speck, Sammel et al., 2014). Faculty who worked in more competitive environments suffered from a higher level of WFC (Fox et al., 2011). In cases were faculty had a good feeling about their performance, they did not experience extensive strain.

There was much conversation about children in most of the reviewed studies. Having children added to family demands and to hours faculty spent on domestic responsibilities, but to my surprise, it did not reduce faculty research productivity. This is supported by Toren's (1991) finding that female faculty with children had published more than those without children. Furthermore, spouse employment and partner support were shown to make a significant difference in the spillover from family to work. Those faculty whose spouse was not employed or who received partner support experienced less WFC (Elliott, 2003).

Other predictors, or "balance reducers" (Matheson & Rosen, 2012, p. 406), comprised low levels of self-esteem, lack of well-defined boundaries between work and

family, and bad habits (Grandey & Cropanzano, 1999, Matheson & Rosen, 2012). An example of bad habits was not using the day time efficiently, and then making up for it during nonstandard work hours. Other aspects of faculty family lives that affected faculty WFC included the family structure and family responsibilities (Damiano-Teixeira, 2006).

Outcomes of Faculty WFI

Success or failure in balancing work and family lives could yield positive and negative results, respectively. Studies looked at both desired and undesired outcomes of the interaction between work and family. Among outcomes, stress is identified as the most prevalent consequence of failure in creating a balance between work and family lives (Barkhuizen & Rothmann, 2008; Eddy & Gaston-Gayles, 2008; Schultz et al., 1988). Faculty with higher levels of WFC experienced stress that negatively affected their performance and health.

Continuous efforts in trying to combine work and family also caused strain, both cognitive and physical, for faculty. Lack of balance also led to faculty losing their career aspirations, or even to thinking about leaving the profession (Near & Sorcinelli, 1986). Absenteeism and marital problems were among the objective negative outcomes of the tension between personal and professional lives (Schultz et al., 1988). Those faculty who managed to successfully combine their work and family lives were likely to enjoy positive effects, such as job satisfaction and job commitment (e.g. Barkhuizen & Rothmann, 2008; Ergeneli, Ilsev, & Karapınar, 2010).

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Gender Differences in Faculty WFI

Studies revealed mixed results about gender differences in faculty WFI. Some studies (e.g. Elliott, 2008) showed no major difference between genders as far as WFC. In other words, men and women experienced similar conflict between their work and home roles. Other studies (e.g. Grandey & Cropanzano, 1999; Matheson & Rosen, 2012; O'Laughlin & Bischoff, 2005) presented opposite findings. That is, female faculty experienced significantly higher levels of WFC than their male counterparts. This resulted from women assuming more domestic responsibilities than men, such as housework (Baker, 2010), childcare, or eldercare (Baker, 2010; Biernat & Wortman, 1991; Elliott, 2008). Consequently, women received a greater share of their conflict from their family, while men mainly experienced conflict from work.

Research further revealed that male professors, especially those in higher ranks, earned more than female faculty (Elliott, 2008). However, female faculty shared household expenses equally with their spouses or partners (Biernat & Wortman, 1991). In addition, women felt less supported in their institutions concerning work-family balance and career advancement. Research evidence (Elliott, 2008) showed that male faculty were more likely to be tenured than female faculty and outnumbered women at the higher academic rankings. Furthermore, the opportunity for women faculty to progress to dean or to similar high-level positions was low, and women with fewer family responsibilities showed more career success or research accomplishments (Forster, 2000; Misra et al., 2012; Murray et al., 2012). Almost all female faculty who were mothers expressed that they felt vulnerable as a result of maternity (Hirakata &

Daniluk, 2009). They reported that even when they were on maternity leave, they still had pressure from their academic job.

My analysis of the 77 studies led me to believe that the notion of "gendered organizations" (Acker, 1990) and the "ideal worker" theory (Williams, 1999) both hold true in academia in some respects (Sallee, 2012; Wolf-Wendel & Ward, 2006). For example, women faculty who needed to take maternity leave felt vulnerable, and similarly, men faculty who desired to share more family responsibilities were not praised. (Hirakata & Daniluk, 2009; O'Meara & Campbell, 2011; Raiden & Räisänen, 2013; Sallee & Pascale, 2012). Our review also showed that women were more likely to change jobs to follow their husbands or accommodate their husbands' career changes (Baker, 2010). Besides, female faculty felt less supported by their families compared to men and were less satisfied with their jobs (Catano et al., 2010).

Strategies to Facilitate WFI

Studies provided general and specific strategies to facilitate negative spillover from work to family and vice versa. Some strategies had a whole-life perspective and were mainly concerned with faculty health. For example, it was suggested that re-prioritizing work and family lives on a temporary basis (Matheson & Rosen, 2012) would help faculty think about what is most important to them. Other suggested strategies included putting boundaries between professional and personal lives, keeping a personal planner, eating healthy, getting sufficient rest, being sensitive to symptoms of overwhelm and doing things that mediate it, as well as practicing relaxing activities (Matheson & Rosen, 2012). Matheson and Rosen (2012) mentioned that career is not a

race and faculty need to keep in mind their life as a whole so that they do not create additional conflict for themselves.

In addition, given the unique nature of the faculty job—that faculty have a choice regarding when and where to work—researchers also suggested some strategies accordingly. Examples include getting up early or staying up late, using alternative workplaces for peace of mind, and taking full days off from the office (Matheson & Rosen, 2012). However, faculty needed to stick to their preferred schedule to be able to sustain their work-life balance. In the work domain, the proposed strategies centered on getting familiar with the department culture, communicating with other colleagues, seeking support and collaboration, and selecting a mentor(e.g. Creamer & Amelink, 2007; Santos, 2014; Solomon, 2011). In the family domain, a variety of strategies were suggested to help faculty manage their domestic responsibilities, particularly regarding food preparation and childcare (e.g. Schultz et al., 1988). Consuming prepared foods, dining out, and cooking in quantity were strategies suggested to reduce the burden of cooking—especially for women faculty. As far as children are concerned, some female faculty mentioned that they delayed having children until after receiving tenure. Furthermore, getting parent or family support was said to help with childcare. Additionally, being less sensitive to neatness at home, and/or employing domestic help would also decrease women's household responsibilities (Schultz et al., 1988; Thanacoody, Bartram, Barker, & Jacobs, 2006).

Discussion

Jacobs and Winslow (2004) distinguished between two different views toward academic work: optimistic and pessimistic. The optimistic view argues that a faculty member's "devotion to work is self-imposed" (p.108). Other than time spent on teaching, faculty have control over their time; therefore, if they spend extended hours on their work, it is to some extent discretionary. This view holds that faculty love their work, and thus investing extensive time in work is what they choose to do. In contrast, the pessimistic view maintains that faculty are trapped by excessive professional expectations. Therefore, in order to fulfill the requirements of academic positions, faculty devote long hours to their work.

This article provides a synthesis of and update on research on faculty WFI across disciplines and countries. Synthesizing the results of the reviewed 77 studies showed that neither the pessimistic nor the optimistic view is completely true, and that faculty stand somewhere in between these poles. They simultaneously enjoy their job and experience difficulties in balancing their professional and personal lives.

Below I discuss four prominent issues I have identified from the literature review and analysis. Each issue highlights some concerns about the current literature on faculty WFI, which can be useful for those interested in working on the topic.

Publication Trend and Dominant US Context

One trend I observed in my research is the growing number of publications on faculty WFI, which may indicate the importance of the topic. Although one might argue that the number of publications on any topic might increase over the years, the current

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trend is still worth exploring. It is justifiable to reason that faculty, as stake holders and citizens in the knowledge society, might be one of the groups most affected by the fast pace of knowledge creation and advancement. Faculty need to keep up with the latest knowledge advancements to be able to do high-quality and publishable research, and to teach worthwhile courses. The interesting thing about this topic is that almost all authors of the papers were faculty themselves, and they were narrating their own lives, to some extent.

Among the studies, I observed the dominance of the United States as a research context. Out of the 77 studies I reviewed, approximately 60% of them were situated in the US, and focused on American faculty. One explanation for this interest in the US faculty might be the intensity of faculty work in the US and the difficulty of maintaining a sound WFI in this part of the world (Joplin, Shaffer, Francesco, & Lau, 2003). Considering that the US leads global knowledge production (Gibbons, Limoges, Nowotny, Schwartzman, Scott, & Trow,1994), it might be arguable that there are more work demands on American faculty than on their counterparts in other parts of the world, and hence, higher levels of work-family burden. However, almost all studies demonstrate a high work demand on faculty around the world.

Need for Nontraditional Focus

The scope of research in the reviewed studies was consistently limited to experiences, antecedents, and outcomes of faculty WFI. Future researchers can expand or shift that focus by tapping into underexplored aspects of faculty life such as career aspirations and attitudes prior to joining faculty, as well as attitudes toward work,

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family, and life in general. Learning more about the background of faculty, and how and why they decided to join academia will enrich current understanding of the WFI phenomenon. While faculty responsibilities and tasks are similar regardless of the context, individual backgrounds and life stories differ.

The importance of widening or shifting the research lens might be especially applicable to studies considering predictors and outcomes of faculty WFI. Almost all the reviewed studies had similar predictors including immediate variables in faculty family or work lives such as work hours or hours spent with family. It is time to include other variables that distinguish individuals, specifically when it comes to career choice, personality or culture. Similarly, I found that the examined outcome variables were limited to well-known WFI outcome variables including stress and satisfaction. I suggest including nonimmediate outcome variables (e.g. internal career success) would help future researchers reveal unexplored WFI outcomes.

Need for Innovative Methodology and Methods

My analysis revealed that the majority of quantitative studies had adopted a survey design. I encourage researchers to embrace other quantitative methodologies. Examples of other methodologies include experimental designs or longitudinal designs that have the capacity to lead to richer, more comprehensive understanding of the topic. Such approaches facilitate more in-depth understanding of the phenomenon by allowing the exploring of nonimmediate outcomes.

Most of the qualitative studies included in this review were guided by the generic qualitative approach. While other qualitative designs, such as phenomenology,

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ethnography, grounded theory, narrative, and case-study methodologies were also adopted, they were less popular than the generic approach. Almost all qualitative studies were mainly based on interview data, while other data collection methods such as observations were not widely used. Two studies had complementary document data as well, but there is much room for further use of other types of data collection in WFI studies. Therefore, I advocate the use of a mixture of qualitative data sources. Doing so not only helps data triangulation but also generates insights that may not be made evident through interviews alone.

Quality Issues

Although a large percentage of the studies I reviewed were published in Q_1 journals, I have concerns about the overall quality of these studies. For example, half of the studies did not report the theory that guided the research. This issue was prevalent in the quantitative studies where theory plays a critical role in hypothesis development. A consequence of the lack of theoretical foundation is the loose or commonsense definitions of WFI as manifested in current literature. In the studies where theory was specified, role theory and WFC were the two most frequently cited frameworks. More recent WFI theories such as work-family enrichment were not present in the reviewed studies.

In addition to the lack of theoretical foundations, there are also concerns about the methods used in the reviewed studies. For example, 54% of the studies that used questionnaires relied on self-developed scales to measure WFI. While it might make sense to create scales to measure WFI in specific contexts, the fact there is a wide range

of WFI scales available to researchers, appropriate for obtaining valid and reliable data, cannot be ignored. Developing instruments is a laudable effort, but researchers should keep in mind that the quality of data may suffer due to the questionable rigor of a new instrument. Furthermore, most measures represent how WFI is defined by scholars that have adopted them, and using a standard measure might help select a more solid theory to guide the research endeavor.

This review also shows that compared to qualitative or quantitative studies, mixed-method studies appeared to be less theory-based (only 30% mentioned their theoretical underpinning) and relied more on self-made measures. Respecting the fact that in some cases conducting a mixed-method study requires twice as much effort as quantitative or qualitative studies, once done loosely, this opens the door for challenging the design or the rigor of the overall research quality. I noticed a pattern across the mixed-method studies I reviewed: researchers often did not give an equal weight to the quantitative and qualitative portions of the mixed design. Studies either did not provide a clear description of the qualitative data collected or relied exclusively on descriptive statistics as their quantitative data. There is still a call for designing rigorous mixed-method studies in which different types of data are complementary, and add to the current understanding of the faculty WFI phenomenon.

The other issue with quality of the reviewed studies relates to data analysis. Out of the 47 qualitative and mixed-method studies, 12 did not even mention the data analysis process, thus leaving the reader to wonder how the findings were generated from the studies. Furthermore, many of those studies mentioning their data analysis

technique did not provide an adequate description of the data analysis process. Since

providing details about how raw data were turned into results is extremely helpful in

understanding qualitative studies, this is a serious shortcoming.

Implications and Recommendations

Findings from this literature review can have several implications for

practitioners and researchers in the work-family field. Below I will briefly describe how

the findings of this research can contribute to future practical and scholarly endeavors.

Practice

From a practical standpoint, insights gained from this research will enable human

resource (HR) professionals to gain a comprehensive picture of faculty WFI, which can

help them identify appropriate strategies for improving work conditions for faculty,

better assist faculty in addressing WFI challenges, and make recommendations for work-

family policies at the institutional level. For example, one highlight of the synthesis of

previous research was that junior faculty experience more WFI challenges as compared

to their seniors. In light of this finding, HR practitioners can provide specific facilitators

to faculty at earlier stages of their career to accommodate their career development and

decrease their WFI related strains. Another finding was that faculty receiving support

from departments had a positive attitude toward WFI. Improving quality of work-life or

investing in factors that create a supportive organizational climate that intends to

ameliorate WFI demands can be another implication of the findings.

Another finding of my synthesis was related to gender differences in academia.

Despite equal professional responsibilities, female faculty were found to bear a greater

share of domestic responsibilities, which negatively affected their research time. Taking this into consideration, HR specialists can either suggest specific initiatives targeting female faculty or modify policies or practices in ways that allow female faculty to experience equal opportunities.

Research

Alongside the highlights in the discussion section, I have three suggestions for future scholars interested in this line of research. I identified foci and theories that guided previous studies on faculty WFI, and analyzed their research methodology and methods in detail. I also discussed the current issues and shortcomings in the studies, which can assist future researchers in selecting topics and adopting improved research methodologies. WFI researchers can use this review as a guide to conduct similar studies that bring together and synthesize available studies on individuals with other types of professions. This will not only shed light on and help improve future research, but also will be a jumpstart for interdisciplinary discourse among WFI researchers addressing the same topic across a variety of disciplines.

Future researchers can examine the references of the reviewed articles, to be able to quantitatively show how much interdisciplinary or cross-discipline referencing has happened in the studies. This might help them gain a better taste of how scholars refer to studies in fields other than their own. Due to the specific nature of academic jobs, it might be practical for quantitative WFI researchers to create a standard scale for faculty WFI. This will pave the way for future researchers and will yield more reliable and valid results in future research.

