POTENTIAL APPLICATIONS OF POWER LOAD MARGIN THEORY FOR WOMEN WITH TENURE IN HIGHER EDUCATION

A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE DOCTOR OF EDUCATION

BY

AMANDA SALYER-FUNK

DISSERTATION ADVISOR: DR. MICHELLE GLOWACKI-DUDKA

BALL STATE UNIVERSITY

MUNCIE, INDIANA

May 2012
ABSTRACT

The purpose of this case study is to explore how tenured women with children describe their experiences; to discuss what institutional structures and policies they identify as influencing their advancement; and to see what they identify as the benefits, rewards, challenges, and/or sacrifices related to having tenure. Ultimately, a collection of sensitizing themes and descriptions emerged. The intent was to better describe the specific experiences of women using an adult education theory that has a core emphasis on personal wellbeing and theoretical parameters for successful work-life negotiations. The journey for mothers who seek tenure is an arduous one. The benefits, rewards, challenges and sacrifices are multidimensional and have complex implications for the lived experiences described in this study. The word balance may not accurately describe the association between the roles a mother-scholar plays. The mothers in this study described negotiation between responsibilities and deadlines and the integration of work
at home as well as the integration of home at work in such a way that the two sides were inseparable. Acclimating to the fact that the role of mother and scholar are inseparable suggests theoretical movement toward a position that values the merit of the transformational learning that occurs as a result of motherhood as a positive occurrence.

# Table of Contents

ABSTRACT ................................................................................................................................. ii

Table of Contents ..................................................................................................................... iv

Chapter One  Introduction .......................................................................................................1
  Theoretical Framework ............................................................................................................ 5
  Researcher’s Statement .......................................................................................................... 7
  Definition of Terms ............................................................................................................... 9
  Chapter One Summary .......................................................................................................... 11

Chapter Two  Literature Review .............................................................................................. 13
  Tenure .................................................................................................................................. 13
  Women and Tenure ............................................................................................................. 16
  Motherhood and Tenure ...................................................................................................... 20
  Power, Load, Margin (PLM) Theory ................................................................................... 22
  Research Questions ............................................................................................................ 25
  Chapter Two Summary ........................................................................................................ 25

Chapter Three  Methods .......................................................................................................... 27
  Research Questions ............................................................................................................ 27
  Case Study Methodology ..................................................................................................... 27
  Informed Consent ............................................................................................................... 30
Chapter One
Introduction

The path to success in higher education is different for women than for men (American Association of University Professors [AAUP], 2010; West & Curtis, 2006). Although steps have been taken to add equality for women in the workforce, the literature suggests that higher education falls behind the general private sector. More work is needed in terms of creating worksites that support women’s advancement in lieu of the unique ways women experience the intersection between work life and home life (AAUP, 2010; Taylor et al., 2010). The gender imbalance is particularly evident when considering women who commit to advancing their careers through tenure-track faculty positions in higher education. The perspectives in the literature that are used to explain and describe tenure track faculty include the idea that the tenure-track framework evolved during a time when men were predominantly the financial providers, and women were the primary caregivers in the home (Rapoport, Bailyn, Fletcher, & Pruït, 2002; Schuster & Finkelstein, 2006; Williams, 2000).

Since passing title IX in 1972, strides have been made to work toward gender equity in many areas, including representation in higher education. However, the number of women entering tenure-track positions or holding high-ranking administration positions or full professorship has remained low. Women hold only 24% of all tenure-track positions despite the fact that women now receive doctoral degrees in record
numbers according to a report produced by the AAUP (West & Curtis, 2006). In the 2008-2009 academic year, 28,962 doctoral degrees went to women and 28,469 doctoral degrees to men, according to an annual enrollment report from the Council of Graduate Schools, based in Washington (Bell, 2010). Some suggest that gender imbalance is a crisis in higher education (Gappa, Austin, & Trice, 2005; Schuster & Finkelstein, 2006). Although the number of women serving as faculty members has increased during the last two decades, the anticipated increase in the number of women who successfully received tenure has not met projections (Glazer-Raymo, 2001). The literature offers a wide range of explanations for this occurrence; however, a dominant rationale is not evident. This outcome likely stems from the fact that the elements that contribute to the advancement and success in higher education are complex (Mason, 2012; Mason & Goulden, 2002; Kittelsrom, 2010). Faculty members have always faced occupational challenges that differ across institutions, disciplines, departments, and programs. The path becomes more difficult when family, social, or cultural expectations are added.

There are accounts from women that suggest strategies for successfully gaining tenure or elevated administrative positions despite the documented hurdles (Aisenberg, & Harrington, 1988; Armenti, 2004b; Gappa, Austin, & Trice, 2005). These strategies do not represent all the possible tactics for overcoming barriers for women in higher education (West & Curtis, 2006; Wilson, 2001b). Missing from the literature are accounts about how well-being is affected as life events occur and additional responsibilities develop as a result of social, professional, and cultural expectations.

What we know is that most American adults organize their lives around two social institutions: work and family. It is plausible that family considerations and
responsibilities, rendered by social and cultural values, play large roles when deciding which avenues in higher education women will pursue professionally (Kornbluh, 2003; Williams, 2000). Under even the best situational variables, women still may not pursue a traditional academic career path due to factors outside of the academy. Also equally plausible is the idea that since women generally retain a majority of the caregiver responsibilities in a family, they may have variations in productivity that affect their marketability for such positions (Williams, Manvell, & Bornstein, 2006). Finkel and Olswang (1996) wrote that women assistant professors identified the amount of time needed to care for young children was detrimental to achieving tenure. Davis and Pilat (1990), in their survey, which included both female and male faculty, discovered that only women identified family commitments as obstacles to publication productivity. In line with many other industries, women academics also report more time-spent caregiving than men academics (Armenti, 2004c). Some authors have suggested that consideration for social responsibilities are of little consequence since what really matters is whether an academic is productive and to what degree (Townsend, 1998). In what is coined as a “publish or perish” climate, many have likely developed unwritten personal policies in an attempt to survive the tenure quest.

Gappa, Austin, and Trice (2005) made a case for reforming tenure-track appointments, given the unique roles and responsibilities of women, to include more flexible arrangements. Furthermore, they suggested that the idea of a male worker who could concentrate on an academic career while his wife handled family matters is no longer practical (Jacobs & Winslow, 2004; West & Curtis, 2006; Wolfinger, Mason, & Goulden, 2009). Descriptions and differences of role conflict that exist for Americans
begin to further support the idea that individual solutions for both women and men may be desirable in the next version of the professoriate.

Joan Williams (1999) noted another contribution to the complexity. She suggested the ideal employee is one who is expected to obligate extreme levels of commitment and time to the job with very little time off over the years. This standard is applied equally to both men and women, yet women are typically required to retain the role of primary caregiver and homemaker as well as employee. The process of seeking tenure suggests this same principle of extreme obligation. Each person seeking tenure must work to specialize in a field and work diligently to produce a certain quota of elements (e.g., scholarship, teaching, and service), during a specific and finite amount of time. Although the rules within the tenure-track system are the same for men and women, issues that affect women alone put them at a disadvantage in this system. The two most commonly noted issues include reproductive health concerns with age and care taking roles.

Medically speaking, a woman’s prime reproductive health occurs during a finite number of years that often coincides with the pursuit of tenure. The trends related to the number of women seeking both tenure and a functioning family life are hard to examine since data collection related to this subject is generally taboo (J. Curtis, personal communication, September 13, 2010). Tracking someone’s intention to begin a family or the existence of family is protected in an attempt to reduce discrimination. Although a 2003 report from the National Study of Postsecondary Faculty (NSOPF) offers some information about the number of faculty members who had dependent children, it is not clear how many respondents were mothers versus fathers. The survey included a question asking, “How many dependent children do you support?”; however, this report
The most recognizable and prestigious position for an academic in higher education is a full professor rank with tenure. Monks (2004) suggested that the most secure path toward higher compensations, job security, and the traditional conceptualization of success within higher education progresses from assistant professor on a tenure-track to associate professor with tenure and then on to full professor. Deductively, it is becoming evident that women either choose another path or are unable to persist through the ranks. Blair, Brown, and Baxter (1994) suggest male dominated attitudes may have much greater implications than many are aware. As people navigate the tenure process, the levels of stress for both men and women increase with more men persisting on the path than women (Green et al. 2008) The difference in numbers of women versus men achieving tenure represents an opportunity for researchers to investigate and gain a better understanding of the experiences, resources, and structures that influence women seeking and attaining tenure (West & Curtis, 2006).

**Theoretical Framework**

An interpretive qualitative approach was used for this inquiry. Methods consistent with creating and analyzing case studies were used to explore the questions posed above using the Power Load Margin theory (PLM) as a guide for interpretation and analysis (McClusky, 1963). This theoretical framework crossed many disciplines, which permitted a broad and deep exploration. This interdisciplinary approach allowed for possible connections between the described experiences and concepts from adult education, adult psychology, and wellness to emerge (Antonovosky, 1987; Hiemstra,
2002; McClusky, 1963). A cross-disciplinary approach was well-suited to this inquiry, due to the complex nature of tenure system, the individuals involved, and the fact that each participant came from a different disciplinary field. This approach and PLM theory specifically created theoretical space for exploring the complex nature of each case.

McClusky (1963) proposed that the dynamic nature of life and how we each perceive our worlds has an unavoidable impact on our lived experiences and learning that could extend into later life (Hiemstra, 2002). According to Hiemstra (1993), McClusky felt the theory was relevant for understanding adults' physical and mental well-being, especially during their later years when various demands or pressures might increase. McClusky believed adulthood involved continuous growth, change, and integration, in which constant effort must be made to wisely use the energy available for meeting normal living responsibilities. However, because people have less than perfect control over many aspects of life, they must always be prepared to meet unpredictable crises or problems. (p. 19)

This theoretical approach was sensible due to the nature of the problem at hand. The problem was multi-faceted and presented most fundamentally as a discrepancy between the numbers of women and men in tenure-track positions. Even more daunting is that relatively few mothers seek tenure. Common rationales for that discrepancy existed in the related literature; however, information about how women described the journey in terms of the effects on their well-being, productivity, and relationships was not as readily discussed (Evans, 1989; Gappa, Austin, & Trice, 2005).

The timing for this project was noteworthy because more women graduated with doctoral degrees than ever before in the past several years. Also, there is anticipated
exodus of retiring professors that could open the door for change in the demographics of the professoriate. However, some have suggested that since women are less likely to sacrifice starting and raising their families for their careers, the policies governing academic careers may need adjustments in order to become more attractive to women (Haddock, Zimmerman, Ziemba, & Curent, 2001; Kornbluh, 2003).

The theoretical framework allowed the researcher to highlight and interpret crucial information and situational variables deemed important to the participants and the researcher. Since the framework is dynamic in nature which allowed for creative solutions and new interpretations for entrenched policies to emerge. Interpretation was accomplished through the identification of recurrent, common, and uncommon themes that emerge within the data. Power Load Margin Theory (PLM) as an interpretive qualitative approach may allow for greater identification and explanation of complex variables due to the dualistic nature of the theory.

Although widespread agreement on the utility of PLM theory does not exit, McClusky (1963) wrote of being able to describe the dual nature of complex life variables. According to Roger Hiemstra (personal communication, July 1, 2010), PLM has not made “the big time” but has many aspects worth exploring.

**Researcher’s Statement**

As the researcher, I had a personal interest in selecting this topic. I am a mother of two and I teach in a contract faculty position. I live the dilemmas outlined in the literature for women working in academia. I have experienced the pressures related to going on maternity leave and returning to work, mother’s guilt, and the need for special consideration in terms of schedule allocation. I also entered this project as the primary
caregiver and primary wage earner for my family, which allows me to be keenly aware of the multifaceted nature of the cases I seek.

Although I did not classify myself as a complete insider as suggested by Bogdin and Biklen (2003), I engaged in intimate observations of my peers which allowed for new ways of knowing and understanding within a related paradigm. Although my position was not tenure-track, there were instances where I used my role to add insights from my own personal experience, as they fit with the data. From my experience both as a wellness professional and an adult and community educator, I looked at the issues related to mothers with tenure from multiple perspectives which included, but were not limited to, the participants’ physical, social, emotional, spiritual, intellectual, and/or occupational well-being. Awareness of one’s “biases, blind spots, and cognitive limitations are viewed as high a priority as theoretical knowledge” when conducting qualitative research (Simmons, 1988, as cited in Brown, 1996, p. 20). Exploration of my own assumptions and opinions about the tenure process and how women navigated related experiences was ongoing, and it has influenced the interpretation and dissemination of the data collected.

