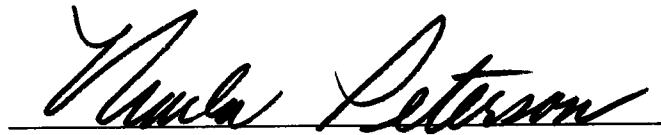


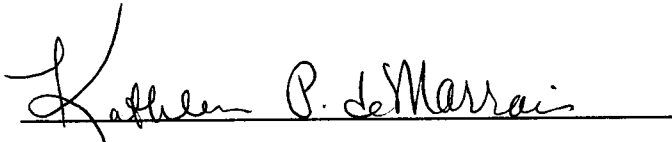
To the Graduate Council:

I am submitting herewith a dissertation written by Pamela S. McNish entitled "A Phenomenological Study on the Experience of Being a Partner in a Dual Academic Career Marriage." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.


Charles L. Thompson, Major Professor

We have read this dissertation and recommend its acceptance:







Accepted for the Council:


Associate Vice Chancellor
and Dean of the Graduate School

A PHENOMENOLOGICAL STUDY ON THE EXPERIENCE OF
BEING A PARTNER IN A
DUAL ACADEMIC CAREER MARRIAGE

A Dissertation
Presented for the
Doctor of Philosophy
Degree
University of Tennessee, Knoxville

Pamela S. McNish

December, 1994

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This dissertation is dedicated to
my husband,
Steven D. McNish
and
my mom,
Edith M. Smith

ACKNOWLEDGMENTS

I would like to express my gratitude to my doctoral committee members Dr. Charles Thompson, Dr. Kathleen deMarrais, Dr. Marla Peterson, and Dr. Roger Nooe for their support throughout the dissertation process. I am especially grateful to Dr. Thompson who, as chair of my committee, provided untiring guidance and encouragement and to Dr. deMarrais and her research group who helped guide me through the qualitative research process.

A special thanks goes out to Dr. Nina Elliott whose recognition of the need to create a Dual Career Assistance Program at the University of Tennessee provided the inspiration for this project. Her patience with me and support of me as her graduate assistant is deeply appreciated. I would also like to thank Judy Dooley for her help and support with both this project and my career as a graduate student, and Mark Perkins for his wonderful attention to detail as my proofreader. Finally, my husband's constant support and love have guided me throughout the graduate school process, and for that I am truly grateful.

ABSTRACT

Women have been entering the work force in increasing numbers since World War II. Initially, women filled positions which were poorly paid and offered few or no benefits. Often women worked only to supplement the family's income. The role and status of women in the work place has changed considerably over the past several decades. Women now pursue careers that are separate from, yet sometimes equal in prestige and monetary compensation to, those of their spouses, thus the emergence of the "dual career couple." Some of these couples have chosen careers in academics. Traditionally, colleges and universities have been a stronghold of men. With the change of status of women comes a need for societal change. However, it is first necessary to discover from the dual academic career couples what their experiences and, consequently, their needs are. Through the use of phenomenological interview methods this study explored the experiences of partners in dual career marriages.

The participants were six couples who are in dual academic career marriages. Each partner was interviewed individually providing a total of twelve interviews. The interviews were subjected to the methodology of phenomenological analysis. Results of the analysis revealed four themes: (1) Identity, (2)

Balance, (3) Relationships, and (4) Rewards. Each of the themes is comprised of sub-themes and each of the themes is interrelated with the other. The structure of the themes is supported by quotes from the participants.

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CHAPTER 1

INTRODUCTION

The dual career couple is becoming the rule rather than the exception in today's society. With increasing economic demands women were forced into the labor market decades ago. Initially, many women sought only to supplement the family's income. By 1980 dual earner and dual career families comprised 52% of all married couples (Gilbert & Rachlin, 1987). Currently "three out of every five women with children under the age of six are working outside of the home; and approximately 50 percent of mothers are returning to work before their babies are a year old" (LeBlanc, 1993, p. 45). Not all of these women are motivated only by financial concerns. Increasingly, the goal of women who work outside the home is to establish a career which is independent of family and home.

Zunker (1990) defined career as "the activities and positions involved in vocations, occupations, and jobs as well as related activities associated with an individual's lifetime of work" (p. 3). The classification of dual career couple is made when "each

spouse has a professional, managerial, or administrative occupation which develops continuously and requires commitment" (Rubenson & Decker, 1992, p.1). O'Neil, Fishman, and Kinsella-Shaw (1987) refined these descriptions to create a definition for career as it relates to dual career couples: "purposeful work of two adults over the life span affected by the interaction of vocational, marital, familial, and gender roles and directed at personal achievement, economic maintenance, and growth of the individual, marriage, family, and society" (p. 56). According to Stoltz-Loike (1992) in dual career couples "both members . . . are highly committed to their careers and view work as essential to the psychological sense of self and as integral to their personal identities" (pp. 4-5). She stated that dual career couples are different from dual earner couples in that the partners in dual earner couples "work for other motives such as material regards, are less achievement-oriented, and may derive self-definition and self-worth from other sources" (p. xxi).

"Dual career couples in academia" is a phenomenon that has resulted from the blending of various parts.

The phrase "dual career couple in academia" is a composite of "career", "couple" (which in turn may be broken down by gender), "academia", "dual career", "couple in academia", and the phrase in its entirety. It is necessary to understand the underlying dynamics of each part of the phrase, yet no one part explains the phenomenon. Therefore, it is necessary to investigate the phenomenon, that is the couples themselves, as well as the components that come together to create the dual career couple in academia. The concept of career was explored previously. For the purpose of this study, "couple" is defined as a man and woman who are married. "Couple in academia" is a partnership in which each spouse is pursuing a career in higher education, either as a faculty member, an administrator, or some combination of both.

Problem Statement

In developing scales for investigation of the dual career family, Pendleton, Poloma, and Garland (1980) found that while "a new family type is emerging, vestiges of the old are still very much present" (p. 273). Also, in a questionnaire survey of dual academic career couples conducted by contacting couples through

electronic LISTSERVS, Baker (1992) noted that with the "anticipated shortage of faculty in the next few decades" (p. 3) it is important to determine the experiences of dual academic career couples in order for universities to establish policies for such couples. However, there is a dearth of qualitative interview research which describes the "new family type" which has emerged in the academic world. Therefore, the purpose of the current study is to examine dual career couples in academia.

Research Question

The structure of this study is phenomenological. The interviews will reveal and be guided by the experiences of the participants in relationship to the phenomena under study. It is possible that issues addressed in qualitative studies will be reflected in the resultant themes; however, the focus is "not to describe the norm but . . . to gain understanding of the complex phenomenon in question" (Glesne & Peshkin, 1992, p. 26). The question under study in this research is: What is the experience of being a partner in a dual academic career marriage?

CHAPTER 2

LITERATURE REVIEW

Marital Satisfaction

The dual career couple in academia is becoming more of a reality. With the relatively new phenomenon of the dual career couple comes a concern about marital issues and marital satisfaction. Frequently, issues that are presumed to be concerns of married couples are stress, gender role conflict, and child care. Ray (1988) explored the concerns of dual career couples by using information gathered by a questionnaire about their careers, their marriages, the interaction of their careers and marriages, and personal information combined with information from the same couples from eight indices related to marital satisfaction. The participants included 42 couples who "span the professions, but also include some administrative support and business related positions" (p. 42). She suggested that "problems most commonly faced by the dual-career couples include stress, competition, role-conflict, child care, and sheer overload" (p. 53). Much of the literature on dual career couples focuses

on marital satisfaction and mental health and treatment issues of couples. However as Ray noted, the roles of marriage partners are changing. Thus although marital satisfaction has been explored by several researchers in the past, the conclusions of many are similar: There is a need for more research which is focused more specifically on the needs of the continually evolving family type.

As noted by Gilbert (1988), "What we care about, believe in, and commit to -- our beliefs and values -- give life purpose" (p. 172). Experiences influence identities, sometimes in a manner that is affirming, sometimes in a way that forces us to re-identify ourselves. When our values, those that shape our identities, are challenged by life's experiences, stress results. In the process of reevaluating identities it often becomes apparent that there is much more to the problem than merely two people who are married to one another and happen to have careers. Issues cited by researchers included financial concerns, commitment, and balance of family and career.

Financial concerns are a factor in many marriages and come in a variety of forms ranging from not having

enough money to meet the family's need to deciding how the family money is to be spent. Turkel (1988) believed that money is one of the major factors that contributes to marital harmony or disharmony. In the dual career couple, having enough money may not be so much of an issue as which partner is the top earner and which partner is in the power position regarding financial decisions. Men as a group traditionally earn more than women. Only 18% of women earn more than their spouses (Smolowe, 1990). Further, women typically will rate their husbands' careers as being more important regardless of who has the higher salary (Steil & Weltman, 1991), and women follow their husbands in 94% of job related relocations (Smolowe, 1990). A woman may earn more money than her husband and report an egalitarian lifestyle; however, the traditional view of a male dominated marriage is still the reality while equal status remains the ideal.

Bielby and Bielby (1989) addressed the issue of commitment in dual earner families. Commitment was defined as how strongly individuals identify with particular behavioral acts, in this case family identity or work identity. Their data were from

Quality of Employment surveys which had been completed by "a representative sample of adults living in households, 16 years of age and older, and working at least 20 hours per week" (p. 780). They suggested that women "tend to identify more strongly with family and men with their careers" (p. 785). However, given similar work status and experiences, women identified with the work role as strongly as men. Further, men whose household responsibilities were similar to those of women identified almost as strongly with the family role as did women. While not focused on the issue of marital satisfaction, the research of Bielby and Bielby offered a framework for research which specifically addresses marital satisfaction and the interwoven concerns of commitment and balance.

Byalick and Saslow (1993) referred to the dilemma faced by contemporary families in the title of their book: The Three Career Family. The "third career" to which they referred is the balancing act that is a result of being a partner in a dual career marriage, that is, the career of family life. Balancing family and career is tricky at best. It has been noted that the time spent on "home" work has decreased for women

(Piotrkowski & Repetti, 1984). However, Lindsey (1990) suggested that although this change may exist, it may be due to the fact that many home chores simply are not being completed. There is no evidence to suggest that men are taking on more household chores. Whether or not these factors affect marital satisfaction depends on the attitudes of the partners (Sekaran, 1989).

When using scores from the Marital Status Inventory and Dyadic Adjustment Scale, Feinauer and Williams-Evans (1989) found that marital adjustment was affected by traditional mores. Their data were obtained from married couples living in Utah in counties specifically chosen because of the religious/conservative bias represented by the predominantly Mormon population. Feinauer and Williams-Evans reported that when the husband is strongly opposed to his wife's working, and the wife is unemployed but wishes to work in her career, then the marriage is negatively affected. Earlier work done by Nicola and Hawkes (1985) revealed similar socialization effects when examining the degree to which marriage partners share domestic tasks. They suggested that "wives scoring high in career commitment, domestic

tasks, and expressiveness were less satisfied with marriage" and "husbands with high expressive scores married to high career commitment wives were less satisfied" (p. 47). However, Nicola and Hawkes cautioned that their findings were ambiguous.

Ray (1990) and Steffy and Ashbaugh (1986) reported similar findings when examining traditional sex role patterns. The researchers in each study indicated that strongly held traditional values compared negatively with marital satisfaction among dual career couples. Despite numerous reports of marital dissatisfaction of partners in dual career marriages, Yogev (1982) reflected on the positive aspects. She stated that while there are many issues of concern for dual career couples, several studies found that "although working women experience role overload, the act of coping and the challenge of this lifestyle seem to outweigh the disadvantages, and there is no harm to the family unit" (p. 603).

In an examination of "early stage dual career couples", that is, couples in which the wife was still in college, Houser, Konstam, and Ham (1990) reported that coping strategies of couples affected marital

satisfaction. Couples who engage in escape-avoidance, distancing, and confrontational behaviors report lower marital satisfaction than those who employ more adaptive coping measures. They, too, stressed the need for further research.

There is one consistent thread throughout the literature on dual career couples and marital satisfaction. That is, the findings are inconclusive and there is a need for continued investigation. As Ray (1988), Nicola and Hawkes (1985), and Steffy and Ashbaugh (1986) noted, the concept of "family" has changed and is continuing to change. Standards that have been used to guide investigations of marital satisfaction are being challenged. What is lacking is an understanding of the emerging family type shaped by the dual career marriage.

A closely related concern to marital satisfaction is marital dissatisfaction. When couples experience problems in their marriage, they often turn to counseling. The following section explores the literature focused on the counseling needs of dual career couples.

Implications for Counseling

A considerable amount of research in the area of counseling with dual career couples revolves around divorce. Not surprisingly, several articles reflect essentially the same findings as research in the area of marital satisfaction. Starkey (1991) reported that the stability of dual career marriages is endangered in part due to the fact that the wife is in the position of earner. However, Starkey confessed that myriad personality traits of each partner also contributed to marital dissolution and recommended further research. Wheatley, Vogt, and Murrell (1991) reviewed the impact of divorce from the employer's perspective. They found that, unlike other forms of personal conflict (e.g., financial problems or alcoholism), divorce is not viewed as an issue which needs to be addressed by employers. Wheatley, Vogt, and Murrell speculated that there is no proven decrease in productivity due to divorce, thus employers need not address divorce among employees.