Conducting a comparative review to see how faculty WFI differs from other types of jobs with similar or different characteristics might add to the current understanding of WFI. Focusing on WFI in one profession might have caused some bias for researchers. A comparative review can help provide a more realistic understanding across different occupations and demonstrate how different or similar they are.

This review has two main limitations that could be addressed by future researchers. First, I only included studies published in the English language. I am highly aware that some quality WFI research work may have been conducted and published in non-English contexts. Thus, by no means did I attempt to exhaust all the WFI literature. Second, I limited the database searches to the titles, keywords, and abstracts of the papers. As a result, I might have missed studies that did not use the keywords I identified. I suggest that researchers interested in this topic address this limitation in their future scholarly work. I am confident that this review can be a first step in conducting similar reviews that add to the current knowledge on WFI in different occupations with specific contingencies.

CHAPTER III

WORK-FAMILY INTERACTION IN THE CONTEXT OF CAREER SUCCESS:

A QUALITATIVE INQUIRY

Introduction

Do Nobel Prize laureates ever grocery shop? Does a distinguished professor, with over forty thousand citations to his works, find time to chat with his spouse? Does a renowned scientist have to juggle childcare arrangements while traveling around the country giving scientific lectures almost every other week? Similar questions about those who have outstanding research accomplishments have rarely received scholarly attention.

Highly successful individuals have always been attractive to the mainstream. Celebrities receive extensive attention and are followed by a massive number of individuals in social media and press. In academic contexts the same trend happens in a milder sense. Scholars create Wiki pages for top-notch individuals in their field, read and follow their work, and admire their voluminous citations. This leads to gaining information on successful people's working lives, because success typically stems from their professional performance, while little is known about how such individuals combine their professional and personal lives.

Studies on work-family interaction (WFI) have significantly increased in the last three decades (Allen, Johnson, Saboe, Cho, Dumani, & Evans, 2012). The continuous changes in employee demographics and employment arrangements, as well as the

shifting nature of families, make WFI a more interesting research topic (Michel, Kotrba, Mitchelson, Clark, & Baltes, 2011). Gaining insights from experiences of individuals from different walks of life can always add to the work-family literature.

Work–family researchers are increasingly recognizing the need to expand their focus in order to advance the field (e.g., Casper, Weltman, & Kwesiga, 2007; Kossek, Baltes, & Matthews, 2011; Parasuraman & Greenhaus, 2002). It is beneficial for the work-family field to explore dynamics of the combination of different lifestyles and work arrangements. One population almost neglected by work-family researchers is individuals who have been extremely successful in their careers. The dearth of literature focusing on this specific population leaves us in the dark as to how highly successful professionals experience WFI and how organizations can accommodate their WFI demands.

This study contributes to work-family literature by examining WFI in the context of career success. I seek to understand the essence of WFI for distinguished professors (DPs), who are among the top 2-5% of researchers in their field, and who work at a research-intensive university. Different institutions around the world might use different terminologies to refer to DPs, but regardless of the term, all such individuals are highly acknowledged in their fields.

The reason for selecting DPs as the study sample is that their professional stances are extreme cases of career success. DPs have been well-received by their professional bodies both outside and inside their immediate institutions. All DPs in my selected institution hold the highest academic rank, have numerous citations to their publications,

and have won major national and international academic awards. Studying extreme cases is beneficial for theory building (Eisenhardt, 1989; Pettigrew, 1990; Pratt, Rockmann, & Kaufmann, 2006). Although it is not the purpose of this study to propose a theory, the findings can be a stepping stone for theory building.

Adopting a phenomenological approach, this study seeks to explore WFI experiences of distinguished professors at a research-intensive university in the United States (US). Given the qualitative nature of this study, I do not attempt to generalize (see Mason, 2002; Stead & Elliott, 2009) about WFI of highly successful individuals; however, I do intend to provide new insights into WFI in the context of career success. Following, I will present a brief overview of WFI literature and how it relates to career success. I will then describe methodology and methods, followed by the findings and discussion sections.

Work-Family Theories

The interaction between work and family has been extensively studied across multiple disciplines including management, psychology, and sociology, to name a few. Scholars have adopted a number of theoretical approaches to explain the interaction between individuals' professional and personal lives (Greenhaus, Collins, & Shaw, 2003). In an early review of WFI, Barnett (1998) argued that work-family literature lacks a theoretically grounded model to demonstrate the inter-relations between work and family. More than a decade later, when work-family literature had proliferated, Edwards and Rothbard (2000) reviewed linking mechanisms in work-family literature.

They put forth spillover, compensation, segmentation, resource drain, congruence, and work-family conflict (WFC) as the major linking mechanisms between work and family.

It is beyond the scope of this study to review all conceptualizations of work-family literature. I solely provide a general overview of the two approaches that look at the two sides of WFI coin: negative and positive. Hence, I will focus on WFC, to represent the negative perspective; and work-family enrichment (WFE), to represent the positive perspective, as they are speculated to be the opposite ends of one spectrum (Tompson & Werner, 1997).

Drawing insights from Role Theory, (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964), Greenhaus and Beutell (1985) defined WFC as:

> […] a form of interrole conflict in which the role pressures from work and family domains are mutually incompatible in some respect. That is, participation in the work (family) role is made more difficult by virtue of participation in the family (work) role. (p.77)

Based on their literature review, Greenhaus and Beutell (1985) suggested a model for WFC in which they identified three forms of conflict between work and family: time-based, strain-based, and behavior-based. Time-based conflict denotes that the time requirements of one role limit the time available for fulfilling the requirements of the other role. Strain-based conflict contributes to WFC when the demands of work and family roles are not compatible. Behavior-based conflict occurs when work and family roles have incongruent behavior expectations.

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Further explorations of WFC provide two dimensions for the concept: work-to-family conflict (also referred to as work interference with family (WIF)) and family-to-work conflict (also referred to as family interference with work (FIW)) (Gutek, Searle, & Klepa, 1991; Kelloway, Gottlieb, & Barham, 1999). WFC conceptualization and its two dimensions have been the basis of extensive empirical research. Researchers have thoroughly examined the antecedents and outcomes of WFC and have found that work-related variables (e.g. time spent at work, work-related stress) predict WIF, and nonwork variables (e.g. time spent with family, family-related stress) predict FIW (Byron, 2005; Michel et al., 2011). Empirical evidence supports the negative influence of WFC on work-related (e.g., job satisfaction, organizational commitment, job performance), nonwork related (e.g., life satisfaction, marital satisfaction, family performance), and stress-related (e.g., work-related stress, family-related stress, and general psychological strain) outcomes (Allen, Herst, Bruck, & Sutton, 2000).

In 2006, Greenhaus and Powell proposed a theoretical model, which perceived a positive relationship between work and family spheres. Labeled as WFE, the theory "specifies the conditions under which work and family roles are 'allies' rather than 'enemies'" (p.75). WFE is defined as "the extent to which experiences in one role improve the quality of life in the other role" (Greenhaus & Powell, 2006; p. 72). Greenhaus and Powell (2006) asserted that the previous studies had identified three different ways in which work and family spheres could positivily affect each other. First, experiences in work and family can improve well-being. Second, simultaneous involvement in work and family roles can decrease the stress one experiences in both

roles. Finally, one's experiences in one domain can lead to favorable results in the other.

Their theoretical framework was based on the third effect. Five types of resources, from

both domains, with the potential to foster WFE were identified: skills and perspectives,

psychological and physical resources, social-capital resources, flexibility, and material

resources (Greenhaus & Powell, 2006).

Although the literature on WFC dominates work-family literature, researchers

have started to show increasing interest in WFE. Carlson, Kacmar, Wayne, and

Grzywacz (2006) developed a scale to measure WFE, which has been adopted by several

researchers. For example, Wayne, Randel, and Stevens (2006) examined antecedents and

outcomes of WFE and found individuals' identity and informal support to be predictors,

and affective organizational commitment and turnover intentions to be outcomes of

WFE. In a recent meta-analysis, McNall and colleagues (2010) looked at the outcomes

of WFE and concluded that work-to-family and family-to-work enrichment were

positively associated with family and job satisfaction, affective commitment, and

physical and mental health.

In this study, I use WFI to describe the interaction between work and family to

avoid any biases toward the positive or negative interrelationships between the two

spheres.

WFI and Career Success

Traditional career scholars have been mainly concerned with careers within the

boundaries of hierarchical organizations where these careers are solely defined by

organizational ranks and positions (Hall & Chandler, 2005). Career literature is replete

with studies that have looked at within-organization variables associated with one's career such as promotion or salary; but few studies include variables from additional contexts such as peer groups, or family settings (Arthur, Khapova & Wilderom, 2005). Such a narrow attitude toward careers, though valuable, does not consider the contemporary organizational contexts characterized by technological advancements, flattening organizational structures, and unpredictable changes (Sullivan & Baruch, 2009).

In today's turbulent environments where individuals are expected to assume agency for their own careers (Hall, 2002), career can be perceived as "the evolving sequence of a person's work experiences over time" (Arthur, Hall, & Lawrence, 1989, p.8). This definition considers an individual's career beyond the boundaries of a single organization. Hence, career success, which results from an individual's experiences, will be "the accomplishment of desirable work-related outcomes at any point in a person's work experiences over time" (Arthur, Khapova & Wilderom, 2005, p. 179). Khapova & Wilderom,

Maanen (1977) distinguished between subjective and objective career success. Objective career success outlines observable factors of an individual's career (e.g. salary and job level), while subjective career success has to do with how people understand or appraise their careers based on features they value (Maanen, 1977). Arthur, Khapova, and Wilderom (2005) argued that examining career success from either subjective or objective lenses limits our understanding of the whole picture. They urged researchers to adopt both objective and subjective views towards career and career success.

Conventionally, objective career success has been related to an individual's failure in fulfilling family or leisure activities at the price of subjective gains (Korman, Wittig-Berman, & Lang, 1981). Professional success is believed to pressure individuals to save face, which leads them to live up to other people's expectations instead of living their own lives. In the same vein, Bartolomé and Evans (1980) argue that extensive involvement with career, which usually requires investing long hours at work, disrupts family engagement. Taking an organizational perspective, Rapoport, Bailyn, Fletcher and Pruitt (2002) emphasize employers' objective career expectations and the employees' subjective career preferences. For example, Thompson, Beauvais, and Lyness (1999) suggest that utilizing organizational work-family benefits by employees works against their career success and yields negative career outcomes. The limited literature on WFI in the context of career success does not shed much light on how individuals who are highly successful in their careers–both objectively and subjectively– navigate their work and family lives in contemporary contexts.

Methodology and Methods

Drawing on interpretivism, which asserts that reality is socially constructed and that single events have "multiple realities" (Lincoln and Guba, 1985), my research fits within qualitative methodologies. From multiple qualitative methodologies (Crotty, 1998), I adopted phenomenology as my research design. Phenomenology strives to understand the "essence of the experience" (Creswell, 2007, p. 78) or "determine what an experience means for the persons who have had the experience" (Moustakas, 1994, p. 13).

The Researcher's Role

I can relate to the participants of my study in three ways. First, I have worked overseas as a faculty member and I am familiar with faculty responsibilities, which are similar around the world. Second, I spent extended time in the research context during my study and familiarized myself with its academic culture. Third, I conducted a systematic literature review on faculty WFI experiences and gained an overview of the phenomenon. In order to monitor my perceptions about the phenomenon during the research process, I kept a reflexive journal, which I will discuss later in this section.

Recruitment Process

Upon receiving approval from the Institutional Review Board (IRB) at my university, I retrieved the list of the distinguished professors and their official emails from a public link at the target university's website. I sent an invitation email twice (Appendix C) to the target group, sharing my research topic and a summary of the study proposal, asking if they were interested in taking part in the study. Out of 84 DPs, 32 agreed to be interviewed, 35 individuals did not respond to my email, and 17 declined my invitation due to privacy concerns or extensive workload. Finally, I interviewed 28 of the DPs who accepted my interview invitation, but was unable to interview the remaining four because of schedule conflicts or unexpected plan changes.

Participants

The study participants were selected from distinguished professors employed at a research-intensive university in the southwestern US. At the time of my study, in the institution where I conducted my research, the title of University DP was an honor.

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Faculty had to fulfill three criteria to be awarded the title: (a) be among the top 2-5% of researchers in their field of study; (b) have one seminal work which has led to a major advance in their field; and (c) have a work that has had a discernible impact on the field. Every two academic years, the university forms an award committee of six distinguished professors from different schools. Three of the committee members are selected by the Executive Committee of DPs and three are appointed by the university Provost.

When conducting a phenomenological study, one essential criterion a researcher should consider for selecting the research participants is that the participants have experienced the phenomenon–WFI in this case. Apparently, all DPs in the selected institution had experienced combining work and family, because they were employed and they had a personal life or family; therefore, they met the requirements to be participants of a phenomenological study.

Data Collection Process

I used semi-structured interviews as the main data collection source for the study (Patton, 2002). Prior to each interview, I read through all the participants' CVs and biographies, if available, in order to be acquainted with their work. Learning such information allowed me to have a better sense of the interviewees' experiences and to ask relevant follow-up questions during the interview.

Twenty-six interviews occurred at the participants' offices, one at a nearby coffee shop, and one was conducted via email. I traveled twice to nearby cities (2 to 3-hour drive) because one of the participants had responsibilities in an institution affiliated with the university and one worked at one of the university branches away from the main

campus. At the beginning of the interview, I provided the participants with a brief overview of the project and answered additional questions they had. I asked for their permission to record the interviews, and also asked them to sign the consent form. I asked eight questions (Appendix D) and added follow-up questions whenever needed. Meanwhile, I was open to ask new questions about the interviewees' WFI based on how the interview proceeded. I had one interview with each participant and interviews lasted for 30-70 minutes.

Data Preparation and Analysis

Recordings of the interviews were transcribed verbatim. I transcribed one-fourth of the interviews myself and used professional transcription services for the rest, which resulted in 384 pages of text. I followed four steps suggested by interpretive phenomenological analysis (IPA) technique (Smith, Flowers, and Larking, 2009) to analyze the data. In the first step, after I had the transcripts of the first three interviews, I tried to immerse myself in the data and familiarize myself with it. I read the transcripts and listened to the audio recordings simultaneously to bring the participants to the center of my attention and actively engage with the data. The second step comprised highlighting and taking notes of different ways the participants described, referred to, or expressed WFI. In practice, the first two stages occurred at the same time because I was both interviewing and making comments on the previous interviews' transcripts. This cycle repeated until I had processed all the interviews.