The methodological framework that I have chosen for this study allowed for an interpretation of the intersection between my own reality and the realities of those who contributed to the research. Full disclosure and acknowledgement of researcher bias is considered a best practice with this method of research. Since I believe there are multiple realities that are both subjective and constructed (as opposed to a single, objective, known reality), I have reflected upon and represented the findings from this study dynamically and attempted to reveal robust and intricate versions of the experiences that were described.
I have attempted to share the findings of this research with attention to my voice, as well as those contributing to the research in a clear and powerful way. Guiding my interpretation and presentation of the findings was my desire to represent the voices as genuinely as possible. With that in mind, I could not disregard the fact that my voice was ever present. My voice can be heard through the information that I chose to include or omit, the conclusions that I deemed powerful to this study, and the data I used to support those conclusions. I believe that with each level of understanding comes another potential level of understanding that requires additional exploration and inquiry.

The creation of thick descriptions was useful for this research because I was able to use the stories told to me in the interviews to provide context for the experiences women reported during the tenure process. Readers of this research seeking more information to help them determine if a tenure-track position will line up with their personal values and professional aspirations may be well served. The context and thick descriptions should lend to the readers’ exploration.

The methodological framework for this study allowed for an interpretation that comes out of the interaction or intersection between the reality of researcher and that of the researched. Throughout the process, I took measures to raise my awareness, to monitor my bias and acknowledge my subjectivity while collecting and analyzing the data. These measures included recording my personal reactions and critical analysis of those reactions among others (Zembylas & Boler, 2002; Dirkx, 2001; Zembylas, 2007).

**Definition of Terms**

I offer the following operational definitions for clarity for my readers.
Interpretation. The act of creating conditions that lead to better understanding. According to Denzin (2001), there are several conditions that may be utilized for interpretation including emotional, cognitive, spurious, or authentic and that every interpretation should be relational, interactional, contextual, dialogic, and polyphonic.

Load. This represents items that cause stress, dissonance, anxiety, or that simply diminish capacity or power. There are infinitely many sources of load coming from both internal and external sources. External sources might include tasks of life such as family, career, socio-economic status, health status, environment, or people who add elements of load through work, school, or other obligations. Internal sources of load might include self-concept, goals, personal expectations, anxiety, and self-rated well-being (Hiemstra, 1993).

Margin in life. This represents the relationship between elements of power and load in McClusky’s Power Load Margin theory (Main, 1979; McClusky, 1963). Margin represents the ratio between power and load. Although there is not an exact way to measure margin that would hold true in all situations it is hypothesized that a margin between 30-70% is ideal and that people will continue to thrive if they maintain a ratio in that range (Hiemstra, 1993; Main, 1979; McClusky, 1963; Stevenson, 1973).

Power. Elements of power consist of many combinations of external and internal resources that may contribute to a person’s ability to manage their life. Examples might include family support, social connections/strengths, financial resources, or environmental adaptations that lead to desirable outcomes. Power may also be internally acquired or accumulated skills and experiences contributing to effective performance, such as resiliency, coping skills, and personality (Hiemstra, 1993).
Role conflict. Simultaneous, incompatible demands from two or more sources or a conflict among the roles corresponding to two or more statuses (Home, 1998).

Role contagion. A preoccupation with one role while performing another (Home, 1998).

Role overload. An insufficient time to meet demands (Home, 1998).

Role Strain. The stress or strain experienced by an individual when incompatible behavior, expectations, or obligations are associated with a single social role.

Thick description. A description that attempts to capture meanings, experiences, and contexts for a given situation. The thick description may contain elements of history, context, biographical information, or any other details that may add depth and uniqueness to the scenario (Denzin, 2001).

Chapter One Summary

The purpose of this study is to explore how tenured women with children described their experiences; to discuss what institutional structures and policies they identify as influencing their advancement; and to see what they identified as the benefits, rewards, challenges, and/or sacrifices related to having tenure. Ultimately, a collection of sensitizing themes and descriptions emerged that added depth and breadth to the literature. Although there are several studies that explore social, political, and systemic trends for women seeking tenure, there is little data describing the specific experiences of mothers with tenure using an adult education theory that has a core emphasis on personal well-being and theoretical parameters for successful work-life balance.

Chapter two will review literature related to tenure, women seeking tenure, mothers with tenure, and PLM theory and its limited use. Although information
specifically linking PLM and college faculty/administrators is limited in the literature. Research on related subjects will be used to provide insight when possible.
Chapter Two

Literature Review

The review of literature is presented in alignment with the research questions and purpose of the study. The subsections of this chapter will be organized as: a definition and explanation of tenure, issues related to women and tenure, implications of motherhood related to tenure, and Power Load Margin theory. This literature served as a starting point for this study; however, as the study progressed, I returned to the literature and made additions as needed. The literature review represents the context of the study and identifies the gap that this study intends to address.

Tenure

The word tenure is from a Latin root which means “to hold or to have in possession” (Tenure, n.d.). In education, tenure refers to status granted to an employee, usually after a probationary period, indicating that the position or employment is permanent. The nuances and implications of gaining tenure in higher education are vast, and the process outlined for the coveted achievement differs from place to place. In theory, those with tenure have some level of protection that is intended to afford them academic freedom throughout their time in the position. It is suggested that gaining tenure means long-term job security, higher pay, and prestige. Perceived as the “Holy Grail” within higher education, the traditional tenure system established more than a century ago has seen few
changes over the years, despite major transformations in higher education and shifting demographics of the professoriate (Jackson-Weaver, 2010).

The American Association of University Professors (AAUP) established widely accepted policies for tenure in 1925. The policies were updated twice during the Twentieth Century. In 1940, the AAUP and the Association of American Colleges (AoAC) agreed upon a restatement of the 1925 conference statement on academic freedom and tenure. The purposes of the statements are to promote understanding and support for those who teach and research in higher education with specific concern for academic freedom and tenure (Jackson-Weaver, 2010).

The following is an excerpt of the overview from the 1940’s AAUP statement (2006):

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. (pp. 3-4)

Tenure is a means to certain ends, specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society. (pp. 3-4)

The statements also provide an overview of policies that serve as a guideline for colleges and universities to follow as they each establish their own policies related to
tenure. The guidelines have been debated in terms of contemporary application. The guidelines from the 1940’s statement are below:

1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

2. Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person’s total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.

3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

4. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be
heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to accompany an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence, the testimony should include that of teachers and other scholars, either from the teacher’s own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

5. Termination of a continuous appointment because of financial exigency should be demonstrably bona fide. (AAUP, 2006, pp. 3-5)

As mentioned above, the guidelines have been updated twice since their creation. The second occasion addressed and removed gender specific language from the document. Some suggest that the updated language signifies the first of many interpretive changes that will occur as the demographics for the professoriate continue to change (Jackson-Weaver, 2010). Despite these changes, it remains unclear whether women actively refrain from seeking tenure-track positions or if they are systematically excluded from those positions either overtly or covertly. Intentional or unintentional exclusion of qualified candidates in this manner is a human resources tragedy according to some (Tannock, 2008; West & Curtis, 2006).

Women and Tenure

One of the most dominant rationales cited to explain the gender inequity in higher education is that faculty positions were formed using male dominant career model that
was established in the nineteenth century. This model often forces women to choose between career and family. For those women who choose to seek tenure, they are often watching both their tenure clocks as well as their biological clocks. The average age of a woman can expect to receive their terminal degree is 34. The average tenure clock is typically five to seven years, which squares up to the end of a woman’s reproductive cycle. She describes the first five years as the ‘make or break’ years for female academics, in terms of both career and childbearing, not to mention the demands of raising young children (Mason, 2012). The gender specific language changes to the AAUP statements on tenure mentioned above are an important piece of this conversation because some believe that gender inequities persist in part due to an unconscious mental model that is exemplified in the language used in the policies that govern our institutions (Marchant, Bhattacharya, & Carnes, 2007).

Conflict between career and family is also cited as one of the most difficult barriers for women to traverse on the path toward tenure. Women report experiencing more stress and less institutional support than their male colleagues when pursuing tenure while attempting to balance work and family (Ward & Wolf-Wendal, 2004; Williams, 2005; Wolf-Wendal & Ward, 2006). As a result, women are often advised to postpone beginning their families until receiving tenure or to have their children prior to accepting a tenure-track position. Both of these recommended paths are cumbersome according to the literature. Once a woman has a family, other dynamic challenges begin to develop. Dupont (2010) wrote:

Juggling well describes what all people must do to meet the competing priorities of life. To actively pursue satisfying relationships, careers, personal interests,
healthy recreation, as well as the simple responsibilities of living, requires devoting enough, but not too much, attention to each one. (p. 1)

Although stress levels and competing priorities are also reported to increase for men, one of the main differences between the sexes is that women most often retain more of the caregiving role for aging parents, children, and home matters. The AAUP (2001) asserted “the lack of a clear boundary in academic lives between work and family has, at least historically, meant that work has been all pervasive, often to the detriment of family” (p. 2).

The perspectives saturated in the literature pertinent to this work include ideas that the tenure-line framework evolved during a time when men were predominantly the financial provider and women were predominantly the primary caregiver and not working outside of the home. Now that women make up more than 50% of the work force and are graduating from with terminal degrees in higher numbers then men the discrepancy becomes more troubling (Armenti, 2004a).

An updated approach would be beneficial for the large number of female faculty, as well as some male faculty members, for whom a healthy balance between professional and personal lives is imperative. Gappa, Austin, and Trice (2005) made a case for reforming tenure-track appointments with the interest of women in mind. They suggested that women could benefit from more flexible arrangements given their added responsibilities for establishing themselves as teachers and scholars, as well as their responsibilities for managing a household while rearing children. On the other hand, the fact that there are examples of women navigating the terrain successfully represents space for other approaches that may lead to a better understanding of the loads, resources, and
policy structures that lead women to success as opposed to the barriers that have been outlined in the past (Patterson, 2008).

Also noteworthy from the literature related to tenure is the concept that higher levels of stress exist for both men and women as they proceed through the tenure process (Greene, et. al., 2008). As reported by Thornton (2003, 2005):

This result holds for all institutional types: research university, doctoral university, comprehensive college, and baccalaureate college. It also holds for different academic disciplines (the humanities, social sciences, and natural sciences), and it has persisted since 1972, when the 1964 U.S. Civil Rights Act’s prohibitions against discrimination based on sex were extended to higher education. (p. 4)

Others report that the “intensity of academic life is bewildering” (Weibe & Fels, 2010, p. 19). Schuster and Finklestein (2006) wrote about the physical, social, intellectual, and vocational strains they experienced as women seeking tenure. They concluded as others had before them that taking time to learn the culture of a department, finding strategies for the blatant lack of support, dealing with professional and personal isolation, balancing the demands of life, work and well-being and conquering the requirements of tenure are intensely challenging (Weibe & Fels, 2010). Further they acknowledged that although they were free to pursue whatever teaching, service, and scholarly research they wanted, they were implicitly restricted to choose research that would be viewed well by the tenure committee in their institutions.

Lastly, some have suggested that there is an invisible framework or unspoken rule book that women academics are conditioned to abide by. Blair, et. al. (1994) established and supported the claim that women are more often attending to multiple roles in all areas
of their lives and that the split roles lead to challenges that are different than those faced by men. Also established is that the standards of measure particularly in academics are bewildering for women as reflected by the idea of the “male career model.” Blair, et. al. (1994) wrote that subtle, yet powerful indicators of the phallocentric nature of academics include the idea that quantity of publications is more important than quality or impact and time spent building a community of scholars is essential to academic reputation.

**Motherhood and Tenure**

Motherhood alone deserves special consideration as a portion of this work. “Surprisingly, the inclusion of women in academia as subjects of research on work and family/parenting has only occurred recently” (Fothergill & Felty, 2003). The dynamic nature of mothers seeking tenure differs from that of women who do not have children in significant ways. The biology of the process serves as a significant multidimensional load experienced by the mother. The life transition from a childless woman to a mother is radically life altering in terms of time (Fothergill & Felty, 2003). The social expectations of motherhood that are deeply engrained in each culture are ever present and in many ways non-negotiable.

Consistent with patterns in literature from other career paths the careers of academic women is often impeded by parenthood. Notably, mothers in academics face many conflicts between the demands of home and the need for focused time for writing and research (Wilson, 2001a). As mentioned before another reason that the discrepancy, if not discrimination, exists is because the academic model for career success implicitly requires long workweeks, travel, and relocation. All of which prohibit the participation of mothers (Mason & Goulden, 2002).
Mason and Goulden (2002) wrote that babies do indeed matter when it comes to success in academics. They discovered that women who have a baby between earning a Ph.D. and five years after are less likely to be successful at earning tenure than men. Consequently, they also asserted that men who have babies during this same period are often more successful than those who do not have babies early in the process. In a seemingly serendipitous way having babies within the first five years post-doc seems to be helpful for new fathers and detrimental to new mothers. Mason and Golden (2002) concluded that women who attain tenure regardless of discipline are not likely to have children at home.