Alger (1991), Jordan, Cobb, and McCully (1989), and Wilcox-Matthew and Minor (1989) described several concerns that are important for clinicians to consider

when counseling the dual career couple. Common issues studied by these researchers were child care, relocation, and division of household tasks. Alger recommended viewing marital therapy from a variety of theoretical perspectives. Ultimately, he viewed counseling in light of each partners' having to establish a sense of self-esteem coupled with the understanding by both that marriage requires constant maintenance. On a more psychoeducational track, Jordan, Cobb, and McCully proposed a five-step intervention plan. The areas addressed in their strategy include goals and values; communication; negotiation of conflict and contracting behavior; time management; and stress management. Wilcox-Matthew and Minor presented a conceptual model consisting of four levels which explore concerns and benefits of the dual career couple found within the individual (intrapersonal), the family (interpersonal), the organization (dual career/employer relationship), and society (society's viewpoint of appropriate gender roles). Each of these researchers stressed the importance of communication and active involvement of both partners in the therapeutic process.

In a review of treatment focused literature combined with a case study report, Farber (1988) described an "integrated multilevel approach" to treatment. She discussed many of the same issues noted earlier. In addition, she cited potential areas of client resistance and effective educational methods. Gingrich (1982), too, explored the problem of dual career couples from an educational perspective. She suggested preventative measures in the guise of workshops that could be offered through college career counseling centers. Her model involved educating students about coping strategies and providing awareness training focused on individual's and couple's issues that are frequently found in a dual career relationship. Anderson and Leslie (1991) recommended reframing problems as a way to make them more manageable for couples. For example, viewing stress as a normal function of being in a dual career marriage rather than a personal shortcoming could help the individual feel they have more control while also reducing guilt.

In a very comprehensive treatment protocol, Sperry (1993) suggested flexibility in choosing a treatment

strategy for a dual career couple. He recommended gathering a thorough biopsychosocial history, choosing the treatment strategy for a couple based on the severity of issues and the repertoire of skills available to the individuals, tailoring the treatment to the needs of the couple, and implementation of the treatment strategy. As the needs of the couple changed, the strategy would constantly be reviewed and revised to accommodate the changes.

With increased responsibilities brought on by dual careers comes a shortage of time spent together. Finding time to be together is difficult; insuring that the time spent together is quality time is an even greater challenge (Kingston & Nock, 1987). In an ideal world families share mealtimes, evenings, and weekends together in an idyllic time of conversation and relaxation. In the real world, however, free time is almost nonexistent. Career and family responsibilities encompass a major percentage of time leaving little to spare. The ritual family times of shared mealtimes are gone. Paddock and Schwartz (1986) suggested that the establishment of new rituals are vital for couples and families of today. The rituals a family develops may

aid in coping with stress and strengthening the bonds between partners and other family members.

The patterns of rituals are a part of the structure of the values system of American society. Societal values encourage individual autonomy and perpetuate strongly entrenched sex role labor divisions. Walker, Rozee-Koker, and Wallston (1987) recommended that the family counselor help bring societal values to the attention of their clients. Unless the clients are aware of the existence and power of external pressures, the potential for improving a marital situation is diminished.

It has been suggested that organizations have a responsibility to promote attitude changes in American society by being more sensitive to the changing needs of families (Duxbury & Higgins, 1991). In one of the few qualitative studies on the dual career couple, Hertz (1991) argued that when both husbands and wives pursue careers, not only is the structure of the traditional nuclear family threatened, but also these couples "pose an implicit challenge to the masculine prototype of the corporate career" (p. 260). Through the results of her interview study of 42 individuals

employed in corporate positions in the Chicago metropolitan area, she came to believe that it is probable that family structure will alter since family members would have more opportunity for control within the family than they have within an organization. However, despite the changing reality of more and more women pursuing careers, traditional gender role expectations are still firmly entrenched.

Houston (1990), too, saw little likelihood of organizational changes and offered practical guides for couples to create their own family styles based on personal needs. Her solution involved flexibility and creativity on the part of the couple. Like other researchers cited in this section, Houston's approach encompassed a generic, primarily corporate, world. The following section explores the phenomenon of dual career couples in the world of higher education.

Dual Career Couples in Academia

The dual career couple in academia may take a variety of shapes. The potential combinations include couples in which one or both partners serve one or several functions within a higher education setting. Career possibilities may include, but not be limited

to, faculty positions, administrative positions, an array of committee responsibilities, and myriad opportunities outside the educational setting. Often academic couples meet in graduate school; thus it is likely they are in the same academic discipline (Monk-Turner & Turner, 1987). The result is that frequently two Ph.D. level professionals are looking for similar jobs in one geographic setting.

Bird and Russell (1986) found that a sample of male and female dual career college administrators experienced a high degree of career satisfaction. They suggested that "if career roles are highly valued it is probably less physically and emotionally burdensome to commit time and energy to their fulfillment" (p. 1130). It follows that if these individuals are more satisfied with their roles (i.e., careers), then they are more likely to remain in that role. As there is an increase in the number of dual career couples currently in academic positions or seeking academic positions, it would seem beneficial to academic institutions to review their policies in order to better accommodate these couples.

By 1986, the majority of academic appointments at Oregon State University involved dual academic career couples (Stafford & Spanier, 1990). Johnsrud and Atwater (1993) suggested that "a critical shortage of faculty at both public and private institutions has been projected for the latter part of the 1990s" (p. 1). Deitch and Sanderson (1987) found that several factors contributed to problems for the partners of couples in academia including decreasing likelihood of two professionals finding adequate employment in one setting, the fact that, typically, the careers of women suffer more than that of their mate when career decisions are made and, in contradiction to Johnsrud and Atwater, an oversupply of Ph.D. level job applicants.

Despite the growing number of women in academia and the increasing phenomenon of the dual career couple in academia, only a small number of researchers have addressed the issues of the dual career couple from a "couples" perspective rather than male vs. female (Shanahan, 1992). Further, few programs within universities address the needs of these couples (Gee, 1991). The following section provides a review of the

response of academic institutions to the increasing numbers of dual career couples in academia.

The Institutional Dilemma

A substantial body of literature exists that addresses options that are available to the job seeking couple through educational institutions. There is a growing trend for the burden of spousal job location to be placed on the institution offering a dual career partner a position. Reasons for this may include problems of recruitment and retention for a geographically isolated institution (Kraly, 1992) or a desire of the institution to obtain the services of an individual with unique talents. Thus, nepotism policies are being reevaluated (McInerney, 1992), family work policies are being examined (Raabe, 1992), and innovative work situations are being created (Gee, 1991).

Through their research Bird and Bird (1987) found that many universities are losing top candidates for faculty positions due to lack of availability of a suitable position for their spouse. The result has been the creation by institutions of higher education programs designed to aid the spouse in finding

employment (N.T. Elliott, personal communication, May 26, 1994). Such programs may range in function from providing information about the community to acting as a sounding board for the expression of frustration to offering workshops which may address job seeking concerns such as interviewing skills and stress management. The program may offer also a means of networking both within the institution as well as with other institutions within commuting distance. Some institutions are experimenting with joint positions in which two departments negotiate time and funding in order to create a position for the spouse of a top candidate (Monk-Turner & Turner, 1987). Another option is the funding by the university of a faculty fellowship with a one-time stipend for either a 9- or 12-month period (Spanier, 1992). Other universities may not have a program specifically for dual career couples but will assist the partner of the recruited spouse on a more informal basis. The sentiment is that the initial investment of time and money by the university is minor when compared to the long term benefit of recruiting and retaining quality faculty and administrative staff (Leff, 1992). These programs may

be seen as incentives designed to demonstrate flexibility on the part of the hiring university.

Often the studies that exist on dual career couples in academia look to the broad literature base of the general, usually corporate, dual career couple. There is a growing need for preliminary research designed to investigate the experiences of the dual academic career couple. The phenomenological research method is ideally suited for such an investigation.

Qualitative Research

Traditionally, researchers turn to past studies to set the stage for contemporary research. The literature offers a framework for uncovering omissions or changes that may have occurred over time. As Babbie (1986) stated, "Anything we 'know' today may be overturned by new discoveries tomorrow" (p. 15). Occasionally, the omission, the piece that is missing from the literature, is an understanding of the researched phenomenon from the point of view of the individual who has had the experience. Numerous studies explore the concerns of dual career couples. However many of these studies focus on the concerns of couples in the corporate and professional realms.

Further, many of the investigations use quantitative methodology which presumes the concerns of dual career couples in academia to be the same of those of dual career couples in general.

Much quantitative research in the area of dual career couples is structured on instruments such as the Bem Sex Role Inventory or a variety of marital satisfaction scales. The inventories usually have been heavily researched. However, their appropriateness for situations such as the dual academic career couple is questionable. Often assumptions are made that the issues for which these instruments were designed are the issues which need to be studied. As Yogev (1982) noted, while those issues may exist, they may not be a cause of distress or concern for the partners.

In a qualitative study, the research is open to the experiences of the participants. It is the participants' perceptions of those experiences that provide information about the needs of the participant (Landgrebe, 1973). The phenomenological interview provides the perceptions by the participants of their experiences. Grauman (1988) noted the importance of remaining faithful to the phenomenon under

investigation which, in turn, means "trying to express the way in which something appears to somebody and makes sense to them as authentically as possible" (p. 44). It is through recognition of the themes that emerge from careful analysis of the interview protocols that the needs of the partners will be clarified.

Summary

Many issues have been cited as being of concern to dual academic career couples with little preliminary research to create a foundation for the assumptions. Quantitative studies tend to use pre-existing inventories which focus on such issues as marital satisfaction. The umbrella term "marital satisfaction" encompassed issues such as values, money, commitment, and balance as well as concerns about traditional sex roles. A logical step from that point is exploration of counseling needs. Indeed, therapy concerns have been addressed in the literature, but the research foundation is the quantitative research based on marital satisfaction. What is needed is a first step rather than another step based on existing literature. The goal of the preliminary research is to ensure that the follow up studies are focused on the true concerns

of dual career couples. More specifically, for this study, the goal is to ensure that future studies of dual academic career couples focus on issues that the couples perceive to be important.

CHAPTER 3

METHOD

Data Collection

Participants

Phenomenology is research aimed at "gaining a deeper understanding of the nature or meaning of our everyday experiences" (Van Manen, 1990, p. 9). It is descriptive in nature but uses the words of the participants to describe the phenomenon in question. Participants are selected on the bases of their having experienced the phenomenon and their willingness and ability to provide an in depth description of that experience (Polkinghorne, 1989). The number of participants selected is a function of the "number of subjects necessary to manifest the various aspects of the whole phenomenon . . . and the variations of the phenomenon critical for achieving the aimed-at generality" (Wertz, 1984, p. 36). In this study the "aimed-at generality" is defined as a thorough understanding of the phenomenon of being a partner in a dual academic career marriage. The goal then is "to learn about the range of behavior related to the

research focus, in order to gain understanding of the complex phenomenon in question" (Glesne & Peshkin, 1992, p. 26).

The participants were married couples who are pursuing individual careers within an academic community. The six couples who were interviewed are faculty members who were recruited from institutions of higher education across the state of Tennessee. (Refer to Appendix A for demographic information.) They were volunteers; no compensation was offered. The primary strictures on selection of participants were those specified earlier: that they have had the experience of the phenomenon under study and that they were willing to provide an open, in depth interview about their experience.

Interview Procedure

The qualitative research interview was employed to gather the data. According to Kvale (1983) the purpose of the qualitative research is "to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena" (p. 174). Each interview was conducted in a private office and was audiotaped. The partners were

interviewed separately. The interview sessions lasted approximately one to two hours.

The structure of the qualitative research interview was minimal. Initially, the interviewer requested that the participant describe the experience of being a partner in a dual academic career marriage. Since "phenomenology emphasizes meanings rather than facts, and for psychology, this implies what events mean to the subjects of research" (Giorgi, 1983, p. 160), further questions were limited to asking the participant "What was that experience like for you?"; "Tell me more about 'X' experience"; or other questions intended to gain deeper understanding.

Each audiotape was coded using pseudonyms for identification purposes. The coded tapes were transcribed by the interviewer. The interviewer compared the transcriptions against the tapes to assure accuracy. After proofreading the transcriptions, the tapes were erased.

Following the interview, each partner was asked to complete a brief demographic form (Appendix B). The participants were asked to supply information such as age, number of years in an academic career, number of

years married, whether or not the couple has children and, if so, the ages of their children, and whether or not their career was established before or after they were married. The demographic data was requested in order to gain an overall picture of the participants.

Confidentiality

The confidentiality of the participants was protected through several processes. The first statement on the demographic information form was a request that the participant choose a pseudonym to be used to refer to that person in the final document. The use of pseudonyms was used to both conceal the identity of the participants and to maintain a sense of "person" as opposed to "data" (K. deMarrais, personal communication, July, 1993).

As the interviewer transcribed the tapes pseudonyms were put into place, personal references were deleted and any information that could be used to identify the individuals was altered. Following transcription and proofreading, the tapes were erased. Only the primary researcher had knowledge of who was being interviewed. In addition to the Informed Consent document (Appendix C), each participant also signed a

Reprinting Release form (Appendix D) patterned on that used by Hale (1990) granting the researcher permission to reprint excerpts of the interview in order to exemplify elements of the phenomenon.

Data Analysis

Kvale (1983) warned of the dangers in phenomenological research of allowing research presuppositions to interfere with data analysis. It may be impossible to totally eliminate presuppositions. However, through the use of a bracketing interview it is possible for researchers to be alert to their own presuppositions, thus decreasing the likelihood of interference with data analysis.

The phenomenologist views the world and individual as "coconstituting" one another; thus it is important for the researcher to become sensitized to preconceptions through a process of "reflective thought" (Valle, King, & Halling, 1989, p. 7). The bracketing interview is the means of accomplishing sensitization. For these reasons, prior to interviewing the participants, the researcher participated in a bracketing interview conducted by someone who is familiar with the methodology of

phenomenological research. A second bracketing interview took place during the analysis stage of the project (Hawthorne, 1988).