IPA suggests making three types of comments: descriptive, linguistic, and conceptual. I only took descriptive notes because it was consistent with my research

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purpose, which was describing WFI-lived experiences of DPs. In order to take the third step, I placed all my transcripts and notes into NVivo software. I used my notes in conjunction with the associated transcripts to develop emergent themes. In the final step, I categorized and organized themes under six larger, superordinate themes which are presented in the findings section.

Trustworthiness

In my study, I focused on developing trustworthiness by utilizing three strategies proposed by Lincoln and Guba (1985). First, I built a deep understanding of the research context's culture, policies and procedures ("prolonged engagement"). Second, I asked two of my peers who had sufficient knowledge about qualitative research to give me feedback on my findings ("peer debriefing"). Finally, I kept a reflexive journal as a means to document the research process, my observations, my interactions with the participants, and my reflections. Doing so enabled me to be more aware of my research journey, my positionality, and the potential biases I brought to the data collection and analysis ("the reflexive journal").

Findings

I interviewed 28 DPs (25 male, and 3 female) in the target institution. In total, the university had 84 distinguished professors at the time of the interviews, among whom 8 were female. The age range of the participants was between 45 and 86. Twenty-five participants were married at the time of the interview; one had recently lost a spouse, one preferred to remain single after divorce, and one did not mention marital status. Among the 28 participants, 4 had one child, 13 had two children, 3 had three

children, 1 had five children, 1 had six children, 5 had no children and one did not

provide information about children. On average the participants had 41.28 years of

experience in their fields, calculated as the time since they graduated from their Ph.D.

programs. Only two participants had less than 30 years of experience in their associated

fields. Twenty participants had been a DP for less than 10 years, six were DPs for 10-20

years, and two had been DPs for over 20 years. Three participants were not born and

raised in the US. **Error! Reference source not found.** includes participants'

pseudonyms and their demographic information.

Table 1

Participants' Demographic Information

Pseudonym	Gender	Marital Status	No. of Children	Years in the field	Field Category	DPship years
DP1	M	Married	2	61	Science	8
DP2	M	Married	2	34	Social Sciences and Humanities	7
DP3	M	Single	1	43	Social Sciences and Humanities	6
DP4	M	Married	1	42	Social Sciences and Humanities	24
DP5	M	Married	2	41	Science	4
DP6	M	Married	6	50	Science	8
DP7	M	Married	0	41	Social Sciences and Humanities	9
DP8	M	Married	2	33	Applied Science	2
DP9	M	Married	5	41	Social Sciences and Humanities	4
DP10	M	Married	3	56	Science	7
DP11	M	Married	2	55	Social Sciences and Humanities	26
DP12	M	Widowed	2	46	Applied Science	11
DP13	M	Married	3	53	Science	16
DP14	M	Married	2	29	Applied Science	1

Table 1 Continued

Pseudonym	Gender	Marital Status	No. of Children	Years in the field	Field Category	DPship years
DP15	M	Married	2	38	Applied Social Science	7
DP16	M	Married	2	37	Science	2
DP17	M	Married	2	36	Applied Social Science	14
DP18	F	Married	0	48	Science	5
DP19	M	Did not Mention	?	37	Applied Social Science	9
DP20	M	Married	2	47	Applied Science	14
DP21	M	Married	0	47	Science	5
DP22	M	Married	2	36	Applied Science	5
DP23	M	Married	1	21	Science	4
DP24	M	Married	2	41	Applied Social Science	16
DP25	M	Married	0	41	Science	18
DP26	F	Married	3	22	Science	4
DP27	M	Married	1	41	Science	2
DP28	F	Married	0	39	Applied Science	2

Superordinate Themes

My data analysis yielded six commonalities, labeled as superordinate themes, among the lived experiences of the participants: passion and intrinsic motivation absolutely count; spouse support is vital; children make a difference; conflict: one side of WFI coin; enrichment: another side of WFI coin; and personal nonfailure. Below, I will describe each superordinate theme and their associated themes, which are summarized in Table 2. I will insert excerpts from interview transcripts to showcase each theme through participants' words. All superordinate themes were shared by all DPs, but their associated themes were not shared by all participants. I have distinguished between different themes for clarity purposes, but they overlap in many cases. For

example, in the following section "curiosity" and "not working for money" are described

as two distinct themes; however, a DP could be both driven by curiosity and not work

for money.

Table 2

Superordinate Themes and their Subordinate Themes

Superordinate Themes	Associated Themes
1. Passion and intrinsic motivation absolutely count	Passion
	Making an impact
	Sense of accomplishment
	It's Fun
	Curiosity
	Not working for money
2. Spouse support is vital	Encouragement
	Assuming childcare and Domestic Responsibilities
	Following the DP and changing/terminating career
	Contributing to the work
3. Children make a difference	Affecting you as a person
	Affecting work schedule
	Children with special needs
	Getting involved with children activities
	Not having children
4. Conflict: One side of WFI coin	Long work hours
	Pre-occupied but physically present
	Leaving family for work

Table 2 Continued

Superordinate Themes	Associated Themes
5. Enrichment: The other side of WFI coin	Happiness
	Allowing for travels
	Financial benefits
	Children inheriting certain characteristics
6. Personal nonfailure	Respecting family
	Personal interests
	Family time and social activities

Superordinate Theme One: Passion and Intrinsic Motivation Absolutely Count

The most prominent theme among participants' responses was their passion for work. In response to questions about the reason why their work had been well-recognized or why they willingly spent long hours on work, all participants either directly expressed their great passion for what they were doing, or provided descriptions that could be interpreted as passion and/or intrinsic motivation. This attitude toward work was manifested through six themes I describe below.

Passion

DPs' love for work, especially their research, was the most prominent theme in this category. Regardless of their age, tenure or field of study, many DPs expressed that they were driven by the deep passion they felt for their research work. DP_1, who had over 300 peer-reviewed publications and was still active, said "Now you would think at

my age – I'm 86 –I would have retired and lived the easy life, but I love what I'm

doing."

DP₁₁ expressed that medium workers hate their job and when they need to work

long hours, it is like telling a prisoner to stay in jail for another year; but this was not the

same case for him:

> We are the crazy people; we love what we're doing. But most people don't like
>
> what they're doing, which is why when they retire, or at some point in their life
>
> when they've accumulated enough assets, they leave that career and go to one
>
> they like, where they're having fun. … so when you can do something you love
>
> doing … it's unique.

DP₁₂ manifested his passion for his career not only verbally, but through his body

language and passionate tone when answering the question why he kept working hard

after earning tenure and full professorship. He explained,

> I think it's because I love what I'm doing … There's a saying from an old guy up
>
> in Arkansaw, who was actually a craftsman, … said something to the effect that
>
> … 'If you're working for the prizes you likely won't get them; but if you're
>
> working for the work you probably will. So I think that I work for the work. I
>
> enjoy what I do.

DP₂₈, who was retired from a prestigious research position and joined the

institution afterwards, justified her hard work after retirement as follows:

I have an incredible capacity because I enjoy what I do. I think if I hated what I

did, I wouldn't be working as hard as I do. But I love what I do. Almost

everything, I love what I do.

DP23, who was in mid-forties yet his job was recognized as a life-time

achievement, passionately expressed:

What we do is just due to love, we really like to do it. Nobody ever tells us 'Do

this or do that, you have to do it.' This is instantaneous. If I retire I'll go on doing

it… Maybe I'll ask for a room and computer and go on doing the same thing ...

That's the most exciting thing I can do.

Making an Impact

Making an impact by adding to the body of knowledge in the field was a strong

driving force for many DPs. Almost all DPs were, and/or had been, involved with some

sort of breakthrough research making significant contributions to their field. Producing

knowledge and moving the field forward seemed to be the mission and professional

agenda for many participants. DP24, who had been regarded as one of the most highly-

cited scholars in his field, argued that becoming a DP was pleasing but not a goal of his

life. He said,

Actually, I've had a goal for many years of trying to have an impact in my field

and … there are different ways I guess you could do that and I have done it

different ways because I've served as President of my two associations and been

a journal editor twice, but it's the research that I've probably most enjoyed.

DP$_{14}$, who had submitted eleven large grants to support his research group in the three months prior to the interview, assertively expressed: "In the end, we need to get the job done and make this nation … continue to be a strong nation of extremely well-educated people who go out and nurture the world. That … is my mission."

Sense of Accomplishment

Among the main outcomes of DPs' research work was publishing scholarly books and papers. Despite having numerous scholarly publications, DPs were not indifferent toward publishing their new work. The DPs' passion for their work was evident in their accounts of their excitement from seeing their work in print. DP$_3$, who was the author of ten books published by highly prestigious publishers, shared:

> And it was wonderful to open the package and smell and look at a new book. You know, there's one thing … I tell young people … when they publish the first book: "The second one will be just as wonderful – so will the third and the fourth." You know, you don't tire of how wonderful it is to accomplish something.

DP$_{21}$, who had over ten scholarly and teaching awards in his CV, told me that it might sound ridiculous but he is enthusiastic about his citations and checking them is the first thing he does every Thursday. Pointing to a manuscript on his desk, he told me that "In the day when I submit a paper like this, you know, it's all put together nicely, then that's a really good day, and when that's not happening it's not that much fun."

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DP_{22} just won a prestigious prize for the design, implementation and evaluation of a program related to his field. He manifested his passion and patience for achievement as follows:

Once I get into a project, I tend to keep going until there is something to ship (software, paper, or presentation). I hate to leave half-done work rest. This is the other side to my cogitating about getting started – once I start there is usually something worthwhile there. Sometimes "getting to ship" can take years, or even longer.

It's Fun

Another aspect of DPs' interest in their work was having fun while working. It seemed as if long hours they put in work did not sound too much to them because they were enjoying their time. DP_6 said he counted down his teaching time to go back to his research. "It's fun. It's not work. I mean my wife's standard comment is that I've never worked a day in my life, and there's some truth to that, you know. It's been something I've wanted to do."

DP_7, with a forty-page CV hosting nineteen authored or co-authored books, stated:

For me, the days I can do research are equivalent of days I can play, okay. Uh I'm fascinated with finding new stuff. … as [my spouse] says, it makes me feel happy. … and as a result …, I think it's why I keep doing it is because there are exciting projects that continue to kind of evolve. And if you're doing a job that is just fun – and I think this [academic] job is fun. Um it's amazing they pay me for it. Don't tell the president that, okay?

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Curiosity

The majority of DPs, regardless of their field, asserted that they craved solving problems and finding answers to their questions; therefore, they enjoyed research work. Despite being in their late adulthood, I felt as if the DPs' eyes were shining like children when they were talking about their curiosity for solving puzzles. As DP_6 put it:

I think it all has to come from within … I think every scientist … successful scientist I know, really likes what they do and wants an answer. You know he's curious. … I'm sure nobody had to ask Christopher Columbus, you know, why he worked those long hours to get across to … he wanted to see what was there. So he had to … force other people to give him money so that he could work to do it… it wasn't a matter of saying, "Oh shit, I have to do this today, you know." Um so I think … it's all internal motivation –… what you enjoy doing and what you're curious about.

DP_5, who would meet his seventy-nine year-old scientist friend every Saturday morning for an hour to talk about their latest ideas, referred to scientific curiosity as fire. He said,

What is driving you is the scientific curiosity and figuring out how things work. And that's true for whether you are in educational area or in behavioral science area … where the scientific rigor has maybe not been as obvious as it is with those of us that study molecules. But it's the same driving force. If you have that fire in you, you really can't stop yourself from trying to figure out how things

work… that's what's driving it, and it's not the … it's the satisfaction of sort of knowing that this is it.

Not Working for Money

The final theme related to passion and intrinsic motivation was not working for money. Most DPs appreciated earning money in academia, but none of them said that money is their number one drive for work. DP_{28} who said she could literally retire at the time and be happy for the rest of her life said:

I don't work for money. It's nice to get money and having that money makes me feel secure but if somebody ticked me off here and really annoyed me, I'd just say "Thanks" and then I'd go and probably do some foundation work. For free.

DP_{19} whose impact in his field had resulted in naming a research award after him said, "I wanted to influence the field and move it in certain directions, which is … very difficult to do. And I didn't do that necessarily because of money or any other external reward; I did it because of intrinsic factors."

Superordinate Theme Two: Spouse Support Is Vital

Almost all DPs agreed that their spouse played a key role in supporting them during their career journey. The DPs agreed that had they not received support from their spouses, it would have been either impossible or more challenging for them to achieve their current professional standing. The contingencies of being on top of an academic position required a successful academician to have an accommodating family, most importantly, a flexible and supportive spouse. This was the case for both male and female participants. The following remark from DP_{16} denotes emotional appreciation for

his wife who has been with him for thirty plus years, supporting him both in his life and career:

> Without [my wife's] … even temper and ways of accepting things, it [my career] would not have been as successful, as easy to negotiate. She's really been wonderful, yeah, and I felt that the whole time. Even as a youngster, I get chills talking about it…she's been the most supportive person.

Based on the DPs' accounts of the support they received from their spouses, grounded in my data, I derived four themes described below.

Encouragement

My participants received consistent support and encouragement from their spouses to continue their studies or invest in their careers. Those who had married before completing their graduate degree were encouraged by their spouses to proceed in their studies despite the challenges they faced. In some cases where the participants could not support their family due to pursuit of a graduate degree, it was their spouse who assumed the role of a bread winner. DP_3 who had divorced his first wife still recognized her significant role at early stages of his career:

> I think [my first wife] deserves enormous credit. We were very young. We married very young. We were 21. And she was very supportive in my decision to become a scholar and very supportive during the period when we were very poor and when we were graduate students. And I'm grateful for that.

DP$_{15}$, who stands at the top of his field and his accomplishments include, but are not limited to, having over forty thousand citations to his works, and serving as the editor of the most prestigious journal and academy in his field, recounted:

> I have a very intelligent and a very supportive spouse...she's actually been a very important part of my career…in fact, she probably supported me and encouraged me to go on to get a Ph.D. and to enter this profession. That was a joint decision.

Support by Assuming Childcare and Domestic Responsibilities

The DPs' spouses played a major role in managing household and childcare responsibilities. Some DPs mentioned that it would have been so challenging if their spouses had not taken care of household chores and responsibilities. Although almost all the DPs mentioned that they shared portions of the housework, if the spouse was not working fulltime it was the spouse who did most of the housework. Some DPs' spouses had assumed the main responsibility for childcare; this was particularly the case where their children were born decades ago when childcare services were not prevalent or affordable. After their children reached school age, some spouses chose to go back to work, some worked part-time, and some became stay-at=home mothers. DP$_{12}$ whose wife stopped working after they had children shared:

> [My wife] didn't start working again until [the children] were both in kindergarten and first grade. And then she worked part time at the library at the University of XX so she could have a schedule where she could be home when [the children] came home.