As a result of the perceived hostility toward women some refer to the Ivory Tower as the Toxic Tower (University of Akron Status of Women Committee, 1997). Some examples of the covert hostility noted in the literature include the like of formalized maternity leave. In many cases, mothers are forced to use sick time and are ultimately still expected to work to some degree. Examples of the types of work that mothers report doing while on maternity/sick leave include grading, responding to student situations, and continuing to research. Some describe an increase in pressure and that they perceive the expectations are higher for those who take leave or choose to stop their tenure clocks (Fothergill & Felty, 2003; Williams, 2002; Wilson, 2001a).

Timing of children is a sensitive construct on many levels. According to Waldon (2002) job hunting is particularly precarious for women who plan to have children or who already have them. Waldon (2002) suggested that there could possibly be a negative association for those who are open about their family intentions during job searches. Also cumbersome for mothers is the inability to travel as easily when their children are
younger. The expectation of travel for professional conferences and presentations is often and explicitly stated on the job description. Wilson (2002) described the unique dilemma well. She wrote about the difficulties mothers contend with when they have to manage nursing, networking, and socializing on an intensely limited time schedule. She expressed that sometimes with larger professional organizations there will be pre-arranged consideration and daycare offered but that is not the majority. Also noted in Wilson’s (2002) work was that at times mothers fear they will be perceived as less professional than colleagues if they bring their children along.

**Power, Load, Margin (PLM) Theory**

In 1963, Howard McClusky wrote of the internal and external pressures and resources that each person manages on a daily basis. He envisioned a relationship between the three components and coined the theory known as the Power Load Margin theory of Adult Learning. McClusky (1963) conceptualized a formula to describe the relationship between the power (i.e., resources) and load (i.e., demands on resources). His original intent was for adult educators to use this theory to help negotiate decisions related to their teaching methods, course management, and content through the creation of a teaching model. The theory was fundamentally applied as a way to understand the resources students may have and the demands for those resources that could aid or hinder their lifelong learning, growth, and personal development (Main, 1979). McClusky contended people have unlimited potential for learning and growth, and learning adds value to life through added resources over time (Heimstra, 1998). Some suggest that this theory is a way of explaining and understanding life (Munn & Rocco, 2008). McClusky (1963) proposed that the dynamic nature of life and how we each perceive our worlds has
an unavoidable impact on our lived experiences and learning that could extend into later life (Hiemstra, 2002). According to Hiemstra (1993):

McClusky felt the theory was relevant for understanding adults’ physical and mental well-being, especially during their later years when various demands or pressures might increase. McClusky believed adulthood involved continuous growth, change, and integration, in which constant effort must be made to wisely use the energy available for meeting normal living responsibilities. However, because people have less than perfect control over many aspects of life, they must always be prepared to meet unpredictable crises or problems. (p. 6)

McClusky (1963) explained PLM as involving the load or pressures someone experiences and the power or resources available to carry that load. Margin, which serves, as a quantification of resources, is the relationship between the load associated with life and the power or resources available to navigate the terrain. The formula, \( P/L = M \), represents a relationship between load (L) and power (P) that renders a margin (M). According to McClusky, appropriate margin must be available for successful navigation of load bearing situations. Hiemstra (2002) wrote and quoted McClusky with the following: “A crucial element for meeting learning or other life demands is the ratio between load and power” (p. 2). No matter the level of load, within reasonable limits, the most important element is surplus margin of power. The margin allows the person the necessary resources and intellectual autonomy to examine a more full range of responses and enables the person to develop and adapt as a result of the load and the thought processes required to navigate the situation (Hiemstra, 2002; McClusky, 1974).
Margin is illustrated with load (L) in the numerator position and power (P) in the denominator (M=L/P). Vitality, another termed introduced by McClusky (1974), is what is left when you subtract the L/P ratio from one. The resulting equation is 1-(L/P) = Vitality (V) or 1-M=V. The total V in this formula is one or 100%. This represents one being with dynamic needs, strengths, weaknesses, and infinite possibilities for power and load combinations. A whole being that is capable, creative, and complete. This relationship suggests that the greater the power in relation to the load, the more margin available.

McClusky (1963) never developed a functional model for the PLM theory. Most frequently, the theory has been used as a conceptual framework. During the 1990’s scholars described earlier attempts to operationalize terms for power and load in cases dealing with adult dropout, nursing, course instruction, role conflict, and readiness for organizational change (Hanpachern, Morgan, & Griego, 1998; Hiemstra, 1993). As a follow up to McClusky’s model, Stevenson (1973) created a Margin In Life scale (MIL) as one of the first quantitative ways to identify areas of resource and load in adult learners. The intention was that if students could identify their margin then they could make choices that lead to learning all while preserving enough margin to thrive in other endeavors as well. As with many quantitative instruments, the MIL scale also met criticism (Main, 1979). One of the criticisms of this tool is that it cannot adequately address the complexity associated with life. The dualistic nature of powers and loads are often discussed. However, a tool that is dynamic enough to measure that nature is not yet conceivable.
The dualistic nature of power and load sources is an area yet to be fully explored as it relates to women seeking tenure. Hiemstra (1981, 2002) wrote that numerous implications exist for educational practitioners’ from the PLM [Margin in life] construct that may not be fully understood or explored. This study added to the conversation by addressing the following research questions.

**Research Questions**

The research questions that guided the study were the following:

- RQ1 How do tenured women with children at a university in the Midwest describe their experiences?
- RQ2 What institutional structures and policies do tenured women with children at a university in the Midwest identify as influencing their advancement?
- RQ3 What do tenured women with children at a university in the Midwest identify as the benefits or rewards, challenges and/or sacrifices related to seeking tenure?

**Chapter Two Summary**

The number of women working toward tenure in higher education is dramatically lower than that of their male counterparts despite increases in women earning terminal degrees. A firm consensus regarding causation has yet to fully emerge; however, there are many plausible systematic explanations for this phenomenon. In general, many agree that the combination of historical precedent, the timing of the tenure clock, social expectations of women as caregivers, and biological factors have a tremendous impact both on a woman’s willingness to pursue tenure as well as their success rate within those positions. In light of the complexity of this situation, additional methods and theories
may be helpful in more fully understanding individual situations and eventually in the creation of individual remedies for women who opt in to the tenure system. This research concentrated on the experiences of mothers who had tenure. This chapter also introduced the past usages and initial intent of an adult learning theory and McClusky's references to wellness. Chapter three offers a suggested path for the application of the theory as well as for the analysis of the data created.
Chapter Three

Methods

This study of women in higher education attempted to apply the Power Load Margin theory as an additional theoretical framework to explore the experiences of mothers with tenure. It is a qualitative research study using case study methods in order to examine the experiences of mothers during their tenure process using a cross case analysis. Case study methods are discussed below.

Research Questions

The research questions that guided the study were the following:

RQ1 How do tenured women with children at a university in the Midwest describe their experiences?

RQ2 What institutional structures and policies do tenured women with children at a university in the Midwest identify as influencing their advancement?

RQ3 What do tenured women with children at a university in the Midwest identify as the benefits or rewards, challenges and/or sacrifices related to seeking tenure?

Case Study Methodology

Qualitative research methods allow for significant depth and breadth in the exploration of the given cases and will be used as a guiding framework for this study. Generally speaking, qualitative researchers choose from five specific types of qualitative
research design: basic, ethnographic, phenomenological, grounded theory, and case study (Creswell, 1998; Merriam, 1998). Case study is a type of qualitative research design that can focus on one particular experience or a series of experiences, which allows the researcher to understand an issue with great depth. The purpose of case study design is to “gather comprehensive, systematic, and in-depth information about each case of interest” (Patton, 1990, p. 384). In case study research, each case gives the researcher the opportunity to describe and analyze a bounded system, a specific individual, a group, or a process (Creswell, 1998; Merriam, 1998) “around which there are boundaries” (Merriam, 2002, p. 178). Merriam and Simpson (2000) suggested that one of the goals of case study research is to provide a “holistic description and interpretation” of a given phenomenon (p. 108). Yin (1994) wrote that in situations where multiple cases exist, examining them as a single case as well as cross-case analysis reinforces the results by increasing confidence in the strength of the method by adding goodness, trustworthiness, and triangulation of the data. This particular project will involve collecting and analyzing data from multiple cases (Creswell, 1998; Merriam, 1998; Stake, 2005; Yin, 1994).

Researchers have the option of looking at a single case or multiple cases within the same phenomenon or system (Stake, 1995). I have chosen to look at six cases to gain a more in-depth view of the experiences of women seeking tenure. Case study exploration is a widely supported methodology when a holistic, in-depth exploration is desired (Feagin, Orum, & Sjoberg, 1991). Case studies have been used extensively in many fields including higher education. Creswell (1998), Merriam (1998), Stake (2005), Yin (1994), and others with expert level skill in this methodology have developed robust procedures to guide emerging case study researchers. Tellis (1997) wrote, “When these
procedures are followed, the researcher will be following methods as well developed and tested as any in the scientific field” (p. 2).

Case studies, if well designed and executed, bring out rich details from the viewpoints of the participants. Researchers like Stake (1995), and Yin (1994) answered critics with the following protocol to add structure and reliability to case study creation:

1. Provide an overview of the case study project – Determine and define the research questions.
2. Select the cases and determine data gathering and analysis techniques – Provide field procedures.
3. Prepare to collect the data – Collect data in the field.
4. Evaluate and analyze the data.
5. Prepare the report – A guide for analyzing and disseminating the findings.

Creating case studies for exploration and interpretation can be accomplished in many ways. Yin (1994) identified six sources of primary data to create cases from: documentation, archival records, interviews, direct observation, participant observation, and physical artifacts. Although it is generally acceptable to use a minimum of three sources of data to create each case it is also possible to have many additional types of data emerge that can help add detail to the case being viewed (Creswell, 1998). Stake (1995) suggested that the various sources of data should be included when possible in an attempt to answer the question “Do we have this right?” (p. 84). Stake is not suggesting that there is an objective truth to uncover but that due diligence is necessary to portray the experiences in a robust way. Data collection for this interpretative study will occur through three methods commonly used to gather information and develop understanding:
interviews, observations, and document analysis (Merriam, 2002). Interviews are used for this type of research because they “are good research techniques when you want to know what people think or feel about something” (Esterberg, 2002, p. 36). Moreover, observational techniques are often combined with interviews to allow for multiple data gathering strategies. In line with Esterberg (2002) and Merriam (2002), interviews and document analysis were appropriate for this study.

**Informed Consent**

In accordance with moral and ethical practices, the Institutional Review Board at Ball State University will review all procedures and protocols. No portion of this project was designed with ill intent. An informed consent document advised participants of the timeline and potential risks of the study, as well as their obligations and their right to discontinue participation at any time. Given the nature of the project, I gave special consideration to the protection of participants’ confidentially. This was accomplished through the use of pseudonyms and general descriptions of field of study or other identifiers that might identify my participant or a small group of people. Information with identifiable characteristics will be secured digitally or physically until they are deleted.

**Data Sample**

In this study, I identified six women who had tenure at a university in the Midwest who reflected, described, and discussed their journeys. Since I wanted to explore cases beyond a superficial understanding, I used both purposive and snowball sampling techniques to select participants (Bogdan & Biklen, 2003). This method allowed strategic access to candidates within the population in question. Participant referrals
helped me gain access to some which I may not have normally had access. Initially, I identified two women who met the inclusion criterion listed below by utilizing connections from colleagues or recommendations from my committee members. Then, I sought additional recommendations from those initial participants. Although I wanted to retain the ability to choose from a broader pool of potential candidates if they emerged, my ideal participants had some specific criteria.

Each participant achieved tenure within five years prior to the study’s approval and was a mother. Women from any academic field were accepted for the study. No more than one woman from the same department or area was included. No distinctions were made for marital/partnership status, race, or ethnicity. Emails were sent to potential participants (see Appendix A). To acquire the narratives and experiences of the women participating in the interviews, a semi-structured, one-on-one interview format was used and the interviews ranged from 60 to 90 minutes (Bogdan & Biklen, 2003). Each interview loosely followed the broad categories outlined in the interview model described by Seidman (1991). These questions asked the participants to describe their tenure journey; to explore their tenure experiences, particularly those at the same university in relation to their successful progression, work-life balance, and to discuss policies they saw as supportive or not; and to reflect on the meaning of their journey. Possible questions that were asked are listed in the tentative interview guide in Appendix B.