Data analysis was conducted primarily by the interviewer. At times, however, members of the researcher's doctoral committee who have had experience in qualitative research methods were enlisted to assist in data analysis. Additionally, members of a qualitative research group assisted in data analysis. Individuals who had access to the interview transcripts were asked to sign a Pledge of Confidentiality (Appendix E).

The interview transcripts, known as protocols, were analyzed in the following method as recommended by Hale (1990) and Henderson (1992). (See Appendix F for a sample protocol.) After having taken part in a bracketing interview and becoming aware of personal interpretative tendencies, the researcher interviewed the participants and audiotaped them. The audiotapes were transcribed and the protocols read by the researcher to gain what Hale (1990) described as "a sense of the whole of each interview" (p. 33). The

purpose of the initial reading was to become familiar with the protocols while proofreading for accuracy.

Once the protocols were reviewed for familiarity and accuracy, they were again reviewed with an eye to condensing them without changing the meaning. The editing process involved removing repetitions, categorizing statements and making them more concise, then arranging the components into an intelligible order (Wertz, 1984). At this time, the researcher also altered any references which could potentially be used to identify the participant.

In the process of clustering, the researcher determined common themes among the protocols. Initially, each individual protocol was analyzed to determine the various themes which emerged through careful reading.

All protocols were then compared to establish the common themes. The themes were considered within the context of the interview in order to maintain the meaning and broaden the understanding of each theme. The global themes do not represent a means of attaining validity, rather they are another "methodological means for improving interpretive vision" (Thompson, Locander,

& Pollio, 1989, p. 141). The following chapter contains a description of the overall demographic data, and provides profiles of the couples, as well as a review of the themes that emerged as a result of the analysis process.

CHAPTER 4

RESULTS

Bracketing Interviews

The bracketing interview is completed in order to sensitize researchers to their personal biases that may influence analysis of the data. The initial bracketing interview revealed this researcher's expectations that the participants would experience conflict in the areas of financial issues and professional competition. As the interviews and analysis of the interviews proceeded, the researcher was then able to take precautions against directing the interview rather than allowing the participant to direct the interview. The researcher's expectation that financial concerns and professional competition would be primary concerns of the couples was not supported by the data.

The second bracketing interview was completed during the analysis process. While the first bracketing interview afforded an opportunity to explore researcher expectations regarding interviews, the second offered a chance for the interviewer to verbalize early findings. Information gained in this

interview provided a basis from which analysis would proceed. Thus, the researcher was able to continue data analysis with a renewed sense of what information was provided by the participants as opposed to merely focusing on researcher expectations of what was provided by the data.

The focus of the remainder of this chapter will be on the participants. The overall demographics of the couples interviewed will be reviewed followed by descriptions of the individual couples. A description of the thematic structure revealed by analysis of the interviews, exploration of each theme, and a summary will complete the chapter.

Demographic Information

Six couples were interviewed. The couples were selected based on the criteria that they were currently married, each partner was currently involved in a career in academia and each was willing to participate in an interview. Five of the couples are involved in careers that focus predominantly on teaching. Both partners of the sixth couple are primarily administrators. A table of demographic information is provided in Appendix A.

Four of the couples were White, one African American couple participated, and one couple in which the husband was African American and the wife Asian American agreed to be interviewed. Two couples have been married over 30 years, one couple has been married over 20 years. Each of these three couples has one child. For these couples this was the only marriage for each of the partners. The present marriage was a second marriage for both partners in the fourth couple with the wife having one child from her first marriage and the husband having two children from his first marriage. They have now been married to each other for approximately 14 years. For the wife in the fifth couple this is a second marriage and she has three children from her first marriage. This is the first marriage for her husband and they were married less than one year ago. The wife of the final couple, who have been married for approximately 7 years, had not been married prior to this relationship. Her husband had been married previously and has two children from his first marriage.

The duration of the present marriage for this sample ranged from less than one year to 31 years. The

average length of marriage was 17.5 years. The individuals ranged in age from 38 to 59. The average age of the participants was 50 years. The length of time in an academic career ranged from 5 years (the 38 year old) to 32 years (the 59 year old). The average length of time in an academic career was 21 years.

The Couples

Ann and Darrell

Ann and Darrell have been married 31 years. They have taught at the same university for the duration of their careers: Darrell for more than 30 years and Ann for 25 years. Due to pregnancy, decisions about child rearing, and being behind Darrell in graduate school, Ann's career began later than his. They are both now full professors with tenure. They have one daughter who is now grown and living on her own.

Ann is very involved in her career. She stated that she enjoys all aspects of her work: teaching, writing, giving presentations, participating in research and service activities, and chairing the department. However, she acknowledged that her work "is rather demanding" and "there are times when you

feel like there are just too many things to do and not enough time to do them well." Family, too, is very important to Ann. Although their daughter now lives in another state, Ann referred to her frequently during the interview. Ann reported that she and Darrell "get along on most issues"; however, there is some conflict over money. For them the issue is Ann's lack of interest in spending money. As she put it,

As long as I have shoes that aren't falling apart, shopping is just not a big deal for me. . . . I guess it is a combination of being conservative and just being very comfortable with what we have and just being busy with other things.

The conflict arises over her perception that Darrell would like for her to be more interested in replacing 20 year old furniture. She described her childhood as poor and reflected that

Getting a good education was very important and once you have that in place, . . . once you get beyond poverty, then material things are not that important.

Darrell, too, described his childhood as one without money. He, too, cited conflict in terms of money, describing Ann as a "non-spender." His concern extended to family bookkeeping which has been his responsibility throughout their marriage:

My only concern there is that she keep abreast of what I am doing so when she takes over she knows where things are.

Darrell attributes the duration of their marriage and careers to their similarities.

I think we were fortunate in that when we met we each had master's degrees and were fairly committed to our fields and we knew what we wanted. I think that facilitated our professional lives, knowing that. Another thing that was helpful I think is that we come from the same side of the track and our values have been quite similar because of that.

Carol and Bob

Although they are now living together, Carol and Bob have spent much of their married life living apart in a commuter marriage. They are currently at separate institutions, Carol at a major university and Bob at a community college. In addition to sharing experiences from the perspective of a dual academic career couple, they were able to offer insights from the perspective of a commuter marriage. Bob described the experience as being physically demanding in terms of traveling but stated they chose to marry despite the distance because "We love each other, we like each other. We didn't want to just let it go away." For Carol the negative aspects of the commuting period included the difficulty

of accomplishing such "mundane chores as housework" and the "lonely personal life" that resulted from trying to do housework and university work during the week while preserving weekends to spend with Bob.

Carol and Bob describe themselves as very different from each other. In Carol's words

Bob has a marvelous sense of wanting to play and do other things than work. Work . . . is not the thing in life that intrigues him, excites him, makes him grow. I love work, work is my passion. I love to contribute. It is the way I grow.

Bob's description is

Our interests are as diverse as any two people's probably have ever been. My interests are in sports and having a good time. Her interests are in research and working.

However, it seems that they find strength in their differences. Carol reported

Maybe one of the things that has made our marriage together work is that we value and appreciate the differences we each bring to the relationship.

Bob's appreciation of their situation was exemplified in the following statement:

We're both flexible enough to allow the other person to be what they want to be and support it in one way or another.

Carol is at a very productive point in her career. She looks forward to being able to be more selective in future career options. Although Bob enjoys his work, he is looking forward to a time in which he can pursue what he described as "non-earning" work, perhaps building a home for him and Carol.

Lin and Will

Of the couples interviewed, Lin and Will are unique in that they were both tenure track faculty members in the same department when they met. This is a second marriage for both. They are both very active professionally and personally as a couple. They occasionally teach each other's class if one partner must miss class for some reason, they publish together, they give presentations together, and they jog together most mornings before work.

Lin's first marriage was to a man who was also in academia. She attributed their breakup in part to her choice of career. At a time when she had made a critical career decision by accepting a tenure track position, her ex-husband was denied tenure at the same university. Lin framed the experience as follows:

I had a career and it was getting going and it had a lot of promise. To start over somewhere else would have been devastating for me whereas my first husband was going to have to do that with the chance that it might not work out any better there.

While Lin did not attribute her divorce to the single factor of career, she believed that the event acted as a "catalyst" for the decision to divorce.

She described the events that preceded her career as "a series of timing and events" that had more to do with her staving off boredom while waiting for her ex-husband to complete his education than with a conscious decision to pursue a career in higher education. She entered graduate school as a way to "get out of the house a couple of nights a week." Her "couple of courses" turned into a master's degree followed by the opportunity of a paid internship if she entered a doctoral program. Despite the serendipitous beginning, Lin reported that

I have always felt like the things I've done, the promotions I've gotten, the tenure, and all that sort of thing, I worked at and I earned.

Will described a career decision driven by Lin's being, not only in academia, but in the same department at the same university. He initially talked about his

involvement with projects outside the university which bring him a great deal of personal satisfaction. He then commented that

I'm 51 now and in kind of mid-career meaning possibly I could be moving into administration if you think about traditional career paths. Since we're married I obviously can't be her boss without some strange configuration of the department. . . . it's something I know I could do but I don't want to do it. Frankly, I don't know whether I'm rationalizing that or if I'm being real. I think it's real. I'm really happy in what I'm doing.

Will and Lin have been tenured for some years now and have had the opportunity to sort through many issues that have arisen as a result of being in the same department. In addition to Will's decision regarding moving into administration, he also discussed having to overcome feelings of being protective toward Lin during departmental meetings. A turning point came for him when he challenged a plan presented by Lin during one such meeting. He described his conversation with Lin that occurred after the meeting. Although, as he put it, Lin "seriously took me to task" for not supporting her, they were able to sort out the personal issues from the professional ones. Will reported that

the incident "freed me up to speak my mind whether it was my wife or anyone else."

Mac and Ronnie

Of the couples interviewed Mac and Ronnie are the "youngsters" in terms of age, length of time in academia, and the length of time they have been married. Although Mac at 44 has held various positions in higher education for seven years, she has just begun her first tenure track teaching position. Ronnie at 38 has been teaching in a tenure track position for several years, but has worked in higher education for only five years. At the time of the interview they had been married less than one year.

Mac and Ronnie met in graduate school, lost track of each other, then renewed their friendship on a long distance basis during the time Mac was going through her divorce from her first husband. Ronnie described their meeting at a professional conference after not having seen each other for a number of years:

Finally I caught up with her and . . . we wound up talking, catching up on old times and I recognized that this perhaps was not a person I was supposed to let get away.

For them, a commuter marriage was not an option.

The thing that took precedence was that we were not going to be separated for an additional year. We knew the wear and tear it took on us emotionally. (Ronnie)

They decided to marry and Mac, since she was ending a term position, began a job search. The search was a critical point in Mac's life. With her first husband, who was also involved in a career in higher education, she stated that she "took a more traditional role." Mac reported that when she was a "trailing spouse" her husband "would negotiate jobs for me as he made application for jobs for himself."

In sharp contrast to her first marriage, her marriage with Ronnie is one of equality of status. Mac described her determination to break away from the "traditional role" and begin to develop her own professional identity:

[This was] the first time I didn't trail. I think it was real important to me. It was like, "I don't care what else happens, someone will take me or reject me on me." I was real adamant about that. I didn't want what some might construe as freebies or negotiations type thing.

While not addressing the identity issue specifically, Ronnie expressed his beliefs about their individuality within the relationship from a different perspective:

I believe it's important that both people support each other. . . . What has worked for us is that there is clear and open communication and there is genuine concern about how the other person is doing. There is no opportunity to blow the other person off. . . . The communications piece is very important. I think being supportive of each other is extremely important.

Mary and Brook

Mary and Brook also met in graduate school. They married while still in graduate school. Mary completed her degree first and began teaching at a community college while Brook finished his doctoral work. Mary had attained a tenured position at the community college; however, when the opportunity arose for Brook to get a tenure track teaching position she left her job to be with him. Brook had negotiated a position for Mary at the site of his job, which was acceptable to Mary. They began teaching at the same time, though, initially Mary was not in a tenure track position.

Mary has been focused on pursuing a teaching career since childhood. On the topic of staying at home with her child she held a sentiment similar to Lin's:

I couldn't imagine staying at home, it would have been too awful for me. I don't like staying at home. Even when I don't have to

work I don't like staying at home. I have to go out and do something.

However, unlike Lin and Will, Mary and Brook have very separate careers. While they both are involved in research projects, they have chosen not to collaborate on research projects. They occasionally will go to a conference together when the focus contains areas of interest to both of them; however, their teaching areas are very different.

Mary is very enthusiastic about her career and excited about the research projects she is working on, but she is also concerned about her son. Although she reported that at 13 years old "he is a sweetheart" she worries about him as a young African American male and the pressures that life may hold for him. It is important for her to maintain the stability of their home and she is appreciative of the flexibility of time that is afforded by a career in academia. She learned quickly to assert herself:

As a woman and African American you get used for a lot of committee work. People would laugh sometimes. I really resented it. They would make jokes about how many committees I was on. I always took that seriously, but then it did teach me a lesson. I learned to pick and choose what committees I was going to be on and after I felt I was pretty solid

in what I was doing, my research and teaching, I just learned to say no.

Brook reported that he is proud of his wife's accomplishments.

I am pleased to know that my wife is a doctor as well. It has not on my part caused any jealousy or animosity but only a great respect and pride in what she is doing, the fact that we both were able to accomplish [what we have accomplished] and to stay together

For him there is a sense of conflict over travel issues.

Going to conferences. Now it seems that our conferences are always held at the same time. And say we both need to be there whether we're giving any papers or not and we have a son. You can't leave the child and you can't take the child with you. How do you do that? This happens almost every year.