Changing or Terminating Career

Many DPs worked for multiple institutions over their career. In many cases, changing institutions required moving from one state or country to another, which affected their spouses' careers. The DPs received full support from their spouses when going through such changes, despite the fact that changes did not always benefit the spouses' careers. This was the case for DP$_7$'s spouse:

[Moving] meant that [my wife] … changed careers… she's an attorney by training. … when we moved down here she … went to work for Habitat for Humanity for about three years … So in that sense it's kind of uprooted [her] career a couple of times.

Contributing to the Work

Some spouses had become intimately involved with their DP spouses' work in various capacities to support them. DP$_5$ shared with me that his wife had played a key role in his research team to the point that he had to reduce the size of his team after his spouse was diagnosed with a medical problem. He said:

My wife sort of became part of it rather than being on the outside. So clearly without her commitments … it could have been very different. I would have liked to do science, but if there had been restrictions from the family, I am not sure to what extent I would have continued this path.

DP$_{16}$ handed me a book that he had co-authored with his wife and stated:

[My wife] is tremendously supportive, and I've written several books with [her]. She's not a professional in [my field of study] but she is very good at helping to edit things, find things, analyze things and so forth, and always has been.

Superordinate Theme Three: Children Make a Difference

All participants agreed that children made a difference in combining work and family; those without children mentioned what differences not having children had made. In general, having children had affected the DPs' work schedules or life styles, at least when the children were more dependent and demanding; however, all of the DPs agreed in one way or another that they continued fulfilling their professional commitments while having children. DPs with children were mainly in later stages of their adulthood and were not heavily involved with childcare at this stage of their life. Other than the case of one male DP, who was in his mid-forties, none of the participants had little babies who needed extensive parental care. There are five themes under this superordinate category that are described below.

Affecting You As a Person

Many DPs believed that having children impacts parents, in general, no matter what their career is. They believed that parents should consider having children as a stage in their lives and make the necessary adjustments. When expressing his view on the role of children, DP_6 who had raised six children asserted, "Having kids affects you as a person … it affects your job because it affects you as a person. And … I don't think it's any different for me than it is for anybody else who has kids."

DP$_{27}$, who was part of a Nobel Prize-winning team, was so happy that when raising his daughter he had the opportunity to come home for a while to make her happy after coming back from school. He had advised a graduate student: "This [when a child is born] is a special time in your life. You're never going to have your first child again. You have to enjoy it."

Affecting Work Schedule

The second theme associated with having children was concerned with how having children, especially young children, had affected the life style of both male and female DPs. They made several adjustments to be able to work and fulfill childcare responsibilities. One general adjustment was making sure that they secured some time to spend with children when they were at home. DP$_{22}$ recalled that:

> I was always home for dinner when I was not traveling and did not work again until after the children's bedtime when they were small; then I also typically read to them at bedtime and was available … for homework help as they grew older.

DP$_{26}$ had three kids, two of whom were born while she was an assistant professor. She told me that she used to go back to work late at night after she put her children to sleep; she would then continue working until 1 or 2 a.m. She followed this pattern until her children grew up. Given this intense schedule, which basically meant getting a few hours of sleep from 1 or 2 a.m. to 6 a.m., she still managed to spend her afternoons with her children, and to be promoted from assistant to full professor during the same period.

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DP$_9$'s wife was also a tenured professor at the same university and together they raised five children. He chose to have different work and sleeping patterns from his wife in order to handle childcare demands. His wife would stay up late at night to use quiet night time to work, and in the morning, DP$_9$ would wake up early, start his day, make breakfast, and wake up children for school. DP$_2$ mentioned that at an earlier stage of his career, he needed to stay at home two days a week and take care of children while his wife was teaching at a prestigious school. He would make up for the work days during weekends when his wife was free to stay with the children.

Having Children With Special Needs

There were a few cases in which DPs had children with some type of disability. This put a heavy burden on their shoulders because taking care of kids with special needs required extra time and energy. Most important, they had to deal with someone who was suffering, and whom they could not help very well. DP$_5$ shared with me:

> We have a daughter who has … a learning disability... my wife and I have been dealing with that for about six years or so. And it has been very time consuming because to find child psychiatrists, child psychologists, often you have to go to [nearby larger cities] and so we take a lot of trips for her to get her treatment … Plus, she has problems at school and sometimes we have to go get her at school … and … it's been a strain. I mean, … it takes away from … your work.

Getting Involved With Children's Activities

Most male DPs shared their experiences about devoting time to play with their children, coaching their children's school teams, or getting involved with children's

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schools and communities in some way. Almost all parent DPs were involved with and played a significant role in their children's lives, and emphasized its importance. For example, DP$_{12}$ recalled, "When our kids were little … if they had any kind of sports activities … we always went to … see them; that was important, you know, from my family standpoint, to make sure we stayed engaged with them."

Not Having Children

There were two couples among my participants who did not have children. At the current stage of their lives, both couples had nonacademic commitments such as taking care of a ranch or spending time with nieces and nephews. However, it is reasonable to assume that providing childcare might have been a challenge for two hardworking individuals who were committed to making a significant impact in their fields. DP$_{28}$, who had lived apart from her DP spouse for several years because of their professional calls, recalled:

> So I already knew, because I studied human development in college and I knew that if I were going to be a parent, that I would have to spend x amount of time [on childcare]. I don't see how I could keep my lifestyle and my work style and have kids. So I made that as an active decision.

Superordinate Theme Four: Conflict- One Side of the WFI Coin

Another commonality among DPs was their work-to-family conflict. For some, this conflict was noticeable during certain periods of their career, for example, when they were having young children or when their work was being recognized. But many DPs asserted that their workload has been extensive throughout their career. This

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superordinate theme consisted of three themes that denote different manifestations of conflict.

Long Work Hours

Almost all DPs needed to devote extensive hours to their work, especially to their research. The general pattern was that during the early stages of their careers, DPs spent much time on grounding their research work, publishing papers and earning tenure. In later stages, they had to devote time to several research, teaching, and service activities including preparing future researchers, contributing to the journals in their fields in several capacities, and submitting grants to support their research staff. All such activities required time. In many cases the DPs had to make extra time by starting their workdays earlier or extending their workdays or working during the weekends, thus having less opportunity to spend time with their families. DP_9 recalled that at an early stage of his career, time requirements conflicted with his family. He said:

> My course load … was very heavy, it was … a four-four and I was teaching a lot of technical [extra courses] and so I would have to work on the weekends to do my research or I'd work late at night to do my research. And that doesn't help your marriage or your family life very well.

DP_{24} mentioned a period when his work was very intense because of his extra professional commitment:

> When I was editor of one of our primary journals, I was working probably about 90 hours a week … because I was still trying to stay up-to-date in my research, so at that time I didn't spend a lot of time with my spouse. I just couldn't.

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Physically Present but Preoccupied

The second theme related to conflict was preoccupation with work. According to the participants, doing research projects required mental engagement, and it is not usually under one's control to stop one's mind from working. This had affected some of the DPs' involvement with their children because their minds were dealing with their work, even when they were involved with nonwork activities.

As DP15 put it, having a mind preoccupied with work problems puts you in a state of constant involvement with the work:

> I try very hard to integrate what I'm hearing into projects on which I'm working, … so … in a way I'm always working … not in a formal sense but I'm always trying to piece things together in a way that will make sense.

Similar pre-occupation had affected some DPs' sleeping because their minds kept working even when they were trying to sleep.

> Well, I sometimes wake up a lot of times, especially if I have work, important work, so I have … a pad of paper in my bathroom. My wife hears me get up, go to the bathroom and, you see, I write down some notes, and then, then I can go back to sleep. That can happen five times in a night. I just get an idea or I remember something and I say, 'Oh, I can't go back to sleep', so I get up and I write down what I thought and then I go back to sleep (DP14).

Leaving Family for Work

Many DPs needed to participate in conferences and events related to their field, occurring both inside and outside the US. In addition, due to the widespread recognition

of these DPs' work, many of them received invitations to give talks, serve as visiting professors, or collaborate on some outstanding research projects, which required them to travel frequently. In some cases, for example when working as a visiting professor, DPs had to spend an extended time in the visiting institution, which separated them from their families. DP$_6$ explained,

> I need to travel a fair bit. I've always done that. Sometimes I do an experiment
> … that I can't do at home, more often to give talks, attend conferences, all that
> kind of stuff. So I'm sure that interfered with [my family].

> Similarly DP$_2$, who was invited to a highly prestigious European University for

one semester and could not resist the rarely-made offer in his field, said:

> And it was hard on my wife, especially that semester because our oldest son was
> in high school and was having his bad high school year. So she had to deal with
> things that I didn't … have to deal with.

Superordinate Theme Five: Enrichment—The Other Side of the WFI Coin

The DPs in my sample believed that their careers had enriched their family lives. In other words, being an outstanding academic had a fruitful impact on their personal lives. The positive impact of their work on their families was mentioned by all DPs; it had three major manifestations that I will report below.

Allowing for Family Travels

Having opportunities to travel to different places enabled many DPs to take their families to places where they might not go otherwise. As a result, DPs' family members,

especially their children, gained international experience and were exposed to different cultures.DP$_4$ confirmed this enrichment:

Having success in the professional life has given my wife and I amazing opportunities, which she loves. So we've lived in Beijing. We've lived in Jerusalem. We've lived in Paris. We've lived in London. Of course we've lived in Oxford, …and um we went away once to three years at West Point, which is a fabulous place right outside New York City.

DP$_2$ appreciated the experiences and the relationships the trips had yielded:

The travel was great, the cultural … benefits, friends that come through. … one of my closest friends is a colleague I worked with in Britain. Another one is a colleague I worked with in Paris – my sons know them, know their children, that kind of thing.

Happiness

Another prominent theme associated with enrichment was the DPs' positive spirits resulting from their passion for their work. Many DPs believe that having a happy professional life and getting enjoyment from it leads to a happy family life. The following quotations from DP$_6$ and DP$_{28}$ shed light on this theme:

From my perspective, I really like my job. I'm happy ... and I can't help but think that I'm a better husband and parent as a happy person – rather than someone who drags [himself] home after a day doing something they hate… and take out their unhappiness on everybody around them (DP$_{6)}$.

I think that because I enjoy what I do, it makes me a happier person. If I had a

job where I worked eight to five and I was miserable, I'd come home a nasty

person (DP$_{28}$).

Children Inheriting Certain Characteristics

When reflecting on the positive effects of their career on their family, many DPs

mentioned that their children had indirectly been affected by their profession. For

example, DP$_{15}$ asserted that:

Well, I think as a role model [my work] allowed [my son] to see that

commitment and dedication and professionalism take you a long way and I think

he's taken that to heart. .. he is a teacher and I actually think that has influenced

how he teaches. I think it has influenced how he interacts with people so I think

there have been very positive effects.

Financial Benefits

The DPs' objective career success provided them with financial benefits. As

described before, many DPs did not work for money, but they acknowledged that their

career had allowed them to live a comfortable life. Although DPs' income was not

among the top when compared to those in top executive business positions, it allowed

them to support their families. When talking about his work benefits, DP$_{26}$ said:

The financial benefits come not only from the salary from the university, but I also

do consulting for companies. As I said, I'm an Associate Editor for a journal and

all of those activities come with a financial reward. I've received several awards

that also have monetary funds that come with them, so I think that … we're

definitely rewarded for the work that we do.

In some cases, it was the DPs' adequate income that made it possible for their

spouses to choose not to work or for their children to continue their studies. As DP_2 put it,

"I feel like our children got the advantage of me having a secure job and earning enough

money to where that's not something they had to worry."

Superordinate Theme Six: Personal Nonfailure

Despite the DPs' hard-to-achieve success in their careers, most of them were

leading a normal personal life. Although my participants were engaged with their

research, that did not put aside their personal lives and did not cause them to forget about

nonacademic aspects of their lives. In some cases, due to the DPs' work overload, they

had decreased their participation in some events but had not totally isolated themselves

from other things they enjoyed. Personal nonfailure encompasses four themes that each

show one aspect of the personal life DPs valued and cared about.

Respect for Family

Many DPs were leading happy family lives and enjoyed decades of happy

marriage. Among the 28 participants, five had experienced divorce, which is not an

extreme rate as compared to the divorce rate in American society. DPs shared with me

that if their students asked them for advice regarding WFI, they would emphasize the

importance of family, and remind students that while attending to their passion for work,

they need to attend to their family needs and respect them. DP_5 mentioned that his lack

of attention to marriage at the early stages of his career had resulted in divorce, and he had made up for this loss in his second marriage.

In the same vein, DP$_2$ recounted:

You can't ignore your family for your career because for one thing it's just not fair…there are people who spend too much time on their careers and they become very tunnel vision. And I know it can wreck a family and cause a divorce …if you have a fundamentally happy and stable emotional life, there is no better prerequisite for working happily in what you do.

Personal Interests

The DPs' attention to their personal lives was also evident by the amount of time they devoted to their personal interests. Examples include buying season tickets for their favorite teams, attending their favorite singers' concerts, and engaging in other things that attract them. DP$_7$ elaborated this point as follows:

I read for pleasure, or I'll do something physical…at one time I used to be a baseball fan and watch a lot of baseball. I'm still a track and field fan, so I have season tickets … I would never miss a home track and field meet. And then there are times when I actually travel to them too… you know, those are the sort of things on weekends. And of course weekends might be times when [my wife] and I would ... go to … see an art museum or something like that.

DP$_{18}$ confirmed attention to personal interests as she shared her hobbies:

I ride, I still ride, despite my advanced age and I really love like my animals [horses and dogs]. And … this was something I wanted to do and carved out a

schedule that I can ride two days a week and then on the weekends, and that

keeps me healthy mentally and physically. [My husband] and I also take an

exercise class together … And … I've always loved music and so being in a

university town, you know, they have enough things going on around here that I

can get my music "fix" when I need it.

Family and Social Activities

The DPs showed an interest in their family time, participated in their family

reunions, and valued social activities. Nonnative DPs would fly back home, which took

long hours in some cases, to visit their families. For example, DP_{12} whose supportive

spouse had just passed away recalled:

We always had our parties around the Christmas holidays at our house, and if

somebody was finishing up [graduating or leaving the university], we always

made sure we had some kind of special function for them, and those kinds of

things.

DP_{11} remembered:

My daughter was a basketball player and I played lots of basketball with her.

And my son was a nerd because we had computers when they first came… when

you could first get them at your house, and I spent a lot of time with them on all

that.

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Discussion

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This study sought to explore work-family interaction among distinguished

professors(DPs), who were among the top 2-5% of researchers in their field, at a

research-intensive university in the US. I identified six commonalities among the WFI accounts of the participants. Based on findings from the study, DPs' WFI could be described in terms of their passion for their work and the enjoyment they found in research, the support they got from their families, the role of children, conflict and enrichment as two sides of WFI coin, and personal nonfaluire. Below I will discuss each major finding in relation to current literature.