Data Gathering

Once I received recommendation for initial participants and confirmed that each met the inclusion criteria dates, times, and locations for interviews were determined. Upon first meeting with each participant I again confirmed that each participant
understood the purpose and intent of the study and had them sign informed consent
documentation, IRB acknowledgement, and disclaimers confirming that the participant
could willingly cease participation at any time without cause, justification, or question.
As apart of this introductory protocol, I also confirmed willingness to have in-depth
interviews recorded and transcribed, elements of documents and other artifacts shared
when confidentiality and/or anonymity are not compromised. Lastly, participants shared
documents for analysis that included personal promotion and tenure documents, copies of
their personal calendars/weekly obligations, or departmental or university wide
documents that affected their tenure process.

Systematic procedures for gathering qualitative data are well documented by
scholar experts (Creswell, 1998; Stake, 1995; Yin, 1994). Semi-guided interviews
allowed the participants to provide detailed self-narratives that served as a case for
thematic and content analysis (Creswell, 1998; Denzin & Lincoln, 2005). Each interview
was recorded, transcribed, and submitted to the respective participant as a means of
member checking when desired to ensure the messages were captured accurately.

I used a Live Scribe Smart Pen to create field notes in concert with the audio
recordings. The notes were used to add details, contexts, and further external
interpretations where possible. The nature of the pen allowed for audio playback both
from the hand written notes as well as computer generated PDF versions of the notes.
The pen was a good addition for this project. It is my opinion that the use of the pen as a
recording devise may have made for a more conversational setting than a typical recorder
might have and offered recording, digital time stamping and playback options that were
immensely more useful than a standard mp3 recording. The use of audio playback that
was directly attached to the handwritten field notes as well as through the computer-generated versions of the field notes made data analysis very accessible.

During each interview, my goal was to provide questions as a starting point for the women to begin to tell their stories; however, I encouraged them to give extended responses and deeper reflection without regard for the direction their answers might take the conversation. Similar to the approach that Aisenberg and Harrington (1988) used in interviewing women academics, I wanted to “let the interviewees’ responses determine the order of the topics, the amount of time spent on each, and the introduction of additional related or unrelated issues” (p. x).

Each interview lasted between 60 and 90 minutes, depending on the length of the responses and the amount of time that the particular participant had available. Two interviewees met with me on a second occasion and at their request because they “had more to say” on particular topics than time allowed during the initial meeting.

The interview questions concentrated on tenure experiences in higher education, work-life balance, gender, stress, as well as resources and policies seen as influencing success. Specifically, discussions connected to topics like the relationships between personal and professional life, the timing of childbirth, child-care arrangements, past experiences at other institutions, descriptions of career advancement, strategies for time management, interdepartmental, as well as personal relationships, and the existence or usefulness of university policies.

Data Analysis

“Data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study” (Yin, 1994, p.
According to Miles and Huberman (1994), data analysis consists of “three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification” (p. 10). Harding (1987) suggests that the researcher’s recognition and interpretations of themes is likely to occur, yet the progression may be more intuitive than systematic throughout the process. Yin (1994) suggested that every study should have a general strategy to begin analysis. The strategy was guided foremost by the research questions under consideration.

In light of the research questions, methodology, and purpose of this study process coding; event coding; strategy coding; narrative coding; explanation building and pattern matching, among others, were useful (Bogdan & Biklen, 2003; Yin, 1994). Process coding relates to categorizing sequences of events, evolutions, or passages from one type or kind of status to another and is based on the words or phrases used by study participants. In addition, event coding relates to “specific activities that occur in the setting or in the lives of subjects” and strategy coding relates to “tactics, methods, techniques, maneuvers, ploys, and other conscious ways people accomplish various things” (Bogdan & Biklen, 2003, p. 166). Narrative coding relates to the description of or the structure of the story that each person tells: where the story starts, what does it tell, and where does it finish (Bogdan & Biklen, 2003).

I relied on experience and the literature to present the evidence in various ways, using assorted interpretations as opposed to several types of statistical or nominal descriptions. I also assumed that analysis would appear throughout my account of the research process. Excerpts from interviews were helpful in adding richness related to the findings of this exploration. Consistent with traditional coding strategies themes emerged
in this study that allowed me to categorize those elements in ways that lent to analysis and interpretation of the data.

Each participant was considered a case. The multiple cases were compared and contrasted forming the full study. Information collected from each participant was reviewed as primary data. The transcribed interviews, documents, and artifacts were coded and categorized based on emerging themes of both an isolated and repetitive nature. Each case represented was viewed from an individual and isolated standpoint as well as a cross-case comparison. The use of methodology consistent with a constant comparative technique allowed for the initial codes and categories identified to be defined and refined until each case, theme, and idea had been adequately represented either through isolation or through repetition. Once sufficient refinement was achieved potential interpretations, relationships, and ideas for further understanding and usefulness were suggested.

The interviews were transcribed and interpreted using a coding system that evolved as each case was reviewed. At the onset of interpretation I recognized and designated that I would initially think about each case using interpretative lenses that included: Feminist, wellness, and adult education perspectives. The feminist construct I have arrived at is ultimately concerned with analyzing women’s experiences and presenting their voices from the position of an insider. My intent with this perspective is to offer insights that may ultimately lead to improvements for the lived experiences of women. The wellness construct allowed for multidimensional categorization of concepts and provided a starting point for explaining the dualistic nature of some of the answers I received. Lastly, the adult education lens provided a critical position for examining the
pragmatic nature of women working, living, and learning in higher education. The interview transcripts captured words, phrases, sentences, paragraphs, and drawings that revealed the personal experiences of the participants as they reflected on their own tenure experiences.

**Chapter Three Summary**

Chapter three outlined a qualitative plan for creating cases for exploration of the application of Power Load Margin theory to mothers with tenure at one university in the Midwest. This exploration used a purposive/snowball sample of mothers who had tenure (Bogdan & Biklen, 2003). Once IRB approved the proposal women who met the criterion were selected and contacted. Data gathering included the use of in-depth interviews and document analysis. Once cases were created, coded, and explored categorically, methods to ensure content validity and trustworthiness such as member checking were used where additional clarity was needed. The data sets were analyzed systematically, however as Harding (1987) suggested much of the process was intuitive, dynamic, and ongoing. Feminist, wellness and adult education perspectives were predominately used for the data analysis.
Chapter Four

Results

This study involved in-depth, qualitative interviews conducted with six mothers who achieved tenure selected from different colleges at one Midwestern University. Each participant achieved tenure within the previous five-year period, and all held the rank of associate professor in their respective departments at the time of the interviews. To maintain participant confidentiality, I have disguised departmental affiliations and faculty names, given pseudonyms, and grouped the themes accordingly, rather than using specific titles. The pseudonyms used were alphabetical, but had no other systemic connection to the actual participants. I explored the interconnections and themes within the stories that Andria, Betty, Catrina, Donna, Edith, and Frances shared. Overall, my intent was to explore the nuances of each case to gain a deeper understanding of the benefits, rewards, challenges, and sacrifices each woman identified all while developing an interpretation of the experience of seeking tenure while being a mother.

For some readers, it is important to note the organizational structure within this type of traditional university setting. In general, within American academia there are three basic ranks for professors: assistant, associate, and full professor. In most cases, an assistant professor is hired in a tenure-track position and is reviewed for tenure and promotion to associate professor, usually in the sixth year of tenure pursuit, although there are exceptions to this rule. Though most academics identify quality contributions in
teaching, service, and scholarship as primary measurements of success in higher education, many agree that scholarly publication is of primary importance in the tenure decision (Berquist & Pawlak, 2008). It is also well-documented that establishing a line of research where scholarly productivity is a mainstay is paramount even when that rule is unwritten or implicit (Berquist & Pawlak, 2008). While some women academics choose not to have children, the women I selected were all mothers during the time they sought tenure, which put them in a smaller and more marginal group of scholars. Additionally, through the conversations, it emerged that most of the participants identified as being from middle class or working class backgrounds.

**Tenure Experiences**

Each woman in this study came to the professoriate through her own journey. After completing the interviews, it was apparent that the decision to seek employment in a university and to ultimately gain tenure was not intentional for each of these participants. Although each woman was highly educated and completely capable of strategically seeking this type of position, it became clear that four of the six mothers’ decision to seek a career in higher education came in concert with decisions to support a spouse’s career path. When I asked the participants to tell me about the journey that lead them to where they were, four of the women explained the path was not a direct one. For instance, one of the participants said that she had decided to enter a Ph.D. program, only after her spouse had begun working at a university. Another told me that it was a matter of happenstance that she had been able to begin teaching in a university setting. Once she had begun, she knew she wanted to remain in “that type of environment.” In another
instance, the participant sought a position in higher education only after an economic
downturn had rendered her previous employment insecure.

Edith suggested that she was “extremely lucky” to have landed the position,
despite the fact that her credentials were impressive and diverse for her field. Similar
anecdotes emerged for all of the participants. The sentiment that “luck” or
“happenstance” played some role in their current position was not something I had
anticipated hearing. Interestingly, I discovered that although women are successful,
skilled, talented, and educated, some are humble and may attribute some level of their
success to “luck” instead of their impressive skill set. Within the literature, it shows that
when men experience similar successes they are quicker to attribute it to their own
abilities (Deaux & Emawifer, 1974).

Although each mother reported her experiences as a professor as a challenging
and rewarding journey, almost all described the end achievement – tenure status - as
“lack luster.” It was as if each had been scripted to use the word “anti-climatic.” As a
non-tenured outsider, I also found it surprising that each had difficulty in explaining the
timeline of “when they went up for tenure” and “when the status took effect.” At some
point in the conversation, each seemed to “recount” and talk themselves through the
timing of their process. This is likely the case due to the lack of pomp and circumstance
at the end of the process. As the mothers reflected on the beginning of their experiences,
each recalled specific colleagues that had begun at the same time. There was candid
acknowledgement that some colleagues had been successful and some had not. I
perceived that the participants had heard “hallway” talk, or perhaps, first hand accounts
that gave some indication of specific shortcomings but there seemed to be an unwritten
code of secrecy. Donna said that “it was usually OK to discuss cases in a general sense but it was never acceptable to discuss specific details of anyone’s case.” I asked if there was a sense that those who were not successful had known that they were not progressing and if so what types of strategies, coaching or help might have been extended, if any. At this university, it seemed commonplace for each tenure case to be reviewed on an annual basis within the five departments that were represented in this study. It was not clear what type of advice, coaching, or assistance those who were not progressing may have received, if any at all. Betty said, “There was one gal in our area who was not doing well and we all knew. We all offered to throw her on papers here and there, but she still was not moving.” This statement was surprising. The picture I painted as each mother spoke was that most of the experiences during the process were completed in isolation. A system of self, formal, and informal mentorship for these mothers was an area that was not explicitly discussed by the participants, but emerged as a commonality across the experiences.

Each participant described the requirements and details related to achieving tenure in various ways. The deeper level understanding emerged for each at different points in the journey and had connections to past experiences in three of the cases. Donna, Betty, and Catrina spent time describing how experience in past university settings had prepared them in their current roles. Donna said, “I knew the game this time around.”

The mothers were quick to acknowledge that scholarship, teaching, and service were the components that formed the symbolic academic triad of success needed for tenure. Success in each of those areas required different levels of commitment, creativity, and accomplishment. The unique strengths and weaknesses of each academic
played a role in how any portions of the triad was perceived and approached. There were
dramatic differences in how the mothers described the expectations set forth by the
various stakeholders in their departments and the broader professional field. The mothers
articulated that while all three legs of the triad were important, the scholarly product,
loosely defined, as publications, creative projects, or works of art, were valued most
despite the discipline. This is important because those elements are also known to be the
most time consuming. Specifically, creative time, completion time, and lead time for
dissemination are significant and risky. Scholarly productivity is of high importance to
all academics despite external obligations like family. Distinctively, each mother
perceived the job of balancing scholarship, teaching, and service activities as
substantially harder for them than their childless peers. Betty said, “It is unbelievably
hard. Unless you’ve lived this experience I don’t know that you can relate to the
situational demands that you face on a daily basis when you have kids.”

The conflicts between the role of mother, caregiver, wife, and colleague were
described as complexly intertwined. The interconnected and indivisible nature of these
roles exists in formidable ways. During the course of conversations each woman
recounted stories of when they had experienced an unavoidable intersection between their
work and home lives. The sentiment was that each felt they were “breaking the rules.”
However, the reaction of their co-workers and administration was overwhelmingly
positive and encouraging. Andria said, “I never had to be ashamed that I was a mom.
My colleagues knew that I was a mom first and that my kid was the most important to
me.” Each mother had at least one story of a time when they had to bring a child to work
with them. Edith shared an example of a time when she had to lead a class while her
baby napped in the front of the room. She explained being surprised when her department chair applauded her for being an example for the young ladies in her class. She explained that they discussed whether it was worse or more burdensome to call in and have a colleague cover or if it was more burdensome to “roll with the punches.” She explained that the department chair shared her belief that her baby was only going to be little for a short time. She said “my chair recognized that the baby would not need my attention in this way forever.” The chair told me “I was a productive and valued member of their faculty.” Andria also told a similar story of support and understanding. She made an association with the values inherent to her field of study and the care, compassion, and commitment to kids early in life.