In the past Brook and Mary have dealt with the problem in a variety of ways. One or the other has chosen not to attend a particular conference, they have had their son stay with family friends, and, on occasion, they have indeed taken him to conferences with them. Each of the solutions comes with problems, however: (1) Both Mary and Brook submit work to be presented at conferences and the work of each could potentially be accepted for conferences occurring simultaneously, (2) it is not always convenient for

friends to take care of their son, and (3) he is now at an age that his missing school means falling behind or having to make up work.

Hannah and Allen

Hannah and Allen have been married for 30 years and have one daughter who is currently living in another state. They are both tenured faculty members and Hannah has taken on additional responsibilities within the university system. They met, as Allen said, "a long, long, long time ago" and began dating when they were undergraduates although they were in different schools at the time. Since he is older, Allen was ahead of Hannah throughout school. They had married by the time he completed his doctorate. Hannah had entered a doctoral program which did not require a master's degree. She had completed her course work but not her dissertation and was pregnant when Allen accepted a job in another state. Unfortunately, the pressures of a new baby, a new marriage, and myriad problems in attempting to write a dissertation from such a distance precluded Hannah's completing her doctorate at that time. Several years passed before

Hannah did return to school to complete both a master's and a doctorate.

Although Allen regrets Hannah's having to postpone her career, he reported that now they "are pretty happy in our lives." Hannah's returning to school required that she be away from home during the week then return on weekends to be with her family. Although that was a difficult time for them, Allen reported that in some ways the experience was positive.

When Hannah went to get her Ph.D., I wound up being sort of Father/Mother for a while. It gave me a new perspective on life. I took our daughter to ballet lessons after class and over to gym classes. I was able to adjust to the schedule, I wouldn't say easily, but I was able to do it. In some ways it may have brought my daughter and me closer together and made me appreciate some things I might not have done otherwise.

Hannah, too, was aware of some changes that occurred as a result of her going away to school.

I was doing all this stuff, commuting and doing the laundry and doing everything. One of my professors was being down on men and I said, "Well, I have a wonderful, liberated husband who doesn't mind at all that I am doing this." This teacher said that he was not really enlightened because I was doing two whole jobs. When I came home we talked about it and he said, "She's right."

At that point Hannah and Allen made a specific list of household chores and divided them up. However, the

division of labor seemed to be a relatively minor issue to Hannah. She remarked that although the division of labor wouldn't have happened had the professor not brought it to her attention, what she valued about the incident was that she and Allen were able to talk about it.

I talk to him about everything and that is probably the healthiest thing about our marriage. We can sit down and talk and do.

Despite their ability to discuss issues, one issue that they seem to agree to disagree on is tidiness. As Hannah put it:

When a kid has each of us for a class they come away shaking their head saying, "How can you two live in the same house?" We just tolerate each other. His office is sterile, you can see the desk top. He never has a coffee ring or anything. It's perfectly clear of paper. You can't see my desk. I have two desks and they are piled up. His is clean and beautiful. I clutter, he doesn't.

Summary of Demographic Information

The preceding sections describe the overall demographics and provide a brief portrait of each couple which reveals much about dual academic career couples. In many ways they are very different from one another. They have had different personal experiences and come from a variety of backgrounds. They differ in

age, ethnicity, academic history, and marital history. However, in many ways they are similar. While the preceding descriptions provide informal comparisons, the following section, in which the processes of phenomenological research were used to delineate themes, will highlight the similarities more specifically.

Thematic Structure

The purpose of this study was to investigate the experience of being a partner in a dual academic career marriage. Four themes emerged from the phenomenological analysis of the twelve interviews. The themes were (1) identity, (2) relationships, (3) balance, and (4) rewards. The themes existed against a ground of roles.

The concept of roles appeared throughout the interviews. For the purpose of this study "role" was defined as "the characteristic behaviors enacted by persons occupying social positions. . . . Roles are classifications of behaviors. They do not exist in isolation but . . . fit in with the reciprocal functions of a partner in a relationship" (Davis, 1986, pp. 546-547). The roles formed the basis from which

the participants directed their behaviors. For example, in regard to the theme of identity, the role could be one's professional role as an individual or in partnership with a spouse when collaborating on a research project.

Roles were also involved in issues concerning relationships. An individual's role might be that of a parent, a spouse, or a member of a university faculty. The roles performed were continually being reconstructed by the individual. Changes in role were precipitated by various events in the lives of the participants as well as developmental processes (Rogers, 1961). Balancing roles was often challenging and it was through successful balance of roles that the participants frequently felt rewarded.

Although four themes emerged, the themes are not necessarily distinct structures. Each theme is composed of various categories or sub-themes. The sub-themes associated with identity are intrapersonal identity and interpersonal identity. The degree to which individuals were able to view themselves as individuals could be seen as one function of identity.

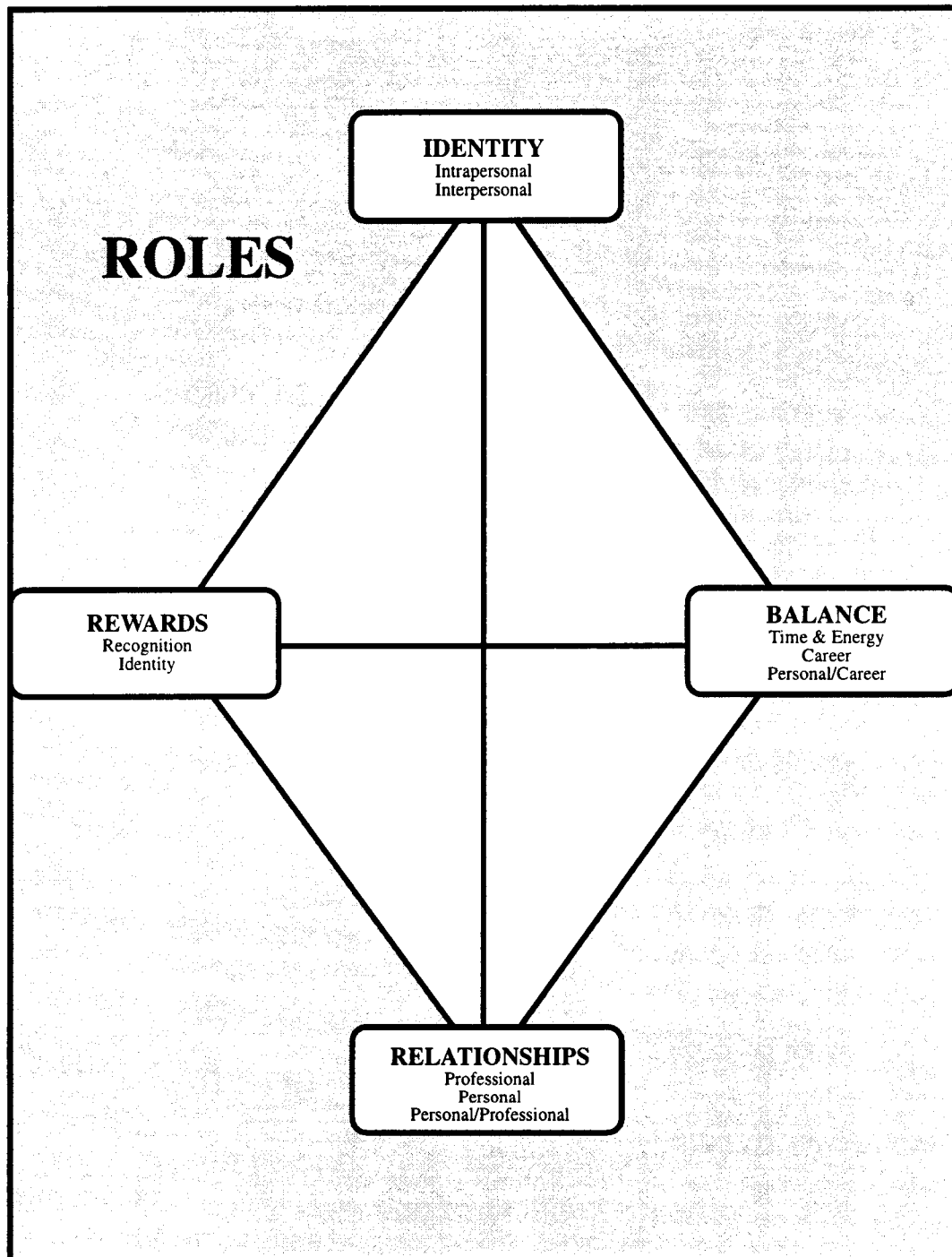
The sub-theme of interpersonal identity was the ability to successfully interact in relationships with others.

Relationships were also a function of the ground of role. Sub-themes related to the theme of relationships were professional relationships, personal relationships, and relationships which crossed both personal and professional boundaries such as those with a spouse working in the same department.

Balance was composed of the sub-themes of time and energy, aspects of career, and balancing personal and career responsibilities. Balance was often viewed as a function of tasks, for example, making the decision of whether to grade papers or prepare a meal.

Within the theme of rewards were the sub-themes of recognition and identity: Recognition of the successful performance of various roles and the ability to maintain one's sense of personal identity. Surprisingly, monetary compensation was not viewed as a primary reward.

The themes and sub-themes represent interrelated experiences of the participants, they are not objects. A diagram illustrating the primary themes is provided on page 55. As indicated by the diagram, each theme



THEMATIC STRUCTURE OF THE
EXPERIENCE OF BEING A PARTNER IN A
DUAL ACADEMIC CAREER MARRIAGE

relies on and interacts with the others and the structure is cast against the ground of roles.

Descriptions of the themes follow. The themes were explored in the context of their uniqueness and their relatedness to one another. They have been anchored by quotations from the interview protocols.

Identity

Various aspects of identity were described by the participants. Identity is seen as maintaining one's sense of self, and as a function of being independent and interdependent. One's identity is defined by one's choice of roles. There are both personal and professional facets of identity. Maintaining one's personal identity is an important goal for partners. When considering a dual career marriage, participants examined their own needs.

I had come to believe that if I were going to enter into something that was lasting and committed, it was going to be so that I could be who I was. That it wasn't that I had to change my life or that I had to adopt certain ways and beliefs that weren't me. Not to mean that we weren't flexible, but I think there was a strong need to maintain my sense of identity. (Carol)

In a positive situation both parties respect the needs of one another.

I think we've been a success basically because we don't make any demands on one another that interfere greatly with our own agenda or ourselves. She likes to work six days a week, 12 hours a day. I like to work five days a week, seven and a half hours a day. (Bob)

A negative aspect is not being viewed as an individual but as a shadow of another person. Reflecting on her first marriage, Mac stated

Although we were in different departments, I felt as if I were under the shadow of another person. This other person on the periphery would somehow influence what I did, how I did it, how people would perceive me.

For Mac, her first marriage to a partner in academia was a painful experience. She described becoming "ultra hypersensitive about not thinking I wanted to be with anybody in academia." Her second husband, Ronnie, is also an academician and she continues to struggle with issues of identity.

I wonder if somehow they [students] are trying to package me or trying to identify me and one of my labels is going to be "Ronnie's wife."

The experience of feeling too closely identified with a spouse is not unique to women.

I think the negative thing is being seen pretty much as the other person's spouse, not as an individual in your own right. That is, it is amazing in the way it works around here

in that I am seen pretty much as "Mary's husband." (Brook)

Performance of household chores appeared to be shared between the partners.

We sort of split things up. I tend to do the financial things, keeping the checkbooks and so on. . . . Things like grocery shopping either of us may do or both of us, in fact, do that from time to time. I frequently do the laundry. . . . I might do the vacuuming, for example, but she tends to do all the cooking. (Allen)

We kind of divided up the responsibilities by talking about it. She's responsible for the cooking. I'm responsible for washing the clothes and cutting the grass and that sort of thing. We both take care of the dishes after dinner just to get that out of the way. (Bob)

Although reporting some sharing of household duties and being comfortable with the arrangement she and Brook have, Mary offered another perspective.

I think, which is typical of most households I think, I still do more than my share but I don't know if we could ever equalize it. And there are things I do that I continue to do because I like doing them the way I do them. I recognize that in me so I do it. I think in general women still end up doing much more just because they've always done certain things.

For some women the issue of identity is closely tied to retaining their own name after marriage.

Very fleetingly I thought about changing my name. But at this point in my life it just

didn't make sense. Part of it was that I have observed other women in professions who do a lot of writing and it is just too doggone confusing. I've known several people who had hyphenated names and then got divorced and un-hyphenated names. It's like in order to figure out who is writing something you almost have to have a history of their married life to know what name they are writing under. (Carol)

Mac's desire to avoid her previous pattern of being a "trailing spouse" played a major role in her decision to keep her maiden name.

[I decided] I've got to have it this way because I'm not going to start a new lifetime of this pattern. I guess there were some things I was just not going to compromise. I became real bull-headed and I kept my name. I kept my maiden name when I came here.

Ronnie provided a more detailed view of how he and his wife maintained their own identities beyond Mac's keeping her own name.

When we sit in faculty meetings we don't sit next to each other, we just find seats anywhere. . . . She has colleagues that she gets along with that either I don't know or I choose not to get along with in terms of being buddy-buddies with. . . . So we have our own professional identities. Although we have collaborated on things, we have both published individual articles, also. So we have our separate identities. We have fields of interest that are clearly the same but we also have fields of interest that are different. So we have our own identity and we cherish that.

Maintaining one's identity is also tied into concerns about independence and interdependence.

Identity between Bob and me I don't think was so much of an issue as how we could be interdependent, how we could in essence be who we are while also finding ways to create a union. (Carol)

In describing how he believed colleagues perceived his being married to someone in the same department, Ronnie explained the manner in which he and Mac dealt with the issue:

I have not detected any jealousy or animosity. I think a lot of that has to do with us being very clear on our own identity and being very comfortable with that. There was no assumption that because we are married we are going to be thinking along the same lines. Even if we do, everyone knows that we will have reached that conclusion independent of each other and just happen to agree.