The first finding was DPs' passion and intrinsic motivation for their work. Most DPs asserted that their craving to solve problems and make discoveries fed their passion and motivation toward their career. This finding is consistent with previous literature that confirmed motivational factors predicted both objective and subjective career success (Judge, Cable, Boudreau, & Bretz, 1995; Whitely, Dougherty, & Dreher, 1991).

Work-family models (e.g. Frone, Yardley, & Markel, 1997, and Michel, Mitchelson, Kotrba, LeBreton, & Baltes, 2009), do not include motivation or attitude toward work as an influential antecedent. However, my study shows that individuals' work attitude and motivation played a key role in shaping their experience and perception of WFI. Future work-family researchers who study WFI in the context of career success might examine how individuals with high or low levels of intrinsic motivation toward their job differ in their perceptions of the positive or negative impact of their job on their family life.

This finding also supports Douglas McGregor's Theory Y (1960). The basic assumption of this human motivation theory is that individuals are ambitious and self-motivated, like their careers, perceive work to be as natural as play, and are willing to

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accept responsibility for their professional commitments. This theory argues that employees do not necessarily need supervision in order to perform effectively. Based on this theory and my findings, those who supervise highly successful individuals might be better off avoiding authoritative leadership styles because these employees are already highly self-motivated and need not be tightly controlled. Instead, they might prefer and deserve independence, self-control and supportive family-friendly initiatives.

The second superordinate theme revealed the major role of spouse support in DPs' WFI and career success. This finding is in the same line with previous literature that finds spousal support to be one of the major family-related correlates of WFC (Erdwins, Buffardi, Casper, & O'Brien, 2001).When a couple live together, it makes sense that one cannot fully concentrate on or invest in his or her career without being supported by the other party. Based on my findings, it seems as if spousal support becomes even more important when an individual lives a life that leads to a highly successful career. In my study, most participants were male; thus most spousal support came from females. There were only three females in my study, two of whom were living with another DP and had no children. There was only one female DP, who was being fully supported by her husband, and the type and extent of support she was receiving was not different from male DPs.

However, my finding about the equality of spousal support between male and female DPs should be dealt with cautiously because the number of female DPs in my study and in the target institution was significantly lower than male DPs. This inequality in the number of females who manage to overcome career challenges and move toward

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being outstanding in their careers is well documented in the literature (e.g. Ng, Eby, Sorensen, & Feldman, 2005). I can argue that my participants were already screened by the societal norms and limitations for women; therefore, there were few female participants in my study. This limitation does not allow me to conclude that females receive the same support males get from their spouses. It might be due to lack of support, including spousal support, that few women made it to DPship.

I need to add that the fact that DPs received support from their spouses does not suggest that support was not reciprocal. In cases where the DPs' spouses decided to go to school, change careers, live in another city to pursue their career, and other similar situations, many DPs supported them; but it did not come up as a commonality among all of them.

The third major commonality across the 28 DPs was the significant role their children played in their WFI. Although the majority of DPs successfully raised children, having children had affected their lives in some way or another. Although having children did not necessarily stop DPs from being productive, it affected their life style, at least for a while. Work-family literature has looked at parental demands and the number of children as either predictor or moderator variables. Previous studies do not provide consistent findings regarding childcare. For example, Michel and colleagues (2011) found parental demands, and number of children to be predictors of family-to-work conflict. However, Byron (2005) showed that family involvement, including childcare, had almost no correlation with family to work interface. Based on his meta-analysis, Byron (2005) found that employees who were more involved with their families

experienced the same demands as those with less family involvement, which is consistent with my findings.

Based on my study, couples who were both DPs had either preferred not to have children or had waited so long that they could not have children anymore. It might be justifiable that when both parties decide to invest heavily in their careers, it will be challenging to raise children. Literature has shown that dual-career couples are engaged in what is called scaling-back (Becker & Moen, 1999). Over a lifetime, couples use various strategies to reduce their commitment to work in order to attend to family. For example, they may choose to have a one-job and one-career marriage or they may choose to trade off. Normally, women are the ones who scale back and trade career responsibilities for family roles over time (Becker & Moen, 1999). If the couples do not choose to use any adaptive strategies to scale back from work commitments, they are most likely to restructure family and, for example, choose not to have children. However, I only interviewed two couples who were both distinguished professors. Future researchers need to further study the effects of childcare responsibilities on successful people.

The fourth and fifth superordinate themes in my findings were associated with positive and negative aspects of the interaction between work and family. Both conflict and enrichment were simultaneously present in DPs' lives; however, one might sometimes outweigh the other. In other words, I can conclude that DPs' work conflicted with their family life in several cases, but simultaneously I attest that their careers were enriching their families. This finding is consistent with Lamber's (1990) argument that

individuals can simultaneously experience negative and positive effects of their profession on their family lives and vice versa. The current massive volume of literature on WFI has looked at either negative or positive interactions between the two spheres. My findings show that one's attitude toward WFI has two sides and both aspects form the overall attitude toward the impact of work and family on one another. In a qualitative study on faculty WFI, Ward and Wolf-Wendel (2004) presented a theme labeled "silver linings and dark clouds" to characterize academic life. This theme was based on their participants' accounts of their feelings toward their professional lives. I argue that the same finding makes sense for my participants who had experienced work-to-family conflict when being bombarded by extensive professional commitments, and had enjoyed WFE when silver linings were in place.

Finally, my data analysis showed that contrary to what traditional literature (Korman,Wittig-Berman, & Lang, 1981) suggests, objective career success does not necessarily equal personal failure. The majority of DPs had successful family lives. Although five participants had experienced divorce, the rate was lower than the 40-50% divorce rate in the US as reported by American Psychological Association (2014). Besides, the DPs' life styles were not limited to academia. DPs were or had been involved with their children's lives, spent time with their spouses, participated in sports, and many had nonacademic hobbies.

It is worthwhile to mention that although DPs had reached the highest rank inside their organizations—referred to as objective career success— professoriate rank is not solely dependent on a single university. Academics can move from one university to

another, within and outside a geographical boundary, depending on their performance. They heavily depend on their academic bodies to advance in their academic journey and need support from members of their academic community, and industry in some cases, to publish their academic findings or fund their research. In this sense, DPs' career success cannot be perceived as solely objective or subjective, despite having the characteristics of the two types. Defining DPs' careers as boundaryless (Arthur & Rousseau, 1996), which is a type of career defined to be beyond the limits of one single organization, might be more appropriate in this case. Eby, Butts, and Lockwood (2003) argued that exploring success factors in boundaryless careers is a gap in the current literature; therefore, career success scholars interested in the dynamics of success in boundaryless careers might view my work as an advancement of the topic.

Implications for Practice

My study has practical implications for HR professionals who work with DPs or with similar populations that characterize outstanding career success. Recognizing the commonalities among WFI experiences of my participants can provide the basis for designing tailored family-friendly initiatives or training programs that fulfill high performers' WFI needs. In light of the study's findings, I suggest practical implications that enable human resource development (HRD) professionals to accommodate WFI of success outliers.

I have evidenced that DPs are intrinsically motivated for their work and want to have an impact in their fields of research. Based on this finding, it might make sense for organizations employing DPs or similar populations to reduce organizational initiatives

that intend to leverage extrinsic motivation, and work toward creating work environments that facilitate up-to-date research and support conducting cutting-edge projects. This will lead to a win-win relationship between passionate employees and organizations seeking improved productivity.

Spouse support was found to play a key role in how DPs combine their work and family. My findings showed that DPs were all supported by their spouses. However, there might be several married individuals within organizations whose spouses do not support their careers for a variety of reasons, including having a full-time career, having health issues, etc. Given the significant role of spousal support highlighted in my findings, HR professionals can foster programs that make up for part of such support. For example, HR departments can provide childcare services, also shown to be a concern for all DPs, to help DPs devote more time to fulfilling their professional responsibilities. This is especially important for female DPs who typically bear a greater share of childcare and household responsibilities.

Conflict and enrichment were found to be the two sides of DPs' WFI coin. This finding implies that DPs have sweet and sour experiences while navigating their professional and personal lives. HR professionals can help reduce part of the conflict by providing conflict-reducing workshops or training programs. For example, DPs' institutions can hold time management or relaxation workshops/programs that help DPs use their time more efficiently and manage to be less engaged with work while spending time with their families.

Considering the suggestions mentioned above can help HR departments attract, accommodate, and retain star performers by creating family-friendly organizations that help individuals experience a fruitful interaction between their work and family lives.

Limitations and Suggestions for Future Research

Although this research has described the common WFI experiences of highly successful individuals, future research should further explore the complex combination of WFI and career success. Below I outline limitations of my work and the possible ways in which future researchers can cover such limitations and further add to the literature.

The majority of the research participants in this study were male. Although the presence of women in my study was consistent with the percentage of female DPs in the research context, it still provides limited insight into experiences of highly successful women. Future researchers can bridge this gap by including a larger number of women DPs or using methodologies, such as case study, to gain a more comprehensive picture of women DPs' WFI experiences.

In this study, I looked at WFI only from DPs' perspectives, but this phenomenon cannot be fully described based on the experiences of DPs. Adding perspectives of DPs' spouses, family members, and co-workers will yield a more comprehensive understanding of how DPs have navigated their work and family lives. Understanding DP families' perspectives, listening to their stories and gaining insight into their experience is an untouched avenue for future research.

Future research could also benefit from exploring differences in WFI experiences of highly successful people in nonacademic careers. Paying attention to the occupational characteristics may help explain why individuals in a specific career experience WFI differently. This study focused on distinguished professors; future researchers can, for instance, target highly successful CEOs, Olympic medalists, or other success outliers to examine their WFI.

Borrowing from career success literature, future researchers can employ subjective and objective career concepts and explore the meanings of success from DPs' perspectives. In the same line, future researchers can explore the reasons behind and contributors to DPs' success.

Finally, findings can contribute to theory building for work-life dynamics of the commonly-neglected success outliers. The superordinate themes can provide theoretical grounds for further research on this phenomenon. For example, work-family researchers can further study passion and intrinsic motivation towards work, which is now a missing factor in WFI literature. My study portrays a successful person not as a person who ignores family or personal life, but rather as a passionate and motivated individual who succeeds while supporting and being supported by family. This view may challenge the status quo of the literature about high achievers. There is a need for a framework that incorporates WFI, while recognizing passion and support.

CHAPTER IV

CONCLUSION

This chapter provides a summary of the two dissertation studies and their findings. The overarching goal of my dissertation was to explore work-family interaction (WFI) among four-year faculty. I conducted two separate studies that contributed to the primary goal of learning about how faculty combine their personal and professional lives. In the second chapter, I presented a systematic literature review and synthesized 77 empirical studies on faculty WFI. The third chapter reported a qualitative study that described how 28 distinguished faculty at a research-intensive university in the US navigate their work and family lives. Below I will summarize each study and their findings. I will also make conclusions based on the two studies. In addition, I will provide recommendations for future researchers who are interested in this line of research.

Overview of the Studies

Study One: Literature Review

Purpose

This study sought to systematically review the literature on faculty WFI. In this review, I synthesized the theories, research foci, methodologies and methods of the previous empirical studies on faculty WFI. I also assessed the quality of the studies and provided a general overview of the discipline and quality of the journals that published

the studies. Finally, I combined the findings of the studies to explore what previous researchers have already accomplished and the existing gaps in the literature.

Methods

I adopted a systematic literature review approach to conduct the study. Combining all different terminologies referring to WFI, e.g. work-family conflict (WFC) and work-family spillover, in work-family literature with different terms used to refer to faculty, e.g. professor, I conducted a multidisciplinary search. The search generated 800 publications that I screened to meet the study criteria. The 77 studies which survived the screening and the quality assessment stage, were organized in a matrix based on their focus, theory, methodologies, methods, quality, and findings (Appendix A).

Overview of the Findings

Synthesizing the foci, methods, and methodologies of the reviewed papers led to four prominent highlights. First, despite the growing number of publications on faculty WFI, the US was the context of the majority of studies. Although studies were based in countries from all continents, the US was the dominant context. Second, the studies had a divergent focus and mainly looked at faculty WFI experiences, antecedents, and outcomes. Third, the methodology and methods of the studies did not have much variance. For example, most qualitative studies adopted a generic approach and used interviews as the main data collection methods, while the majority of quantitative studies used surveys to collect data. Other types of qualitative and quantitative approaches were not widely present in the studies. Fourth, there were some major quality issues with the

papers. For example, some quantitative studies failed to adopt a theory to guide their studies, and others failed to report data analysis techniques in qualitative studies.

Combining results of the 77 peer-reviewed studies yielded six categories. The first category, academic life, showed that academic life has both negative and positive sides. Professors enjoy what they do, and the flexibility that comes along with it, but are overwhelmed with their extensive responsibilities, including research, teaching, and service. Besides, the expectations for tangible results, e.g. publications, sometimes put heavy pressure on faculty. Studies showed that support, both from the families and institutions, played a key role in faculty lives.

The second category, faculty WFI, evidenced that almost all faculty experienced moderate conflict between their work and family lives. This conflict was the same across genders and only slightly decreased when faculty moved up the academic rank, specifically from assistant and associate ranks to full professoriate rank. The third category, antecedents of faculty WFI, outlined that although there were predictors of WFC in both work and family lives, conflict mainly stemmed from the work sphere. In the family domain, having children contributed to family-to-work conflict as evidenced in many studies. In the work sphere, hours spent at work were a strong predictor of work-to-family conflict. The fourth category, outcomes of faculty WFI, showed that stress and strain were the main negative outcomes of lack of balance between faculty work and family lives, while job satisfaction and commitment were found to be positive outcomes of lack of conflict between work and family.

The fifth category, gender differences in faculty WFI, demonstrated that male and female faculty experienced WFI differently in some cases. For example, female faculty were responsible for a greater share of domestic responsibilities. Besides, taking maternity leave was challenging for women and not well-accepted for men. The last category, strategies to facilitate faculty WFI, suggested that studies had presented different strategies to maintain balance between faculty work and family lives. Examples of the suggested strategies were creating boundaries between professional and personal lives and getting help or support for household responsibilities when feasible.

Conclusion

Cumulative results showed that based on the previous scholarly endeavors, faculty simultaneously enjoy their work and face difficulties in navigating their professional and personal lives. In addition, the review revealed that the current studies on faculty WFI have ignored some focus areas, methodologies and methods that need to be considered in the future.

Study Two: Work-Family Interaction in the Context of Career Success:

A Qualitative Inquiry

Purpose

This study explored WFI experiences of 28 distinguished professors at a research-intensive university in the US.

Methodology and Methods

This qualitative study adopted a phenomenological methodology, which focused on the lived experiences of study participants. Semi-structured interview was the major

data collection method in the study. Transcribed Interviews were analyzed using interpretive phenomenological analysis (IPA) promoted by Smith, Flowers, and Larking (2009).