Recognition of time constraints begins to paint the complex picture for mothers working toward tenure. Beyond the professional expectations of the academy, exist the never-ending social and personal expectations of “best motherhood practices.” Many of the mothers described the internal dialogue they experienced as they debated how to care for their children while they worked. All but two of the mothers opted to use childcare from an outside provider, only as needed. The most commonly reported scenario was a parent split care-giving situation. Pragmatically, this only worked when the “department scheduler” was willing to work to accommodate the needs of both parents. There was a sense of extreme gratitude from the mothers who described benefiting from these actions. The converse of the co-parenting childcare arrangement is fulltime childcare offered by an outside provider. The decision to use full day care providers was clearly associated with instances of “mommy guilt.” Francis said, “I have extreme mommy guilt. I hate that my kids are with other caregivers all day.” She explained that she had even
considered hiring a caregiver to take care of her children in her home but that rendered emotions she had not anticipated. She was unable to reconcile the idea of someone else nurturing her children in her own home.

Additional explanations of the tenure journey revealed that each of the mothers developed an ability to live a “segmented” lifestyle. Andria said:

It’s weird the things you know like exactly how many minutes it will take you to walk to that building and exactly how many minutes it will take to get to the classroom, get your equipment set up and so forth. Being able to stop in a moment’s notice and pick up where you left off is an important skill to develop. It’s much more difficult to stop and start writing so I definitely had to be more strict about writing times. That’s why I had to get up at 4 a.m. each day. That way I knew I wouldn’t be interrupted while I wrote.

Less clear and worth exploration is how and to what degree continuously living a segmented lifestyle may affect the different dimensions of well-being.

**Institutional Structures and Policies**

Throughout the interviews each mother discussed living and working within her university and its policies. During these stories, I began to wonder how explicitly the policies were and in what ways had the policies been disseminated. There were often distinctions made between university wide, departmental specific, written formal, and unwritten informal policies. The policy that affected five of the six mothers was the “lack of maternity leave.” Each mother who had children while on the tenure track described a series of “covert” discussions that allowed her to navigate physical time away
from the office in order to deliver the baby. Although not every mother was on campus, they described the anguish and intensity they felt as they had to continue working to some degree all while beginning to adjust to motherhood. Edith recounted that after several conversations with a policy administrator she “finally got the message.” She explained that during her new employee orientation she was told that she was able to “bank” days so that when she needed to take them to have her baby she could. The reality is that faculty members at this university may use “banked” sick days, but must return to work when a physician clears her to return. Edith described a situation where the representative said, “You cannot come back to work until your doctor clears you too.”

Edith said:

I was furious! I explained that I had been told I would be able to take the time with my baby and the representative interrupted me and said, ‘I don’t think you understand what I’m saying. You cannot come back until your doctor clears you.’ She must have said that four or five times in a row before I realized the inference she was making. ‘So you mean if my doctor does not sign off until ten weeks after delivery that will be ok?’ And the representative answered, ‘Your doctor has to sign off before you return to work.’

The use of sick days in response to having a child is unintentionally punitive. Accounts in the literature suggest that this practice is common with female faculty. There are no scenarios that equal having a child for men. Frances shared a similar encounter and explained, “Had she had a heart attack and not a baby she would have never been expected to continue working.” Her story
included an account of returning home two days post delivery where she was pressured to complete grading final exams and submit grades within a 24-hour window. She recalled staying up all night alternating between grading and nursing. Upon completion she had her husband deliver the exams and grades to the proper location. She continued to explain that it was also unintentionally punitive to continue to “subtract” sick days through the break period when colleagues and others at the university were not expected to work anyway. Donna echoed this point as well. Donna explained that she knew of colleagues who were vacationing with family both in and out of the country, yet they did not have to use sick time during that break period. Betty explained that she could have had her physician sign off at the beginning of winter break so she would not have had to use her sick time, but then she would have also been expected to return to work at the beginning of the spring semester which would have only been four weeks of time with her new baby. These stories were particularly full of emotion. On this particular issue, my insider knowledge through working at this university was quite helpful in understanding the nuances these women described as I had experienced a similar scenario. In my own case while teaching and birthing a child, I had asked what would happen if my physician cleared me to work from home as we entered the final exam period. As it turns out, that was a reasonable solution for not being forced to use sick time when I was indeed going to be completing the final exam period and rendering grades. This lack of clearly defined alternatives, like working from home, has additional problematic components to explore.
Specific formalized policies that the mothers identified as helpful were much less controversial and did not seem to penetrate as deeply as the lack of maternity leave. One of the most helpful practices that each mother reported was her annual performance review. None of the mothers knew if all other departments did something similar but each professor reported that the formative feedback they received during this review was always very useful in helping them adjust their strategies for the next year. Andria stated that an example of her feedback included the idea that she might want to consider doing some multiple author writing as she continued. She explained that she had only been writing single author out of her preconceived notion that she was expected to. She did not realize that multiple author work might also be valuable. Moreover, she explained that in many ways it was simply easier to write on her own given the time constraints and home responsibilities she had. Eventually, she was able to identify a colleague with whom she enjoyed writing. She discovered that collaborative writing added “magnitude” to her ideas. In the beginning, however, her practices were simply a “matter of survival.” Catrina recalled that incoming faculty in her department received release time within their first year that was intended to help with the creation of their scholarly work. Looking back on it she said, “I don’t really remember it being a break during that time.” In fact she said, “I actually did not even recognize the downtime back then.” She also explained that in her department the tenured faculty had a tendency to “protect” the junior faculty. A clear example of this protection was when this professor had been
asked to chair a thesis committee early on and her mentor told her, “no, I don’t want you to do that. There will be plenty of time to do that.”

There were other instances of unwritten operational policies that seem to be beneficial to these mothers, but were a matter of the relationships they had built within their departments. For example there was not a policy dictating that accommodations in scheduling should occur; however, it seemed that each had been successful in making schedule arrangements that allowed her to co-parent.

Each mother also explained that she was able to bring kids to the office on occasion if needed. Each was clear to explain that they would have never attended a college or university level function with her kids in tow, but bringing them into the office or classroom on occasion was not a problem. I asked specifically if any of them had ever been told not to bring them and they answered “no.” This situation stands in contrast with my experiences. In my department, there was an explicitly written policy saying that children were not allowed at work. Additionally, a co-worker expressed that having my children in our department was a distraction to her and others. She explained that I was in violation of the written policy, and that in her opinion I was being disrespectful by not following the rules.

Descriptions of the existing departmental policies emerged much less quickly than the desired policies and benefits that each mother described. Betty explained that her campus was “behind the times.” She explained, “When you looked at matters of progressive policy the real leaders are doing a good job of meeting the needs of the marginalized.” The examples she used included a
corporate facility that had childcare, back up childcare for when the kids were ill, on site dry cleaners, farmers markets, fitness facilities with activities for family and children, maternity and paternity leave programs for both natural and adoptive situations, and a host of programmatic support pieces to help the new faculty member be successful. She also began to describe the need for dual career options. She explained that in some cases women were leaving the system as a result of their spouses’ inability to secure work in town. She was clear to say that she knew the university could not hire everyone however a system that keeps the interest of the family in mind would be desirable and progressive.

Catrina was the only mother to mention that it was difficult to meet the professional expectations at the national level engagement due to a lack of funds meant for travel and conference attendance. She described that perhaps the amount of travel money might meet the needs of faculty who did not have children but for her she had to make some difficult decisions. If she decided to go to conferences without her family then she had the additional expense of childcare while she was away along with “mommy guilt.” If she decided to take the family along then the expenses were increased as a result of more mouths eating out and other accommodations. She explained that she realized this situation would be hard to argue since it would not be appropriate for the university to pay for the whole family. Yet it was always going to cost her more to be professionally engaged than someone else in her department without those obligations. The expectation of conference attendance and national level engagement in some ways can be seen as unintentionally punitive, particularly if that type of engagement is
valued as a part of the tenure case. Regardless of how potentially punitive these expectations might be, some colleagues still argue, “it was her choice to have kids.” However, accepting that argument intentionally or unintentionally implies that the “right” way to do the job is “to not have children or family while doing it.” Mason and Goulden (2002) described this problem as a reflection of the issues inherent with a “male career model.” They described this model as including 60-hour workweeks, required travel, and relocation which prohibits participation of those with family responsibilities.

**Benefits or Rewards, Challenges and/or Sacrifices**

The benefits of seeking tenure according to these mothers include various systemic nuances of the process. Although the elements and expectations related to being successful are relatively specific to the working conditions, possible accommodations make this career path one that can be intellectually stimulating and rewarding while also being flexible enough to attend to children in a very direct way. Frances explained that “as far as having a job that is flexible enough to care for a newborn being a faculty member is probably right up there.” Edith mimicked this sentiment when she said:

I love the job. It allows me to have kids and have a professional life but it’s really hard to do. That’s why people choose not to do it, but you couldn't do what we’re doing with another type of career. I couldn't necessarily be a police officer or a airline pilot. I couldn’t even work on an assembly line and do what I’m doing. So even though it’s hard and it’s not done much, faculty work is perhaps [one of the] easiest ways to get it [career and kids] done.
Although my participants were clear to explain that their situations were unique in comparison to those of others they knew, an unmistakable pattern of “supportive” and “inviting environments” was clearly perceived as a benefit to each of these women. Each mother described scenarios where they had brought their babies into the office on occasion. Andria described a situation where her colleagues were considered as secondary family to her child. She described times when her colleagues would offer to entertain the baby in their offices while she attended to other things. She described that she “did not have to feel embarrassed” if she needed to bring her child in on occasion. She was emotional as she explained that it was important that they recognized that this was her one chance to “do it right [being a mom]”.

The intersection between motherhood and professional practice was described as complex, intense, yet temporary. Edith described how her office was a perfect set up for a “baby’s pack and play.” The open nature of the environments was described as more than beneficial—it seemed to be essential. I argue “essential” because these occurrences often coincided with attempts to reduce instances of “mommy guilt” or “academic guilt” that occurred as a result of the intersection of these two roles. There were several descriptions of how the flexible nature of the environment along with the open support of colleagues facilitated a successful breastfeeding practice, which is an undeniable physical, emotional, social, intellectual, and environmental benefit for both mother and baby.
Each of these mothers also described having a unique relationship with many of her co-workers. Yet, they were clear to suggest that there was no time for “social” hallway talk and that in many instances they were too busy to engage in the “after meeting gossip” sessions. They described how co-workers would offer to help cover things, catch them up on any missed agenda items, and work on other accommodations when possible. There was a sense of “gratitude” for these relationships that these women described as well. It was not clear whether these types of accommodations are purely situational or would the same level of accommodation also be available for others that follow. Andria said, “They don’t have to do that” as she referred to the way her colleagues worked with her to create a schedule that accommodated her family need. The mothers were all clear to recognize that the culture and the group of colleagues they were among were influential in their successes. Andria, Edith and Betty suggested in different ways that mothers should “be careful where they take a position”. There were many possible interpretations that emerged for this concept.

One of my interpretations was that successful tenure depended heavily on the support of colleagues. Colleagues who were flexible and not confrontational about the unpredictable needs that each mother had to attend too were key. On the other hand, given the expectation for travel and national level engagement many faculty members face an environment that recognizes that although the mother may not be able to travel as easily when her kids are young is not necessarily disadvantageous when you view the collective body of work over time. Likewise, these mothers were not likely to ever be in a collegial setting
where there were others who were in a similar situation as them. The likelihood of finding a staff that is flexible to the demands of motherhood is not in the scholars favor.

The rewards of this lifestyle were described in terms of intrinsic concepts. Each described an enjoyment they derived from what Edith described as, “the quest to answer unanswered questions.” Andria’s inflection and mood changed as she described her work as she engaged in community based projects. Betty explained that she had never anticipated the successes she would be experiencing and expressed the importance of having a mentor who encouraged her to aggressively accept challenges along the way. Each at some point jokingly suggested that she was not “in it for the money” implying that she had come to terms with the ever-pending lack of resources for faculty salaries. Frances said, “I haven’t sought monetary rewards for the longest time now. Sometimes the idea of going after raises and that kind of thing is secondary to the gratitude I have for being able to do this.”