Although independence is valued, at times some portion of independence is sacrificed for the sake of the relationship. It is not always easy to make decisions regarding the future of one's career when someone else's career must be considered.

When people began to know me and I started getting positions in organizations and after a couple of publications I felt more secure about what I was doing and I knew I was really making a path for myself. I guess the hard part of having a dual academic career is when either one of you or both of you get offers at other places and you have to figure

out "What do we do about this?" That's happened a few times and it's very difficult. (Mary)

Restrictions on independence also arise in other situations. For those individuals who are professors, most remarked that they are content with their position. Despite that, many have given thought to the ways in which a move to administration may affect them.

I thought about it briefly and decided I didn't want to be chair anyway. Administration does not suit my personality so it is not a problem. . . . College teaching just sort of comes naturally in a sense. I like research, I like scholarship. . . . For me this is about the right environment. (Allen)

Decisions about staying in a particular position are not always merely a matter of considering one's options and then making a choice.

It took me ten years and being fired to understand that my life and my ideas don't fit with the university and that most of my problems, employment problems, at the university level were because of my differences of opinion with professionals, and I determined I would not go back to a university. I would go back to a place like a community college where I can deal with students and their problems and give them advice that might be helpful to them. And that's me. I enjoy doing that. (Bob)

In summary, the theme of identity is multifaceted. It encompasses the desire to be viewed as an

independent, professional individual. Being seen as an individual often means being recognized as Dr. "X" as opposed to the spouse of Dr. "X". For the participants of this study, being an independent professional means doing what is necessary to define one's self outside the marriage. At times it is necessary for partners to take specific actions to maintain their own identity. Publishing as a single author, establishing a role as a presenter at conferences, and "making a path" for one's self are examples of such actions.

An individual's personal identity is also defined through the roles one performs. Partners in this study identified themselves in various roles including husband/wife, father/mother, son/daughter, and sibling. In the thematic structure the themes overlap with one another. The overlap will begin to become apparent within the framework of the following section which is focused on the theme of relationships.

Relationships

The relationships theme concerns the various emotionally based relationships the participants have shared. Relationship in this context is defined as interpersonal interactions with another individual or

other individuals. Relationships that were described include those the participants had with other professionals, their own family of origin, and their husbands and children. The different relationships may be either positive or conflictual or both.

The relationships participants experience with other professionals are often described in terms of mutual respect.

I feel a lot of collegial respect and support for both my husband and myself from the department. I think our department has always respected him for what he does and what he contributes, and they do me, too. We're not held accountable by our peers for each other, and we respect that in each other, too. (Lin)

The themes of identity and relationships merged for Hannah as she was trying to establish herself as a professional.

The first year in the department was real hard because I had taught here part time off and on whenever they needed somebody but I was teaching for peanuts. So everybody knew me in the department and it was Dr. S for him and Hannah for me. . . . And a whole lot of them saw me as a first derivative of my husband. The ones who knew I'd done a dissertation in his specialty area said, "Well, he probably wrote her dissertation or helped her write her dissertation." So they couldn't see me as an independent person and that was very hard.

Occasionally, conflicts within the work setting may not be between the dual career couple, yet their relationship with each other is affected by relationships of others.

[The conflict between our bosses] made me real careful in discussing issues that were issues at work. Not because I didn't trust her but because I didn't want her to be in a position of knowing something that she couldn't tell her boss because her boss and my boss literally hated each other. They would have used anything that they found out in any way that they could find it out to politically destroy one another. (Bob)

Relationships with extended family might also be both positive and conflictual. Individuals may become more aware of the distance that has grown between them and their extended family as a result of the combination of time, geographical location, and education.

My high school was built by the WPA. But my brother came there. In fact, he was the basketball manager of the team when I played. At that time he was married, had two children, got his degree. When he was dying about three years ago, I wrote him a letter which he couldn't read because he was comatose at the time with Alzheimer's. But I wrote him a letter which obviously was read by his family and others. I pointed out that it was always a highlight to go up to his house and get out of the car because he would always come out of the house and say, "Well, how's it going, Professor?" And we were able to talk and I felt good being able to tell

him about what I was doing, but he was the only connection I had and it was quite a thing. I have lost that now. (Darrell)

Other participants reflected on the influence a parent or other relative had in shaping their present relationships and the choices they have made.

I grew up in Mississippi and I grew up very much attached to my mother. I saw her as a figure in my life actually doing something. So, I have always been admiring of a woman as an individual who is in charge, and, in certain ways, I have placed my wife in that position and wanted her to be more empowered. (Brook)

I really worry about having an only child who is an African American boy. I really feel the need for things to be stable for him. So I think that's my real concern cause I grew up without my father at home. (Mary)

Well, I could say it [teaching] runs in the family. One of my formative influences was an aunt who was a high school teacher. . . . One of my great-uncles was a teacher, and my great-great-grandfather was the head of a district of education for some years a long time ago. So that was in the family, too. (Allen)

When Hannah made the decision to return to graduate school it meant spending extended periods of time away from her husband and daughter. Although they were encouraging and supportive, her family of origin had different reactions.

My family was against it, my parents and my brother. My brother was very angry but I

think this decision was our family's decision and not theirs. If my husband and daughter are OK with it then bug off! But it was hard not having support anywhere else.

Being a partner in a dual academic career marriage often means that the couple must move away from their original homes. The situation of living a considerable distance from parents and in-laws has both advantages and disadvantages. It is possible to see again the interrelation between the themes of identity and relationships with regard to extended family in the following comments.

We have never had family members who have lived in the same city with us. Because of the flexibility in terms of vacation periods and time periods between semesters and because we both have the same vacation periods, we have been the ones who have done most of the traveling. We would drive out to see my sister and her family because they wouldn't have the same flexibility. We made the trips particularly when our daughter was younger. She has cousins who were about her age and she enjoyed their company. We wanted to encourage that relationship. (Ann)

Our daughter came along and we didn't have relatives come flying in to take care of our daughter. We did it ourselves. We have not been dependent on anyone. . . . So, no intervening variable with regard to our professional growth. (Darrell)

In addition to relationships with other professionals and extended family, the theme of

relationships also encompasses spouses, children, and stepchildren. Once again, positive and conflictual aspects are apparent in these relationships. Ann offered a reflection of the positive side of parenthood:

It was a really positive experience. It had some of the same challenges and rewards that go with any parenting experience but just in general a delightful experience.

Bob offered his perspective as a parent on the relationship of his children with their stepmother.

One thing that I really have appreciated about my wife is that she has treated my kids better than their own mother did or does. She accepts all the responsibility there is to do with the kids. She is their mother. They tell her things and talk to her about things they won't talk to me about.

Conflict with regard to children was described by partners in a variety of situations. Issues that arise include balancing child care and daily work, child care and travel, and aspects of step-parenting.

Our child was very young when we came. He was about a year and a half and that was difficult at first. Moving to a new place with no one we knew. We were lucky to get him in a good day care here at the university. . . . But balancing him, I had a fairly heavy teaching schedule, and knew I had to do research. It was pretty rough the first couple of years cause you don't know anyone, but we were able to work that out and get into the swing of things. (Mary)

Going to conferences. Now it seems that our conferences are always held at the same time. And say we both need to be there whether we're giving any papers or not and we have a son, a child who is very young. You can't leave the child and you can't take the child with you. How do you do that? This happens almost every year. (Brook)

Probably the major source of conflict in our marriage was the children cause we had different philosophies. She is a very good mother even to my daughter and I have a lot of respect for her. But she tended to want to try to do it all. She kind of wanted to help me with my daughter but tended to want to deal with her daughter, period. In other words she was kind of protective of her daughter. . . . There was some conflict over the kids, and rules and liberties and our kids played us. (Will)

Participants reflected on their careers with regard to rearing children.

I think one thing that has facilitated our relationship, our marriage, is the fact that I have been very helpful with our daughter. When our daughter was 6 months old Ann went to New Orleans for the week and she trusted me to take care of the house. I am just as efficient in the kitchen as she is, I do ironing, I sew buttons on. The fact that I can take care of those things has enabled my wife to go out and do her work without any concern about the house and about our daughter. (Darrell)

One of us would teach on Monday night and the next one would teach on Tuesday night so somebody could be home with the teenage kids. So that was kind of nice in that regard. Another advantage is that we could put our schedules together so when we had to be away at night we could still have somebody

responsible at home to help the kids with their homework and everything. (Lin)

The relationship between husband and wife is also affected by the dual academic career marriage. Again, there are polar aspects to the effect. As indicated in the following excerpts the aspects may be positive.

When you go home and talk about work, you know the people, you know the personalities, you have perspective in that. (Lin)

One thing that was really good when we first came here was really finding out the total picture of the place. [Since we were in different departments] he knew people I didn't know and vice versa. We got a better handle on what was really going on throughout the university. He would come home and tell me things that his friends in another department said that would help me deal with knowing what I should be doing here in my own department. (Mary)

However, there are some less positive aspects as well. One of the difficult times may occur over the tenure process mentioned previously. Another negative aspect occurs regarding time.

I teach at night and she does, too, but not as much as I do. I'll spend two or three nights a week here and Lin will spend two or three nights and that's sometimes the whole week. All our evenings are shot. So our quality time is after 8:00 which is kind of late. . . . So, on a personal level that's kind of a down side . . . cause there are many weeks in which we don't see each other until late. (Will)

There is the thing of closeness of spouse. We ride together, we eat lunch together. It sometimes is a little too much on us. It is gratifying occasionally to get out of town, either of us, and then come back. . . . So two people riding in the same car every day, doing the same thing, talking the same game is a bit boring on occasion. (Darrell)

The interplay between the themes of relationships and identity can be seen in the sub-themes. The various roles of each partner interact within the university and at home. In the context of the sub-themes of relationships (professional and personal interactions with others), partners found it important to maintain their own identities both intrapersonally and interpersonally. However, that became problematic when both partners were in the same career and potentially more problematic when the partners were in the same university and department. The third theme of balance has to do with relationship with a spouse. The theme of balance is described in the next section.

Balance

Balance may be viewed as a matter of distribution. In the framework of a dual academic career marriage, balance has several dimensions or sub-themes. The participants described three primary aspects of

balance: (1) time and energy, (2) career balance, and (3) balance of personal life and career. The manner in which an individual distributes the "weight" of each aspect determines whether balance is or is not achieved and maintained.

Balance was viewed in the context of tasks. Aspects of balance are found in the themes of identity and relationships. It was important to participants to maintain a balance of their identity as individuals while involved in emotional relationships with others.

The importance of balance of time and energy was emphasized by a lack of time. The sense of balance was also expressed in terms of balancing various aspects of career and balancing career and family.

We are realistic enough to know that you have a limited amount of time and energy and resources. (Ann)

I think if you really are committed to doing well professionally and also committed to high achievement in terms of family that there are inevitable conflicts. If you have a spouse and/or little children then there are times you have to say, "Oops, this has to go on hold." I think it is that matter of balancing your time and energy so that ideally, hopefully, you are meeting the needs of family members, but you are also maintaining that commitment to excellence in terms of professional development. (Ann)

I wanted to do more research and writing, and I wanted to be in an environment where I could get some balance again in terms of my own personal self as well as my professional self and my professional needs: the researcher, the faculty person. (Carol)

Not having enough time was an issue that arose frequently and in a variety of contexts. The participants' experiences of balance often included physical and emotional characteristics.

We were physically to the point that there just wasn't enough time to do everything. We felt pushed and crushed. (Carol)

I think there are inevitable time periods when you feel the conflict and feel you are being pulled in more than one direction. (Ann)

I guess I didn't realize how stressed out I was until the secretary in my office said to me, "Do you have an exercise program? Are you interested in aerobics?" Once I got involved in that it really sorted things out for me and I finally said, "I have to make time for myself, an hour every few days, to do that." And I sort of settled down after that. (Mary)

As a sub-theme of balance, time and energy play an important part in dual academic career marriages. A balance of time and energy is closely related to boundary issues.

Academia puts pressures on you that sometimes it's hard not to take things home. Whether it's a student's test or that article that you have to publish for tenure or whatever.

You have to set boundaries that say, "Listen, this is our time and I'm sorry that article is going to have to wait." I think you really have to allocate your time. (Ronnie)

The sub-theme of personal life and career in the context of the theme of balance was described from the perspectives of the past, the present, and the future. In the context of the past, balance was described as the timing of the occurrence of events. For example, one participant experienced having to delay her career while her spouse completed his education. For two couples the wives' careers began after that of their spouse due to a combination of pregnancy and differences in age. Although they were involved in their careers when they remarried, another two women had postponed their entry into career track positions during their first marriages due to relationships.

The decision to delay her career was a positive experience for Ann.

We were at school at the same time for our Ph.D.'s although he finished a little ahead of me since he started earlier. When he finished he was offered a position here. I was offered a part time position since I had not yet completed my degree. That was a satisfactory arrangement for me because I was in the process of completing my doctorate.

For Hannah and Allen the decision was mutual; however, both partners seemed to feel that it was made more of necessity than choice.

I think it would have made life easier if we had arranged things somehow so that Hannah could have finished her degree. It just delayed things, but even at that I don't know exactly what we would have done. We had a child then; we would have had to have made some decisions about bringing up a child, and that would have been tough with two people in two careers. (Allen)

We got married and I worked on my doctorate. He was a couple of years ahead of me so when he finished, having no money whatever, we had to go where the job was. Leaving me married and pregnant with no degree. All I had was a bachelor's degree and five years of doctoral courses and no closure. (Hannah)

In terms of the present, balance is perceived as having flexibility of time.