Overview of the Findings

Findings revealed six commonalities, labeled as superordinate themes, among participants. "Passion and intrinsic motivation absolutely count" was the first commonality among participants' WFI experiences. All participants expressed, directly or indirectly, that they had internal motivation for their job. This passion and motivation was expressed in six overlapping themes: expressing love toward their work, having the goal of making an impact in their field of study, gaining a sense of accomplishment when contributing to the body of knowledge, feeling like work was fun, being curious to find an answer to research questions, and not working for money.

The second common ground among DPs' WFI was the key role of spouse support, which was manifested in three ways. Some DPs received encouragement from their spouses to continue and invest in their careers over the years. Many spouses, especially those who did not have a full-time job, took primary responsibility for household demands. Many DPs' spouses who were working prior to having children terminated or decreased their professional commitments to help with childcare. DPs' spouses also provided support in cases where DPs had to change their institutions; for example, some spouses changed careers to accompany DPs.

The third superordinate theme resulting from the analysis was "Children make a difference". All DPs believed that having children made a difference in how they

combined their work and family lives. First, some DPs believed that having a child makes you a different person by allowing you to gain experiences that could not be gained otherwise. Among the 28 DPs, 22 had children; many of them believed that having children, especially young children, had affected their work schedule in some respect. For example, some DPs had chosen to go home earlier after having children to be able to spend more time with their kids; they would usually go back to work once their children went to sleep. Two DPs had children with disabilities who needed especial care, which required them to devote extra time to support their kids. In addition, many DPs had been involved with their kids' activities and had played active roles in their lives (e.g. coached their children's school sports teams). DPs without children recognized that had they had children, their WFI would have been different.

The fourth commonality among DPs was "conflict: one side of the WFI coin". As discussed in all previous chapters, WFC is a prevalent conceptualization of how work and family interact; this superordinate theme is consistent with such understanding of WFI. All DPs worked long hours, which would negatively impact the time they were available for their family. Besides, many DPs needed to leave their families to fulfill work-related responsibilities including attending academic conferences, giving speeches in different states or foreign countries, and going on sabbaticals. Finally, DPs experienced work-to-family conflict when they were physically present at home but their minds were pre-occupied with their work problems.

"Enrichment: another side of the WFI coin" was the fifth commonality among DPs. As discussed in previous chapters, work-family enrichment (WFE) denotes a

positive attitude toward the interaction of work and family. The positive impact of DPs' work on their family was expressed in four different ways. First, many DPs asserted that their love for their work caused them to be a happy person; they believed that they transferred happiness to their families. Second, being a DP allowed for traveling to different corners of the word to present work, teach, or conduct research. In many cases, DPs' family members could accompany them on the trips. Such opportunities enabled DPs' families, specifically their children, to be exposed to cultural differences and experiences. Third, DPs' success in their career had financial benefits, including being paid as the highest rank at their institution. The DPs' financial gain allowed them to support their families and live a comfortable life. Finally, DPs' children had inherited certain characteristics that were frequently practiced by them. For instance, some DPs mentioned that they were role models of hard work for their children.

"Personal nonfailure" was the last superordinate theme shared by DPs. Despite the traditional notion of "career success, personal failure" (Korman, Wittig-Berman, & Lang, 1981), DPs had not failed in their personal lives. Many DPs spent time on their hobbies, had happy family lives, played an active role in their children's lives, and took an active part in social activities.

Conclusion

This study showed that the 28 DPs interviewed in this study were passionate and intrinsically motivated for what they did, received support from their spouses, and experienced some changes after having children. In addition, the participants' work had

both negative and positive impact on their family lives; however, their work had not stopped them from attending to their personal lives.

Recommendations for Future Study

The first and second studies of my dissertation were connected to one another because both were looking at WFI among faculty. Each study revealed existing gaps in the literature that can be filled by future researchers. Based on the findings of the two studies, I provide suggestions for scholars interested in this topic.

Reviewing Studies on WFI Experiences on Nonfaculty Jobs

While searching for the review study, I noticed that studies on WFI experiences of individuals possessing multiple occupations, e.g. managers or physicians, were scattered in different disciplines. Synthesizing the findings of such studies will help shed light on the current knowledge of occupation-specific WFI experiences of those having such jobs. It also allows for making a comparison between WFI experiences of faculty and those having other occupations.

Attending Quality Issues

My review showed that despite the large number of studies on faculty WFI, many quantitative studies lacked a theoretical framework and did not use validated questionnaires. Many qualitative studies, however, failed to report their data analysis techniques or steps. Future researchers can be more attentive in designing studies that attend such shortcomings.

Need for Innovative Methodology and Methods

As shown in chapter two, most available quantitative studies rely on survey data, and the majority of qualitative studies are generic qualitative studies based on interviews. I suggest future researchers employ methodologies and methods that have been neglected in the current literature. For example, quantitative researchers can conduct experimental studies that test the results of implementing different interventions to facilitate faculty WFI. Qualitative researchers can employ nongeneric qualitative methodologies such as ethnography or case study that have been overlooked in the existing literature.

Adopting Nontraditional Focus

Findings of the first study showed that studies have looked at limited factors that play a role in how faculty's work and family interact. Future researchers can fill this gap by focusing on nontraditional factors in work-family research, such as attitudes toward work or career aspirations.

Conducting Studies on Female DPs

Although I included both genders in the second study, there were only three females in my study. Findings showed no major differences between males and females evident in my study, but the limited number of female participants in the study fails to provide a comprehensive picture of the phenomenon. Future researchers need to study more female DPs and see if their WFI experiences differ from their male counterparts.

Conducting Studies That Look at DPs' WFI From Their Family and Peers' Perspectives

The second study described DPs' WFI experiences from their own perspectives. Future researchers need to look at the same phenomenon from other viewpoints, including DPs' family members or peers, to shed light on different aspects of DPs' WFI.

Theory Building

As mentioned in the third chapter, the DPs were extreme cases of career success. Examining extreme cases is useful for theory building (Eisenhardt, 1989; Pettigrew, 1990; Pratt, Rockmann, & Kaufmann, 2006). Building a theory was not the purpose of the second study, but its findings can contribute to WFI and career success theory building. Specifically, passion and intrinsic motivation are neglected factors in WFI literature, which can open new horizons in work-family research.

Recommendations for Practice

This dissertation has practical implications for HR experts who accommodate faculty in general, DPs, or similar populations inside their organizations. Below I outline implications based on my findings.

Time Management and Relaxation Programs and Workshops

In light of finding of the two studies, HR practitioners can design specific interventions for faculty, specifically at earlier stages of their career, to accommodate their career development and decrease their WFI-related strains. For example, hours-spent-on-work was found to be one prominent predictor of work-to-family conflict. Providing time management workshops or having on-site time-management coaches

might help faculty make efficient use of their time. In the family domain, providing

childcare support can alleviate faculty concerns regarding childcare.

In addition, HR professional can use findings of the first study to moderate

negative outcomes of faculty work-family imbalance. Higher education institutions can

invest in programs that reduce faculty stress, which is shown to be the most frequent

unfruitful outcome of the conflict between work and family. Facilitating on-site stress

management or relaxation programs might be useful ways to help maintain this goal.

Providing Family-Supportive Services

Having childcare responsibilities was a strong predictor of family-to-work

conflict based on the findings of the first study. Furthermore, having children was shown

to play a vital role in DPs' WFI. HR departments can initiate childcare support services

to help faculty, especially females, invest on their professional commitments. Examples

of these services are on-site childcare centers to help decrease faculty concerns about

childcare.

Creating Supportive Work Environments

Despite several factors that affect faculty WFI experiences, findings of the first

study evidenced that organizational support was highlighted in the majority of the

reviewed studies. Creating supportive organizational climates that attend to faculty WFI

demands can help faculty experience improved WFI.

Attending Gender Differences

Based on the findings of the first study, female faculty were found to assume a

greater share of domestic responsibilities than male faculty, which could negatively

affect their productivity. In light of this finding, HR specialists can design tailored initiatives for female faculty to allow them to experience equal opportunities.

Leveraging Intrinsic Motivation

All participants in the second study were passionate and intrinsically motivated for their work. In light of this finding, organizations employing success outliers can invest on extrinsic motivation initiatives such as facilitating up-to-date research and supporting cutting-edge projects. This will create a win-win relationship between employees who care a lot about making an impact in their fields and employers who strive for improved productivity.

Considering the suggestions summarized above can help HR professionals create family-supportive environments that help faculty experience a rewarding interaction between their work and family spheres.

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APPENDIX A

THE REVIEW MATRIX FOR EMPIRICAL RESEARCH OF FACULTY WFI

Appendix A Table

Authors, Primary	Pub Year	Periodical Full	Discipline	Theory	Focus	Research Approach	Country	Sample	WFI Measure	Data Collection	Data Analysis
Herman & Gyllstrom	1977	Psychology of Women Quarterly	Gender Studies, Psychology	Role Conflict	Antecedents of inter-and intra-role conflict(gender, number of social roles, job status)	Quantitative Survey	US	500 university employee, unknown percent faculty	Kahn et al (1964)	questionnaire	Factor analysis
Near & Sorcinelli	1986	Research in Higher Education	Education	Spillover	Relationships between work and life away from work	Mixed Method	US	112 faculty (28% female)	NA	Interviews	Multivariate analysis of variance
Schultz et al.	1988	Journal of Social Behavior & Personality	Psychology	None	Work-family concerns and problems	Mixed Method	US	60 faculty(interviewed), 140 faculty(surveyed)	Self-made	questionnaires	Analysis of Variance-Content Analysis
Biernat & Wortman.	1991	Journal of personality and social psychology	Sociology , Social Psychology	None	Work-home of academic married moms	Mixed Method	US	108 female faculty	NA	Interview	Correlated t tests - Profile analysis
Toren	1991	Sex Roles	Gender Studies, Psychology	None	Perceptions of Family and Work Nexus	Qualitative	Israel	42 female faculty	NA	questionnaires	Content analysis
Nichols et al.	1995	Family and Consumer Sciences Research Journal	Cultural Studies	None	Predictors of work-family needs(gender, class)	Quantitative-Survey	US	429 faculty (31% female)	Self-made	Interview	MANOVA
Moore & Gobi	1995	Sex Roles	Gender Studies, Psychology	None	Predictors of role conflict for women0(burden at home, burden at work, time, demographic, gender)	Quantitative-Survey	Israel	83 female faculty	Self-made	questionnaires	Regression analysis
Moore	1995	International journal of comparative sociology	Social Sciences	Role Conflict	Gender differences in role conflict and Sources of role conflict(work and home burden, time)	Quantitative-Survey	US, Australia, Bulgaria, Dutch, Israel	694 faculty (44% female)	Self-made	Interview- existing data	Regression analysis

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Appendix A Table Continued

Authors, Primary	Pub Year	Periodical Full	Discipline	Theory	Focus	Research Approach	Country	Sample	WFI Measure	Data Collection	Data Analysis
Grandey & Cropanzano,	1999	Journal of vocational behavior	OB, HRM, Applied psychology	Conservation of resources	Work-family conflict predictors(demographics, work-role stress, family-role stress,) and consequences (job and family distress, intention to leave, health & stress)	Quantitative-Time lag survey	US	132 faculty (43.2% female)	a scale validated in the Kopelman et al. (1983) study	Interview	Regression analyses
Forster	2000	Gender in Management: An International Journal	Not found in SJR	None	Women view of Work-nonwork conflict	Mixed Method	UK	30 female faculty (interviewed); 112 female faculty surveyed	Self-made	questionnaires	Quantitative: Descriptive Qualitative: Not mentioned
Elliott	2003	Journal of Family and Economic Issues	Psychology-Economics	Role-Conflict	Predictors of work and family role strain(demographics, elder and childcare, support from colleagues, spouse employment, resources, unfair criticism)	Quantitative - Survey	US	785 faculty (female 54.52%)	Self-made	Interview	Regression
Armenti	2004	Cambridge Journal of Education	Education	Critical feminist theoretical framework	Moms combining work and family and tenure	Qualitative-General	Canada	19 female faculty	NA	questionnaires	Coding (Bogdan & Biklen, 1998)
Hall et al.	2004	Christian Higher Education	Education	None	Moms Work-family balance	Qualitative-Grounded Theory	US	30 female faculty	NA	Questionnaire	Content analysis informed by principles of grounded theory (Strauss and Corbin, 1990, 1998).
Ward & Wolf-Wendel	2004	Review of Higher Education	Education	Role conflict, ideal worker, and male clockwork, expansionist	Strategies for maintaining balance challenges Sources of support, Mom-professional role management(main)	Qualitative-General	US	29 female faculty	NA	Interview	Constant comparative approach
Oates, Hall, & Anderson	2005	Journal of Psychology and Theology	Psychology, Arts and Humanities	Role conflict	work-family role balance(spirituality and faith)	Qualitative-	US	32 female faculty	NA	questionnaires	Content analysis informed by

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Appendix A Table Continued

Authors, Primary	Pub Year	Periodical Full	Discipline	Theory	Focus	Research Approach	Country	Sample	WFI Measure	Data Collection	Data Analysis
											principles of grounded theory
O'Laughlin & Bischoff	2005	Journal of Family Issues	Social Sciences	Rational model (Greenhous, Bedeian& Mossholder) /Job Strain Model (Karassek, 1979)/ Like Duxbury et al. (1994)	Predictors of work-family stress(tenure, gender, parenthood, control, work hours, work and family demands)	Quantitative-Survey	US	5 men and 179 women tenure-track professors	Self-made	Interview	ANOVA. MANOVA
Kalet et al.	2006	Journal of General Internal Medicine	Medicine	None	work-life balance among mid-career women	Qualitative-written open ended questions	US	16 women in academic medicine	NA	questionnaires	Theme analysis
Damiano-Teixeira	2006	Journal of Family and Economic Issues	Social Psychology, Economics	Multiple role	female faculty employment–family interface	Qualitative	US	18 female faculty working	NA	questionnaires	Not specified-just says analyzed
Fox, Schwartz, & Hart	2006	Academic Psychiatry	Education, Psychiatry	None	options for achieving work-family balance	Quantitative-Survey	US	97 faculty (21.64% female)	Self-made	Interviews	Descriptive Statistics
Van Hooff et al.	2006	Work & Stress	Applied Psychology	Effort-Recovery t	Work-home interface outcomes(recovery, fatigue, leisure, sleep)	Quantitative-Diary Study	Deutschland	120 faculty(62% male)	Geurts et al., 2005).	Interviews	Multilevel analysis
Wolf-Wendel & Ward	2006	Higher Education: The International Journal of Higher Education and Educational Planning	Arts and Humanities	Ideal Worker feminist ideology	Work-family interface, moms and tenure	Qualitative	US	117 female faculty	NA-	Interviews	Constant comparative approach (Strauss and Corbin 1990)
Thanacoody et al.	2006	Gender in Management: An International Journal	Gender Studies-Business	Role conflict theory	Outcomes of work-family conflict(career progression)	Qualitative-Case Study	Australia, Mauritius	30 Female	NA	Interviews	Comparative analysis of data (Glaser and Strauss, 1967)
Grawitch, Trares, and Kohler	2007	International Journal of Stress Management	Business, Psychology, Medicine	Grawitch et al.'s (2006) framework	Satisfaction with work-life balance and outcomes(organizational commitment, well-being,	Quantitative-Survey	US	78 male and female faculty	Part of Grawitch et al. (2006)	Survey	Regression, factor analysis