Being able to focus on work that was meaningful to these women and being able to experience the creation of family was in many ways perceived as a rewarding experience also. Frances described “the days as very long but the years as very short.” She shared stories of times that she was “extremely fortunate” to be in the situation she was. She explained that there were “many moments of reflection” where she observed the rewards of the “strife” of the “faculty/mother lifestyle.” She said, “I find rewards in the moments that I share with my kids that I would have missed in another profession.” She shared that “although I am not in this career because it is flexible enough to give me the best of both worlds, it is undeniably rewarding in both personal and professional
aspects.” Andria also described the intrinsic rewards she perceived as a result of working with the students at her university. She explained that having the freedom to engage them in creative and immersive projects was a very rewarding experience to her. Particularly, she said, in cases where the “immersion” would benefit the community as a whole.

**Challenges**

Many of the challenges these mothers described were ill defined. Edith probably explained it best when she drew a diagram (see Appendix D) describing the challenges as she saw them. She said, “It’s the thousands of little things that drag me down. Each one of those little things takes time to address.” Although the childcare arrangements were different for each mother all expressed some level of challenge associated with making sure their children were cared for while they were at work. The stories each mother told seemed to have chapters. The challenges were different each semester. Most described how their spouses’ career and the developmental stage of their children affected the day-to-day management of their childcare. Mothers described a sense of ease and less “mommy guilt” when the child’s father was able to provide care. Each mother described themselves as the “default setting” when it came to matters of childcare. Although the chores and household tasks might be divided between the couple, the wife often had responsibility for delegating the action steps and universally the women reported that they were the problem solver when it came to matters of childcare.

Each mother described never having enough time to complete everything they would like to finish. I asked if they thought they would have been more productive if they had not had children. Surprisingly, there was no clear designation for this question.
Frances said, “Maybe, however, I’ve been very productive as it was, so it would be hard for me to imagine being more productive.” Betty described a situation where she had been exceedingly productive upon the completion of her Ph.D., which had in effect launched her into a very productive scholarly life.

**Sacrifices**

The sacrifices were also described in multidimensional ways. The message most strongly communicated is echoed in by Fothergill and Feltey (2003), who aptly title their piece, *I’ve Worked Very Hard and Slept Very Little*. Overwhelmingly each mother described scenarios where they were “working” a “second” or “third” shift. Andria explicitly described a routine where she could be most productive between 4 a.m. and 7 a.m. Frances explained that after an early bedtime for the kids, a second shift from 7 p.m. – 11 p.m. offered time for writing. Donna explained that she would often head back into the office once her children were asleep, so that she could have some uninterrupted time to focus on her scholarly work. Edith’s work responsibilities required many nights of student interaction as well. Betty explained that her children noticed her “second shift” when they asked if she had to go back to the office after dinner. The scenario is a clear pattern of self-sacrifice in terms of time for sleep, relaxation, and self-preservation.

Other sacrifices that the women reported include a lack of time, energy, and motivation to take care of their own wellness-related needs. Specifically, the women identified that time for physical exercise was at a premium. Unexpectedly, some of the mothers had successfully prioritized physical activity while others admitted that although it was highly desired they were not as active as they wanted. Andria, Frances, and Donna described the benefits they perceived as a result of exercise as non-negotiable.
Frances and Andria perceived minimal financial sacrifices to join a gym in their town in response to limited hours of operation and lack of child care within the on-campus fitness centers. Betty, Edith, and Catrina were quick to recognize that exercise was important to them but for now it was something they had to sacrifice. Surprisingly, the women also explained that a level of conflict would occasionally emerge since the “extra me time” for exercise could sometimes be viewed as “uneven” or an unnecessary “splurge” by a spouse or partner.

In my view, the interpersonal friction between the spouses in many ways represents a sacrifice resulting from this lifestyle. It is important to recognize that just as each mother cannot say with certainty they “would” have been more productive if they had not had children; they also cannot say with any degree of certainty that their relationships are better or worse as a result of their career paths. What was clear, however, was that there was some level of strain, role conflict, and interpersonal friction that occurred during the time period each mother described. The results in this area are less tangible and descriptive in nature. The tone of the conversation changed in some interesting ways when matters of an interpersonal nature arose. In one of the cases, the mother repeated, “it’s just not good,” in reference to the relationship with her spouse. In another case one of the mothers said, “I’m technically doing this alone.” She described the scenario in which she was “making all of the decisions” and felt that she only saw her spouse in passing. Another described that her husband was “less skilled and comfortable” when her kids were smaller which made for more tension in their relationship as she attempted to “teach, to write, and to breastfeed.” She laughed as she connected those three tasks and said, “I felt like that was all I did.” Frances captured the
sentiment well when she said, “there doesn’t seem to be enough time to get groceries, plan meals, clean house, do laundry, and spend time with my hubby.”

Wellness Results

The wellness framework allowed for multidimensional categorization of the elements each woman explained. The results in this section came from categorizations I made about each statement derived from the transcripts. The seven possible categories commonly accepted within a wellness framework are: spiritual, physical, intellectual, emotional, environmental, and social. In many cases the participants would explicitly or implicitly describe the event with some regard to how they were affected by the event, if the event was manageable and what sense the event made to them.

As a part of the interview process, I asked each participant to create a visual representation of the constructs in their lives that were sources of “stress” and that were sources of “strength.” The stressors were called “loads” and the strength items were called “powers” and defined in line with McClusky’s (1969) definition. It became clear as the women described both sources of strength and stress that there were many situations in which the source of strength was also the source of stress. The situation was ultimately categorized as a source of stress, strength, or both as well as given a dimension of wellness label. For these results, I have described the elements that were seen as both stress and strength, followed by those that were only a stress or only strength respectively. I have also described the affects or connections to the dimensions of wellness where applicable.

The mechanism and interpretation used to develop a description of items that were both power and load rendering was dynamic and fragile in nature. The descriptions
POTENTIAL APPLICATIONS OF POWER LOAD MARGIN

were co-created between the participant and me. Ultimately the participant had the final approval for the description and designation of the topic. The most commonly cited instance was that of family. Family was most often described in terms of parent-to-child relationship, as well as spouse-to-spouse relationship. The existence of the load and power experienced as a result of these relationships was marked with moments of emotional reflection. The existence and creation of family was non-negotiable to these mothers.

Each was intentional in attempting to conceive and accepted the challenges inherent to the academic lifestyle and of motherhood without regret or reservation. Andria said, “I can’t believe I almost missed out on this experience” as she reflected on becoming a mother. Although she had been intentional about creating her family, it came later for her than she would have anticipated. Frances commented that although no one specifically told her not to have kids, she recalled her chair saying, “in my day we didn’t do that.” Donna described a similar comment from a senior colleague in her area that said “that’s good that you can do that now [because] in my time that wasn’t heard of.” Edith remarked that she did not have other role models in her area that had been successful so she became aware that she was “paving the way” for others to come. She said “I realized early on that I needed to do this well for the sisters that follow me.”

The spouse-to-spouse relationship was another area that was at times emotionally intense for the participants to describe. In many ways co-parenting, dual income, and the necessary contributions of the father were described in genuinely positive terms. The “loads” represented by the spouse-to-spouse relationship were best described as “mother is the default setting” and the father filled in as his scheduled permitted or as arranged by
mother. Donna described that her husband was sometimes stressed out when the kids were ill or when they were babies specifically. She explained that his level of stress or “dis-ease” during those times influenced her to overcompensate.

She attempted to make “life” easier for him by “running home” as often as she could and by attempting to make sure he had “down time” after being with the kids. She explained that on the surface that “sounds like a nice thing to do,” but in reality it was forcing her to be “on duty either personally or professionally all day every day.” She explained a subtle resentment that she became aware of from time to time. She said “He was complaining about being Mr. Mom, and I was working two full time jobs if you think about it.”

Betty described a different spouse-to-spouse load. Her spouse was gainfully employed and was not able to share the responsibility of childcare arrangements or any of the other household responsibilities. Although the details were not fully disclosed she said, “I am the one doing all the kid shuttling, grocery shopping, bill paying, school project help, and a large portion of the nurturing, as well as disciplining.” The concept of “default parent” is interesting particularly, as it may relate to the accepted notion of the “male work life model” that higher education models.

The affects on the dimensions of wellness are tricky in nature. Wellness is a dynamic concept that is ever changing based on the person’s ability to manage and make meaning of the experience (McClusky, 1969; Antonovsky, 1987). The dualistic powers and loads described above had affects on several dimensions of wellness. Most clearly identifiable were the influences on the emotional, social, physical and environmental dimensions.
One of the women said that the tension in her home life was “palpable.” She explained that at times she felt she had to “walk on eggshells” to maintain the peace. She explained that in the end it came down to a difference in values, and “perhaps a misunderstanding of the role I want for myself.” She explained that emotionally she was subject to highs and lows yet she attempted to “feed her passion” by perpetually finding more ways to combine work and service. She said, “more work created more tension” in the spouse-to-spouse relationship. She described this “constant battle” as “emotionally draining.”

Also emotionally fatiguing is the turbulent lifestyle of co-parenting or using childcare. All but two of the mothers chose to avoid full time childcare for their children. The description of their decision-making and how they managed the arrangement was valuable from my perspective. The choice to not use full time childcare was often referred to as a superior choice to all-day care from an outside provider.

Although the women could not fully explain their reasons for this choice, a combination of the vocal inflection the mothers used, along with a look of disdain that I noted during the conversations when fulltime care was mentioned clearly indicated a preference toward not using full day care when possible. Some of this disdain can be attributed to the mommy guilt phenomenon. When I asked how each mother came to their childcare arrangement the answers varied. Andria, Edith and Donna described that they were able to work with less guilt and were more at ease knowing their kids were with the other parent. Donna said, “We just knew full time care wasn’t for us.” Frances said, “We decided early on that we would rather not have someone else raising our kids.”
The sacrifices associated with not choosing outside care, include less time for personal activities and time with spouse among others.

The mothers noted that physical activity and exercise was often sacrificed to accommodate their caregiving duties. Betty described how she had been a loyal exerciser for years and now, due to the demands of her job and limitations with care for her kids, she had been sedentary for some time. Interestingly, three of the mothers described a return to exercise post tenure and after their kids were a “little older.” A “little older” was described not in terms of a number, but in terms of ability to communicate while participating in the childcare at a local gym. Frances was the only mother to explain that even if she had wanted fulltime childcare to reduce the role strain she experienced, she could not afford it even with dual earners in the home. She said, “We sacrifice many things. We have a small home for several people, we share one car, rarely eat out and such childcare would cripple us financially.”

The spiritual, physical, intellectual, emotional, social, environmental, and vocational implications of “always being on” were described in captivating ways. Andria said “there is no way to know exactly how this would have played out had I not had kids.” She joked and said, “Well as you can tell from my schedule I have no time to be sick or stuck in traffic.” She said you “develop an expertise on navigating around town.” Still laughing she said, “My best strength is my ability to solve problems on the fly.” Upon reflection she said that the constant bombardment of things needing attention “takes a toll on every area of your life.” She explained, “You just manage the best you can.” Betty echoed this sentiment and explained that the best advice she ever received was to “forgive yourself now.” She explained that her mentor told her that she “would
never be the best teacher, best researcher, or best scholar she could be, but that it would be ok”. The implication that mothers are sub-par echoes tribulations set in motion by the male work model (Blair et. al., 1994).

The items that were strongly described as “load” were not always universal in nature amongst the mothers. Edith described her “loads” as “the thousands of little things that creep up every day.” Andria and Betty both mentioned “endless meetings” as load rendering for them. Each mother mentioned “sick kids.” They expanded this part of the conversation to explain how again care, impending threat of needing alternative care and alternative care arrangements for their kids was always stressful. Donna, Edith, and Frances had a slightly different take in that they co-parented with their spouse through times where kids were sick, but suggested that it was still a load because when the kids were sick “daddy wouldn’t do.” The kids had a preference for mom, which was “heart warming,” and “stressful” at the same time. Surprisingly, none of the mothers described elements of their work as particularly load rendering. In fact in some ways, they described the challenge and intrinsic rewards associated with their career as a source of strength.

The most common source of strength listed was family and co-workers. It was abundantly clear that these mothers had what they considered uniquely supportive relationships with their departmental leadership and co-workers. The descriptions of the climate in which these women worked dominated the interviews. Andria clearly recalled weekly interactions with co-workers that stimulated personal and professional growth. She said “it did not take me long to learn the value of collaboration.” As she described collaboration it became implicitly clear that collaboration and the development of a
writing partnership and style takes significant amounts of time. Time is the one asset that is fixed and usually finite for mothers. It is unclear whether or not mothers “have” the time needed to create solid writing partnerships pre-tenure. Along these lines Andria remarked that finding your writing partnerships, and eventually “cleaning up” your research line was not something she had intentionally sought in the beginning. On the other hand, Betty came in with publications in the double digits that she was able to count as a part of her case. For now the indication is that either strategy may work but is dependent on situational variables.