I looked at a variety of positions, faculty and administrative positions, and purposely chose a faculty position and came here. In part because I wanted to have more flexibility of time. (Carol)

The matter of time. Certainly college teachers, I think, feel they have more control over their time. We may work on weekends, may take work home at night, and may work on holidays, but if there is the need to renegotiate our schedule, we have that flexibility. (Ann)

The future was a concern for participants. Concerns about promotions and retirement were important for partners.

I'm really interested in being a full professor. That's really important to me. Some people never do it, but, when I saw that I was really moving on in my career, it was really important for me to reach the high level which I hope will come soon. (Mary)

Carol shared her concerns from the perspective of one who values her career highly and whose husband looks forward to retirement.

[We knew the] key issue we would face was retirement. . . . The real issue was when he decided he wanted to close off and go travel around the world and do all those things, where would I be?

The theme of balance illustrates the interrelational quality of the thematic structure of the experience of being a partner in a dual academic career marriage. Although balance emerged as an independent theme, it is also dependent on and a function of relationships and identity. Establishing one's professional identity is balanced over time and in relationship with other professionals and family members. The theme of rewards is explored in the following section. The theme of rewards is also interconnected with identity, relationships, and balance.

Rewards

Partners in dual academic career marriages experience rewards in a variety of ways. Individuals may experience monetary compensation as rewarding. However, for the participants in this study, money was not a focus. The participants experienced rewards in terms of personal and professional satisfaction.

I don't really look for my rewards inside the university. I guess I want my pay increase and my rank and all that, but, as far as me getting satisfaction from my work, I get it from two places. One, teaching my class, and two, my outside work. There's nothing really about the university administratively or anything that interests me. (Will)

We could be driving Cadillacs and living in a \$500,000 house, et cetera, but we are not interested in that kind of thing. We are more interested in productivity and our positions with the institution than we are with other things. (Darrell)

Some participants described rewards in terms of relationships with their spouses and similarity of roles within their professions.

For me, I couldn't ask for it to be any better. We have the kind of temperaments where we tease each other a lot. But on a substantive level if I am having a real bad day I can either go upstairs or she'll come downstairs and we'll talk about what's going on instantly and vice versa. And it's a matter of her knowing exactly what I'm talking about. It's not somebody trying to

be empathic just because it's their role to be supportive but really not having a clue about what you do. She knows exactly what I do because she does the exact same thing. (Ronnie)

I can remember occasions when we would pick our daughter up from school and all go out to dinner. My husband and I would be sharing some of the same experiences because we knew the same people. At some point our daughter would say, "Enough about school." That is kind of a long way to say that because there was such a common experience that it was very easy to share. I think that has been one of the more positive things. (Ann)

Teachers aren't poor but they don't get rich either. We could probably have made more money in another field, but it is not something I worry about. I would rather do this than be in another field. (Allen)

Hannah provided more complexity of detail in describing her experience of rewards. Her experience of rewards was interrelated with the themes of identity and relationships. With regard to salary she remarked:

Getting the job mattered so much I'd take it any way I could get it. Cause I had to have a job. It was a problem with self esteem until I had carved out my niche as very different from his. . . . I can drop back and say this is good for our marriage and our lives. It keeps me happy. Self esteem was a problem with me all my life. It didn't really start shifting until I started winning the teaching awards.

As with other themes there is an opposite or conflictual sub-theme. Rewards may not always be positive.

I really have gotten on a roll with working, and I like working and studying a lot and tend to pull myself into it. I think that may be a source of frustration for Brook because he relaxes more easily than I do. I'm not really good at relaxing and taking time off. (Laughs) That's hard about being dual academic people. When you're in the same profession, you figure the other person understands, but we're different personalities in that respect. (Mary)

When sharing their experience of rewards, participants generally were sharing positive events that reflected on self esteem. Although money is important, participants did not cite financial gain as their primary reward. They cited their family and the satisfaction of a "job well done" as more important.

I have no motivation to be a chairperson. That's not important for me. It's more important for me to be with my family, and she understand's that. There's no push to become a full professor, chairperson, dean. All I want to do is my job and do it as competently as possible. (Ronnie)

Summary of Thematic Structure

As indicated previously, the themes of identity, balance, relationships, and rewards are interrelated and interconnected. The experience of being a partner

in a dual academic career marriage is described by the partners in terms of these themes.

A description of an experience of Will's exemplifies each of the themes and their interrelatedness.

I think what really broke through was when we decided we really wanted to get serious. I basically just told the dean and my department head that Lin and I were seeing each other and it was serious on a personal level. So that part of it I think worked out very well. I don't know how they perceived it, but it didn't matter. I felt good after doing it. I felt like my integrity and hers were maintained. I think I was thinking about myself a little bit, but I was thinking a lot about her, the perception of her that might be. I was tenured at that time, and what really concerned me was that she was not on tenure.

Will's experience embodied the balance of personal life and career. The themes of identity and rewards were expressed in the personal satisfaction of maintaining personal integrity. In this example the theme of relationship provided the ground (role) for the expression of the other themes.

The relationship of this study to the literature review presented in Chapter 2 will be explored in the next chapter. The implications for further research and practical application will also be examined.

CHAPTER 5

DISCUSSION

Introduction

The phenomenological interview method used in this study allowed participants to express their experiences as partners in dual academic career marriages. By being open to the perceptions of the participants, the researcher was able to capture the concerns of the individuals. Additionally, the interviews afforded participants the opportunity to review those experiences that were important to them.

Based on the experiences of the participants, the importance of role cannot be overlooked. Individuals interviewed have experienced myriad professional and personal roles. They appeared to feel a greater sense of personal and professional identity when their roles were in balance and they felt some control over their circumstances. Both competence and confidence seemed to be a function of learning for the participants. However, since roles are not static, individuals are constantly constructing and reconstructing their roles. As a result they are continually uncovering more

functional ways of dealing with their roles.

Therefore, it is important to understand the themes presented in relationship to roles.

The four themes that emerged, identity, relationships, balance, and rewards, are interconnected and interrelated and exist against the ground of role. In the following sections the themes will be reviewed in relation to the literature presented in Chapter 2. Implications for research and practice will also be discussed.

Themes in Relation to the Literature

Identity

Frequently, studies associated with issues of identity have focused on women. Identity was certainly an issue for women in this study, but it was also an issue for men as well. Mac offered a "before and after" perspective of identity. In her first marriage, she chose to be the "trailing" spouse. However, in her relationship with Ronnie, she clearly has changed her focus to self-development.

Erikson addressed issues of identity in his theory of the stages of human development (Erikson, 1968). He

described one stage of adulthood as "acquiring a sense of generativity and avoiding a sense of self-absorption" (Maier, 1978, p. 121). The term generativity refers not to procreation, but to the sense of accomplishment and productivity that will guide future generations. Carol's passion for her work exemplified this stage of Erikson's theory.

Erikson stated that in order to progress to the next stage an individual must have successfully accomplished the goals of the previous stage. Maier explained Erikson's ideas as follows:

In the worlds of work and of love career efforts are directed toward improving and interpreting patterns of cooperation, with varying allowances for competition and for each person's individuation. While graduation from adolescence requires a sense of identity, graduation from the first phase of adulthood [Acquiring a Sense of Intimacy and Solidarity and Avoiding a Sense of Isolation] requires a sense of shared identity. (pp. 120-121)

Glasser, too, addressed issues of identity. He found that a positive identity is associated with love and worth.

First, one has to love and be loved - to be involved with people who one cares for and respects. Second, one must do a worthwhile task that increases his sense of self-worth and usually helps others to do the same. (Glasser, 1972, p. 53)

Issues of identity were reflected by the participants throughout the protocols. The individuals cited identity as a very important concern. Identity within the context of career was very tangible and was defined in part as being seen as an individual rather than as a "derivative" of one's spouse. Individual recognition can be obtained through teaching, awards, tenure and promotion, and publications.

Bielby and Bielby (1989) suggested that commitment is a function of identifying with either family or work. However, the participants of this study appeared to identify with both family and work and maintained strong commitment to both. It seemed that with a greater sense of achievement came a stronger sense of personal identity.

Bird and Russell (1986) suggested that dual career college administrators were more likely to remain in their career role if that role was highly valued. The strength of commitment to a highly valued career represented by the participants is reminiscent of the research of Bird and Russell.

The literature cited women as the partner who bears primary responsibility for household chores.

However, the wives in this study seem quite satisfied with the division of household labor. The husbands are referred to as being "non-traditional" in their willingness to take on household responsibilities. Additionally, household duties are frequently performed by someone from outside the home who is paid for maid services. The hiring of outside help is supportive of the research of Piotrkowski and Repetti (1984) who suggested that the amount of time women spend working in the home has decreased. Lindsey's (1990) findings were partially supported. Lindsey reported that while there is a decrease in the performance of household chores by women, there is no increase in the completion of chores by men. However, rather than the chores not being completed at all, as suggested by Lindsey, in the dual academic career family the chores are being completed by a professional housekeeper.

Relationships

The literature focused little attention on relationships other than the marital relationships of dual career couples and the relationships of the couples with their children. In addition to interfamilial relationships, the research of Wilcox-

Matthew and Minor (1989) did explore the concerns of partners from intrapersonal, organizational, and societal view points. The partners interviewed for this study also spoke of their relationships with their spouses on an organizational level. They described conflicts that arose with regard to each partner's relationships with colleagues.

The impact of extended family on dual academic career couples has been afforded little attention in the literature. The participants in this study expressed various concerns with respect to siblings and parents. Some of the experiences described were positive. Allen's perception of having been influenced by positive role models is an example. Other descriptions were distressing for the individual, for example, Hannah's experience of disapproval from her family of origin. Additional examples of the impact of extended family include Darrell's experience with the death of his brother and Mary's childhood experience which left her with concern for her own child.

Many researchers (e.g., Alger, 1991; Jordan, Cobb and McCully, 1989; Farber, 1988; and Gingrich, 1982) provided valuable recommendations for counseling

couples in a "here and now" framework. Sperry (1993), however, included obtaining a thorough biopsychosocial history as part of a treatment plan for couples. The additional information gained from the history of the individuals would allow the therapist to better assess the interactions of the couples and, ultimately, be better able to address their concerns.

Dual career couples in academia are also concerned about their children. The participants generally viewed their experiences with their children in a positive light. They remarked that rearing a child or children was rewarding. They expressed concerns about child care although for the majority of the couples interviewed that is no longer an issue for them. Another concern was in terms of the effects of potential relocation. Mary, in particular, recalled having not accepted positions due to changes that would have been created for her son. Her concern extended to cross cultural issues as well.

Although the participants did not use the word "ritual" in talking about their relationships with their children, they described ritualistic patterns that had evolved in their families. Paddock and

Schwartz (1986) wrote about the importance of rituals and recommended the integration of patterns into the family structure. As Lin noted, the nightly study sessions she and her step-daughter established helped bring them closer together. Carol referred to long conversations with her step-children as a way of developing her relationship with them. Houston (1990) encouraged creativity and flexibility in developing family styles.

Balance

The theme of balance was addressed in the literature in terms of stress. As Ray (1988) noted, "sheer overload" was one of the primary concerns of the individuals who participated in her study. Byalick and Saslow (1993) referred to a third career of balancing family and career. Despite the stress, the full schedule of a professional academician, and the responsibilities of home, participants in the present study appeared to obtain a great deal of satisfaction from their busy lives. Balancing the various aspects of their day to day existence seemed to offer a sense of accomplishment. The experiences of the participants in this study echoed the research of Yogev (1982) who

found that, although working women do have extremely full schedules, the rewards experienced from the lifestyle far outweigh the disadvantages.

Rewards

In contrast to the literature, among the individuals interviewed for this study, money was not a major concern. Surprisingly, for the one couple who did experience money as a source of conflict, the issue was the lack of interest in spending money. Partners reported being comfortable with their financial status and fortunate in their salary range.

Studies reviewed in the literature associated career satisfaction with identity. The results of the present study also indicated that the two areas are interrelated. However, it appeared that career satisfaction was strongly associated with rewards as well. Participants spoke of the challenges of their jobs and the satisfaction of performance as rewarding and motivating experiences. For the individuals interviewed, recognition of their work as individuals was also of primary importance.

Major Conclusions

The dual academic career spouses interviewed indicated that when they are aware of choices and are able to maintain some control over their choices they experience a stronger, more positive sense of identity. For example, as Carol reported, when working in a profession in which publishing is a major factor, such factors as retaining one's maiden name becomes a professional as well as a personal concern. Her choice not to change her name when she and Bob married was based largely on her commitment to her chosen role as an academician. Bob concurred with her decision so there was no conflict and Carol reported being satisfied with her career and with her marriage. Conversely, when Mac's first husband challenged her identity by "crossing over" professional boundaries, she experienced conflict concerning her professional identity as well as her marriage.

Relationships among colleagues often become complicated when a married couple is a part of the faculty. Will discussed the discomfort he experienced after he confronted Lin during a meeting with other faculty members; Bob reported experiencing stress in

the workplace when his and Carol's bosses were in conflict. In each situation when professional and personal relationships were intermingled, the partners experienced distress. Situations in which one partner attains tenure or promotion before the other, in which each have equal voting rights on faculty committees, or in which one partner has greater professional authority over the other are also potentially stressful situations which dual academic career couples may confront. Obviously when there is a verbalized difference of opinion, there is potential for stress. However, as in the situation experienced by Bob and Carol, the perceptions of others (their respective bosses) may prove to be far more distressing than conflicts between the partners.

The experience of balance is very complex for the participants in this study. Partners faced the issue of balance in a number of areas. The couples appeared to experience balancing their time, their energy, and their various roles as very rewarding. Stress resulted only when they did not understand the requirements demanded by a particular role (e.g. the role of a full time, tenure track faculty member), when the demands of

a role were too great (e.g. being required to teach several classes, serve on committees, do research and perform community service), or when they experienced role conflict (e.g. expectations of family of origin differed from personal goals).