Appendix A Table Continued

Authors, Primary	Pub Year	Periodical Full	Discipline	Theory	Focus	Research Approach	Country	Sample	WFI Measure	Data Collection	Data Analysis
					emotional exhaustion, and turnover intentions)						
Skachkova	2007	Higher Education: The International Journal of Higher Education and Educational Planning	Arts and Humanities, Social Sciences	Feminism	Experiences of women combining family and career	Qualitative methodology '''culturally hybrid ethnography'' (Ong 1995)-1	US	34 women faculty born outside the U.S.	NA	Open-ended questions	Theme analysis-NUD*IST
Creamer & Amelink	2007	Journal of Women and Minorities in Science and Engineering	Engineering, Gender Studies	Spillover Theory	Antecedents(personal, institutional, nonwork) and outcomes(job satisfaction) of spillover	Quantitative-Survey	US	710 male and female parent faculty	Self-made	CVs	Regression analyses
Weigt & Solomon	2008	Gender, Work and Organization	OB, HR, Gender Studies	Feminist theory	Class, gender, and negotiating the terrains of work and family	Qualitative-comparative qualitative study- 7	US	11 female	NA	Interview	semi-structured in-depth interviews
Kinman & Jones	2008	Journal of Human Behavior in the Social Environment	Social sciences	None-Example	Antecedents(demographics, work hours, job demands, control, flexibility, support) and outcomes of work-life conflict(psychological well-being, health)	Quantitative-Survey	UK	884 (41% female)	Netemeyer et al. (1996)	questionnaires	Correlation
Eddy & Gaston-Gayles	2008	Journal of Human Behavior in the Social Environment	Social sciences	None	Work-life balance strategies	Qualitative-General- 8	US	12 faculty	NA	Questionnaires(3 times a day)	Thematic analysis-Marshall and Rossman's (1999) "reduction"and "interpretation"
Elliott	2008	Journal of Human Behavior in the Social Environment	Social Sciences	None	Predictors of work and family strain(family conditions, work conditions, and Demographics	Quantitative-Survey	US	400 (50% female)	None	Interview	Descriptive- T-test
Barkhuizen & Rothmann	2008	South African Journal of Psychology	Psychology	None-6	outcomes(occupational stress, ill health and organizational commitment)	Quantitative-Survey	South Africa	595 faulty(50.1% female)	Cartwright & Cooper (2002)	Interviews	Analysis of variance, ANNOVA,MANNOVA

Appendix A Table Continued

Authors, Primary	Pub Year	Periodical Full	Discipline	Theory	Focus	Research Approach	Country	Sample	WFI Measure	Data Collection	Data Analysis
Kinman	2008	Educational Psychology	Education, Educational Psychology	None	Outcomes(Psychological distress Physical health symptoms)	Quantitative-Survey	UK	465 faculty (39% female)	Kinman (1996)	Questionnaires	Regression
Birmingham & Wasburn	2008	Journal of Women and Minorities in Science and Engineering	Engineering, Gender Studies	None	Work-life balance experiences	quantitative and qualitative	US	645 female faculty	Self-made	Interview	Two-tailed t-test Qualitative: does not mention
Santos & Cabral-Cardosok	2008	Gender in Management: An International Journal	Gender Studies, Business	Role theory	Tensions and conflict between work and family life	Qualitative- 9	Portugal	32 faculty (53.12% female)	NA	Questionnaire	
Hirakata & Daniluk	2009	Canadian Journal of Counselling	Not found in SJR	None	Experience of mum and academic	Qualitative-Phenomenology-1	Canada	10 faculty mothers with pre-teen children	NA	Interviews	Phenomenological data analysis method proposed by Collaizzi(1987)
Edwards, Van Laar, Easton, & Kinman	2009	Quality in Higher Education	Education	None	Examine work-home interface	Quantitative Survey	UK	2136 higher education employees (64% female)	Van Laar et al. (2007)	Questionnaires	Confirmatory factor analysis
Catano et al.	2010	International Journal of Stress Management	Applied Psychology, Business, Medicine	None-Example	Consequences of work-life conflict(stress, strain, wellbeing)	Quantitative-Survey	Canada	1440 faculty (49.23%)	Frone & Yardly (1996)	Interviews	Regression
Fox	2010	American Behavioral Scientist	Social psychology, Education	None	Level of work and family interface experienced	Quantitative-Survey	US	765 faculty (men and women percentage not clear)	Self-created	Questionnaires	Descriptive
Ergeneli et al.	2010	Gender, Work and Organization	OB, HR, Gender Studies	Role Theory	Consequences(job dis/satisfaction)	Quantivative-Survey	Turkey	286 academic personnel, (53.5 female)	Netemeyer et al.'s (1996) scale	Questionnaires	Regression Analysis
Shockley & Allen	2010	Journal of Vocational Behavior	OB,HR, Applied psychology	Expectancy Theory-Role Conflict Theory	Measuring WIF, FIW, and Flex-time use	Quantitative-Survey	US	238 faculty members (43% male)	Netemeyer et al.'s (1996) scale	Questionnaires	Regression analyses

Appendix A Table Continued

Authors, Primary	Pub Year	Periodical Full	Discipline	Theory	Focus	Research Approach	Country	Sample	WFI Measure	Data Collection	Data Analysis
Baker	2010	Journal of Comparative Family Studies	Sociology , Anthropology	None	Effect of gender and family circumstances on work	Qualitative-General- 10	New Zealand	30 faculty	NA	Questionnaires	Theme analysis
Heijstra & Rafnsdottir	2010	Internet and Higher Education	Education	None	Predictors of work-family balance(Internet and other ICT technologies)	Qualitative-General- 11	Iceland	10 men and 10 women professors	NA	Open-ended Questions	Grounded Theory Approach
Solomon	2011	The Social Science Journal	Psychology, Sociology	None	Professional and personal life demands and pre-tenure	Qualitative-General- 12	US	37 untenured tenure-track assistant professors 19 females, 18males	NA	Interview	The approach outlined by Bogdan and Biklen (1998), looking for patterns and topics in the data, grouping them into codes that represented key categories in the data.
O'Meara & Campbell	2011	Review of Higher Education: Journal of the Association for the Study of Higher Education	Education	Sociological concept of agency	Work-life balance decisions	Qualitative-General- 13	US	20 (5 men and 15 women) professors	NA	Interviews	Cross-case analysis
Brown et al.	2011	Academic Medicine	Education, Medicine	None	Experiences of work-life balance	Qualitative-Phenomenology-2	Canada	17 academic surgeons (52.94)	NA	Questionnaires	Coding
Currie & Eveline	2011	Higher Education: The International Journal of Higher Education and Educational Planning	Arts, and Humanities, Social Sciences	None	Predictors of work-life im/balance(e-technology)	Mixed	Australia	44 faculty (Surveyed, 54.54%) -12 faculty(interviewed) - 9 faculty (kept a diary)	NA	Questionnaire	Does not mention-Descriptive for surveys
Fox et al.	2011	Social Studies of Science	Social Sciences, History	None	Predictors of bi-directional conflict of work with family(demographics of family & work)	Quantitative-Survey	US	765 male and female faculty researchers	Self-made	Questionnaires	Regression
Fang et al.	2011	International Journal of Management and	Business	Role Conflict	Predictors(work demands, family demands)	Quantitative-Survey	Indonesia	127 faculty (44.9% female)	Fronte et al. (1992,	Questionnaires	Regression Analysis

Appendix A Table Continued

Authors, Primary	Pub Year	Periodical Full	Discipline	Theory	Focus	Research Approach	Country	Sample	WFI Measure	Data Collection	Data Analysis
		Enterprise Development							1994), Kessler (1985)		
Sallee	2012	Research in Higher Education	Education	Gendered organizations theories- The ideal worke-	Fatherhood and academia	Qualitative	US	70 faculty fathers	NA	Questionnaires	Coding
Misra et al.	2012	Sociological Forum	Sociology	Gendered Organizations Theory	work-life balance challenges and facilitators	Mixed Method Approach	US	335 faculty(53% female) , 65 male and female faulty (focus groups)	NA	Interview	Regression Qualitative data analysis method not mentioned
Perrakis & Martinez	2012	Advances in Developing Human Resources	OB, HR	None	Work–life balance negotiation	Qualitative-Phenomenology-3	US	10 female faculty	Na	Interviews	Not Mentioned
Murray et al.	2012	Advances in Developing Human Resources	OB, HR	Positive spillover, work-family enrichment models	Work-life positive and negative spillover	Mixed Method Approach	New Zealand	32 female faculty	Grzywacz & Marks'(2000) Kirchmeyers (1992)	Interviews	Quantitative: Descriptive Qualitative: Not mentioned
Matheson & Rosen	2012	Journal of marital and family therapy	Psychology, Sociology	None	Work-personal life balance experiences	Mixed Method Approach- Qualitative-Phenomenology, Quantitative Survey	US	43 faculty (44% female)	NA	Interviews	Descriptive Grounded theory analysis techniques-(Strauss & Corbin,1990)
Schlehofer	2012	Journal of community psychology	Psychology, Social Work	Feminist Theory-	Motherhood and academia	Qualitative- 14	US	One single mother in academia	NA	Interviews	Themes from self-experience
Reddick et al.	2012	Psychology of Men & Masculinity	Gender Studies, Applied psychology	Role Theory	Tenure, fatherhood, and academic career, coping strategies	Qualitative-phenomenological approach-4	US	12 male faculty	NA	Questionnaire	Cross-case comparison of the data(Maxwell, 1996)
Nasurdin & O'Driscoll	2012	New Zealand Journal of Psychology	Psychology	Spillover Theory	Predictors(work overload and parental demands),	Quantitative-Survey	New Zealand	385 faculty (57% female)	Wayne, Musisca,	Interview	Regression

Appendix A Table Continued

Authors, Primary	Pub Year	Periodical Full	Discipline	Theory	Focus	Research Approach	Country	Sample	WFI Measure	Data Collection	Data Analysis
					mediators(support from work and family)		and Malaysia		& Fleeson (2004)		
Nikunen	2012	Studies in Higher Education	Education	None	Parenthood and academic career	Qualitative- 15	Finland	31 faculty(51.61% female)	NA	Questionnaires	content analysis
Lundquist, Misra, & O'Meara	2012	Fathering	Social Psychology, Anthropology	None	Use of work-life balance programs and gender	mixed methods approach	US	71 faculty (72% female, survey), 65 faculty (participated in focus groups), 22 faculty(interviewed, 77% women)	NA	Questionnaires	Regression Qualitative: Does not mention
Trepal & Stinchfield	2012	Counselor Education and Supervision	Education, Psychology	None	Experiences of motherhood and academia	Phenomenological-5	US	20 female faculty	NA	Interviews	Phenomenological analysis
Berheide & Anderson-Hanley	2012	Advances in Gender Research	Gender Studies	Non	Predictors(home demands-gender, childcare, and work demands-rank, climate)	Quantitative	US	237 faculty	Gutek, Searle, & Klepa (1991); Netemeyer et al. (1996); Khare & Owens (2006)	Document analysis	Regression
Poronsky et al.	2012	Nursing Education Perspectives	OB, HR, Gender Studies	None	Parenthood and tenure experiences	Qualitative-instrumental case study approach (Stake, 1995).-2	US	3 faculty	NA	Questionnaires	Qualitative content analysis (Ritchie & Lewis, 2003)
Sallee & Pascale	2012	Journal of Women and Minorities in Science and Engineering	Engineering, Gender Studies	None	Work-life management narratives	Qualitative - research approach based on narrative analysis -1	Sweden and UK	14 male faculty	NA	Focus group interviews	Narrative analysis
McCoy et al.	2013	Innovative Higher Education	Education	Hagedorn's (2000) model of predictors of	outcome (well-being)	Quantitative-Survey	US	187 faculty(36.89% female)	Self-made	Interviews	Regression

Appendix A Table Continued

Authors, Primary	Pub Year	Periodical Full	Discipline	Theory	Focus	Research Approach	Country	Sample	WFI Measure	Data Collection	Data Analysis
				job satisfaction-							
Sallee	2013	Journal of Higher Education	Education	Lawrence's (2008) theory of power and agency in organizations	Fathering and combining family and professional roles	Comparative case study-3	US	51 male faculty	NA	Survey	Coding- (Kvale & Brinkmann, 2009), (Glaser & Strauss, 1967)
Lester	2013	Review of Higher Education	Education	Shiein's model of cultural change(1995)-	Work-life balance culture change	Qualitative-Case Study Research Design-4	US	16 faculty	NA	Telephone interview	Strauss & Corbin, 1990
Rafnsdóttir & Heijstra	2013	Gender, Work and Organization	OB, HRM, Gender Studies	None	Gender and work-family organization	Qualitative- 16	Iceland	20 faculty (50% female)	NA	Questionnaire	Grounded theory method
Pillay, Kluvers, Abhayawansa, & Vranic	2013	Higher Education Research and Development	Education	Resource-based theory	Predictors(work hours, importance give to tasks)	Quantitative	Australia	494 faculty (75.30% female)	Self-made	telephone interviews	Regression
Raiden & Räisänen	2013	Construction Management and Economics	Engineering, Management	None	Perceptions of work/life-roles	Qualitative research approach based on narrative analysis -2	Sweden and UK	14 male faculty	NA	Self-experience	Narrative analysis
Strong et al.	2013	Journal of General Internal Medicine	Internal Medicine	None	work–life balance issues	Qualitative- 17	US	100 recipients of U.S. NIH and 28 of their mentors	NA	Interviews	Thematic Analysis
Ylijoki	2013	Studies in Higher Education	Education	the thesis of the acceleration of time in late capitalism (Adam 2004; Bauman 2000;	Perceptions of work-life connection	Qualitative- 18	Finland	40 faculty	NA	Questionnaires	Does not mention-provides themes