Several additional themes emerged over the course of the eight conversations. Many of the women described feeling as if they had been “breaking the rules” in order to have the career they had along with their families. Andria repeated “I just can’t believe I get to do this and experience motherhood at the same time.” No one ever explicitly said, “tenure track positions and family weren’t allowed.” Yet, it is clearly not the normative culture in higher education. Another example some of the mothers discussed was the act of bringing their babies into the office. Although in each of these mothers were never explicitly told they could not bring their kids into the office they were clear to explain their action in various ways. Andria said, “I never brought her in when I had to attend anything outside of my school.” She also noted that within her building there were places that were well suited for the occasional kid at work. Edith recalled apologizing to an administrator and explaining that she did not have another option that day. She explained that her administrator was “surprisingly OK with her actions”. Each of the mothers explained that bringing the baby in during the first six months was much easier to navigate due to the “nurse-play-sleep” cycles babies tend to keep during that
developmental time period. As the babies got older, they could be more distracting to others in the department. Edith described asking students in her department to help watch her kids during specific times as needed. She described how she did not think it was out of line to hire students to watch her kids in her home, but in some ways it felt less appropriate while on campus. Interestingly, she could not articulate why with great satisfaction. Similar to “breaking the rules,” many of the mothers said they felt “lucky to be doing this” as they described both seeking tenure and motherhood.

Surprisingly, the “lack of mentorship” emerged as strongly desired, yet missing component for these mothers. To be clear the mothers were not lacking mentors who knew the tenure process, how to be successful in scholarship, or to be effective teachers. They were missing mentors who were mothers in their field who were successful. When mother/mentors from other departments were available time constraints and responsibilities would not allow for authentic or repeated interactions. The role of scholar and mother was described as isolating. Betty said, “I have never had a mentor who had a similar situation as me. If there are women with kids in my field they are usually much older and have adult children - not babies.” Andria and Edith described themselves as being the first in their departments in long while to have children. Edith said “there are more families now but still not many mothers. There are more dads than moms.” Catrina said “I don’t really know anyone well that truly understands the challenges.” She explained that she knew of other mothers on campus “but finding time to connect is impossible.”
Chapter Four Summary

Navigating the written and unwritten policies, performing like the mother, wife, and scholar, the women faculty members envisioned themselves being and attending to their own well-being rendered significant amounts of challenge and “mommy guilt”. This experience in a broad sense represents another version of an unintentionally punitive system. The data from these interviews clearly demonstrates the possibility of being a mother with tenure. Also clearly demonstrated are areas for discussion and improvement. Lastly, and thankfully the news is not all bad. Mothers who were intimately entangled in the process suggest there are intrinsic rewards that render the journey worth the effort. They have added to the descriptive knowledge and examples that add more contexts to the problem identified for this study. Overwhelmingly, the mothers identified strongly with unique work life cultures, the role strain they experience as a primary caregiver / scholar and the lack mentors with similar life paths as important for this discussion.
Successful achievement of tenure for mothers is fraught with both explicit and subtle complexities that are not fully exposed. The dualistic nature of work-life components offered a significant starting point for exploration in this project. Describing the dualistic nature of the work-life components is challenging for a few reasons. Most prominent are the ideas that life is dynamic, and the powers and loads experienced are unique for each person. Lindeman (1926) suggested that adults make meaning of their circumstances in context with their past experiences. In McClusky’s (1963) view, experiences add to a person’s ability to endure. He was clear to recognize moving beyond those limits would reduce potential for success. Antonovsky (1979) suggested that as long as persons could view their circumstances and meaningful, manageable, and comprehensible, resiliency could be sustained. The conversations with the mothers in my study also suggest that as each navigated her situation she was keenly aware of the dynamic nature of her life and as perpetually adding to her experience bank in order to continue forward in both motherhood and in tenure.

Margin in McClusky’s (1963) view, was a measure of the ratio between sources of power and sources of load. Clearly, each of these mothers was able to maintain a margin that allowed them to be successful. The degree of success, as I learned from these mothers, was a matter of perspective. In my view, the mothers were not likely to view
their accomplishments as particularly noteworthy, although I would disagree. During the conversations, the mothers described intimately how they managed during times when they were approaching a marginal deficit.

Among the findings, there were many areas that were consistent with the existing literature related to mothers and tenure, as well as areas for new interpretation and application across disciplines. Specifically, these discussions revolve around matters of departmental culture and climate, women as the default caregiver for children and the home, role strain, and role conflict, lack of specific and appropriate “like-peered mentorship” and the “luck” versus “skill” continuum for achievement. Beyond these themes, a set of “reflections from the trenches” emerged as sage pieces of advice for others to consider and finally some thought on future exploration of this area for inquiry.

**Matters of Departmental Culture and Climate**

The mothers unmistakably viewed their departmental climates as uniquely supportive. There is no simple definition of departmental climate, yet research shows that climate plays an essential role in people’s satisfaction, effectiveness, productivity, engagement, and decisions to remain in or leave a department or area of study (Aguirre, 2000; COACHE, 2007). The COACHE surveys support that departmental climate, culture, and collegiality are qualities that are critical in matters of faculty retention. Departmental climate and collegiality were described in terms of the desire for respect, consideration, and politeness among other qualities within the surveys. Each of the mothers reported examples that would fit into each of these categories. Also unique was their perceived access to professional development opportunities.
Although going to conferences or other travel were in many ways more difficult for the mothers then their childless colleagues, the mothers described ways in which they were able to engage in creative ways that aided in their development. Specifically, they described community-based projects and immersive experiences that connected both businesses, community leaders, and students in their programs. Frances, Donna, Catrina, and Andria discussed how they truly enjoyed opportunities to think deeply and to connect with colleagues either in person or virtually.

The emotional and intellectual stimulation were empowering to these mothers. This construct aligns nicely with Dirkx’s (2007) position in the book, *The Power of Feelings: Emotion, Imagination, and the Construction of Meaning in Adult Learning*, where he wrote that responses to our emotions can either motivate or impede the learning process. The emotional connections with others and with work seem motivating in this situation despite the recognized hardships each mother faced. Unmistakably one of the hardships most often noted by the literature and by my participants was the never-ending lack of time.

Also not surprising and consistent with the literature were the difficulties in creating balance between work and life duties. Edith described the “millions of little things” that inevitably pop up as her biggest impediment to productivity. She drew an anvil shape with the words “little things” inside to describe the vague yet heavy load that those “things” represented. She explained that for her creativity is born out of time and reflection. Non-stop competing obligations are a “game changer” for women. Many authors (Gappa *et al.*, 2005; Foster *et al.*, 2000; Hornig, 2003; Johnsrud & de Jarlais, 1995; Blair *et al.*, 1994) agree that the time needed to complete all scholarly expectations
along with satisfying personal values both at home and at work is complex. This constant competition leads to role conflict, role strain, and stress (Hiemstra, 2003; Home, 1992, 1997, 1998; McClusky, 1963; Zhao, Settles, & Sheng, 2011).

Exploration of role strain and role conflicts for women in higher education is not abundant in the literature. Beyond the descriptions of role strain and role conflict, future research may be needed to explore how the roles conflict and constrain development, and what, if any, influence they have on the overall development of the professional scholar.

**Lack of Specific and Appropriate Like - Peered Mentorship**

Although Blair, *et. al.* (1994) did not coin the term role strain in their controversial work, *Disciplining the Feminine*, they described a *phallocentric* work culture that exists in higher education that may influence the development of conflict and strain. They boldly described implicitly unwritten rules and standards that are at times punitive in nature to marginalized groups like women. Others described the *phallocentric* work culture as a male work model (Williams, 2000; Williams *et. al.*, 2006). This pattern is unmistakably in line with the expectations of the *ideal employee* that Williams (2000, 2005, & 2006) described.

Among other implications of this model is that employees will have autonomy to attend to work matters above all else and that there is a *code* of behavior in place. Those who violate the code intentionally or otherwise are *disciplined*. Blair *et. al.* (1994) argued that the code is impossible to maintain if you happen to be a woman in academics. Some argue that Blair *et. al.*’s assertion is laughable even now almost two decades later; however, I suggest that the invisible code that was in place to discipline before still subtly exists and perhaps to a different degree with mothers.
The complexities that arise out of the work over all else model also relates to two additional concepts brought forth in earlier work by Sorcinelli (1992) and The University of Akron Status of Women Committee (1997) respectively. Sorcinelli (1992) describe “negative spillover” (p. 2) as occurring when job duties or home duties metaphorically penetrated the divides created by the person. Sorcinelli (1992) focused specifically on the negative effects that work life spillover had on personal life outcomes; however, I argue that the spillover may be equally troubling in reverse.

The University of Akron Status on Women Committee (1997) described the “Toxic Tower” (p. 9) specifically because of the lack of policies needed to provide mothers with a legitimate maternity leave. In my view, the results from this study support the development of an expanded definition of the Toxic Tower. Constani and Gibbs (2004) more recently referred to this paradigm as “The Bully in the Ivory Tower” (p. 4). In consideration of the “Bully in the Ivory Tower” I began to rethink the overwhelming sentiment of gratitude the mothers I interviewed had expressed. Although I do not suggest that anyone should be ungrateful for collegial companionship and accommodating circumstances, I wonder if the level of gratitude expressed was an appropriate reaction or a conditioned one. It is plausible that the level of gratefulness described may be some implication of the perceptions of power within the department. Perhaps worse this could confirm that mothers are not normally allowed.

Another trigger response was that the mothers in my study had a tendency to suggest that their success was in part due to luck as opposed to their own skills sets, academic preparation, and experience. Several studies have suggested that when women
are successful they often attribute it to luck whereas men are more likely to attribute success to their skills. It seems reasonable that this is a conditioned response as well.

Consider the process for tenure and promotion. In many cases both are approached at approximately the same time. Although this project does not focus significantly on promotion, each of the mothers discussed attempts to be promoted in rank early. Some were successful and some were not. Those who were not successful inevitably described being told, “they had not paid their dues in terms of time in rank”. Edith, Betty, and Frances used their hands to signify quotation marks as they described being told “you don’t know the history on that” or being advised to “wait at least one more year” before attempting to gain early promotion.

Betty described that she had researched all those who had been successfully promoted prior to her. She noted that the key difference was time in rank. She described being immensely more productive in terms of both quantity and quality of publications among other tasks. Despite the confidence she had in her case, she explained that a colleague had warned her “not to hold her breath” and pointed her to the appeals process in advance. Frances also remarked about “not knowing the history on that.” She said “to me that is code for you don’t know how we do things around here lil’ lady”. Blair et. al. (1994) described that sentiment as “not in my backyard syndrome”. They used this concept to describe a type of covert bullying that happens within department.

A related complexity is the lack of mentors who are mothers. “Like-peer mentorship” is a seemingly unchartered territory for mothers with tenure. Kittelsstrom, (2010) wrote
For every successful academic mother, there are good dozen hidden women who have either sacrificed their family plans for their careers or sacrificed their careers for their children, “choicelessly”. To end that cycle of unequal academic motherhood, we have to make this personal, not only political, but professional too. (para. 27)

Unfortunately, there are not many mothers with tenure within the same departments or within proximity that makes a strong mentoring relationship possible. Also not possible are matters of precedent, so when a mother needs advice or information, many times the family friendly policies are unknown. A lack of mentorship exists with other marginalized groups, like those from other non-normative status like different race or ethnic groups, as well. Kittelstrom (2010) suggested that other mothers are often intentionally hidden because it is taboo to discuss the reality of family in the work-life paradigm.

Similar to Blair et. al. (1994), the code suggests that we not discuss family matters at the work place. Clearly, motherhood is a matter of biology and sex differences more so than gender, yet we continue to exclude this blatant difference from the conversation for fear of silent penalty. The silent penalty is perhaps why many women opt not to use family friendly policies even when they are available. For instance, the mothers I interviewed had the following thoughts on stopping the tenure clock. Andria was not sure if that was even a possibility, but thought it would be great if so. Betty, Catrina, Edith, and Frances all explained that they were told not to stop their clock. They explained that if they did that there body of work would likely be scrutinized more rigidly than if they proceeded as normal.
Edith explained it best when she said “I guess people assume that having a baby is a blissful vacation where copious amounts of work can be accomplished. So if there is a gap in the time period more productivity is expected as a result.” She explained that her department chair and others suggested that she had been productive enough on the front end to not need to stop her clock. She was told, “the gap will be more obvious” if you stop the clock than if she just kept going.

Donna was also advised to not stop her clock, but she also offered a different perspective. She suggested that in some cases when the mother has not perhaps been “front loading” their work then it might make sense to stop the clock. She said, “in that case though I would advise her to try to work while on leave”. Kittelstrom (2010) suggested that the gap on the vita should perhaps eventually be noted as a “reproductive allowance” (para. 26). Although I am not certain that her suggestion is any better than the current situation, it is clear that additional discussion and acknowledgment of the unintentionally punitive nature of the system could be beneficial to women and families. A more open culture may be an important step in developing a foundation for mentorship and a less punitive set of alternatives.