Perhaps university administrators would benefit from listening to politicians who claim that a problem can't be solved by "throwing money at it." Apparently, increasing job satisfaction and quality of job performance can not be achieved by merely increasing salaries. While no participant reported that they would turn down a salary increase, many reported that they did not experience rewards in terms of monetary compensation. Participants in this study reported that the experience of performing their jobs to the best of their ability and maintaining their personal relationships were their primary sources of rewards.

Future Research and Practice

Many research opportunities were revealed as a result of this study. Exploration of the function of various roles and the ways in which individuals seek balance of their roles could provide information in the treatment of stress. The function of role could be

investigated from a gender perspective as it was noted in this study that issues of identity were a concern for both men and women.

The participants of this study appeared to have little difficulty in working with one another at the same institution and often in the same department. It would be interesting to study the perceptions of the colleagues of couples working in the same department.

The present study evolved from work done with the Dual Career Assistance Program at the University of Tennessee, Knoxville, and addressed the concerns of partners who are both in positions that are quite satisfactory to them. Invaluable information could be gained from those individuals who have chosen to follow their spouse but have not obtained suitable employment. It is anticipated that such a study would require talking with individuals who are under considerably more stress than those who participated in the current study. The perceptions of experiences of unemployed or underemployed individuals would be expected to be quite different from those who are involved in careers they enjoy.

The problems of dual academic career couples are similar to those of couples outside academia in some areas, but are very specific to the academic world in others. The individuals who participated in this study indicated that the concerns of partners in dual academic career marriages are associated with identity. Institutions may benefit tremendously from exploring the concerns of the spouses of newly hired faculty and administrative staff in order to ascertain their needs and frustrations. Minority issues associated with relocation also need to be addressed.

In the area of counseling, areas for focus included the impact of relocation on the spouse. While relocation issues in general have been addressed, the needs of the academic population are somewhat different from the general population. As mentioned previously, partners in academic marriages often meet in graduate school. Therefore, the partners may be forced into a situation in which one spouse is employed and the other is unable to find suitable employment. Often these individuals hold graduate degrees in specialized areas that make it difficult to obtain employment when restricted geographically by a spouse's job.

Therapists may be sensitive to relocation issues but may not be aware of the specific needs of the dual academic career couple. It is important, therefore, to quickly ascertain the concerns of the individual or couple from their perspective in order to devise an appropriate treatment strategy.

Stress did not appear to be a major issue for the couples interviewed. However, it may be that what was referred to as stress might more appropriately be termed pressure. The daily pressures of their lives seemed to stimulate the participants. However, when they were unable to maintain the balance of roles or were dissatisfied with their role the result was an attempt to regain the balance and rediscover a role which was comfortable. This was apparent in the case of the first marriages of both Mac and Lin. Helping individuals to regain their ability to successfully balance their various roles is an area of counseling which bears investigation.

Within the context of roles, the therapist must be cognizant of those that the individual has chosen (such as career) as well as those that have been ascribed, that is, those that are dependent on accidents of birth

or social situations (Davis, 1986). Individuals may experience conflict among their roles or may be unclear about what is necessary to successfully fulfill the demands of a particular role. It is important that the therapist be sensitive to the particular roles of clients and establish treatment plans according to those roles.

The implications for future research, for counseling dual academic career couples, and for advising institutions of higher education were varied. In addressing the needs of a specific population, more attention could be focused by psychologists on pertinent issues with less attention to extraneous issues. Finally, by identifying the needs of faculty, institutions of higher education may improve their retention and recruitment of those individuals.

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APPENDICES

APPENDIX A

DEMOGRAPHIC DATA OF STUDY PARTICIPANTS

1	2	3	4	5	6	7	8
Ann	F	55	W	25	25	1	1 D, 26 Y
Darrell	M	59	W	32	31	1	"
Carol	F	49	W	24	6.5	1	
Bob	M	52	W	29	7	2	2 Ds, 25 Y, 28 Y
Lin	F	50	W	19	13	2	1 D, 24 Y
Will	M	51	W	27	14	2	1 D, 27 Y 1 S, 31 Y
Mac	F	44	AP	7	<1	2	3 Ds, 20, 19, 10Y
Ronnie	M	38	AA	5	<1	1	
Mary	F	47	AA	20	20	1	1 S, 13 Y
Brook	M	50	AA	24	22	1	"
Hannah	F	52	W	11	11	1	1 D, 26 Y
Allen	M	54	W	28	30	1	"

Row 1 - Name
 Row 2 - Gender
 Row 3 - Age
 Row 4 - Ethnic Background
 Row 5 - # Years in Academic Career
 Row 6 - # Years in Dual Academic Career Marriage
 Row 7 - # Marriages
 Row 8 - # and Ages of Children

APPENDIX B

DEMOGRAPHIC INFORMATION

In an effort to maintain a sense of "person" rather than "data" I plan to use pseudonyms when referring to individuals. Please indicate the name you choose as your "code name":

What is your age? _____

How long have you been in an academic career? _____

Had you and your spouse begun your careers when you married? _____

How would you describe your institution (e.g., large [$>10,000$ students], small [$<5,000$ students], research institute, liberal arts, etc.)?

Where did you spend your developmental years? _____

Number and age(s) of children: _____

APPENDIX C

INFORMED CONSENT FORM

You are invited to participate in a study of the experience of being in a marriage in which both partners are pursuing careers in academic fields. Your part in this research will consist of participating in an interview in which you will describe your experiences of being a partner in a dual career marriage. The interview will be audiotaped to insure accuracy and will last approximately one hour. You will also be asked to provide demographic information such as age, number of years in an academic career, number of years married to partner in an academic career.

Since your participation in this research involves only a confidential interview session between you and the researcher and providing demographic information, there should be no risk or discomfort on your part. Your participation is voluntary and you may withdraw from the study at any time without penalty or prejudice.

Your sharing of information about your experiences can aid the psychological community in gaining better understanding of what dual career marriages mean for individuals, and may offer you an opportunity to clarify and understand the experience for yourself. Your identity will not be revealed to anyone except the researcher. The researcher will conduct all interviews and transcribe the tapes before they are analyzed in order to maintain your anonymity. Any identifying information given in the interview will be disguised in the transcript. Your tape will be stored in a locked filing cabinet in the office of the researcher until transcribed and will be erased upon completion of the study.

This consent form will remain in a locked filing cabinet in the Department of Educational and Counseling Psychology, Claxton Education Building, University of Tennessee, Knoxville. Upon completion of this study, the researcher will provide you with an explanation of the findings. Please direct any questions you may have concerning this study or your participation to Pam McNish or Dr. Charles L. Thompson at (615) 974-5131, 108 Claxton Education Building, University of Tennessee, Knoxville.

I have read and understood this explanation of the research project and have had my questions regarding the study and my participation in it answered to my satisfaction. I voluntarily agree to participate.

Name (Please print)

Signature

Date

APPENDIX D

Reprinting Release Form

As a participant in this study, I understand that some of my statements may be used to clarify the researcher's explanation of the phenomenon under examination. I am aware that total confidentiality will be maintained in doing so. I also understand that if any statement I made in the interview is reprinted, it will be done in such a manner as to maintain my total anonymity and that of any person I might have mentioned in the interview, with any identifying information removed prior to its release.

I hereby consent to portions of my protocol being reprinted as the researcher deems appropriate.

Signature

Date

APPENDIX E

Research Team Member's Pledge of Confidentiality

As a member of the research team of this project, I understand that I will be reading transcriptions of confidential interviews. The information in these transcripts has been revealed by research subjects who participated in this project on good faith that their interviews would remain strictly confidential. I understand that I have a responsibility to honor this confidentiality agreement. I hereby agree not to share any information in these transcriptions with anyone except the primary researcher of this project (Pamela McNish), her doctoral committee chair (Charles L. Thompson, Ph.D.), or other members of this research team. Any violation of this agreement would constitute a serious breach of ethical standards, and I pledge not to do so.

Name (Please print)

Signature

Date

APPENDIX F

Interview with Ronnie

P Tell me about your experiences as a partner in a dual academic career marriage.

R I'm not sure exactly what you're asking me at this point. When we got married we were both in academia. We were very fortunate in coming to the same institution. I was already here and she was able on her own to get a position here. And we've been here.

(Both laugh)

P That sounds like the Reader's Digest Condensed version. Could you fill in some of the details?

R We met in a doctoral program. We were both in a doctoral program. I was slightly ahead of her. I was two years ahead of my wife. Well, she wasn't my wife then, and I did not have a lot of dealings with her because of the two year difference, and she lived in the city and I commuted. I lived about 65 or 75 miles away so my only interaction with that campus was when I went to class. I didn't participate in any extracurricular activities or anything else cause I also worked full time. So that was it. There was no romance during that time at all. I mean, we liked each other. From my perspective she was fun. I liked her a lot, harassed her every chance I got, but there wasn't any romance. She went her way and I went on and pursued mine. I left first. That was it. We did not stay in touch at all. I thought about her from time to time but that was pretty much it. And then she congratulated me, out of the blue, about an article that she had seen published in a journal, and had a student that she wanted me to talk to about that article which was no big deal. I was more interested in catching up with her in terms of what she had been doing, what had happened cause there was a lapse of some years. Coincidentally, we were having a professional conference that she was going to attend and I was going to attend so we made an agreement that we would see each other at that conference. And I found out when she was coming in and she found out when I was coming in. It was about a five hour difference in time and I was bored and anticipating her coming in

but my ego was such that I said, "I refuse to wait, to lay across my bed and wait." So I went to the exercise room in the hotel, and she had tried to catch me while I was in the exercise room so I missed her call. I immediately tried to call her, but she figured I was just stringing her along so it got crazy. So we played telephone tag for about two hours after that, two or three hours. Finally I caught up with her and we wound up talking, catching up on old times, and I recognized that this perhaps was not a person I was supposed to let get away. We corresponded cause we were at two different institutions. So we did the telephone, letter writing business. That went on for a year. Then I changed institutions. The relationship became more serious and so then I wound up driving from here to there two or three times a month which was about a thousand miles round trip. It got real crazy cause people where she was thought I lived there so I had two residences actually in terms of I knew more about where she was than about this city. Every time I had an opportunity, I left to go see her. Then we decided that we were going to get married. We decided we were going to get married no matter where. It was just a matter of where we were going to wind up. Fortunately a position came up in this department. She got the position. That made our getting married easier because we had actually started looking for other positions all over. We got the Chronicle of Higher Ed and started checking all the want ads to see who had two positions.

P So you were specifically looking for someone who had two openings?

R That's what we were going to do or, if necessary, one of us was going to stop teaching for a while and go into private practice.

P How did you come to make that decision?

R We just agreed. The thing that took precedence was we were not going to be separated for an additional year. We knew the wear and tear it took on us emotionally. We literally did know in terms of separations that were just not real pleasant so we decided it didn't matter which one of us did not teach any longer at that moment in time. If she had gotten a

job prior to my getting a job teaching then that's what would have happened. Then I would have come along and gone into private practice wherever she wound up. We did not want to do that. That was not a preference. If it came to that, that's what we were prepared to do. The most realistic thing we were going to do was find a place that had two positions in the same department which actually was very challenging cause everyone was saying, "You can't do that. It's impossible." But I'd already seen it modeled. The department we're in had two people in the same department. Our chairperson's husband was also in the department. So, I'd seen that other places I had taught. I had seen the spouse also be in the College of Education or in the Psych Department. So I knew it was not impossible which is different from, "It's going to be difficult." People who were saying, "Well, you can't do it" did not have the same experience or had not seen it done. So I knew it could be done and it is working.

P What's that like for you? You and your wife working in the same department?

R For me, I couldn't ask for it to be any better. We have the kind of temperaments where we tease each other a lot. But on a substantive level if I am having a real bad day I can either go upstairs or she'll come downstairs and we'll talk about what's going on instantly and vice versa. And it's a matter of her knowing exactly what I'm talking about. It's not somebody trying to be empathic just because it's their role to be supportive but really not having a clue about what you do. She knows exactly what I do because she does the exact same thing.

P Can you tell me about an example of a time when that's happened?

R Yeah. Things like service evaluations, which are student evaluations. If you get beat up in an evaluation that exacts a toll on you so then I can get immediate feedback in terms of how I've been teaching. Objectively, is what I'm doing appropriate? How far off am I? What's a better way for me to attempt to do this? Those kinds of things are immediate feedback kinds of things.

P Can you tell me about a time that has happened, that you have gotten beaten up?

R Well, thought was getting beat up. I think the unique part of us and it doesn't have so much to do with the profession in terms of us having a dual career as it does in terms of being well grounded in what makes a marriage work. We forever talk a lot and we communicate and we're honest with each other in a non-hurtful way. If she is wrong, I'll tell her that she is wrong. If I'm wrong, she'll tell me. "What you're doing isn't what you need to be doing." It's not threatening to me and it's no longer threatening to her because she understands she can do that and there are no repercussions. I value having her input more than I do anybody else's including my chair, my dean, my anything else. I'll run it by her first based on where she is. Then I'll have a better sense of what I need to do. Although if my dean or my chair will say, "This is what you need to do." I'm going to do that. I'm not going to say, "Well, my wife told me to do this other thing, so I'm going to do that. Forget you folks." I'll do it from a different contextual frame. I'll do it from a perspective of, "OK, I'm going to do this but this is crazy and I know it's crazy and I'm not the crazy one but that's OK." (Pause)

P Can you give me an example of when that's happened, that you've run something by your wife and felt that maybe the dean was crazy?