Appendix A Table Continued

Authors, Primary	Pub Year	Periodical Full	Discipline	Theory	Focus	Research Approach	Country	Sample	WFI Measure	Data Collection	Data Analysis
				Leccardi 2007; Rosa 2003)							
Damaske, Ecklund, Lincoln, & White	2014	Work and Occupations	OB,HR, Sociology	None	Fatherhood, family to work	Qualitative- 19	US	74 male faculty	NA	Interview	Does not mention
Kotecha et al.	2014	Mediterranean Journal of Social Sciences	Social Sciences, Arts and Humanities	None	Predictors(technology-assisted work)	Quantitative	South Africa	216 academics (60.2% female)	Carlson et al. (2000)	Questionnaires	Regression analysis
Cherkowski & Bosetti	2014	Women's Studies International Forum	Psychology, Political Science	Theory of liminality	Femininity and personal-professional demands	narrative inquiry-3	Canada	5 female faculty	NA	Focus group interviews	Thematic analyses
Winefield, Boyd, & Winefield.	2014	Journal of Psychology: Interdisciplinary and Applied	Psychology	Demands-resources (JD-R) model (Bakker & Demerouti, 2007)	Outcomes (worker outcomes (worker health and well-being, organizational commitment and productivity), mediator of the relationship between work characteristics and individual worker outcomes.	Quantitative-Survey	Australia	1,308 faculty(48% female	(Frone, 2000)	Interviews	SEM
Takahashi et al.	2014	Gender in Management	Gender Studies, Business	Role-conflict	Antecedents of WFC (development of teaching and research Competencies)	Qualitative- 20	US	45 faculty(26.66% female)	NA	Interviews	
Santos	2014	Gender, Work and Organization	Gender Studies, OB, HR	Boundary/border theory (Ashforth et al., 2000; Clark, 2000)	Work-life balance experiences- WLB, gender, and parenthood	Qualitative - 21	Portugal	87 faculty (54.02% female)	NA	Questionnaires	Narrative analysis followed the methodology proposed by Riessman (1993) indexing the stories narrated to a particular theme (Kvale, 1996; Riessman, 1993)

Appendix A Table Continued

Authors, Primary	Pub Year	Periodical Full	Discipline	Theory	Focus	Research Approach	Country	Sample	WFI Measure	Data Collection	Data Analysis
Westring et al.	2014	Academic Medicine	Social Sciences, Medicine	None	Predictors of work to family conflict (work demands and departmental culture)	Quantitative-Survey	US	133 female faculty	Self-made	Interview	Pearson correlations and general linear mixed modeling
DeCastro, Griffith, Ubel, Stewart, & Jagsi	2014	Academic Medicine	Education, Medicine	None	Professional-personal balance	Quantitative-Survey	US	1227 clinical faculty(45.55% female)	Self-made	Interviews	Regression

CONSENT FORM

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM
CONSENT FORM

Project Title: **Work-Family Intersection Among Distinguished Faculty**

You are invited to take part in a research study being conducted by Mina Beigi, a researcher from Texas A&M University. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

Why Is This Study Being Done?
The purpose of this study is to describe how distinguished professors at a research-intensive university in the USA have combined their work and family lives.

Why Am I Being Asked To Be In This Study?
You are being asked to be in this study because you are listed as a distinguished professor at … University and are currently enrolled in it.

How Many People Will Be Asked To Be In This Study?
30-80 people (participants) will be invited to participate in this study locally. Overall, a total of 10-30 people from Texas A&M University will be invited to take part in the study.

What Are the Alternatives to being in this study?
The alternative to being in the study is not to participate.

What Will I Be Asked To Do In This Study?
You will be asked to answer a few questions about how you have combined your work and family. Your participation in this study will last up to 2 hours and includes one visit.

Visit 1 (Week one)
This visit will last about 45mins-2 hours. During this visit, the researcher will ask you to sign a consent form. Then the researcher asks for permission to record your voice during the interview. If you are willing that your voice be recorded, the researcher will use a safe nonpublic recording device to record your voice during the interview; otherwise the researcher will only take notes. During the interview, the researcher will focus on the interview protocol.

Will Photos, Video or Audio Recordings Be Made Of Me during the Study?
Yes.
The researcher will make an audio recording during the study so that she can refer to them later and transcribe them only if you give your permission to do so. If you do not give permission for the audio to be obtained, the researcher will only take notes.

Indicate your decision below by initialing in the space provided.

_____   I give my permission for audio to be made of me during my participation in this research study.

_____   I do not give my permission for audio to be made of me during my participation in this research study.

Are There Any Risks To Me?
The things that you will be doing are no more than risks you would come across in everyday life.

Although the researchers have tried to avoid risks, you may feel that some questions/procedures that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to.

Are There Any Benefits To Me? (*If there are no direct benefits, this section may be omitted*)
The direct benefit to you by being in this study is reflecting on how you have combined your work and family lives. A copy of the final finding will be sent to you upon request.

Will There Be Any Costs To Me?
Aside from your time, there are no costs for taking part in the study.

Will I Be Paid To Be In This Study?
You will not be paid for being in this study.

Will Information From This Study Be Kept Private?
The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only the researcher, Mina Beigi, and her faculty advisor, Dr. Jia Wang, will have access to the records.

Information about you will be stored in locked file cabinet; computer files protected with a password. This consent form will be filed securely in an official area.

People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly. However, any information that is sent to them will be coded with a number so that they cannot tell who you are. Representatives from these entities can see information that has your name on it if they come to the study site to view records. If there are any reports about this study, your name will not be in them.

Information about you and related to this study will be kept confidential to the extent permitted or required by law.

Who may I Contact for More Information?
You may contact the Principal Investigator, Mina Beigi, PhD Candidate at Texas A&M University, to tell her about a concern or complaint about this research at mina.beigi@tamu.edu. You may also contact the Protocol Director, Dr. Jia Wang at (979) 862-7808 or Jiawang@tamu.edu.

For questions about your rights as a research participant; or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office at (979) 458-4067 or irb@tamu.edu.

What if I Change My Mind About Participating?
This research is voluntary and you have the choice whether or not to be in this research study. You may decide to not begin or to stop participating at any time. If you choose not to be in this study or stop being in the study, there will be no negative effect.

STATEMENT OF CONSENT
I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be removed from the study. I can ask more questions if I want. A copy of this entire consent form will be given to me.

_____   _____
Participant's Signature   Date

_____   _____
Printed Name   Date

INVESTIGATOR'S AFFIDAVIT:
Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

_____   _____
Signature of Presenter   Date

_____   _____
Printed Name   Date

APPENDIX C

INITIAL RECRUITEMENT EMAIL

Sent from: mina.beigi@tamu.edu

Sent to: ……@....edu

Dear Dr. …

I am currently undertaking a research project for my doctoral dissertation in Human Resource Development at Texas A&M University. I would like to invite you to be interviewed for my dissertation at a time and place (your office, lab, or any other public places during day time) convenient to you as one of the research participants. The interview should take between 45minutes to 2 hours depending on your allowance of time.

The title of my phenomenological study is "Work-Family Intersection Among Distinguished Faculty". I hope to explore the lived experiences of distinguished professors in combining their work and family lives.

Before you agree to participate, I can confirm that:

- The IRB has given permission for this research to be carried out.

- With your permission, the interview will be recorded.

- A transcript of the interview will be sent to you after the interview.

- Your confidentiality will be maintained at all times and pseudonyms will be used in any publication or presentation. Nor will any data be used from the interview that might identify you to a third party.

- You will be free to withdraw from the research at any time and/or request that your transcript not be used.

- A copy of the interview questions will be sent to you seven days before the interview.

I will write to you on completion of the research and a copy of my final research report will be made available to you upon request.

I sincerely hope that you will be able to help me with my research. If you have any queries concerning the nature of the research or are unclear about the extent of your involvement in the study, please email me at mina.beigi@tamu.edu.

Thank you for taking time to consider my request and I look forward to your reply.

Yours sincerely,

Mina Beigi

APPENDIX D

INTERVIEW QUESTIONS

Interview Questions

1. Would you please describe a typical day in your life? Please be as specific and detailed as possible.

2. How about weekends? How would you describe your typical weekend?

3. How has the pattern of your typical day changed during your professional life? (for example, when you were going for tenure, when you had children, when your worked on a specific project).

4. Please describe how your professional life has affected your family life?

5. Please describe how your family life has affected your professional life?

6. How would you describe the relationship between your work and family life?

7. If one of your graduate students, who has the intention of being successful in his/her academic career, seeks your advice about work-family interaction, what you say?

8. I there anything about your work-family interaction that I did not ask and you would like to add?

SAMPLE REFLECTIONS

"Reflexive Journal Samples"

Excerpts from my reflection on the first interview

"Today, 3 September 2014 I conducted my first interview with a distinguished professor in …. I prepared myself for three hours before the interview. I searched his name in the internet, browsed his CV and took notes, and read his memoire. I looked at his photos, learned about his interests and made sure I knew wrote down my questions.

I walked to the … building, which I learned was near … department, and I was already feeling cold. I asked my friend to accompany me to the interview's office because I was stressed.

I arrived 20 minutes early, found his office, looked at the setting, and found his picture and name on the wall. After walking for 10 minutes my friend left me and I went to his secretory, and told her that I had an appointment. The secretory told me that she had not heard about the appointment. As always, I was sure I had made a mistake. I told the secretory probably I had not confirmed the meeting. When she asked Dr. … about the appointment, he confirmed that we had an appointment and I was let in 10 minutes early. I handed the printed version of the question, and he started talking without allowing me to even introduce myself.

I asked for his permission to record his voice but he had already started to talk. He accepted. I was so worried the recorder might not work.

I asked him to talk about a typical day in his life. When he started talking, he did not mention his family life at all and went straight to his work life. He talked a lot about what he did at school. He said that his wife is sick and he needs to take care of her. Taking care of his wife required him to be on call, take her to Houston once a month, and help her with applying lotion. He told me that they live in a retired people's house but his wife still loves to cook."

Excerpts from my reflection on the ninth interview

"This interview was super special. I arrived early, waited for the appointment to come. When I knocked the door at 1:00 PM, nobody was there. Then I thought to myself

"finally one didn't show up for the interview!" But I was wrong. As I was walking back through corridor, I saw Dr. … coming. He asked me if I was Mina and we went to his office.

Dr. Raynolds was calm, answered my questions patiently. When answering my questions, he asked me whether I agreed with him or not. He cared about my responses.

I was amazed by how organized he was. He was a professional tennis player, and he juggled every day. He had brought his year-long journals to show me. He told me that he starts his day with running, he lies down on a bench in the middle of running, and then runs back home and starts to write, His ideas came to his mind after he ran. His journals were perfect. He had a record of the time he had spent on writing, working out, and giving service every day.

Again he was in love with what he was doing, and had changed his career from an engineer to a … researcher. I guess this passion toward work in being repeated in every single interview."

"Excerpts from the process of data analysis"

"I feel a little bit frustrated now. I had proposed to use Mustakas's data analysis technique for data analysis but now I find it very abstract. The more I read it, the less I find it practical. I found an article that had used exactly the same steps suggested by him and showed it to Jia. She told me that it was not what she expected from my work".

"I am reading dissertations that have used the same methodology. I have not made up my mind about the data analysis technique I want to use. I am creating a table and I find it helpful. I have summarized all techniques I have seen so far".

APPENDIX F

SAMPLE DATA ANALYSIS

Highlighting how the participants described, referred to, or expressed WFI.

The only difference is that before that I probably worked till later hours, um, ten to … or so, so er, the only change is I quit a little bit earlier now. Um, but er … and by the way, I work seven days a week although it … the weekends are not exactly. I get up the same time and do generally the same thing, but I do have other activities on the weekend too, so it's not a full load on a weekend, but I work seven days a week. I'll just say that so you know it; so it's not just the five days and a regular time.

Um, how it's changed? I don't think it's changed dramatically over the years, um, because I've … er, you know, when I started in this profession I had very young children at home and, um, then I would, er, take responsibility for them. Er, my wife, my spouse, er, she … early in our career she, er, went back to school to get her degree. She quit when I continued through school and helped me, er, helped us, er, go through financially.

> Comment [S1]: Role of children
>
> Comment [S2]: Spouse Career
>
> Comment [S3]: Support from spouse

And then … er, then we worked and so I took care of the kids in the mornings, breakfast and things like that, so I'd get up early and do that, and er, oftentimes after school I would either pick them up or do things when she was going to school. This was for a while, and er, still had similar work patterns but there were times where I was focused on children and other family-related activities. I'd typically work six days a week at that time, not seven; six days a week. Er, then, you know, as the children got older probably for the last, er, at least 20 years I've worked, er, seven days a week.

> Comment [S4]: Adjustment for children
>
> Comment [S5]: Involvement with family
>
> Comment [S6]: Pattern change

Interviewer: Okay. How the times you were going for tenure or -

DP ..: Well, geez; er, you know, I had younger children when I was going up for tenure so I don't know how to describe it. I worked hard but I work longer hours now than I did then. Er, you know, I did spend time with the children and with family, tried to do that, er, although, you know, when I was working I was very focused so I have for many years tried to work some at home. Obviously, when er, my children were young and, er … we didn't have a whole office because I couldn't afford a home that would have that. Um, most of my work was done at the university, in the university office.

> Comment [S7]: Role of children
>
> Comment [S8]: Involvement with children
>
> Comment [S9]: I am not sure about the category yet.

Today, again, for many years now I've had a home office and, er, have … do

Page: 2 of 11   Words: 5,311   English (U.S.)

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Developing themes in NVivo.

Developing themes in NVivo. Continued

Screenshot of NVivo software showing the "Grounded Theory NVivo Project.nvp - NVivo" interface with the following visible content:

Menu tabs: File, Home, Create, External Data, Analyze, Query, Explore, Layout, View

Nodes panel showing: Nodes, Relationships, Node Matrices

Node "Children" — Sources: 1, References: 136, Created On: 1/16/2015 1:38 PM

Tabs: Mina's Dissertation- Dec | WF Advice for Graduate | Career Decisions | Attitude Toward Teachin | Children

my best friends

Reference 125 - 0.04% Coverage

145.   I think the one thing about a kid that you can never predict is whether the kid is going to have some problems. So I do have friends whose, er, kids have had some really severe mental problems, and that … that's the personal life of the children affecting his personal life, but that's completely understandable, right?

146.

Reference 126 - 0.03% Coverage

147.   It's changed a lot. Like I said, I think when I was an Assistant Professor I wasn't so efficient so, um, then I had small children. I had, um, one child during, er, graduate school and then two others when I was Assistant Professor, so I have three boys.

148.

Reference 127 - 0.03% Coverage

149.   um, with the kids, um, give them a bath and then put them to bed.
150.
151.   And then I would go back to the office, and then I'd usually try to prepare my lecture for the next day in that evening time and I'd get home at like two o'clock in the morning and back up at six.

Reference 128 - 0.03% Coverage

Sidebar items: Sources, Nodes, Classifications, Collections, Queries, Reports, Models, Folders

MB   45 Items