Edith and Andria both said they had not considered themselves advocates or feminist, but they hoped that their experiences would help make the efforts of future mothers more ideal. Andria remarked that an older female colleague had applauded her for having a baby while seeking tenure. The colleague said, “in my day we just didn’t do that”. Edith said, “Now more than ever I intend to be an advocate for this end [motherhood and tenure].”
She explained that her perspective had intensified with the birth of her own daughter. She said I cannot imagine her not being as fulfilled as I am in a career simply because she wanted a family. Betty recounted a time when a mentor at another university had told her, “it’s best not to wait to have a family if you want one because you might find yourself unable to have one”. In her mentor’s case, she had developed ovarian cancer and was unable to have children although she desired them. Donna and Catrina spent time discussing what mentorship would ultimately look like for them, as they had never had mentors who were mothers. Looking at me they answered the question “If I were your mentor what would that look like?” In a general sense though a mentoring system that was in many way self-directed was ideal. Frances said

I do not really need a counseling session, a high five, or a cheerleader, but it sure would have been helpful if someone had arranged for formal and informal opportunities to learn more of my craft while I was seeking tenure.

She explained that no matter how productive someone is it always takes time to adjust to a new position and to learn who some of your “key allies are at the university.” I asked her to say more about what would have made her situation better, and she listed examples like having a librarian in her department on a scheduled basis, having people from sponsored programs or Internal Review Board (IRB) over for weekly chats, or having methodologists or others who could be helpful in the process around from time to time. She described her view in a sensitive way. She was quick to say if people viewed these supported opportunities as “remediation”, then it would not work but if the arrangements “were truly in the best interests of each of us then maybe.” She followed with saying “perhaps a system of post-doctoral or pre-tenure training series that helps set
each scholar on a path toward supported success as a normal part of the school would help.”

The delicate balance between a directive programmatic approach and an informal self directed approach would need tremendous consideration. A systemic support structure that is flexible in nature, allows the learner to seek what will be helpful to them and is offered enthusiastically by teacher colleagues aligns well with constructs posed by Knowles and Lindeman (as cited in Smith 1984).

More consideration of a system where each scholar is guided to identify their own strengths, challenges, opportunities, and threats and is then guided to devise a plan as a part of their journey toward tenure with those elements in mind would be a progressive notion. An individualized and intentional approach to support development and balance is perhaps at the heart of what McClusky (1963) had envisioned with the use of Power, Load and Margin and a plausible implication for Antonovsky’s (1979) meaningful, manageable and comprehensible frameworks.

**Future Research**

Noticeably, there are unanswered questions and other constructs to consider for mothers who want tenure. Perhaps most notably is the recruitment of women into these positions. Another key question is how to work toward cultures that are more open to the creation of family. Many of the programmatic and human resource related items relate to matters that will reduce the influence of role conflict, role strain, and stress. More research is needed to explore what influence constructs like role strain, role conflict, role overload have on the personal and professional development of the mother, scholar, teacher and citizen. Also meaningful, yet unknown are the multidimensional effects of
continuously living a segmented lifestyle. Additional insights may be useful in determining what if any effects occur within the dimensions of wellness or how vitality of mothers with tenure who continue this pattern of life over time. The constructs of the Toxic Tower and concept Negative Spillover may provide a starting point for additional perspective.

The PLM framework as a means of self reflection and power/ load identification seems reasonably useful as a contemplative process for mothers seeking tenure. The information received from the PLM identification process each mother participated in may also be reasonably supportive for those who advocate for additional institutional support for scholars. The PLM framework along with motivational interviewing techniques used during the interviews were very complementary in terms of creating a safe space for exploration and reflection for each participant. The examples of powers and loads identified by the mothers were complexly described.

As with all studies, this research had limitations. One of the primary limitations for this study was related to the multifaceted nature of the questions asked and the guiding theory for exploration. Most notably, was that the project occurred during the beginning and middle portions of the fall semester. PLM theory suggests that each of us negotiate our roles and responsibilities in such a way that if we overextend ourselves or have more stressors than resources, we do not perform optimally (Hiemstra, 2003; McClusky, 1963). If this study was perceived as “one more thing” to accomplish the perspective of the data may be affected.

At best this work sought to serve the thought processes of others who want to pursue tenure, those who lead departments and others who want to support the success of
mother scholars. There were six participants from a medium-sized state university in the Midwest. I used common methods suggested to answer how or why questions about a contemporary set of events over which I had little or no control (Yin, 1994). The scope was of course limited to those events the participants deem safe to share in reflection of their experiences.

Finally, I argue that it would be worthwhile to consider efforts that would move mothers beyond merely surviving the tenure process to thriving during and after the process. Moving from surviving academia to thriving in the “life of the mind” is ideal. In matters of unintentionally punitive policies, unwritten rules and the scarcity of progressive and supportive efforts for marginalized groups it is time we do better.

**Chapter Five Summary**

The journey for mothers who seek tenure is an arduous one. The benefits, rewards, challenges and sacrifices are multidimensional and had complex implications for the lived experiences described in this study. The word balance has been used to describe the relationship between work and home life but that may not accurately describe the association between the roles a mother-scholar plays. The word balance implies that the elements on each side of the scale are equal. The mothers in this study described negotiation between responsibilities and deadlines and the integration of work at home as well as the integration of home at work in such a way that the two sides were inseparable. Instead of viewing motherhood as a handicap as suggested by Kittelstrom (2010) perhaps we can move toward a position that values the merit of the transformational learning that occurs as a result of motherhood.
References


Academe 77, 38–42.


POTENTIAL APPLICATIONS OF POWER LOAD MARGIN


Appendix A: Recruitment Email

Dear <<Name>>

I am conducting research for my dissertation, which focuses on the experiences of women seeking tenure, particularly those at Ball State University. I am hoping to interview research participants who fit all of the criteria outlined below.

- Females who work in tenure track positions at Ball State University
- Any discipline is acceptable but no two women from the same department or discipline at Ball State University
- Women who are at different stages of their process: Year 1-3; Year 3-6; Year 7
- No distinction will be made for marital/partnership status, race or ethnicity
- Participate in a maximum of two possible interviews lasting 60-90 minutes
- Share documents/artifacts that will support their self stories,
- Be open to in person observations performed by the researcher to occur in classroom, in home or, in office depending on which context is comfortable for the participant and leads to deeper meaning.

If you have additional questions about the study or fit the criteria above and would be willing to be interviewed for this study, please let me know by (TBD). We can make arrangements to schedule a time and location for an interview. If you do not fit all of the above criteria but know of someone who does please pass this email on to them. I can be contacted @****** or at the contact phone numbers below to arrange an interview or answer questions about the study.

Thank you
Amanda Salyer-Funk
Doctoral Candidate
Educational Studies
Ball State University
Muncie, IN 47306
765-717-9779
Appendix B: Interview Guide

SECTION 1: Tenure experiences in higher education.

1. What do you teach? Where you in your tenure process?
2. Please tell me about your experience seeking tenure up to this point?
3. What, if any, challenges or struggles have you faced in getting to this position?
4. In your view, how clear are the requirements for tenure as set forth in your area?
5. What are/were your perceptions of the school, college, colleagues, administrative staff or other faculty as it relates to your current journey?
6. What is/was your comfort level as a faculty member seeking tenure?
7. During this journey, who/what group of people have you felt the strongest connection to?

SECTION 2: Work-Life Balance, Gender, Stress, and Resources

8. What do you identify as important to/for you as you seek tenure? In your view what elements do you juggle as you seek tenure?
9. What were/are your thoughts on other women who are seeking tenure? How do you see yourself in relation to them?
10. In your view, how has being a woman impacted your experiences seeking tenure?
11. What sources of stress do you identify with your tenure process? In what ways have those stresses changed/evolved during your process?
12. What resources do you identify/use as you seek tenure? In what ways have those resources changed/evolved during your process?
13. What advice have you received during your process that is/was particularly helpful, troublesome, encouraging, discouraging, or otherwise that stands out for you?

SECTION 3: Policies Seen as Influencing Success

14. What policies do you utilize, identify, or rely on as you navigate this process? What formal, informal policies are important to you?
15. Would you categorize yourself as having strong support/support systems? Why or why not? (In what ways?)
16. Is there anything else you would like me to know?
Appendix C: Introductory Letter

Potential Applications of Power Load Margin Theory for Women Seeking Tenure in Higher Education.

The purpose of this study is to explore how women who are seeking tenure at Ball State University describe their experiences, to discuss what institutional structures and policies women seeking tenure identify as influencing their advancement and to see what women identify as the benefits, rewards, challenges and/or sacrifices related to seeking tenure. Ultimately, a collection of sensitizing themes and descriptions should emerge that will add depth and breadth to the literature. Although there are several studies that explore social, political, and systemic trends for women seeking tenure there is little data describing the specific experiences of women using an adult education theory that has a core emphasis on personal well-being and theoretical parameters for successful work life balance.

To be eligible to participate in this study, you must identify yourself as a woman seeking tenure at Ball State University. You will be asked to identify how far along in the process you are and to reflect on experiences, previous notions, and realities you have discovered along the way.

For this research, you are asked to participate in a face-to-face or instant messaging interview. The initial interview will be approximately 60-90 minutes in duration with a possible follow-up interview to clarify and expand upon information provided in the original interview.

For purposes of accuracy, face-to-face interviews will be digitally audio-recorded, transcribed, and stored on the principal investigator’s computer. If your interview is conducted using instant messaging, the principal investigator will email you with the contact instant messaging address being used for this study and will request yours. The interview will be scheduled at a time when you and the principal investigator can be online at the same time. Before the instant messaging interview questions are asked, the principal investigator will do a “dry run” by asking you introductory text-based questions and await your reply. Once this initial communication is successful, text-based interview questions will be asked and you will have the opportunity to respond to each. The digital transcripts of instant messaging interviews will be saved and stored on the principal investigator’s computer.

Any digital audio recordings and/or digital transcripts of your interview will be stored indefinitely in a password protected electronic file accessible only to the principal...
investigator and available to the faculty supervisor of this study. Any names used will be changed to pseudonyms in transcripts, in order to ensure confidentiality. Research notes and transcripts written and/or printed will be stored indefinitely in a locked filing cabinet accessible only to the principal investigator and available to the faculty supervisor of this study.

There are no foreseeable risks associated with this study. One benefit to you is that you might potentially have a better understanding of your experiences and the meaning you assign to those experiences. Your participation in this study is completely voluntary and you are free to withdraw from the study at anytime for any reason without penalty or prejudice from the principal investigator. Please feel free to ask any questions of the principal investigator at any time during the study.

For one’s rights as a research subject, you may contact the following: Coordinator Compliance, Office of Academic Research and Sponsored Programs, Ball State University, Muncie, IN 47306, (765) 285-5070, irb@bsu.edu.

I, ____________________________, agree to participate in this research study entitled, “Potential Applications of Power Load Margin Theory for Women Seeking Tenure in Higher Education” I have had the study explained to me, and my questions have been answered to my satisfaction. I have read the description of this project and give my consent to participate. I understand that I will receive a copy of this signed form to keep for future reference.

To the best of my knowledge, I meet the inclusion/exclusion criteria for participation (described on the previous page) in this study.

___________________________  _______________________
Participant’s Signature      Date

Principal Investigator_____________ Faculty Supervisor_____________
Amanda Salyer-Funk, MS          Michelle Glowacki-Dudka, PhD
Educational Studies,             Educational Studies Teachers College,
Ball State University Muncie, IN 47306 Ball State University Muncie, IN 47306
Telephone: (765) 285-8730       Telephone: (765) 285-5348
Appendix D: Mind Map Example
Potential applications of power load margin

Power

Inner resources
Work ethic
Network colleagues
Daughter

Lands
Balance
What's left
over
Relationships

Center
Success
Accomplished
POTENTIAL APPLICATIONS OF POWER LOAD MARGIN

Diagram:

- Kids
- Husband
- Department
- Past Training
- Exercise
- Older Kids Now
- Lost in thought
- Meetings
- Husband Lack of Care
- House Work
- Car Repair / Life Stuff
- Sick Kids
- Lots of Reading / Grading
- Expect More
- Travel / Research / Presenting
POTENTIAL APPLICATIONS OF POWER LOAD MARGIN

Diagram:

- Faith
- Family
- Colleagues
- Crockpot
- Autonomy

- Family
- Kids
- Inlaws
- Spouse
- Students
- Sleep

- Less bedside writing
- The unknown
- Deadlines
- House
- Time
- guilt
- groan
- Life tasks- School
- Meeting
- Heavy load
- Advising
- Service