R Or the rules were crazy? It's more a function of, not the dean or the chair being crazy, as it is the rules don't make any sense. Having a budget where faculty have to do all their own xeroxing, pay for it, is at best bizarre. There's an expectation that if the students get handouts or there are articles that the students need to access that they're not familiar with and I need to put them on reserve, the expectation is that I pay to have that xeroxing done as opposed to the department doing it. Any research related endeavors that we have, we have to pay for the xeroxing associated with that although the institution mandates that we do research and publish. I failed, upon hearing that, to understand that it makes sense. It still doesn't make sense to me. I do it, but I needed

to know that I wasn't the crazy one in the situation. That's probably a nebulous example but that's an example of where she fits in.

P What things stand out for you in your marriage?

R From a professional standpoint my wife has a great deal of integrity. She does not cut corners. For example, if a student hands in a paper that is clearly publishable or with revisions is clearly publishable, she will not ask payment for helping that student, attach her name to that publication as the senior author or secondary author because the ideas were not hers. All she did was say, "You need to delete...." Not all she did, but she would have said, "You needed to expand these thoughts on this level, this level, and this level. Have you cited these sources?" Those kind of revisions that it is not unusual if an instructor tells a student that then somehow the price that a student pays for that is they lose control of the article and the faculty person becomes senior author magically. There's that integrity. From a personal standpoint she's just extremely supportive and we operate on similar understandings. For example, I like what I'm doing right now. I believe she does. I don't know if she likes it to the same extent I do. I know she expresses, "Well, I don't mind doing it." This is what she's trained to do. I have no motivation to be a chairperson. That's not important for me. It's more important for me to be with my family and she understands that. There's no push to become a full professor, chairperson, dean. All I want to do is my job and do it as competently as possible. She understands that. We talk about the integrity of the department and what kinds of courses should be taught within the department. What a qualified mental health counselor should look like. We talk about academic performance and it's very helpful for me to have someone I can sort that through with in terms of what kinds of courses someone who holds themselves out to be a mental health practitioner should have, what their skill level should be like. That's real important and we grapple with that continually.

P When you say grapple, you have one opinion and Mac another?

R No. I think we are of one accord. Given that this is what we believe should happen, the skill level that this person who holds themselves out to be a mental health practitioner should have, what courses should that individual have? And there are some instances where the students do not have, clearly do not have the training to work with the kinds of clients they are dealing with. So there is an ethical dilemma there. Do we sanction that student continuing to work with the client that he or she clearly has not been trained to work with or do we pull that student and say, "You cannot work with these kinds of clients at this point in time." We will develop them. We've had battles within the department to determine that. If I know that there are X number of individuals who have a history of being sexually molested as children and that experience negatively impacts on their mental and emotional well being, yet we do not train practitioners to at least have a fundamental understanding of how to work with that population then ethically are we really preparing students? As a department we have to grapple with that.

P How do you and Mac come to terms with those things between the two of you?

R For us it's more: This is the situation and how to best resolve that. We agree this is something that needs to be addressed. We don't have the internal questioning of should it be or shouldn't it be? What are the pros and cons? It's more that we agree on this facet of it and figuring out how to put this into reality.

P Sounds like the two of you are often on the same side.

R Yeah. I can't think of, unfortunately, a circumstance where we disagreed. There have been those times but it's not a biggie. It's the kind of thing where, when we disagree, the other person doesn't feel threatened and the other person respects whatever opinion is voiced. We allow, I allow my wife to feel whatever it is she feels. I will try as much as possible to understand it. If I can't then I can't, but I'll still respect her feeling that way. And she

does the same thing for me or at least I feel she does the same thing for me. For me, it's the same thing. I clearly would not be able to come up with an instance where I would be able to say I was disrespected.

P Could you tell me about a time when you were respected?

R Yeah. I guess we have some challenges around the raising of my stepdaughter, and sometimes I don't always agree with her parenting, and she doesn't always agree with my parenting, but we agree on the need to do something in relationship to amending some behaviors. She is always attempting to see how I feel about whatever it is that is going on both in terms of results and in terms of process. That's very nice really.

P Can you remember a specific issue that has come up?

R Rights of entitlement. "You're supposed to do this for me." Issues around what is appropriate behavior for a child. "I can interrupt no matter what's being said. I need to be the focus of attention." Those kinds of issues. So we agree, my wife and I on, "OK, this is something that has to be addressed." What needs to be dialogued is, "What is the most beneficial way to change the behavior we want to alter?"

P Tell me more about that.

R It's just problem recognition. Our daughter will say something that's inappropriate as in interrupting, "How much does that cost? That was extremely expensive." Well, there's no need for her to know how much something costs that isn't hers. There's a discussion generally about, "Well, that may not be something you need to know right now because that's not yours and I'm not sure I understand why it's real important for you to know that. If you find that out what are you going to do with that piece of information?" "Nothing. I just want to know." "Perhaps I can tell you something else. I'm not sure you need to know that." So my wife and I will discuss

that at another point that same evening. The best way of trying to make sure we do not age accelerate this child. She will take a position in terms of what she thinks will be the best way to effect change and we'll listen to that. If we agree, if her idea is just so wonderful on the front end then we'll agree with that and there's no problem. If I think it needs to be handled in a different way, I'll say what I observed and whatever way I think will be appropriate. At that point we'll look at it and we'll agree on something. It may not be in totality what either one of us had proposed.

P Are there things that you would have liked to talk about that have not come up?

R No. I guess I'm operating from the perspective that some things are simply given. I believe it's important that both people support each other. Again I understand there are nuances with every dual career marriage that no two are probably alike. What has worked for us is that there is clear and open communication and there is genuine concern about how the other person is doing. There is no opportunity to blow the other person off. Mac will not allow me to do that and I will not allow her to do that to me. A concrete example is, "How was your day?" "Fine." "How are you doing?" "I'm OK." "Well, you don't really seem OK." She will articulate the difference. "You don't usually just say 'Fine'." Or, "You don't usually just say 'OK'." Generally, at least for the both of us it's more a permission statement. It's each of us waiting for the other one to say it's OK to talk about it because we come from a place where we internalize everything. The communications piece is very important. I think being supportive of each other is extremely important.

P When you say you "come from a place where we internalize everything", can you tell me more about that?

R I think it's more personality. Well it's a combination of personality and cultural imperative that says you don't share feelings with others. You just internalize them. And you have to be strong, stable,

and balanced under any circumstance. We've talked about it some and I think we agree without being stereotypical I think based on her Asian cultural heritage she does internalize. She attempts not to be emotional. So she tolerates a lot if I don't say, "You don't have to take that even if it's from me." As a counterbalance to that I will internalize. If something doesn't go right or if something really bothers me I will not bring it up. As a general rule I will just keep it inside and let it fester until it is no longer an issue. Together we will not allow the other person to do that wherein if you separate us out we do that. We'll go into old habits. When I look at it, it took us a while in the relationship to recognize that. I think you put a person at a disadvantage if you expect them to be able to mind read what's going on with you and we don't place each other in that situation. I think there needs to be some parameters on the relationship. Just because you are in a dual career relationship related to, in this instance, academia. Academia puts pressures on you that sometimes it's hard not to take things home. Whether it's a student's test or that article that you have to publish for tenure or whatever. You have to set boundaries that say, "Listen, this is our time and I'm sorry that article is going to have to wait." I think you have to really allocate your time.

P Can you tell me about a time when you have allocated your time?

R Because there's a family involved it means I can't just cloister myself off when I come home and say, "I'm going to grade these tests for the next two days." Cause if I do that, that's two days of non-interaction with the family and the tests aren't worth that to me. So that means I have to decide during office hours that I am going to cloister myself off in there and begin to grade tests or I'm just going to have to find time that is not intrusive related to the house. Every now and then one or both of us will have to either come to campus when we really don't want to or grade papers at home when we really don't want to. But the other person doesn't feel threatened. So if my wife has to do that then I will find something that I can do that is also school related or personal that works wherein

I'm not in her way and demanding her time. Similarly she does the same thing and I think that's very important for dual career families.

P An example?

R One of the courses I teach involves my listening to tapes or critiquing the audio tapes or video tapes of students in sessions with clients. If you've got twenty to twenty-five students in a class there's no way to do that and to do that the week after you've just given it to them. That means you're going to wind up having to take some home. What Mac will do is prepare a lecture while I'm doing that, for example, or she will get on the Step Master and say, "OK, I see you are going to get caught up in that. I'm going to exercise." So that's the kind of thing I mean in terms of us finding some time. If that's going to be what transpires, then the other person says, "Well, I can also have some productive time." And that works and again no one is made to feel like a villain because they have to do that.

P You've talked about dealing with things you have to do individually. What things do you do together?

R We do research together, we publish together, we have published together, and plan to continue publishing together. We consult together or at least on some things we consult together. In the not too distant future we will go into private practice together.

P What is that like for you?

R It's real comfortable for me because I respect her professional skills and it's just a good thing for us. We're very pragmatic and it makes all the sense in the world.

P Have you ever found yourselves competing with each other?

R Nope! That's a non-issue. That's one of the rules. Thou shalt not compete. So we don't compete with each other and we don't do therapy with each

other. We have been co-leaders in a group but there is no competition. This may be a phase that we're going through but it's the mutual admiration society. There are a lot of non-verbals that go on. It's her looking at me saying, "OK, I've gone as far as I can go with this." And me taking over or vice versa. It's my saying on the front end, "OK, you start this and I'll pick up whatever I pick up." And that's what happens and I'm very comfortable with that. I would not be comfortable with that with anyone else at this point that I can think of. I think there are some personal and some professional things that carry over that makes the professional more comfortable.

P What's it been like for you to be in the same department?

R There has been some harassment from colleagues but it's been good-natured harassment. "I'm going to tell your wife what you did." "Do I need to ask her if you can sit in on this?" That kind of thing. It has all been good-natured. I have not detected any jealousy or animosity. I think a lot of that has to do with us being very clear on our own identity and being very comfortable with that. There was no assumption that because we are married we are going to be thinking along the same lines. Even if we do, everyone knows that we will have reached that conclusion independent of each other and just happen to agree. But there are no assumptions made because they simply are not valid.

P How do you stay clear on your separate identities?

R Well some of it worked itself out because my wife maintained her maiden name so there's no automatic linkage. You have to really think, "These two are married." (pause) We are a bi-racial couple so normally you don't think of the two of us being together so I think that also makes people have to think, "These two are married." When we sit in faculty meetings we don't sit next to each other, we just find seats anywhere. I don't know if that's conscious or subconscious. If there are only two seats next to each other we are not going to take one seat and I sit in one corner and she sits in another. We are going to sit next to each other but as a general rule because

we're in different parts of the building there are very few places we are going to arrive in at the exact same moment. She has colleagues that she gets along with that either I don't know or I choose not to get along with in terms of being buddy-buddies with. And that's fine. So we have our own professional identities. Although we have collaborated on things, we have both published individual articles, also. So we have our separate identities. We have fields of interest that are clearly the same but we also have fields of interest that are different. So we have our own identity and we cherish that. When I stated that my wife was fortunate enough to get this position when it came open I meant that very literally. There was no attempt on my part to coerce the department. There was no arm twisting at all. I owed it to my chair to tell her. I asked if she had a problem with a married couple in the department. She said no and I said, "Well the reason I'm asking is because of this position that has come open. I want my fiance to apply for it and if there is no problem with that then I'll tell her apply." She said she didn't have a problem. Mac subsequently applied and the chair did not share that information with the search committee until they had identified the candidates they wanted and she turned out to be the number one candidate. At that point, the chair told them I was not in the selection process. I never got to vote for her. I understand the premise but if she had lost based on my non-vote, I probably would not have been very happy but she did all of that on her own. When we applied for all other positions, we never once mentioned that we were coming as a husband and wife team. We sent applications and because we weren't in the same place, the only way there was a linkage was where you would see in the publication record where we had published together so we had linkage there. There were two places that we were the top candidates together. Everyone said, "Wow, that's really a coincidence. Do you know this person?" And we would say, "Yeah. By the way let me tell you this." (Laughs) But we always did it independently and the only time we would share that information was when people were in the decision making process and we felt we owed them that responsibility. We were not prepared to go in on the front end saying, "The next application you see will be from this person and we're

going to get married, so you need to know." Because we may not have been selected so there would have been no reason for that but when they got to that point then we would tell them they were candidates.

P What else stands out for you.

R I don't know that anything else stands out.

P What would you do differently?

R I wouldn't. We've talked about this and I pat myself on the back a lot because we are very open and honest. The thing that took precedence for us, at least for me and I'm saying for us although I can't really speak for both of us, was the relationship itself. We were prepared to do whatever it took to maintain the relationship. If that meant by definition that we had to walk away from academia then that's what we would have done. We simply were not prepared to stereotypically have her be the spousal appendage. That was not going to happen. I did not want to be a trailing spouse although I was more than willing to be. But she was not prepared to let me be a trailing spouse. So whether we were going to both do it or one of us was going to go into private practice or both of us were going to go into private practice. One place said, "Well, OK, you will get the job and we'll let your wife work in the counseling center." I don't think so. And they got turned down for that very reason. Then the second spot came open for whatever reason and they wanted to give her that spot so now we could have both gone there. We said, "No. It's too late now. We've already done other things." And this has been our best choice.

P (Demographic form. Any questions or additional comments? Thank him.)

VITA

Pamela S. McNish was born in Newport, Rhode Island on October 31, 1952. She attended public schools in Charleston County, South Carolina, and was graduated from General Wm. Moultrie High School in 1970. She was awarded the Bachelor of Science degree in Psychology from the College of Charleston, Charleston, South Carolina, in December 1988. In August 1989 she entered The University of Tennessee, Knoxville, and received the Doctor of Philosophy degree in Education in December 1994.